

REGULAR BOARD MEETING
REVISED AGENDA

Date: Tuesday, May 3, 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: M. Zapata	
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	
4.1 School Eco-Teams Energy and Environmental Initiatives (G. Corbacio)	1 - 2
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10.3	Educational Field Trips (T. Overholt)	73 - 73
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10.5	April 8, 2016 Professional Development Day - Equity and Inclusion: Education for Truth and Reconciliation (A. Prkacin)	82 - 86
10.6	2016-2017 Budget Estimates Update (P. McMahon)	87 - 95
10.7	Status of the Holy Rosary Kindergarten and Classroom Addition Project (G. Corbacio)	96 - 118
11.	Miscellaneous Information	
11.1	SEAC Minutes - March 7, 2016	119 - 123
12.	Correspondence	
13.	Open Question Period	
14.	In Camera	
15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer: J.M. Rowe	

PRESENTATION REPORT

ITEM 4.1

SCHOOL ECO-TEAMS

ENERGY AND ENVIRONMENTAL INITIATIVES

PURPOSE:

To recognize the accomplishments and dedication of some of our School Eco-Team's energy conservation and environmental sustainability initiatives.

BACKGROUND INFORMATION:

In September 2015, the Energy and Environmental Advisory Committee was formed to provide guidance and assistance to the Facility Management Services Department on energy and environmental initiatives and programs. The Committee includes three School Administrators along with representatives from Facility Management Services, Curriculum Services, and Strategic Communications. One of the objectives of the Energy and Environmental Advisory Committee is to recognize and "spread the message" of school energy and environmental programs.

COMMENTS:

Many of our schools have formed an Eco-Team. These teams typically consists of students and a teacher Eco-Lead. The School Eco-Teams organize energy and environmental initiatives and inspire other students, teachers, administration and on occasion community members to participate in eco-themed activities. As a result of the hard work and enthusiasm of our Eco-Teams, we have many more active participants involved in the stewardship of the Earth.

Due to their outstanding efforts throughout this school year, four schools have been invited to the May 3, 2016 Board Meeting to share with Trustees their respective energy and environmental accomplishments. The schools making a brief presentation of their efforts will be:

- St. Francis of Assisi Catholic Elementary School, Halton Hills
- St. Benedict Catholic Elementary School, Milton
- St. John Paul II Catholic Elementary School, Oakville
- Bishop P.F. Reding Catholic Secondary School, Milton

CONCLUSION:

The School Eco-Team presentations demonstrate the outstanding energy and environmental initiatives happening in our schools. We recognize the daily efforts by our students, teachers and school staff to promote energy and environmental sustainability in our community.

Moreover, by highlighting the accomplishments of our School Eco-Teams, we also celebrate the fun and enthusiasm brought upon by their collaborative efforts towards energy conservation and stewardship of the environment.

REPORT PREPARED BY:	S. ALLUM MANAGER, SCHOOL ENERGY & ENVIRONMENTAL FACILITY MANAGEMENT SERVICES
REPORT SUBMITTED BY:	G. CORBACIO SUPERINTENDENT, FACILITY MANAGEMENT SERVICES
REPORT APPROVED BY:	P. DAWSON DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

MINUTES OF THE REGULAR BOARD MEETING

Date: April 19, 2016
Time: 7:30 pm
Location: Corpus Christi Catholic Secondary School
5150 Upper Middle Road
Burlington, ON

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

Student Trustees	J. Brown	M. Zapata
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Student Excused	C. Kemeni
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Staff Present	B. Browne	L. Naar
	C. Cipriano	J. O'Hara
	G. Corbacio	T. Overholt
	P. Dawson, Secretary of the Board	T. Pinelli
	C. McGillicuddy	A. Prkacin

Also Present

S. Allum, Manager, Energy and Environmental
A. Bartucci, Strategic Communications Officer
T. Durham, Curriculum Consultant
A. Jamieson, Director, Catechesis Office, Diocese of Hamilton
J. Staples, Curriculum Consultant
A. Swinden, Swinden, Administrator, Strategic Communications Services
F. Thibeault, Administrator, Planning Services
S. Typer, Curriculum Consultant
K. Yanchus, Reporter
Students/Staff of St. Mary CES and St. Patrick CES

Recording Secretary H. Murphy

1. Call to Order
The Chair called the meeting to order.
 - 1.1 Opening Prayer: J. Brown
The meeting opened at 7:30 p.m. with a prayer led by Jackson Brown.
 - 1.2 Motions Adopted/Information Received In-Camera
The Association of Professional Student Services Personnel (APSSP) Local Tentative Memorandum of Settlement
RESOLVED, that the Halton Catholic District School Board ratify the Memorandum of Settlement between the Board and APSSP dated March 22, 2106, to be effective September 1, 2014 and to expire August 31, 2017
CUPE 5200 (Educational Assistants) Local Tentative Memorandum of Settlement

RESOLVED, that the Halton Catholic District School Board ratify the Memorandum of Settlement between the Board and CUPE Local 5200 (Educational Assistants) dated March 29, 2016, to be effective September 1, 2014 and to expire August 31, 2017.

CUPE 5200 Unit B (Designated Early Childhood Educators) Local Tentative Memorandum of Settlement (J. O'Hara)

RESOLVED, that the Halton Catholic District School Board ratify the Memorandum of Settlement between the Board and CUPE Local 5200 Unit B (Designated Early Childhood Educators) dated April 5, 2016, to be effective September 1, 2014 and to expire August 31, 2017.

Retirements

Patricia McLean retiring effective April 30, 2016. Vincent Blain, Tammy Ellies, Kathleen Fach, Dianne Fox, Oksana Krawczyniuk, Margot Olivieri, Nijole Vaitonis and Dianne Visschedyk retiring effective June 30, 2016. Annette Raper retiring effective September 1, 2016.

Curriculum Consultant Generalist

Karen Becker, Mary (Terri) Durham, Teresa Foster, Catherine Jenkins, Jill Staples and Anna Marie Toltl appointed as Curriculum Consultant Generalists effective September 1, 2016 for a period of up to three (3) years with the possibility of a one (1) year extension.

School Administrative Appointments

Paul Dilanni and Katharine Stevenson appointed as Secondary School Principals effective September 1, 2016. Norman Roberts appointed as Secondary School Vice Principal effective September 1, 2016.

Acting Elementary School Vice Principal

Colin Simpson appointed as Acting Elementary School Vice Principal effective May 2, 2016 to June 30, 2016.

2. Approval of the Agenda

Referencing the resolutions for Action Items 8.1 – 8.4, Trustee Quinn requested a ruling as to whether they were to be considered Action items, under the format presented and in accordance **with the Board's by-laws**. The Chair ruled that items 8.1 – 8.4 were Action Reports.

#90/16

Moved by: P. Marai

Seconded by: J. M. Rowe

RESOLVED, that the agenda be accepted as presented.

CARRIED

3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

4. Presentations

4.1 Robotics Presentation (A. Prkacin)

S. Typer, Curriculum Consultant introduced staff and students, representing Grade 3, Grade 6 and Grade 7 students from St. Patrick and St. Mary Catholic Elementary School who showcased the skills that they have been learning through LEGO Robotics. A variety of projects were presented. A number of students from St. Mary Catholic Elementary School also participated in the Bay Area Science and Engineering Fair (BASEF) this year.

J. Michael extended congratulations to the students and teachers for their innovative and creative projects.

5. Delegations

There were no delegations.

6. Approval of Minutes

6.1 Regular Board Meeting - April 5, 2016

#91/16

Moved by: A. Iantomasi

Seconded by S. Trites

RESOLVED, that the minutes of the April 5, 2016 Regular Meeting of the Board 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 North Georgetown Modified Pupil Accommodation Review – Final Report and Recommendations (T. Overholt, G. Corbacio, P. McMahon)

As a point of order, A. Danko informed the Chair that the motion should be moved and seconded prior to being addressed.

#92/16

Moved by: J.M. Rowe

Seconded by: D. Rabenda

RESOLVED, that the Halton Catholic District School Board, contingent upon Ministry approval, approve recommendations 1-5 for the North Georgetown Modified Pupil Accommodation Review Area:

- 1) *That Holy Cross Catholic Elementary School and St. Francis of Assisi be consolidated into the North Georgetown Community Catholic Elementary School for the 2017-2018 school year, at the earliest;*
- 2) *That North Georgetown Catholic Elementary School be located on the Board owned Berton Boulevard site, and the constructed facility be comprised of a 671 pupil place elementary school with an 88 space five (5) room child care centre wing, slated to open for the 2017-2018 school year, at the earliest;*
- 3) *That the Board re-direct all programs currently offered at the two schools to the new North Georgetown Catholic Elementary School;*
- 4) *That following the completion of the North Georgetown Catholic Elementary School construction project, Board shall close both Holy Cross Catholic Elementary School and St. Francis of Assisi School Catholic Elementary School and re-direct students to the new school; and,*
- 5) *That following the completion of the project, both sites to be declared surplus to the Board's needs, and both site will be circulated through the Ontario Regulation 444/98 disposition process.*

T. Overholt provided a brief overview of the activities that have taken place since the start of the process and commented on the role, mandate and membership (core members, resource staff, and optional members) of the Transition Committee. F. Thibeault reviewed the Transition process and explained that, once approved by the Board, a draft Transition Accommodation Plan would be developed and once approved by the Ministry, the initial Transition Accommodation Plan would follow. He further elaborated on the responsibilities of the Transition Committee.

T. Overholt noted that **staff's** recommendation is based on the needs of students.

Trustee Quinn presented an amendment to the motion and asked that Item 5 be excluded and deferred for future Board consideration.

#93/16

Moved by: A. Quinn

Seconded by: A. Danko

RESOLVED, that section '5' (That following the completion of the project, both sites to be declared surplus to the Board's needs, and both site will be circulated through the Ontario Regulation 444/98 disposition process) be removed from the proposed resolution.

A. Danko commented on the proposed revisions to Ontario Regulation 444/98, currently under consideration, and if approved will expand the list of agencies and bodies having the right of first refusal on the sale of board/public properties and will increase response timelines from 90 to 180 days.

In response to questions, F. Thibeault expanded on the process for the disposal of Board properties.

The Chair called on the vote on the amendment and it *UNANIMOUSLY CARRIED*.

#92/16 (As amended)

Moved by: A. Danko

Seconded by: H. Karabela

RESOLVED, that the Halton Catholic District School Board, contingent upon Ministry approval, approve recommendations 1-4 for the North Georgetown Modified Pupil Accommodation Review Area:

- 1. That Holy Cross Catholic Elementary School and St. Francis of Assisi be consolidated into the North Georgetown Community Catholic Elementary School for the 2017-2018 school year, at the earliest;*
- 2. That North Georgetown Catholic Elementary School be located on the Board owned Berton Boulevard site, and the constructed facility be comprised of a 671 pupil place elementary school with an 88 space five (5) room child care centre wing, slated to open for the 2017-2018 school year, at the earliest;*
- 3. That the Board re-direct all programs currently offered at the two schools to the new North Georgetown Catholic Elementary School; and*
- 4. That following the completion of the North Georgetown Catholic Elementary School construction project, Board shall close both Holy Cross Catholic Elementary School and St. Francis of Assisi School Catholic Elementary School and re-direct students to the new school.*

A. Quinn listed several reasons why the Board should submit only one closure/consolidation request to the Ministry of Education and explained that submitting multiple plans to the province, leaves it at their discretion to decide where their limited resources will be placed. By not emphasizing the importance of the needs of Georgetown Catholic Elementary School as a priority, Trustee Quinn noted that the Board runs the risk of having Georgetown left out of the process.

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

8.2 Burlington Southeast Modified Pupil Accommodation Review - Report Update and Recommendation (T. Overholt, G. Corbacio, P. McMahon)

#94/16

Moved by: A. Danko

Seconded by: P. Marai

RESOLVED, that the Halton Catholic District School Board not approve the Burlington Southeast Modified Pupil Accommodation Review.

Trustee Iantomasi suggested that the proposed recommendation presented by staff be deferred rather than rejected to allow staff to provide alternatives and options, consider land options that the City of Burlington referenced in their delegation to the Board and address land requirements if the Assumption secondary school comes forth in the secondary assessment. She expressed concern delaying the process for an additional year. Trustee Rabenda echoed Trustee Iantomasi's comments.

Trustee Quinn supported the proposed resolution as the process did not give proper time to address the concerns of the community.

The Chair called for a vote:

In Favour	Opposed
Danko, Anthony	Iantomasi, Arlene
Karabela, Helena	Rabenda, Diane
Marai, Paul	Brown, Jackson (non-binding)
Quinn, Anthony	Zapata, Manuela (non-binding)
Rowe, J. Mark	
Trites, Susan	

The motion *CARRIED*.

8.3 Burlington Southwest Modified Pupil Accommodation Review - Report Update and Recommendation (T. Overholt, G. Corbacio, P. McMahon)

#95/16

Moved by: A. Danko

Seconded by: A. Quinn

RESOLVED, that the Halton Catholic District School Board not approve the Burlington Southwest Modified Pupil Accommodation Review.

Trustee Karabela thanked the delegations for their research and staff for their hard work.

A. Iantomasi reiterated the need to defer the matter and expressed concern with enrolment implications if Nelson Secondary School's project obtains approval before a new Assumption Catholic Secondary School. D. Rabenda reiterated that a deferral would allow the Board to include Assumption as part of the discussion.

P. Marai pointed out that the message from the community was clearly heard and the Board must let the communities exist as they do.

The Chair called for a vote:

In Favour	Opposed
Danko, Anthony	Iantomasi, Arlene
Karabela, Helena	Rabenda, Diane
Marai, Paul	Brown, Jackson (non-binding)
Quinn, Anthony	Zapata, Manuela (non-binding)
Rowe, J. Mark	
Trites, Susan	

The motion was *CARRIED*.

8.4 Oakville South Modified Pupil Accommodation Review - Report Update and Recommendation (T. Pinelli, G. Corbacio, P. McMahon)

#96/16

Moved by: A. Danko

Seconded by: P. Marai

RESOLVED, that the Halton Catholic District School Board, contingent upon Board approval, adopt recommendations 1-5 for the Oakville South Modified Pupil Accommodation Review Area:

- 1) That St. Joseph Catholic Elementary School and St. James Catholic Elementary schools be consolidated into the Oakville South Central Catholic Elementary School for the 2017-2018 school year, at the earliest;
- 2) That Oakville South Central Catholic Elementary School be located on the existing St. Joseph School site, and the constructed facility be comprised of a 504 pupil place elementary school, slated to open for the 2017-2018 school year, at the earliest;
- 3) Demolish 4,412 square meter wing of the existing pre-1995 St. Dominic School wing, and construct a 377 pupil place addition, and convert the existing General Purpose Room (small gym) into an 88 place five (5) room child-care centre wing;
- 4) That the Board re-direct all programs currently offered at the two schools to the new Oakville South Central Catholic Elementary School; and
- 5) That following the completion of construction of both the Oakville South Central Catholic Elementary School and the St. Dominic Catholic Elementary School projects, the Board shall close St. James, and re-locate the existing Oakville Thomas Merton Adult Learning Centre (currently leased commercial space) into the facility.

Trustee Quinn stated his opposition to closing a Catholic Elementary School adjacent to a Parish until compelled to do so and on that basis, did not support the decision to close St. James School.

The discussion ensued regarding the use of St. James. D. Rabenda reiterated the need to make the current St. James a support for the community, A. Danko suggested that the

Board makes best use of its asset and that may mean removing the school adjacent to a Church. Furthermore, there is no guarantee that the Church will remain in its current location since the Diocese is conducting consolidations reviews as well. He suggested that the facility should be a single purpose use intended for the ALC. He also suggested that more consultation is required to determine community needs.

Trustee Karabela supported the comments made by A. Quinn and acknowledged that schools are better placed when connected to the Church as they help lay a foundation and makes us more distinctly Catholic.

In response to questions, T. Pinelli commented on the 6th bullet (under staff's recommendation) and noted that it was purposely included to address inequities and to ensure that the needs of the community are met with before and after school programs, bussing, and pick-ups. She also elaborated on how the School Board would help integrate students with various socio-economic needs to their new schools.

In Favour	Opposed
Danko, Anthony	Iantomasi, Arlene
Marai, Paul	Karabela, Helena
Rabenda, Diane	Quinn, Anthony
Rowe, J. Mark	
Trites, Susan	
Zapata, Manuela (non-binding)	
Brown, Jackson (non-binding)	

The motion *CARRIED*.

8.5 School Naming – Oakville Preserve Catholic Elementary School (C. Cipriano) #97/16

Moved by: P. Marai

Seconded by: H. Karabela

RESOLVED, that the Halton Catholic District School Board approve the following two school names for the new North Oakville Preserve Catholic Elementary School:

1st Choice: St. Gregory the Great (preferred)

2nd Choice: St. Therese of Lisieux (alternate) and;

THAT, the Board-approved list of possible school names be submitted to Bishop Douglas Crosby for his consideration and response.

C. Cipriano presented the report and the results from the consultation with the community. In accordance with the stated process, St. Gregory the Great will be presented to Bishop Crosby as the preferred name, followed by St. Therese of Lisieux as the alternate name.

Although respectful of the results of the survey, in an attempt to rectify the imbalance of unintentional biased in favouring male Saints, increasing the number of named female Saints schools in the Board, as well as taking into consideration Aboriginal Awareness Week, A. Quinn presented the following amendment:

Moved by: A. Quinn

Seconded by: H. Karabela

RESOLVED, that the Halton Catholic District School Board new Oakville Elementary School take the name of the first Native American Saint, the Lily of the Mohawks, St. Kateri Tekakwitha and forward the suggestion to Bishop Crosby for his approval.

Referencing Policy, I-15, P. Marai pointed out that the amendment was not in order. He suggested that a change in Policy at this time would clearly contravene the intent of the consultation process and disregard community input. The Chair concurred that the amendment was not in order and called the vote.

In Favour	Opposed
Danko, Anthony	Quinn, Anthony
Iantomasi, Arlene	
Karabela, Helena	
Marai, Paul	
Rabenda, Diane	
Rowe, J. Mark	
Trites, Susan	
Zapata, Manuela (non binding)	
Brown, Jackson (non binding)	

The motion was *CARRIED*.

8.6 Proposed 2016 Facility Renewal Projects (G. Corbacio)

G. Corbacio reported that at the March 10th Board Meeting, an outline of the projects was presented to trustees, including the description and location of the projects. Since then, staff have finalized the project scopes and issued the tenders.

#98/16

Moved by: A. Danko

Seconded by: P. Marai

RESOLVED, that the Halton Catholic District School Board authorize staff to proceed with the Proposed 2016 Facility Renewal Projects.

RESOLVED, that the Halton Catholic District School Board authorize staff to expense funds from the Facility Renewal Project Reserves for the Proposed 2016 Facility Renewal Projects and that the expenditures will not exceed \$6,240.000.

In response to questions, staff acknowledged that trustees would be informed if expenditures exceeded the allocated amount.

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

- 8.7 Policy 1-02 Records and Information Management, Policy I-07 Protection of Privacy, Policy I-30 Video Surveillance – Second and Third Readings (P. Marai)
#99/16

Moved by: P. Marai

Seconded by: A. Iantomasi

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy I-02 Records and Information Management, Policy I-07 Protection of Privacy and Policy I-30 Video Surveillance at Second and Third Readings.
UNANIMOUSLY CARRIED

- 8.8 Policy II-41 Uniform (P. Marai)

#100/16

Moved by: P. Marai

Seconded by: A. Iantomasi

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy II-41 Uniform as amended.

Trustee Quinn objected to the Policy in its current form as it presumes to dictate where parents must purchase uniforms and asks them to comply with Policy I-31 regarding Apparel Purchases and Fair Labour Practices. He suggested amending the Policy whereby removing the mandatory sole supplier from our School Board Uniform Dress Code Policy, and bring it back to Policy for further consideration. A. Quinn clarified that he was opposed to a sole source provider, not to uniforms.

D. Rabenda noted that she was not opposed to considering A. Quinn's consideration but that the Policy should be reviewed with the Purchasing Department.

As a follow-up comment from Trustee Iantomasi in terms of how R.J. McCarthy supports families who cannot afford uniforms, C. Cipriano described the process involved at the school level to assist families with purchasing apparel.

Trustee Quinn further pointed out that by opening to other providers, the market determines what families can afford to pay. School Generated funds are also available to assist families.

The following amendment was presented for consideration:

#101/96

Moved by: A. Quinn

Seconded by: J.M. Rowe

RESOLVED, In keeping with our commitment to reflect Christian values in our day-to-day lives and to abide by the social teaching of the Church and our own Mission and Vision Statement, the Halton Catholic District School Board has implemented a Fair Labour Purchasing Policy. This requires that all vendors provide assurances that the manufacturing of apparels is in keeping with the provisions and procurement of the Fair Labour Practices agreement. We would request that all school communities consider safe, just and healthy, employment standards wherever and whenever they are shopping. A list of school apparel suppliers will be provided within our Policy and will be available on our website.

The Chair called for a vote on the amendment:

In Favour	Opposed
Karabela, Helena	Danko, Anthony
Quinn, Anthony	Iantomasi, Arlene
Rowe, J. Mark	Marai, Paul
Trites, Susan	Michael, Jane
Zapata, Manuela (non-binding)	Rabenda, Diane
	Brown, Jackson (non-binding)

The motion was *DEFEATED*.

The Chair called for a vote on the main motion. It was questioned whether 2/3 majority vote was required.

In Favour	Opposed
Danko, Anthony	Quinn, Anthony
Iantomasi, Arlene	Karabela, Helena
Marai, Paul	Rabenda, Diane
Michael, Jane	Trites, Susan
Rowe, J. Mark	Zapata, Manuela (non-binding)
Brown, Jackson (non-binding)	

The motion *CARRIED*.

8.9 Policy I – Governance of Policy (P. Marai) #102/16

Moved by: P. Marai

Seconded by: A Iantomasi

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy I – Governance of Policy as amended.

In Favour	Opposed
Danko, Anthony	Quinn, Anthony
Iantomasi, Arlene	Karabela, Helena
Marai, Paul	
Rabenda, Diane	
Rowe, J. Mark	
Trites, Susan	
Brown, Jackson (non-binding)	
Zapata, Manuela (non-binding)	

The motion was *CARRIED*.

9. Staff Reports

9.1 Religious Education Resource Selection (A. Prkacin)

T. Durham, Curriculum Consultant, and A. Jamieson, Director, Catechesis Office, Diocese of Hamilton, provided an overview of the Grade 2 – 3 resource, *Growing in Faith, Growing in Christ* which included a video presentation highlighting the benefits of the Grade 1 resource currently in use in schools. A copy of the Grade 2 program is available

from Curriculum Services for trustees to preview.

In response to questions related to the development and cost of the program, staff indicated that the program was not sourced through the Board but rather a collaboration between the CCCB and Pearson directly.

The Chair thanked both T. Durham and A. Jamieson for their informative presentation.

- 9.2 Kindergarten Outdoor Learning Enhancement Plan (G. Corbacio)
G. Corbacio addressed the report introducing two presenters: J. Staples, Curriculum Consultant and S. Allum, Manager, Energy and Environmental, Facility Management Services and acknowledged G. Watkins, Facility Manager; A. Duffield, Senior Administrator, and R. Merrick, Administrator, School Operations and Maintenance of Facility Management Services.

J. Staples commented on the Kindergarten Outdoor Learning Enhancement Plan from the curriculum perspective, highlighted the key benefits for fine motor and sensory activities, and addressed research that supports the natural playspaces.

S. Allum provided information regarding the natural play spaces projects development process and outlined the design strategy. He noted that twelve elementary school were selected for the first phase of the Kindergarten Outdoor Learning Program.

G. Corbacio reported that only the 2015-2016 projects will be done at this time. The 2016 Kindergarten Outdoor Learning Playspace Projects will be brought to trustees for consideration and approval at the May 3, 2016 Board Meeting. In response to questions, the presenters advised that all pods were CSA approved and designed to support students of all different skill levels. As well, G. Corbacio indicated that Board would welcome school community fund raising efforts to enhance the outdoor learning playspaces.

#103/16

Moved by: P. Marai

Seconded by: D. Rabenda

RESOLVED, that the meeting continue beyond 10:00 p.m.

CARRIED

10. Information Items

10.1 Student Trustee Update

J. Brown indicated that both C. Kemeni and M. Zapata would be attending the upcoming OCST-AECO AGM. The students provided an update on the pillars of achieving, believing and belonging detailing activities in the schools

In response to a question related to the process for Student Trustee elections, J. Brown provided an overview.

10.2 School Educational Field Trip (L. Naar)

The School Education Field Trip report was received as information.

10.3 North Oakville Preserve Monthly Construction Report (G. Corbacio)

G. Corbacio addressed the Construction Report. The project is currently on budget and should meet the timeline for completion in September 2016.

- 10.4 Halton Student Transportation Services 2014-2015 Annual Report (P. McMahon)
In response to a question regarding who comprises the Halton Student Transportation Committee, J. Michael indicated that the Chair, the Director and the Superintendent of Business from both the Halton Catholic District School Board and the Halton District School Board sit on the committee along with HSTS staff.
11. Miscellaneous Information
11.1 CPIC Minutes - March 7, 2016
11.2 Policy Committee Meeting Minutes - March 29, 2016
12. Correspondence
12.1 Ministry of Education - Dr. S. Moynihan, Regional Manager (Modified School Year Calendar 2016-2017)
12.2 A.A. LeMay
12.3 The Neighbours of St. Joseph Elementary School
12.4 Father L. Lenssen - St. James Parish
The Correspondence was provided as information.
13. Open Question Period
There was no open question period.
14. In Camera
There was no follow-up In-Camera session.
15. Resolution re Absentees
#104/16
Moved by: P. Marai
Seconded by: A. Iantomasi
RESOLVED, that Student Trustee Kemeni be excused from the meeting. CARRIED
16. Adjournment and Closing Prayer: D. Rabenda
#105/16
Moved by: A. Quinn
Seconded by: H. Karabela
RESOLVED, that the meeting adjourn at 10:08 p.m. CARRIED

The meeting adjourned at 10:08 p.m. with a prayer led D. Rabenda.

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	May 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	May 2016

ACTION REPORT

ITEM 8.1

NAMING OF THE NEW NORTH OAKVILLE PRESERVE
CATHOLIC ELEMENTARY SCHOOL

PURPOSE:

To inform trustees of the response from Bishop Crosby on the selection of the name for the new North Oakville Preserve Catholic Elementary School.

BACKGROUND:

Following the Regular Board Meeting of April 19, 2016, the Director forwarded a letter to Bishop Crosby, identifying the proposed name for the new North Oakville Preserve Catholic Elementary School, a copy of which is attached for your information.

The Bishop's response is also attached. In his letter, Bishop Crosby strongly supports the proposed name of *St. Gregory the Great Catholic Elementary School*.

