

REGULAR BOARD MEETING
REVISED AGENDA

Date: Tuesday, November 1, 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, National Anthem and Oath of Citizenship (I. Schwecht)	1 - 2
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15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer (P. Marai)	

PEACE

We begin, as we begin all things... In the name of the Father, and the Son and the Holy Spirit.

+Amen

As we gather this evening, we recall the deep bond we are called to have with all the people of our earth. We join our minds and hearts with all our sisters and brothers, for we are one.

A Reading from the book of Micah 4:1-3

In days to come the mountain of the Lord's house will be established as the highest of the mountains, and shall be raised up above the hills. Peoples shall stream to it, and many nations shall come and say: "Come, let us go up to the mountain of the Lord, to the house of the God of Jacob; that he may teach us his ways and that we may walk in his paths." For out of Zion shall go forth instruction, and the word of the Lord from Jerusalem. He shall judge between many peoples, and shall arbitrate between strong nations far away; they shall beat their swords into plowshares, and their spears into pruning hooks; nation shall not lift up sword against nation, neither shall they learn war any more ...

The Word of the Lord

Thanks be to God

Reflection (Anna Maria Sciaraffa)

Faced with the question of what is wrong with the world, is there anyone who couldn't readily recite a litany of injustices that exist? Faced with another question of how we personally and individually contribute to these injustices, could we respond as quickly? Probing my own mind for honest answers to that question has been very difficult. It uncovers truths about myself that reveal how deeply I am in need of conversion.

My attitudes and actions do indeed stand in the way of justice and peace: the resentments and grudges I hold; the vengeance I seek; my desire to have the upper hand; my charity to the poor that comes only from my excess without any sacrifice; the possessions I cling to; the resources I waste; the companies I invest in and the purchases I make; my silence when I should speak out and my speaking out when I should be silent; the racism and prejudices I like to think don't exist— and much more. The journey to truth is a painful one. I've come to believe that it's much easier to rally with others against war or around a cause that can change the world than it is to grapple with what it takes to change myself. Difficult as it is, people of faith are continually called by God to transformation and conversion. With this call in mind, if we want peace, then we work for justice and we must begin with ourselves."

Intercessions:

Sisters and brothers, for those we are especially aware of this day, we lift our hearts and voices in prayer to our compassionate God...

For all who are living in fear amidst armed conflict and war, we pray... ***Lord hear our prayer***

For all who are mourning the violent loss of loved ones, we pray... ***Lord hear our prayer***

For all who been wounded in body, mind or spirit by violence, we pray... ***Lord hear our prayer***

For all who have fled their homes and are living in refugee camps, we pray... ***Lord hear our prayer***

For all who are working to bring aid into war torn areas, we pray... ***Lord hear our prayer***

For all who in any way further the cause of peace, we pray... ***Lord hear our prayer***

Closing Prayer

All: ***God of tender compassion, Hear the powerful cry for peace that has gone up from every land. Renew our hope and faith, so that we may be instruments of your grace and peace for each other, for our communities, and for our world. We pray now and forever in the name of Jesus, the Prince of Peace. +Amen***

(adapted from Prayer Service for Peace, Sept 2013. Deborah Long, St. Francis Church Sacramento, CA)

PRESENTATION REPORT

ITEM 4.1

FIELD TRIP FAITH EXPERIENCES

PURPOSE:

To share with trustees an example of the faith experiences that students participate in while on an overnight field trip through a presentation from Notre Dame Catholic Secondary School on their trip to Algonquin Park.

BACKGROUND INFORMATION:

The Strategic Plan for the Halton Catholic District School Board outlines one of our primary goals to be that [“all learners experience a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations.”](#) Educational field trips across the Halton Catholic District School Board are designed to enhance learning opportunities for students and provide valuable learning opportunities beyond the classroom. Our ultimate goal of the curriculum is for students to have a daily experience of God at the centre of the learning process and this extends into our out of classroom field trips.

The operating policy for [Educational Field Trips](#) (II-19) outlines a number of principles guiding Educational Field trips including:

The experience shall promote student engagement, community and asset building, citizenship, and/or student leadership opportunities.

The experience meets Ministry of Education Curriculum expectations and Catholic School Graduate Expectations.

Each trip organizer provides a rationale for the trip that includes the religious values and plans for participation in daily prayers, reflection, liturgy, and Mass where a trip takes place over the span of a weekend so that staff and students are able to fulfill their Sunday obligation.

