

REGULAR BOARD MEETING
REVISED AGENDA

Date: Tuesday, May 17, 2016
Time: 7:30 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

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1. Call to Order	
1.1 Opening Prayer: C. Kemeni	
1.2 Motions Adopted/Information Received In-Camera	
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13.	Open Question Period	
14.	In Camera	
15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer: S. Trites	

PRESENTATION REPORT

ITEM 4.1

ACKNOWLEDGMENT OF THE ARTIST TINA HOANG

PURPOSE:

To acknowledge and thank Tina Hoang, original artist of St. Kateri Tekakwitha as depicted in the First Nations, Métis, and Inuit Education Banners.

BACKGROUND INFORMATION:

Tina Hoang is a Grade 12 St. Ignatius of Loyola student. Her exceptional talent led her to win the 2015 "Give Respect, Get Respect" poster contest in the Halton Catholic District School Board. Her work was also chosen by the local M.P.P. Kevin Flynn for his 2014 Christmas Card. Tina studied Native literature in Grade 11, and as a result of that course she has a genuine interest in First Nations issues, and has created several paintings inspired by aboriginal themes.

The April 8th Professional Development Day was dedicated to learning more about our First Nations, Métis, and Inuit peoples. Various teacher resources were prepared as well as a set of three banners to acknowledge our commitment to the call to Truth and Reconciliation as a Catholic community devoted to solidarity, healing and social justice.

Elizabeth Tkalec, Art teacher at St. Ignatius of Loyola was asked to recommend a student interested in volunteering their time and talent to create a drawing of St. Kateri Tekakwitha for the banners. Ms. Tkalec recommended Tina Hoang who enthusiastically participated in the project, donating her original artwork.

REMARKS:

Tina Hoang's depiction of St. Kateri Tekakwitha, Protectress of Canada, is exceptional and inspiring. This beautiful drawing will be used on banners and prayer materials that will be located in each school, work site and online forum in our Board.

The banners will be displayed in a prominent place within all HCDSB schools and offices.

CONCLUSION:

The Halton Catholic District School Board would like to acknowledge and extend our gratitude to Tina Hoang for sharing her God-given gifts and talents with us. Most particularly, Tina has made a memorable and meaningful contribution to our Education for Truth and Reconciliation journey.

REPORT PREPARED BY: T. DURHAM
CURRICULUM CONSULTANT

REPORT SUBMITTED BY: A. PRKACIN
SUPERINTENDENT, CURRICULUM SERVICES

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

PRESENTATION REPORT

ITEM 4.2

HOLY TRINITY ROBOTICS TEAM

PURPOSE:

To recognize the accomplishments and success of the Holy Trinity Catholic Secondary School Robotics Team. Students from Holy Trinity Catholic Secondary School, led by their teacher, Mr. Roger Balech, have participated and competed in several Robotics competitions since 2011, successfully representing their school, community and our Board.

BACKGROUND INFORMATION:

Holy Trinity's robotics team competes in FRC (FIRST Robotics Competition), an annual competition which challenges teams of students from around the world to design, build and program a 54 Kg (120 lb) robot in 6 weeks. The robot must perform specialized tasks, each year involving a new game and robot, while competing against other teams in 3 versus 3 matches in tournament style regional events.

FIRST Competitions are based on the mentality of "Gracious Professionalism", the premise that fierce competition and mutual gain can coexist, and "Coopertition", the philosophy that teams can and should help and cooperate with each other even as they compete. The Holy Trinity robot, Kronos, was a world record breaker! He helped to set the world high score in a Rebound Rumble match (a record which held until the World Championships), and tied for the most co-opertition points in a single regional.

Competitions are about the robotics and technology, but equally celebrate and recognizes the connections and positive messaging these clubs contribute to our communities. Awards are presented to select teams at competitions for exemplary community involvement, professional media pieces and their efforts at spreading the message and values of FIRST. The Holy Trinity Robotics Team has won several awards over the last four seasons for their extraordinary efforts.

The Club this year has 25 dedicated and motivated team members – including three students from St. Ignatius of Loyola and St. Thomas Aquinas. The club is also involved in FLL (FIRST Lego League), a program which challenges and encourages elementary school students to become interested in the fields of science and technology. The students mentor numerous teams, and run an annual regional tournament for teams in the Halton region (largest in Ontario this past year).

CONCLUSION:

From 2011-2014, 100% of the Holy Trinity Robotics team graduates have gone on to post-secondary education, with 90% of these student in STEM (Science, Technology, Engineering, Math) programs. The team has helped start up similar clubs and teams in the community, including in elementary

schools. They have presented at several engineering, science, and technology events such as National Engineering Month (NEM), the FLL Halton Qualifying Tournament, FIRST social, RoboScience expo (May 14th 2016), Midnight Madness in downtown Oakville, The Oakville Ribfest, Science Rendezvous at U of T as well as many elementary school presentations which has led to some grade 8 students joining the club and extending their education into grade 9 at Holy Trinity.

REPORT PREPARED BY:

C. CIPRIANO
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

REPORT SUBMITTED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

MINUTES OF THE REGULAR BOARD MEETING

Date: May 3, 2016
Time: 7:30 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

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

Trustees Excused	A. Danko	A. Quinn
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Student Trustees	J. Brown	M. Zapata
	C. Kemeni	

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

Also Present

S. Allum, Manager, Energy and Environmental
A. Bartucci, Strategic Communications Officer
R. Negoj, Senior Administrator, Financial Services
Students and/or Staff from St. Francis of Assisi, St. Benedict, St. John Paul II,
Bishop Reding.

Recording Secretary D. Ross

1. Call to Order
The Chair called the meeting to order.
 - 1.1 Opening Prayer: M. Zapata
The meeting opened at 7:30 p.m. with a prayer led by M. Zapata
 - 1.2 Motions Adopted In-Camera
RESOLVED, that the Halton Catholic District School Board ratify the Memorandum of Settlement dated April 12, 2016, between the Board and OECTA Occasional Teachers to be effective September 1, 2014 and to expire August 31, 2017.
 - 1.3 Information Received In-Camera
Retirements
Ann Koritko, Rita Langill and Lynn Neary retiring effective June 30, 2016.

Acting Curriculum Consultant Generalist

Melissa Carnelos appointed as Acting Curriculum Consultant Generalist effective September 1, 2016 for a period of up to one (1) year.

School Administrative Appointments

Maria (Mia) Thomas appointed as Secondary School Vice Principal, Vince Chininea appointed as Elementary School Principal and Annalise Sofia and Michelle Litniansky appointed as Elementary School Vice Principal effective September 1, 2016.

2. Approval of the Agenda

#106/16

Moved by: P. Marai

Seconded by: S. Trites

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 School Eco-Teams Energy and Environmental Initiatives (G. Corbacio)
S. Allum, Manager, School Energy and Environmental Facility Management Services, welcomed and introduced students/staff from four Eco-Conscious schools in attendance to present outstanding energy and environmental initiatives taking place in their respective schools that promotes energy and environmental sustainability in our community. Presentations were made by the following students and staff members:
- St. Francis of Assisi Catholic Elementary School: T. Swimm (teacher)
 - St. Benedict Catholic Elementary School: K. Chiappino (teacher), K. Mifsud (teacher), R. Mastrangelo (teacher)
 - St. John Paul II Catholic Elementary School: M. Molder (teacher), T. Vo (student) and C. Mastroieni (student)
 - Bishop Reding – B. DeSousa (teacher), J. Jachtorowicz (student)

The Chair thanked all presenters for putting into action their passion.

5. Delegations

There were no delegations.

6. Approval of Minutes

6.1 Minutes of the April 19, 2016 Board Meeting

#107/16

Moved by: P. Marai

Seconded by: A. Iantomasi

RESOLVED, that the minutes of the April 19, 2016 Regular Board Meeting be approved as presented.

The Chair acknowledged that the video and audio were reviewed and the minutes amended accordingly. With respect to Item 8.8, School Uniform Policy, Trustee Rabenda clarified that while she had no concern and would consider the enhancement of suppliers, the process should be done in conjunction with the review of the Purchasing Policy.

The Chair called for a vote and the motion *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 Naming of the New Oakville Preserve Catholic Elementary School (C. Cipriano)
#108/16

Moved by: P. Marai

Seconded by: S. Karabela

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.
UNANIMOUSLY CARRIED

8.2 Religious Education Resource Selection (A. Prkacin)

A. Prkacin addressed the proposed recommendation to purchase the Grade two and the Grade three, *Growing in Faith, Growing in Christ*, in print and digital format in support of the Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8: Religious Education.

#109/16

Moved by: D. Rabenda

Seconded by: J.M. Rowe

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.

In response to questions, P. Dawson indicated that the resources will be shared with pastors in an effort to work collaboratively with classroom teachers. A. Prkacin commented on the quantity and the cost pointing out that this resource has not been replaced in twenty-three years. P. McMahon noted that the funds for these expenses are allocated through GSN.

With respect to the Request for Proposal process, A. Prkacin explained that it was conducted by the Assembly of Catholic Bishops of Ontario (ACBO) and was in accordance with the Board's Purchasing Policies and Procedures. The RFP asked various publishers to propose a religious education resource package. The evaluation of the RFP took into account the materials proposed as well as the price for the materials. Through the evaluation process, the ACBO selected Pearson Education Canada as the provider for these materials. She further noted that there was no alternative suppliers.

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

8.3 Proposed 2016 Kindergarten Outdoor Learning Playspace Projects (G. Corbacio)

As a follow-up to the April 19th presentation of the projects, G. Corbacio presented the two resolutions authorizing staff to proceed with the proposed 2016 Kindergarten Outdoor Learning Playspace Projects, at a cost not to exceed \$1.71 million.

#110/16

Moved by: S. Trites

Seconded by: J.M. Rowe.

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

P. Marai commented on the implementation schedule and the need to expedite some of the projects with a reasonable plan. G. Corbacio noted that the FDK allocation is the primary source of funding and the balance is offset by Facility Renewal funds. He raised a concern with respect to the Board's ability to cover the cost of the projects in future years without adequate information on future funding and renewal needs. The implementation of the projects will be presented to trustees on a yearly base.

Trustee Marai proposed amending the motion to include the following statement: *to secure an implementation schedule from staff that would have 85% of the projects completed by 2018-2019 and 100% by 2019-2020.*

G. Corbacio cautioned in terms of setting expectations to the community and pointed out that it might not be achievable without knowing all the LEEP programs going forward. Furthermore, to make a commitment would be premature and might impact future renewal needs.

Some trustees appreciated the intent of the amendment but had some concern with committing to projects without any knowledge about the Board's ability to cover the cost. In response, P. Marai clarified that the Board will have to decide yearly if the money is available in order to proceed with the projects but the amendment will affirm that the Board's priority is to build these play spaces within a reasonable timeframe. He reiterated that the Board is not committing to any funding.

Staff and some trustees expressed concern was the issue of potentially creating false expectations. Trustee Iantomasi suggested that the amendment be revised to add "upon trustee approval, if funds are available".

#111/16 (Amendment)

Moved by: S. Trites

Seconded by: H. Karabela

RESOLVED, that trustees ask staff to provide a proposed enhanced timeline that would see 85% of these projects completed by 2018-2019 and 100% by 2019-2020.

The Chair called for a vote:

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

*#110/16 (AS AMENDED)**Moved by: S. Trites**Seconded by: H. Karabela*

RESOLVED, that the Halton Catholic District School Board authorize staff to proceed with the Proposed 2016 Kindergarten Outdoor Learning Playspace Projects and that trustees ask staff to provide a proposed enhanced timeline that would see 85% of these projects completed by 2018-2019 and 100% by 2019-2020. UNANIMOUSLY CARRIED

*#112/16**Moved by: A. Iantomasi**Seconded by: A. Trites*

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. UNANIMOUSLY CARRIED

Staff, in response to a question, confirmed that the spare parts of the structures being taken down will be re-purposed for the existing inventory of playspaces.

9. Staff Reports

9.1 Social Studies Supplementary Resource Purchase Supporting First Nations, Metis and Inuit Education (A. Prkacin)

A. Prkacin commented on the social studies expectations and the recommendation to purchase supporting First Nations, Metis and Inuit Education as supplementary resources for grades 4-6. The resource selected is Turtle Island Voices. The series offers students the opportunity to recognise the role and contributions of Indigenous peoples in the life, culture and heritage of Canada. Trustees will be asked to approve the purchase at the May 17th Board meeting

A. Iantomasi commended staff on bringing this forward positively on the need to have our students understand history and the cultural richness of the native peoples. In terms of resources, staff indicated that the Board purchased grades 7 and 8 resources a few years ago and have now established a plan to purchase grades 1 to 6. P. Dawson noted that there are several resources available through central collection of resources services with indigenous focus integrated with a Catholic lens and that incorporates our story.

10. Information Items

10.1 Student Trustees Update

C. Kemeni indicated that she and M. Zapata recently attended the OCSTA AGM Conference and on behalf of both of them expressed appreciation for the experience and the knowledge gained. They will be attending the OSTA-AECO conference with the new student trustees from May 26th to May 29th. Trustees and the Director will be receiving an invitation to join them at the evening gala on May 27th. The student trustees addressed the Pillars of Achieving, Believing, Belonging and highlighted key activities, events and projects taking place in the schools.

J. Brown was pleased to inform trustees that C. Kemeni has been accepted at McGill University.

- 10.2 Appointment of Student Trustees 2016-2017 (C. McGillicuddy)
C. McGillicuddy reviewed the process for the election of the 2016-2017 Student Trustees and was pleased to report the results: representing Oakville, Manuela Zapata (St. Ignatius of Loyola); Burlington, Ingrid (Assumption) and Milton/Georgetown, Christina (Christ the King). They will be introduced at the May 17th Board Meeting.

- 10.3 Educational Field Trips (T. Overholt)
There were no questions.

- 10.4 Extensive Trip Advisory Committee (ETAC) Trip Proposals (T. Overholt)
T. Overholt reported that the trips have been vetted through the principals, superintendents and the ETAC Committee and all meet the criteria.

T. Overholt provided information regarding the ten day trip to Japan, a long tradition that involves the exchange of students at the senior level and takes place every other year. He also acknowledged that the attendees listed in the reports are all teachers and their title will be identified in future reports. In October, once the number of students is confirmed, staff will be able to identify the names and title of each individual going on the trip.

With respect to service projects, T. Overholt expanded on the one planned to the Republic Dominican, as well as accommodations. H. Karabela reiterated the need to focus on encouraging schools to offer service projects that are local.

- 10.5 April 8, 2016 Professional Development Day - Equity and Inclusion: Education for Truth and Reconciliation (A. Prkacin)
A. Prkacin shared information regarding activities during the April 8, 2016 Professional Development Day, on the topic Equity and Inclusion: Education for Truth and Reconciliation. Trustees were invited to join the CEC staff in May who will be provided with the same professional development opportunity.

- 10.6 2016-2017 Budget Estimates Update (P. McMahon)
P. McMahon addressed the report and confirmed that staff has completed a review of every position within the Board, the salary budget, and a review of the sick leave and maternity leave payouts for the year ending 2014-2015, and the 7 months ending March 31st, 2016 for 2015-16 fiscal year. He referenced the list of program enhancements included in the 2016-2017 budget estimates as well as new initiatives not yet included. Staff will now complete the benefits budget and the Education Finance Information System (EFIS) forms, in order to compare estimated revenues and expenses. Staff is also analysing the benefit funding. P. McMahon referenced the feedback summary from the Trustee Budget Strategy session, where staff tried to address as many comments as possible. The input will be taken into future consideration. The initial draft budget will be presented at the May 17th Board Meeting.

The discussion focused on some of the areas where trustees' feedback was not conclusive, specifically in terms of expanding the International Student Program. P. McMahon noted that staff tried to reflect the variance of opinion within the report. C. Cipriano assured trustees that staff is of the opinion it is worthwhile to continue expanding the program and to promote HCDSB as a very desirable destination

internationally to assist in addressing empty pupil places. Staff commented on the number of registrations we had last year, this year and the upcoming school year, however, staff recognizes that there is a break-even point and the decision is not solely one of profit, but must benefit schools and students.

There was some discussion regarding the increase in operational costs. Both R. Negoj and G. Corbacio provided clarification.

10.7 Status of the Holy Rosary Kindergarten and Classroom Addition Project (G. Corbacio)

G. Corbacio indicated that staff has met with the School Council, Trustee Rabenda and the Parish Priests to update them on the school project. Construction is scheduled to start in two weeks. Trustee Rabenda expressed her appreciation to all staff and acknowledged that the parish has been remarkably cooperative.

11. Miscellaneous Information

11.1 SEAC Minutes - March 7, 2016

12. Correspondence

There was no correspondence.

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

#113/16

Moved by: P. Marai

Seconded by: J.M. Rowe

RESOLVED, that Trustees Danko and Quinn be excused from the meeting. CARRIED

16. Adjournment and Closing Prayer: J.M. Rowe

#114/16

Moved by: J.M. Rowe

Seconded by: H. Karabela

RESOLVED, that the meeting adjourn. CARRIED

The meeting adjourned at 9:15 p.m. with a prayer led by J.M. Rowe

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

ACTION REPORT

ITEM 8.1

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.

The *Turtle Island Voices* series is also published in French. These resources will also support the Social Studies curriculum that is taught in French in our French extended program. Consequently, the quantities of resources presented at the May 3, 2016 Board Meeting has been amended accordingly since it did not include the purchase of the French resources.

EXPENDITURE SUMMARY:

Product Description	ISBN	Qty	Unit Price	Line Subtotal
Turtle Island Voices Grade 4 Classroom Package	9780132951197	59	\$458.35	\$27,042.65
Turtle Island Voices Grade 5 Classroom Package	9780132951203	64	\$458.35	\$29,334.40
Turtle Island Voices Grade 6 Classroom Package	9780132951210	64	\$458.35	\$29,334.40
PRODUCT TOTAL				\$85,711.15

CONCLUSION:

The recommendation is to purchase Turtle Island Voices for Grades 4-6, Pearson Canada, as the approved supplementary resource.

RECOMMENDATION:

<i>RESOLUTION:</i>	<i>Moved by:</i> <i>Seconded by:</i>
<i>RESOLVED, that the Halton Catholic District School Board approve the purchase of Turtle Island Voices for Grades 4-6.</i>	

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

ACTION REPORT

ITEM 8.2

**POLICY I-33 Classroom Observations by External
Third Party Professionals**

PURPOSE:

To approve Policy I-33 *Classroom Observations by External Third Party Professionals* as amended.

COMMENTARY:

This policy describes the process by which a parent may obtain approval for a third party professional to attend a school for the sole purpose of observing the parent's child. This revision serves to ensure that services in schools are keeping all students safe and that best quality of care is being provided by outside professionals.

The proposed changes of the policy include the following amendments:

1. An updated list of professionals that reflects current titles as defined by regulations, the broadening of regulatory bodies beyond the Ontario College of Teachers, as well as the requirement for observations by unregulated providers and their reporting to be supervised by a member of a recognized professional body.
2. Specification of the required documentation (i.e. Criminal Record Check with Vulnerable Sector Screening) and specification of the regulatory framework.
3. Updating of language to reflect custody arrangements, and revision of timelines to reflect realistic expectations for reports.

RECOMMENDATION:

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

RESOLUTION:

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy I-33 Classroom Observations by External Third Party Professionals as amended.

REPORT SUBMITTED AND APPROVED BY:

P. MARAI
CHAIR OF THE POLICY COMMITTEE

PURPOSE

The purpose of this policy is to establish a process by which a parent may obtain approval for a third party professional (defined below), retained by the parent or on behalf of the parent, to attend at a Board school for the sole purpose of observing the parent's student. Further, this policy establishes the terms and conditions which will apply where permission is granted by the Principal for the third party's attendance. **This is to ensure that all services provided within the school are keeping all students safe and to ensure best quality of care from professionals and associated staff.**

APPLICATION AND SCOPE

This policy and associated procedures apply to any third party as defined under this policy who is seeking access to any classroom or Board site for the purpose of observing a specified student as part of an assessment, diagnostic or program design protocol recognized and approved of by the professional governing body, professional college, or licensing /accreditation body of which the third party is a member in good standing.

DEFINITION OF "THIRD PARTY"

For the purposes of this policy, "third party" may be characterized as:

1. A party whose services are paid for by parents or by another (or others) on behalf of parents, or who may be providing "pro bono" service and who are working with parents for the purpose of supporting the special needs of a student regarding the student's ability to benefit from the regular curriculum in the same way as other students not identified for special education services and/or for the purpose of assessing and remediating behavioural patterns in students.
2. Including but not limited to: physiotherapists, occupational therapists, IBI therapists/experts, psychologists, psychological associates and supervised psychometrists, social workers, psychotherapists, persons with qualifications as educators, speech and language pathologists, child and youth counsellors supervised by a professional, psychiatric nurses, and the like*.

*belong to a regulated body or are supervised by a member of a recognized professional body (college) and hold undergraduate and/or post graduate education degree(s)

PRINCIPLES

- The Board is committed to working in cooperation with community, health and social service professionals for the general health, wellbeing and development of students.
- The Board recognizes and properly discharges its responsibilities to insure that anyone coming into the direct company of students at any school site is properly qualified and satisfies the criminal reference check with vulnerable sector screening in compliance with O.Reg.521/01.

- The Board acknowledges a responsibility to protect the instructional environment from too frequent or unnecessary disruptions thereby satisfying the requirements of the Ontario Regulation 298,S3(1) pertaining to the instructional day.
- The Board assumes responsibility under the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) for the protection of the privacy rights of all students, staff and volunteers when on Board property.
- The Board asserts that the purpose of the classroom or instructional setting is to serve the best educational interests of all students in the classroom. The corollary of this principle is that the observation of individuals for the purpose of assessment may not impose upon nor hamper the instruction of other students in the instructional setting.
- The properties and schools of the Board are the publicly funded teaching and learning venue for Board-registered students and Board-employed instructional and support staff.
- Board employees remain under the direction and supervision of appropriately designated Board personnel.

REQUIREMENTS

PROCESS FOR MAKING A REQUEST:

1. A parental request that a third party be permitted to attend at a school or classroom for the purpose of conducting an observation of their student or for the purpose of determining or supporting the educational needs of the student, shall be made in writing to the Principal.
2. The written request shall include an outline from the third party which sets out:
 - the purpose of the desired visit to the school. It must be clear that the observation is a required component of a professional activity approved by the professional governing body, professional college, licensing or accreditation body of which the third party or their supervisor is a member;
 - any proposed uses of image or sound recording technology. Any proposed use of any form of such technologies requires discussion with and approval from the principal. The use of the technologies will be measured against the expectations of privacy of the staff and students.
 - the nature of the activities which the third party wishes to observe (e.g. behaviour in the classroom, interaction with peers, playground activity etc.); and
 - the proposed timing of the visit.
3. In addition, the third party will provide:
 - his/her professional accreditation (and/or name and professional accreditation of the supervisor, if applicable)
 - a certificate of a criminal reference check with vulnerable sector screening which is no more than one (1) year old. Such certificate must set out any record of offences which the Third Party has

(excepting only an offence for which the Third Party has received a pardon unless such offence relates to children).

4. In deciding whether to grant the parents' request, the Principal shall consult with the Superintendent of Special Education or designate.
5. In considering the parent's request, the following factors will be taken into account:
 - the number of third parties and the frequency of visits proposed from all the parents of students in the classroom;
 - that the education of students is not disrupted by the visit of the third party;
 - student safety;
 - that the privacy of information rights of students and staff are maintained;
 - that staff are not placed in the position of being intimidated or of being unfairly dealt with as a result of any visit by a third party;
 - that appropriate signed releases of information are provided in those cases where staff are asked to share information pertaining to the student or requested or instructed to perform tasks and duties not in keeping with their job description and their responsibilities.

TERMS AND CONDITIONS:

Where permission for a visit by a third party is granted, the conditions of the permission will include the following:

- The parents/custodians (and where parents are separated the parent(s) who have custody and the third party must agree that the third party, must make every reasonable effort to ensure that the visit does not disrupt any student or any staff member in carrying out his/her duties;
- An observation period is limited to 1 (one) hour at a time. However, if two or more observations are required, these are scheduled in cooperation with the teacher.
- The third party must agree in writing to respect the privacy rights of every person at the school, whether student or staff;
- The third party must agree to report to the Principal or designate when entering and leaving the school (refer to Policy II-35 Access to School Premises).
- Video taping or recording of the class and/or students is not permitted without the expressed permission of the principal as outlined in #2 of the Requirements.
- Permission to observe does not carry with it approval to provide casual, or on-the-spot consultation, advice, or recommendations to the school staff. Discussion with staff and the consideration of recommendations for academic program changes, classroom and/or behaviour management may be discussed in the setting of a case conference by agreement with the school principal in consultation with the Superintendent of Special Education Services.

-
- The parent and the third party must agree in writing that any visit by the third party is without prejudice to any litigation, existing or future, between the parent and the Board and that the visit will not be used in any way to obtain “evidence” which to be used against the Board or any of its staff;
 - The parent and the third party will be informed that:
 - a) The school principal is open to receiving the resulting observation reports and recommendations and will consider possible implementation of the contents in good faith;
 - b) Written reports proposed for inclusion in a student’s Ontario Student Record must be free of references to other students in the school or class and statements which could be taken as evaluation of staff.
 - c) Reports written by Third Party Professionals who are supervised by regulated professionals must be co-signed by the regulated supervising professional.
 - d) The Board is not bound to honour and is not financially obligated to provide any form of material resource, equipment, furniture or personnel recommended in a third party report.
 - e) A completed and signed agreement (attached) is required proof that the parent and third party subscribe to the terms and conditions.
 - f) In the event the Third Party fails to comply with the terms of the agreement, the Principal shall withdraw permission for the third party to be on the school premises and the Third Party shall be asked to leave the School immediately.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

AGREEMENT TO PERMIT THIRD PARTY ACTIVITY ON TO SCHOOL PREMISES

This agreement is between the following parties:

Halton Catholic District School Board (hereafter “Board”)

and

Parents: _____ (hereafter Agent”)
[fill in names of parents or custodian]

and

Third party: _____ (hereafter Third Party)
[fill in names of third party]

PREAMBLE:

The purpose of this agreement is to set out in writing the terms and conditions based on which the Third Party is being permitted to enter the premises of _____ School (hereafter “the School”) to make observations of the Parents’ child, _____, and to record the agreement of the Parents and the Third Party to these terms and Conditions.