RECOMMENDATION:

RESOLUTION:

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board approve the name St. Gregory the Great Catholic Elementary School for the new North Oakville Preserve Catholic Elementary School.

REPORT PREPARED AND SUBMITTED BY:

C. CIPRIANO
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION



802 Drury Lane
Burlington, ON
L7R 2Y2
(905) 632-6300
www.hcdsb.org

April 22, 2016

Most Reverend Douglas Crosby, O.M.I., D.D.
Bishop of Hamilton
700 King Street West
Hamilton, ON
L8P 1C7

Dear Bishop Crosby:

Re: Proposed Name for the New North Oakville Preserve Catholic Elementary School

The Board at its Regular Meeting of April 19, 2016 selected a preferred name for the new Catholic Elementary School in Oakville, and is seeking your approval. A copy of the Board Report is attached for your reference.

After a process of community consultation, the preferred name for our newest elementary school is **St. Gregory the Great Catholic Elementary School**, and if this name is acceptable to you, it is the intention of the Board to announce this to the community as soon as possible. The school is expected to open in September 2016.

In the event that the proposed name does not meet with your approval, the Board will seek your approval for the alternate name considered - *St. Thérèse of Lisieux Catholic Elementary School*.

The Board respectfully requests your consideration of the proposed name, and will await your comments before proceeding.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "P. Dawson".

P. Dawson
Director of Education

/mz

c.c. C. Cipriano, Superintendent of Education

Achieving Believing Belonging

ACTION REPORT

ITEM 8.5

**LIST OF RECOMMENDED NAMES FOR THE NEW NORTH OAKVILLE PRESERVE
CATHOLIC ELEMENTARY SCHOOL**

PURPOSE:

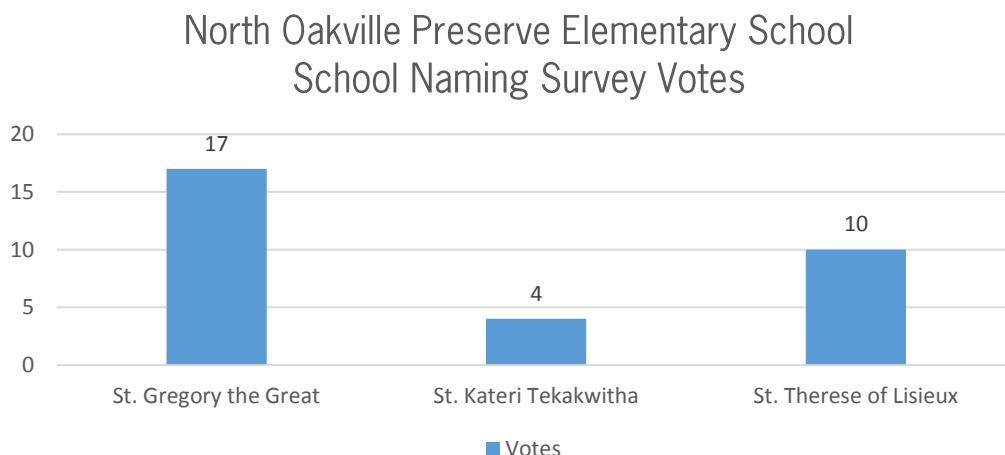
To provide Trustees with an update on the process of naming the new North Oakville Preserve Catholic Elementary School as per Board Policy I-15 School Name Selection.

BACKGROUND INFORMATION:

In consultation with the Chair Jane Michael, , Oakville Trustees Paul Marai, Anthony Danko, Anthony Quinn and Helena Karabella, Father John Van Hees, Director of Education, Paula Dawson, Superintendent Camillo Cipriano and Principal Daniela Attardo, three (3) names were submitted for consideration to the families eligible to attend the new North Oakville Preserve Catholic Elementary School. A brief biography of each name was also provided (see attached).

Stakeholders in this school community were asked to vote on their first choice and submit any other suggestions. The voting was done electronically. The information was posted on the Board website on Friday, March 11th, 2016 and was available until Friday, April 1st, 2016.

There were 31 family votes cast for the school name. St. Gregory the Great received the greatest number of votes (17), followed by St. Therese of Lisieux (10) and St. Kateri Tekakwitha (4). Specifically, the following votes represent the number of families indicating a name as their 1st choice:



CONCLUSION:

Trustees are invited to consider two (2) recommended names for the new North Oakville Preserve Catholic Elementary School and in accordance with Policy I-15, and subject to Board approval, forward the two names to Bishop Douglas Crosby for his consideration and response.

RECOMMENDATION:**RESOLUTION:***Moved by:**Seconded by:*

1. **RESOLVED**, that the Halton Catholic District School Board approve the following two school names, ordered in priority, as possible names for the new North Oakville Preserve Catholic Elementary School:

1st Choice: St. Gregory the Great (preferred)

2nd Choice: St. Therese of Lisieux (alternate)

2. **THAT**, the Board-approved list of possible school names be submitted to Bishop Douglas Crosby for his consideration and response.

REPORT PREPARED AND SUBMITTED BY:

C. CIPRIANO
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

St. Gregory the Great

Why name the school after St. Gregory the Great?

1. He gave up a life of excess to help the poor.
2. He was a prolific writer and will inspire the students.

Examples of Quotes to Inspire Students:

"Don't be anxious about what you have, but about who you are."

St. Gregory the Great

"No one comes suddenly to the summit; but he must make a beginning of a good life in the smallest matters, so as to accomplish great things." St. Gregory the Great



Feast Day:

September 3rd

Biography:

St. Gregory the Great (also known as Pope Gregory I) was Pope from 3 September 590 to his death in 604.

He became Chief Magistrate of Rome at 34. When Gregory's father died, he gave up his wealth, converted the family villa into a monastery and began his life as a Monk. He viewed monastic life as the 'ardent quest for the vision of our Creator.'

On the death of Pope Pelagius II, Gregory was unanimously elected Pope. He was credited with re-energizing the Church's missionary work. He regained papal authority in Spain and France. His successful mission in England led to further evangelizing missions in the Netherlands and Germany.

He attempted to expand the reach of the Church in a difficult world, one that seemed to be quite hostile to Catholic views.

He was a prolific writer, writing more than any of his predecessor popes.

Most importantly, he was humble, on becoming Pope, one of his first acts was writing a series of letters disavowing any ambition to the throne of Peter and praising Monk life, a life he was forced to leave in order to serve.

* Sources: Wikipedia www.wikipedia.org and Catholic Online www.catholic.org/saints

Saint Therese of Lisieux

Why name the school after St. Therese of Lisieux?

The life and teachings of St. Therese act as a true model to all Catholics today. As a young child herself, she recognized that life is about the simple gestures of love, compassion and the selfless acts we can show to one another each day. A smile, a helping hand, a prayer are simple yet practical ways that connect each of us through God's eternal grace. "What matters in life is not great deeds but great love"; words spoken by a beautiful saint. There is no greater way to live our lives than by these words alone. Together let's allow them to resonate in each of our hearts.



Examples of Quotes to Inspire Students:

"Let us be one with Jesus...May all moments of our life be for Him alone."

St. Therese of Lisieux

"Kindness is my only guiding star. In its light, I sail a straight route." St. Therese of Lisieux

"Everything that I do, my actions, my looks, everything is done through love." St. Therese of Lisieux

Feast Day:

October 1st

Biography:

St. Therese of Lisieux also known as "The Little Flower or The Keeper of the Garden" is considered one of the most influential saints of the Catholic Church. Pope Pius X named her "the greatest saint of modern times". Pope John Paul the II declared her the thirty-third Doctor of the Church; the youngest woman to ever be declared this title. She is credited for her divine grace, life of simplicity and unshakable dedication to God. In her autobiography "The Story of a Soul" she described her life as a "little way of spiritual childhood". At a young age she felt a sincere calling into religious life and remained confident in God's unconditional love. She is most commonly known for her devotion through practical deeds, simple acts of kindness, grace and generosity, which enabled her to emanate great beauty. It was through these simple acts of charity and sacrifice that she began to gain a deeper understanding of her true vocation, a life of holiness, doing all things with love and trust in God. "My mission in life is to make God loved, I will spend my heaven doing good on earth, I will let fall a shower of roses".

Although St. Therese is best known for living a hidden life and "wanted to be unknown" the inspiration of her life was revealed upon her death through her powerful autobiography, letters, poems and prayers. Countless lives have been touched by her intercession and millions have and continue to imitate her little ways. Mother Theresa herself was even credited for taking St. Therese's name as she too was profoundly impacted by her goodness.

* Sources: Society of The Little Flower www.littleflower.org and Catholic Online www.catholic.org/saints

St. Kateri Tekakwitha

Why name the school after St. Kateri Tekakwitha?

1. St. Kateri was a young person and her zeal of commitment and virtue to the Lord is a strong role model for our children to emulate.
2. She was the first Native American Saint.
3. She was a brave and independent women, who devoted her life to God.

Examples of Quotes to Inspire Students:

"I am not my own; I have given myself to Jesus. He must be my only love". St. Kateri Tekakwitha

"If I should become sick and unable to work, then I shall be like the Lord on the cross. He will have mercy on me and help me, I am sure".
St. Kateri Tekakwitha

Feast Day:

April 17th

Biography:

Kateri was born near the town of Auriesville, New York, in the year 1656, the daughter of a Mohawk warrior. She was four years old when her mother, a Mohawk warrior died of smallpox. The disease also attacked Kateri and transfigured her face. She was adopted by her two aunts and an uncle. Kateri converted to Catholicism as a teenager. She was baptized at the age of twenty and incurred the great hostility of her tribe. Although she had to suffer greatly for her Faith, she remained firm in it. Kateri went to the new Christian colony of Indians in Canada. Here she lived a life dedicated to prayer, penitential practices, and care for the sick and aged. Every morning, even in bitterest winter, she stood before the chapel door waiting until it opened at 4 a.m. and remained there until after the last Mass. She was devoted to the Eucharist and to Jesus Crucified. She died on April 17, 1680 at the age of twenty-four. She is known as the "Lily of the Mohawks". Devotion to Kateri is responsible for establishing Native American ministries in Catholic Churches all over the United States and Canada. Kateri was declared venerable by the Catholic Church in 1943 and she was beatified in 1980. Under the protection of Saint Kateri Tekakwitha, a spiritual mother in our faith. She is remembered as one who reveals to us what it means to be a follower of Christ and to allow the Holy Spirit to illuminate what is noblest, truest and holiest in our cultures. Her life of heroic virtue as a truly Christian Mohawk woman is a gift to all the Church in our country and around the world. St. Kateri Tekakwitha was canonized on 10/21/2012 by Pope Benedict XVI.

Honouring the Land and Territory:

Halton, as we know it today, is rich in the history and modern traditions of many First Nations and the Métis. From the lands of the Anishinabe to the Attawadaron, the Haudenosaunee, and the Métis, these lands surrounding the Great Lakes are steeped in Indigenous history. As we gather today on these treaty lands, our Catholic Social Teachings call us in Solidarity with our Indigenous brothers and sisters to honour and respect the four directions, lands, waters, plants, animals and ancestors that walked before us. All these wonderful elements of creation exist, gifted to us by our Creator God. *Sources: https://en.wikipedia.org/wiki/Kateri_Tekakwitha and http://www.catholic.org/saints/saint.php?saint_id=154





BISHOP OF HAMILTON

April 26, 2016

Ms. Paula Dawson, Director of Education
Halton Catholic District School Board
802 Drury Lane
Burlington, ON
L7R 4L3

Dear Ms. Dawson,

Thank you for your letter of April 22, 2016, concerning a proposed name for the new North Oakville Preserve Catholic Elementary School. I appreciate the enclosed background information which helped me understand the reasons for your proposal.

There is much to commend **Saint Gregory the Great** as the name for your new school. Born in Rome in 540, he became Pope on September 3, 590, until he died on March 12, 604. Because of his prolific writing and teaching, he is a Doctor of the Church. He is considered to be the patron saint of students and teachers, and of musicians and singers. He was considered the *Father of Christian Worship* because of his important work in revising the Roman worship of his time.

I certainly approve the name of **St. Gregory the Great** for your new school. The students will learn much about him, and they will be able to follow his strong example of faith and study.

Thank you for inviting me to attend the Award of Excellence program last evening. I thoroughly enjoy the annual event in every aspect. It is always well prepared. It honours well-deserving students in every school in the Board. The presence of the Choir of Rock from St. Benedict's School was a highlight. They are very good – and very confident. The work of their music teachers must be commended! It shows what good teachers can do.

Sam Hutchings stole the show! What a remarkable young man he is! Courage, strength, self-confidence, and goodness exude from him. He is a shining example of everything that is right about Catholic education – and, in particular, your SEAC program. He is a winner in every way. Please keep up the good work you are doing – for every student entrusted to the Board.

Thank you for your always kind greetings last evening. May the Lord bless all your good works!
How very proud I am of the Halton Catholic District School Board!

Sincerely in Christ and Mary Immaculate,

A handwritten signature in black ink, appearing to read "Douglas Crosby". The signature is fluid and cursive, with a small cross-like mark at the beginning.

(Most Rev.) Douglas Crosby, OMI
Bishop of Hamilton

*cc: Father Cornelius O'Mahony,
Episcopal Vicar for Catholic Education*

/vo

ACTION REPORT

ITEM 8.2

RELIGIOUS EDUCATION RESOURCE SELECTION

PURPOSE:

The Halton Catholic District School Board's investment in classroom learning materials ensures the provision of appropriate resources that support the Ontario Catholic Curriculum.

The purpose of this report is to recommend the purchase of the Grade Two and the Grade Three, *Growing in Faith, Growing in Christ*, Complete Print and Digital District Implementation Package to support the implementation of the *Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8: Religious Education*.

BACKGROUND INFORMATION:

Until now, all other curriculum areas, except for Religious Education and Family Life, have had Curriculum Policy Documents. Religious Education was directed by programs (e.g. *Born of the Spirit, We are Strong Together*) which are now dated. The *Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8: Religious Education* was created to support the development of new programs which reflect contemporary insights into religious education, using current pedagogy while developing religious literacy. The approach to religious education and catechesis within the document has been laid out in the *General Directory for Catechesis* and is rooted in the New Evangelization. Its content comes from scripture and tradition, particularly as expressed in the *Catechism of the Catholic Church*. The Bishops in Ontario (ACBO) collectively set the new religious education program through their Education Commission and the Institute for Catholic Education (ICE) and in May 2013, approved it for implementation. It has been forwarded to the Vatican.

In order to support the new *Religious Education Curriculum Policy Grades 1 – 8: Religious Education*, the ACBO also announced in May 2013, a project to develop new learning and teaching resources to replace the existing textbook series (*Born of the Spirit, We are Strong Together*). The publisher awarded the contract was Pearson Canada, publisher of *Fully Alive*, the ACBO-sponsored Catholic Family Life Education series for Grades 1 - 8. With the participation and contribution of bishops, theologians and Catholic School board representatives from Ontario, Alberta and Saskatchewan, the new resource *Growing in Faith, Growing in Christ* was developed.

In the 2014-2015 school year, the Halton Catholic District School Board purchased the *Grade One, Growing in Faith, Growing in Christ*, District Implementation Package to support the implementation of the *Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8: Religious Education* in September of 2015. The resource has proven to be a rigorous and engaging program which exhibits the qualities described by the Ontario and Western Bishops in their statement below:

Growing in Faith, Growing in Christ creates strong links between home, school, and parish. The classroom experience helps students to deepen their love of God and their neighbours. Using the best pedagogical practices, the program seeks to engage students in knowing and living their faith. This will not only help them today, but will also prepare them for tomorrow as they grow and mature and make significant

contributions to our society as faith-filled Catholics who radiate the joy of believing.- the Catholic Bishops of Ontario and Western Canada.

It is recommended that the Halton Catholic District School Board continue with the implementation of the *Growing in Faith, Growing in Christ* resource by purchasing the Grade Two and the Grade Three Print and Digital Package for implementation in September 2016. The proposed publication dates for the resource by Grade Level are as follows:

Grade	Print Resources	Digital Resources
1	April 2015 (purchased)	August 2015 (purchased)
2	August 2015	December 2015
3	April 2016	August 2016
4	August 2016	December 2016
5	April 2017	August 2017
6	August 2017	December 2017
7	April 2018	August 2018
8	August 2018	December 2018

REMARKS:

The components of the Grade Two program include:

Teacher Resource

- Print and digital formats
- Detailed lesson plans, and background information
- Support for DI, and instructions for using the program resources that support each lesson

Student Book

- Print and digital formats, to support home/school connections
- Supports good literacy practice
- Highly Visual
- Selections to support read-aloud, guided, and independent reading
- Variety of text forms

Big Books

- Print and digital formats, to support home/school connections
- Contains Scripture Stories depicted in a variety of ways (illustrations, fine art, photographs)
- Large trim size for whole-class instruction
- 2 Big Books per class

Poster Packs

- Print and digital formats, to support home/school connections
- Helps create a faith-based environment in the classroom including liturgical calendar, prayers, and Catholic symbols
- Pack includes Illustrations, photographs, and diagrams

Multi-Media/Interactive Elements

- Embedded multimedia including songs, videos, assessment activities etc.
- Web-based platform for teachers, students, and parish to access eTexts under separate logins, so that they are only accessing materials related to them.

The components of the Grade Three program include:

Teacher Resource

- Print and digital formats
- Detailed lesson plans, and background information
- Support for DI, and instructions for using the program resources that support each lesson

Student Book

- Print and digital formats, to support home/school connections
- Supports good literacy practice
- Highly Visual
- Selections to support read-aloud, guided, and independent reading
- Variety of text forms

Poster Packs

- Print and digital formats, to support home/school connections
- Helps create a faith-based environment in the classroom including liturgical calendar, prayers, and Catholic symbols
- Pack includes Illustrations, photographs, and diagrams

Multi-Media/Interactive Elements

- Embedded multimedia including songs, videos, assessment activities etc.
- Web-based platform for teachers, students, and parish to access eTexts under separate logins, so that they are only accessing materials related to them.

In addition, Boards who purchase the Comprehensive Resource Package will also receive:

- Half-day in-person implementation and resource overview session
 - Five on-line Professional Development modules to provide background and support for key program concepts (self-directed or used for staff development)
 - Teacher access to digital components for multiple grades to facilitate combined grade classroom
 - Combined grade correlations and strategies
 - Report card comments (if requested; would be developed in partnership with appropriate stakeholders)
 - Sacramental instruction support
 - 1 copy of the student resource and digital access to other components for every parish in the district

EXPENDITURE SUMMARY:

Product Description	Quantity	Print/Digital (Full Implementation)	Total
Full Teacher Resource print and digital for straight Grade Two and Grade three classes	204	204 x \$995.00	202,980.00
Teacher Resource Print for Grade1/2 and 2/3 split classes (digital license already purchased through Grades 1 and 2)	70	70 x 45.00	3,150.00
Student Resource (both print and digital copies of Grade Two)	4510	4510 x \$52.95	238,804.50

CONCLUSION:

The recommendation is to purchase *Growing in Faith, Growing in Christ*, Comprehensive Resource Package as the approved Grade Two and Grade Three Religious Education Program Resource, with the intention of continuing to purchase *Growing in Faith, Growing in Christ* grade level resources up to Grade Eight over a three year period. This will ensure that the new catechetical learning and teaching resources for all Halton Catholic District School Board Catholic elementary schools (Grades 1 to 8) align with *The Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8: Religious Education* and have the approval of the Assembly of Catholic Bishops of Ontario.

RECOMMENDATION:

RESOLUTION:

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board approved the purchase of the Grade Two and Three Core Religious Education Complete Print and Digital District Implementation Package: Growing in Faith, Growing in Christ.

REPORT PREPARED BY:

T. DURHAM
CURRICULUM CONSULTANT

REPORT SUBMITTED BY:

A. PRKACIN
SUPERINTENDENT OF EDUCATION, CURRICULUM SERVICES

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

ACTION REPORT

ITEM 8.3

PROPOSED 2016

KINDERGARTEN OUTDOOR LEARNING PLAYSACE PROJECTS

PURPOSE:

To seek Board approval to proceed with the proposed 2016 Kindergarten Outdoor Learning Playspace Projects.

BACKGROUND INFORMATION:

At the April 19, 2016 Regular Meeting of the Board, staff presented the Kindergarten Outdoor Learning Enhancement Plan, Staff Report Item 9.2. The Staff Report described the benefits of environmental education and outdoor play for Kindergarten students, and also summarized the proposed implementation plan for the Kindergarten Outdoor Learning Enhancement Plan, as a component of the Learning Environment Enhancement Plan (LEEP). The major areas of the Kindergarten Outdoor Learning Enhancement Plan outlined in the report included:

- Kindergarten Program Considerations
- Kindergarten Curriculum Expectations
- Professional Development for Kindergarten Educators
- 2015 Kindergarten Outdoor Learning Playspace Pilot Projects
- Kindergarten Outdoor Learning Playspace Development Process
- Natural Outdoor Playspace Materials
- Durability and Lifecycle Considerations
- Accessibility (AODA)
- Liability and Risk
- Inspection & Maintenance
- Proposed Preliminary Budget and Implementation Schedule

Please refer to Staff Report Item 9.2 from the Regular Board Meeting of April 19, 2016 for additional information. (Appendix B).

COMMENTS:

Outdoor play is an integral and essential part of the Full Day Kindergarten Program and there is a growing amount of evidence that supports the connection between healthy child development and exposure to nature. More and more school boards and municipalities have taken the direction to install natural outdoor playspaces and are also choosing to replace their current plastic and metal play structures with playspaces constructed of natural materials.

In an effort to provide children with engaging and meaningful play and learning experiences, Board staff have been exploring opportunities which incorporate natural earth elements in the Board's Kindergarten playspace areas. The Proposed 2016 Kindergarten Outdoor Learning Playspace Projects have been developed with the assistance of many individuals including Curriculum staff, Facility Management Services staff, administrators, kindergarten teaching staff, school council members and external professional consultants.

The proposed 2016 Kindergarten Outdoor Learning Playspace Projects include the following twelve (12) elementary schools:

Burlington

- Holy Rosary School
- St. Anne School
- St. Christopher School

Halton Hills

- St. Brigid School
- St. Catherine of Alexandria School
- St. Joseph School

Milton

- Guardian Angels School
- Queen of Heaven School
- St. Anthony of Padua School
- St. Benedict School

Oakville

- Our Lady of Peace School
- St. Andrew School

A Site Facilitation Meeting was then held at each of the proposed twelve schools, with the school's appointed Steering Committee, to assist in the selection of playspace pods and layout concept for the school's Kindergarten outdoor learning playspace area. Based on the input received from the respective school's steering committee, the Kindergarten outdoor learning playspace concept, a preliminary design and budget estimate for each school project was prepared. A second meeting was held with each of the respective school's steering committee to review their proposed Kindergarten outdoor learning place design and cost estimate. Once the school's principal and steering committee were in agreement with the proposed playspace design and budget, the contract construction drawings and tender documents were prepared and issued for competitive tendered bids.

Budget

Appendix "A" summarizes the budget estimates for each of the proposed 2016 Kindergarten Outdoor Learning Playspace Projects. The total preliminary budget estimated cost for proposed 2016 Kindergarten Outdoor Learning Playspace Projects is \$1,710,000. The majority of this cost, \$1,125,000, will be funded from the Board's Ministry FDK School Capital Allocation. The remaining cost of the project, \$585,000, will be funded from the Facility Renewal Reserve.

CONCLUSION:

The Full Day Kindergarten Program is a play and inquiry based curriculum. The Kindergarten Program expectations clearly support the need for outdoor play, as it contributes to the development of gross motor, fine motor and sensory skills. The sensory and hands on experiences offered through the proposed 2016 Kindergarten Outdoor Learning Playspaces, and the connection to nature, supports the development of the whole child - spiritually, socially, emotionally, physically, and cognitively. Providing a variety of opportunities for outdoor play connects children to nature and develops their appreciation of God's Gifts of creation. Furthermore, the proposed Kindergarten Outdoor Learning Playspaces provide engaging opportunities for children to observe, discover and explore the world around them, as they develop an understanding of stewardship and their role in the world.

The Board engaged a consulting firm experienced in natural outdoor playareas to assist with the development of the Proposed Kindergarten Outdoor Learning Playspaces. In addition, the Kindergarten playspaces were developed and designed with input from representatives of the respective schools, as well as Curriculum and Facility Management Services staff.

The Proposed 2016 Kindergarten Outdoor Learning Playspaces will meet the Accessibility of Ontarians with Disabilities Act, 2005 (AODA) requirements and will be compliant with the Canadian Standards Association (CSA) Standard: CSA Z614-14- Children's playspaces and equipment.

The total preliminary budget estimated cost for the Proposed 2016 Kindergarten Outdoor Learning Playspace Projects is \$1,710,000. This expenditure will be supported by a Ministry FDK School Capital Allocation amount of \$1,125,000, and \$585,000 from the Board's Facility Renewal Reserve.

RECOMMENDATION:

RESOLUTION:

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board authorize staff to proceed with the Proposed 2016 Kindergarten Outdoor Learning Playspace Projects.

RESOLUTION:

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board authorize staff to expense funds from the Ministry FDK School Capital Allocation, and the Board's Facility Renewal Reserve for the Proposed 2016 Kindergarten Outdoor Learning Playspace Projects, and that the expenditures will not exceed \$1,710,000.

REPORT PREPARED BY:

J. STAPLES
CURRICULUM CONSULTANT, CURRICULUM SERVICES

S. ALLUM
MANAGER, ENERGY AND ENVIRONMENTAL,
FACILITY MANAGEMENT SERVICES

G. WATKINS
FACILITY MANAGER, FACILITY MANAGEMENT SERVICES

R. MERRICK
ADMINISTRATOR, SCHOOL OPERATIONS AND MAINTENANCE,
FACILITY MANAGEMENT SERVICES

G. CORBACIO
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

REPORT SUBMITTED BY:

A. PRKACIN
SUPERINTENDENT OF EDUCATION, CURRICULUM SERVICES

G. CORBACIO
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Halton Catholic District School Board Proposed 2016 Kindergarten Outdoor Learning Playspace Projects Preliminary Budget Estimates			
Schools	April 19, 2016 Budget Estimate		
Burlington			
Holy Rosary School	\$71,000		
St. Anne School	\$120,000		
St. Christopher School	\$111,000		
Halton Hills			
St. Brigid School	\$148,000		
St. Catherine of Alexandria School	\$144,000		
St. Joseph School	\$139,000		
Milton			
Guardian Angels School	\$112,000		
Queen of Heaven School	\$116,000		
St. Anthony of Padua School	\$86,000		
St. Benedict School	\$118,000		
Oakville			
Our Lady of Peace School	\$75,000		
St. Andrew School	\$100,000		
Subtotal	\$1,340,000		
Professional Fees	\$181,000		
Contingencies (10%)	\$152,000		
Net HST (2.21%)	\$37,000		
Total	\$1,710,000		
Revenue			
Ministry of Education FDK School Capital Allocation	\$1,125,000		
School Renewal Reserve	\$585,000		
Total	\$1,710,000		

STAFF REPORT

ITEM 9.2

KINDERGARTEN OUTDOOR LEARNING ENHANCEMENT PLAN

PURPOSE:

To present the Kindergarten Outdoor Learning Enhancement Plan to the Board of Trustees.