Notre Dame Students participated in a trip to Algonquin Park in September 2016. The purpose for the trip was for students to learn valuable skills like canoeing, canoe rescue, tent and tarp set up, fishing, preparing meals, fire building, portaging and working in a tight knit community, but most importantly, through prayer and reflection, they would truly learn what it is to be a stewards of God's creation. They would learn about their footprint and impact on the God given gift of this earth. This trip was an opportunity for students to witness the beauty that God has created in nature. The experience was designed so that students would take part in a faith focus assignment, a prayer reflection group each day led by the School Chaplaincy Leader – Wayne Lachapelle.

COMMENTS:

This Algonquin trip was an opportunity for our students to witness the beauty that God has created in nature. Experiencing the outdoors safely assisted our students as they strive to become stewards of God's creation. Students took part in a faith focus assignment, a prayer reflection group each day, and the School Chaplaincy Leader delivered daily prayers, including a renewal of Baptismal promises.

The faith experiences that the staff and students were felt on many different levels. The School Chaplaincy Leader provided an opportunity for students to renew their Baptismal promises in a language for the teens at the water's edge. In Appendix A, the chaplain, W. Lachapelle shares his reflection on this experience.

Some student reflections on the field trip faith experience included:

"It was an amazing trip. It touched upon my spirituality when, in my everyday life, I don't always see God. For sure I saw Him on this trip. It was good to spend time with Him again."

"The trip was eye opening for a lot of reasons, but I think the thing that affected me the most was how close to God I felt when I wasn't expecting it."

"As a baby you don't remember those [Baptismal] promises. As a teenager, saying it out loud – it's the best renewal born again from water. I got to say what I believed in and want to become."

More reflections from the students can be found in Appendix B.

CONCLUSION:

Overnight Educational Field Trips are designed to enhance learning opportunities for students and to provide students with intentional connections to their faith throughout the experiential learning. The Notre Dame trip to Algonquin has left a beautiful impression in the heart, minds and souls of all the young people that attended. While experiencing a lot of fun and community, they were also a part of God's colourful tapestry in the fall of Algonquin Park. The memories and skills that were experienced and felt, will be long lasting and the students are very thankful for this opportunity.

REPORT PREPARED & SUBMITTED BY:

W. LACHAPELLE
SCHOOL CHAPLAINCY LEADER (NOTRE DAME)

L. NAAR
SUPERINTENDENT OF EDUCATION

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Appendix A

Chaplain Wayne's Reflection from the Algonquin Camping Trip:

I called all the students and staff down to the water's edge. I invited them to just listen and look out and then respond to the promises with I DO.

Their answers were clear! "I do!" came easily from all their lips. They were so prayerful and engaged. No yawning. No moving around with boredom. They were PRESENT to the moment!

At the end of the teenage version of the baptismal promises...I asked them to now bless themselves with the water we were standing at in whatever way they felt comfortable. Instantly, one young man step purposefully into the water knee deep and just stood there staring at the water and the beauty around him. One young lady instantly got down and put her right hand in the water and blessed herself with the sign of the cross. Another young lady moved a step or two into the water and soaked her hands in the water and took her hands to her face and, slowly, from her forehead to her chin, blessed herself with water. Others stood there for a moment taking it all in and the rest of them touched the water and made the sign of the cross. One young man took water from one hand and moved it across the palm of his other hand and then repeated the motion with his other hand.

It was probably one of the most beautiful and moving and organic moments of young people experiencing faith in a DIFFERENT way that I have EVER experienced in 27 years of being a Chaplain.

The kids and the staff were so open to prayer and made it a priority every day. Every time we would pray and reflect, everything would stop. Their undivided attention was so impressive. Their teamwork was a true example of how we should all be living.

There were some great private talks too with students after a prayer service and reflection. It was proof to me that young people are experience rich but language poor. They know how they feel about God and their families and themselves, they just don't have the words.

This trip is challenging, but it is so worth it.

I was blown away!

Mr. Chad Wozney and Mr. Mark Freeman run this program with great regard for student safety and a real passion for the environment and a Catholic learning community...it is amazing!

Appendix B

Student – E.G.'s Reflections:

I definitely liked the water prayers...especially the one where we redid our baptism promises.

I have such a huge connection to the water because growing up we used to go camping all the time. When I am near the water, I feel so connected to my family. We used to camp all the time until my dad got cancer, and then those trips almost went away. He loved bringing us to the water and watch the sunset and sunrises.

Listening to the prayer and the baptismal promises rewritten in our teenage perspective did make me think. We prayed for everyone that would enter the water. We are SO BLESSED in Canada to have the God given nature that surrounds us. There's something bigger that connects us. Standing there in silence and prayer and reflection – I felt the love of God, my dad, my family and all my friends on the trip!