TERMS AND CONDITIONS:

The Board agrees to permit the Third Party to attend on the premises of the School on the following terms and conditions:

1. The purpose of the visit by the Third Party to the school is for the following purpose of observation.
2. The Third Party will attend at the school only on the date (or dates) and at that time (or times) specifically agreed to by the Principal of the School. *[set out dates and times]*
3. The Third Party has provided a certificate verifying that a Criminal Records / Vulnerable Sector search has been done by a Canadian police authority within the past year. Such certificate must set out any record of offences which the Third Party has (excepting only any offence for which the Third Party has received a pardon unless such offence relates to children.)
4. The Parents and the Third Party agree that the Third Party will make every reasonable effort to ensure that the visit does not disrupt any student or any staff member in carrying out his/her duties.
5. The Third Party agrees to respect the privacy rights of every person at the school whether student or staff and applicable laws and regulations (MFIPPA), for example, the Third Party shall not record any observation relating to any other student and will not include the name of any other student in any written observations and/or report.

6. The Third Party will ensure that he/she respects the human rights of every person at the school, whether student or staff.
7. The Third Party will report to the Principal or designate when entering and leaving the school. Should the Third Party be asked to leave the school, he/she shall do so promptly.
8. The Parents/Custodian and the Third Party agree that any visit by the Third Party is without prejudice to any litigation, existing or future, between the Parents and the Board or any employee of the Board and that the visit will not be used in any way to obtain "evidence" against the Board or any of its employees, nor will any observation by the Third Party be used as evidence against the Board or any of its employees in any legal proceeding. The Parents/Custodian and Third Party understand that this agreement is a specific condition of the permission being granted.
9. The Parents/Custodian and the Third Party agree that a copy of any written observations, recommendations or report of any nature concerning the visit or arising out of the visit by the Third Party will be provided to the School within 4 to 6 weeks of the completion of such written observations, recommendations or report.
10. Permission to observe does not carry with it approval to provide consultation, advice, or recommendation to the school staff. Discussion with staff and the consideration of recommendations for academic program changes, classroom and/or behaviour management may be discussed in the setting of a case conference as by agreed to by the school principal in consultation with the Superintendent of Special Education Services.

The parties are confirming their agreement to the terms and conditions set out above by signing in the spaces provided below. It is understood and agreed that while both parents may sign, the signature of one parent will bind both.

for the Board

Date signed

Parent / Custodian

Date signed

Parent / Custodian

Date signed

Third Party

Date signed

ACTION REPORT

ITEM 8.3

POLICY II-2 Educational Assistants

PURPOSE:

To approve Policy II-2 *Educational Assistants* as amended.

COMMENTARY:

This policy provides the job description for Educational Assistants and the terms of reference for their deployment throughout the board. The policy is in alignment with our collective agreements and reflects our current and best practices.

The only change of note in this revision is the title change from “Supervisor” of Educational Assistants to “Manager” to reflect the appropriate job title as per Human Resources. This policy continues to accurately reflect the job description and deployment of Educational Assistants and as such received minimal alternations.

RECOMMENDATION:

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

RESOLUTION:

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy II-2 *Educational Assistants* as amended.

REPORT SUBMITTED AND APPROVED BY:

P. MARAI
CHAIR OF THE POLICY COMMITTEE

PURPOSE

To provide in accordance with the job description for Educational Assistants, the terms of reference for the deployment of Educational Assistants within the Halton Catholic District School Board.

APPLICATION AND SCOPE

This policy applies to the educational assistants in whatever may be their role functions within the Halton Catholic District School Board.

PRINCIPLES

The Halton Catholic District School Board fully recognizes the pivotal role that Educational Assistants provide in supporting the students within the system.

REQUIREMENTS

It is understood that under the authority of the Superintendent of Special Education Services:

- ◆ Educational Assistants assigned to schools, shall be responsible to the principal of the school.
- ◆ Educational Assistants assigned to system duties, shall be responsible for their assignments and supervision, through the Manager of Educational Assistants.
- ◆ The primary role function of an Educational Assistant is to work cooperatively with all concerned in the delivery of the Board's Special Education programs and services by:

AT THE SCHOOL LEVEL

- The implementation of programs under the direction of a principal and/or teacher;

AT THE SYSTEM LEVEL

- The implementation of programs under the direction of the Manager of Educational Assistants, and/or the appropriate educational team leader.
- ◆ As required by the appropriate supervisors, assist in meeting the educational, spiritual, social/emotional and physical needs of the students entrusted into their care.
- ◆ The performance of other duties, as outlined in the publication entitled *Job Description for Educational Assistants*.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY:

Chair of the Board

ACTION REPORT

ITEM 8.4

POLICY II-11 Daily Teacher Plans

PURPOSE:

To approve Policy II-11 *Daily Teacher Plans* as amended.

COMMENTARY:

One of the policies identified by the Policy Working Group as requiring review and revision is *Policy II-11 Daily Teacher Plans*. The revised Policy II-11 *Daily Teacher Plans* was brought forth to the May 10, 2016 Policy Committee Meeting with a recommendation that it be forwarded to the Board of Trustees for approval.

RECOMMENDATION:

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

RESOLUTION:

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy II-11 *Daily Teacher Plans* as amended.

REPORT SUBMITTED AND APPROVED BY:

P. MARAI
CHAIR OF THE POLICY COMMITTEE

PURPOSE

It is the policy of the Halton Catholic District School Board (HCDSB) to outline the expectation for educators to establish daily teaching plans to be consistent with the Education Act, Regulations of the province of Ontario and all other directives by the province of Ontario.

APPLICATION AND SCOPE

This policy applies to all Halton Catholic District School Board educators

REFERENCES

- [Education Statues and Regulations of Ontario](#)

REQUIREMENTS

1. A teacher shall, in addition to the duties assigned to the teacher under the *Education Act* and by the board, prepare for use in the teacher's class or classes such teaching plans and outlines as required by the principal and the appropriate supervisory office and submit the plans and outlines to the principal or the appropriate supervisory officer, as the case may be, on request.

Such teaching plans, records and outlines shall be available in the classroom during the course of each school day during the school year.

2. In addition to his/her duties under the *Education Act* and the *Ontario Regulations*, the principal shall supervise the classroom instruction in his/her school and shall advise and assist teachers in the performance of their teaching duties which include the development and maintenance of the teachers' teaching plans, records, and outlines as required by board policy.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

ACTION REPORT

ITEM 8.5

**POLICY II-12 Management of Aggressive Student Behaviour
Within Our Schools**

PURPOSE:

To approve Policy *II-12 Management of Aggressive Student Behaviour Within Our Schools* as amended, at First Reading.

COMMENTARY:

Policy II-12 has been in existence in HCDSB since before the Ministry of Education officially discontinued the use of corporal punishment as a behaviour management and/or modification strategy in schools. The term “corporal punishment” is no longer used in education in any way and the re-naming of this policy reflects current and best practices.

There are times, when student behaviour is such that they present an imminent risk to themselves and/or others, when HCDSB staff, acting as prudent parents, have to intervene for the safety of all students. HCDSB employs a preventative approach to working with students who present such risks and staff are trained to be able to intervene safely and effectively in order to keep all staff and students safe, and to maintain the dignity of all students. This is accomplished through the training of staff. The HCDSB currently employs five trainers who are qualified and accredited to provide such training.

Since this policy’s language was out-dated, and since HCDSB currently and effectively utilizes strategies to support students whose behaviours pose imminent risk to themselves or others, this policy was revised to reflect existing best practices. The Special Education Department convened a subcommittee to review needed changes to Policy II-12. This Leadership committee met to review current practices, Ministry documentation, surrounding school board related policies and procedures and related HCDSB policies and procedures. Following that review changes were made within the existing Policy II-2 to embed relevant language capturing our best practices.

RECOMMENDATION:

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

RESOLUTION:

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy II-12 Management of Aggressive Student Behaviour Within Our Schools as amended, at First Reading.

REPORT SUBMITTED AND APPROVED BY:

P. MARAI
CHAIR OF THE POLICY COMMITTEE

OPERATING POLICY**MANAGEMENT OF AGGRESSIVE STUDENT BEHAVIOURS WITHIN OUR SCHOOLS****HALTON CATHOLIC DISTRICT SCHOOL BOARD****POLICY No.:** II-12
DATE: August 25, 1987
AMENDED: June 5, 2007
AMENDED: February 2016
AMENDED: May 17, 2016**PURPOSE**

This policy recognizes the importance of providing a safe school environment through the positive and proactive management of student behaviour that is likely to pose an imminent physical risk to themselves or others, and when least intrusive measures are deemed ineffective. This policy is congruent with Ministry language which promotes support, respect, and physical safety of students. Principals and teachers recognize their responsibility to maintain order and discipline in schools ensuring the safety of all students to include responsibilities in *loco parentis*.

APPLICATION AND SCOPE

This policy applies to all individuals of the Board who are in direct contact with students on school property, at school/Board authorized activities, while using school authorized transportation services or in other venues or locations and are called to respond to student's behaviours that pose imminent risk of injury to self or others.

PRINCIPLES

This policy recognizes that responding to aggressive student behaviours is never disciplinary in action nor part of implementing consequential outcomes related to those behaviours. Staff will respond to a student's behaviour from a caring, moral, and ethical framework embedding the teachings of Jesus Christ.

The use of corporal punishment in any form by teachers is prohibited. Permission to administer corporal punishment will not be sought or accepted from any parent, guardian or school official.

DEFINITIONS**Corporal Punishment**

The intentional use of physical force upon a student outside of the Board approved physical crisis intervention training, for any alleged offence or behaviour, or the use of physical force in an attempt to modify the behaviour or attitude of a student.

Restraint

The use of physical intervention to restrict a student's movements against their will.

Physical Intervention Training**APPROVED:****PAGE 1 OF 3**

OPERATING POLICY**MANAGEMENT OF AGGRESSIVE STUDENT BEHAVIOURS WITHIN OUR SCHOOLS****HALTON CATHOLIC DISTRICT SCHOOL BOARD****POLICY No.:****II-12****DATE:****August 25, 1987****AMENDED:****June 5, 2007****AMENDED:****February 2016****AMENDED:****May 17, 2016**

It is a condition of employment for all Education Assistants to be trained and certified in an approved physical crisis intervention program. This training will include strategies to de-escalate potentially volatile student behaviours and safely manage these behavioural crises. This Board approved training includes embedded practices outline in the Ontario Safe Schools Act.

Indicator Response Plan (IRP)

An IRP is a student behaviour plan identifying levels of student escalation continuum and appropriate staff directed responses creating the best opportunity for prevention and de-escalation. These plans are developed when a student's behaviour has previously escalated to a level presenting imminent risk of injury and which may or may not require physical intervention.

Safety Plans

The safety plan is a student behaviour plan outlining the student specific directives to staff related to implementing physical restraint with the focus on safety, crisis response teams and student de-escalation.

Physical Restrain/Incident Report SE17

This report is completed at the site of the incident and forwarded to the board to be reviewed and filed. The purpose of the report is to record the details of student behaviour that will, or is likely to cause injury to self or others, or extreme property damage. These behaviours demonstrate a level of intensity that is unusual and excessive. These reports are monitored to inform programming and supports.

Incident Note to Parent or Guardian SE17b

The Special Education form is completed and distributed to parents to inform the parent.

REQUIREMENTS

The Board will develop an Administrative Procedure supporting the directive outlined in this policy and ensure comprehensive communication of the procedures to appropriate stakeholders.

The Board and its Principals will ensure all students have an opportunity to be successful within a safe, caring and accepting school, creating a positive school environment.

The Board and its Principals will ensure that student behaviour plans are developed to address aggressive student behaviours where there is a history of aggression. These plans will be developed with a goal of prevention, supporting student skill development and an opportunity for increased self-regulation.

OPERATING POLICY**MANAGEMENT OF AGGRESSIVE STUDENT BEHAVIOURS WITHIN OUR SCHOOLS****HALTON CATHOLIC DISTRICT SCHOOL BOARD**

POLICY No.: II-12
DATE: August 25, 1987
AMENDED: June 5, 2007
AMENDED: February 2016
AMENDED: May 17, 2016

The Board will provide the necessary certification training to all Educational Assistants in the physical crisis intervention training. Trained staff will respond to student behaviour crises that may pose imminent risk to self or others and may require restraint. Staff outside of the role of Educational Assistant may also trained with the approval of the school Principal and Board Special Education staff.

REFERENCES

The policy is in accordance with provisions of the:

- [Education Act, The Safe Schools Act, 2000](#)
- [The mission statement of Halton Catholic School System](#)
- [HCDSB Policy 11-39 Progressive Discipline and Safety in Schools/Code of Conduct](#)
- [HCDSB Policy I-19 Occupational Health and Safety](#)
- [HCDSB Policy III-14 Employee Code of Conduct](#)
- [HCDSB Policy III-5 Employee Code of Conduct](#)
- [PPM 145](#): Progressive Discipline & Promoting Positive Behaviour (October 2009)
- [PPM 149](#): Protocol for Partnership with External Agencies
- [PPM 156](#): Supporting Transitions for Students with Special Education Needs (2013)
- [Bill 157](#): Keeping Our Kids Safe at School (2009)

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

ACTION REPORT

ITEM 8.6

POLICY II-35 Access to School Premises

PURPOSE:

To approve Policy *II-35 Access to School Premises* as amended.

COMMENTARY:

One of the policies identified by the Policy Working Group as requiring review and revision is *Policy II-35 Access to School Premises*. The revised *Policy II-35 Access to School Premises* was brought forth to the May 10, 2016 Policy Committee Meeting with a recommendation that it be forwarded to the Board of Trustees for approval.

RECOMMENDATION:

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

RESOLUTION:

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy II-35 Access to School Premises as amended.

REPORT SUBMITTED AND APPROVED BY:

P. MARAI
CHAIR OF THE POLICY COMMITTEE

ACCESS TO SCHOOL PREMISES**POLICY No.:****II-35****DATE:****JUNE 19, 2001****AMENDED:****OCTOBER 28, 2003****AMENDED:****APRIL 15, 2008****AMENDED:****APRIL 17, 2012****AMENDED:****MAY 17, 2016****PURPOSE**

To provide a safe workplace and learning environment which governs access to school premises as well as the security of school facilities and their contents.

APPLICATION AND SCOPE

This policy applies to all persons accessing school premises under the jurisdiction of the Halton Catholic District School Board.

REFERENCES

The Halton Catholic District School Board recognizes that control of access to school premises under its jurisdiction shall be in accordance with the provisions of the:

- [Education Statutes and Regulations of Ontario](#)
- [Safe Schools Act](#)
- [Trespass to Property Act](#)
- [Section 93 of the Constitution Act, 1982](#)
- [Section 19](#) of the Ontario Human Rights Code
- [Ontario's Equity and Inclusive Education Strategy](#)
- [Policy V-01](#) Use of Schools Grounds and Community Use of School Facilities
- [Progressive Discipline and Safety in Schools](#)
- Administrative Procedure [VI-30](#) Access to School Premises

PRINCIPLES

- The Halton Catholic District School Board endorses and promotes an access to school premises policy which is consistent with the values, traditions and distinctiveness of Catholic schools.
- The Halton Catholic District School Board authorizes school administrators and staff members to exercise rights as occupiers under the provisions of the *Trespass to Property Act*.

REQUIREMENTS

1. Access to school premises during the school day and for school authorized activities shall be in accordance with the *Education Act*.

Any action taken to implement the requirements of this policy, including the application of consequences and/or direction to:

- a. Halton Catholic District School Board students and
- b. visitors to the school grounds or property

ACCESS TO SCHOOL PREMISES**POLICY No.:****II-35****DATE:****JUNE 19, 2001****AMENDED:****OCTOBER 28, 2003****AMENDED:****APRIL 15, 2008****AMENDED:****APRIL 17, 2012****AMENDED:****MAY 17, 2016**

- Shall be consistent with the *Education Act* Requirements of Policy II-39 "Progressive Discipline and Safety in Schools" (2008), and the *Trespass to Property Act*.
2. The principal is responsible to ensure the implementation and management of this policy at the school level.
 3. Access to school premises during non-school hours shall be governed by the appropriate provisions of this policy and policy V-1 Use of School Grounds and Community Use of School Facilities.
 4. The Halton Catholic District School Board recognizes that the following persons are permitted to be on school premises:
 - i) A person enrolled as a pupil in the school;
 - ii) A parent or guardian of such a pupil;
 - iii) A person employed or retained by the Board;
 - iv) A person who is otherwise on the premises for a lawful purpose (e.g. delivering mail, voting);
 - v) A person who is invited to attend an event, a class or a meeting on school premises provided the person is on the premises for that purpose;
 - vi) A person who is invited onto school premises for a particular purpose by the principal, vice-principal or another person authorized by Board policy provided the person is on the premises for that purpose; and
 - vii) Trustees.
 5. (a) Persons authorized to be on school premises are not entitled to have access to all areas of the school premises.
 - (b) Upon arrival, any person entering the school premises shall identify him/herself at the main office by signing the school visitor log and attaching the visitor's badge on his/her person in an appropriate and visible location.
 6. (a) The Halton Catholic District School Board has the right to lock the school premises when they are not being used for a purpose authorized by the Board.
 - (b) The Halton Catholic District School Board instructs the principal of each school to limit open points of access to only those doors required to provide for the comfort and safety of pupils, staff and visitors and the authorized business of the school. All other doors must remain locked to access from outside the buildings.
 7. An authorized person is not allowed to remain on or return to the school premises, if, in the judgment of the principal, his/her presence is considered detrimental to the safety or well-being of any person on the premises.

ACCESS TO SCHOOL PREMISES

POLICY No.:

II-35

DATE:

JUNE 19, 2001

AMENDED:

OCTOBER 28, 2003

AMENDED:

APRIL 15, 2008

AMENDED:

APRIL 17, 2012

AMENDED:

MAY 17, 2016

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____

Chair of the Board

ACTION REPORT

ITEM 8.7

POLICY II-39 Progressive Discipline

PURPOSE:

To approve Policy *II-39 Progressive Discipline* as amended.

COMMENTARY:

The Halton Catholic District School Board is committed to maintaining accordance with the *Education Act*.

In collaboration with Keel Cottrelle LLP revisions were made to *Policy II-39 Progressive Discipline* to reflect the current *Education Act*.

The revised Policy II-39 Progressive Discipline was brought forth to the May 10, 2016 Policy Committee Meeting with a recommendation that it be forwarded to the Board of Trustees for approval.

RECOMMENDATION:

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

RESOLUTION:

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy *II-39 Progressive Discipline* as amended.

REPORT SUBMITTED AND APPROVED BY:

P. MARAI
CHAIR OF THE POLICY COMMITTEE

PROGRESSIVE DISCIPLINE & SAFETY IN SCHOOLS
CODE OF CONDUCT – SUSPENSIONS & EXPULSIONS
POLICY No: II-39

 DATE: JANUARY 15, 2008
 AMENDED: JUNE 29, 2010
 AMENDED: NOVEMBER 20, 2012
 AMENDED: JANUARY 20, 2015
 AMENDED: MAY 17, 2016

PURPOSE

This policy supports and encourages a safe school environment through the application of progressive discipline, intervention and consequences for student actions not in compliance with the Board's Code of Conduct and the *Standards of Behaviour* described in the [Ontario School Code of Conduct](#) (as amended).

This policy authorizes the creation of procedures for implementation, which shall be considered guidelines pursuant to the *Education Act*, as amended and:

[P/PM 128](#): Provincial Code of Conduct and School Board Codes of Conduct

[P/PM 144](#): Bullying Prevention and Intervention

[P/PM 145](#): Progressive Discipline and Promoting Positive Student Behaviour [P/PM 141](#): School Board Programs for Students on Long Term Suspension

[P/PM 142](#): School Board Programs for Expelled Students

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

APPLICATION & SCOPE

This policy applies to all students of the Halton Catholic District School Board on school property, at school/Board authorized activities, while using school authorized transportation services or in other venues or locations where an inappropriate act is considered by the principal to be detrimental to the moral tone, physical or mental well-being of the school.

PRINCIPLES

- The Halton Catholic District School Board recognizes that student conduct within our schools shall be rooted in the Gospel values and teachings of Jesus Christ, the Board's Mission Statement and Governing Values.
- The Board recognizes that students have a responsibility to resolve conflict and differences in a respectful, civil and non-violent manner.
- The Board recognizes that injurious conduct includes, but is not limited to, verbal, physical and sexual assault, disrespect, vandalism, harassment, intimidation, bullying, verbal, written or cyber bullying and threats. Appropriate consequences will be applied in accordance with the [Ontario School Code of Conduct Standards of Behaviour](#), (as amended) and provisions of the *Education Act* as amended.
- The Board recognizes and affirms that the Principal, subject to the authority of the appropriate Supervisory Officer is in charge of the school and may take specific disciplinary action as outlined in the *Education Act*, Regulations and respective Board Policy and Administrative Procedures.
- The *Provincial Code of Conduct* and the Halton Catholic District School Board Code of Conduct include the following Standards of Behaviour:

Respect, Civility and Responsible Citizenship

All members of the school community must:

PROGRESSIVE DISCIPLINE & SAFETY IN SCHOOLS
CODE OF CONDUCT – SUSPENSIONS & EXPULSIONS
POLICY No: II-39

 DATE: JANUARY 15, 2008
 AMENDED: JUNE 29, 2010
 AMENDED: NOVEMBER 20, 2012
 AMENDED: JANUARY 20, 2015
 AMENDED: MAY 17, 2016

- demonstrate honesty and integrity;
- not swear at a teacher or at another person in a position of authority;
- promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any age, ancestry, colour, citizenship, creed, disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex, or sexual orientation;
- promote the prevention of bullying;
- respect all members of the school community, especially persons in positions of authority;
- respect and comply with all applicable federal, provincial, and municipal laws;
- respect and treat others fairly, regardless of, age, ancestry, appearance, citizenship, colour, disability, ethnic origin, gender, gender expression, gender identity, place of origin, race, religion, or sexual orientation;
- respect differences in people, their ideas, and their opinions;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- respect the rights of others;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- treat one another with dignity and respect at all times, and especially when there is disagreement.

Safety

All members of the school community must not:

- be in possession of any weapon or replica, including firearms;
- be in possession of, or be under the influence of, or provide others with alcohol, illegal and/or restricted drugs/substances;
- cause injury to any person with an object;
- commit an act of vandalism that causes damage to school property or to property located on the premises of the school;
- commit robbery;
- commit sexual assault;
- engage in bullying behaviours;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- give alcohol to a minor;
- inflict or encourage others to inflict bodily harm on another person;
- traffic in weapons, replica, illegal and/or restricted drugs;
- use any object to threaten or intimidate another person.

REQUIREMENTS

- [The Provincial Code of Conduct](#), (as amended), the Halton Catholic District School Board Code of Conduct and the *Education Act* create expectations for behaviour for all persons on school property.
- It is important that all pupils have a safe, caring and accepting school environment in order to maximize their learning potential and to ensure a positive school climate for all members of the school community.
- Pursuant to the *Education Act*, principals are required to maintain proper order and discipline in schools, and pupils are responsible to the principal for their conduct and are required to accept such discipline as would be exercised by a reasonable, kind, firm and judicious parent.

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CODE OF CONDUCT – SUSPENSIONS & EXPULSIONS

POLICY No: **II-39**

DATE: JANUARY 15, 2008
 AMENDED: JUNE 29, 2010
 AMENDED: NOVEMBER 20, 2012
 AMENDED: JANUARY 20, 2015
 AMENDED: MAY 17, 2016

- To meet the goals of creating a safe, caring, and accepting school environment, the Halton Catholic District School Board supports the use of positive practices as well as consequences for inappropriate behaviour, including progressive discipline, which includes suspension and expulsion where necessary. The Board considers homophobia, gender based violence, and harassment on the basis of sex, gender, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the *Human Rights Code*, as well as inappropriate sexual behaviour unacceptable and supports the use of positive practices to prevent such behaviour and authorizes principals, or their delegates, to impose consequences in appropriate circumstances, up to and including a referral to the Discipline Committee of the Board for expulsion from all schools.
- The Board does not support discipline measures that are solely punitive or the use of exclusion as a disciplinary measure.
- Schools are encouraged to implement proactive practices and corrective supportive practices when necessary. However, before applying disciplinary measures, the principal/designate and Discipline Committee of the Board shall consider the discriminatory impacts of disciplinary decisions on pupils protected by the *Human Rights Code*, including but not limited to race and disability, and whether or not accommodation is required.
- This policy authorizes the creation of procedures for implementation, which might include requirements described in Ministry of Education PPMs as matters of policy, and any such procedures shall be considered guidelines pursuant to the *Education Act* and other relevant and/or related Ministry of Education materials and all of which will be sufficient for the purposes of implementing the requirements of Ministry of Education Policy Program Memoranda.
- At the start of each term the principal shall communicate expectations to the students with the support of teachers in accordance with the Halton Catholic District School Board's Student Code of Conduct and Standards of Behaviour.
- Principals, shall, as soon as reasonably possible, notify the parent or guardian of the pupil who the principal believes has been harmed as a result of a activity described in subsection 306(1) or 310(1) in the *Education Act* and the parent or guardian of any pupil in the school who the principal believes has engaged in the activity that resulted in the harm.
- Principals must contact the parents or guardians of victims of such incidents unless:
 - the victim is 18 years old or over;
 - the victim is 16 or 17 years old and has withdrawn from parental control; or
 - in the opinion of the principal, doing so would put the victim at risk of harm from the parent.
- Principals must develop a Safety Support Plan to support and protect the victim(s). The Safety Support Plan must include, but is not limited to, consideration of additional in-school counselling such as Child and Youth Counsellor, Social Worker, etc.
- Board employees, who work directly with students, shall respond to incidents that may have a negative impact on school climate.