BACKGROUND INFORMATION:

In early 2016, Facility Management Services introduced to Trustees an outline of the Learning Environment Enhancement Program (LEEP). The Learning Environment Enhancement Program is the next evolution of the Facility Management Services Department strategic plan for the improvement of school facilities to support student learning and excellence in Catholic Education.

The goal of the LEEP is to enhance student learning opportunities and to address the needs of students and staff by upgrading school facilities to align with classroom learning initiatives, upgrading school learning environments and to support teaching staff to achieve student success.

The LEEP consists of many components pertaining to the improvement of school facilities. One component of the LEEP is the **Kindergarten Outdoor Learning Enhancement Plan** which has been developed with the assistance of many individuals including Curriculum staff, Facility Management Services staff, administrators, kindergarten teaching staff, school council members and external professional consultants.

Outdoor play is an integral and essential part of the Full Day Kindergarten Program and there is a growing amount of evidence that supports the connection between healthy child development and exposure to nature. More and more school boards and municipalities have taken the direction to install natural outdoor playspaces and are also choosing to replace their current plastic and metal play structures with playspaces constructed of natural materials.

Curriculum and Facility Management Services staff have been exploring opportunities which incorporate natural earth elements in the Board's Kindergarten playspace areas to provide children with engaging and meaningful play and learning experiences. This past summer the Board, in partnership with the Oakville YMCA, upgraded the Child Care Centre and Kindergarten outdoor playareas at St. Luke and St. Marguerite d'Youville Catholic Elementary Schools. The new outdoor learning playspaces at these two schools were very well received by their respective school communities, and served as an example to other school communities that a similar outcome was possible for their school's Kindergarten play area.

COMMENTS:

In 2009-2010 the Ministry of Education initiated the new Early Learning Full Day Kindergarten (FDK) Program. The FDK Program was implemented over a 5 year period and involved a number of physical changes to Kindergarten classrooms and the delivery of the curriculum. School boards were allocated capital funding to add new larger Kindergarten classrooms and to make alterations to existing Kindergarten classrooms. The new Kindergarten program pedagogy is rooted in inquiry and

play based learning which was part of the rationale for the larger kindergarten classroom floor areas as additional space was required to accommodate the new indoor play kindergarten equipment.

As part of the FDK Program capital funding, the Ministry provided funding for indoor and outdoor equipment. The majority of the funds were directed to the purchase of indoor equipment since the Board already had separate and updated Kindergarten playground areas at all its elementary schools.

The play and inquiry based pedagogy of the Kindergarten program supports the principals of 21st Century Learning. The program focuses on critical thinking and problem solving where educators and students are co-learners and share their wonderings and learning in a collaborative manner.

Kindergarten Program Considerations

The Ministry Full Day Kindergarten Program Document (2010 Draft) clearly states the importance of environmental education and outdoor play as noted in this excerpt from the document:

“Ontario’s education system will prepare students with the knowledge, skills, perspectives, and practices they need to be environmentally responsible citizens. Students will understand our fundamental connections to each other and to the world around us through our relationship to food, water, energy, air, and land, and our interaction with all living things. The education system will provide opportunities within the classroom and the community for students to engage in actions that deepen this understanding.”

Moreover, the Full Day Kindergarten Program Document encourages Kindergarten educator teams to “take children out of the classroom and into the world beyond the school to help them observe, explore, and appreciate nature.”

Furthermore, The Full Day Early Learning Kindergarten program offers many opportunities to accomplish the three goals in the document “*Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools* (2009)” which are:

- Teaching and learning about environmental issues and solutions;
- Student engagement and community connections by practicing and promoting environmental stewardship, and;
- Environment leadership by implementing and promoting responsible practices in order to be more dedicated to living more sustainably.

In addition, there is great value in providing opportunities for children to engage with nature as it supports the overall and specific expectations in language, mathematics, science, health and physical education, and personal and social development. Furthermore, the experiences and materials offered by the naturalized playspaces support the 21st Century Outcomes, and encourage and challenge children to extend their thinking and wondering beyond the classroom. The provocations and invitations for learning in the naturalized outdoor playspaces develop and extend the critical thinking and problem solving children are doing in the classroom and provide them with a greater variety of opportunities to work both independently and collaboratively with their peers. As stated by Pope Francis in *Laudato Si'*, “*Nature cannot be regarded as something separate from ourselves or as a mere setting in which we live. We are part of nature, included in it and thus in constant interaction with it.*” The proposed Kindergarten natural outdoor playspaces will help to achieve the above noted goals as well as those of the Ontario Catholic School Graduate Expectations including being a responsible citizen and a discerning believer.

Kindergarten Curriculum Expectations

Coming to know and care for the natural world that God created for us and to see God in all living things is reflected in the Kindergarten Focus on Faith Theme of Stewardship and the Essential Question - “*Where is God?*” Contextual data collected from children in our elementary schools supports what is reported by research. Children are spending a great deal of time indoors watching television and using technology, however, they are spending very little time outdoors experiencing the natural world. In this age of technology, it is critical to explore ways to connect children to nature in order to appreciate God’s gifts of creation. Moreover, an increased obesity rate among children is perhaps the most visible symptom regarding lack of exercise and outdoor play. Many studies from around the world show that regular time outdoors produces significant improvements in:

- Learning ability
- Creativity
- Social, emotional, physical and spiritual well-being
- Attention deficit hyperactivity disorder (ADHD)
- Mental and psychological health

In *Laudato Si*, Pope Francis speaks of the importance of ecological education stating “*Good education plants seeds when we are young, and these continue to bear fruit throughout life.*”

When providing opportunities for children to engage and appreciate nature as loving gifts from God, it is important to appeal to all of their senses - sound, sight, touch, taste, feel - as well as to provide gross motor, fine motor and sensory experiences. The existing climbing structures located in the Board’s Kindergarten playgrounds support children who are fit and have well developed gross motor skills. These children are quick to climb to the top and tend to be in control of the play, often leaving other children on the sidelines. A naturalized playspace will engage more children by providing a number of areas for social, creative, collaborative, quiet, nurturing and dramatic activities. The components of the new naturalized playspace areas will have graduated challenge features which permit children at any level to achieve mastery. The components are suggestive, and not prescriptive in nature, and are designed to engage children’s imagination and encourage different play styles with the same component.

Furthermore these components support a variety of physical and sensory experiences, and allow children to enhance fine motor, gross motor and sensory experiences at their own pace. Examples of Kindergarten naturalized playspace components are as follows:

- Sideways trees and stump boarders develop gross motor skills and children use their imagination seeing these natural materials as dinosaurs, ships, castles, trains, etc.
- Sandboxes support problem solving skills, creativity and curiosity enhancing their thinking, inquiry and sensory development
- Outdoor gardens connect children to nature as they use all of their senses to explore and investigate seeds, plants and insects as they come to understand how we respect God when we care for the world
- Quiet areas with low shrubs and towering trees provide natural shade and places to ‘hide’, think and reflect
- Outdoor learning areas invite educators and children to explore and learn together through play and inquiry

All of the activities and learning areas in the naturalized playspaces comply with the CSA guidelines and play in these areas helps children to be aware of their environment, and provides them with opportunities to assess risk, which is an essential part of their development. Unlike the current plastic and metal climbing structures, the areas in the naturalized playspaces are accessible to all students with varying degrees of physical abilities, creating an inclusive learning environment. The naturalized playspaces invite outdoor activity throughout all seasons, unlike the current climbing structures which must be closed when rain, snow, ice or frozen ground conditions render them unsafe. During the winter season, the addition of snow in the naturalized playgrounds further enhances inquiry and creative play, as it alters the gross-motor, fine-motor and sensory experiences for children. Moreover, the snow and cold conditions provide different learning opportunities for children that they would not be exposed to in the fall and spring, and encourages new ways to observe, explore and discover their world.

“May the power and the light of the grace we have received also be evident in our relationship to other creatures and to the world around us. In this way, we will help to nurture the sublime fraternity with all creation which Saint Francis of Assisi so radiantly embodied.” Pope Francis (2015), Laudato Si’, 221.

Professional Development for Kindergarten Educators

Included in the plan for naturalized playspaces in Kindergarten, is a professional development component for Kindergarten educators. Kindergarten teachers and Early Childhood Educators (ECEs) will be participating together in a full-day professional learning opportunity, in order to deepen their knowledge and understanding of how to use the materials and equipment in the naturalized playspaces. This hands-on learning experience, which will be led by knowledgeable facilitators, will enrich the Kindergarten educators understanding of play and inquiry in the context of the naturalized playspaces. This will enable Kindergarten educators to take advantage of the many possibilities offered by the naturalized playspaces and to provide engaging, creative and meaningful learning experiences for their students.

2015 Kindergarten Outdoor Learning Playspace Projects

During the summer of 2015, the Board partnered with the Oakville YMCA on the redevelopment of the YMCA’s Child Care Centre playgrounds and the Board’s Kindergarten playgrounds at St. Luke and St. Marguerite d’Youville Catholic Elementary Schools. The Oakville YMCA had engaged a consultant and contractor to replace their existing plastic and metal playgrounds at the Child Care Centres located at these two schools with unique natural playspace layouts. The Board was able to “piggy-back” on to the Oakville YMCA’s contract and thus take advantage of cost savings due to economies of scale and an expedited project completion process.

School representatives from St. Luke and St. Marguerite d’Youville Catholic Elementary Schools provided input and suggestions into the design of their respective school’s natural playspaces. The outcome of these two projects was diverse and exciting shared playspaces that can be enjoyed by children at both the schools and the child care centres. These new kindergarten outdoor learning playspaces were ready for the start of school in September 2015. However, due to time constraints, Phase II of the St. Marguerite d’Youville School kindergarten outdoor learning playspace will be completed summer 2016.

Refer to Appendix ‘D’ to see photos of the 2015 Kindergarten Outdoor Learning Playspace Projects.

Proposed Kindergarten Outdoor Learning Playspace Projects

The overwhelmingly positive comments and feedback received from the school communities of St. Luke and St. Marguerite d'Youville Catholic Elementary Schools has been very encouraging. The lessons learned and success of these two pilot Kindergarten Outdoor Learning Playspace Projects reinforced the facility renewal direction to convert the Board's existing Kindergarten plastic and metal play structures and playgrounds to natural outdoor learning playspaces for our Kindergarten students.

Facility Management Services staff examined the options to develop an implementation strategy for the renewal of all the Board's elementary Kindergarten playgrounds. Basic criteria were established which included:

- 1) Cost
- 2) Condition of existing kindergarten playground
- 3) Area of existing playground
- 4) Student enrolment projections
- 5) Number of Kindergarten classes
- 6) Existing trees/plantings utilization
- 7) Available funding

A number of the school's Kindergarten playspace areas are proposed to be completed in 2016 utilizing the Board's remaining Ministry Full Day Kindergarten (FDK) Capital allocation. The balance of the Board's Kindergarten Outdoor Learning Playspace Projects are proposed to be funded over the next five years from the Facility Renewal Reserve or operational savings.

Kindergarten Outdoor Learning Playspace Development Process

The Board engaged Bienenstock Design and Consulting (BDC) Inc., a consulting firm with experience in natural outdoor playspaces, to assist with the development of the Kindergarten Outdoor Learning Playspaces. BDC has been consultative and collaborative throughout the design process and attentive to the input and feedback from the school steering committees and Board staff.

In consultation with Curriculum and Facilities staff, BDC developed fourteen (14) natural playspace "pod" concepts for implementation in the Board's Kindergarten playspace areas. The pods consisted of a combination of the following natural elements:

- Ground elevation changes/grade adjustments, vertical log steppers, and boulders
- Durolawn matting, grass, mulch and sand surfaces
- Deciduous and coniferous trees, shrubs and bushes
- Hill slides and horizontal tree play structures
- Chalkboard, mirrors, and transparent acrylic board learning structures
- Log seating, cabinets for play accessories and other wood furniture items
- Planters and outdoor gardening areas

See Appendix "C" to view the fourteen natural playspace pod concepts available to the schools for inclusion in their Kindergarten outdoor learning playspace.

The next step in the process was to select elementary schools to consider for conversion of their Kindergarten playground area to a natural outdoor learning playspace for their Kindergarten students. The initial criteria was to select those schools which were included in the Ministry's FDK capital allocation, and where possible add school sites so that an equitable balance of the natural outdoor learning playspaces was introduced throughout the Board. Twelve elementary school sites

were selected for the first phase of the Kindergarten Outdoor Learning Enhancement Plan. The first phase proposed schools are:

Burlington

- Holy Rosary School
- St. Anne School
- St. Christopher School

Halton Hills

- St. Brigid School
- St. Catherine of Alexandria School
- St. Joseph School

Milton

- Guardian Angels School
- Queen of Heaven School
- St. Anthony of Padua School
- St. Benedict School

Oakville

- Our Lady of Peace School
- St. Andrew School

BDC reviewed the existing playground areas of the twelve proposed school sites and developed a preliminary natural playspace design concept for each school site. All playspace design concepts included the following features:

- An outdoor learning and gathering area
- A sand surface area located away from the school entrance doors
- At least one natural play pod for gross motor and active play
- Retention of an asphalt surface area for tricycles and other active play
- Durolawn matting on grass turf areas to prevent turf wear
- Generous amount of planting materials, trees, shrubs and bushes

A Site Facilitation Meeting was then held at each of the proposed twelve schools, with the school's appointed Steering Committee, to choose the appropriate playspace pods and layout concept for the school's Kindergarten outdoor learning playspace area. BDC, Curriculum and Facility Management Services staff attended the meeting. Each school's steering committee was given the option to substitute and/or add from the menu of 14 playspace pods available. Based on the input received from the respective school's steering committee, BDC further developed the Kindergarten outdoor learning playspace concept, and prepared a preliminary design and budget estimate for each school project.

A second meeting was held with each of the respective school's steering committee to review their proposed Kindergarten outdoor learning place design and cost estimate. Once the school's principal and steering committee were in agreement with the proposed playspace design and budget, the contract construction drawings and tender documents were prepared and issued for competitive tendered bids.

See Appendix "E" to view the proposed Kindergarten outdoor learning playspace for each school site.

Natural Outdoor Playspace Materials

The following list of materials and surfaces are the main components to be used in the Kindergarten outdoor learning playspaces:

- **Asphalt** – Asphalt will remain in certain areas to allow existing active play activities to continue.
- **Boulders & Large Rocks** – To avoid sharp edges, glacial boulder and rock types will be used since their smooth shape and texture are conducive for climbing and for safety.
- **Durolawn** – Durolawn is a honey-comb rubber matting product secured on top of natural grass turf areas to allow grass to grow into and around the mat to help prevent grass turf wear. Durolawn meets the AODA accessibility requirements for wheelchairs and pushchairs, and is an impact rated safety surface compliant with **CSA Z614 – 14 – Children’s playspaces and equipment**. Durolawn will be installed on newly sodded areas where high traffic is anticipated and below climbing features/structures.
- **Engineered Wood Fiber (EWF)** – EWF is a natural wood product that has a longer life span than traditional mulch. EWF will be placed in select locations and can be used as an impact rated surface when installed to the appropriate depth. EWF meets the AODA accessibility specifications.
- **Granitic Sand Surfaces** – All sand play areas will consist of granitic playground sand which deters animal activity and resists clumping
- **Logs** – Logs will be used for edging to retain sand surface areas, in outdoor learning areas, and in some active play structures. Where a log perimeter is needed, AODA requirements will be satisfied by notching a portion of the logging to provide a flush transition. The logs will be edged for safety and the varieties of logs will be selected for their hardness to minimize maintenance.
- **Mulch** - Standard cedar weave mulch is a cost effective natural material that will be used in playspace and planting applications as appropriate. In addition, the use of mulch will provide texture and variety to the playspace and allows for the minimal use of artificial surfacing such as asphalt.

Durability and Lifecycle Considerations

The Board’s current creative playground structures require ongoing maintenance and repairs. However, replacement parts for the current playground structures are typically difficult to obtain since the manufacturers regularly produce new playground models and thus replacement parts inventory is limited. The natural materials to be used in the proposed Kindergarten outdoor learning playspaces are expected to be more durable than the current plastic and metal playground structures. In addition, the natural playspace components will be easier to replace and more readily available.

Accessibility

The Accessibility for Ontarians with Disabilities Act, 2005 (AODA) sets mandatory accessibility standards that identifies, removes, and prevents barriers for people with disabilities. The Board’s new Kindergarten natural outdoor playspaces and learning areas will meet the Accessibility for

Ontarians with Disabilities Act (AODA) requirements. As such, these playspaces will be accessible to all students, including students with special needs.

As an outcome of the design of these spaces, students with physical disabilities, including students using wheelchairs and walkers, will be able to access the play spaces along with their peers. Areas within these natural outdoor playspaces will provide students with an opportunity to engage in a variety of activities that encourage sensory exploration. These natural outdoor playspaces incorporate areas for both large and small group interaction as well as quiet reflective spaces. As such, students with special needs are able to seek out areas that meet their sensory, social and emotional needs.

Liability and Risk

The Ontario School Boards Insurance Exchange (OSBIE), the Board's insurer, covers the full liability of all Board playgrounds, natural or otherwise, provided the playground is in compliance with the applicable Canadian Standards Association (CSA) Standard: CSA Z614 – 14 – Children's playspaces and equipment. The Board will ensure its Kindergarten outdoor playspaces meet the applicable CSA standards during the design and construction stage. Once construction is completed, an independent and qualified natural playspaces inspector will certify that the new Kindergarten outdoor learning playspace area is safe and in compliance with all applicable CSA Standards and Certifications.

Natural outdoor playspaces provide challenging environments for children of all ages and sizes, where they learn important risk evaluation skills more effectively and safely than on traditional playground structures. Typically, natural outdoor playspaces have significantly reduced fall heights from slides and structures, the two leading causes of playground injuries. Thus natural playspaces reduce the potential risk of injury to children compared to standard plastic or metal post and platform playground structures.

Inspection & Maintenance

Similar to the Board's current practice, the Kindergarten outdoor learning playplaces will be subjected to daily, weekly and monthly inspections which are carried out by Board administrators and educators in accordance with the Board's Safety Protocol: ***Kindergarten Safety Guidelines for Playground Structures and Wheels.***

Furthermore, the Kindergarten outdoor learning playspaces will be inspected annually by a certified and qualified inspection firm to ensure the playspaces are in full compliance with the applicable standards and certifications.

Each Kindergarten outdoor learning playspace will have an operating and maintenance manual, and all new plantings such as trees and shrubs will receive sufficient and regular watering until they are established.

Proposed Preliminary Budget

Based on the competitive tendered prices received, the preliminary project budgets for each of the 2016 Kindergarten Outdoor Learning Playspace Projects has been prepared. The total preliminary budget estimated cost for the first phase of the Kindergarten Outdoor Learning Environment Enhancement Plan is \$1,710,000. Currently the Board has sufficient funds to finance this first phase of the Kindergarten Outdoor Playspaces Plan. The Board has \$1,125,000 in Ministry FDK school capital funding and \$585,000 in facility renewal reserves available to cover the cost of the proposed first phase.

The Board will first expense all the remaining Ministry FDK Capital allocation and then use funds from the School Facility Renewal Reserve to fund completion of the remaining 2016 Kindergarten Outdoor Learning Playspace Projects. The Preliminary Budget Estimate is shown in Appendix “A”.

Proposed Implementation Schedule

A proposed Kindergarten Outdoor Learning Playspace Projects Implementation Schedule has been developed to complete all the Board's existing Kindergarten playgrounds to outdoor learning playspaces over a six year period. The first year of the Kindergarten Outdoor Learning Playspace Projects Implementation Schedule includes the schools which received a FDK Capital allocation from the Ministry. The remaining Kindergarten playspace conversion projects will be completed over the next five year period and will be completed as funds are available from the School Facility Renewal Reserve or from operational savings. The Proposed Implementation Schedule is shown in Appendix “B”.

CONCLUSION:

The Full Day Kindergarten Program is a play and inquiry based curriculum. The program expectations clearly support the need for outdoor play, as it contributes to the development of gross motor, fine motor and sensory skills. The sensory and hands on experiences offered through the proposed naturalized outdoor playspaces and the connection to nature, supports the development of the whole child - spiritually, socially, emotionally, physically, and cognitively. Providing a variety of opportunities for outdoor play connects children to nature and develops their appreciation of God's Gifts of creation. Furthermore, the naturalized playspaces provide engaging opportunities for children to observe, discover and explore the world around them, as they develop an understanding of stewardship and their role in the world.

The Board engaged a consulting firm experienced in natural outdoor playspaces to assist with the development of the Kindergarten Outdoor Learning Enhancement Plan. The Kindergarten Outdoor Learning Playspaces were developed and designed with input from representatives of the respective schools as well as Curriculum and facility Management staff. The Kindergarten Outdoor Playspaces areas will meet the Accessibility of Ontarians with Disabilities Act, 2005 (AODA) requirements and will be compliant the Canadian Standards Association (CSA) Standard: CSA Z614-14- Children's playspaces and equipment.

The total preliminary budget estimated cost for the first phase of the Kindergarten Outdoor Learning Environment Enhancement Plan is \$1,710,000. The Board has \$1,125,000 in Ministry FDK school capital funding and \$585,000 in facility renewal reserves available to cover the cost of the proposed first phase.

A proposed Kindergarten Outdoor Learning Playspace Projects Implementation Schedule has been developed to complete all the Board's existing Kindergarten playgrounds to outdoor learning playspaces over a six year period. After this first phase of the Kindergarten playspace conversion projects is be completed, the remaining kindergarten playspaces will be addressed over the following five year period subject to funds availability from the School Facility Renewal Reserve or from operational savings. Moreover, the Proposed Implementation Schedule included in this report will be reviewed annually and updated accordingly.

Next Steps

A Board Action Report will be submitted at the May 3, 2016 Regular Meeting of the Board regarding the 2016 Kindergarten Outdoor Learning Playspace Projects with recommendations for Trustee consideration and approval.

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

Halton Catholic District School Board Kindergarten Outdoor Learning Environment Enhancement Plan 2015-16 Projects Preliminary Budget Estimate			
Expenses Natural Playgrounds	April 19, 2016 Budget Estimate		
Holy Rosary (B)	\$71,000		
St. Anne	\$120,000		
St. Christopher	\$111,000		
St. Brigid	\$148,000		
St. Catherine of Alexandria	\$144,000		
St. Joseph (A)	\$139,000		
Guardian Angels	\$112,000		
Queen of Heaven	\$116,000		
St. Anthony of Padua	\$86,000		
St. Benedict	\$118,000		
Our Lady of Peace	\$75,000		
St. Andrew	\$100,000		
Subtotal	\$1,340,000		
Professional Fees	\$181,000		
Contingencies (10%)	\$152,000		
Net HST (2.21%)	\$37,000		
Total	\$1,710,000		
Revenue			
Ministry of Education Full Day Kindergarten Grant	\$1,125,000		
School Renewal Reserve	\$585,000		
Total	\$1,710,000		

Halton Catholic District School Board

Kindergarten Outdoor Learning Environment Enhancement Plan

Proposed Implementation Schedule

2015-16		2016-17	2017-18	2018-19	2019-20	2020-21
BURLINGTON						
Holy Rosary (B)		Sacred Heart of Jesus	St. Elizabeth Seton	St. John (B)	Ascension	St. Mark
St. Anne				St. Timothy	Canadian Martyrs	St. Paul
St. Christopher					St. Gabriel	St. Raphael
					St. Patrick	
HALTON HILLS						
St. Brigid				St. Francis of Assisi	Holy Cross	
St. Catherine of Alexandria						
St. Joseph (A)						
MILTON						
Guardian Angels		Holy Rosary (M)***	Our Lady of Fatima	Lumen Christi		Our Lady of Victory
Queen of Heaven			St. Peter			
St. Anthony of Padua						
St. Benedict						
OAKVILLE						
Our Lady of Peace		Mother Teresa	St. John Paul II	St. Dominic	St. Joseph (O)	Holy Family
St. Andrew		North Oakville Preserve***	St. Mary	St. Joan of Arc	St. Michael	St. James
St. Luke*		St. Bernadette	St. Matthew	St. Vincent		St. John (O)
St. Marguerite d'Youville**						
Total 46	14	5	6	7	7	7
% Completion	30%	41%	54%	70%	85%	100%

*Completed in 2015

**Phase II to be completed Summer 2016

***To be completed late August/early September 2016 as part of the current school capital project

NOTE: This proposed implementation schedule will be reviewed annually and updated accordingly.