It was an amazing trip. It touched upon my spirituality when, in my everyday life, I don't always see God. For sure I saw Him on this trip. It was good to spend time with Him again.

Student – M.R.'s Reflection:

This is so hard for me! My words never seem right or good enough to share what I feel about moments like this.

Every prayer time, whether it was when leaving for our trip and praying to St. Christopher, or hearing the prayers and stories of the Native people.

When we were leaving for the trip we said the prayer for safe travel and we learned about St. Christopher. I did not realize that religion was going to be such an important (and easy) part of this trip. The first prayer we said I assumed would be a regular prayer, but knowing we were going so far and leaving our families for a few days into the unknown, it calmed my heart.

As we went along every single day there was a new prayer and a creative way to keep us focused on faith and life.

At first everyone was shy about their faith and opening up to each other but throughout the trip we all grew closer to each other and to God. In between the trips we would take daily, faith was brought up in a way that made me feel connected to not only nature but God. When we were given the option to re baptize ourselves in the lake it made me realize that I have the choice to practice my faith when a lot of people do not.

The trip was eye opening for a lot of reasons, but I think the thing that affected me the most was how close to God I felt when I wasn't expecting it.

Appendix B cont'd ...

Student – C.F.'s Reflection:

The baptismal promises were so unexpected! I didn't think incorporating faith into a camping trip was going to be easy. I knew we would do grace before meals and stuff like that, but I had no idea that there could be such a huge connection to my faith and my baptism. I have found through my other experiences while camping, that I have felt a presence of God. It's hard to explain – I don't know... the air seems fresher, the water is cleaner. I just feel more connected to Him.

So all of sudden Chaplain Wayne in the morning brings us down to the water's edge and here I am thinking "Here's another prayer talk!" Basically, I was thinking it would be just like any other prayer or talk I've experienced before. Then Chaplain Wayne said "I'm going to do something different. If this isn't for you, just listen and see if there is something here for you." Then he began his story about his experiences with oceans and lakes and how the water is just like God. It's around us all the time but we don't always see it! It made me remember a story Chaplain Wayne told at a liturgy two years ago. He was enjoying a quiet sunrise on a beach in the US when suddenly a car with headlights pulled up behind him and disrupted his 'God moment' and he was not impressed. Suddenly a mom and dad got out of the car and pushed their mature son in his wheelchair to the dunes edge. When the sunrise broke the surface of the ocean, his mom and dad helped move his son's face to see the sunrise.

There was a huge connection for me! There we were staring out at the sunrise and I was blown away.

It was cool to see the power behind Chaplain Wayne's words and our baptismal promises.

As a baby you don't remember those promises. As a teenager, saying it out loud – it's the best renewal born again from water. I got to say what I believed in and want to become.

I walked right into the water because I needed to not just stand beside it – but BE in it...I wanted to BE in God's love not just be near it.

Even this past weekend driving around, I was thinking about the story Chaplain Wayne told about the leaves turning colours – it's a story that the native believe...it's about the beauty of generosity. I see things around me differently now. My faith for sure is different and better because of this Outdoor Ed trip!











MINUTES OF REGULAR BOARD MEETING

Date: October 18, 2016
 Time: 7:30 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

Members Present	A. Danko A. Iantomasi, Vice Chair of the Board H. Karabela P. Marai J. Michael, Chair of the Board	A. Quinn D. Rabenda J.M. Rowe S. Trites
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Student Trustees	C. Atrach I. Schwecht	M. Zapata
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Staff Present	C. Cipriano G. Corbacio P. Dawson, Secretary of the Board C. McGillicuddy L. Naar	R. Nego J. O'Hara T. Overholt T. Pinelli A. Prkacin
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Also Present

B. Doan, Acting Chief Research Officer, Research & Development Services
 A. Lofts, Senior Administrator, Business Services
 N. March, President, OECTA Elementary
 R. Merrick, Senior Administrator, Facility Management Services
 A. Swinden, Administrator, Strategic Communications Services
 D. Tkalcic, Manager, Purchasing Services
 F. Thibeault, Administrator, Planning Services

Recording Secretary R. Di Pietro

1. **Call to Order**

The Chair called the meeting to order.

1.1 **Opening Prayer, National Anthem and Oath of Citizenship (C. Atrach)**

The meeting opened at 7:30 p.m. with a prayer led by C. Atrach.

1.2 **Motions Adopted In-Camera**

There were no motions adopted in-camera.

1.3 **Information Received In-Camera**

A. Iantomasi read the information received in-camera.

Acting Department Head Health & Physical Education at St. Thomas Aquinas Catholic Secondary School

Brendan Boyle appointed as Acting Department Head, Health & Physical Education effective October 11, 2016 with an end date to be determined but no later than August 31, 2017.