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- All Board employees shall report to the principal as soon as reasonably possible if they become aware that a student may have engaged in an activity for which the students must be considered for suspension or expulsion.
- A principal of a school can delegate his or her powers under Part XIII of the *Education Act* (Behaviour, Discipline and Safety) to a vice-principal of the school or a teacher employed in the school, per Ministry policy.
- To meet the goal of creating a safe, caring, and accepting school environment, the Halton Catholic District School Board supports the use of positive practices as well as consequences for inappropriate behaviour, including progressive discipline, which includes suspension and expulsion where necessary.
- The Board does not support discipline measures that are solely punitive. Schools are encouraged to implement proactive positive practices and corrective supportive practices when necessary.
- This policy authorizes the creation of procedures for implementation, which shall be considered guidelines pursuant to the *Education Act*.
- See [Administrative Procedure VI-44](#) *Progressive Discipline & Safety in Schools* for associated procedures, and reporting forms.
- See [Policy III-15 Workplace Violence](#) and [Policy III-16 Workplace Harassment](#) for related requirements.
- See [Policy II-40 Bullying Prevention and Intervention](#) for related requirements.
- See [Policy II-45](#) and [Administrative Procedure VI-54](#) *Equity and Inclusive Education* for related requirements.

POSITIVE PRACTICES:

In order to promote and support appropriate and positive pupil behaviours that contribute to creating and sustaining safe, caring and accepting learning and teaching environments that encourage and support students to reach their full potential, the Board supports the use of positive practices for: (1) prevention, and (2) positive behaviour management.

Preventative practices may include:

- Anti-bullying and violence prevention programs;
- Character education;
- Citizenship development;
- Healthy lifestyles;
- Mentorship programs;
- Restorative Practices;
- Student leadership; and
- Student success strategies.

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Positive behaviour management practices may include:

- Class placement;
- Conflict resolution;
- Individual, peer and group counselling;
- Mentorship programs;
- Positive encouragement and reinforcement;
- Program modifications or accommodations;
- Safety Plans;
- School, Board and community support programs;
- Sensitivity programs; and
- Student success strategies.

The Board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate pupil behaviour. In such circumstances, the Board supports the use of consequences.

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

PROGRESSIVE DISCIPLINE:

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

Progressive discipline is a whole-school approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours. The range of interventions, supports, and consequences used by the Board and all schools must be clear and developmentally appropriate, and must include learning opportunities for pupils in order to reinforce positive behaviours and help pupils make good choices. For pupils with special education and/or disability related needs, interventions, supports and consequences must be consistent with the expectations in the student's Individual Education Plan (IEP) and/or his/her demonstrated abilities.

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

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

- Conflict mediation and resolution;
- Consultation;
- Contact with the pupil's parent(s)/guardian(s);
- Peer mentoring;
- Referral to counselling;
- Review of expectations;
- Verbal reminders;

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- Volunteer service to the school community; and/or
- Written work assignment with a learning component.

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

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

When addressing inappropriate behaviour, school staff should consider the particular pupil and circumstances, including any mitigating and other factors as set out in the Board's Administrative Procedure VI-44 *Progressive Discipline and Safety in Schools*, the nature and severity of the behaviour, and the impact on the school climate.

The Board also supports the use of suspension and expulsion as outlined in *Part XIII* of the *Education Act* where a pupil has committed one or more of the infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate.

SUSPENSION:

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

1. Uttering a threat to inflict serious bodily harm on another person;
2. Possessing alcohol, illegal or restricted drugs/substances;
3. Being under the influence of alcohol and/or illegal restricted drugs/substances;
4. Swearing at a teacher or at another person in a position of authority;
5. Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
6. Bullying which includes Cyberbullying (see Administrative Procedure VI-44);
7. Any other activity that is an activity for which a principal may suspend a pupil under a policy of the board:
 - a) Any act considered by the principal to be injurious to the moral tone of the school;
 - b) Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community; or
 - c) Any act considered by the principal to be contrary to the Board or School Code of Conduct including but not limited to the following:
 - academic dishonesty –attempting to deceive by cheating, copying or plagiarizing
 - defiance – refusal to comply with persons in authority

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- disorderly conduct – persistent opposition to authority, conduct injurious to the moral tone of the school or to the physical or mental wellbeing of others in the school
- explosive devices – use of or possession of explosive devices
- extortion – to take money, homework or property under threat of harm or duress
- fire setting, bomb threat, fire alarm – setting a fire or an act that places individuals, property or community at risk
- harassment – repeated comments or conduct that is known or ought to be known as unwelcome
- hate crimes – words or actions considered offensive in reference to a person's age, appearance, culture, disability, gender, race, or religion
- smoking on school property – violation of the Tobacco Control Act
- theft – taking, possessing property without the permission of the owner
- trespass – unauthorized presence on school property
- truancy – persistent unexplained absence
- vehicle use – reckless or dangerous use of a vehicle, e.g. car, bicycle, motorcycle, etc.

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

MITIGATING AND OTHER FACTORS:

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

EXPULSION:

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

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

1. Possessing a weapon, including possessing a firearm or a replica;
2. Using a weapon to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault;
5. Trafficking in weapons or replica, illegal or restricted drugs;
6. Committing robbery;
7. Giving alcohol to a minor;
8. Bullying, if,
 - i. the pupil has previously been suspended for engaging in bullying, and/or

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ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.

iii. any activity listed in subsection 306 (i) that is motivated by age, bias, colour, gender expression, gender identity, mental or physical disability, language, national or ethnic origin, prejudice or hate based on race, religion, sex, sexual orientation, or any other similar factors;

9. Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the board that the pupil be expelled:

- a) An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
- b) A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
- c) Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
- d) Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;
- e) The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper; or
- f) Any act considered by the principal to be a serious violation of the Board or School Code of Conduct.

MITIGATING FACTORS AND OTHER FACTORS:

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

For the purpose of the Student Discipline Procedures, the Board interprets the provisions of the *Education Act* and Regulations consistent with the *Ontario Human Rights Code*.

PRINCIPAL INVESTIGATION:

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

SUSPENSION APPEAL

Where a pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and has removed him/herself from parental control, disagrees with the decision of a principal to suspend the pupil that pupil's parent/guardian or the pupil, if 18 or

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older or 16 or 17 and removed from parental control, may appeal the principal's decision to suspend the pupil, in accordance with the Board's Administrative Procedure VI-44 *Progressive Discipline and Safety in Schools*.

Suspension appeals will not be conducted in accordance with or be subject to the [Statutory Powers Procedure Act](#).

APPEAL OF BOARD DECISION TO EXPEL

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

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

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

SUPERINTENDENT RESPONSIBLE FOR STUDENT DISCIPLINE

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

DISCIPLINE COMMITTEE:

The Board authorizes the creation of a Discipline Committee of no fewer than three (3) Trustees to decide appeals of suspensions and recommendations for expulsion. For these purposes, the Discipline Committee will conduct the suspension appeals and expulsion hearings in accordance with the Student Discipline Procedures, Suspension Appeal Guidelines, Expulsion Hearing Guidelines and Rules.

In all cases where consequences might be imposed, teachers, administrators and the Board will consider the safety and dignity of all pupils, and the impact of the activity on the school climate.

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

PROGRAMS FOR SUSPENDED AND EXPELLED STUDENTS:

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

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

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AMENDED: MAY 17, 2016**REPORTING OF VIOLENT INCIDENTS:**

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

The Board will collect and analyse data on the nature of violent incidents to support the development of Board policies and to inform Board and school improvement plans.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____

Chair of the Board

ACTION REPORT

ITEM 8.8

POLICY II-50 Prior Learning Assessment and Recognition (PLAR) For Day School Students

PURPOSE:

To approve Policy II-50 *Prior Learning Assessment and Recognition (PLAR) For Day School Students* as amended, at Second and Third Reading.

COMMENTARY:

The Halton Catholic District School believes in lifelong learning; learning that can and does occur beyond the regular school. Recognizing that Students are exposed to a variety of learning experiences outside the Ontario school system and regular day school structure this policy will offer the Prior Learning Assessment and Recognition (PLAR) challenge process as a way to recognize this learning.

The following policy has been drafted based on *Policy/Program Memorandum No. 129 and Program and Diploma Requirements (OSS) Course Sections 6.6 and 8.2*.

The draft Policy II-50 *Prior Learning Assessment and Recognition (PLAR) For Day School Students* was first presented with approval at First Reading at the January 19, 2016 Regular Board Meeting, and was released for stakeholder consultation from January 21, 2016 to February 11, 2016 (inclusively). The attached appendix "A" is feedback received.

Policy II-50 Prior Learning Assessment and Recognition (PLAR) For Day School Students was provided once again to the Policy Committee on May 10, 2016, with a recommendation that it be forwarded to the Board of Trustees, for approval at Second and Third Reading.

RECOMMENDATION:

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

RESOLUTION:

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy II-50 Prior Learning Assessment and Recognition (PLAR) For Day School Students as amended, at Second and Third Reading

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



Stakeholder Comments

Policy II-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students

From: Fiona Colangelo, Education Liaison, Oakville School of Classical Ballet (OSCB)

Re: Policy 11-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students

In reviewing Policy 11-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students, dated January 19, 2016, we request that the section “PRINCIPLES” be amended to clarify that once the application is obtained from the Student Services Department and forms submitted to the Principal/Guidance with the relevant documentation, the Principal/Guidance will review the application to ensure that it is complete before forwarding the application to the HCDSB Central Office who will then coordinate with the appropriate subject department head and determine whether reasonable evidence for success exists and whether the challenge should occur.

This clarification will ensure consistent and effective processing of each individual application and challenge. The Oakville School of Classical Ballet currently has students attending 4 secondary schools in the HCDSB and is expecting this number to increase as approximately 50% of our elementary students are HCDSB students.

For over 50 years, the Oakville School of Classical Ballet, has provided a long tradition in excellence in classical and contemporary ballet training. The school’s unique approach guides young dancers through the world of ballet from pre-school to professional training levels in a positive, nurturing environment. Currently, OSCB, is supporting our dancers and parents while strengthening existing relationships with elementary and secondary HCDSB schools.

The Professional (Conservatory) Programme is provided to students, in grades 6 to 12, who aspire to professional careers in classical and contemporary ballet. Students are selected on an audition basis. The curriculum includes ballet technique and pointe, character and modern dance, supported adage, repertoire, ballet history, body conditioning, anatomy, health and nutrition, and career counselling. Classes are scheduled weekdays between 1:00 – 6:00, Saturdays between 1:00 – 3:00, with rehearsals scheduled on Saturday and Sunday afternoons during performance preparations. Students participate in AMERICAN BALLET THEATRE – National Training Curriculum Examinations and Royal Academy of Dance Vocational Graded Examinations and Solo Seal, and are prepared for the International Genée Ballet Competition, Youth American Grand Prix and Prix de Lausanne.

This programme has proven to be very successful, allowing time for intense ballet training as well as maintaining a high level of commitment to academics. In order to continue their academic excellence, elementary students attend high performance programmes in local schools while secondary students take 3 courses in school and 1 on-line course each semester. Over the years, we have found that the discipline and dedication required in the ballet curriculum also translates to high academic achievement.

These students are unique in that their academic career may follow any of the “Pathways” outlined through the Ministry of Education. Successful graduates may choose college to work directly with dance companies such as George Brown College and Ballet Jorgen. Other graduates may choose university to obtain a Bachelor

of Fine Arts with a Dance major or a Bachelor of Science with a Kinesiology major. Many of OSCB graduates have gone on to professional ballet companies in either apprenticeship programmes or awarded professional contracts.

With the development and strengthening of the PLAR Programme through the HCDSB, students are offered the opportunity to challenge for course credits. A successful challenge will reward students for their commitment to both their ballet training and their academics.

PURPOSE

The Halton Catholic District School Board believes in lifelong learning; learning that can and does occur beyond the regular school. Recognizing that Students are exposed to a variety of learning experiences outside the Ontario school system and regular day school structure, the Board offers the Prior Learning Assessment and Recognition (PLAR) challenge process as a way to recognize this learning.

APPLICATION AND SCOPE

Students may obtain credits towards the secondary school diploma (OSSD) for knowledge and skills that they have acquired outside of a regular secondary school. This prior learning is assessed and evaluated to determine if the student has met the provincial course expectation. Students may “challenge” a specific course for credit if they can provide evidence indicating a likelihood of success.

PRINCIPLES

- Secondary Principals will ensure that the school course calendar has a statement notifying students of the Prior Learning Assessment and Recognition process. The Principal will carry out the responsibilities as required in [Policy/Program Memorandum No. 129](#) and [OSS course sections 6.6 and 8.2](#).
- Students wishing to challenge a credit will obtain an application form from the Student Services Department at the beginning of the semester and submit the completed forms to the Principal with the relevant documentation by October 31st or March 31st.
- The Principal (or designate), guidance counsellors and appropriate subject department head where applicable will meet with the student and parent(s)/guardian(s) if the student is under 18 years of age to review the application, ensure it is complete and determine whether it appears that reasonable evidence for success exists and whether the challenge should occur.
- If it is agreed that the challenge should occur, the Principal and guidance counsellor will forward the package to the Superintendent of Curriculum who will facilitate distribution to the appropriate subject teacher within the board to assess the challenge application. Assessments will be recorded in accordance with the Ministry of Education.

DEFINITIONS

Prior Learning Assessment and Recognition (PLAR) is a formal evaluation and credit granting process. Through the PLAR challenge process, students enrolled in Ontario secondary schools may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents to earn credits towards their secondary school diploma. Prior learning includes the knowledge and skills that students have acquired both formal and informal ways, outside of secondary school.

REQUIREMENTS**1. THE BOARD OF TRUSTEES IS RESPONSIBLE FOR:**

- reviewing the Prior Learning Assessment and Recognition for Day School Students policy in accordance with the priorities in the Trustees' Multi-Year Plan and the approved review cycle; and
- understanding and communicating with members of the community about the Prior Learning Assessment and Recognition policy, as required.

2. THE DIRECTOR OF EDUCATION IS RESPONSIBLE FOR:

- Implementing and operationalizing the Prior Learning Assessment Recognition for Day School Students policy as per the requirements of [Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2011](#) and [Policy/Program Memorandum 129](#).

3. SUPERINTENDENTS ARE RESPONSIBLE FOR:

- ensuring that Prior Learning Assessment Recognition challenge opportunities are available to all eligible students; and
- supporting the application of the Prior Learning Assessment Recognition for Day School Students policy at each school

4. SECONDARY SCHOOL PRINCIPALS ARE RESPONSIBLE FOR:

- ensuring that students are aware of the Prior Learning Assessment and Recognition (PLAR) challenge process;
- facilitating the application of the Prior Learning Assessment and Recognition for Day School Students policy; and
- ensuring that students who engage in the PLAR challenge process meet the eligibility requirements.

5. PARENTS/GUARDIANS ARE RESPONSIBLE FOR:

- supporting student compliance with the Prior Learning Assessment Recognition program requirements; and
- communicating with school staff to promote student success.

6. STUDENTS ARE RESPONSIBLE FOR:

- Complying with the Prior Learning Assessment Recognition program expectations.

APPROVED: Regular Meeting of the Board

Authorized by:

Chair of the Board

STAFF REPORT

ITEM 9.1

**BURLINGTON RURAL & ALTON COMMUNITY
SCHOOL BOUNDARY REVIEW**

PURPOSE:

To initiate a school boundary review process to proactively address anticipated future student enrolment pressures at St. Anne Catholic Elementary School and to review the rural boundary assignments in an effort to identify increased efficiencies.

COMMENTS:

The Alton community is expected to be significantly impacted by a pending Ontario Municipal Board decision relating to future development proposed for the Burlington “Evergreen” Secondary Plan area, located east of the CN Railway tracks in Study Area I38. Furthermore, the future Sundial Development located in study area I39 (west of Walkers Line), anticipated to start generating new units within the next 2 years, will also have the effect of generating further enrolment pressures at St. Anne Catholic Elementary School within the next 2 years. See maps in Appendix A.

Both of these new development areas are being directed to St. Anne Catholic Elementary School, which currently has a utilization rate of 107%, and that is anticipated to reach a peak utilization of approximately 165% by 2022, equating to approximately 18 portable classrooms on site – the Board typically plans for approximately 12 portable classrooms in total.

Therefore, this proposed boundary review would seek to designate a more appropriate home school that would benefit from an increase in enrolment for the future development in the Evergreen Secondary Plan and the Sundial Development areas of the Alton community.

The second part of this school boundary review seeks to evaluate the potential of re-directing rural Burlington elementary students currently directed to Canadian Martyrs Catholic Elementary School to a school closer to their place of residence.

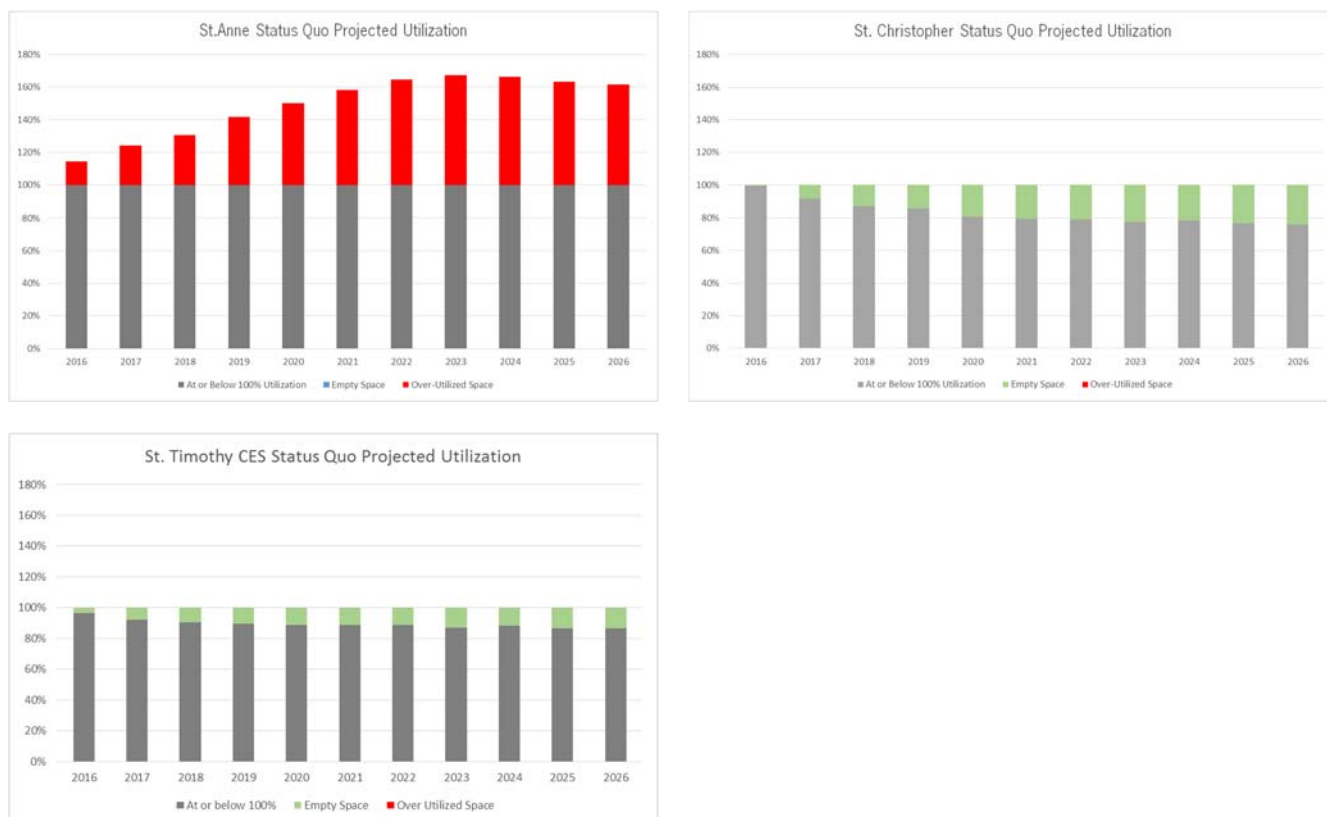
The schools that are anticipated to be included in this boundary review process include the following:

- 1) Canadian Martyrs Catholic Elementary School (rural)
- 2) Sacred Heart of Jesus Catholic Elementary School (rural)
- 3) St. Anne Catholic Elementary School
- 4) St. Christopher Catholic Elementary School
- 5) St. Timothy Catholic Elementary School

Status Quo

As shown below in Figure 1, if no boundary changes are undertaken, St. Anne Catholic Elementary School will be critically over populated, as is demonstrated in red. Alternatively, St. Christopher Catholic Elementary School and St. Timothy Catholic Elementary School are projected to have school utilizations showing a sizeable number of empty spaces, shown in green, which could be offset with the addition of students from St. Anne Catholic Elementary School.

Figure 1: Status Quo Scenario for Burlington Community - Classroom Space Utilization Analysis



Advisory School Boundary Review Committee Composition

Representation on the School Boundary Review Advisory Committee would include representatives from all aforementioned schools that may be affected in the process. Membership is recommended to be open to all parents as the proposed boundary changes may have an impact on each of the participating schools' projected enrolment. Specifically, for Canadian Martyrs Catholic Elementary School, committee membership should be representative of the rural area, as this is the group expected to be impacted, and the group that would have the greatest insight on proposed changes.

Halton Student Transportation Services (HSTS) will also provide staff with insight information and expertise on the best rural Burlington school boundaries with the intent of increasing efficiencies where possible.

SCHOOL BOUNDARY REVIEW MILESTONES:

The following School Boundary Review milestones are proposed:

- 1) **May 17, 2016:** Staff Report to Board
- 2) **May 18, 2016:** Principals of affected schools notified
- 3) **June 7, 2016:** Action Report to Board to initiate a School Boundary Review
- 4) **June 8, 2016:** Send committee invitations to Canadian Martyrs CES, Sacred Heart CES, St. Anne CES, St. Christopher CES and St. Timothy CES
- 5) **June 14, 2016:** Inaugural School Boundary Review Committee Meeting
- 6) **September, 2016:** Potential SBRC follow up Meeting
- 7) **September, 2016:** Community Information Meeting
- 8) **October, 2016:** SBRC Final Meeting
- 9) **October, 2016:** Staff Report to Board with SBRC Recommendations
- 10) **November 1, 2016:** Action Report to Board with SBRC Recommendations
- 11) **September 1, 2017:** Implementation

CONCLUSION:

Staff recommends that a Boundary Review Process be initiated for St. Anne, St. Christopher, St. Timothy, Sacred Heart of Jesus (rural) and Canadian Martyrs (rural) Catholic Schools in Burlington to address anticipated enrolment pressures resulting from the Evergreen Secondary Plan and Sundial Development and to endeavour to review rural Burlington Study Areas.

September 2017 has been identified as the earliest implementation date for any boundary changes, if approved.