APPENDIX C – NATURAL PLAY-SPACE PODS



Figure 1 - Learning Amphitheatre Pod



Figure 2 – Outdoor Classroom Pod



Figure 3 – Hill slide Pod



Figure 4 – Sand Surface Pod (Small)



Figure 5 – Sand Surface Pod (Large)

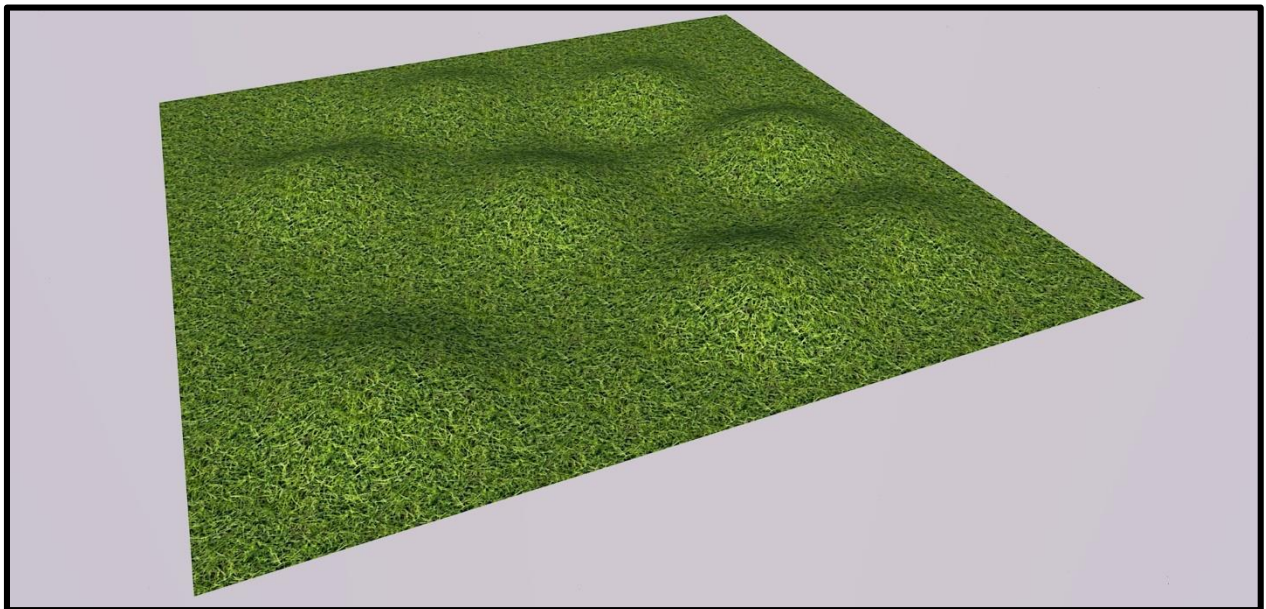


Figure 6 – Rolling Hills Pod

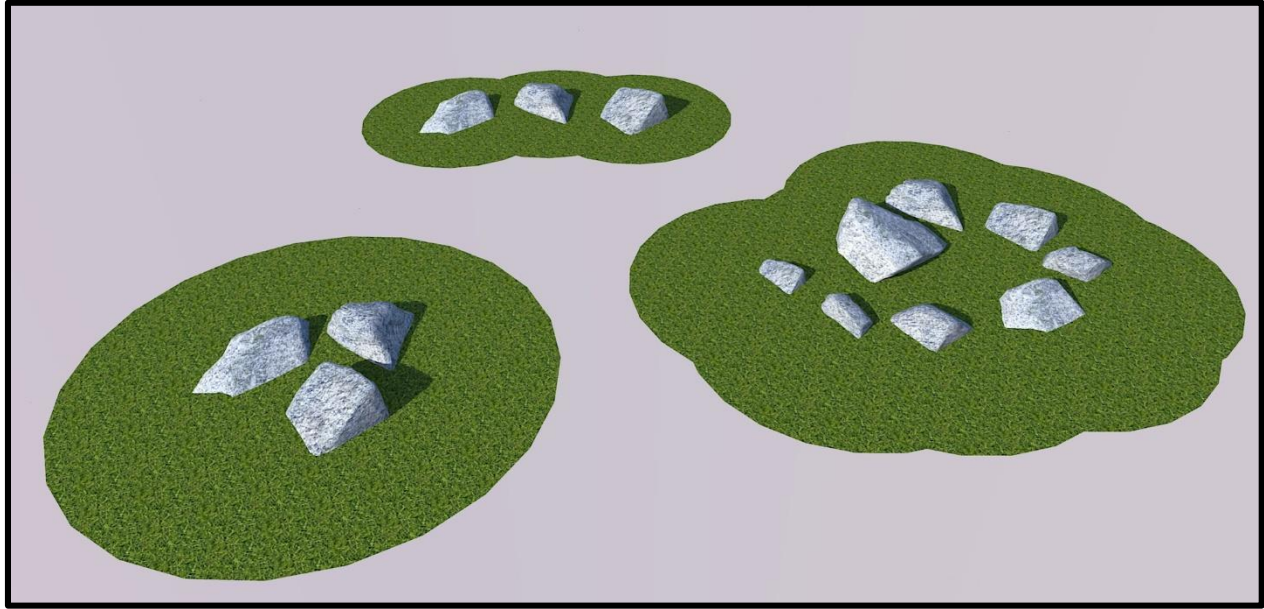


Figure 7 – Boulder Group Pod (3 types shown)

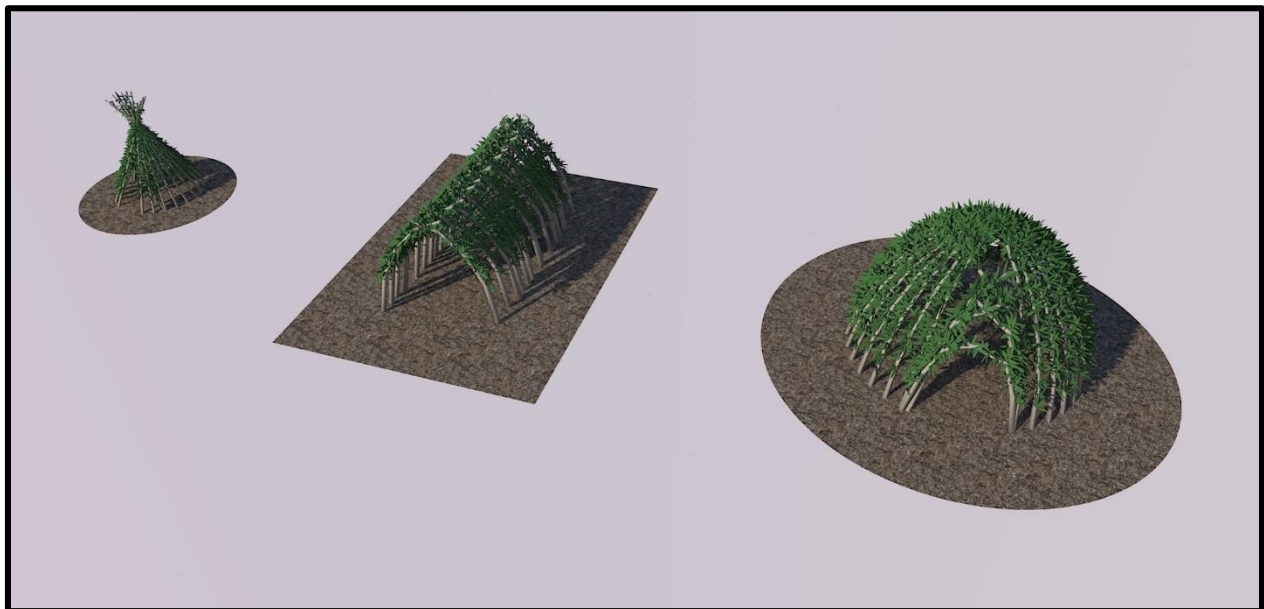


Figure 8 – Willow Hut Pod (3 types shown)

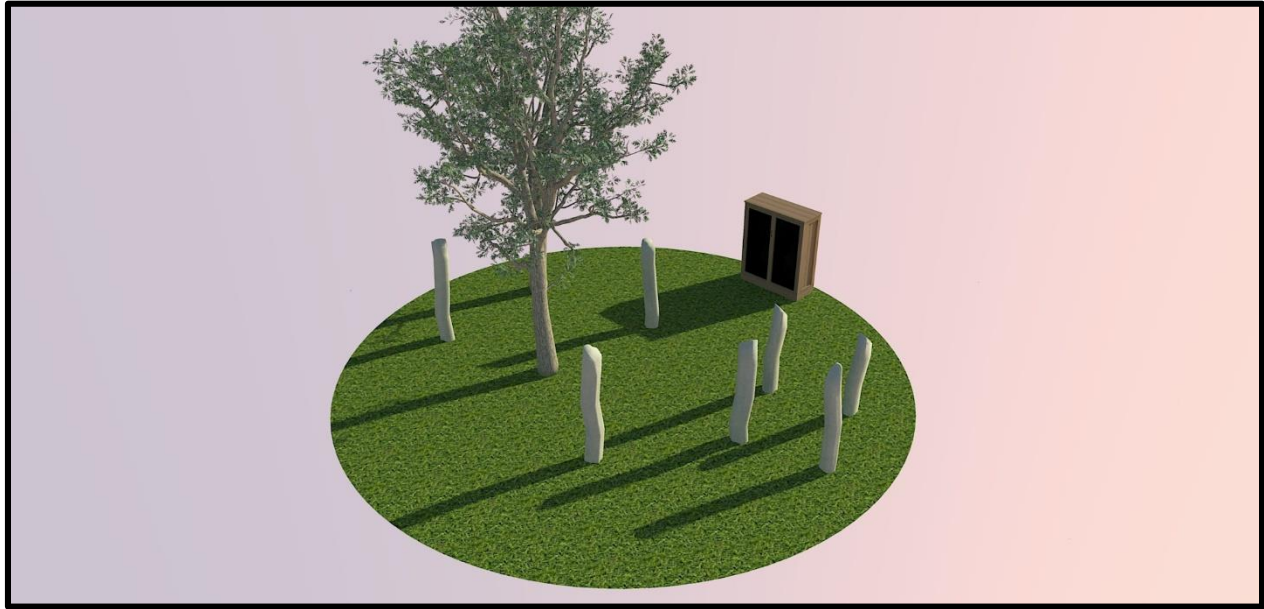


Figure 9 – “Wacky” Post Pod

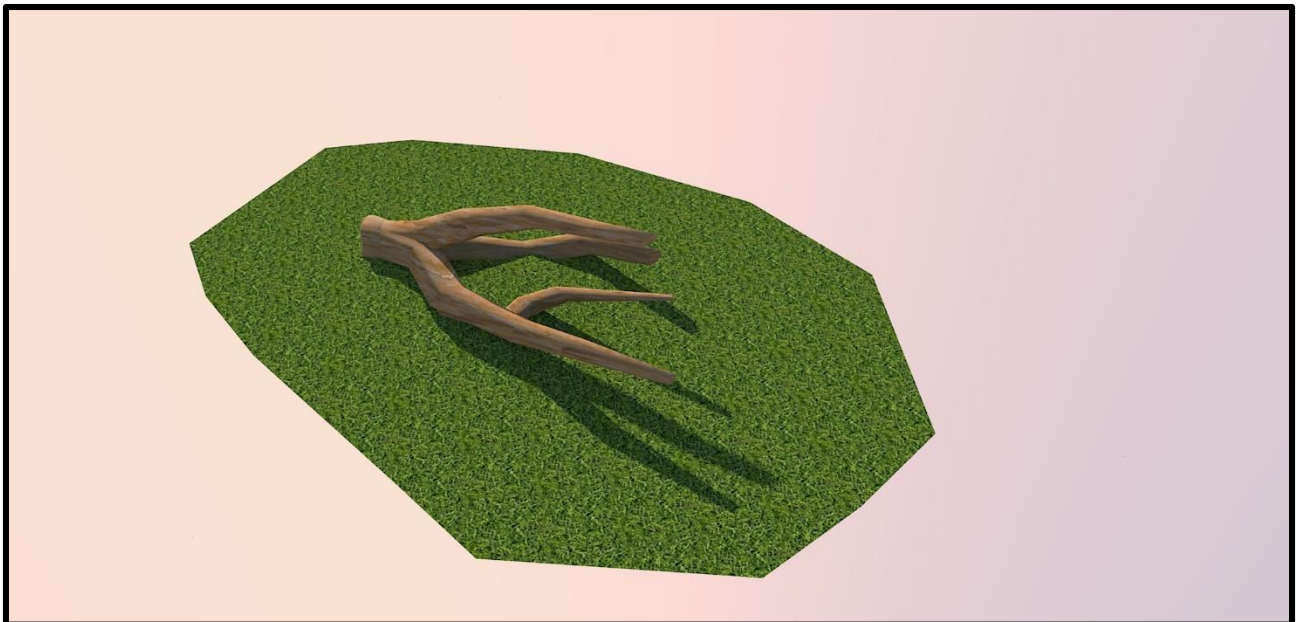


Figure 10 – Sideways Tree Climber Pod

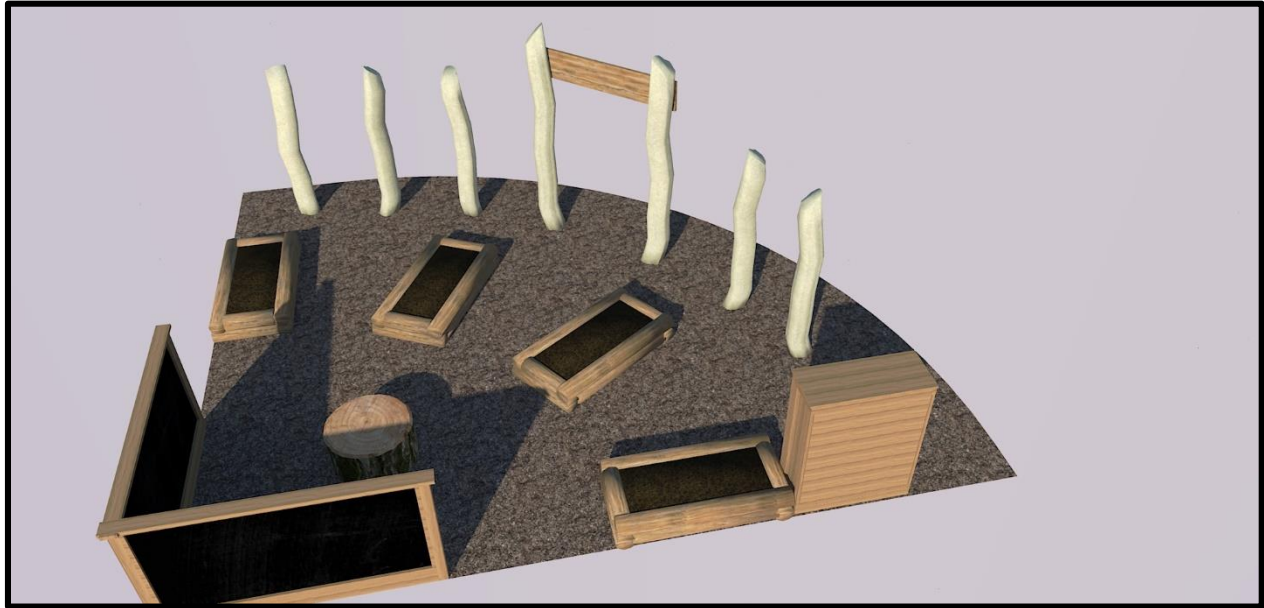


Figure 11 – Gardening Corner Pod

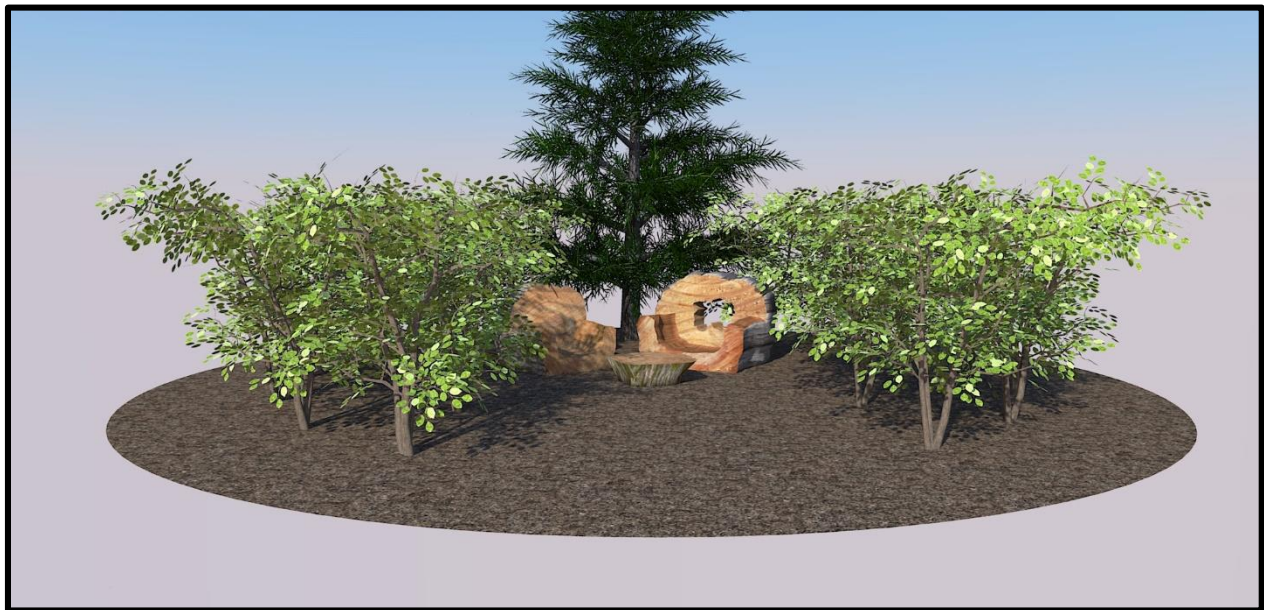


Figure 12 – Quiet Area Pod



Figure 13 – “Instant Forest” Pod

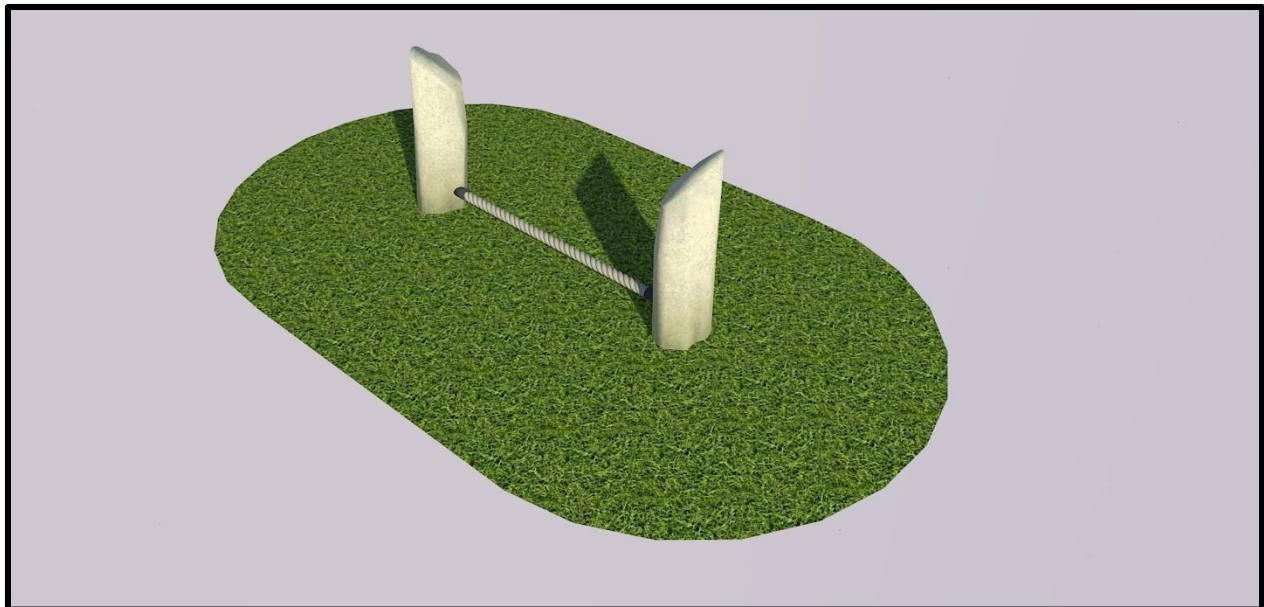


Figure 14 – Swinging Rope Pod

APPENDIX D – 2015 NATURAL PLAY-SPACES

ST. LUKE SCHOOL



ABOVE: St. Luke School; original kindergarten playground area

BELOW & NEXT PAGE: St. Luke School; completed natural play space





ST. MARGUERITE D'YOUVILLE SCHOOL (PHASE I)



ABOVE: St. Marguerite d'Youville School; original kindergarten playground area

BELOW: St. Marguerite d'Youville School; Phase 1 natural playspace

NEXT PAGE: St. Marguerite d'Youville School; conceptual rendering for completed natural playspace (Phase 2)





APPENDIX E – 2016 NATURAL PLAY-SPACES

HOLY ROSARY (BURLINGTON) SCHOOL



ABOVE: Holy Rosary (Burlington) School; existing kindergarten playground area

BELOW: Holy Rosary (Burlington) School; conceptual rendering for completed natural playspace



ST. ANNE SCHOOL



ABOVE: St. Anne School; existing kindergarten playground area

BELOW: St. Anne School; conceptual rendering for completed natural playspace



ST. CHRISTOPHER SCHOOL



ABOVE: St. Christopher School; existing kindergarten playground area

BELOW: St. Christopher School; conceptual rendering for completed natural playspace



ST. BRIGID SCHOOL



ABOVE: St. Brigid School; existing kindergarten playground area

BELOW: St. Brigid School; conceptual rendering for completed natural playspace



ST. CATHERINE OF ALEXANDRIA SCHOOL



ABOVE: St. Catherine of Alexandria School; existing kindergarten playground area
BELOW: St. Catherine of Alexandria School; conceptual rendering for completed natural playspace



ST. JOSEPH (ACTON) SCHOOL



ABOVE: St. Joseph (Acton) School; existing kindergarten playground area

BELOW: St. Joseph (Acton) School; conceptual rendering for completed natural playspace

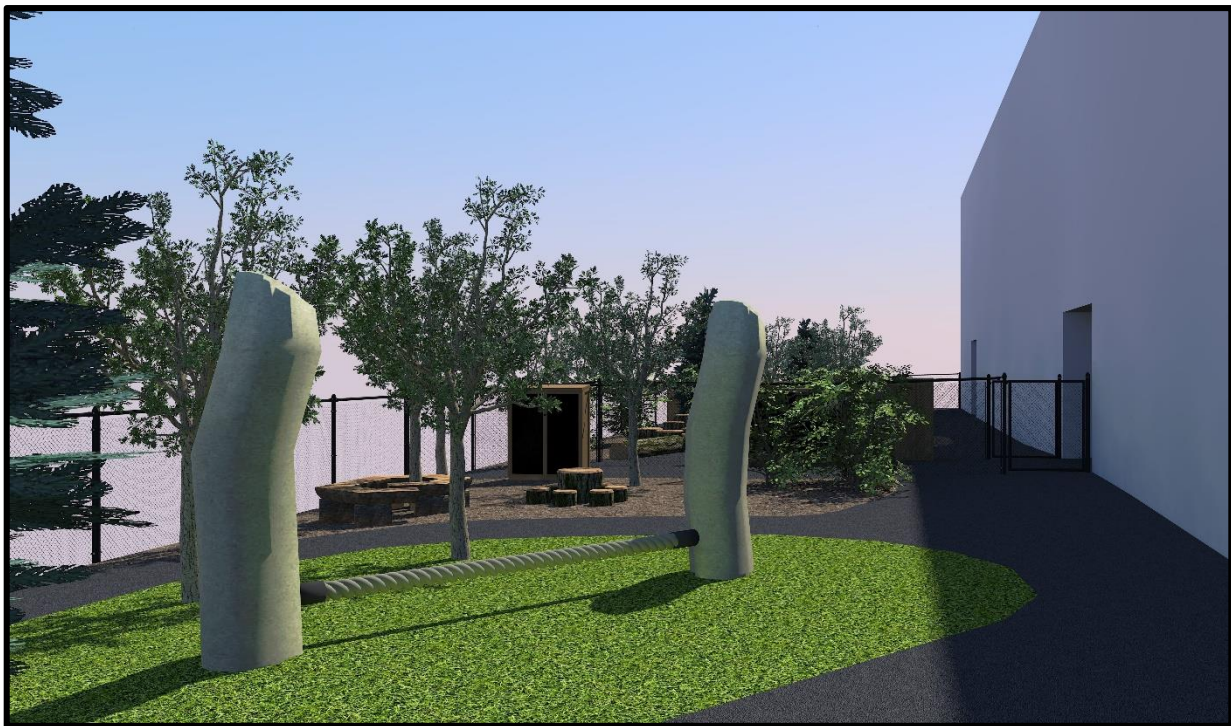


GUARDIAN ANGELS SCHOOL



ABOVE: Guardian Angels School; existing kindergarten playground area

BELOW: Guardian Angels School; conceptual rendering for completed natural playspace



QUEEN OF HEAVEN SCHOOL

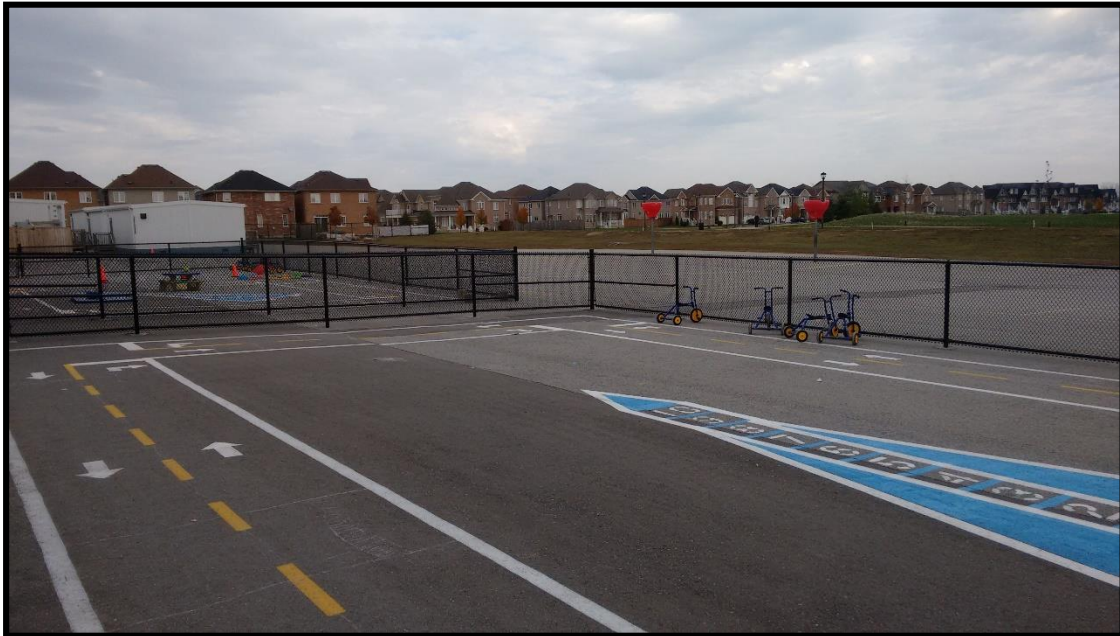


ABOVE: Queen of Heaven School; existing kindergarten playground area

BELOW: Queen of Heaven School; conceptual rendering for completed natural playspace



ST. ANTHONY OF PADUA SCHOOL



ABOVE: St. Anthony of Padua School; existing kindergarten playground area

BELOW: St. Anthony of Padua School; conceptual rendering for completed natural playspace



ST. BENEDICT SCHOOL



ABOVE: St. Benedict School; existing kindergarten playground area

BELOW: St. Benedict School; conceptual rendering for completed natural playspace



OUR LADY OF PEACE SCHOOL



ABOVE: Our Lady of Peace School; existing kindergarten playground area

BELOW: Our Lady of Peace School; conceptual rendering for completed natural playspace



ST. ANDREW SCHOOL



ABOVE: St. Andrew School; existing kindergarten playground area

BELOW: St. Andrew School; conceptual rendering for completed natural playspace



STAFF REPORT

ITEM 9.1

SOCIAL STUDIES SUPPLEMENTARY RESOURCE PURCHASE SUPPORTING FIRST NATIONS, MÉTIS AND INUIT EDUCATION

PURPOSE:

The Halton Catholic District School Board's investment in classroom learning materials ensures a process for ordering appropriate classroom resources that support the Ontario Curriculum.