2. Approval of the Agenda

A request was made to move Action item 8.7 Social Studies Resource Selection to the first action item. There were no objections.

#174/16

Moved by: A. Quinn

Seconded by: H. Karabela

RESOLVED, that the agenda be accepted as amended.

CARRIED

3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

4. Presentations

There were no presentations.

5. Delegations

There were no delegations.

6. Approval of Minutes**6.1 Minutes of the October 4, 2016 Regular Board Meeting**

#175/16

Moved by: A. Iantomasi

Seconded by: P. Marai

RESOLVED, that the minutes of the October 4, 2016 Regular Board meeting be approved.

CARRIED

7. Business Arising from Previous Meetings

There was no business arising from previous meetings.

8. Action Items**8.1 Social Studies Resource Selection (A. Prkacin)**

Staff is recommending the purchase of a core resource for Grade 1, 2, and 3 Social Studies distributed by Nelson Education. The resource selected is Many Gifts which aligns with the curriculum and the Ontario Catholic Graduate Expectations.

#176/16

Moved by: D. Rabenda

Seconded by: A. Quinn

RESOLVED, that the Halton Catholic District School Board approve the purchase of Many Gifts, Grade 1,2, and 3 Social Studies resource.

Staff was questioned on the fair labour practices of Nelson Education and a suggestion was made to postpone voting until the information was received. Staff confirmed that Nelson is the single source for this resource and that the purchase would represent approximately 20% of the current central budget of approximately two (2) million dollars. Concerns were brought forward on the detriment to students should the purchase not be approved. Trustee Quinn agreed that resources are important but the application of fair labour practices should be consistent across the system.

The chair called a vote on resolution #176/16 and it **UNANIMOUSLY CARRIED**.

8.2 Policy III-16 Workplace Harassment (P. Marai)
#177/16

Moved by: J.M. Rowe

Seconded by: A. Iantomasi

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy III-16 Workplace Harassment, as amended.

The chair called a vote on resolution #177/16 and it **UNANIMOUSLY CARRIED**.

8.3 Policy III-17 Attendance Support Program (P. Marai)
#178/16

Moved by: D. Rabenda

Seconded by: S. Trites

RESOLVED, that the Policy Committee recommend that Board Policy III-17 Attendance Support Program be forwarded to the October 18, 2016 Regular Board Meeting with a recommendation for approval at Second and Third Reading.

Trustee Danko stated his objection on the basis that the content of the procedure should be outlined in the Policy.

Staff confirmed that the Attendance Support Program is a local matter and management right that has been a practice for a number of years. No change in practices or processes have been made.

The Chair called for a vote:

In Favour	Opposed
A. Iantomasi	C. Atrach (non-binding)
P. Marai	A. Danko
D. Rabenda	H. Karabela
J. M. Rowe	A. Quinn
I. Schwecht (non-binding)	
S. Trites	
M. Zapata (non-binding)	

The motion **CARRIED**.

8.4 Policy I-31 Apparel Purchases and Fair Labour Practices (P. Marai)
#179/16

Moved by: A. Iantomasi

Seconded by: D. Rabenda

RESOLVED, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee and approve Policy I-31 Apparel Purchases and Fair Labour Practices, as amended.

#179/16 (Amendment)**Moved by:** A. Quinn**Seconded by:** H. Karabela

RESOLVED, that the HCDSB seek a legal opinion to determine the validity of Policy I-31 as it relates to the Board's ability to dictate how parents are bound by Board Purchasing Policy.

The Chair called for a vote on the amended motion:

In Favour	Opposed
C. Atrach (non-binding)	A. Danko
H. Karabela	A. Iantomasi
A. Quinn	P. Marai
D. Rabenda	J. M. Rowe
I. Schwecht (non-binding)	S. Trites
	M. Zapata (non-binding)

The amendment was **DEFEATED**.

The RFP process for a uniform provider has been completed and InSchoolwear Inc. has been awarded a three (3) year contract effective January 1, 2017. An RFP involves not only meeting the requirements of Policy I-31 but several components that collectively provide lowest cost for best value. Communication will be sent to parents regarding the new provider with notification that the current uniform will be grandfathered.

It was questioned why fair labour practices only apply to apparel. Staff understands that approximately nine (9) other school boards have a similar policy in place. A trustee referenced a legal opinion obtained several years ago regarding sole source providers.