REPORT PREPARED & SUBMITTED BY:

LORRIE NAAR
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

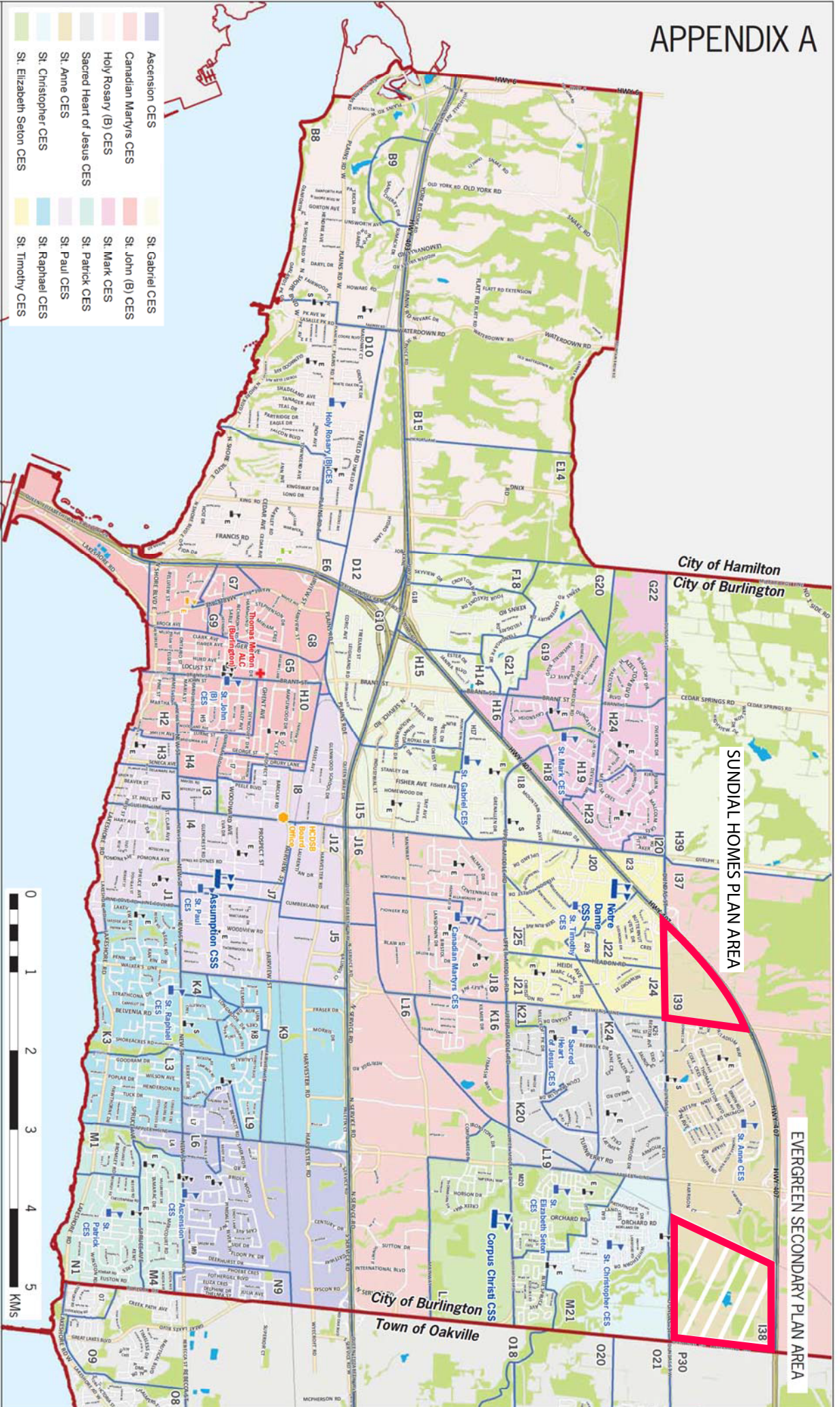
GIACOMO CORBACIO
SUPERINTENDENT OF FACILITY MANAGEMENT SERVICES

FREDERICK THIBEAULT
ADMINISTRATOR OF PLANNING SERVICES, BUSINESS SERVICES

SARAH GALLIHER
PLANNING OFFICER, PLANNING SERVICES

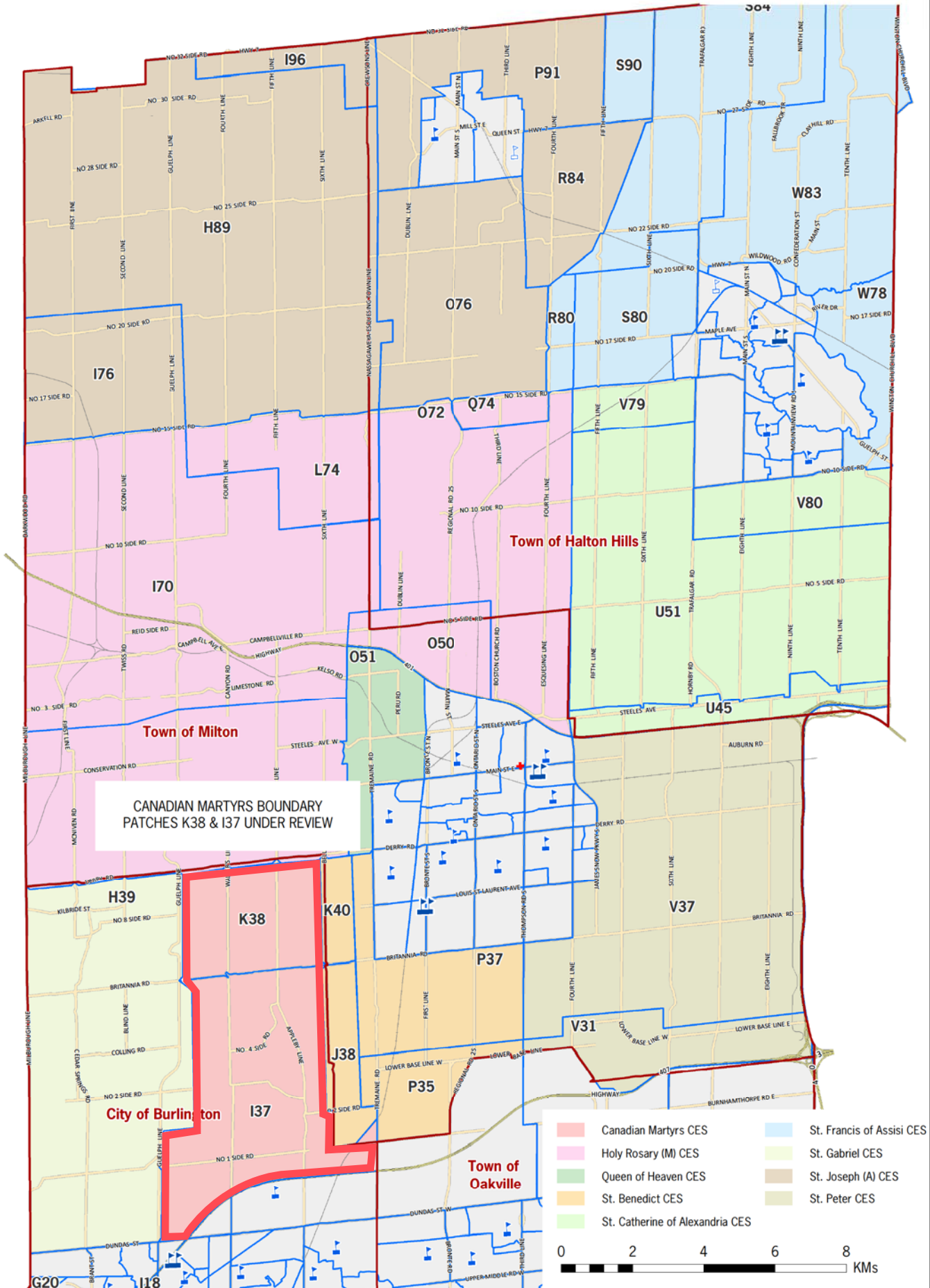
REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



Halton Catholic District School Board Burlington Elementary 2015-2016 School Boundary Map

- HCDSB Schools
- HCDSB Adult Learning Centre
- HCDSB Schools
- CS Viamonde Schools
- CSDCS Schools
- HCDSB Amintation



STAFF REPORT

ITEM 9.2

CORE FRENCH RESOURCE SELECTION

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 an anchor resource for the Grade 9 Academic-level and Grade 9 Applied-level Core French courses (FSF 1D and FSF 1P). The resource purchased for FSF 1P may also support OPEN-level French, a new course which may be offered in future. The resources selected are the *Tu parles!* and *On parle!* programs, distributed by RK Publishing.

BACKGROUND INFORMATION:

The existing *Sans Frontières* and *Quoi de neuf* programs are 20 year-old resources that do not adequately address the significant oral, aural and intercultural components of the revised French as a Second Language (FSL) Curriculum. The new resources for consideration, *Tu parles!* and *On parle!*, are Trillium-approved, and support effective instructional and assessment practices, cultural awareness, and 21st Century fluencies. These fluencies, such as *communication skills* (developed through action-oriented tasks), *collaboration skills* (developed through highly interactive scenarios), *digital citizenship and critical thinking skills* (through units that evaluate the use and impact of social media), serve to support teachers in nurturing the *Catholic Graduate Expectations* within our students.

Tu parles! and *On parle!* were piloted against a comparable resource by a team of teachers during the 2015-2016 school year. The pilot team included teachers with various levels of experience, representing every geographic area serviced by our Board. *Tu parles!* and *On parle!* emerged as top contenders for future purchase.

The pilot teachers expressed that the *Tu parles!* student text reflects the common interests and realistic experiences of today's students through its themes, stories and situations. This realism is key to developing action-oriented, relevant tasks that promote the authentic use of language and *spontaneous oral interaction* – a pillar of both the revised curriculum document and of the *Common European Framework of Reference*, a reference tool for second-language proficiency which has been embraced by the Ministry as “a valuable asset for informing instruction and assessment practices in FSL education,” (*A Framework for FSL in Ontario Schools*, p. 4). Another important feature of *Tu parles!* is the flexible teaching pathway: students and teachers can choose 4 out of 6 modules (ensuring that all curriculum expectations are addressed) depending on student interest and needs. Responsive pedagogy and differentiation are further reflected in embedded opportunities for enrichment and in multiple assessment options.

Quality assessment practices are supported by a variety of rubrics, checklists and exit cards, as well as several opportunities for self-assessment. As students track their progress and plan for next steps, their ownership for their learning and their metacognitive skills develop, with teacher guidance.

Another advantage noted by teachers was the interactive aspect of the program which would serve to increase student engagement – a major focus of both the Board Improvement Plan and the FSL Plan. The

video and audio features support the new Listening strand of the revised document and expose students to the authentic use of language in context. Finally, the resources focus on celebrating cultural diversity in order to address the intercultural expectations in the revised document, and to allow for every learner to see themselves reflected in the material. This particular aspect of the resource supports teachers in their goal of promoting French Literacy and bilingualism that will in turn promote a respect for all languages and cultures.

On parle – the resource developed to support the Applied-level course FSF 1P – is adapted from *Tu parles!* but geared to support Applied-level learners. Each unit has been re-worked into two modules, with a structured, predictable flow of activities and additional models. Reading selections have been shortened and tasks include more supportive models (such as graphic organizers) to allow for a more gradual release of responsibility. Interestingly, many of the characters, contexts and the storyline are aligned with those in *Tu parles!* so that teachers can adapt programming to respond to the needs of all learners.

REMARKS:

The teacher and student resources are flexible since they come in print and digital formats. Each school would receive a “digital bundle” which includes the Teacher digital licence and a Student digital licence. The Teacher digital licence includes the Teacher Guide, all audio and video files; reproducible, modifiable activities (graphic organizers, templates, etc); the student book in digital form, and the Assessment package. This would be a “school licence” that would include all the FSL teachers on staff and is flexible from one year to the next. Each teacher can then assign an unlimited number of student codes so that students can also access the student text, activities, audio and video files digitally. These digital licences are valid for 5 years. Naturally, students would also have access to print material at school, in order to support differentiated learning.

A blend of print and digital material aims to support 21st century learners who have varying degrees of access to and comfort with technology. This solution allows teachers and students the opportunity to grow alongside technology as they gain more access and confidence. The company representative has assured that RK publishing will support the HCDSB Curriculum Consultant and teachers to implement this resource in every Secondary school. Finally, the company representative has assured that RK Publishing will support the HCDSB consultant and teachers in implementing these resources in every Secondary school.

EXPENDITURE SUMMARY:

Product Description	ISBN	Qty	Unit Price	Line Subtotal	Total
Teacher digital license		9	\$500/School	\$4,500.00	\$9,000.00
• <i>Tu parles!</i>					
• <i>On parle</i>		9	\$500/School	\$4,500.00	
Student digital license		9	\$1100/School	\$9,900.00	\$19,800.00
• <i>Tu parles!</i>					
• <i>On parle</i>		9	\$1100/School	\$9,900.00	
Student print text		480	\$52.20	\$25,056.00	\$25,056.00
• <i>Tu parles!</i>					
• <i>On parle</i>		270	\$52.20	\$14,094.00	\$14,094.00
PRODUCT TOTAL					\$67,950.00

CONCLUSION:

A recommendation from the Selection Committee to purchase *Tu parles!* to support FSF 1D and *On parle* to support FSF 1P courses will be presented at the June 7, 2016 Board Meeting.

REPORT PREPARED BY: A. M. TOLTL
CURRICULUM CONSULTANT

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

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

APPROVED SCHOOL EDUCATIONAL TRIPS

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

Dated: Tuesday, May 17, 2016

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Secondary						
Assumption CSS, Burlington	11-12	6-12	University of Toronto, Scarborough, ON	Students will participate in the School Reach Provincial Championships – a trivia based game. Student participation promotes Catholic values and Catholic Graduate Expectations that build developmental assets. Students are able to hone their skills of quick recall and academic proficiency, as well as show other schools through their interactions, that their Catholic education also teaches respect for self, others and thankfulness for the gifts given by God. Students will attend Mass at St. Joseph Parish, Scarborough on Saturday, May 14, 2016 at 5:00 pm	Saturday, May 14 – Sunday, May 15, 2016 (may extend to Monday, May 16, 2016 if the team qualifies for the finals)	\$150 - \$230
Holy Trinity & Corpus Christi CSS,	9-12	45	New York, NY USA	The purpose of this trip is to provide the visual arts, drama and business students the opportunity to enhance classroom learning through visits to world-class galleries, Broadway theatrical productions, the Financial Capital of the world and the United Nations facility. These activities will serve as valuable Specialist High Skills Major (Business Administration) program reach-ahead opportunities allowing exploration of student's specialized interests and career aspirations. Staff and Students will celebrate Mass on Saturday November 19 th at St. Patrick's Cathedral.	Wednesday November 16, 2016- Sunday, November 20, 2016	\$869.00

INFORMATION - OUTCOME MONITORING REPORT

ITEM 10.3

MENTAL HEALTH AND ADDICTION STRATEGY

PURPOSE:

This report is intended to provide Trustees with an overview of the Halton Catholic District School Board's approach to supporting student mental health through the Mental Health and Addiction Strategy. This background information supports the Outcome Monitoring Report provided with this Board Report focused on HCDSB's approach to supporting student mental health and promoting wellbeing. Outcome Monitoring Reports are provided to trustees at regular intervals as part of the Halton Catholic District School Board's role in overseeing schools and system operations.

BACKGROUND INFORMATION:

The development and implementation of the Board's Mental Health and Addiction Strategy is mandated by the Ministry of Education and School Mental Health Assist to address student mental health and addiction. In August 2013, the Halton Catholic District School Board received funding to hire our Mental Health Leader, whose role it is to develop and implement the Board's Mental Health and Addiction Strategy.

The Mental Health and Addiction Strategy has been developed with guidance from the provincial school Mental Health Assist initiative, in collaboration with our Research Department and with the support and direction of Senior Administration, school staff, the community, students and parents.

A Board Scan and a Resource Mapping of our system was conducted to identify areas of concern with regard to student mental health. The initial Board Scan was completed at the senior level (Trustees, Supervisory Officers, Principals and Vice Principals). The Resource Mapping was completed by front line staff.

In addition staff and students complete the *Tell Them for Me* (TTFM) student survey. TTFM is an online school evaluation system, developed at the University of New Brunswick. Its surveys are comprised of research-based school survey measures that were carefully designed and tested, often using a series of questions per measure. Responses to the measures are then provided online through a number of dynamic reporting tools, giving members reliable and valid data in a timely manner on factors known to affect student outcomes.

Topics covered by the TTFM student survey measures include bullying, social, institutional and intellectual engagement, risky behaviour, physical activity, emotional health, academic outcomes, school context, quality instruction, family context, demographic factors, and many more. TTFM is completely anonymous and helps our Board to identify and ensure the inclusivity of minority or 'at-risk' groups. Exploring TTFM data allows the Board to target our interventions and celebrations where most appropriate, giving all students the best chance of a healthier, happier and more positive outcome.

In Fall 2015, School Mental Health Assist conducted a follow up to the Board Scan which was completed in 2014. In 2014-2015, our Board also participated in a national study on the *Roots of Empathy* Programs.

Our Board has established a Mental Health Leadership Team with representation from our community partners, parents, teachers and students along with our Superintendent of Special Education, Chief of Social Work Services, Chief of Psychological Services and our Mental Health Leader.

REMARKS:

HCDSB believes that mental health includes education, prevention and intervention and aims to reduce stigma through our collaboration with our stakeholders, students, staff, parents and community partners. We recognize the importance of shared responsibility and have adopted the philosophy of 'TALK, LEARN, SUPPORT' as a means of confirming this vision. TALK, LEARN, SUPPORT is intended to concisely communicate the three pillars of our mental health strategy throughout the system and community. Senior Administration has developed clear, focused and consistent language to be used when talking about our vision for addressing student mental health. This has been accomplished through in-service to staff, parents, students and the community.

Moving forward, in Fall of 2016, our Board will conduct another survey to acquire feedback on the value of our evidence-based programs with a view to future planning.

CONCLUSION:

The Board's Student Mental Health and Addictions strategy informs our approach to support for student mental health in HCSDB and is reflected in more detail in the Outcome Monitoring Report. The Mental Health Leader in collaboration with the Research Department will continue review and evaluate existing evidenced based programs to ensure that the identified needs of our students are being met, while considering and evaluating potential programs which would be suitable to meet our student needs. We will continue to survey our students, parents, staff and community to ensure that we are making gains in improving our **students'** mental health.

REPORT PREPARED BY: B. BROWNE
SUPERINTENDENT, SPECIAL EDUCATION SERVICE

P. WEBBER-CALLAGHAN
MENTAL HEALTH LEADER

C. REMPEL
RESEARCH OFFICER

REPORT SUBMITTED BY: B. BROWNE
SUPERINTENDENT, SPECIAL EDUCATION SERVICES

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

outcome *monitoring*

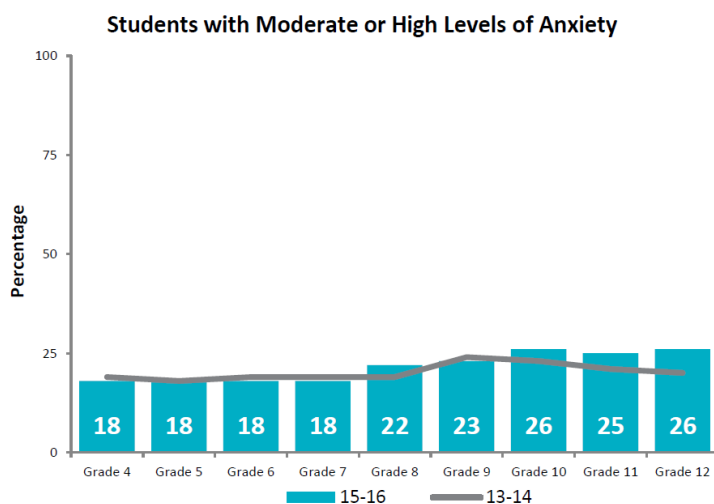
SUPPORTING MENTAL HEALTH AND WELL-BEING | MAY 17, 2016

Desired Outcome: *Students are supported by a comprehensive mental health strategy*

The Board Improvement Plan for Student Achievement (BIPSA) identifies a priority of “developing and communicating a comprehensive student mental health strategy; support initiatives that build awareness, understanding and capacity for timely support, intervention and referral.”

Mental Health is defined by the World Health Organization as “a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity.” (WHO, 2010). *Social/Emotional well-being* refers to the way a person thinks and feels about themselves and others. It includes being able to adapt and deal with daily challenges while leading a fulfilling life (Denham et al, 2009; Humphrey et al, 2010).

Indicator—Students with Moderate to High Levels of Anxiety

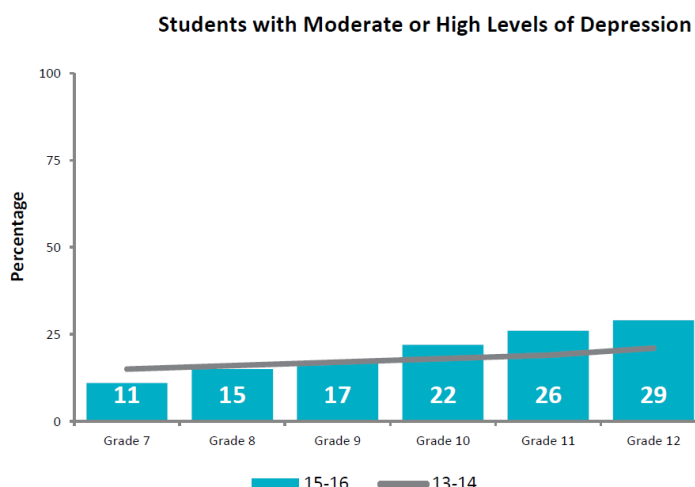


This indicator from the Tell Them From Me (TTFM) student survey measures students who are experiencing **moderate to high levels of anxiety**. Students reporting anxiety have intense feelings of fear or worry about particular events or social situations.

- 18 percent of HCDSB students in Grade 4 through 6 reported moderate to high levels of anxiety (Canadian norm: 16%)
- 24 percent of HCDSB students in Grade 7 through 12 reported moderate to high levels of anxiety (Canadian norm: 18%)
- Female students reported higher levels of anxiety than male students in this reporting period (21% of girls Grade 4-6; and 32% of girls Grade 7-12)

Looks Like: frequent nervousness or worry; difficulty coping with a new situation or challenge; physical symptoms (restlessness, sweating, blushing, tense muscles, upset stomach; sleeplessness, etc.).

Indicator—Students with Moderate to High Levels of Depression

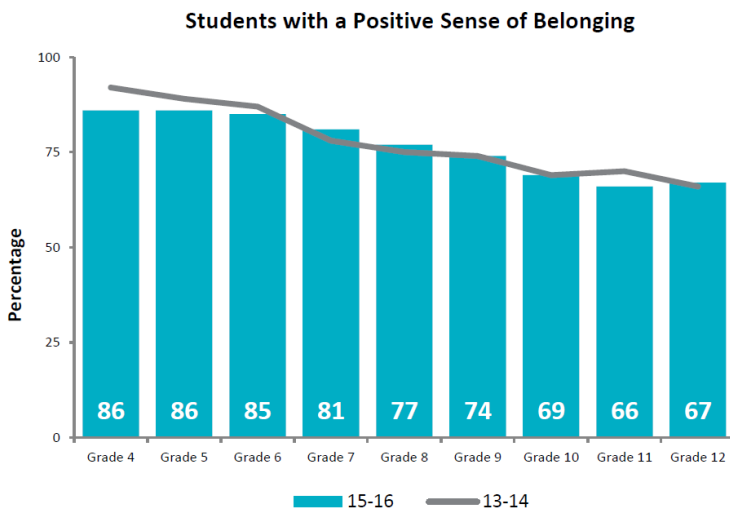


Students with **moderate to high levels of depression** is an indicator of the TTFM student survey which measures students who experience prolonged periods when they feel sad, discouraged, and inadequate.

- 20 percent of HCDSB students in Grade 7 through 12 reported moderate to high levels of depression (Canadian norm: 18%).
- 26 percent of girls and 14 percent of boys reported moderate to high levels of depression.
- The percentage of students reporting depression increases as students progress through school, peaking in Grade 12.

Looks Like: sadness interfering with everyday life; feeling hopeless, worried, irritable or angry; issues with sleep, energy, appetite or concentration; trouble coping at school.

Indicator—Students' Social Relationships



Students' **Social Relationships** can be measured through their *positive sense of belonging* at school. This indicator from the TTFM student survey measures whether students feel accepted and valued by their peers and others at their school.

- 86 percent of HCDSB students in Grade 4 through 6 reported a positive sense of belonging (Canadian norm: 86%).
- 72 percent of HCDSB students in Grade 7 through 12 reported a positive sense of belonging (Canadian norm: 71%).
- The overall trend for positive sense of belonging decreases as students progress through school to Grade 12.

Looks Like: social inclusion; positive, lasting and significant interpersonal relationships; being accepted, valued, included, and encouraged by others.

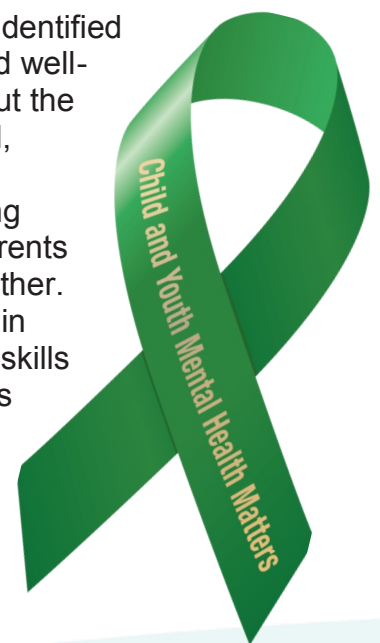
The Story Behind the Baseline:

HCDSB believes that mental health includes education, prevention and intervention and aims to reduce stigma through our collaboration with our stakeholders, students, staff, parents and community partners. We recognize the importance of shared responsibility and have adopted the philosophy of "TALK, LEARN, SUPPORT" as a means of confirming this vision. We **TALK** to each other to break down the barriers and stigma associated with mental health; we **LEARN** about mental health through professional development, through dialogue with parents and community and we **SUPPORT** our students who have mental health concerns by providing them assistance in a timely fashion, utilizing our Tiered Model of Intervention.

In 2014, we completed our Board Scan and Resource Mapping. The results of these scans confirmed the priority areas for our Board in the coming years: anxiety, social emotional learning and stress management as it relates to our students. In addition, we learned that our staff needed professional development in order to address these needs.

Our Mental Health Strategy was therefore developed to begin to address these identified needs. Numerous programs and initiatives focused on student mental health and well-being have been intentionally selected and implemented in all schools throughout the Board. These well-designed programs include: involvement of the whole school, changes to the school psychosocial environment, personal skill development, involvement of parents and the wider community, and implementation over a long period of time (Steward-Brown, 2011). As a result, students, school staff and parents are talking to one another, learning about mental health and supporting one another. Consequently, successful schools are expected to face an "implementation dip" in performance and confidence as they encounter an innovation that requires new skills and understandings, according to Dr. Michael Fullan. The danger in this stage is ensuring understanding that this is an anticipated part of the change process, rather than abandoning the strategy out of a belief that it does not work.

Moving forward, in Fall of 2016, our Board will conduct another survey to determine the progress of the work which we have been doing. We will survey our staff, students and administrators to get their feedback on the value of our evidence-based programs with a view to planning for the coming year.



Mental Health Strategy, Year II—Progress at a Glance

HCDSB has made a strategic and intentional decision to address staff Mental Health Literacy through Professional Development and has provided evidenced-based programming for our students focused on reducing anxiety. All of our programming for our students was vetted through use of School Mental Health Assist's "Decision Making Tool".

In Fall 2015, School Mental Health Assist conducted a follow up to the Board Scan which was completed in 2014. In 2014, HCDSB staff reported that they were "a little" equipped to support student mental health and well-being. In Fall of 2015, staff reported that they were "somewhat confident" in supporting students with mental health problems. This shows progress and indicates that the intentional plan to target mental health literacy with our staff is beginning to show results. Additionally, in the 2015 Scan our staff reported 100% that our Board has systematically targeted families/parents, and students in mental health awareness learning through classroom presentations and programs such as Friends for Life, Girls and Boys Night In, and PALS.

In 2014-2015, our Board participated in a national study on the Roots of Empathy Programs which was aimed at "exploring potential differences between students participating in the Roots of Empathy Program. The results revealed 'that there was a significant change with respect to scores from teacher evaluations of students, with scores increasing from pretest to post test.' Teachers overall reported an increase in student empathy levels across the academic year and there was a decrease in empathy levels of students in the comparison group, strengthening the effectiveness of the Roots of Empathy program." Findings from the *Strengths and Difficulties Questionnaire* (SDQ: Goodman, 1997) indicate an "increase in student well-being. Students demonstrated significant emotional and behavioural improvements... [F]indings...indicate a positive progression towards developing emotional literacy, empathy and pro-social behaviours" (Roots of Empathy, 2015).