The purpose of this report is to recommend the purchase of a supplementary resource for Grades 4-6 Social Studies that focuses on First Nations, Métis and Inuit histories, culture and perspectives. The resource selected is *Turtle Island Voices*, which is distributed by Pearson Canada. In 2011, the purchase of *Turtle Island Voices* for Grades 7 and 8 were approved and purchased for implementation in the 2011-2012 school year. The plan is to purchase the Grades 1-3 versions next year.

BACKGROUND INFORMATION:

The Ontario First Nations, Métis and Inuit Policy Framework (2007) states that "all students in Ontario will have knowledge and appreciation of contemporary and traditional First Nations, Métis and Inuit traditions, cultures, and perspectives." (p.3) The *Turtle Island Voices* series offers Indigenous students an opportunity to see themselves reflected in their learning materials. It offers all our students the opportunity to recognize the role and contributions of Indigenous peoples in the life, culture and heritage of Canada. Furthermore, this resource encourages students to become empathetic and more aware of family, community and global issues which aligns with our Focus on Faith Themes of Stewardship of Creation, Human Dignity, Community and the Common Good, as well as, Solidarity.

Turtle Island Voices is completely aligned to the revised Social Studies curriculum expectations released in May 2013. Through the use of this resource, teachers will provide our students with authentic stories and perspectives from our Indigenous people. This resource will also be used to support inquiry based learning which has been explicitly embedded in the expectations of the Social Studies curriculum.

REMARKS:

Integrating *Turtle Island Voices* into the classroom not only helps to foster a sense of identity among Indigenous students, but it also enriches all students with First Nations, Metis and Inuit perspectives. *Turtle Island Voices* honours the histories, cultures, worldviews and knowledge of Canada's Indigenous communities with exciting stories, information and graphics that will provoke student interest in learning about Indigenous peoples and cultures.

The *Turtle Island Voices* series for Grades 4-6 consists of ten titles per grade: three traditional stories, four modern stories, and three informational texts. The titles cover a range of reading levels appropriate for the grade. The Grades 4-6 books are a bit larger and each grade offers one novelette for more sustained reading. This resource will also support the Language Arts curriculum through explicit instruction of literacy skills. Teachers will be able to use the resource for guided reading in their classrooms.

EXPENDITURE SUMMARY:

Product Description	ISBN	Qty	Unit Price	Line Subtotal
Turtle Island Voices Grade 4 Classroom Package	9780132951197	50	\$458.35	\$22, 917.50
Turtle Island Voices Grade 5 Classroom Package	9780132951203	50	\$458.35	\$22, 917.50
Turtle Island Voices Grade 6 Classroom Package	9780132951210	50	\$458.35	\$22, 917.50
PRODUCT TOTAL				\$68,752.50

CONCLUSION:

At the May 17, 2016 meeting, the Board of Trustees will be asked to approve the purchase *Turtle Island Voices for Grades 4-6*, Pearson Canada, as the approved supplementary resource.

REPORT PREPARED BY: C. SERAFIM
CURRICULUM CONSULTANT

REPORT SUBMITTED BY: A. PRKACIN
SUPERINTENDENT OF EDUCATION, CURRICULUM

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

INFORMATION REPORT

ITEM 10.2

APPOINTMENT OF STUDENT TRUSTEES 2016 - 2017

PURPOSE:

To inform trustees of the process and results of the election for the 2016 – 2017 Student Trustees.

COMMENTS:

On Tuesday, April 26, 2016, the election of the Student Trustees for the 2016 - 2017 school year took place at Holy Trinity Catholic Secondary School, Oakville. The secondary schools submitted the name of a candidate, all of whom were of excellent calibre, demonstrating a strong commitment to their faith as well as extensive involvement in their respective school, parish and community.

The candidates had an opportunity to articulate their rationale for expressing interest in representing the students of the Halton Catholic District School Board. Candidates responded to numerous questions from student trustees and senators.

After all candidates were interviewed, the Student Senate voted by ballots provided. Superintendent Colin McGillicuddy, along with Staff Advisor Vice-Principals Teresa Castellarin, Karen Boelhouwer and Kevin Wong supervised the counting of the ballots.

CONCLUSION:

As a result of the election on Tuesday, April 26, 2016, the following three (3) student trustees were elected by the Student Senate for the 2016 – 2017 school year:

BURLINGTON: INGRID SCHWECHT

Ingrid is currently a Grade 11 Honour Roll student at Assumption Secondary School. She is an active **member of the school's** Student Council, Arts Council, the Mission Club, and is an Advanced Placement Representative. Ingrid and her family are members of the St. Raphael Parish community.

NORTH HALTON: CHRISTINA ATRACH

Christina is currently a Grade 10 Honour Roll student at Christ the King Catholic Secondary School. She is an active member of the Mentors Program and the Photography Club and volunteers with Syrian refugees in Mississauga. Christina and her family are members of the St. Edward the Confessor Parish community.

OAKVILLE: MANUELA ZAPATA

Manuela is a Grade 11 Honour Roll student at St. Thomas Aquinas Catholic Secondary School and the current Oakville Student Trustee for the 2015 -2016 school year. She is an active member of the Student Senate, Student Council and Best Buddies. Other co-curricular commitments include work with the Chaplaincy Club and playing on the school volleyball team. Manuela and her family are members of the St. Matthew Parish community.

REPORT PREPARED &
SUBMITTED BY: C. MCGILICUDDY
SUPERINTENDENT OF EDUCATION

REPORT APPROVED BY: P. DAWSON
DIRECTOR OF EDUCATION

APPROVED SCHOOL EDUCATIONAL TRIPS

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

Dated: Tuesday, May 3, 2016

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Elementary						
Guardian Angels CES; Milton	7	54	Camp Tanamakoon Huntsville, ON	Camp Tanamakoon provides opportunities for outdoor education, team building, leadership development and co-operative learning experiences. The trip has been designed to assist students in their physical, emotional, academic, and spiritual development. Students and staff will participate in daily prayer and grace before meals.	Tuesday, June 14 - Friday, June 17, 2016	~\$440.00
St. Luke CES; Oakville	7	26	Camp Muskoka Bracebridge, ON	Grade sevens will have the opportunity to build on leadership and team building skills. Students will participate in outdoor experiential learning in support of the Ontario Curriculum Expectations. Staff and students will participate in both morning and evening prayers as well as grace before meals.	Wednesday, October 26 - Friday, October 28, 2016	~\$335.00

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Secondary						
Christ the King CSS, Georgetown	10 - 12 French (Core & Extended)	20 - 40	St. Donat, QC	This trip will allow students to fully participate in day-to-day life as a Francophile, through the use of the French Language. Students will participate in a wide variety of activities including outdoor activities, and Quebecois folk music and folklore, and they will be fully immersed in the French language and culture. Students will visit the local church and will participate in daily prayers and reflection. Prior to departure on Sunday Morning, students are encouraged to attend Mass and receive the Eucharist on Saturday evening.	Sunday, February 19 - Wednesday, February 22, 2017	~\$645.00

INFORMATION REPORT

ITEM 10.4

EXTENSIVE TRIP ADVISORY COMMITTEE (ETAC) TRIP PROPOSALS

PURPOSE:

To provide trustees with information regarding the extensive field trips submitted by various Catholic Secondary Schools for the 2016-2017 school year.

REMARKS:

The Extensive Trip Advisory Committee (ETAC) met on Wednesday, April 20, 2016 for the purpose of considering these requests. The Committee reviewed the packages and requested additional information where required, which has been provided. The proposed trips meet all the established criteria and the Committee recommended approval.

Each school has submitted an information sheet which is attached.

ETAC: Appendix A:

- | | |
|---|--|
| <p>i. ST. IGNATIUS OF LOYOLA CSS
<i>JAPANESE EXCHANGE</i>
SEPTEMBER 9 – 23, 2016</p> | <p>iv. HOLY TRINITY CSS
<i>ICELAND</i>
MARCH 10 – 17, 2017</p> |
| <p>ii. ASSUMPTION CSS
<i>DOMINICAN REPUBLIC – ME TO WE</i>
FEBRUARY 1 – 6, 2017</p> | <p>v. CHRIST THE KING CSS
<i>ICELAND</i>
MARCH 10 – 17, 2017</p> |
| <p>iii. THOMAS MERTON CSS
a. <i>NEW YORK CITY</i>
MARCH 12 – 18, 2017
b. <i>OTTAWA, MONTREAL, NEW YORK CITY</i>
MARCH 12 – 18, 2017</p> | <p>vi. CHRIST THE KING CSS
<i>AUSTRIA/GERMANY</i>
MARCH 8 – 17, 2017</p> |

REPORT PREPARED AND
SUBMITTED BY:

T. OVERHOLT
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

ETAC (EXTENSIVE TRIP ADVISORY COMMITTEE)
REPORT TO THE BOARD OF TRUSTEES

Name of School: St. Ignatius of Loyola Catholic Secondary School	Principal: Mrs. Linda Triantafillou
Trip Destination: Neyagawa, Japan	Date of Trip: September 9 – 23, 2016
Cost of Trip: \$3800.00	Number of Instructional Days Away: 10

Brief Rationale for the Trip:

To provide students with an opportunity to learn through travel and obtain an education focused on the places and people that help make our world what it is today. This trip further supplements curriculum issues in the International Languages, History, and Art subject areas. It is a unique, bicultural learning experience for students to be exposed to Japanese language and history, through visits to Kyoto, Nara, and Hiroshima.

Names of Supervisors: James Grice Lisa Toews	Name(s) of First Aid Provider(s): James Grice Lisa Toews
Number of Students: 10	Insurance Provider: Globetrek Travel Insurance
Date and Location of Mass: September 11 and 18, 2016 Holy Ring (Kori Parish); 31-3 Higashi-Kohrien-Cho, Neyagawa, Osaka 572-0061	

ETAC (EXTENSIVE TRIP ADVISORY COMMITTEE)
REPORT TO THE BOARD OF TRUSTEES

Name of School: Assumption Catholic Secondary School	Principal: Mr. Rocco Di Ianni
Trip Destination: Sousa (Patagonia Region), Dominican Republic	Date of Trip: February 1 – 6, 2017
Cost of Trip: \$3445.00	Number of Instructional Days Away: 4

Brief Rationale for the Trip:

To raise awareness of the developing country of the Dominican Republic. Students will put faith into action during a one week stay in the Dominican Republic, immersing themselves in village life of the Patagonia region, working alongside locals to build a schools, water systems, or alternative income projects, interacting with the children, attending Mass, and dispersing donations (clothing, school supplies, hygiene items, medical supplies, etc.) collected from our school community, family and friends.

Names of Supervisors: M. Noella Laferriere, Teacher Rocco Di Ianni, Principal	Name(s) of First Aid Provider(s): M. Noella Laferriere, Teacher Rocco Di Ianni, Principal
Number of Students: 15	Insurance Provider: Medical insurance and travel insurance offered by EF Educational Tours
Date and Location of Mass: Sunday, February 5, 2017, Parroquia San Juan Bautista: C / Principal No. 56, Las Caobas, La Union; Sosua, Puerto Plata, Dominican Republic	

ETAC (EXTENSIVE TRIP ADVISORY COMMITTEE)
REPORT TO THE BOARD OF TRUSTEES

Name of School: Thomas Merton Catholic Secondary School	Principal: Mr. Paul Cianciolo
Trip Destination: New York City	Date of Trip: March 12 – 18, 2017
Cost of Trip: \$1800.00	Number of Instructional Days Away: 0

<p>Brief Rationale for the Trip:</p> <p>Students will be working towards achieving their Grade 12 International Business Fundamental credit through an experiential learning opportunity as they participate in activities and complete assignments and assessments in New York City.</p>	
<p>Names of Supervisors:</p> <p>Administrative and teaching positions will be posted through HCDSB Continuing Education in early December. It is expected that staff will be in place in January. Instruction: PTR 1:20; Supervision: 1:10.</p>	<p>Name(s) of First Aid Provider(s):</p> <p>TBD with final itinerary. Tour guides have the names and locations of the nearest hospitals to the specific destinations. All students must have out of province/country insurance.</p>
<p>Number of Students:</p> <p>50</p>	<p>Insurance Provider:</p> <p>Paisley-Manor Insurance Brokers Inc.</p>
<p>Date and Location of Mass:</p> <p>Friday, March 17, 2017, St. Patrick's Cathedral, NYC</p> <p>Students will be made aware of the availability of Mass on Saturday, March 11, 2017</p>	

ETAC (EXTENSIVE TRIP ADVISORY COMMITTEE)
REPORT TO THE BOARD OF TRUSTEES

Name of School: Thomas Merton Catholic Secondary School	Principal: Mr. Paul Cianciolo
Trip Destination: Ottawa, Montreal, New York City	Date of Trip: March 12 – 18, 2017
Cost of Trip: \$1600.00	Number of Instructional Days Away: 0

<p>Brief Rationale for the Trip:</p> <p>Students will be working towards achieving their Civics and Careers credits through an experiential learning opportunity as they participate in activities and complete assignments and assessments in Ottawa, Montreal and New York City.</p>	
<p>Names of Supervisors:</p> <p>Administrative and teaching positions will be posted through HCDSB Continuing Education in early December. It is expected that staff will be in place in January. Instruction: PTR 1:20; Supervision: 1:10.</p>	<p>Name(s) of First Aid Provider(s):</p> <p>TBD with final itinerary. Tour guides have the names and locations of the nearest hospitals to the specific destinations. All students must have out of province/country insurance.</p>
<p>Number of Students:</p> <p>25-50</p>	<p>Insurance Provider:</p> <p>Paisley-Manor Insurance Brokers Inc.</p>
<p>Date and Location of Mass:</p> <p>Sunday, March 12, Mass at Notre Dame Cathedral Basilica, Ottawa, 7:30 pm</p>	

ETAC (EXTENSIVE TRIP ADVISORY COMMITTEE)
REPORT TO THE BOARD OF TRUSTEES

Name of School: Holy Trinity Catholic Secondary School	Principal: Mrs. Justine O'Grady
Trip Destination: Reykjavik, Iceland	Date of Trip: March 10 – 17, 2017
Cost of Trip: \$3499.00	Number of Instructional Days Away: 0 (Trip leaves on a P.A. Day)

Brief Rationale for the Trip:

This trip will reinforce concepts from the grade 9 and 10 Science curriculum. Students will have the amazing opportunity to witness the incredible landscapes, nature and culture of Iceland and also witness firsthand why Iceland is now the world's largest clean energy producer per capita. What better way for students to connect with the living world and to see how renewable energy sources can be put to good use to reduce carbon emissions to combat climate change.

Names of Supervisors: Heather Rutkowski Andrew Orlanski + one other (TBD)	Name(s) of First Aid Provider(s): Heather Rutkowski (will become certified)
Number of Students: 15 - 35	Insurance Provider: Insurance is mandatory. An all-inclusive Travel Protection Plan is available through WorldStrides.
Date and Location of Mass: Sunday, March 12th, 2017, Christ the King Cathedral, Reykjavik.	

ETAC (EXTENSIVE TRIP ADVISORY COMMITTEE)
REPORT TO THE BOARD OF TRUSTEES

Name of School: Christ the King Catholic Secondary School	Principal: Mr. Adrian Flynn
Trip Destination: Reykjavik, Iceland	Date of Trip: March 10 – 17, 2017
Cost of Trip: \$3499.00	Number of Instructional Days Away: 0 (Trip leaves on a P.A. Day)

Brief Rationale for the Trip:

This trip will reinforce concepts from the grade 9 and 10 Science curriculum. Students will have the amazing opportunity to witness the incredible landscapes, nature and culture of Iceland and also witness firsthand why Iceland is now the world's largest clean energy producer per capita. What better way for students to connect with the living world and to see how renewable energy sources can be put to good use to reduce carbon emissions to combat climate change.

Names of Supervisors: Rebekah Leavitt Matthew Wannamaker	Name(s) of First Aid Provider(s): Heather Rutkowski (from Holy Trinity will become certified)
Number of Students: 11 (minimum)	Insurance Provider: Insurance is mandatory. An all-inclusive Travel Protection Plan is available through WorldStrides
Date and Location of Mass: Sunday, March 12th, 2017, Christ the King Cathedral.	

ETAC (EXTENSIVE TRIP ADVISORY COMMITTEE)
REPORT TO THE BOARD OF TRUSTEES

Name of School: Christ the King Catholic Secondary School	Principal: Mr. Adrian Flynn
Trip Destination: Vienna; Salzburg; Innsbruck, Austria Munich, Germany	Date of Trip: March 8 - 17, 2017
Cost of Trip: \$3550.00 (including \$50 supply teacher costs) 2 \$250.00 (optional concert ticket package)	Number of Instructional Days Away: 2

Brief Rationale for the Trip:

This trip will serve as an exploration of the arts, history and culture of the visited cities. Preparation will include a study of Viennese composers (including Beethoven, Haydn, Mozart, Strauss, Mahler and Schubert), art history, dance and theatre. Upon arrival students will be immersed in the artistic history of these cities. They will visit the Opera House, several museums and castles. Three live music performances are part of an optional cost package. Participation in a SHSM certification in Viennese Waltz is also part of the optional package. Upon return, students will continue with reflections and extend study through performance of the pieces and/or genres explored.

Names of Supervisors: Sue File Mark Floyd Christine Ray Slavko Ray	Name(s) of First Aid Provider(s): Slavko Ray
Number of Students: 40	Insurance Provider: AIG Insurance
Date and Location of Mass: Sunday, March 12, 2017 - Hofburg Palace Cathedral, Vienna	

INFORMATION REPORT

ITEM 10.5

APRIL 8, 2016 PROFESSIONAL DEVELOPMENT DAY - EQUITY AND INCLUSION: EDUCATION FOR TRUTH AND RECONCILIATION

PURPOSE:

To share information regarding activities during the April 8, 2016 Professional Development Day, on the topic Equity and Inclusion: Education for Truth and Reconciliation at the Halton Catholic District School Board.

BACKGROUND INFORMATION:

The Halton Catholic District School Board (HCDSB) is committed to delivering equitable and inclusive programs and services that support achievement and engagement by addressing the shared histories, cultures, and perspectives of the First Nation, Métis, and Inuit peoples in Canada.

The Halton Catholic District School Board implements the Ontario First Nation, Métis and Inuit Policy Framework, developed by the Ministry of Education in Ontario, which states that it is essential that First Nation, Métis, and Inuit students are engaged and feel welcome in school, and that they see themselves and their cultures in the curriculum and the school community.

"This is truly the hour for Canadians to heal all the divisions that have developed over the centuries between the original peoples and the newcomers to this continent. This challenge touches all individuals and groups, all Churches and ecclesial Communities throughout Canada." - St. John Paul II, 1984

The Halton Catholic District School Board recognizes the call to Truth and Reconciliation, expressed by the Canadian Conference of Catholic Bishops in three documents published in the years 2015 and 2016: *Statement by the Permanent Council of the Canadian Conference of Catholic Bishops in an Initial Response to the Summary Report and Calls to Action by the Truth and Reconciliation Commission*, June 12, 2015; *A Catholic Response to Call to Action 48 of the Truth and Reconciliation Commission (On Adopting and Implementing the United Nations Declaration on the Rights of Indigenous Peoples)*, March 19, 2016; *The "Doctrine of Discovery" and Terra Nullius: A Catholic Response*, March 19, 2016

"As representatives of the Catholic faithful in Canada, and counting on the full collaboration of the Canadian Catholic Aboriginal Council, we appeal to all our Catholic brothers and sisters -- laity, members of institutes of consecrated life and of societies of apostolic life, deacons, priests, and Bishops -- to make their own the following commitments, as recommended by the Commission for Justice and Peace of the Canadian Conference of Catholic Bishops, in the hope and desire to continue to walk together with Indigenous Peoples in building a more just society where their gifts and those of all people are nurtured and honoured:

1. Continue to work with Catholic educational institutions and programs of formation in learning to tell the history of Canada in a way that is truthful, ensuring proper treatment of the history and experience of

Indigenous Peoples, including the experience of oppression and marginalization which resulted from the Indian Act, the Residential School system, and frequent ignoring or undermining of signed treaties (March 19, 2016)."

The Halton Catholic District School Board has responded to our call to enact our Gospel values with regard to how we might foster and ensure that we are a Roman Catholic School Board community that seeks to heal the divisions, and celebrate the history, traditions and culture of our Aboriginal people, enriched by our faith in Jesus Christ to support the best possible outcomes for all the students in our care, through establishing the morning of the April 8, 2016 Professional Development Day as:

Equity and Inclusion: Education for Truth and Reconciliation

The April 8, 2016 Professional Development day was site based. One school representative from each school site was trained as a facilitator during a half-day session on March 10, 2016. On the morning of April 8, 2016 all teachers, with the exception of Kindergarten teachers, engaged in three hours of professional learning according to the outline below. Program Services Staff (including the Curriculum and Special Education Departments) also engaged in the learning on April 8, 2016. Kindergarten teachers engaged in the learning in the afternoon of the April 22, 2016, Professional Development Day. On May 4, 2016 all staff at the Catholic Education Center are being provided an invitational opportunity to engage in the learning involving the first four items in the outline below.

Opening Prayer:

- Acknowledgement of the Land
- Opening Liturgy

Minds On:

- Video-taped Introduction from Paula Dawson: *Why This PD day? Why Now?*
- Video: *Justice For Aboriginal Peoples - It's Time* (6 mins.)
<https://www.youtube.com/watch?v=r5DrXZUlinU>
- Reflection Tool completion

Information on Residential Schools:

- Video: *Truth and Reconciliation Commission of Canada Ottawa Event May 28 2015*
<https://www.youtube.com/watch?v=cF7fAka8SrA>
- Table group discussion

Artifacts Package Exploration:

- Choose Artifacts which resonate
- Large group discussion

Answering the Call: Whole Group:

- Ministry of Education Policy and Front Matter of Curriculum Documents
- Education recommendations from Truth and Reconciliation Commission of Canada
- Church response

Answering the Call: Break into Department/Divisions/Grade Levels:

- Examine subject and grade specific curriculum to find opportunities to incorporate First Nations, Métis and Inuit perspectives
- Complete and hand in placemat indicating plans for implementation

REMARKS:

The April 8, 2016 Professional Development Day, Equity and Inclusion: Education for Truth and Reconciliation, was positively received. Examples of the feedback provided from the schools include the following:

"I was blessed to have been able to present the information given and it was received with mixed emotions. Majority wanted to know why it has taken us (Canada) this long to hear these stories. Continue the great work educating Halton teachers. Looking forward to more PD."

"...many teachers never heard of the Residential school system."

"To see the reaction from teachers as we watched the videos made it clear that the truth about our Canadian history needs to be told. Many of the teachers left the morning session feeling a mix of emotions but above all they felt inspired to further educate themselves and their students. It was truly a great opportunity and honour for me to present such an important part of our curriculum to our staff."

"...it was a wonderfully reflective PD Day."

"I just want you to know that the session was a great success. Teachers were very engaged....there were tears, there was anger, there were LOTS of questions about "why" and "how" could this have happened. The dialogue has begun and teachers have approached us to share their gratitude for sharing this most important history. They also want to know more...."

"Best PD Day ever! Never seen staff so totally engaged and immersed in trying to grapple with all of the information and the images that have been presented. Emotions and sensibilities have been shaken and hard questions have been asked."

The Halton Catholic District School Board intends to continue supporting staff and schools in responding to our call to enact our Gospel values, and our Ministry of Education mandate, to support the best possible outcomes for all the students in our care, by delivering equitable and inclusive programs that address the shared histories, cultures, and perspectives of the First Nation, Métis, and Inuit peoples in Canada, enriched by our faith in Jesus Christ. Therefore, the following 'Next Steps' are being implemented as a result of the April 8, 2016 Professional Development Day:

- A set of three banners have been created and sent to all school and work locations in the Halton Catholic District School to be hung in a prominent place on site. The first banner in the set acknowledges the use of the land and territory of the First Nations cultures in Halton. The second pays tribute to St. Kateri Tekakwitha, deemed by the Canadian Conference of Catholic Bishops to be the protectress of Canada in their document *Statement by the Permanent Council of the Canadian Conference of Catholic Bishops in an Initial Response to the Summary Report and Calls to Action by the Truth and Reconciliation Commission*, June 12, 2015. The artwork on this banner was commissioned from and donated by a Grade twelve student at St. Ignatius of Loyola Secondary School, Tina Hoang. The third banner contains the symbols of the Medicine Wheel and the Cross. The Medicine Wheel represents the harmony and peaceful interaction of all living beings on earth. The Cross represents our Lord Jesus Christ who reconciles all of creation to God. Please see the attached Appendix A for the visual representation of the banners.
- A Booklet containing prayers and inspirational quotes from Indigenous and Catholic communities is being created for voluntary use at all sites at the Halton Catholic District School Board.
- Data is being collected from each school site regarding needs for support to further incorporate First Nations, Métis and Inuit perspectives into the curriculum. Further planning for supports will take place once all the data has been gathered and collated.

CONCLUSION:

The Halton Catholic District School Board continues to seek to be a provincial leader in Indigenous Education.

The April 8, 2016 Professional Development Day, Equity and Inclusion: Education for Truth and Reconciliation introduced teachers to the history of residential schools in Canada and provided them with

an opportunity to review their curricula in order to plan the delivery of First Nations, Métis and Inuit perspectives therein. It is a continual goal of our schools and teachers to ensure that the diversity of our students is reflected in the curriculum, teaching and learning in our classrooms, as well as the experiences to which our students have access both inside our schools and beyond. We know that by doing this we increase student engagement, create a positive school climate, and give every student an opportunity to be successful.

HCDSB is very proud to contribute to the work of reconciliation in education as a privileged opportunity to live the Way of the Gospel.

REPORT PREPARED BY: T. DURHAM,
CURRICULUM CONSULTANT

C. SERAFIM,
CURRICULUM CONSULTANT

S. SAEVIL,
ABORIGINAL LIAISON

REPORT SUBMITTED BY: A. PRKACIN,
SUPERINTENDENT OF EDUCATION, CURRICULUM SERVICES

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

Honouring the Land and Territory

Halton, as we know it today, is rich in the history and modern traditions of many First Nations and the Métis. From the lands of the Anishinabe to the Attawandaron, the Haudenosaunee, and the Métis, these lands surrounding the Great Lakes are steeped in Indigenous history. As we gather today on these treaty lands, our Catholic Social Teachings call us in Solidarity with our Indigenous brothers and sisters to honour and respect the four directions, lands, waters, plants, animals and ancestors that walked before us. All these wonderful elements of creation exist, gifted to us by our Creator God. We acknowledge and thank the Mississaugas of the New Credit First Nation for being stewards of this traditional territory.