The Chair called for a vote on the main motion:

In Favour	Opposed
C. Atrach (non-binding)	H. Karabela
A. Danko	A. Quinn
A. Iantomasi	
P. Marai	
D. Rabenda	
J.M. Rowe	
I. Schwecht (non-binding)	
S. Trites	
M. Zapata (non-binding)	

The motion **CARRIED**.

8.5 Policy I-01 Catholic School Support (P. Marai)**#180/16****Moved by:** J.M. Rowe**Seconded by:** D. Rabenda

RESOLVED, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee and approve Policy I-01 Catholic School Support, as amended.

Staff confirmed that the language discussed at the Policy Committee meeting has been incorporated.

The chair called a vote on resolution #180/16 and it **UNANIMOUSLY CARRIED**.

**8.6 Policy V-07 Donations/Bequests to a School or to the Board (P. Marai)
#181/16**

Moved by: S. Trites

Seconded by: H. Karabela

RESOLVED, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee and approve Policy V-07 Donations/Bequests to a School or to the Board, as amended.

The chair called a vote on resolution #181/16 and it **UNANIMOUSLY CARRIED**.

**8.7 Policy I-34 (B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees (P. Marai)
#182/16**

Moved by: D. Rabenda

Seconded by: J.M. Rowe

RESOLVED, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee and approve Policy I-34 (B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees, as amended.

Discussion took place regarding the use of discretionary funds and the changes in policy stemming from opposition regarding the use of allocated funds to travel abroad. In order to provide some flexibility regarding travel outside of the province an amendment was proposed.

#182/16 (Amendment)

Moved by: A. Quinn

Seconded by: H. Karabela

RESOLVED, that any Trustee expenses related to travel outside of the province of Ontario be brought to the Board for approval by a majority of the Trustees prior to accepting an invitation.

History on past trustee travel was shared and it was stressed that the use of trustee allocated funds should support students, staff and local Board events as well as represent constituents.

H. Karabela spoke in support of the amendment noting that the opportunity to travel provides global vision and therefore should be approved case by case in order to be fair and transparent. Discussion regarding the approval of the Compassion2Action trip ensued.

The Chair called for a vote on the amendment:

In Favour	Opposed
H. Karabela	C. Atrach (non-binding)
A. Quinn	A. Danko
D. Rabenda	A. Iantomasi
	P. Marai
	J.M. Rowe
	I. Schwecht (non-binding)
	S. Trites, Susan
	M. Zapata (non-binding)

The amendment was **DEFEATED**.

In an effort to improve transparency a request was made for itemized posting of expenses. Staff provided clarification regarding the existing process and the information that is posted publicly in December of each year, once the Year-End Financial Statements are completed.

The following amendment to the Policy, under Item Requirements # 12 was proposed:

#182/16 (Amendment)

Moved by: H. Karabela

Seconded by: A. Quinn

RESOLVED, that all itemized expense claims must be submitted and approved within thirty (30) days of end of fiscal year and will be paid promptly and posted on Board's website.

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

The Chair called for a vote on the main motion as amended:

In Favour	Opposed
C. Atrach (non-binding)	H. Karabela
A. Danko	A. Quinn
A. Iantomasi	
P. Marai	
D. Rabenda	
J.M. Rowe	
I. Schwecht (non-binding)	
S. Trites	
M. Zapata (non-binding)	

Motion #182/16 as amended **CARRIED**.

9. Staff Reports

There were no staff reports.

10. Information Items**10.1 Student Trustees Update (C. Atrach)**

Preparations for the *See the Problem, Be the Solution* Bullying Prevention Launch are underway and student trustees are registered for the Fall OSTA-AECO AGM taking place in November.

The students provided an update on the pillars of Achieving, Believing and Belonging detailing activities in the schools.

Concerns regarding artists performing at WE Day were addressed by both staff and student trustees. Staff confirmed that musical acts are well vetted, positive, respectful, and align with Board values.

10.2 School Educational Field Trips (T. Pinelli)

The trips were provided as information. The experience from the field trip to Sainte-Marie Among the Hurons will be shared through student leadership practices.

10.3 St. Gregory the Great and Holy Rosary (M) Construction Reports (G. Corbacio)

Completion of the gym and library for St. Gregory the Great is slated for early November and renovations at Holy Rosary (M) for mid-December.

10.4 Implementation of First Nation, Metis, and Inuit Education in the Halton Catholic District School Board (A. Prkacin)

The 2016 – 2019 HCDSB Indigenous Education Plan is indicative of the call to enact Gospel values and deliver equitable and inclusive programs and services that support achievement and engagement by addressing the shared histories, cultures and perspectives of the First Nation, Métis, and Inuit peoples in Canada.