Additionally, Senior Administration has supported our plan with a strong commitment to addressing the needs of our students through the leadership of our Superintendent of Special Education. Our Mental Health Leader and all levels of staff ensure that our message of TALK, LEARN, SUPPORT is understood and supported.

Senior Administration has developed clear, focused and consistent language to be used when talking about our vision for addressing student mental health. This has been accomplished through in-service to staff, parents, students and the community.

Our Board has established a Mental Health Leadership Team with representation from our community partners, parents, teachers and students along with our Superintendent of Special Education, Chief of Social Work Services, Chief of Psychological Services, and our Mental Health Leader. The team meets regularly and guides the development and implementation of our Mental Health Strategy.



HCDSB Unbreakable
Run for Youth Mental Illness
May 7, 2016



At HCDSB we
believe that positive
mental health and
well-being are a
collective
responsibility shared
by all stakeholders

Programs and Initiatives

Program or Initiative	Status	Assigned to	Due Date
Roots of Empathy Evidence-based classroom program that has shown a significant effect in reducing levels of aggression among school children while raising social/emotional competence and increasing empathy.	Full Implementation (30/35 CYCs trained; 33 programs running in 2015-16)	CYC Staff; Mental Health Leader	Ongoing
Positive Asset Building A framework which identifies a set of skills, experiences, relationships and behaviours that enable young people to better their chances of succeeding in school and becoming happy, healthy and contributing members of their community.	Building Capacity (in all schools with various levels of implementation)	Positive Asset Building Strategy Table; Chief Officer, Research & Development Services	Ongoing
Mindfulness Program Program addresses self-regulation and anxiety. Mindfulness Based Stress Reduction classes bring together meditation and yoga during school day classes.	Early Implementation (20 schools have participated)	School-based Staff	Ongoing
Cameron Helps Evidence-based running program aimed at prevention of teen suicide through building awareness, reducing stigma, and promoting physical and mental health	Full Implementation (13 school teams totaling over 350 students participated in the 2016 run)	Child and Youth Counsellors, Social Workers and School staff	Ongoing
Christian Meditation A form of prayer which helps children to slow down, live in the present, and reach God. This form of relaxation helps them to be in the presence of God.	Building Capacity (Elementary) Early Implementation (Secondary)	School-based Staff; Chaplaincy Leaders; Superintendent School Services	Ongoing
Safe Talk and Applied Suicide Intervention Training Programs aimed at teaching staff suicide first aid.	Full Implementation (all Social Workers, CYCs, and 60 other staff have been trained)	Mental Health Leader; Supervisor of EAs	Ongoing
Friends for Life Evidence-based program aimed at addressing anxiety in children. Research has shown that this Tier 1 program has helped to significantly reduce anxiety in children.	Full Implementation (95% of CYCs trained)	Teaching staff, Child and Youth Counsellors	Ongoing
Playground Activity Leaders in Schools Program aimed at teaching students pro-social skills. Students in grade 6 are trained as leaders in playground activities.	Building Capacity	Child and Youth Counsellors	Ongoing
Supporting Minds Anxiety Module This module was developed by the Ministry of Education, School Mental health Assist to educate staff in the subject of anxiety.	Building Capacity (25 school teams, Itinerant staff and Curriculum staff have participated)	Mental Health Leader; Social Workers; Child and Youth Counsellors; and Psychology Staff	Ongoing

INFORMATION REPORT

ITEM 10.4

2016-17 BUDGET ESTIMATES UPDATE

PURPOSE:

To provide the Board with information on the 2016-17 Budget Estimates process.

BACKGROUND:

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

1. Information Report 10.6 – May 3, 2016 Regular Board Meeting – 2016-17 Budget Estimates Update.
2. Information Report 10.6 – April 5, 2016 Regular Board Meeting – 2016-17 Budget Estimates Update.
3. Information Report 10.5 – April 5, 2016 Regular Board Meeting – Release of 2016-17 Grant for Student Needs.
4. Information Report 10.3 – March 10, 2016 Special Board Meeting – 2016-17 Budget Strategy Presentation.
5. Staff Report 9.2 – February 2, 2016 Regular Board Meeting – 2016-17 Budget Estimates Schedule, Objectives and Updates.
6. 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, currently reviewing all revenue and expenditure accounts for completeness and accuracy. Since the last Board report, staff completed the benefits budget, capital expenditures budget, school budgets and the transportation budget. Staff will continue to complete the Education Finance Insurance System (EFIS) forms, in order to determine the estimated financial position of the board for 2016-17.

With 2016-17 year being a transition year into the Provincial Employee Life and Health Trusts (ELHTs), the benefits budget was required to be calculated in two different ways, and the Ministry advised boards to be conservative and input the higher of the two calculations. One calculation required school boards to use current premiums and any expected increases, while the other calculation required school boards to use the Ministry calculated amount per staff full-time equivalent, with different premiums depending on the union group. A preliminary report as of February 29, 2016 from the Board's benefit consultant, Mosey and Mosey, estimated next year premiums to increase by approximately 13.5%.

Total benefit costs are estimated to be \$43.4 million, up \$2.5 million, or 6.1% from 2015-16 Revised Estimates amount. Most of the increase is due to the insured benefits, which amount to \$21.6 million, as opposed to \$19.9 million for the past 12 months.

Capital projects were confirmed with Facilities Management Services, and the amortization expense was calculated. Total capital costs are estimated to be \$12.2 million, and relate mainly to the construction of the new St. Gregory the Great Catholic Elementary School (CES), the Holy Rosary (Milton) CES addition and various renewal and school condition improvement projects. All capital expenses have a corresponding revenue amount, however the amortization expense is partially underfunded. The amortization expense is \$16.4 million, while the deferred capital contribution that offset this expense is only \$14.8 million. The \$1.6 million difference is due to prior years' unsupported capital spending, which is being amortized from school renewal over the next 24 years.

School budgets are calculated based on the forecasted enrolment, with contingencies built in to adjust the budgets when actual enrolment is available. The elementary school budget is \$1.9 million, up \$100k from 2015-16 Revised Estimates, and secondary school budget is \$1.7 million, up from \$1.4 million in 2015-16 Revised Estimates, reflecting the increase in enrolment projections. In addition, there is a central contingency budget of \$240K to be allocated based on needs. A carry over of approximately \$800k is also added to the school budget, as schools are allowed to carry over their remaining budgets at the end of the year, to facilitate summer purchases which may not be delivered until September, and thus recorded in the following year. Thus, in total the school budget amounts to \$4.6 million.

The transportation budget was approved at the April 27, 2016 Board of Directors Meeting of Halton Student Transportation Services. The total transportation expense is \$7.3 million, up \$300k from 2015-16 Revised Estimates. The increase reflects the projected increase in enrolment, the additional early French Immersion grade at each location, and a fuel escalation charge. The transportation allocation is calculated at \$6.9 million, thus a deficit of \$400k is expected in this area.

ADDITIONAL FOLLOW-UP ON THE TRUSTEE BUDGET STRATEGY SESSION:

A Trustee Budget Strategy Session was held following the March 10, 2016 Regular Board Meeting. During the session, Trustees asked how many school boards had operating or capital reserves. Staff conducted an analysis of all 72 school boards for the 2015-16 Budget Estimates reporting cycle (which is the most current we have on file), and concluded that 22 school boards have an operating surplus (unappropriated) and/or operating reserves of \$10.0 million or over and 12 school boards have a capital reserve of over \$5.0 million (with 30 school boards having a capital reserve over \$1.0 million). Appendix A includes the top ten (10) school boards with the highest operating and capital reserves respectively, and four (4) similar size boards, with Halton Catholic District School Board as comparison.

Trustees also asked for details on the sick leave and benefit funding. While staff are still waiting on more clarification from the Ministry, the technical paper on education funding only makes specific mention of supply cost funding for teachers. It is assumed that various staffing formulas for teaching staff, educational assistants, early childhood educators and custodians, all have built in replacement cost (meant to cover all leaves of absence, not only sick leave). Precisely how much is not clear.

There is also no specific benchmark for replacement of secretarial staff, school administrators or other non-union positions (such as for example, replacing a maternity leave or a longer term absence). It is assumed the salary and benefits benchmark allows for these additional costs. On average however, the salary and benefits benchmarks for these employee groups are below actual salary and benefit costs.

Specific benefit funding is identified as a percentage of salaries for teaching staff, early childhood educators, educational assistants, paraprofessionals (APSSP group), principals and vice principals and school support staff. The table below estimates the 2016-17 benefit funding and expenditures for these employee groups. For all other employee groups, the technical paper only provides one benchmark for the salary and benefits lumped together.

Employee Group		% Benefits Of Salary Benchmark	Total Benefit Funding	Total Benefit Costs	Funding Gap
APSSP (Spec Ed Grant)	Note 1	21.36%	\$ 2,139,924	\$ 1,378,046	761,878
Educational Assistants (Spec Ed Grant)	Note 1	26.37%	\$ 5,488,895	\$ 5,125,214	363,681
Elementary Principals		10.54%	\$ 549,915	\$ 680,403	(130,488)
Elementary Vice Principals		10.54%	\$ 260,437	\$ 338,638	(78,201)
ECE		26.37%	\$ 1,822,131	\$ 1,930,515	(108,384)
Secretarial staff	Note 2	26.27%	\$ 2,422,142	\$ 2,844,993	(422,851)
Secondary Principals		10.54%	\$ 130,376	\$ 151,264	(20,888)
Secondary Vice Principals		10.54%	\$ 221,000	\$ 272,378	(51,378)
Total Elementary Teachers	Note 3	10.78%	\$ 13,480,845	\$ 16,158,363	(2,677,518)
Total Secondary Teachers	Note 3	10.78%	\$ 7,356,888	\$ 9,218,910	(1,862,022)
TOTAL			\$ 33,872,554	\$ 38,098,724	(4,226,170)

Note 1. Both APSSP and Educational Assistant employee groups benefit funding is estimated based on the Ministry allocation of salary and benefits funding in the EFIS Data form D – Variance Report – Allocation of Net Expenses, using the percentage of benefits identified in the pupil foundation grant. It is however not clear if the Special Education grant allocates benefits based on the same percentage of salaries.

Note 2. Only school support secretarial staff have a specific benefits benchmark identified in the School Foundation allocation. The calculation above assumes the same benefit percentage of salary to be effective for all secretarial staff within the Board, given they are within the same union, and have the same cost structure.

Note 3. The benefits funding for both elementary and secondary teachers, teaching consultants and itinerants, including special education teachers and consultants, are based on percentage of salary benchmark funding for benefits identified in the pupil foundation grant tables, and applied to the salary and benefits funding allocated in the EFIS Data form D – Variance Report – Allocation of Net Expenses. It is unclear if the table amounts in the Qualification and Experience grant and in the Special Education allocation contain the same benefit percentages as listed in the pupil foundation grant.

Overall, based on the estimated calculation above, the benefit funding shortfall for 2016-17, for the identified employee groups is projected to be \$4.2 million. The calculation above does not include an additional \$5.3 million benefit costs for non-union staff, senior administration, custodial staff, supply staff, chaplains and other seconded and recoverable staff.

CONCLUSION:

Staff will provide a draft budget report at the June 7, 2016 Regular Board Meeting, which will compare estimated revenues to expenditures, based on forecasted enrolment levels. An updated budget schedule has been included in Appendix B.

REPORT PREPARED BY:

R. NEGOT
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

Analysis of School Boards' Operating and Capital Reserves

<u>Based on 2015-16 Budget Estimates</u>		Operating Surplus (Unappropriated) Plus All Operating Reserves	Provincial Allocation	As a Percentage of the Provincial Allocation
Top 10 School Boards with Highest Unappropriated Operating Surplus and Operating Reserves				
1	Toronto DSB	118,721,542	2,717,515,539	4.37%
2	York Region DSB	113,606,343	1,223,980,153	9.28%
3	Peel DSB	39,105,040	1,564,453,383	2.50%
4	Dufferin-Peel Catholic DSB	36,976,700	841,368,442	4.39%
5	Halton DSB	32,385,904	606,062,050	5.34%
6	Thames Valley DSB	27,951,492	770,458,074	3.63%
7	Simcoe County DSB	26,306,708	527,309,036	4.99%
8	Waterloo Region DSB	21,492,772	621,493,285	3.46%
9	Upper Grand DSB	19,890,480	340,493,105	5.84%
10	Thunder Bay Catholic DSB	19,191,808	91,267,957	21.03%
Unappropriated Operating Surplus and Operating Reserves for Comparable Size Boards				
1	Upper Grand DSB	19,890,480	340,493,105	5.84%
2	Greater Essex County DSB	14,187,785	371,928,138	3.81%
3	Ottawa Catholic DSB	9,175,638	433,743,956	2.12%
4	Hamilton-Wentworth Cath DSB	7,621,134	299,401,688	2.55%
5	Halton Catholic DSB	2,847,356	319,465,838	0.89%

<u>Based on 2015-16 Budget Estimates</u>		Total Capital Reserves	Provincial Allocation	As a Percentage of the Provincial Allocation
Top 10 School Boards with Highest Capital Reserves				
1	Durham DSB	32,688,627	693,059,457	4.72%
2	York Region DSB	22,234,329	1,223,980,153	1.82%
3	Peel DSB	11,366,845	1,564,453,383	0.73%
4	Upper Grand DSB	9,953,881	340,493,105	2.92%
5	CSD cath. Centre-Est de l'Ont.	7,921,331	278,642,214	2.84%
6	Conseil scolaire Viamonde	7,547,575	160,453,954	4.70%
7	Keewatin-Patricia DSB	7,540,584	69,536,509	10.84%
8	Ottawa Catholic DSB	6,936,558	433,743,956	1.60%
9	Kawartha Pine Ridge DSB	6,280,237	342,325,521	1.83%
10	CSC Providence	5,483,297	123,883,138	4.43%
Total Capital Reserves for Comparable Size Boards				
1	Upper Grand DSB	9,953,881	340,493,105	2.92%
2	Ottawa Catholic DSB	6,936,558	433,743,956	1.60%
3	Halton Catholic DSB	4,550,603	319,465,838	1.42%
4	Hamilton-Wentworth Cath DSB	1,875,288	299,401,688	0.63%
5	Greater Essex County DSB	420,869	371,928,138	0.11%

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 Update	Budget Estimates Update (Administrative Council)
May 17th		Budget Update	Present the Board of Trustees with a Budget Update
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 (Draft #1)
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 10.5

**HALTON STUDENT TRANSPORTATION SERVICES (HSTS)
ANNUAL HOME TO SCHOOL TRANSPORTATION REVIEW**

PURPOSE:

To provide the Halton Student Transportation Services (HSTS) Annual Home to School Transportation Review, indicating transportation service changes for the 2016-2017 school year.

BACKGROUND:

1. Information Report 10.5, "Halton Student Transportation Services (HSTS) Annual Home to School Transportation Review, from the May 19, 2015 Regular Board Meeting.

COMMENTS:

Attached is the HSTS Annual Home to School Transportation Review report for the 2015-2016 school year (HSTS Report # 2016-01 – attached as Appendix A).

Section 2 'Halton Catholic District School Board' (HCDSB) of the HSTS report indicates the removal of transportation services by municipality. At the present time, there are no recommendations for transportation removal in Burlington, Oakville or Halton Hills.

With respect to Milton, throughout the 2015-2016 school year, HSTS staff have continued to monitor the progress of construction and pedestrian facility improvements that would remove the transportation eligibility for some of the students that attend St. Anthony of Padua Catholic Elementary School and Jean Vanier Catholic Secondary School. In May 2015, HSTS staff sent letters to the parents/guardians of the affected students, informing them of a possible change to student transportation eligibility for the 2015-2016 school year.

From the HSTS Report #2015-05 presented as part of the Information Report 10.5 from the May 19, 2016, Regular Board Meeting, two (2) items were discussed.

1. Jean Vanier Catholic Secondary School (removed September 2015):

The following is an excerpt from the HSTS 2015 Annual Home to School Transportation Review:

Some students attending Jean Vanier CSS who reside in the area located west of the railroad tracks, north of Louis St. Laurent Avenue, south of Main Street West and east to Tremaine Road are being provided transportation due to a policy exemption. The policy exemption is due to the ongoing construction of a 4 lane underpass at the railroad tracks on Derry Road, west of Bronte Street.

Once the underpass and pedestrian facilities are complete, HSTS staff will reassess the area and a recommendation on the continuance or removal of this transportation exemption will be provided. It is recommended that HSTS send a letter to parents/guardians informing them of the possible change to student transportation eligibility in this area.

At the time that the May 19, 2015 report was presented to the Board of Trustees, the construction of the grade separation was nearing completion near the end of the 2014-15 school year.

It was later confirmed near the end of June by the Town of Milton that the project would in fact be completed in time for September 2015. As a result, HSTS sent follow up letters home to the parents/guardians of the students affected by the elimination of the policy exemption informing them that effective September 2015 their child(ren) will no longer qualify for board provided transportation services.

This was fully implemented in September 2015, and the exemption area has since been removed.

2. *St. Anthony of Padua Catholic Elementary School:*

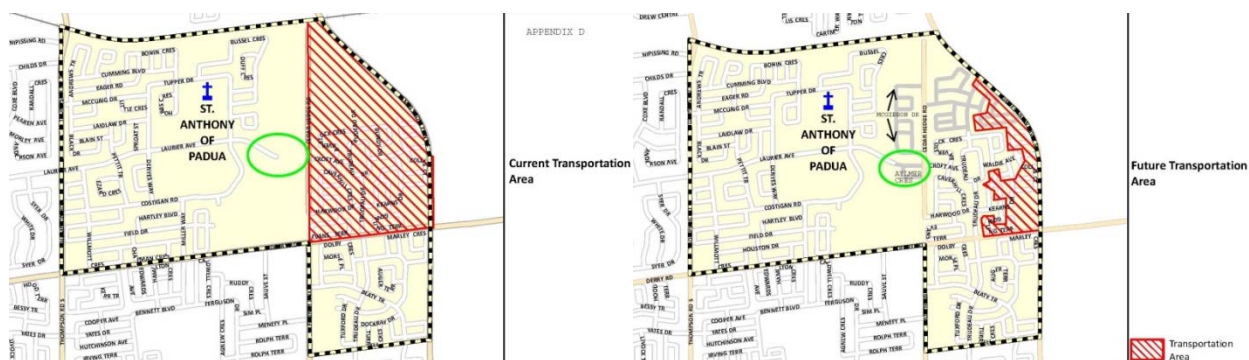
The following is an excerpt from the HSTS 2015 Annual Home to School Transportation Review:

Transportation has been provided to students attending St. Anthony of Padua C.E.S. who reside east from McGibbon Drive and Aylmer Crescent over to James Snow Parkway, north of Derry Road, based on the Board's transportation distance policy. Distance measurements to determine transportation eligibility from this area were performed when the school was first constructed.

The updated GIS map for this area indicates that Laurier Avenue has been extended east to Croft Avenue and connects to Tupper Drive which is the street that St. Anthony C.E.S. is located on (Appendix D). Laurier Avenue will provide an additional route into the subdivision to/from the school which can be used for measurement purposes to determine student transportation eligibility.

While the street network (Laurier Avenue) is complete, pedestrian facility improvements and construction along Laurier Avenue and Costigan Road is ongoing. HSTS staff will continue to monitor the progress of the construction and the area will be reassessed on or before June 15th, 2014 and a recommendation on the continuance or removal of the transportation exemption will be provided at that time.

As the construction was not completed prior to September 2015, transportation was provided for the 2015-16 school year. The affected area of St. Anthony CES area is currently being reassessed with the Town of Milton and a recommendation on the continuance or removal of the transportation exemption will be provided at that time (see below diagram for the anticipated changes). HSTS anticipates that construction of sidewalks and other works will be completed for the commencement of the 2016-17 school year.



Accordingly, HSTS will send another letter reminding parents/guardians of the students affected by the elimination of the policy exemption of the possible change to student transportation eligibility in this area.

If confirmation is received that the construction will be complete before September 1, 2016, HSTS will send a follow up letter home to the parents/guardians of the students affected by the elimination of the policy exemption informing them that effective September 2016 their child(ren) will no longer qualify for board provided transportation services.

3. Christ the King Catholic Secondary School:

The following is an excerpt from the HSTS 2015 Annual Home to School Transportation Review:

Transportation has been provided to Christ the King CSS students whose homes are within 3.2 kms of the school due to incomplete infrastructure. The Town of Halton Hills has constructed sidewalks in Glen Williams along Wildwood Road from Oakridge Drive to Ontario Street, therefore, the criteria for the exemption no longer exists (Appendix C). In order to ensure fair and equitable transportation service is provided to all students, it is recommended that the exemption be removed and the policy applied commencing September 2017. As the families of the affected students have not previously been informed that they were under a transportation policy exemption it is recommended that a letter be sent in April notifying them that transportation will be eliminated in September 2017.

As described in the statement above from HSTS, as parents were not notified of the transportation exemption that they fell under, the removal of the exemption will be delayed by a year and will take effect for September 2017. A notification letter will be circulated to families in April 2017 of the anticipated change.

Other Exemptions:

Sections 3.1, 3.2, 3.3 and 3.4 address transportation policy exemptions by municipality, which will remain in place for the 2015-2016 school year.

CONCLUSION:

Based on the HCDSB Transportation Policy II-24 and the implementation of the HSTS proposed transportation service changes, at this time it not anticipated that there will be HCDSB policy exceptions for the 2016-2017 school year.

However policy exemptions, as defined in the report, remain in place for the upcoming school year.

All new residential developments will continue to be reviewed by HSTS staff and any transportation issues will be addressed accordingly. Traffic and safety hazards in established areas will continue to be monitored by HSTS staff and reviewed with the municipalities. Recommendations will be based on improvements to walking routes and accessibility for pedestrian traffic to meet policy requirements. Where such improvements occur during the school year, changes in the provision of transportation services are not made until the beginning of following school year.

REPORT PREPARED BY: F. THIBEAULT
ADMINISTRATOR, PLANNING SERVICES

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

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



Halton Student Transportation Services

Report # 2016-01
Information Report
Second Revision

TO: HSTS Board of Directors

FROM: Karen Lacroix, General Manager

DATE: April 27, 2016

RE: Annual Home to School Transportation Review

PURPOSE:

In accordance with provisions of Halton District School Board's Transportation Policy and Halton Catholic District School Board Policy II-24 – Student Transportation, this report presents the Annual Home to School Transportation Review for the 2016-2017 school year. As outlined in HSTS Operating Procedure HS-1-008, Transportation Eligibility Reassessment, HSTS shall provide an annual overview of the existing policy exemptions and make recommendations for their removal or continuance. Included in this report for information purposes only, is the list of schools provided transportation based on the criteria outlined in HSTS Operating Procedure HS-1-003, Eligibility Factors.

BACKGROUND:

Each respective School Board's Home to School Student Transportation states that transportation services may be provided for registered pupils residing within the Region of Halton based on the following criteria:

- distance from home to designated school;
- traffic or safety hazards (Transportation Eligibility Factors);
- for validated physical, emotional, and/or developmental reasons require transportation.

In order to provide a consistent level of service throughout the Region of Halton, every effort is made to apply the Board's transportation policy fairly and equitably. Providing transportation services to students that do not meet the distance criteria but for which the remaining two criteria as listed above are taken into consideration is defined as a **policy exemption**. These exemptions are reviewed on an annual basis and HSTS staff provide recommendations on the continuance or removal of these exemptions.

When transportation services are provided based on the criteria outlined in Operating Procedure HS-1-003 – Eligibility Factors, HSTS staff will monitor and review pedestrian facilities which may include infrastructure improvements, the placement of adult crossing guards by the municipality as well as new residential developments in order to provide recommendations for the continuance or removal of transportation. HSTS staff along with school board planning staff will also review the necessity of crossing guard assistance with local municipalities.

HSTS updates the GIS map in the HSTS transportation software on a regular basis. Updates to the GIS map reflect the latest parcel data received from the Ontario Road Network and the street network and parcels from Halton Region, as well as parcel labels from MPAC (Municipal Property Assessment Corporation). The parcel data includes all new properties, parks, walkways, etc. within the Region of Halton.

When the GIS map update is completed, HSTS staff performs home to school distance reassessments in areas where new streets have been constructed and/or infrastructure improvements have occurred.

The report is divided into three sections:

- 1. Halton District School Board**
- 2. Halton Catholic District School Board**
- 3. Remaining Transportation Policy Exemptions**

1. HALTON DISTRICT SCHOOL BOARD

1.1 Burlington

1.1.1 Kilbride P.S.

Transportation has been provided to students attending Kilbride Public Elementary School who reside west of Fredrick Street and east of Blessington Court, north and south of Kilbride Street due to incomplete infrastructure. The City of Burlington has constructed sidewalks along the north side of Kilbride Street from McNiven Road to Carriage Trail, therefore, the criteria for the exemption no longer exists. In order to ensure fair and equitable transportation service is provided to all students, it is recommended that the exemption be removed and the policy applied commencing September 2017. As the families of the affected students have not previously been informed that they were under a transportation policy exemption it is recommended that a letter be sent in April notifying them that transportation will be eliminated in September 2017.

1.2 Oakville

There are currently no areas within Oakville that warrant a recommendation for the removal of transportation policy exemptions.

1.3 Halton Hills

1.3.1. Georgetown District H.S.

Transportation has been provided to Georgetown District High School students whose homes are within 3.2 kms of the school due to incomplete infrastructure. The Town of Halton Hills has constructed sidewalks in Glen Williams along Wildwood Road from Oakridge Drive to Ontario Street, therefore, the criteria for the exemption no longer exists (Appendix A). In order to

ensure fair and equitable transportation service is provided to all students, it is recommended that the exemption be removed and the policy applied commencing September 2017. As the families of the affected students have not previously been informed that they were under a transportation policy exemption it is recommended that a letter be sent in April notifying them that transportation will be eliminated in September 2017.