"One family before God and united... we encourage each other in the hope that, by the Spirit of Jesus who has reconciled the whole world to the Father, we – Indigenous and non-Indigenous – will be reconciled to each other... We all undertake this journey under the protection of Saint Kateri Tekakwitha, a spiritual mother in our faith. We remember her as one who reveals to us what it means to be a follower of Christ and to allow the Holy Spirit to illuminate what is noblest, truest and holiest in our cultures. Let us seek her intercession and guidance as Protectress of all Canada."

**Canadian Conference
of Catholic Bishops**



The Medicine Wheel represents harmony and is considered a major symbol of peaceful interaction among all living beings on Earth.

The Eagle is the messenger of prayer to the Creator.

The grass, sun and river represent the spirit and intent of the treaties to be honoured for as long as the sun shines, the river flows and the grass grows.

The infinity symbol represents the joining of two cultures and the existence of a people, the Métis.

The Inuksuk is a symbol of the human spirit. It represents our ability to succeed with others, where we would fail alone.

The Cross is a sign of our faith in the Lord Jesus Christ who has reconciled all of creation to God.

INFORMATION REPORT

ITEM 10.6

2016-17 BUDGET ESTIMATES UPDATE

PURPOSE:

To provide the Board with information on the 2016-17 Budget Estimates process, and summarize Trustees' feedback on the Budget Strategy Session held on March 10, 2016.

BACKGROUND:

The following information regarding the Board's 2016-17 budget process was previously provided to Trustees:

1. Information Report 10.6 – April 5, 2016 Regular Board Meeting – 2016-17 Budget Estimates Update.
2. Information Report 10.5 – April 5, 2016 Regular Board Meeting – Release of 2016-17 Grant for Student Needs.
3. Information Report 10.3 – March 10, 2016 Special Board Meeting – 2016-17 Budget Strategy Presentation.
4. Staff Report 9.2 – February 2, 2016 Regular Board Meeting – 2016-17 Budget Estimates Schedule, Objectives and Updates.
5. Information Report 11.4 – 2016-17 Grants for Student Needs (GSN) Ministry Consultation, presented at the December 1, 2015 Regular Board Meeting.

COMMENTS:

Staff continue to work on the 2016-17 Budget Estimates, with the current focus being on staffing levels for the following year, and developing the salary budget. Since the last report, presented at the April 5, 2016 Regular Board Meeting, staff completed the following:

1. A review of every position within the Board, as of March 31, 2016, based on a download of staffing complement from iSYS Works, the Board's HR/Payroll system. A list of staff by department / school has been sent to the department Administrator / school Principal and respective Superintendent, and each individual person and position has been confirmed.
2. The salary budget was developed based on the confirmed staffing complement as of March 31, 2016, and includes grid movement restoration and salary increases for teaching and non-teaching staff (with the exception of Principals and Vice-Principals whose central bargaining recently concluded and boards are waiting for the release of the central terms), as well as new positions to reflect growth and replace expected retirements and resignations.

A total staffing complement of 3,294.3 is estimated for 2016-17, which accounts for enrolment growth, the opening of the new North Oakville Preserve Catholic Elementary School and additional special education resources. This represents an increase of 36.44 full time equivalent (FTE) positions over 2015-16 Revised Estimates. It should be noted that no implications from potential school closures and consolidations on the Board approved Pupil Accommodation Reviews has been factored in, as Ministry approval is pending at this time. The salary budget is \$7.6 million higher overall than the 2015-16 Revised Estimates, in part due to enrolment growth and in part due to restoration of the grid (to September 1, 2016, from the 98th day) and the salary benchmark increase of 1% as of September 1st and 0.5% as of the 98th day for teaching staff or February 1st for other employee groups (excluding Principals and Vice-Principals).

A summary of the 2016-17 salary budget estimate and staffing complement by employee group, as compared to 2015-16 Revised Budget Estimates and 2014-15 Financial Statements (actual costs) is included in Appendix A. Please note, these numbers are subject to change, as additional program enhancements or new initiatives are approved, and as enrolments change. A final enrolment review will be conducted in early June.

3. A review of sick leave and maternity leave payouts for the year ended 2014-15 and costs to date for the 7 months ending March 31, 2016. An allocation was added to the budget based on past trend and costs to date, taking into account growth and salary benchmark increases, as per 2014-17 Memorandum of Settlement. A total of \$8.9 million is included for all employee groups, to address replacement costs. The GSN makes specific mention of supply cost coverage for teaching staff only, amounting to \$4.2 million (while the teaching staff replacement cost estimate is \$7.9 million, of the total \$8.9 million); however it is not clearly stated what other funding is specifically provided to cover replacement costs for other employee groups. Staff will continue to discuss this matter with the Ministry, and bring forth any information, when received.

An updated list of program enhancements included in the 2016-17 Budget Estimates and new initiatives, not yet included, are listed in Appendices B and C respectively.

Next, staff will complete the benefits budget and the Education Finance Information System (EFIS) forms, in order to compare estimated revenues and expenses for the Board. Staff is also analyzing the benefit funding, and has reached out to the Ministry for clarification, and will provide more information to Trustees on the estimated benefit funding gap in a future Board report.

TRUSTEE BUDGET STRATEGY SESSION FEEDBACK SUMMARY:

A Trustee Budget Strategy Session was held following the March 10, 2016 Regular Board Meeting. The session was focused on three areas:

- I. 2016-17 Budget Challenges and Priorities
- II. 2016-17 Cost Savings Initiatives
- III. 2016-17 Revenue Generating Initiatives

Trustees' feedback has been summarized below:

I. 2016-17 Budget Challenges and Priorities

Trustees acknowledge the ***increasing employee benefit costs***, and the challenges this poses to the Board's ability to address other priorities within the system. Suggestions have been made to increase awareness of employees with respect to healthy living and well-being and communicate the programs available to support staff. Trustees suggest additional rigor and oversight on the part of the benefits provider(s), to ensure only eligible claims are reimbursed. Feedback also suggested reviewing the plan coverages. With the move to the Provincial Benefit Plans (Employee Life & Health Trusts or ELHT), these will be provincially negotiated, with school boards being represented by the various Trustee associations.

Declining enrolment trends in the south Burlington and Oakville area are a cause for concern. Trustees agree the Board should focus on marketing the Board to attract and retain more students. The concept of a Steering Committee was mentioned, with a mandate to develop a plan to entice new students and develop a communication strategy for staff and to intensify parish and community relationships. While the Board is focusing on increasing the number of International Visa students, Trustees feel more effort should be directed to attracting local students. Trustees agree that staff should assess the introduction of specialty programs for students involved in competitive sports, arts programs, and kinesthetic programs.

Trustees are in agreement that ***maintaining our facilities*** is a priority and that continuing to delay maintenance is not feasible. This plays an important part in remaining competitive in the region. The suggestion to determine whether School Generated Funds could be used to complement facility renewal was made.

Trustees agree the importance to ***invest in Faith Formation***, and that this budget area should remain a priority, with adequate investments made to support our mission and vision as a Catholic system.

French Immersion costs not covered by grant should be reviewed, as Trustees feel the system dollars may be spent better in the regular day-school programs.

Trustees' feedback is mixed with regards to ***investment in Information Technology***, particularly instructional technology. On one hand, Trustees agree it is important to have adequate technology and tools, and on the other, this may be an area where investments may be made without achieving desired results. A value-for-money audit was suggested, to identify potential savings, not only for the area of Information Technology, but across other areas of the organization.

Trustees agree that the employer now have limited ability to influence ***labour negotiations***, and that decisions are made provincially, while the implications are borne by the school boards.

Trustees agree that ***increasing sick leave costs***, as a result of provincial plan design are the Board's top challenge. A suggestion was made to determine if additional strategies could be introduced, to encourage staff to reduce absenteeism. A few examples included appreciations / incentives, reprimands for misuse and review of other attendance support programs within the province.

Last but not least, Trustees agree ***special education*** is an area of priority for the Board, and it is important that students with special needs are fully supported. Trustees agree with the strategy to assist students to achieve independence, and suggest continuing to communicate this strategy to the community.

II. 2016-17 Cost Savings Initiatives

Overall, Trustees support staff efforts to achieve savings where possible. While it was agreed that competitive purchasing and collaborative spend can achieve savings for the Board, the suggestion to review the appointment of professional service providers was made. These are not required to be appointed through a competitive bid process, under the Broader Public Sector (BPS) Procurement Directive, instead they can be appointed based on the specialized nature of their skills. Certain vendors in this category are acquired by competitive bid, such as the Board's external auditors and the banker of record. Others are evaluated and included on a vendor of record list, based on their skills (for example, legal services providers, medical practitioners, architects and engineers, etc.).

Feedback from Trustees also suggested a detailed review of all salaried staff, as compared to the need of the system, as well as exploring options to introduce certain fees, as a new source of revenue (for example, parking fees for staff and students on all board property). A position-by-position review is performed by staff as of October 31st and March 31st, confirming current staff and enrolment levels, and a reasonability analysis is performed to ensure class sizes and other staffing ratios are met. Support staff's portfolios are also reviewed during these assessment, and changes are made as required.

Trustees feel employee assistance costs should be weighed against usage rates to determine the cost per user. Further, the program coverage should be reviewed, should the cost per user be considered to be high.

Trustees acknowledge that the majority of cost savings are dependent on the outcome of the Pupil Accommodations Review, and as such, no potential savings should be considered for 2016-17.

III. 2016-17 Revenue Generating Initiatives

Trustees' feedback is mixed in terms of the benefits of expanding the International Student Program. On one hand, Trustees agree it is a revenue generating opportunity, on the other, it is suggested to invest more in strategies to attract and retain local students.

Trustees agree to introduce an Advanced Placement program at one of the Oakville Catholic Secondary Schools, as a means to remain competitive. It is highlighted that the success of this program depends on selecting motivated staff to promote it.

Opinions are mixed on the proposal to introduce additional native studies in Arts and English, and consideration of the parent community's perception of these course perhaps eliminating other course options, should be considered. On the other hand, other Trustees are supportive in increasing Native Studies offerings.

Trustees feedback on pursuing funding for various evening and summer Continuing Education programming is divided. On one hand, there is agreement to pursue these if it makes economic sense; and on the other, it is suggested to focus on the mainstream curriculum offerings instead.

In terms of other revenue generating opportunities, the following were identified:

- Considering opportunities for advertising revenue, by allowing various organizations to use our gymnasiums or common areas to post ads.
- Pursuing additional donations from corporations and philanthropists.
- Consider looking at the private sector for additional revenue generating suggestions.

Staff will take into consideration Trustees comments and suggestions, assess current practices and the feasibility of new strategies required to address them, as the budget is further developed.

CONCLUSION:

Staff will provide an updated report at the May 17, 2016 Regular Board Meeting, which should include a draft budget report, comparing estimated revenues to expenditures, based on forecasted enrolment levels. An updated budget schedule has been included in Appendix D.

REPORT PREPARED BY:

R. NEGOI
SENIOR ADMINISTRATOR, FINANCIAL SERVICES

REPORT SUBMITTED BY:

P. McMAHON
SUPERINTENDENT OF BUSINESS AND TREASURER OF THE BOARD

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

**Halton Catholic District School Board
2016-17 Budget Estimates**

**Staffing compared to 2015-16 Revised Estimates and 2014-15 Actual Costs
(Incorporate growth and opening of a new Catholic Elementary School)**

	<i>2016-17 Budget Estimates</i>		<i>2015-16 Revised Estimates</i>		<i>15-16 Rev Est to 16-17 Bud Est</i>		<i>2014-15 Fin Statements (Actual Costs)</i>		<i>14-15 Actuals to 15-16 Rev Est</i>	
Employee Group	<i># FTEs</i>	<i>\$ Salary</i>	<i># FTEs</i>	<i>\$ Salary</i>	<i>FTE Change</i>	<i>Salary Change</i>	<i># FTEs</i>	<i>\$ Salary</i>	<i>FTE Change</i>	<i>Salary Change</i>
Administrative Staff	88.10	\$ 7,171,000	87.00	\$ 6,823,000	1.10	\$ 348,000	81.97	\$ 6,241,132	5.03	\$ 581,868
APSSP	71.16	\$ 4,350,000	69.96	\$ 4,291,000	1.20	\$ 59,000	69.26	\$ 4,047,917	0.70	\$ 243,083
Chaplain	9.00	\$ 689,000	9.00	\$ 676,000	-	\$ 13,000	9.90	\$ 708,382	(0.90)	\$ (32,382)
Custodial	153.12	\$ 7,034,000	153.37	\$ 6,706,000	(0.25)	\$ 328,000	148.38	\$ 6,878,792	5.00	\$ (172,792)
Educational Assistants	408.50	\$ 14,840,000	406.50	\$ 14,589,000	2.00	\$ 251,000	401.65	\$ 14,526,632	4.85	\$ 62,368
Elementary Principals	46.00	\$ 5,481,000	46.00	\$ 5,574,000	-	\$ (93,000)	45.00	\$ 5,560,566	1.00	\$ 13,434
Elementary Vice Principals	23.00	\$ 2,441,000	24.00	\$ 2,546,000	(1.00)	\$ (105,000)	22.00	\$ 2,405,098	2.00	\$ 140,902
ECE	153.00	\$ 5,991,000	150.00	\$ 5,493,000	3.00	\$ 498,000	150.00	\$ 5,449,663	-	\$ 43,337
Secretarial staff	213.70	\$ 8,832,000	212.20	\$ 8,498,000	1.50	\$ 334,000	208.40	\$ 8,510,828	3.80	\$ (12,828)
Secondary Principals	10.00	\$ 1,257,000	10.00	\$ 1,238,000	-	\$ 19,000	10.00	\$ 1,269,864	-	\$ (31,864)
Secondary Vice Principals	18.50	\$ 2,072,000	18.00	\$ 1,999,000	0.50	\$ 73,000	17.00	\$ 1,914,992	1.00	\$ 84,008
Senior Administration	11.00	\$ 1,761,000	11.00	\$ 1,761,000	-	\$ -	11.00	\$ 1,781,493	-	\$ (20,493)
Trustees	9.00	\$ 126,000	9.00	\$ 126,000	-	\$ -	9.00	\$ 120,418	-	\$ 5,582
Total Elementary Teachers	1,314.43	\$ 110,304,000	1,301.50	\$ 106,975,000	12.93	\$ 3,329,000	1,279.30	\$ 102,132,794	22.20	\$ 4,842,206
Total Secondary Teachers	741.18	\$ 64,718,000	730.73	\$ 63,170,000	10.45	\$ 1,548,000	699.88	\$ 59,240,306	30.85	\$ 3,929,694
Recoverable Wages	12.60	\$ 1,265,000	7.60	\$ 886,000	5.00	\$ 379,000	7.93	\$ 1,028,640	(0.33)	\$ (142,640)
Ministry Programs (FTE portion)	12.00	\$ 1,035,000	12.00	\$ 736,000	-	\$ 299,000	11.70	\$ 873,369	0.30	\$ (137,369)
Ministry Programs (Non-FTE portion)		\$ 3,500,000		\$ 3,491,000		\$ 9,000		\$ 4,376,762	-	\$ (885,762)
Noon Hour Supervision		\$ 500,000		\$ 500,000		\$ -		\$ 502,554	0	\$ (2,554)
Supply and Replacement Costs for all groups		\$ 8,953,000		\$ 8,682,000		\$ 271,000		\$ 7,950,232	0	\$ 731,768
TOTAL	3,294.30	\$ 252,320,000	3,257.86	\$ 244,760,000	36.44	\$ 7,560,000	3,182.37	\$ 235,520,434	75.50	\$ 9,239,566

**Halton Catholic District School Board
2016-17 Budget Estimates**

Program Enhancements (included in the Budget)

	<i>Description</i>	<i>Requested By</i>	<i>Salary</i>	<i>Non-Salary</i>	<i>Total</i>
1	Upgrades required to school network wireless infrastructure, as well as additional operating costs for the North Oakville Preserve CES.	P. McMahon		170,000	170,000
2	Increase to various operating costs for rate and contractual increases due to inflation and addition of North Oakville Preserve CES.	G. Corbacio		850,000	850,000
3	Initial staff training to offer Pre-AP courses - Expansion of AP Program into Oakville Secondary School.	T. Pinelli		10,000	10,000
4	0.5 FTE - IB Coordinator (VP) to service over 300 students in program. Comesurate with growth of the program	T. Pinelli	60,000		60,000
5	Training for members of CCCRT & faith formation	L. Naar		17,000	17,000
6	Purchasing of religious textbooks for three grades rather than two grades (2015-16), expansion of FNMI textbooks, and expansion of social studies textbooks.	A. Prkacin		521,000	521,000
7	Head Lice Screening.	T. Overholt		6,000	6,000
8	Increase to advertising and promotion budget for International Students program.	C. Cipriano		10,000	10,000
9	0.5 FTE Admission Clerk position for International Students program to address growth when enrolment reaches 140 ADE.	C. Cipriano	24,000		24,000
10	Special Education equipment.	B. Browne		27,000	
11	1 FTE - Special Education Resource Teacher - North Oakville Preserve CES	B. Browne	95,000		95,000
12	2 FTE - Educational Assistants - To cover new school, growth and increasing complexity of student needs (\$34k plus benefits)	B. Browne	90,000		90,000
13	Various budget reductions	All		(82,000)	(82,000)
14	<i>Expenses captured in #8 and #9 will be offset by increasing visa student registrations (once the 140 ADE target is met, which means 29 additional students over the 2015-16, which are expected to bring a net revenue (net of agent commissions) of \$325,000)</i>				
	Total		\$ 269,000	\$ 1,529,000	\$ 1,771,000

**Halton Catholic District School Board
2016-17 Budget Estimates**

New Initiatives (Not included in the Budget)

	<i>Description</i>	<i>Requested By</i>	<i>Salary & Benefits</i>	<i>Non-Salary</i>	<i>Total</i>	<i>Cummulative Total</i>
1	Increase TMC Receptionist from 10 month to 12 month	C. McGillicuddy	4,000		4,000	4,000
2	Wellness Program - Due to Provincial Benefit Trust, program is no longer paid through consulting fees of Mosey & Mosey	J. O'Hara		56,500	56,500	60,500
2A	Partly offsetting cost results from re-evaluation of a current position in HR Services at a lower level, by reassigning complex tasks to existing personnel.	J. O'Hara	(25,000)		(25,000)	35,500
3	Job evaluation training and 3rd party appeal costs	J. O'Hara		20,000	20,000	55,500
4	Youth Settlement Worker - 0.4 FTE (\$53k + Benefits)	C. Cipriano	27,000		27,000	82,500
5	Introduction of instrumental music program at Canadian Martyrs	A. Prkacin		40,000	40,000	122,500
6	Settlement Worker: Mandarin Speaking - 10 Month (\$26/hr + Benefits)	A. Prkacin		50,000	50,000	172,500
7	4.0 FTE ESL Teachers (2 elementary and 2 secondary)	A. Prkacin	392,000		392,000	564,500
	Subtotal		398,000	166,500	564,500	564,500
Special Education Initiatives						
8	0.5 FTE - School Support Transitions Specialist - System Growth and Needs (Autism and Developmental Behavioural Expert) (\$73k plus benefits)	B. Browne	46,000		46,000	46,000
9	1.5 FTE -Speech Language Pathologist (\$82k plus benefits)	B. Browne	154,000		154,000	200,000
10	1.0 FTE - Social Worker - System leader for elementary tier 3 intervention (\$68K plus benefits)	B. Browne	86,000		86,000	286,000
11	2.0 FTE Behaviour Therapists (\$73k plus benefits)	B. Browne	184,000		184,000	470,000
12	2.0 FTE - Educational Assistants - Growth and increasing complexity of student needs (\$34k plus benefits)	B. Browne	90,000		90,000	560,000
	Subtotal		560,000	-	560,000	560,000
	<i>Note: The Special Education Allocation is expected to increase as a result of the new funding model and projected enrolment growth, and as such some of the Special Education positions identified in item numbers 8 to 12</i>					
Total New Initiatives (not yet included in the Budget)						1,124,500

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)
March 4th	✓	Departmental Budget Reviews	Receive Budget Submissions from Departments (by this date)
March 10th	✓	Trustee Budget Strategy Session	Trustee/Senior Staff Budget Strategy Session - 2016-17 Budget Challenges and Priorities
March 10th	✓	Budget Consultation	Budget Communication (Website)
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 24th	✓	Ministry Memorandum 2016:B06	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:B06	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 8th	✓	Release of EFIS 2.0 Forms	Release of EFIS 2.0 Forms and Instructions
April 22nd	✓	Salary and Benefits Budget	Receive FTE staffing confirmations
April 28th	✓	Ministry Training Session	Ministry Training on 2016-17 Estimates EFIS changes and 2016 March Report changes
April 29th	✓	Salary and Benefits Budget	Complete Salary and Benefits Budget
May 2nd		Budget Update	Budget Estimates Update (Administrative Council)
May 3rd		Budget Update	Present the Board of Trustees with a Budget Update
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:B06	Submission of Budget Estimates to the Ministry (EFIS)
June 30th		Budget Estimates Report (Final)	Submission of Budget Estimates to OCSTA (EFIS)

INFORMATION REPORT

ITEM 10.7

HOLY ROSARY CATHOLIC ELEMENTARY SCHOOL, MILTON
KINDERGARTEN AND CLASSROOM ADDITION PROJECT

PURPOSE:

To update Trustees regarding the Holy Rosary Catholic Elementary School, Milton Kindergarten and Classroom Addition Project.

BACKGROUND INFORMATION:

On November 9, 2015 the Ministry announced approval for the Holy Rosary Catholic Elementary School, Milton Kindergarten and Classrooms Addition Project. Subsequently, on March 10, 2016 at the Special Meeting of the Board, Trustees approved the Holy Rosary School Kindergarten and Classroom Addition Project with a Project Budget of \$5,075,000 to proceed.

Trustees are referred to Appendix "A", for additional project information contained in Action Report Item 8.3 from the March 10, 2016 Special Meeting of the Board.

COMMENTS:

The Holy Rosary Kindergarten and Classroom Addition Project construction drawings and specifications are completed, and the construction documents have been issued for competitive tenders. The Board received the submitted tenders on Thursday April 28, 2016, and the Architect and staff are currently reviewing the submissions. In addition, the Architect has secured all the necessary site plan approvals and building permits to proceed with the school's construction work.

The construction work contracts are anticipated to be awarded sometime during the week of May 2, 2016. Construction on the two story addition on the south side of the school building could begin as early as the week of May 9, 2016 with the installation of the safety barrier fence around the south construction area and other construction set-up activities. For the remainder of this school year, construction work will be restricted to areas on the outside of the school building and within the south fenced off construction area. Construction and alteration work inside the school building will begin during the week of July 4, 2016. Completion of the school building alterations and addition is expected by January 2017. The completion of the exterior grounds work will need to be scheduled for July and August 2017 to avoid disruption to school operations and for safety considerations.

Information updating the Holy Rosary School and Parish Communities regarding the Holy Rosary School Kindergarten and Classroom Addition Project will be distributed during the week of May 2, 2016 by the School and the Parish. Project information will also be posted on the Board's and School's website.

The first Construction Report for the Holy Rosary School Kindergarten and Classroom Addition Project is expected to be issued for the June 21, 2016 Regular Meeting of the Board. Thereafter, a

monthly Construction Report will be issued each month at the second Board Meeting of the month until the Holy Rosary School Project is completed.

On a related matter, the existing shared use agreement with the Diocese of Hamilton, Holy Rosary Parish and the Board has been expanded to allow the Board to fence an area of the Parish's Parking Lot adjacent to the Marion Courtyard Seniors Residence and the Holy Rosary School properties. This will provide the Holy Rosary School children with a significantly larger hard surface playground area during school day hours. The fence will have gates which will allow access for emergency vehicles and will be opened after school hours, evenings and weekends to allow parking for the residents' visitors and Mass. The Board is very grateful for the generosity of Father Peter Meyer, Pastor of Holy Rosary Church, and the Diocese of Hamilton for allowing this additional playground space for the students of Holy Rosary Catholic Elementary School.

REPORT PREPARED BY: J. DUFFIELD
MANAGER, SCHOOL CAPITAL AND RENEWAL

REPORT SUBMITTED BY: G. CORBACIO
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

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

ACTION REPORT**ITEM 8.3**

HOLY ROSARY CATHOLIC ELEMENTARY SCHOOL, MILTON **KINDERGARTEN AND CLASSROOMS ADDITION PROJECT**

PURPOSE:

To update the Board on the Holy Rosary Catholic Elementary School, Milton Kindergarten and Classrooms Addition Project which was previously approved by the Board on March 4, 2014.

BACKGROUND INFORMATION:

The Board approved the Holy Rosary Catholic Elementary School, Milton Kindergarten and Classrooms Addition Project at its March 4, 2014 Regular Meeting of the Board. Subsequently, the Ministry approved the Kindergarten portion of the project but did not approve all the proposed additional classrooms. Therefore, the project was deferred until funding for the entire project was received from the Ministry. On November 9, 2015 the Ministry approved funding for the entire project, and thus we are now able to proceed with the Holy Rosary School Kindergarten and Classrooms Addition Project. See Appendix "A".

For additional information, Trustees are referred to Action Report Item 8.2 of the March 4, 2014 Regular Meeting of the Board and Staff Report Item 9.2 from the February 18, 2014 Regular Meeting of the Board.

COMMENTS:

The current kindergarten classrooms at Holy Rosary School are located at the northwest corner of the school building. The building and site layout of the school and the direction from academic staff to locate the Kindergarten Classrooms within close proximity to each other will require the conversion of the three classrooms nearest to the existing kindergarten classrooms into two new Kindergarten classrooms. Two of these classrooms are regular classrooms and the other classroom is the Special Education classroom. These three classrooms will be replaced with three new classrooms to be included in the new addition at the southwest corner of the school building. The proposed addition is a simple "plug-in" section to the existing building which will be cost effective and mitigate school disruptions during construction. To access the new classroom addition, alterations to a classroom at the southwest corner of the school building will be required to extend the corridor to the new addition. The proposed Kindergarten Classroom addition and alteration work allows for a cost effective second storey to be included on the new southwest classroom addition. The inclusion of a second storey of classrooms above the replacement classrooms will result in a net addition of four (4) regular classrooms on the second floor of the addition. These four new classrooms will provide additional student capacity to accommodate student enrolment growth. The Architect has prepared the preliminary site plan, floor plan drawings and schedule for the Holy Rosary School Kindergarten and Classrooms Addition Project. See Appendix "B".