A. Iantomasi shared her enriching experience at Manitoulin Island and encouraged trustee and student participation at future events. A number of activities, including credit earning are being explored for students.

The Director of Education to follow up on a point of information regarding Kairos.

10.5 Oakville Northeast Pupil Accommodation Review (T. Overholt, G. Corbacio, R. Negoj)

An orientation session took place with the Accommodation Review Committee (ARC) on October 12, 2016. All required information on the process, committee mandate, roles and responsibilities was shared. An overview of the proposed options was also presented. Options will be discussed in further detail at the October 25, 2016 ARC meeting. Meeting dates will be established with the subcommittee of Deanery representatives and Board staff. All schools have parent representation.

11. Miscellaneous Information**11.1 Minutes of the September 12, 2016 CPIC Meeting**

The minutes of the September 12, 2016 CPIC meeting were provided as information.

11.2 Minutes of the September 13, 2016 Policy Committee Meeting

The minutes of the September 13, 2016 Policy meeting were provided as information.

12. Correspondence**12.1 Policy I-31 - Apparel Purchases and Fair Labour Practices - M. Lourenco**

Staff was directed to respond to the correspondence from M. Lourenco.

12.2 Ron Steiginia, Manager of Realty Services, City of Burlington

Correspondence from R. Steiginia was shared.

13. Open Question Period

M. Lourenco posed the following question: According to report dated June 21, 2016 the broader public sector procurement directive requires "open and transparent competitive bid process" how is this RFP process completed without anyone in community being aware?

P. Dawson acknowledged that the RFP committee included trustees, senior staff and parent representatives. Details regarding the process was provided at a prior Board Meeting.

14. In Camera

There was no follow-up In-Camera session.

15. Resolution re Absentees

No absences.

16. Adjournment and Closing Prayer (H. Karabela)

#183/16

Moved by: A. Iantomasi

Seconded by: A. Quinn

RESOLVED, that the meeting adjourn.

CARRIED

The meeting adjourned at 9:15 p.m. with a prayer led by H. Karabela.

Secretary of the Board

Chair

STAFF REPORT

ITEM 9.1

FRENCH SUSTAINABILITY STUDY

PURPOSE:

The purpose of this report is to support future planning for our optional Extended French and Early French Immersion programs in keeping with HCDSB's Vision, Mission and Values dedicated to excellence in Catholic education. Provided within this report is a summary of data and observations indicating some key concerns regarding the implementation of the Early French Immersion Pilot Program thereby outlining various considerations.

The aim of this French Sustainability Study is to propose various scenarios of program delivery that are consistent with our focus upon the spiritual, intellectual, physical and emotional well-being of all students so that they may fulfill their God-given potential.

BACKGROUND INFORMATION:

The significant on-going demand for the EFI program, as well as its on-going "pilot" status has prompted a review of the Board's optional French programs to determine their sustainability and to examine various program delivery models. In the Spring of 2016, a Program Review Committee was formed comprised of Trustees, CPIC Parent Representatives, Administrators and Superintendents representing the 4 geographic areas. In a series of three meetings as well as on-line collaborations, the group gathered to examine the sustainability of our optional French programs and to identify potential resolutions to challenges identified. Guiding questions for the group included, but were not limited to:

- *How can we continue to reinforce our programs, increase engagement and ultimately, increase retention?*
- *How can we realize our FSL goals while negotiating within the confines of certain realities?*
- *What challenges have surfaced and how can we problem-solve?*
- *When is the EFI pilot over? How can we measure its success?*
- *How can HCDSB offer more French, to more students, earlier?*

In 2010, the Board of Trustees approved the Strategic Priorities and Strategic Commitments identified in the report entitled *Fulfilling the Promise: Strategic Directions for 2010-2015*. Within the area of *Achieving*, the Staff Report on the Strategic Planning and Renewal Process identified that one of the system priorities would be to expand the breadth of learning opportunities offered in the Board. In 2012-2013, the Board committed to specifically developing a strategy to expand French Immersion program options for students **in a sustainable manner**. To that end, the HCDSB offered an Early French Immersion (pilot) option beginning in Grade 1, at four (4) regional sites (St. Brigid, St. Benedict, Sacred Heart and St. Mary) servicing a total of 184 students, with 2 classes of 23 at each site.

Early French Immersion (EFI) is very similar in structure to the Board's Extended French (Middle Immersion) program – a program that has run successfully for over 30 years in various regional sites. Immersion and Extended programs differ from Core French programs in that the target (second) language

is the *object* of instruction as well as the *vehicle* of instruction for content areas, like Science and Social Studies. Both Early Immersion and Extended French are optional programs in that "...school boards have the option of offering an Extended French and/or a French Immersion program based on local demand **and resources**; where such a program is offered, students may enroll in it rather than in a Core French program to meet the mandatory requirement for the study of French in English-language schools... School boards may choose to start an Extended French or French Immersion program at various grade levels," (*French as a Second Language Revised Curriculum 2013* document, p.16).