1.4 Milton

1.4.1 Milton District High School

Transportation has been provided to Milton District High School students who reside on Dawson Crescent in Milton due to incomplete infrastructure. All of the homes on Dawson Crescent are within 3.2 kms of the school (Appendix B). The Town of Milton has constructed sidewalks along the west side of Bronte Street, therefore, the criteria for the exemption no longer exists. In order to ensure fair and equitable transportation service is provided to all students it is recommended that the exemption be removed and the policy applied commencing September 2016. The ridership from this area has been minimal, many times there are no students from this area using the bus as the distance between Dawson Crescent and Milton District HS is less than 2 km.

1.4.2 Milton District High School

Transportation is being provided to Milton District High School students whose homes are within 3.2 kms of the school due to incomplete infrastructure. The Town of Milton is in the process of installing sidewalks along Main Street West from Whitmer Street to Bronte Street South which will allow for pedestrian access along Main Street West (Appendix B). The infrastructure improvements will provide an additional route which can be used for measurement purposes to determine student transportation eligibility. In order to ensure fair and equitable transportation service is provided to all students it is recommended that the exemption be removed and the policy applied commencing September 2017. As the families of the affected students had not been previously been informed that they were under a transportation policy exemption it is recommended that a letter be sent in April notifying them that transportation will be eliminated in September 2017.

1.4.2. Bruce Trail Public School

The following is an excerpt from Report 2014-02 (2014-15 Annual Home to School Transportation Review):

Transportation has been provided to students attending Bruce Trail Public Elementary School who reside east from McGibbon Drive and Aylmer Crescent over to James Snow Parkway, north of Derry Road, based on the Board's transportation distance policy. Distance measurements to determine transportation eligibility from this area were performed when the school was first constructed.

The updated GIS map for this area indicates that Laurier Avenue has been extended east to Croft Avenue and connects to Costigan Road which is the street that Bruce Trail Public School is located on (Appendix C). Laurier Avenue will provide an additional route into the subdivision to/from the school which can be used for measurement purposes to determine student transportation eligibility.

While the street network (Laurier Avenue) is complete, pedestrian facility improvements and construction along Laurier Avenue and Costigan Road is ongoing. HSTS staff will continue to monitor the progress of the construction and the area will be reassessed on or before June 15th, 2014 and a recommendation on the continuance or removal of the transportation exemption will be provided at that time.

HSTS staff will continue to monitor the progress of the improvements to the pedestrian facilities and the area will be reassessed on or before June 15, 2016. It is recommended that HSTS send another letter reminding parents/guardians of the impending change to student transportation eligibility in this area. If confirmation is received that the construction will be complete before September 1, 2016, a follow up letter will be sent to the families in June informing them that the policy exemption will be removed in September.

2. HALTON CATHOLIC DISTRICT SCHOOL BOARD

2.1 Burlington

There are currently no areas within Burlington that warrant a recommendation for transportation removal.

2.2 Oakville

There are currently no areas within Oakville that warrant a recommendation for transportation removal.

2.3 Halton Hills

2.3.1 Christ the King CSS

Transportation has been provided to Christ the King CSS students whose homes are within 3.2 kms of the school due to incomplete infrastructure. The Town of Halton Hills has constructed sidewalks in Glen Williams along Wildwood Road from Oakridge Drive to Ontario Street, therefore, the criteria for the exemption no longer exists (Appendix C). In order to ensure fair and equitable transportation service is provided to all students, it is recommended that the exemption be removed and the policy applied commencing September 2017. As the families of the affected students have not previously been informed that they were under a transportation policy exemption it is recommended that a letter be sent in April notifying them that transportation will be eliminated in September 2017.

2.4 Milton

2.4.1. St. Anthony CES

The following is an excerpt from Report 2014-02 (2014-15 Annual Home to School Transportation Review):

Transportation has been provided to students attending St. Anthony of Padua C.E.S. who reside east from McGibbon Drive and Aylmer Crescent over to James Snow Parkway, north of Derry Road, based on the Board's transportation distance policy.

Distance measurements to determine transportation eligibility from this area were performed when the school was first constructed.

The updated GIS map for this area indicates that Laurier Avenue has been extended east to Croft Avenue and connects to Tupper Drive which is the street that St. Anthony C.E.S. is located on (Appendix D). Laurier Avenue will provide an additional route into the subdivision to/from the school which can be used for measurement purposes to determine student transportation eligibility.

While the street network (Laurier Avenue) is complete, pedestrian facility improvements and construction along Laurier Avenue and Costigan Road is ongoing. HSTS staff will continue to monitor the progress of the construction and the area will be reassessed on

or before June 15th, 2014 and a recommendation on the continuance or removal of the transportation exemption will be provided at that time.

HSTS staff will continue to monitor the progress of the improvements to the pedestrian facilities and the area will be reassessed on or before June 15, 2016. It is recommended that HSTS send another letter reminding parents/guardians of the impending change to student transportation eligibility in this area. If confirmation is received that the construction will be complete before September 1, 2016, a follow up letter will be sent to the families in June informing them that the policy exemption will be removed in September.

3. REMAINING TRANSPORTATION POLICY EXEMPTIONS

The lists on the following pages identify the areas within various school boundaries that are currently provided transportation based on Eligibility Factors other than distance and have been identified as policy exemptions. These areas are located 1.6 kilometers or less from the Board designated elementary school or 3.2 kilometers or less from the Board designated secondary school.

3.1. BURLINGTON

HDSB SCHOOLS	POLICY EXEMPTION
Aldershot ES & HS	North of 403
Brant Hills ES	South side of Dundas Street
Bruce T Lindley ES	South side of Dundas Street
Charles R Beaudoin ES	Townhouse complex on south side of Dundas Street opposite Tim Dobbie Dr.
Clarksdale ES	East of Guelph Line
Dr. F.J. Hayden SS	East of Appleby Line (sidewalk restriction South side of Dundas St.) gr.9-12
Dr. Frank J. Hayden SS	North of Hwy 407 and north of Dundas Street, west of Hwy 407 (rural area)
Florence Meares ES	West of Walkers Line
Glenview ES	North of Plains Road /West of Waterdown Rd
Kilbride ES	Kilbride St. West of Fredrick & East Panton St.
Maplehurst ES	East of King Rd
Mohawk Gardens ES	North of New St.
Mohawk Gardens ES	South of Lakeshore Road
Mohawk Gardens ES	East of Burloak Drive
Paul A Fisher ES	South side of Dundas Street
Pineland ES	South of Lakeshore Road
Rolling Meadows ES	East of Guelph Line
Tom Thomson ES	East of Guelph Line
Tom Thomson ES	North of Fairview Street

HCDSB SCHOOLS	POLICY EXEMPTION
Holy Rosary Burlington CES	East of King Rd
Notre Dame CSS	North of Dundas St/Hwy 407 in rural area
Sacred Heart of Jesus CES	Townhouse complex on south side of Dundas Street opposite Tim Dobbie Dr.
St. Elizabeth Seton CES	South of Upper Middle Road
St. Gabriel CES	East of Guelph Line
St. John Burlington CES	West of Maple Avenue
St. Paul CES	West of Guelph Line
St. Raphael CES	South of Lakeshore Rd, Walkers Line

3.2. OAKVILLE

HDSB SCHOOLS	POLICY EXEMPTION
Abbey Lane ES	East of Dorval Dr
Brookdale ES	South of Lakeshore Road
Eastview ES	West of Bronte Rd and North of Rebecca St
Eastview ES	West of Bronte Rd and West of Bronte Creek
Emily Carr ES	South side of Dundas Street
Falgarwood ES	North of Upper Middle Road
Forest Trail ES	West of Third Line
Heritage Glen ES (FI)	North of Upper Middle Road
Montclair ES	Trafalgar Rd and White Oaks Blvd. area
Oakwood ES	South of Rebecca Street
Palermo ES (FI)	East of Bronte Rd (expires June 2015)
Oodenawi ES	South of Dundas Street
Pilgrim Wood ES (GIF)	West of Third Line
Pine Grove ES	South of Rebecca Street
Pine Grove ES	South of Lakeshore Road
River Oaks ES	West side of Neyagawa Blvd.
River Oaks ES	North of River Glen Blvd.
Sheridan ES	North of Upper Middle
Sunningdale ES	North of Upper Middle Road
T.A. Blakelock SS	North of QEW
W.H. Morden ES	South of Lakeshore Rd W
White Oaks SS	South of QEW

HCDSB SCHOOLS	POLICY EXEMPTION
Mother Teresa CES	South of Upper Middle Road
St. John Paul II CES	South of Dundas St W, East of Third Line
St. Andrew CES	East of Trafalgar Road
St. Bernadette CES	East of Third Line
St. Bernadette CES	North of Upper Middle Road
St. Dominic CES	West of Bronte Creek & Valhalla Court
St. James CES	East of Kerr St and south of Lakeshore Rd W
St. John Oakville CES	West of Sixth Line, North of Upper Middle Road
St. Joseph Oakville CES	East of Third Line
St. Joseph Oakville CES	South of Rebecca St
St. Marguerite D'Youville CES	North of Upper Middle Rd, West of 8th Line
St. Mary CES	East of Bronte Road , South of Dundas St W
St. Mary CES (EFI)	East of Bronte Road, North of Upper Middle
St. Michael CES	Trafalgar Road and White Oaks Blvd. area
St. Vincent CES	South of Lakeshore Rd, East of Chartwell Rd

3.3 MILTON

HDSB SCHOOLS	POLICY EXEMPTION
Anne J. MacArthur ES	West of Bronte Street
Boyne ES	West of Bronte Street
Boyne ES	East of Bronte Road
Brookville ES	East of Guelph Line, north of 15 Sideroad
Brookville ES	West of Guelph Line, North of 15 Sideroad
Bruce Trail ES	West of James Snow Parkway S
Craig Kielburger SS	Between 407 and 401
E W Foster ES	Area East of Thompson Road
Escarpment View ES	North side of Main Street
Hawthorne Village ES	East of 4 th Line, north of Louis St. Laurent
JM Denyes ES	South of Laurier (if using adult crossing guard route exceeds 1.6 km)
JM Denyes ES	West of Bronte Street
Martin Street ES	South of Main St E, West of Ontario St S - (N.A. 2016-17 school year)
Milton District SS	North and South of Main Street W
Sam Sherratt ES	Derry Rd/Thompson Rd S

HCDSB SCHOOLS	POLICY EXEMPTION
Bishop Reding CSS	East of James Snow Parkway, South of Hwy 401
Holy Rosary Milton CES	122 Bronte Street S
Holy Rosary Milton CES	East of Ontario St
Holy Rosary Milton CES	North of Steeles Ave
Jean Vanier CSS	Rural area south of Louis St. Laurent, rural area west of Tremaine Road
Lumen Christi CES	North of Derry Road (redirected to Milton #7)
Our Lady of Fatima CES (FI)	East of Thompson Rd S, North of Derry Rd
Our Lady of Fatima CES (Grandfathered FI students)	East of Thompson Rd S, North of Louis St. Laurent
St. Anthony CES	South of Derry Road
St. Benedict CES	West of Bronte Street, south of Derry Road
Queen of Heaven CES	North side of Main Street and rural area west of Tremaine Road

3.4. HALTON HILLS

HDSB SCHOOLS	POLICY EXEMPTION
Acton District HS	Rural area surrounding Acton
Centennial ES (FI)	South of Hungry Hollow
George Kennedy ES	North of Guelph St
Georgetown SS	North & West of Georgetown – Rural Area
Georgetown SS	Eaton St/Miller Dr
Glen Williams ES	Wildwood Road west of Oakridge Drive, rural
Gardiners ES	North of Argyll Rd (if to use the crossing guard the route exceeds 1.6 km)
Harrison ES	North of Guelph St & West of Maple Ave
McKenzie Smith Bennett	South of Queen Street and East of Churchill Road S-rural area
Park ES	West of Guelph Street
Park ES	South of Maple Avenue
Park ES	East side of Trafalgar Road, South of Princess Anne Drive
Stewarttown ES	West of Trafalgar Road – rural area

HCDSB SCHOOLS	POLICY EXEMPTION
Christ the King CSS	North, East & West of Georgetown – rural area
Christ the King CSS	Miller Dr, East of 8th Line
St. Catherine of Alexandria CES	South of Sideroad 10
St. Brigid CES (FI)	Crossing Guard Position on Mountainview
Holy Cross CES	East of Mountainview Road and north of Maple Avenue
Holy Cross CES	Main Street, north of railway tracks
St. Joseph Acton CES	East of Main Street
St. Joseph Acton CES	Rural Area surrounding Acton

CONCLUSION

HSTS staff will continue to review transportation exemption areas annually in an effort to ensure equitable application of the respective school board's transportation policy. The Annual Home to School Transportation Report will be submitted to the Board of Directors of HSTS recommending the continuance or removal of these exemptions based on HSTS Operating Procedures Transportation Eligibility Factors and Transportation Eligibility Reassessments.

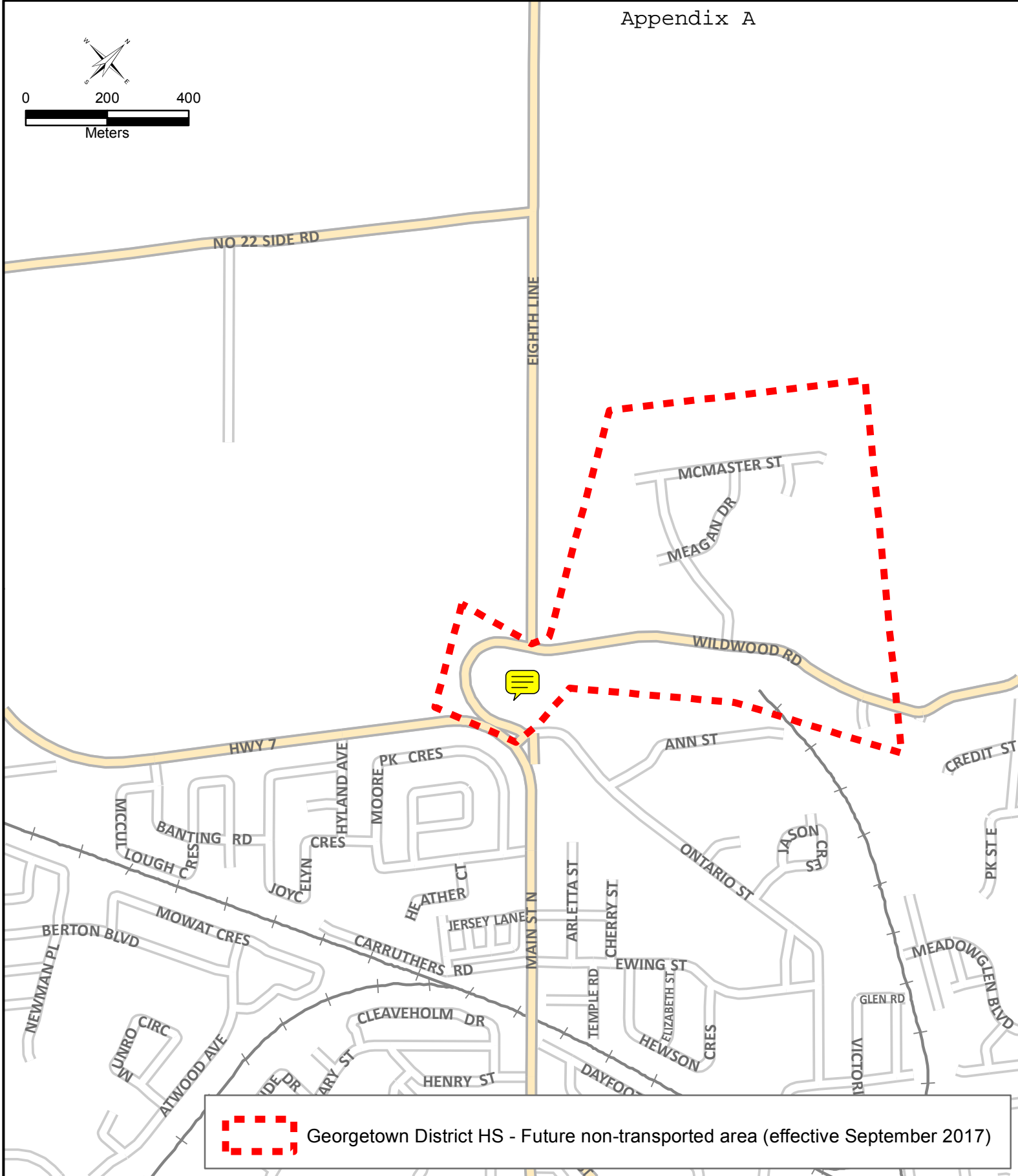
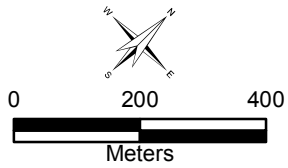
In addition, HSTS staff along with school board staff will continue to review pedestrian facilities with the Municipalities and request a review of adult crossing guard assistance when necessary.

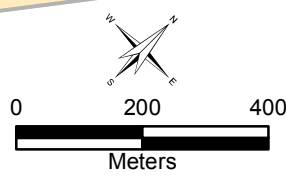
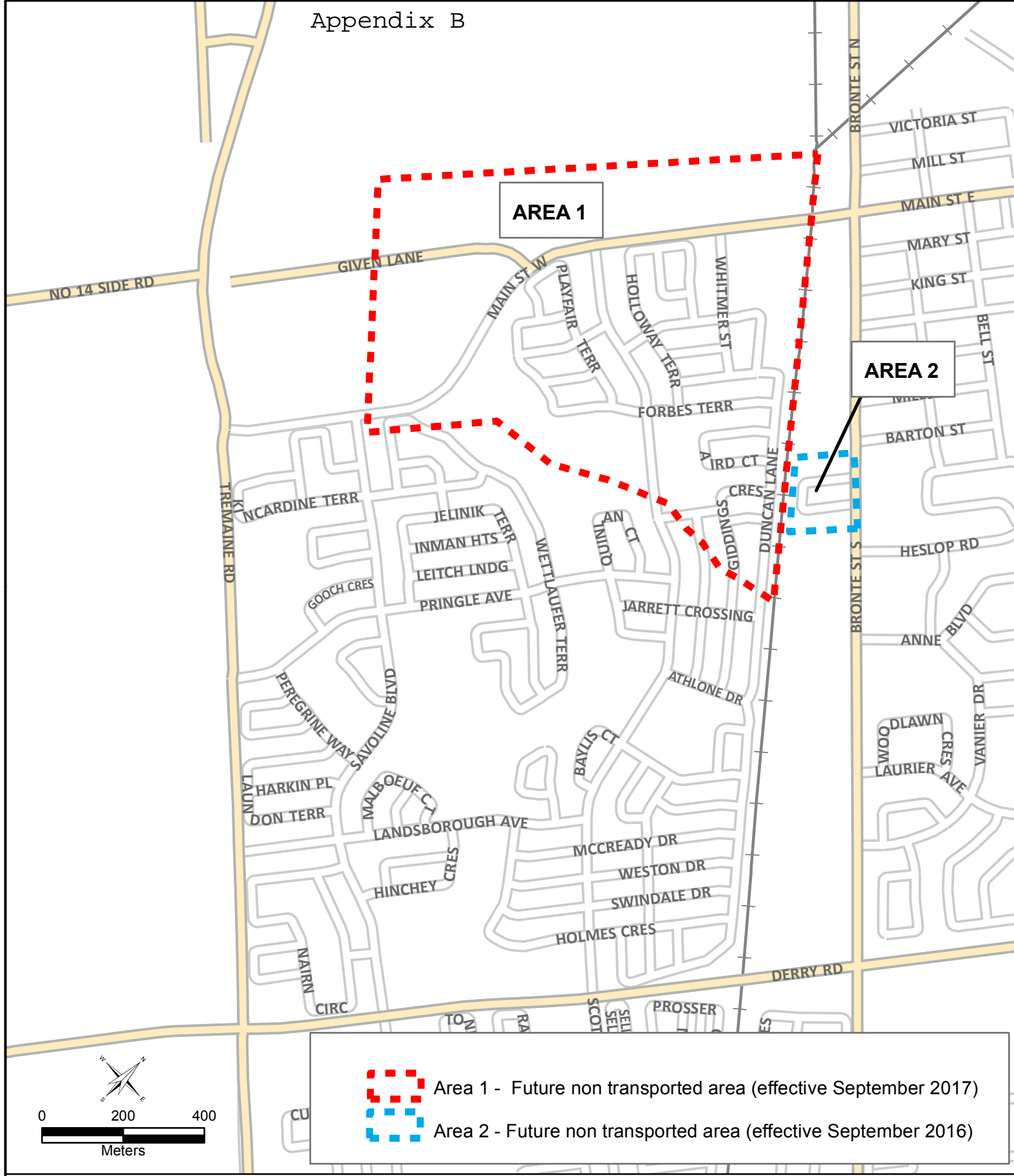
HSTS staff will continue to perform site visits for all new housing developments to assess the progress of new roads and infrastructure. Traffic and infrastructure improvements in established areas will also continue to be monitored and reviewed within the municipalities.

Respectfully submitted,

A handwritten signature in black ink, reading "Karen Lacroix". The signature is written in a cursive, flowing style.

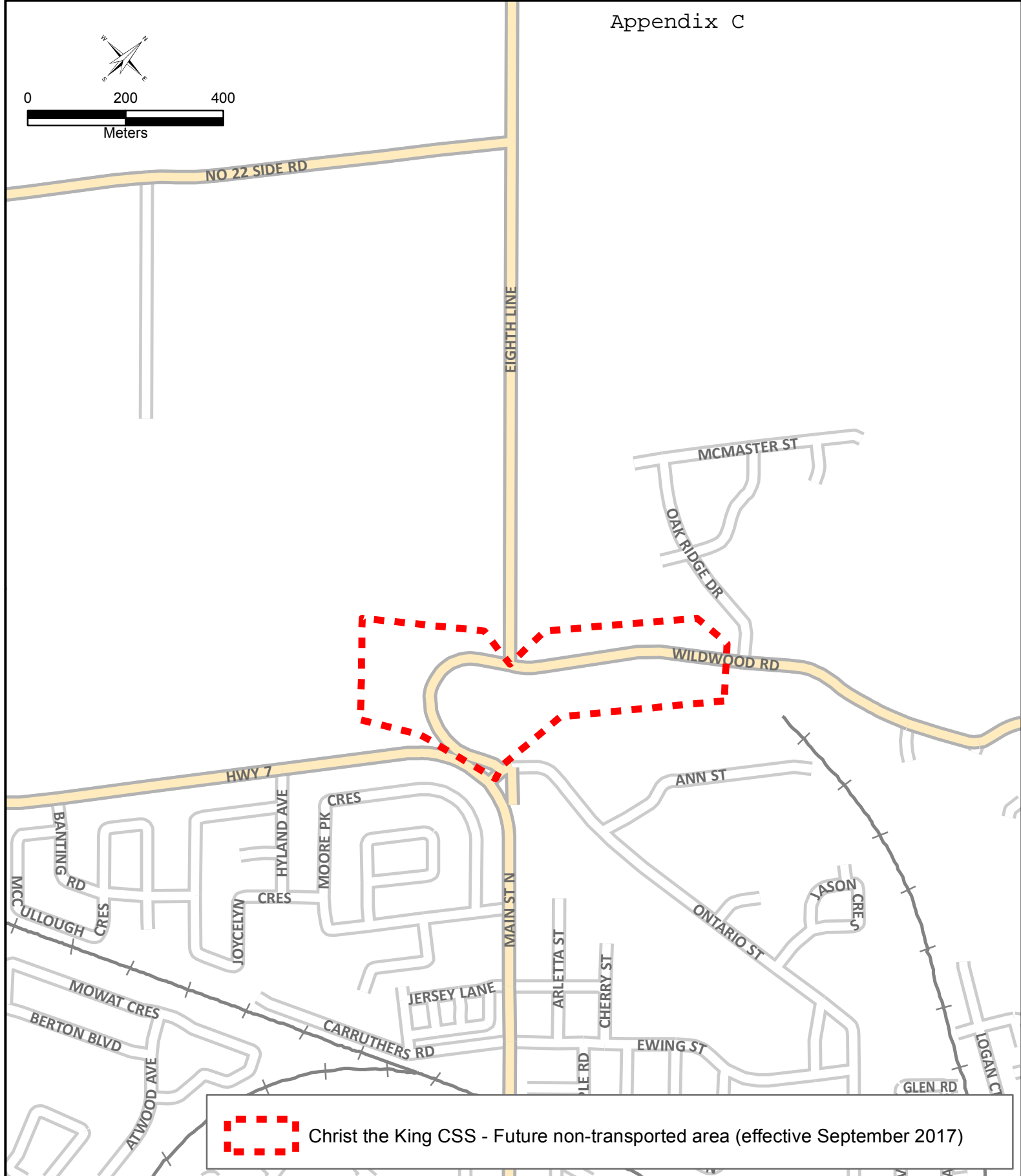
Karen Lacroix







0 200 400
Meters



Christ the King CSS - Future non-transported area (effective September 2017)



INFORMATION REPORT

ITEM 10.6

**UPDATES TO ONTARIO REGULATION 444/98 AND
MINISTRY COMMUNITY HUBS INITIATIVES**

PURPOSE:

To provide Trustees with information regarding recent updates made to Ontario Regulation 444/98, the Disposition of Surplus Real Property, and information on Ministry capital funding initiatives to support community hubs in schools.

COMMENTS:

In August 2015, the Premier's Community Hub Framework Advisory Group released their advisory report entitled "[Community Hubs in Ontario: A Strategic Framework and Action Plan](#)" (the "Action Plan") to explore the community hubs initiative and provide recommendations on implementing the initiatives of the Action Plan. These recommendations were circulated to agencies for comments, and the Ontario Association of School Business Officials (OASBO) Planning Committee submitted their response to the recommended changes to Regulation 444/98 and strategies for community hubs (Appendix A and Appendix B respectively)

On May 6, 2016, the Ministry of Education circulated Memorandum 2016: B9 – Ministry of Education Initiatives to Support Community Hubs in Schools (Appendix C). The former provided details on changes made to Ontario Regulation 444/98, the Disposition of Surplus Real Property process, as well as details on capital funding program made available to facilitate the introduction of Community Hubs in Schools. These changes have the effect of implementing the recommendations of the Action Plan.