The proposed project construction schedule as prepared by the Architect indicates the two new Kindergarten Classrooms will be completed by September 2016 and the two storey southwest classroom addition by the end of December 2016, provided that all approvals and permits are received and construction work commences by July 4, 2016. Although completion for the end of December 2016 is forecast by the Architect, Board staff are not as optimistic that the two storey southwest classroom addition portion of the project will be completed by that time. Additional time may be required to complete the construction work due to the complexity of the school addition or to mitigate disruption to student learning and school operations during the construction period. In the event there are project approval delays and/or construction delays it is likely that the project may not be completed until March 2017.

The preliminary cost estimate for the Holy Rosary Catholic Elementary School Kindergarten and Classrooms Addition Project is \$5,075,000. See Appendix "C". The majority of this estimated project cost is for the Kindergarten portion of the project, and is funded by a Ministry FDK allocation of \$3,275,000. The estimated incremental cost to construct the second floor classrooms is \$1,800,000. This portion of the project cost will be funded by the remaining approved school capital priorities allocation from the Queen of Heaven, St. Anne, and St. Benedict School Capital Projects.

The Preliminary Project Budget breakdown and funding sources for the Project will be updated once the competitive construction tenders for the project are received. Please note that funding for furniture and equipment is not included in this Project. Surplus furniture and equipment from other schools will be utilized and any additional furniture and equipment, if required, will be provided through the regular replacement furniture and equipment operating budget.

Approval of a Borrowing By-Law in the amount of \$5,075,000 will be required to finance the Holy Rosary School Kindergarten and Classrooms Addition Project until debenture financing is in place once the project is completed. See Appendix "D".

Since this project was previously approved by the Board on March 14, 2014, the Ministry has approved additional school capital priorities funding for the project, and the project cost estimate has been revised. Subsequently, there is some housekeeping required to rescind,

- **Board Resolution #44/14**
Resolved, that the Halton Catholic District School Board approve a Preliminary Construction Project Budget not to exceed \$4,955,000 for the Full Day early Learning Kindergarten Classrooms Addition and Alteration Project at Holy Rosary Catholic Elementary School, Milton, and
- **Board Resolution #45/14**
Resolved, that the Halton Catholic District School Board approve Borrowing By-Law No. 2014 F04 in the amount of Three Million, Two Hundred and Seventy Five Thousand Dollars (\$3,275,000) to finance the Preliminary Construction Project for the Full Day Early Learning Kindergarten Classrooms Addition and Alteration Project at Holy Rosary Catholic Elementary School, Milton.

These two resolutions will be replaced with two updated resolutions for the Holy Rosary Catholic Elementary School Kindergarten and Classrooms Addition Project as presented in the recommendations below.

CONCLUSION:

The Board received School Priorities Capital Approval funding to construct the Kindergarten and Classrooms Addition at Holy Rosary Catholic Elementary School, Milton on November 9, 2015.

The new Kindergarten classroom facilities are expected to be ready for September 2016 occupancy while the new addition section is expected to be ready for occupancy by March 2017.

Furniture and equipment is not included as part of this project. Surplus furniture and equipment from other schools will be utilized and new furniture and equipment, if required, will be provided through the regular replacement furniture and equipment operating budget.

The preliminary project budget estimate for the Holy Rosary Kindergarten and Classrooms Addition Project is \$5,075,000, and will be funded by the Ministry. Once the construction tenders are received, the Preliminary Project Budget estimates will be updated accordingly.

RECOMMENDATIONS:

The following resolutions are respectfully submitted for Trustee consideration and approval:

RESOLUTION:

Moved by: J.M. Rowe
Seconded by: A. Danko

RESOLVED, that the Halton Catholic District School Board rescind Board Resolution #44/14 and #45/14.
CARRIED

RESOLUTION:

Moved by: J.M. Rowe
Seconded by: A. Danko

RESOLVED, that the Halton Catholic District School Board approve a Preliminary Construction Project Budget not to exceed \$5,075,000 for the Kindergarten and Classrooms Addition Project at Holy Rosary Catholic Elementary School, Milton.
CARRIED

RESOLUTION:

Moved by: J.M. Rowe
Seconded by: A. Danko

RESOLVED, that the Halton Catholic District School Board approve Borrowing By-Law No.2016 F02 in the amount of Five Million and Seventy Five Thousand Dollars (\$5,075,000) to finance the Preliminary Construction Project for the Kindergarten and Classrooms Addition Project at Holy Rosary Catholic Elementary School, Milton.
CARRIED

REPORT PREPARED BY:

J. DUFFIELD
MANAGER, SCHOOL CAPITAL AND RENEWAL

A. DUFFIELD
SENIOR ADMINISTRATOR, FACILITY MANAGEMENT SERVICES

R. NEGOT
SENIOR ADMINISTRATOR, BUSINESS SERVICES

G.A. CORBACIO
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

REPORT SUBMITTED BY:

G.A. CORBACIO
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Ministry of Education

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

Ministère de l'Éducation

Bureau du sous-ministre adjoint
Division des politiques financières et des
opérations
20^e étage, Édifice Mowat
900, rue Bay
Toronto ON M7A 1L2



November 9, 2015

Ms. Paula Dawson
Director of Education
Halton Catholic District School Board
PO Box 5308
802 Drury Lane
Burlington, ON L7R 3Y2

Dear Ms. Dawson,

I am writing to inform you that the Ministry of Education has completed a detailed review of the business cases that each school board submitted for consideration under the 2015 Capital Priorities Grant program.

As outlined in **Memorandum 2015:B12 – Request for 2015 Capital Priorities Business Cases**, school boards were asked to submit up to eight business cases to the ministry by July 15, 2015. Forty-nine school boards submitted 220 school construction projects, worth approximately \$2.7 billion. Projects were assessed based upon factors such as the need to address accommodation pressures, increase utilization through school consolidation, improve facility condition or accommodate French-language enrolment in a cost effective manner.

In addition to school construction related projects, school boards were also asked to submit school-based child care construction projects under this round of the Capital Priorities Grant program. Eligible projects for consideration were either requests for the inclusion of child care as part of a school project business case, or as a stand-alone submission as an addition to an existing school.

The child care capital projects are being funded through the \$120 million that was announced in **Memorandum 2015:B11 – Capital Funding for New Construction of Child Care**. In total, the ministry received 145 requests from 42 school boards for child care capital funding, totaling more than \$200 million.

As noted in **Memorandum 2015:B11**, the ministry used the following criteria to assess and prioritize eligible projects:

- Child care replacement due to school closure/accommodation review;
- Age groupings (infant rooms a priority);
- Accommodation pressures/service gaps; and
- Cost effectiveness/viability.

A listing of province-wide approved capital and child care projects has been posted on the ministry's website: <http://www.edu.gov.on.ca/eng/parents/capital.html>

After careful review of your board's submissions, I am pleased to confirm that the ministry has approved funding to support 2 capital priority projects identified by your board. In total, your board will be allocated \$15.92M to undertake these projects - \$12.14M in new 2015 CPG funding, \$1.26M in Full Day Kindergarten funding, \$2.52M in Child Care Capital funding. Your board has requested to self fund the Holy Rosary project using the board's existing build capacity and FDK allocation totaling \$5.1M.

In recognition of the increase in construction costs, the ministry has increased its funding benchmarks by 2 percent and is reflected in the funding for this round of capital approvals. This increase does not apply to any previously approved projects.

Please be aware that the ministry has funding available to address costs related to site acquisition, preparation and/or demolition and will consider providing additional funding to the board based on the submission of a detailed estimate of these costs.

Please note this funding is conditional upon amendments to the 2015-16 Grants for Student Needs (GSN) regulation by the Lieutenant Governor in Council.

Appendices

Appendix A provides a complete list of the Capital Priorities requests submitted by your board along with ministry responses outlining our rationale for projects that did not receive funding approval. Appendix B provides a complete list of the Child Care Capital requests submitted by your board along with ministry responses outlining our rationale for projects that did not receive funding approval.

Should your school board and municipal partners continue to see the projects that did not receive funding approval as a priority, you may submit them during future rounds of Capital Priorities Grant and School Consolidation Capital programs.

Appendix C provides the details of the approved projects and details on the funding allocations. The ministry's decision to approve these projects was based upon the needs identified in your school board's business cases and, in the case of child care capital projects, the affirmation letter jointly submitted by your school board and business partner. If the board chooses to address these projects with a project other than the project outlined in the board's capital priority business case or the affirmation letter, the board must receive the ministry's approval prior to retaining an architect. In some cases this may require the board to forfeit their project approval and resubmit their request in the next round of capital priorities. In addition, any changes to projects related to approved Child Care Capital will require municipal approval.

Payment

The Capital Priorities Grant program (CPG) operates on a modified grant payment process, where cash flow is based on school board spending. There are two annual CPG reporting periods:

- For the period of September 1 to March 31, CPG expenditures are recorded in the board's March Report; and
- For the period of April 1 to August 31, CPG expenditures are recorded in the board's financial statements.

School boards will also be funded for the short-term interest costs related to these capital programs reflecting that cash flows will occur on a semi-annual basis. The short-term interest payments will be calculated in a manner similar to how they have been calculated for other eligible capital programs.

School boards should continue to report any new capital projects that have received a funding allocation/approval in the Inventory Data section of the ministry's School Facilities Information System (SFIS).

Board Responsibilities

Your board is responsible and will be held accountable for implementing appropriate measures to ensure that the cost and scope for these projects are within the approved funding amounts and does not exceed the ministry's funding benchmarks. The FDK funding allocation you have received for these projects can only be used to address the capital costs related to the implementation of FDK. Similarly, the new construction of child care capital funding allocation you have received can only be used to address capital costs related to the implementation of new construction of child care for each approved project.

Communication Protocols

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.

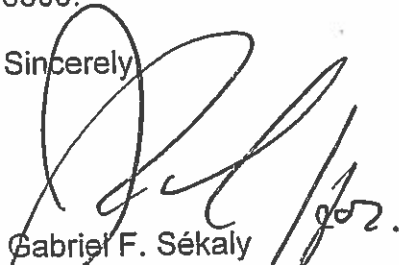
You must acknowledge the support of the Government of Ontario in communications of any kind, written or oral, relating to the agreement or the project. This could include but is not limited to, any report, announcement, speech, advertisement, publicity, promotional material, brochure, audio-visual material, 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 the capital priorities approval, please contact your Capital Analyst, Diamond Tsui at Diamond.Tsui@ontario.ca or (416) 325-2017. For any questions related to the child care capital approvals and/or requests, please contact your Education Officer, Dolores Cascone at Dolores.Cascone@ontario.ca or (416) 314-6300.

Sincerely



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

Attached: Appendix A - List of Capital Priorities Grant Requests
 Appendix B - List of Child Care Capital Requests
 Appendix C - Details of 2015 Approved Projects

c: Nancy Matthews, Assistant Deputy Minister, Early Years Division
 Grant Osborn, Director, Capital Policy and Programs Branch
 Julia Danos, Director, Early Years Implementation Branch
 Paul McMahon, Superintendent of Business
 Mary Beth Jonz, CMSM/DSSAB

Appendix A: List of 2015 Capital Priorities Grant Requests

46 Halton Catholic District School Board

Priority	Project	Location	CP (\$M)	FDK (\$M)	CC (\$M)	Board (\$M)	Total (\$M)	Description	Recommendation
1	North Oakville CES	Oakville	12.14	1.26	2.52	0.00	15.92	a new 671 pp catholic elementary school to address accommodation pressures	This project has been approved for the 2015 Capital Priorities Grant. Please refer to Appendix C for funding details.
2	South Milton (Boyne 'Ford') CES	Milton						a new 671 pp catholic elementary school to address accommodation pressures	This project was not considered for Capital Priorities Grant funding at this time due to a lack of immediate need.
3	Holy Rosary (M) CES	Milton	0.00	0.00	0.00	5.08	5.08	a 130 pp addition to Holy Rosary CES and simultaneously renovate the existing school	The Ministry is supportive of the project but did not consider for Capital Priorities Grant funding. The board is requested to self-fund the project using the Board's existing build capacity and FDK. Please refer to Appendix C for funding details.
4	Georgetown West CES	Georgetown						a new 550 pp catholic elementary school to replace current Holy Cross CES	This project was not considered for Capital Priorities Grant funding at this time due to a lack of immediate need.
5	Bishop P.F. Reding CSS	Milton						a 294 pp permanent addition to Bishop P.F. Reding CSS to address accommodation pressures	This project was not considered for Capital Priorities Grant funding at this time due to a lack of immediate need.
6	South Milton (Boyne) CSS	Milton						a new 1,437 pp catholic secondary school to address accommodation pressures	This project was not considered for Capital Priorities Grant funding at this time due to a lack of immediate need.

Appendix B: Overview of Child Care Capital Requests

46 Halton Catholic District School Board

Project	Description				Decision Status
	Infant	Toddler	Preschool	Total Number of Rooms	
1. New North Oakville Elementary School (CE#2)	1	2	2	5	88
2. Milton #8 CES (Boyne Secondary Plan)	1	2	2	5	88

Project funding approved.

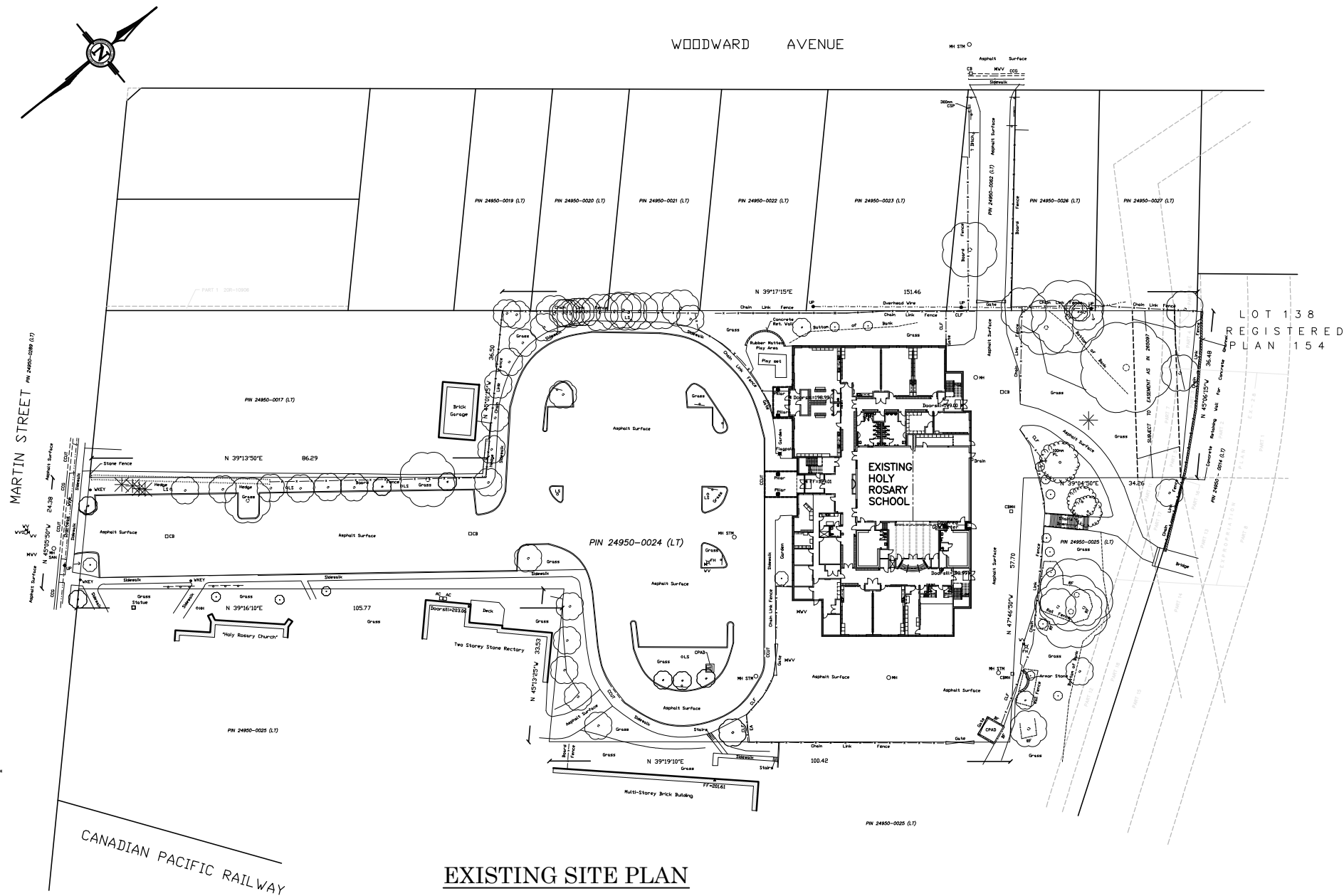
Project funding not approved because the capital priority project was not approved.

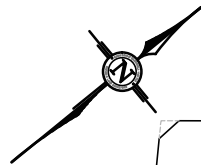
Appendix C: Details of Approved 2015 Projects

46 Halton Catholic District School Board

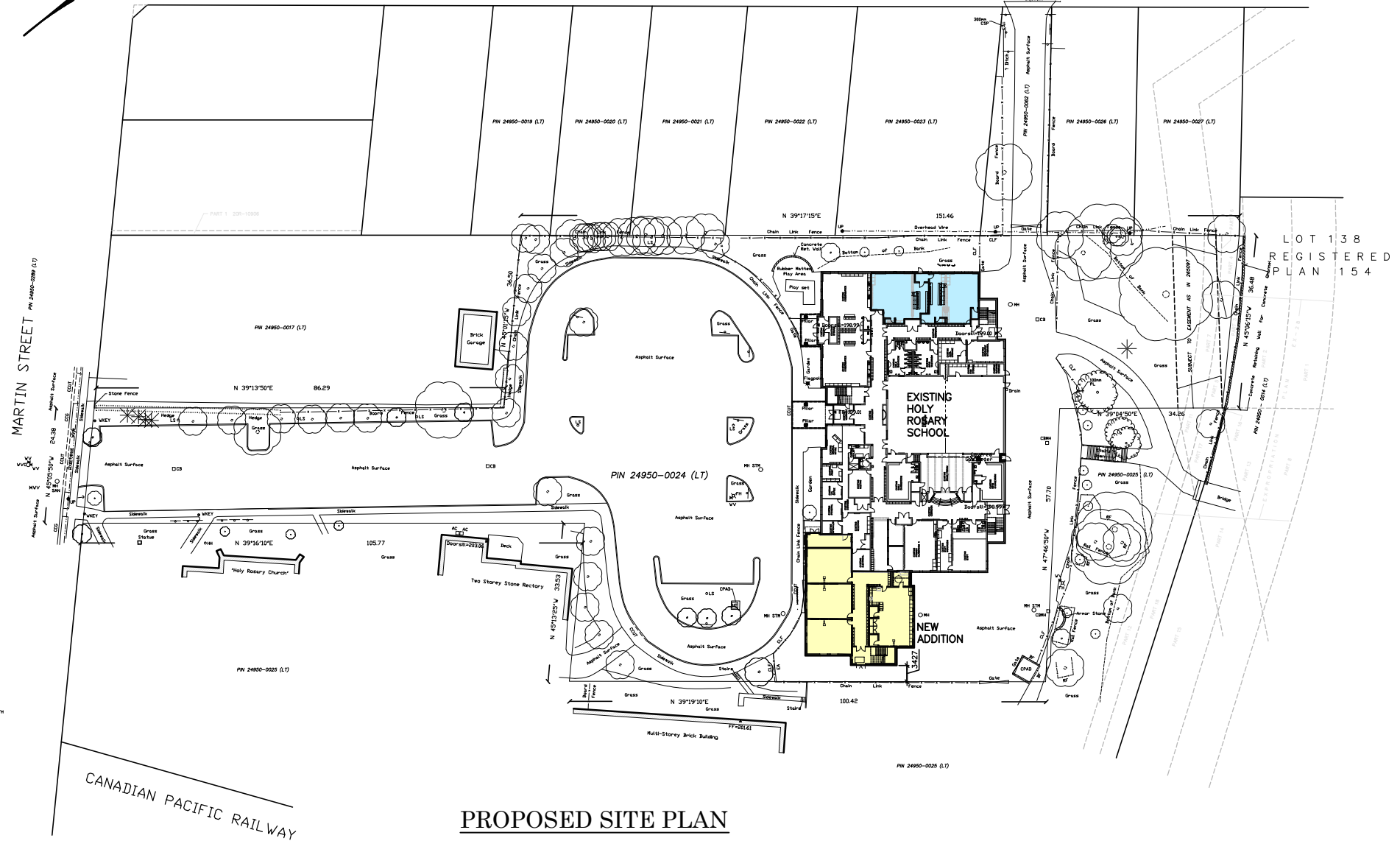
		Priority	1	3
		Project Name	North Oakville ES (CE#2)	Holy Rosary (M) CES
		Location	Oakville	Milton
Benchmark Project Cost				
New Construction	Pupil Places to Add	A	671	130
	Resulting Pupil Places	B	671	571
	GFA / Pupil Place	C	9.99	10.15
	\$ / GFA	D	1,959.89	1,959.89
	Subtotal = A * C * D	E	13,137,711	2,586,075
Retrofit	GFA	F		
	\$ / GFA	G		
	Subtotal = F * G	H		
School Total	GAF	I	1.02	1.02
	School Total = (E + H) * I	J	13,400,465	2,637,796
	Rooms	K	5	
Child care	Cost	L	2,520,849	
		M		2,437,204
Board funded Other		N	15,921,314	5,075,000
Total Project Cost = J + L + M				
Funding Source				Total For All Projects
CPG		O	12,140,041	12,140,041
FDK		P	1,260,424	1,260,424
Child Care		Q	2,520,849	2,520,849
Ministry Funding Total = O + P + Q		R	15,921,314	15,921,314
Board Funding		S		5,075,000
Total funding = R + S		T	15,921,314	5,075,000
				20,996,314