Both Early Immersion and Extended French programs aim to develop functionally bilingual students through the provision of a significant amount of curriculum with French as the second language of instruction. In both the Early French Immersion and the Extended French programs, the curriculum taught is aligned to the English (Regular track) classes, but delivered in French language. Both programs are intended for students whose parents are not French first-language speaking and require that the students attend particular sites that may not be their home school. Siblings of students in either optional French program do not have automatic entry into the site school: they may request cross-boundary permission and must apply for a courtesy seat on the bus, if needed. Both cross-boundary and courtesy seats must be renewed yearly. Finally, in both programs, students who withdraw are expected to return to their home schools. The key differences between the programs are the entry point, and the accumulated hours by the end of Grade 8. Appendix 1 may serve to clarify the distinctions between the three FSL programs.

The revised FSL Curriculum document quoted above, and the document, ***A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12***, both present the Ministry's call to action to strengthen and promote the benefits of FSL programs. Both documents articulate a vision for FSL education in Ontario – namely, that "students in English-language school boards have the confidence and ability to use French effectively in their daily lives" (Ontario 2013b, p. 8). The Ministry of Education identifies 3 goals that support this vision:

- to increase student confidence, proficiency, and achievement in FSL
- to increase the percentage of students studying FSL until graduation
- to increase student, educator, parent, and community engagement in FSL

The most recent support documents: ***Including students with Special Education needs in FSL programs 2015*** (formerly FSL for All), and ***Welcoming English Language Learners into FSL Programs 2016***, underscore that the Ministry of Education is "committed to including and supporting ALL students to ensure equitable access to FSL programs, whether Core French, Extended French, or French Immersion, and the revised curriculum policy documents for FSL released in 2013 (the elementary curriculum) and 2014 (the secondary curriculum) make specific reference to the importance of supporting all students in FSL programs," (*Including students with Special Education needs in FSL programs*, p.6).

In response to the Ministry directives, HCDSB has submitted an FSL plan that includes regular monitoring of its Early French Immersion (EFI) program to ensure that access to French Immersion education to supporters of Catholic education becomes available in a manner that is closer to meeting the needs of the stakeholders.

Halton Catholic District School Board French Programs			
	Early French Immersion (pilot) program (EFI)	Extended French program (EF)	Core French program
Ministry criteria	In a French Immersion program, French must be the language of instruction for a minimum of 50 per cent of the total instructional time at every grade level of the program and provide a minimum of 3800 hours of instruction in French by the end of Grade 8.	In an Extended French program, French must be the language of instruction for a minimum of 25 per cent of the total instructional time at every grade level of the program and provide a minimum of 1260 hours of instruction in French by the end of Grade 8. Entry points and number of hours for Extended French programs can vary between school districts, allowing for flexibility in program delivery.	Core French is mandatory from Grades 4 to 8 for all students in English-language elementary schools. Students entering Grade 4 must receive French instruction in every year from Grade 4 to Grade 8 and must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8.
Halton Catholic current delivery model	Grade 1 entry point staffed at a maximum of 23:1 4 periods (150 minutes) daily = 3800 hours by the end of Grade 8 Science, Social Studies (History & Geography); the Arts, Health and Physical Education are delivered in French language English, Math, and Religion are delivered in English language	Grade 5 entry point staffed at a maximum of 28:1 3 periods (120 minutes) daily = 1520 hours by the end of Grade 8 Science, Social Studies (History & Geography) and usually 2 of the Arts (or rarely, Physical Education) are delivered in French language English, Math and Religion, as well as the remaining Arts or Physical Education & Health are delivered in English language	600 hours = 40 minutes daily.
Site distribution	4 Regional sites with 2 classes per grade per site St. Mary St. Benedict* Sacred Heart of Jesus St. Brigid	9 Regional Elementary sites with 1-2 classes per grade per site: St. Joseph Oakville St. Bernadette St. Matthew St. Marguerite Holy Rosary Milton St. Benedict St. Gabriel Holy Cross St. Brigid 6 Secondary schools Holy Trinity St. Thomas Aquinas Loyola Bishop Reding Notre Dame Christ the King	Every Elementary and Secondary school in the Board

REMARKS:

GENERAL OVERVIEW (Summary of data to date)

Registration Process

The online registration process, adopted in January 2013, continues to prompt serious concerns regarding equity and accessibility. Most of the successful registrations occur within the first 3 minutes of the start of the registration period, such that entry into the optional French programs is essentially a lottery system based upon typing speed and Internet connection. Although the classes fill within minutes, on-line registration remains open from January until the end of August to continue to monitor interest and to ensure that families moving into the area have an opportunity to include their names. In this way, the registration data provides a better picture of overall interest.