Ontario Regulation 444/98 Amendment Highlights:

The highlights to the changes to Ontario Regulation 444/98 are as follows (see page 2 of Appendix C):

- 1) Extending the circulation period from 90 days to 180 days, whereby 90 days will be provided for agencies to express an interest in the property, and an additional 90 days to provide an offer;
- 2) Expand the list of public entities by adding the following to Section 3 of the Regulation:
 - a. Section 23 Agencies;
 - b. District Social Services Administrative Boards (DSSAB)
 - c. Consolidation Municipal Services Managers (CMSM);
 - d. Children's Mental Health Agencies;
 - e. Local Health Integration Networks;
 - f. Public Health Boards; and,
 - g. First Nations and Metis Organizations.
- 3) Require all Boards to sell lands at Fair Market Value (even with a facility on site);

- 4) Introduce a maximum rate Boards can lease a school to another board;
- 5) Provide boards with a leasehold interest in a surplus school to have first right of refusal; and,
- 6) Ensure that private education providers are not eligible to lease surplus property prior to first circulating to public entities.

Amendments 1 through 5 will come into effect as of September 1, 2016, whereby all properties circulated prior to this date will utilize the current legislative framework. Amendment 6 will take effective upon filing. Additional details will be provided under a separate memorandum in the coming weeks.

Community Hubs Capital Funding Highlights:

As for new capital funding programs to support community hubs in schools, the following were introduced (see pages 3-5 of Appendix C for additional details):

- 1) **\$20 million** to create space for new child care and child and family support programs through Ontario Early Years Child and Family Centres in schools;
- 2) **\$18 million** to retrofit existing child care space within a school for children under four years old;
- 3) **\$50 million** to renovate surplus school space to make it available for use by community partners and the public; and,
- 4) Expanding eligibility for school capital funding to include building replacement space for eligible community partners in the event their original school location is closed or sold.

Board specific amounts have not been announced for these funding streams. Furthermore, it should be noted that as per Section 3.0 *Operating Policy I-37 – Community Planning & Facility Partnerships*, the Board will continue to have the sole discretion in determining the eligibility of community partners to utilize surplus school space.

CONCLUSION:

Ministry of Education Memorandum 2016: B9 – *Ministry of Education Initiatives to Support Community Hubs in Schools* has the effect of introducing changes to Ontario Regulation 444/98 and introduce new capital funding programs to fund partnership projects in schools.

Amendments made to Ontario Regulation 444/98 include longer timelines to complete the disposition process; an expanded list of entities to be circulated; and the sole use of Fair Market Value to determine the sale value of properties.

As for the introduction of new capital programs directed at community hubs, all projects would still be need to meet the requirement of *Operating Policy I-37: Community Planning and Facility Partnerships*, and other relevant Board policies and procedures.

REPORT PREPARED BY: F. THIBEAULT
ADMINISTRATOR, PLANNING SERVICES

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

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

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Ellen Warling

Hamilton Wentworth DSB

Response to Ministry of Education on Changes to 444/98

OASBO Planning, Policy Sub-Committee

December 17, 2015

Purpose

To present to the Ministry of Education OASBO's response to Community Hubs in Ontario: A Strategic Framework and Action Plan makes three recommendations for O. Reg 444/98.

The Ministry is now consulting on the first two recommendations.

- To extend the 90 day circulation period to 180 days;
- To build a broader more complete circulation list

The following are OASBO responses to the 7 areas of discussion

1. Extending the property circulation period;

There are two suggested options

Option 1a Gives co-terminous boards and listed public entities 90 days to express interest and additional 90 days to submit an offer. Allows board and public entities to extend the time- line subject to mutual agreement and circumstances. If sales are not completed with the highest priority then the next highest priority offer will be considered. If there is no expressed interest, the property proceeds to the open market after 90 days.

Option 1b The circulation period is extended from 90 to 180 days for co-terminus boards and listed entities. Allows board and public entities to extend the time line subject to mutual agreement and circumstances.

Questions

- Which option achieves the desired outcomes? .
 - OASBO recommends a variation of 1 (a), suggesting that the notification and Offer periods be limited to recognize the advance notice given through the Community Planning and Partnerships Guideline (CPPG) and Pupil Accommodation Review. A suggested time-frame is 90 days notice period - then limit to 60 days after for submission of Offer to boards, with 30 day limit thereafter to settle the Offer. If nothing is received during the Notice Period, boards must be enabled to proceed to sell to Open Market
 - The concern with a prolonged period of 180 days is the liability board's face of holding a facility which may not be in use (financial and legal).
- What constitutes an expression of interest?
 - Any formal letter to the board from an authorized signing authority identified under the regulation responding to the notification

.....2

- c. What are the unintended consequences?
 - Delay in sale, carrying costs relating to maintaining the property for an extended period, more administration of process, potential to see interest from those with fewer financial resources requiring conditional approvals subject to further delays.
 - Multiple requests of interest from parties wanting to delay the process (despite involvement in CPPG)
- d. What alternative options would you suggest and why?
 - As indicated above (90 + 60 +30 days)
 - Funding to maintain minimal operations of vacant schools to support the extended period of 180 days.
- e. Other Comments?
 - Concerns with longer process despite all of the actions taken to address issues with municipal and other public partners not being prepared to respond to a 90-day circulation, including CPPG, enhanced consultation in PARG and Planning Act changes coming with regard to municipal consultation with boards of education on parkland strategies.
 - Need a web-based application (i.e. Infrastructure Ontario) administered by Ministry/Province to facilitate the circulation of all public lands . Specific instructions should be provided through this application on how partners agencies may be able to submit an interest.
 - Need to recognize additional costs to carry schools through extra 90 days - boards may need Provincial assistance in this regard.
 - The CPPG process provides an opportunities for listed agencies to collaborate and plan for potential surplus schools. Concern that agencies may come late in the process with no involvement in CPPG.
 - Avoiding unnecessary delay in receipt of needed funds

2. **Expanding the list of public entities to receive notification of surplus properties dispositions;**

The list is expanded to include;

- District Social Services Admin Boards / Consolidated Municipal Service Managers
- Public Health Boards
- LHINs
- Children Mental Health Centres

...3

Questions

- a. Do you think the proposal to extend the list of entities to which surplus school board properties should be circulated achieves the desired outcome to improve and promote consistency in opportunities for involvement in school board property management process and to enable surplus school board properties to stay within the public sphere where there is a need and financially viable?
 - While expanding the list does serve the intended purpose, there is a risk that some will not be correctly identified and will use the regulation to support legal action against the board for failing in its responsibility to notify. For this reason, the Ministry/Province is asked to facilitate notification and to establish procedures for boards and agencies to follow that will not be subject to judicial review (e.g. use of Infrastructure Ontario as minimum requirement).
- b. Do you think other entities should be added to the list? Why?
 - Ministry needs to ensure that agencies are self identifying rather than depending upon boards to ensure that all are contacted; boards do not wish to be legally responsible for engaging interests that are not identified by formal submission of address and contact information to the board. Provincial clearing house is recommended (IO, etc) to deal with notifications, particularly beyond the additional 4 above.
- c. Do you think it necessary to prioritize the list of public entities?
 - Suggested list priority is appropriate
 - others to follow local municipal entities and boards
- d. What are the unintended outcomes do you think might arise?
 - see above
- e. Other Comments?
 - Reciprocal Offering from Municipal and other interests to school boards
 - o 444/98 doesn't address reciprocal obligations that other public agencies should have to notify and circulate surplus properties to school boards (this will require further modification to other regulations and Acts)

3. **Modifying how prioritization among co-terminus school boards is determined;**

Current prioritization does not take into account local circumstances. It is proposed to modify how school boards are prioritized in the ranking order. If one school board is interested in the property negotiations can proceed as prescribe. If there are two or more boards interested in the same property rankings are based on local circumstances.

Questions

- a. Should priority ranking among school boards be removed?
 - responses may vary across OASBO, but consensus appears to be no, with exception noted in "b" below

- b. How else might competing proposals to purchase between boards be prioritized?
- An exemption to the priority list may be applied where one school board is leasing from another. in such situation the lessee shall have priority
- c. Other Comments?

4. **Requiring Minister approval for surplus property disposition to proceed to the open market;**

Boards are to obtain Minister of Education's approval before a board can dispose of surplus property on the open market and that reasonable efforts have been made to complete a deal with priority organizations.

- a. Do you agree that school boards should seek approval from the Minister of Education before a surplus school property is offered on the open market?
 - Yes, but need swift responses from Ministry at the end of the 180 day process (or 90 + 60 +30 day)
- b. Are there other ways to help keep surplus school properties in the public sphere where there is a need?
 - Possible acquisition by Provincial Land Agency to deal with future interests rather than school boards (subject to Fair Market Value issues).
- c. Other Comments?
 - Letters demonstrating that board has circulated and received no interest are appropriate for Ministry to approve.

5. Ensuring only licensed child care providers and providers of publicly funded early years programs are eligible to be accommodated in surplus schools prior to circulation;

Questions

- a. Do you foresee any unintended consequences arising from this reform?
 - OASBO agrees with this provided it is not used by the agencies to flip to other users, which would be perceived as a negative consequence.
- b. What alternative approaches could achieve the desired outcome?
- c. How frequently does our board use this provision?
- d. Does our Board declare space surplus before leasing it to child care providers?
 - no, not in the majority of those boards consulted
- e. Under this provision, what types of organizations has your board entered into lease arrangements?
 - For most boards this would include primarily regional and non-profit child care providers

f. Other Comments?

- A form of Section 11 of 444/98 should continue to apply and be expanded to ensure that other public agencies do not “flip” to other users for profit or other goals that are not necessarily in the interests of the board and undermine the intent.
- OASBO recommends that the Province ensure that not-for-profit childcare services are given opportunity to license/lease in advance, rather than lease as part of declaring property surplus.

6. **Introducing Provisions regarding severing properties for circulation;**

- By including provisions in O. Reg 444/98 such as setting minimum site sizes to deter services that render a site unsuitable for pupil accommodations or
- Give the Minister authority to approve school site size severances

Questions

a. Do you think that setting minimum site sizes would achieve desired outcome?

- Generally no - There are pros and cons to this; in “urban” settings boards are forced to adapt to smaller sites, with an expectation that park land or other community facilities will make up for outdoor and gross motor skills activities and needs. Rural settings may require larger acreage for servicing, transportation issues, and mitigation of environmental or other concerns.

b. What alternative approach would you suggest and why?

- OASBO recognizes the Ministry’s desire to approve severances where there is a reduction in site size that has the potential to inhibit its use by another public body

c. Do you think unintended consequences might arise?

- Delay for minor adjustments would be the most critical, and boards would favour the opportunity to sell “slivers” that have no material impact on site. OASBO suggests broader exemptions for minor adjustments to sites needed (i.e. stipulate maximum size of adjustment) for lot line adjustments, sale of walkways, etc.

d. Do you think it would be necessary to provide the Minister of Education with power to approve surplus school board property severances?

- Yes, Ministry permission to proceed with severances should be required to ensure that the benefit of a larger property is not lost to public use.

e. Other comments?

7. **Introducing cost recovery lease rates between co-terminus boards**

This will require school boards to lease surplus property to lessee boards at cost recovery rates only. There will be no change for boards to lease surplus property to public entities which should be at FMV.

Questions

- a. Do you think that requiring cost recovery leasing between schools boards would achieve desired outcomes?
 - Yes, provided that cost-recovery includes all relevant costs (i.e. administration, legal, indoor and outdoor maintenance, utilities and renewal)
- b. If not what alternative approach would you suggest and why?
- c. Do you think unintended consequences might arise?
- d. Other Comments?
 - Need to remove NPP references where FMV is set by pupil capacity. Rent should reflect benchmark set by Province as well as other relevant costs (legal, administration, maintenance and renewal).

8. **The Ministry is open to hear about other issues during the consultation period**

Other Comments?

- There are a growing number of projects involving schools that are part of a condominium plan and may involve covenants to protect other owners and the project. These may be high-rise developments or vacant land condos. It is important to have regard for them in the redrafting of 444/98 to somehow recognize the obligations that boards may have when declaring property surplus
- OASBO is anxious to consult on the changes to Appraised Fair Market Value versus Open Market Fair Market Value, with interest in: anti-flipping clauses, whether the funds are usable by the board (restrictions in POD), protecting aspect of topping up FMV, ensuring that public trust is protected, audits of sales to ensure open process, onus on purchasers to protect sale for public good.

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December 16, 2015

**RESPONSE TO
COMMUNITY HUBS IN ONTARIO: A STRATEGIC FRAMEWORK & ACTION PLAN**

The Ontario Association of School Business Officials (OASBO) appreciates the opportunity to respond to the Community Hubs in Ontario report released on August 10, 2015. OASBO has 1,200 members, including representatives from all 72 school boards in the Province. The collective knowledge, expertise, and experience of our membership enables us to provide crucial expert advice regarding the Province's Community Hubs initiatives as they relate to the education sector.

OASBO is structured into 17 Standing Committees which represent various school business functions. OASBO formed a Task Force of representatives from the standing Committees most affected by the report to develop a response (see Appendix A). The following submission was subsequently approved by the OASBO Board of Directors and is hereby submitted on behalf of OASBO and does not necessarily represent the views of any single school board.

The Task Force spent time reviewing the Action Plan. As a result of the review, the Task Force has provided its observations, comments and suggestions on eight areas of interest. While some of these may appear to repeat findings from the Hubs document, they are included to emphasize OASBO's concerns with current practices and constraints.

1. Provincial Supports

There is a need for organizational structures to support the promotion and development of Hubs. These structures are necessary at both provincial and regional levels. Below are potential roles for each:

a. Provincial Lead Role

- i. Create and administer a separate pot of capital and operating funds for hub projects; offering a simpler way of addressing transfer payments and financial reporting, not constrained by Capital Priorities, School Consolidation Funding or other Ministries' funding schedules. Guide a simplified stream of financial reporting for operating costs and work with lead fundee (i.e. land owner) on expectations, process and requirements.
- ii. Create best practices guides and/or templates on such items as lease/license agreements for land sharing, construction, property management and daily operations.
- iii. Development of policy objectives on the creation of Hubs. As a result of the creation of provincial policy objectives, the Community Planning and Partnership Guidelines (CPPG) may need to be reviewed/revised.

- i. Identification of regional tables/leads to facilitate local discussions.
- b. Role of Regional Table/Lead
 - i. Increase local capacity and information sharing by providing regional/local level facilitation to initiate discussions and evaluate net benefit to the community.
 - ii. Develop a common measurement system with out-come focused indicators to determine the success of Hubs.
 - iii. Assess gaps and determine local needs. This should not be school boards' obligation given the number of entities listed in the CPPG.
 - iv. Provide support for agreement development (property lease/license, construction), and property management (operating).
- 2. Financial Support
 - a. Capital and operating costs to share a facility may include:
 - i. Additional costs to separately meter utilities.
 - ii. The Fire Protection and Prevention Act, 1997 and Building Code Act, 1992 standards differ significantly for various users.
 - iii. New construction vs. retrofitting existing buildings requires different levels of controls and retrofitting costs can be significantly more (i.e. asbestos abatement, AODA compliance).
 - iv. Additional time and funds to assist with negotiation of agreements/cost sharing (timelines for project completion may also need to be extended).
 - v. Zoning standards may need to change at the municipal level to recognize such aspects as non-school uses in school buildings or address over calculation of parking needs based on time of day activity in building.
 - vi. Property tax and user fee issues – schools are tax exempt and exemptions extend to some user fees; many potential partners are not entitled to the same exemptions.
 - b. Funding/Leasing
 - i. Operating costs - boards are funded annually for operational costs of the space they require to accommodate students. When a school is half full, boards only receive funds for those students occupying those pupil places, therefore they only receive half of the operational needs. Therefore, boards need to ensure that the potential lessor(s)/licensee(s) cover the true costs of operating their space(s).
 - ii. Need to ensure that any and all partners will have stable funding to cover their portion of operating and capital costs. Arrangements should not be year-to-year.
 - iii. Capital costs – the long term capital costs to maintain leased/licensed spaces must be factored into the lease costs in addition to annual operational costs (i.e. heating plants, roofing, etc.).

3. Ownership

- a. There needs to be a clear ability to terminate relationships with partners. Once boards can no longer support the organization of a school within a building, then the board should not be obligated to continue operating the building. Equally, if the board requires additional space to accommodate enrolment growth any agreement should ensure right to displace partners in favour of school needs.
- b. Boards need to retain overarching control over their decisions related to the identification and selection of appropriate partners, which respect their values (i.e. Catholicism). However, Provincial priorities may have to be identified through guideline and/or policy development to establish priorities which may not be within the control of local boards.

4. Liability

- a. Care and control must remain with boards for board-owned property, especially where a school continues to operate.
- b. There needs to be clear direction from the Province on their intent to keep schools locked. The Safe Welcome Schools Act is counterintuitive to operating Hubs in functioning schools.
- c. Boards have higher responsibility/standard of care than other prospective operating partners.

5. Program/Curriculum to Reflect Service Model

- a. The purpose of a Hub and how the partners relate is an issue that needs further exploration with program staff of boards.

6. Inventory

- a. Many sites have physical constraints that impede a board's ability to construct/renovate (i.e. size, servicing capacity). There should be acknowledgement of site suitability/feasibility for Hub development.

7. Disposition

As school boards close facilities and dispose of sites there are potential challenges and solutions to ensure that lands that should remain in the public realm do so. Several are identified below:

- a. Potential of turning disposition process over to Provincial entity (i.e. Infrastructure Ontario (IO)), would ensure that Provincial interest in retaining resources in public ownership is protected.

- b. An expanded IO property circulation role. Ensure IO circulation of properties includes all of the additional CPPG agencies and where boards cover more than one region, accuracy if based in a GIS system with comprehensive database of agencies and their boundaries.
 - c. Ontario Regulation 444/98 changes have to reflect Fair Market Value (FMV) of leases as well as sales.
 - i. Need IO to deliver FMV/Pupil Place (PP) grant value to compensate boards where property is sold; however, consider profit sharing between boards and Hubs when a property sale results in an amount above and beyond appraised FMV/PP.
 - ii. Timelines need to be assessed and ideally be as short as possible when FMV/PP compensation is provided to boards. There is an unfunded cost to boards to maintain unoccupied buildings.
 - iii. Educational Development Charge (EDC) eligible boards have a legal obligation to pay back EDC accounts where sites purchased from the EDC account are sold.
 - d. All public agencies listed in CPPG must also be required to circulate their surplus real property to even the playing field for school boards and ensure those public assets remain in the public realm.
8. Property Management
- a. There is a limited range of capacity within boards to manage property beyond school use. Additional financial resources may be necessary to support the property management functions pertinent to hub development and operation.
 - b. There needs to be provincial support to address current contract obligations with unions (e.g. designating hub locations as provincial interests may allow them to be extracted from contract obligations).

In closing, OASBO thanks the Province for the opportunity to review the Community Hubs in Ontario: A Strategic Framework and Action Plan and would be happy to provide further clarification and input regarding this submission as needed. In addition, OASBO welcomes the opportunity to provide feedback on the guidelines, regulations, and policy initiatives as they are drafted.

Sincerely,
OASBO Community Hubs Task Force

Cc The Honourable Liz Sandals, Minister of Education
Gabe Sekaly, ADM, Financial Policy & Business Division

**HUBS Task Force 2015-16
Members**

Update: Nov 10/15

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Appendix A

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 HPEDSB - Hastings & Prince Edward DSB
 Limestone DSB
 DSB
 TCDSB - Toronto Catholic DSB
 YCDSB - York Catholic DSB

DCDSB - Durham Catholic DSB
 HDSB - Halton DSB
 SCDSB.on.ca - Simcoe County DSB
 UGDSB - Upper Grand DSB

DSBN - DSB of Niagara
 HWDSB - Hamilton-Wentworth DSB
 SCDSB.edu.on.ca - Sudbury Catholic
 WRDSB - Waterloo Region DSB

Ministry of Education

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2

**2016: B9**

MEMORANDUM TO: Directors of Education
Children's Service Leads, Consolidated Municipal Service
Managers (CMSMs) and District Social Service
Administration Boards
Directors of District Social Service Administration Boards
(DSSABs)

FROM: Nancy Matthews
Assistant Deputy Minister
Early Years Division

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

DATE: **May 6, 2016**

SUBJECT: **Ministry of Education Initiatives to Support Community
Hubs in Schools**

In August 2015, the Premier's Community Hub Framework Advisory Group, chaired by Karen Pitre, special advisor to Premier Wynne on community hubs, issued its report entitled *Community Hubs in Ontario: A Strategic Framework and Action Plan* ("Action Plan"). The government accepted all of the recommendations in the Action Plan and since its release, the Ministry of Education has been working with other government ministries, school boards, and other community partners to implement the recommendations in the Action Plan that were specific to the education sector.

We are pleased to announce that the Ministry is taking steps to respond to the recommendations provided in the Action Plan to promote community hubs in schools. Together, the initiatives detailed in this memorandum will support the government's objectives of removing barriers to community hubs, providing integrated service delivery to communities, and respecting the importance of local planning decisions.

Highlights

- The Ministry of Education has made amendments to Ontario Regulation 444/98 – *Disposition of Surplus Real Property*, to ensure additional consideration of community and provincial interests when disposition of surplus school property occurs.
- The Ministry is introducing the following new capital funding programs for school boards to support community hubs in schools:
 - \$20 million to create space for new child care and child and family support programs through Ontario Early Years Child and Family Centres in schools
 - \$18 million to retrofit existing child care space within a school to open up more spaces for children under four years old
 - \$50 million to renovate surplus school space to make it available for use by community partners and the public
 - Expanding eligibility for school capital funding to include building replacement space for eligible community partners in new schools or additions in the event their original school location is closed or sold.

1. Amendments to Ontario Regulation 444/98

In memorandum **2016:B6**, *Grants for Student Needs changes for 2015-16 and 2016-17*, the Ministry of Education announced that amendments would be made to Ontario Regulation 444/98 – *Disposition of Surplus Real Property* as a result of consultations in Fall 2015. The following amendments have now been made to O. Reg. 444/98:

1. Extending the current surplus school circulation period from 90 days to 180 days, providing listed public entities with 90 days to express interest in the property and an additional 90 days to submit an offer;
2. Expanding the list of public entities to receive notification of surplus school property disposition;
3. Require all board-to-board sales to be at fair market value;
4. Introduce a maximum rate a school board can charge for leasing a school to another board;
5. Provide a school board with a leasehold interest in a surplus school property being circulated to have the highest priority ranking of all listed entities; and
6. Ensure that private education providers are not eligible to lease surplus property unless the property has first been circulated to listed public entities.

Please note that amendments 1 to 5 will come into effect as of September 1, 2016, while amendment 6 is effective upon filing.

As a result of these changes, all school boards will be required to circulate surplus school properties that they are seeking to sell or lease to a list of public entities that will be expanded to include Section 23 Agencies, DSSABs/CMSMs, Children's Mental

Health Agencies, Local Health Integration Networks , Public Health Boards and First Nations and Métis Organizations.

These amendments will provide more opportunities for community organizations to purchase or lease surplus school properties in order to allow for continued community use.

More information regarding the changes to Ontario Regulation 444/98 will be provided in a separate SB memorandum that will be released shortly to school boards. In addition, communication will be sent to all of the agencies that will benefit from these changes including Consolidated Municipal Service Managers and District Social Service Administration Boards.

2. Funding Programs to Support Community Hubs in Schools

The Ministry is announcing three new capital funding initiatives to support the expansion of community hubs in schools, as detailed below.

a) Child Care and Child and Family Support Programs (\$20 million for the 2016-17 school year)

Building upon the Ministry's existing capital funding for new child care space in schools, the Ministry is supplementing this funding for further new builds, expansion, replacement and retrofits of child care space.

The Ministry is aware that the demand for child care capital funding in schools outweighs the existing capital funding available for these services. There have also been capital funding requests from the education sector for school-based child and family support programs. This new funding will allow us to address the need for new and replacement child and family support programs.

Under this program, the Ministry will provide funds to:

- i. Supplement existing Ministry child care capital funding to be used in schools that is provided through the following two allocations:
 - Schools-First Child Care Capital Retrofit Policy (SFCCCRP)
 - Support the conversion of existing school-based licensed child care spaces for four- and five-year olds to spaces that can be licensed for younger children (i.e., 0 to 3.8 years of age), or to convert surplus space in open schools to child care space for the children 0 to 3.8 years of age.
 - Capital Funding for New Construction of Child Care
 - Supports the construction of new child care spaces for children 0 to 3.8 years of age in new schools and schools approved for major expansions and renovations, in areas where there is high demand.

- Supports the need for expansion of child care spaces in schools in areas where there is high demand and limited or no space to retrofit in schools.
 - Includes replacement of child care spaces in replacement schools resulting from school closures.
- ii. New and replacement child and family support programs to support the recent Ministry announcement regarding the implementation of Ontario Early Years Child and Family Centres (OEYCFCs) by 2018.

School boards will be able to apply for this funding with their CMSM/DSSAB partners as part of the 2016 Capital Priorities program. Information about eligibility and submission requirements to request this funding will be communicated in a separate B memorandum that will be released later this month.

b) Minor Retrofits and Upgrades to Accessibility to Increase the Number of Community Partners in Schools (\$50 million for the 2016-17 school year)

Under this program, the Ministry will allocate funding to school boards to renovate existing surplus school space into space required by a community partner. Alternatively, the funding can be used to improve the accessibility of a school to contribute towards its use by a community partner.

The Ministry intends to provide specific allocations to each school board based on a funding formula which is currently under development. Eligible expenses must be depreciable and can include the conversion of space from an existing use to suit the needs of a community partner, as well as investments to improve accessibility.