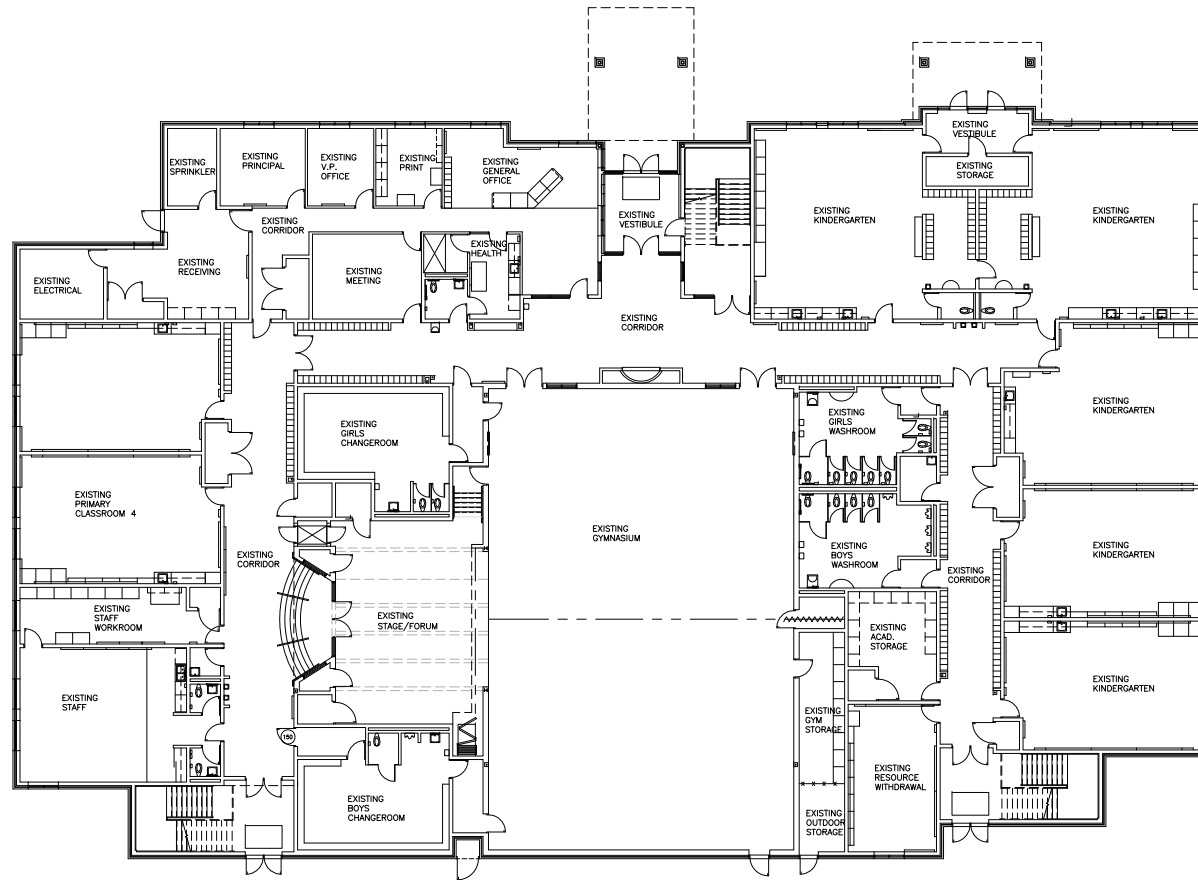




WOODWARD AVENUE

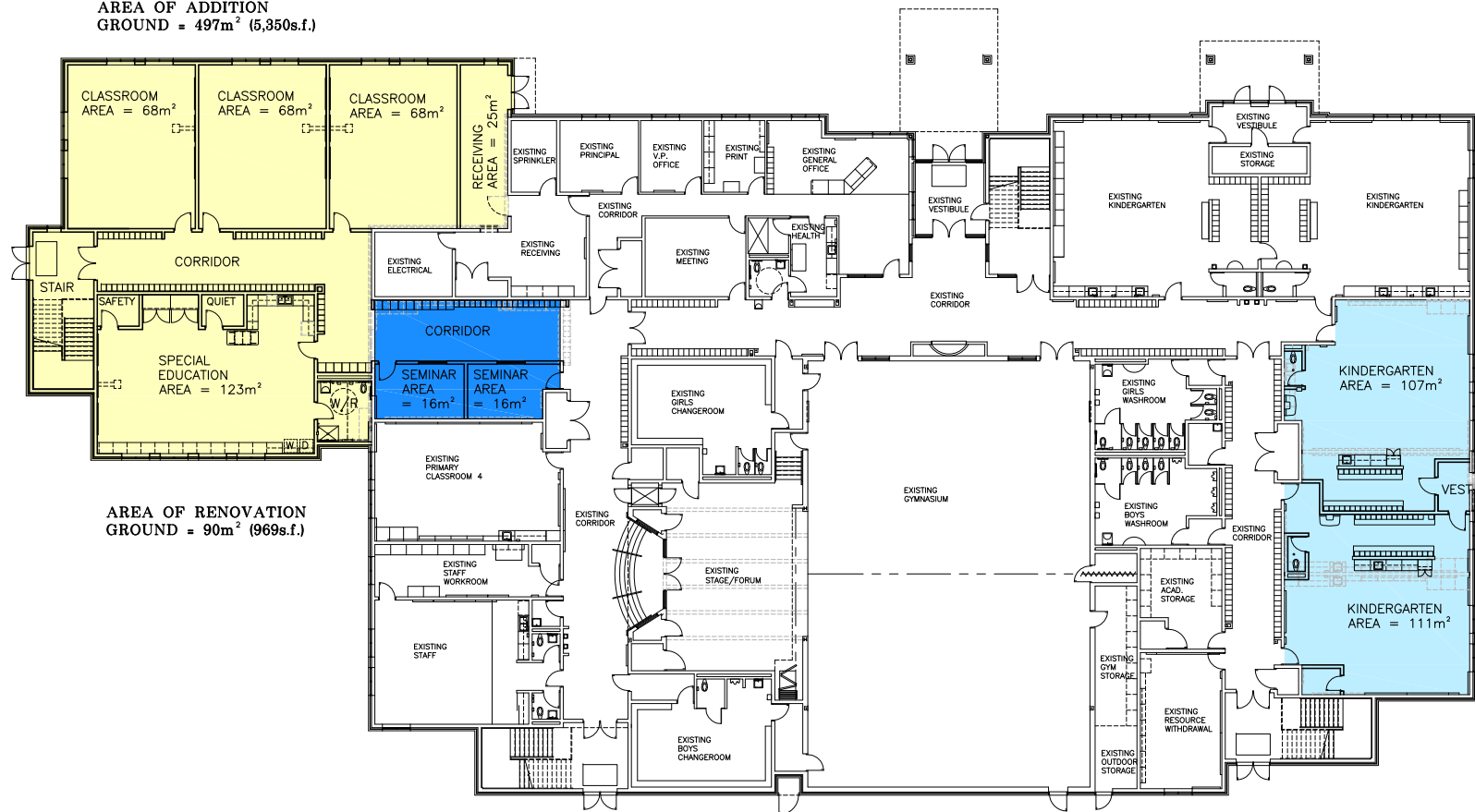


PROPOSED SITE PLAN



EXISTING GROUND FLOOR

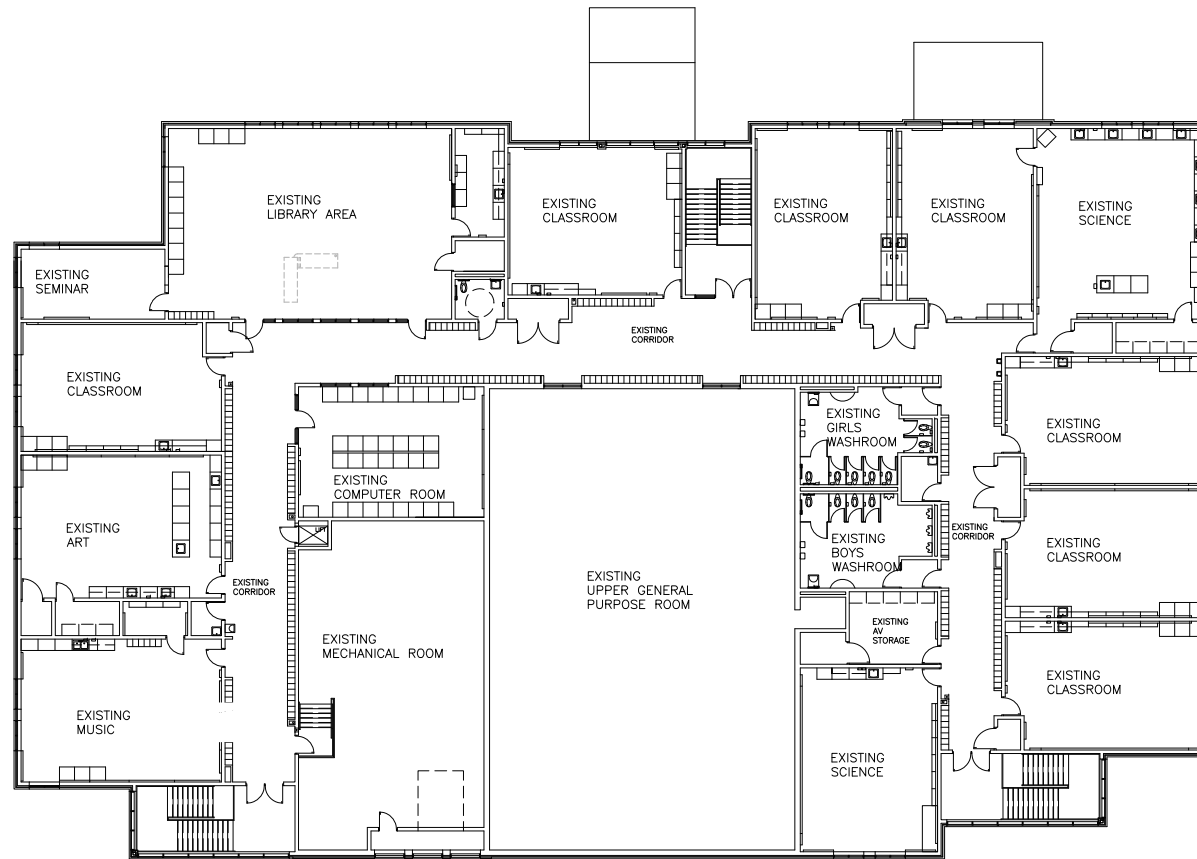
AREA OF ADDITION
GROUND = 497m² (5,350s.f.)



AREA OF RENOVATION
GROUND = 90m² (969s.f.)

AREA OF RENOVATION
GROUND = 226m²
(2,265s.f.)

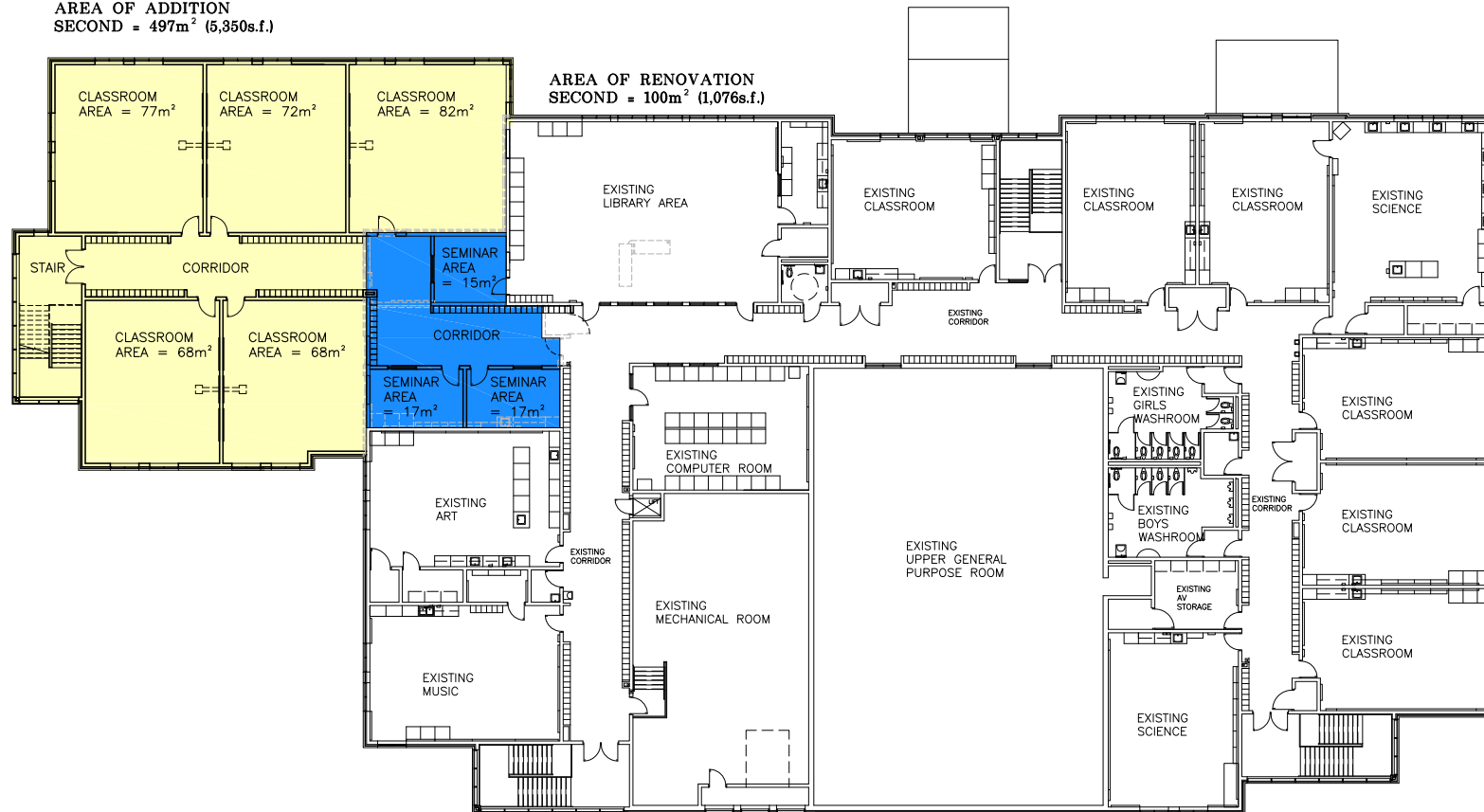
PROPOSED GROUND FLOOR



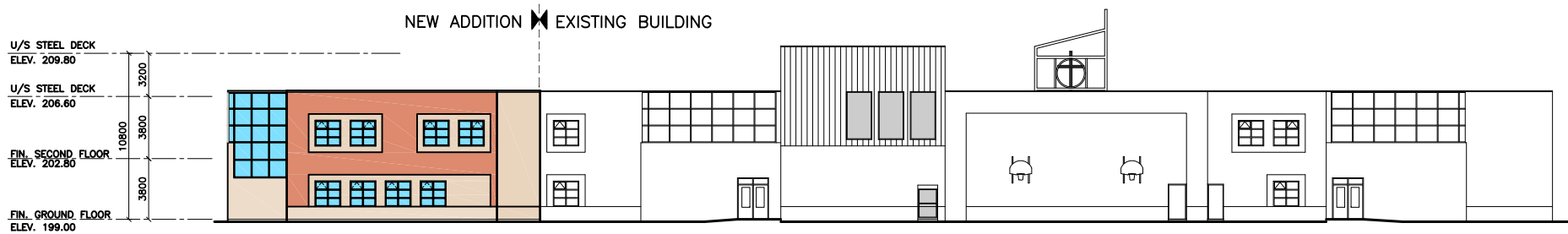
EXISTING SECOND FLOOR

SCALE 1:250

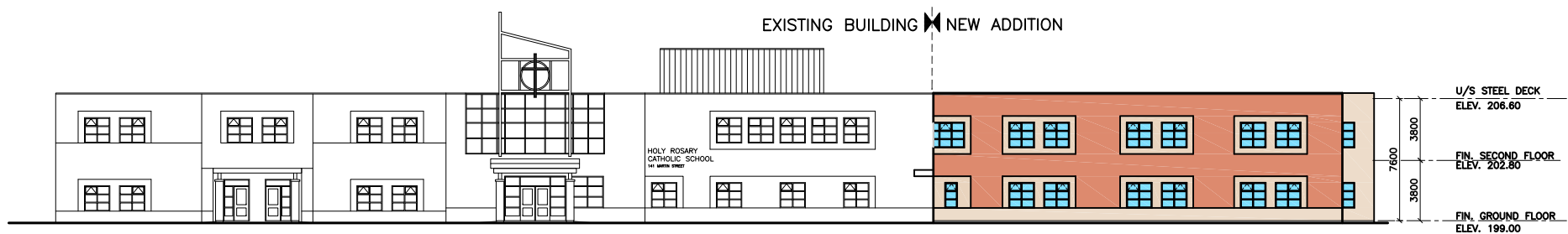
AREA OF ADDITION
SECOND = 497m² (5,350s.f.)



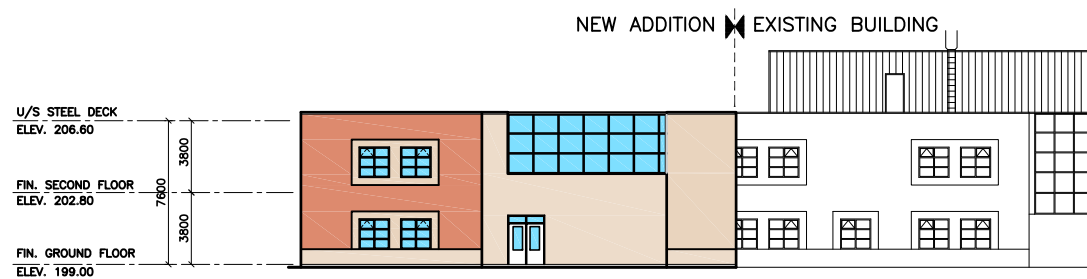
PROPOSED SECOND FLOOR



PROPOSED EAST ELEVATION



PROPOSED WEST ELEVATION



PROPOSED SOUTH ELEVATION

Holy Rosary School, Milton - Kindergarten Renovation & 8 Classroom Addition

DATE: December 4, 2015

REPORTING SCALE % COMPLETE							TASK DESCRIPTION		2015	2016												2017		
100	80	60	40	20	S	#			DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
							Addition = 8 classroom, Spec Ed + 4 seminar Rms -two floor addition + 1st & 2nd level Reno																	
							Renovation = Convert 3 classrooms into 2 Kindergartens	TEAM LEADER																
						1	Building Permit Submission & Town of Milton Issue	Svedas	SCH															
									ACT															
						2	Tender (3 weeks - General Trade & All SC contracts)	MacKeen	SCH				XXX											
									ACT															
						3	School Board & Ministry Approvals	Duffield	SCH															
									ACT															
						4	Award Contracts (SC01 & all SC's)	MacKeen	SCH					XX										
									ACT															
						5	Contract Shop Drawing Submissions & Review	MacKeen	SCH															
									ACT															
						6	Renovation - Construction Period (July 1 - Aug.31)	MacKeen	SCH															
									ACT															
						7	Renovation - Occupancy & School F&E (Sept.1)	MacKeen	SCH										X					
									ACT															
						8	Addition - Construction Period Starts (July 1- Dec. 31)	MacKeen	SCH															
									ACT															
						9	Addition - Occupancy & Move In School F&E	MacKeen	SCH														X	
									ACT															
									DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
									2015	2016														2017

HALTON CATHOLIC DISTRICT SCHOOL BOARD

HOLY ROSARY MILTON CATHOLIC ELEMENTARY SCHOOL KINDERGARTEN CLASSROOMS ADDITION PROJECT PRELIMINARY BUDGET ESTIMATE

EXPENSES	March 1, 2016 BUDGET ESTIMATE		
Construction	\$4,150,000		
Professional Fees	440,000		
Inspections, soil test, surveys	40,000		
Site Plan & Building Permit fees	35,000		
Contingencies	300,000		
Net HST (2.21%)	110,000		
Furniture & Equipment	Not Included		
TOTAL	\$5,075,000		

REVENUE			
Ministry of Education Full Day Kindergarten Allocation	\$3,275,000		
Capital Priorities (Remaining Approved Room)	\$1,800,000		
TOTAL	\$5,075,000		

Halton Catholic District School Board

By-Law No. 2016 F02

WHEREAS, the Halton Catholic District School Board deems it necessary to extend the borrowing By-law 2016 F02 in an amount not exceeding the sum of Five Million, and Seventy Five Thousand Dollars (\$5,075,000) to provide permanent funding for *Kindergarten (FDK) Program and Classrooms Addition for Holy Rosary Catholic Elementary School* until the amounts advanced are recovered.

AND WHEREAS, no debentures in respect of the said work have been pledged or otherwise disposed of.

NOW THEREFORE, the Halton Catholic District School Board enacts as follows:

1. **THAT** either the Chair of the Board or Vice Chair of the Board together with the Secretary of the Board or Treasurer of the Board, of the Halton Catholic District School Board be and they are hereby authorized and empowered to borrow on behalf of the Halton Catholic District School Board from time to time as may be required from TD Canada Trust by way of promissory note and/or by way of overdraft such sums as may be necessary, but not exceeding in all the sum of Three Million, Two Hundred and Seventy Five Thousand Dollars (\$5,075,000).
2. **THAT** either the Chair of the Board or Vice Chair of the Board together with the Secretary of the Board or Treasurer of the Board, are authorized to pay or allow the said Bank interest on the said sum so borrowed at 1.95%, or the rate in effect on March 10, 2016 as notified by the Bank.
3. **THAT** either the Chair of the Board or Vice Chair of the Board together with the Secretary of the Board or Treasurer of the Board, be authorized and empowered on behalf of the Halton Catholic District School Board to sign and execute under, its corporate seal, a grid promissory note and/or cheques representing any sum or sums so borrowed and deliver the said note to the said Bank. Any cheques signed by either the Chair of the Board or Vice-Chair of the Board together with the Treasurer of the Board and presented for payment at a time when there are not, in the hands of the Bank, funds of the Halton Catholic District School Board, the amount of such cheques shall be deemed to be moneys loaned by the said Bank to the Halton Catholic District School Board upon the authority of this By-Law.
4. **THAT** the proceeds of every such loan shall be applied for the purposes above mentioned but the TD Canada Trust shall not be bound to see to the application of any loan.
5. **THAT** this By-Law shall come into force and have effect immediately from and after its passing for a period of two years.

READ and FINALLY PASSED this **10th** of **March 2016**.

J. Michael, Chair of the Board

P. Dawson, Secretary of the Board

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

**Monday, March 7, 2016
7:00 p.m. – Board Room
Catholic Education Centre**

Members/ Alternates L. Cipparrone, D. Hotopeleanu, M. Lourenco, J. Rowles, L. Stephenson, S. Trites
Present:

Staff Present: B. Browne, Superintendent of Special Education Services
S. Miller, Special Education Coordinator

Members Absent:

Members Excused: B. Agnew, L. Currie, A. Iantomasi, H. Karabela, C. Parreira, R. Quesnel, D. Rabenda

Recorder: J. Crew

1. Call to Order

1.1 Opening Prayer

L. Cipparrone

The meeting began with a prayer at 7:06 pm.

1.2 Spirit of Inclusion – Presentation of School Plaques

L. Cipparrone explained the criteria for nominating candidates for the Spirit of Inclusion award and informed members of the unique characteristics of each of this year's recipients that led to them being selected. Sam, a student at Christ the King Catholic Secondary School, and Abbygale, a student at St. Raphael Catholic Elementary School are the recipients of this year's Spirit of Inclusion Awards.

A gift and school plaques were presented to each recipient.

1.3 Approval of Agenda

RECOMMENDATION

Moved by: M. Lourenco

Seconded by: S. Trites

THAT, the agenda be approved as submitted.

CARRIED

2. Presentations

2.1 Mental Health Strategy

P. Webber-Callaghan

P. Webber-Callaghan provided an update on the Mental Health Strategy. Information included: this is a year for consolidation; actively using the tag line Talk; Learn; Support; goals for 2015-2016 include reviewing our Protocols for Standard Practices and consolidating our Mental Health Action Plan. P. Webber-Callaghan reviewed the programs currently in place as part of action plan.

Work in progress includes: developing a dynamic website on mental health; drafting a policy on suicide prevention; and a draft of the terms of reference for the Mental Health Leadership (MHL) Team (two members of SEAC sit on the MHL team subcommittee); working with research around 'where are we?' and 'where are we going?'

Directions for 2016-17 will include: an ADHD Module; and education around First Nations Métis and Inuit.

P. Codner and P. Webber-Callaghan will be presenting at the LDAH Solutions for Learning Conference March 22 on social emotional programs.

P. Webber-Callaghan asked if members had any questions.

L. Cipparrone thanked P. Webber-Callaghan.

3. Actions to be taken

3.1 Approval of Minutes – February 22, 2015 SEAC Meeting

RECOMMENDATION	Moved by: S. Trites
	Seconded by: J. Rowles
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

No updates.

L. Cipparrone asked members if they had reviewed the links on the association page; if they had not checked recently, it was requested they take time to review.

5. Action Items

5.1 Special Education Plan (pages 38 to 56)

L. Cipparrone

L. Cipparrone asked if there was any further information, changes or comments on this portion of the plan. There were some question around the updating of changes. The process for changes to the plan was reviewed; the updated plan with changes will be posted on the Board website by July 31st as mandated by the ministry.

5.2 Webinar PowerPoint Review

Parent Engagement Subcommittee

L. Cipparrone provided a draft PowerPoint presentation for the upcoming webinar and did a page by page review. The presentation is a high level overview; members were asked to update/provide any information that they would like included. The format was reviewed and it was reiterated that the content could be altered as members would like. Members discussed the layout; rearrangement and the format for questions.

B. Browne added that the focus is to raise awareness of SEAC, and could end on an invitation to collaborate, noting that relationship is important and teams can always answer questions at the school level. L. Cipparrone asked members to let her know if they think of anything else, the presentation can be sent around again.

There were questions around what tool would be used. The subcommittee will work with I.T. to determine; the format will be slides with voice behind the slides.

B. Browne suggested that with March break and Easter approaching, members may want to get information out to schools as soon as possible for promotion, and registration need to be considered. M. Lourenco will connect with subcommittee regarding promotion information to be sent out and put on the Board website.

L. Cipparrone added that communication could be sent out through associations also.

5.3 SEAC Soundbytes

Subcommittee

M. Lourenco provided the final three SEAC Soundbytes; topics include: April - Mental Health and Special Education; May - What is EQAO; June – Transition Planning. Members were asked to review the Soundbytes and provide input; any questions, comments or updates.

6. Communications to SEAC

6.1 Superintendent's Report

B. Browne provided the following updates:

- Speech and Language have had a Communicative Disorders Assistant (CDA) student on placement for January and February.
- Integrated Rehab update: The ministries are working with experts and service providers to develop and provide two program supports which will be released in Spring 2016:
 - Program Guidelines: The guidelines are built on the core service requirements and provide direction to service delivery areas regarding the implementation of consistent practices across the province.
 - Performance Measures: The ministries are also developing indicators focused on the performance of the integrated system in supporting seamless, effective and timely service delivery. These measures will begin to build the foundation for service delivery accountability and reporting requirements
- Speech Language Pathologists/CDAs/ESL teachers will be collaborating in developing resources/strategies to support development of vocabulary and grammatical structures in children who are ESL or have delayed language development in kindergarten
- Provincial Schools Consultation: The Ministry is conducting consultations to explore ways to provide a range of quality programs and services that best meet the needs of students who are Deaf/Hard of Hearing, blind or blind/low vision, and learning disabilities; a better understanding of students and their pathways. Two staff and two students will be selected to attend and represent HCSDB.
- Camp Unity – Supporting Students with Fetal Alcohol Spectrum Disorder (FASD) in a summer camp program, which was piloted last year, at St. Paul's in Burlington and OLV in Milton. SEAC members will remember the presentation from a parent whose children attended the camp.
- Speeches - Many of our students did really well preparing for them. Wonderful accommodations including technology, smaller audiences, rehearsals, prompts even some visuals and social stories. Many of our Special Education Team has been asked to judge; proud of the support our students have been given to successfully participate in this event.
- Hoop it Up – Peer Mentor Basketball – on Friday March 11th Assumption Secondary School will be hosting a “Hoop It Up” basketball event from 11:00 a.m.-1:00 p.m. This event is open to grade 7 and 8 students; this is a transition opportunity for students who are considering a placement in the Life Skills program.
- Gifted Parent Information Night will be on March 30th at Corpus Christi Secondary School in Burlington for grade 4 students that are newly identified, to provide as much information as possible to be informed about the process.
- Canadian Educator's Conference on Mental Health takes place April 8th and 9th in Ottawa. P. Codner and B. Browne will be presenting on version big ideas from our Mental Health strategy to highlight work being done at Halton Catholic.
- Kindergarten Parent Night at St. Benedict last week was well attended. Staff talked about process, introduced ideas; L. Cipparrone related, helped ease parents and answered questions; this emphasizes how important relationships are. L. Cipparrone added there were a lot of parents asking really good questions.

6.2 Association Reports

6.2.1 Autism Ontario Association Report

L. Stephenson

L. Stephenson informed members that World Autism Awareness day is Saturday, April 2nd, 2016. Autism Ontario Halton will have two 'Raise the Flag' ceremonies for World Autism Awareness Day.:

- Raise the Flag with Mayor Burton on Monday, April 4th 6 - 7 p.m. at the Oakville Town Hall
- Raise the Flag with Mayor Goldring on Thursday, April 7th, 2-3 p.m. at the Burlington City Hall

6.3 Trustee Reports

S. Trites noted the most recent Board meeting was postponed because of the snow storm; it was rescheduled to this Thursday. The consultation process for pupil accommodation reviews have begun, there are five areas affected, in particular south Burlington, the St. Patrick/St. Raphael/Ascension meeting took place last week; the meeting for St. John/St. Paul takes place tomorrow. Lots of feedback has been received, it is a very involved process.

6.4 Sub-Committee Update

6.5 Reports from Other Shareholder Meetings

6.5.1 CPIC Ministry Initiative Information

L. Cipparrone

L. Cipparrone read an email on behalf of the Chair of CPIC: *"The ministry is holding its annual PIC symposium on Saturday April 16, and instead of the usual PIC chair plus one, they are inviting up to 15 people per board. The ministry is wanting several more PIC members, members of SEAC and Aboriginal Advisory Committees of the board to attend. This will be just GTA boards; this is not meant for Board staff, or trustees. It coincides with the TDSB Parent conference, and there will be special designation, for the 15 from each board; special seminars. At these seminars, best practices, and other informational issues can be discussed."*

L. Cipparrone will forward the email to members, anyone interested should let her that they would like to attend on April 16; L. Cipparrone will collect the information and forward to CPIC.

7. Information Items

D. Hotopeleanu reminded members that March 21st is Down Syndrome Day; HDSA is looking forward to competitions in schools.

8. Questions from the Public

None received.

9. SEAC Discussion/Question Period

10. Next Meeting will be Monday, April 18, 2016

11. Adjournment

11.1 Motion for Absenteeism

RECOMMENDATION	Moved by: M. Lourenco Seconded by: J. Rowles
THAT , B. Agnew, L. Currie, A. Iantomasi, H. Karabela, C. Parreira, R. Quesnel, D. Rabenda, be excused.	
CARRIED	

11.2 Motion for Adjournment

RECOMMENDATION	Moved by: L. Stephenson Seconded by: J. Rowles
THAT , the meeting adjourn.	
CARRIED	

11.3 Closing Prayer

The meeting closed with a prayer at 9:10 pm.