Additional details about this program, including reporting and accountability requirements will be available later this year. The Ministry intends to launch this program for the 2016-17 school year.

c) Replacement Community Partner Space

The Ministry will fund school boards to build replacement space in a school to accommodate a community partner that is in an operating school that is closing or being consolidated. This funding will also be available, under certain circumstances, to construct space at an open school for a community partner that is currently located in a school board property that is going to be sold. Funding would be limited to those situations where the continuation of services would otherwise be at risk. The Ministry will be developing criteria to determine which partners in schools that are closing would be eligible for space to be created in another school to accommodate them.

The Ministry will provide additional details on this program in the Fall. School boards and their partners will be required to submit business case requests for this funding through the Ministry's existing intake processes for capital programs. The 2017 School

Consolidation Capital program is currently being targeted as the first opportunity to request this funding.

3. Additional \$18 Million in Child Care Retrofit Funding

The Ministry is also announcing an additional \$18 million in child care retrofit funding for school boards to support the Schools-First Child Care Capital Retrofit Policy. Further information about how school boards can request this funding will be provided in the 2016 Capital Priorities B-memorandum, which will be released later this month.

The Ministry looks forward to working with our partners in implementing these initiatives to support community hubs in schools and providing more opportunities for services and programs to be delivered to the communities they serve.

If you have questions or require additional information, please contact Grant Osborn, Director, Capital Policy and Programs Branch at (416) 325-1705 or Grant.Osborn@ontario.ca, or Julia Danos, Director, Early Years Implementation Branch at (416) 314-8192 or Julia.Danos@ontario.ca

Original signed by:

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

Nancy Matthews
Assistant Deputy Minister
Early Years Division

c.c. Senior Business Officials
Superintendents and Managers of Facilities
Managers of Planning
CAOs of Consolidated Municipal Service Managers
CAOs of District Social Service Administration Boards

St Gregory the Great Catholic Elementary School Construction Project

Construction Report - April 2016



Construction Update

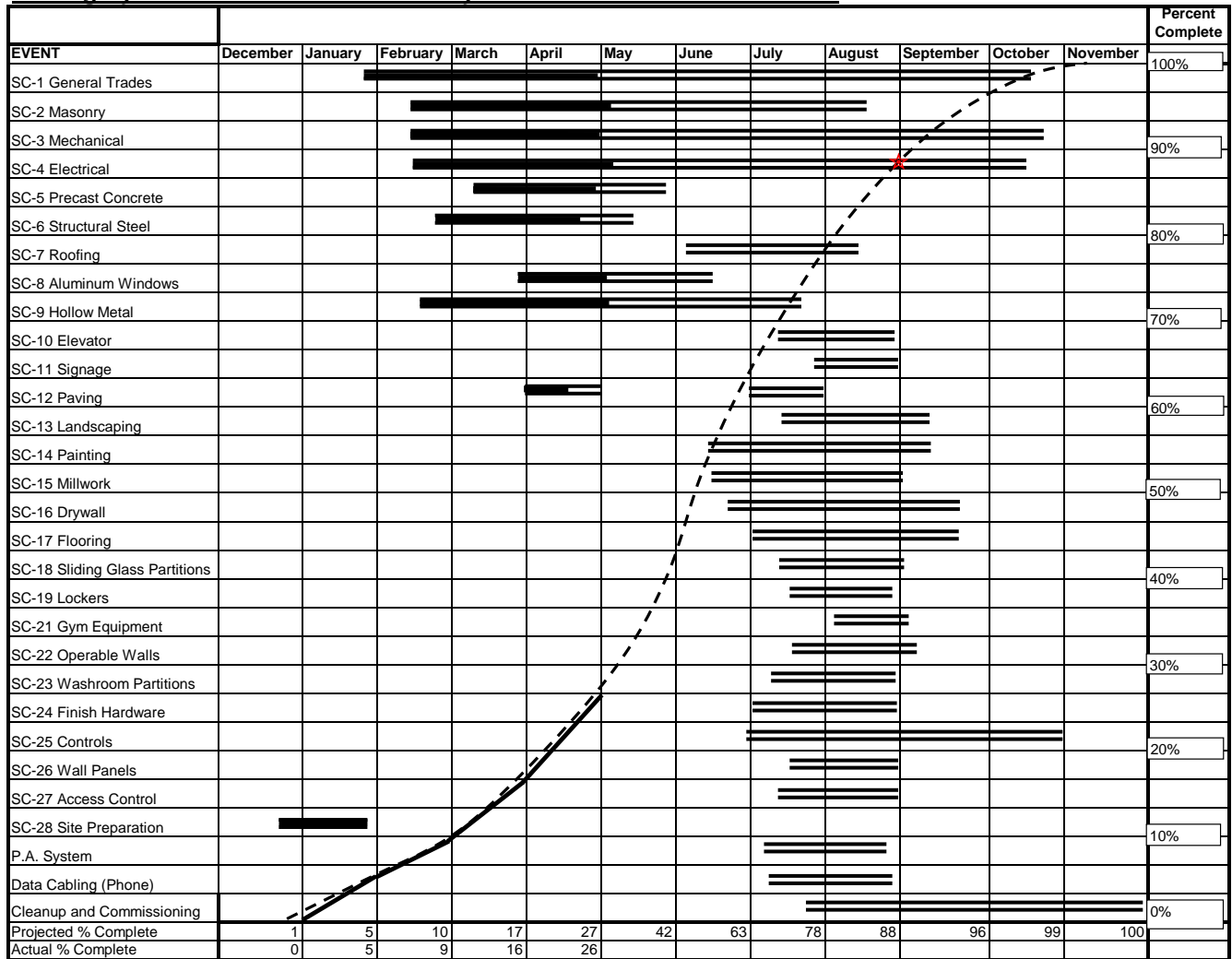
- The pictures above were taken on May 9, 2016. The top-left picture shows installed curbs in the west parking lot. The bottom-left picture shows stage and atrium concrete floors. The top-right picture shows HVAC ducts and sprinkler piping being installed. The bottom-right picture shows load bearing block walls in the west section of the 2nd floor.
- During April, completed work included 20% of poured concrete floor slabs, 50% of pre-cast concrete slabs and 20% of mechanical and sprinkler plumbing.

Schedule Update

- Mason will continue complete load bearing block walls in May.
- Pre-cast roof will be installed in May.
- Mechanical and electrical trades continue to work on in wall services. Mechanical contractor will continue above ceiling piping and ductwork.
- General contractor will pour concrete second floor topping and support pads in mechanical room.
- Paving contractor will continue work on west parking lot.

If you have any comments or questions about the new school, please contact Camillo Cipriano, Superintendent of Education at (905) 632-6300 ext. 127 or e-mail Ciprianoc@hcdsb.org. For school construction information contact Giacomo Corbacio, Superintendent, Facility Management Services at (905) 632-6300 ext. 171 or e-mail corbaciog@hcdsb.org.

St Gregory the Great Catholic Elementary School - Construction Schedule



★ Projected Occupancy Date

Projected Construction Progress
Actual Construction Progress



Minutes of Catholic Parent Involvement Committee Meeting (CPIC)

Monday, April 4, 2016

7:00 p.m. – Board Room

C. E. C., 802 Drury Lane, Burlington

In Attendance: M. AVARELLO; K. BLOOMFIELD; E. MACDONALD; A. GONZALEZ; S. GUEVARA; L. HARTMAN; J. HUNTER;
H. KARABELA; A.A. LEMAY; G. MERRITT-MURRELL; T. OVERHOLT; R. STAGG; K. WILLIAMS

Regrets: C. CARLEY; Fr. R. HÉTU; R. LUISETTO; M. RITCEY;

Chair: J. DUIJVESTEIN

Recorder: J. NEUMAN

1. OPENING PRAYER

Fr. R HÉTU

The meeting began at 7:05 p.m. with a prayer led by E. MacDonald.

2. APPROVALS & REVISIONS

J. DUIJVESTEIN

a. AGENDA

ADDITIONS: School Accommodations – A. A. LeMay – Other Business
Council of Chairs Agenda – T. Overholt – Business Arising

Moved by: L. Hartman
Seconded by: R. Stagg

RESOLVED, that, the agenda be approved as read

CARRIED

b. MINUTES

Moved by: A. A. LeMay
Seconded by: R. Stagg

RESOLVED, that, the minutes from March 7, 2016, be approved, as read.

3. BOARD UPDATE

T. OVERHOLT

T. Overholt shared the following information:

- a) Upcoming Parent information meetings regarding Travel For Credit Program at 7:00 pm at the following locations:
 - April 13, 2016 - St. Ignatius of Loyola CSS, Oakville.
 - April 27, 2016 - Bishop P.F. Reding CSS, Milton.
 - May 11, 2016 - Corpus Christi CSS, Burlington
- b) The Boundary Review for the new Oakville Preserves CES were approved at the last board meeting for September 2016.
- c) French Public Speaking Night – April 6, 2016. 7:00 pm at St. Thomas Aquinas CSS.
- d) April is Aboriginal Education Awareness Month with several events happening throughout the system:
 - i. Movie: Third World Canada showing at 7:00 pm at the following locations
 - April 13, 2016 – Holy Trinity CSS, Oakville
 - April 14, 2016 – Corpus Christi CSS, Burlington
 - April 20, 2016 – Jean Vanier CSS, Milton
 - April 21, 2016 – Christ the King CSS, Georgetown

- ii. Indigenous Student Conference – presented by HCDSB and HCDSB for self-identified grade 9 – 12 students on April 19, 2016 - Oodenawi Public School, Oakville.
 - iii. The Ministry of Education attended St. Mary CES, Oakville to launch the new TVO on-line community for teachers called TeachOntario.
 - iv. Upcoming PD days: April 8, 2016 & April 22, 2016
 - v. Halton Community Resource Fair: April 30, 2016, Craig Kielburger Secondary School, Milton 10:00 am - 2:00 pm
- e) CPIC Meeting Dates 2016-2017
The draft meeting date schedule was reviewed. It was determined to combine the January and February Meetings in order to accommodate preparation for the February 2017 Council of Chairs meeting. J. Neuman to check room availability for fourth or fifth Monday in January 2017.

4. TRUSTEES UPDATE*H. KARABELA*

H. Karabela shared the following information

- a) The April 5, 2016 Board meeting will be held at Corpus Christi CSS in order to accommodate 22 delegations who wish to speak to the board regarding the Pupil Accommodations Reviews.
- b) Naming of new Oakville school
Two proposed names will be submitted to the Bishop for review and approval.
St. Gregory the Great
St. Thérèse of Lisieux
The name will be announced at an upcoming Board Meeting.
- c) The 2016-2017 Budget has been submitted to the Board of Trustees and is now in review.
- d) Phase Four of the development of the HCDSB Strategic Plan is underway. Phase Three – consultation phase is now complete and data has been collated. Trustees have recently met with a consultant to review the data, and will be meeting again in the near future.

J. Duijvestein shared that parents have been sharing their concerns regarding the recent implementation of the pledge in schools. T. Overholt will review the policy/procedure in order to determine accommodations for students who are not Canadian Citizens.

5. BUSINESS ARISING FROM PREVIOUS MEETINGS*J. DUIJVESTEIN***➤ CPIC GOAL SETTING UPDATES***J. DUIJVESTEIN*

It was noted that the CPIC Goal setting sub-committees will be merged one more time down to three groups. Time will be set aside at the May meeting for groups to begin working on the goals in order to continue the conversation in September and set the goals in October 2016.

L. Hartman will send the revised list to members prior to next meeting.

➤ CPIC AWARDS UPDATE*L. HARTMAN*

J. Duijvestein shared an update on the CPIC awards nomination process. It was noted that an electronic reminder will be sent to parents through Strategic Communications Services. It was also noted that the trophies have been ordered.

➤ CPIC ELECTIONS UPDATE*J. DUIJVESTEIN*

J. Duijvestein shared an update of the CPIC election process. It was noted that the Orientation session will be held on April 27th at the Board Office. Several Members indicated they were available to attend. It was noted that 4 at large positions are open for nomination and that 23 applications have been started.

The current rotation chart of all seats was reviewed.

➤ PRO GRANT UPDATE*T. OVERHOLT/J. DUIJVESTEIN*

J. Duijvestein indicated that CPIC was unable to book Dr. Clinton for a session in the Spring. It was noted that a session will be planned for early in the fall; and Dr. Clinton will be invited to attend at that time.

T. Overholt indicated that he is in contact with schools to determine if they would be interested in hosting a Math Night for parents.

➤ COUNCIL OF CHAIRS AGENDA*J. DUIJVESTEIN*

J. Duijvestein reviewed the upcoming Council of Chairs meeting agenda. It was noted that the Math presentation will be removed, as the presentation has been given at local school council meetings already. It was suggested to change the item to the Truth and Reconciliation Commission and to ask the First Nations Metis Inuit Lead to present. It was suggested that if time is short to introduce the information and then offer a Webinar for parents to view which will have a more information.

Discussion of agenda timing and items followed.

The revised agenda will be forwarded to members.

6. NEW BUSINESS

There was no new business to discuss.

OAPCE DIRECTORS REPORT

E. MACDONALD

E. MacDonald indicated that OAPCE is current reviewing their strategic plan; and noted that communication with OAPCE reps on School Councils has begun.

Members were reminded if they required promotional materials for the OAPCE conference to contact E. MacDonald.

Fr. Héту has been nominated for the Monseigneur Harrigan Award.

7. BOARD COMMITTEE REPORTS (IF NECESSARY)

➤ FOCUS ON FAITH *E. MACDONALD*

➤ HOME SCHOOL PARISH PARTNERSHIP DAY *E. MACDONALD*

➤ CALENDAR COMMITTEE *J. DUIJVESTEIN*

➤ BOARD IMPROVEMENT PLAN

➤ EQUITY AND INCLUSION *J. DUIJVESTEIN*

➤ FACE (FRIENDS AND ADVOCATES OF CATHOLIC EDUCATION)

➤ WALK WITH JESUS *A. A. LEMAY*

A. A. Lemay shared that the Walk With Jesus will be In Milton this year, on May 5, 2016 – the walk will begin at Jean Vanier CSS and will finish at the Velodrome. Mass will be held at the Velodrome. T. Overholt will confirm with L. Naar that parents have been invited to attend – 75 seats are available.

➤ CONCUSSION PROTOCOL *A. GONZALEZ; K. BLOOMFIELD*

➤ MENTAL HEALTH *C. CARLEY; L. HARTMAN; R. LUISETTO*

8. CPIC SUBCOMMITTEES

➤ FINANCE *R. LUISETTO*

No transactions to report

➤ COMMUNICATIONS *L. HARTMAN*

Nothing to report

➤ GTA PIC MEETING / MINISTRY OF EDUCATION PIC CONFERENCE *J. DUIJVESTEIN*

Three CPIC members will be attending the PIC meeting in April. It was noted that J. Duijvestein has been invited to participate on a panel.

➤ FAITH AND FAMILY DEVELOPMENT COMMITTEE *E. MACDONALD*

A. Gonzalez shared that two Parish Rep Retreats have been scheduled for 7:00 – 8:30 pm at the following locations:

April 13, 2016 at St. Matthew Parish, Oakville

April 21, 2016 at Holy Rosary Parish, Milton

Invitations for the parish rep retreat will be forwarded.

9. OTHER BUSINESS

CPIC MEMBERS

➤ **SCHOOL ACCOMMODATIONS**

A. A. LeMay shared her concerns regarding the School Accommodations that are currently under review.
T. Overholt and H. Karabela responded.

10. FUTURE AGENDA ITEMS

CPIC MEMBERS

11. CLOSING PRAYER

E. MacDonald

E. MacDonald closed the meeting in prayer.

12. ADJOURNMENT

J. Duijvestein

A. A. Lemay reminded CPIC members of the upcoming HCCEF Golf Tournament on June 1, 2016 at Hidden Lake Golf Course.

RECOMMENDATION

Moved by: J. Hunter
Seconded by: K. Bloomfield

THAT, the meeting be adjourned at 8:30 pm

CARRIED

Next CPIC Meeting: May 2, 2016 – Board Office

Next Council of Chairs Meeting: May 18, 2016 (Holy Trinity CSS)

MINUTES OF THE POLICY COMMITTEE MEETING

Tuesday, April 12, 2016

7:00 p.m.

Catholic Education Centre - Board Room
802 Drury Lane, Burlington, ON

Members Present: A. Danko A. Quinn
 A. Iantomasi D. Rabenda
 H. Karabela J. M. Rowe
 P. Marai S. Trites
 J. Michael

Staff Present: P. Dawson, Director of Education
 C. Cipriano, Superintendent of Education
 A. Swinden, Administrator, Strategic Communications
 T. McKinnon, Manager, Privacy and Records Information Management
 C. McGillicuddy, Superintendent of Education

Recording Secretary: M. Zammit

1. **CALL TO ORDER**

1.1 **Opening Prayer**

The meeting opened at 7:00 p.m. with a prayer led by A. Iantomasi.

2. **APPROVALS**

2.1 **Agenda**

The agenda was approved as submitted. Action Item 3.2 was moved to the bottom of the Action Items to accommodate a Trustees schedule.

The following motion was presented:

#P38/16

Moved by: A. Quinn

Seconded by: S. Trites

RECOMMENDED, that the agenda be approved, as amended.

CARRIED

2.2 **Approval of Minutes**

The minutes of the March 29, 2016 Policy Committee Meeting were reviewed. Minor revision was made under discussion item 4.1 Aboriginal Policy.

The following motion was presented:

#P39/16

Moved by: S Trites

Seconded by: H. Karabela

RECOMMENDED, that the minutes of the Policy Committee Meeting held on March 29, 2016 be approved, as amended.

CARRIED

3. ACTION ITEMS

3.1 Policy I-02 Records and Information Management, Policy I-07 Protection of Privacy, Policy I-30 Video Surveillance - second and third reading (C. Cipriano/T. McKinnon)

C. Cipriano introduced T. McKinnon, Manager for Privacy and Information Management. He noted she will present the three policies that were approved at first reading in December 2015, and were submitted for stakeholder input.

T. McKinnon presented Policy I-02 Records and Information Management. She noted that this policy already formalizes the good practice that the Halton Catholic District School Board follows. T. McKinnon responded to the stakeholder comments, and noted accurate and timely records management is a responsibility of all staff. The Board is developing a training module on appropriate records management practices. The Board has also developed a records retention schedule that will be updated annually by the Privacy, Records and Information Management Department, and will be posted on staffnet for all staff as well as circulated. It was noted that all records should be kept in a secure location, and records that are Board business are kept in the administration office- records storage room and access is restricted to only those that should have access.

#P40/16

Moved by: J. Michael

Seconded by: A. Iantomasi

Resolved, that the Policy Committee recommends that Policy I-02 Records and Information Management, be forwarded to the April 19, 2016 Regular Board Meeting for approval as presented.

CARRIED

T. McKinnon further addressed stakeholder comments for Policy I-07 Protection of Privacy. This policy has been completely rewritten and is now in line with the PIM standards. Over the summer of 2015 Secondary Schools OSR's were packaged, organized and sent offsite. Student OSR records are kept offsite for 55 years post-graduation and are in accordance with schools and with the OSR guidelines. A yearly follow up with both Secondary and Elementary schools will take place to ensure OSR records are kept in a secure area. Brief discussion took place regarding cost for keeping records off site.

#P41/16

Moved by: A. Quinn

Seconded by: A. Iantomasi

Resolved, that the Policy Committee recommends that Policy I-07 Protection of Privacy, be forwarded to the April 19, 2016 Regular Board Meeting for approval as presented. **CARRIED**

T. McKinnon responded to stakeholder comments for Policy I-30 Video Surveillance. It was noted that the Halton Catholic School Board's video surveillance is in accordance with IPC guidelines and the policy has been rewritten. She noted that there is no video surveillance in change rooms, staff rooms or classrooms. These videos are for the safety and security of the Board's assets. Electronic logs are now available. Access to video surveillance is limited to the principal and vice principal with the exception of Elementary schools, there is one camera at the front door and the school secretary is able to view it for security purposes.

Further discussion ensued regarding freedom of information requests.

Question was raised by a Trustee regarding steps that would be taken if an alleged assault was committed by an administrator. C. Cipriano responded to the question stating that the avenue that the parent should go to is the Superintendent of Education who has the ability through the Board's policy to view the video.

The following was put before the Policy Committee:

#P42/16

Moved by: A. Quinn

Seconded by: A. Iantomasi

Resolved, that the Policy Committee recommends Policy I-30 Video Surveillance be forwarded to the April 19, 2016 Regular Board Meeting for approval as presented.

CARRIED

3.2 Policy I-22 Admission to Schools (P. Marai)

Chair P. Marai provided an overview of suggested amendments to Policy I-22 Admission to Schools. He stated that since the Board is under MPAR process the under-utilized schools would benefit from these amendments.

Discussion ensued regarding proposed amendments. P. Marai stated the way the amendments have been structured it would only affect a small number of schools because of the utilization rates. Schools under a 90% of utilization would be affected.

It was recommended by a Trustee Quinn to make an amendment and remove all changes as well as section B from the policy. Chair P. Marai ruled it not in order.

Further discussion ensued regarding Catholic Education. P. Marai stated that within the suggested amendments all Elementary school students would be required to take part in religious classes and within the Catholic activities of the school.

Trustee A. Quinn requested a recorded vote:

In Favour	Opposed
P. Marai	A. Danko
	H. Karabela
	A. Iantomasi
	J. Michael
	D. Rabenda
	J.M. Rowe
	S. Trites
	A. Quinn

The following was put before the Policy Committee:

#P43/16

Moved by: J. Michael

Seconded by: A. Danko

Resolved, that the Policy Committee recommends that Policy I—22 Admission to Schools be forwarded to the April 19, 2016 Regular Board Meeting for approval as presented.

DEFEATED

3.3 Policy I - Governance of Policy (C. Cipriano)

C. Cipriano spoke to Policy I - Governance of Policy, noting that this policy is to establish framework and process for developing, implementing and amending policies as well as to ensure consistency within the Halton Catholic District School Board. He noted that currently under Policy I – Governance of Policy it states that amendments to existing policies require only one reading and don't require stakeholder

input. Recommended language states that for amendments to existing Board policies – input from stakeholder groups will be solicited with a simple majority of the Policy Committee. The time period and process will follow the same vetting process as for any new policy that passes first reading. As well as amendments to existing Board Policies require only one reading with the exception of amendments to Board policies that will be submitted for stakeholder input which will require two readings.

Discussion ensued regarding the new language, which is located on page 2 of Policy I – Governance of Policy, and the process.

Trustee Karabela inquired about a stakeholder list. It was agreed Trustees will be provided with a list of stakeholder recipients.

The following motion was put before the Policy Committee:

#P44/16

Moved by: D. Rabenda

Seconded by: S. Trites

Resolved, that the Policy Committee recommends that Policy I - Governance of Policy be forwarded to the April 19, 2016 Regular Board Meeting for approval as presented.

CARRIED

3.4 **Policy II-41 School Uniform Dress Code/ School Dress Code (C. Cipriano)**

C. Cipriano provided background on Policy II-41 Uniform. He noted that the principles of this Policy have remained the same. The amendments that have been made are based on current principles. He noted one major change on page 4 of the policy, which states that at least once annually, at a Catholic School Council meeting, the principal shall review the school dress code – in the past it stated every three years.

Trustee Quinn provided the group with his suggested amendments and uniform providers. He requested that Policy I-31 Apparel Purchases and Fair Labour Practices be brought forward on the upcoming agenda. He would like to see Policy II-41 follow that of the Toronto Catholic School Board, and feels the Board should not dictate to parents where they should purchase the uniforms from.

Discussion ensued regarding the proposed amendments from Trustee Quinn.

Trustee Quinn presented the following recommendation:

#P45/16

Moved by: A. Quinn

Seconded by: H. Karabela

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 I-31. This requires that all vendors provide assurances that the manufacturing of apparel 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 who have declared compliance with our policy, is available on our website.

DEFEATED

Further discussion to place regarding amendments proposed by policy working group. Question was raised by Trustee Iantomasi if there are any other avenues for parents to take other than school council. C. Cipriano responded stating that reporting to the principal would be a good start as well as the Tell Them From Me Survey.

The following motion was put before the Policy Committee:

#P46/16

Moved by: S. Trites

Seconded by: H. Karabela

Resolved, that the Policy Committee recommends that Policy II-41 Uniform be forwarded to the April 19, 2016 Regular Board Meeting for approval as presented.

CARRIED

3.5 Policy II- 09 Opening and Closing Exercises (C. Cipriano)

C. Cipriano provided background on Policy II-09 Opening and Closing Exercises and noted that this Policy was passed with some amendments at the February 2, 2016 Regular Board meeting. He noted that it was requested by a Trustee Rabenda that this policy be reviewed again by the Policy Committee with considerations to send out for stakeholder input.

Discussion ensued regarding the delay in printing/delivery of the Oath posters to schools. P. Dawson stated that in late February principals were notified of the new policy and that large size posters would be delivered to each school. C. Cipriano noted there was a typo in the posters and therefore delivery was delayed. It was noted that all schools should have the Oath posters now.

The following motion was put before the Policy Committee:

#P47/16

Moved by: D. Rabenda

Seconded by: A. Iantomasi

Resolved, that the Policy Committee recommends that Policy II-09 Opening and Closing Exercises to Schools be forwarded to the April 19, 2016 Regular Board Meeting for approval as presented.

DEFEATED

4. DISCUSSION ITEMS

5. INFORMATION ITEMS

5.1 Draft upcoming Policy Committee Meeting Agenda

Reviewed.

6. MISCELLANEOUS INFORMATION

7. CORRESPONDENCE

8. IN CAMERA

9. NEW BUSINESS

10. MOTION TO EXCUSE COMMITTEE MEMBERS (None)

11. MOTION TO ADJOURN

#P48/16

Moved by: J. Michael

Seconded by: S. Trites

RECOMMENDED, that the meeting adjourn.

CARRIED

The meeting closed with a prayer led by P. Marai at 8:15 p.m.