To date, the following represents the demand for the program, particularly in Milton and in Oakville:

<i>Average registration by region:</i>	<i>With the current allotment of classes, we are able to service approximately:</i>	<i>How many classes would we need to add to satisfy the demand?</i>
Milton – 147 (101 on wait list)	Milton – 32% of applicants	4 classes
Oakville – 121 (75 on wait list)	Oakville – 38% of applicants	3 classes
Burlington – 101 (55 on wait list)	Burlington – 55% of applicants	2 classes
Halton Hills – 48 (2 on wait list)	Halton Hills – 96% of applicants	N/A

It should be noted that approximately 5 of 46 successful registrants per school are from outside of the Board, but that the majority of students in the program originate from the site schools:

- Milton – 23% of students are from the site school (St. Benedict/St. Peter*)
- Oakville – 43% of students are from the site school (St. Mary)
- Burlington – 30% of students are from the site school (Sacred Heart of Jesus)
- Halton Hills – 31% of students are from the site school (St. Brigid)

(*In Milton, the EFI program began in St. Peter, but changing demographics made it inappropriate to continue the program in that location. It was determined that the program would move to St. Benedict, but that the students who had begun at St. Peter would complete their programming there.)

At times, families who are initially successful with the online registration remove their own names from the list even before beginning in the program. Boundary changes, concern over the possibility of splitting up siblings, long bus rides and moving away from the neighborhood school are the top reasons cited. Throughout the first month of school, secretaries consult the waiting list established the previous January during online registration, and students are able to enter the classes as late as the end of September.

Student Achievement and Retention

Data from a variety of sources (including Reading Benchmark Assessments, Report Card data, Teacher observations, and the recently released EQAO results for the first cohort to participate in that standardized provincial assessment) reveal that currently, students enrolled in the program are progressing well academically. Our results align with typical Canadian averages and trends for students in Early French Immersion programs, in which a higher number of students attain “below Benchmark”

reading levels in English language early on, as compared to Regular Track classes, with the gap narrowing by Grade 3:

Average benchmark reading assessments for EFI classes:

- Gr 1: 11 below Benchmark / 5 at Benchmark / 5 above Benchmark
- Gr 2: 7 below Benchmark / 8 at Benchmark / 5 above Benchmark
- Gr 3: 5 below Benchmark / 10 at Benchmark / 7 above Benchmark

Report Card results over the 4 years indicate that EFI student achievement is on par with the results of the students in the regular program. Administrators confirm that EQAO results reveal no significant disparities in achievement.

While there are many factors associated with attrition, including, as noted above, separation from siblings, and long bus rides, student achievement may also be a cause for demission from the program, particularly between Grade 1 and 2:

Average yearly losses from original cohort:

- Milton – 4 = Retention of 91%
- Oakville – 6 = Retention of 87%
- Burlington – 6 = Retention of 87%
- Halton Hills – 2 = Retention of 96%
- Greatest losses between Grade 1 and 2

It should be noted that when students withdraw from the program, they are often replaced by students who have French Immersion experience from other Boards. Students with no experience in the program are not able to enter after Grade 1, so those spots would otherwise remain unfilled. Further attrition could result in combined grades throughout the Junior division.

When comparing registration and retention data from the Extended French program, similar trends may be observed. High registration and demand initially can be observed consistently across the Board and throughout the years. When students withdraw from the program, they are often replaced by students from other Boards, including Francophone schools, ensuring that class sizes remain relatively high throughout the Elementary years. The concern is the continuity of programming through to Secondary school, when less than half the Graduating cohort continues to participate in the program. A myriad of factors, (gleaned from qualitative Survey data conducted with Secondary students over the last 2 years) including concern around achievement, a healthy menu of electives from which to choose, and fewer years at Secondary, have all contributed to attrition rates. Another key consideration is a lack of alignment between feeder schools and Secondary schools which requires, in some instances, that students leave the program in order to continue on with the peers they have known throughout Elementary school.

As we continue to monitor the implementation of the Early French Immersion program, various concerns that warrant further scrutiny have become evident, including the absence of Student voice for Early French Immersion students, and Boundary concerns (as noted above). The priority concerns revolve around Staffing, Equity, Early Intervention, and Transportation.

Appropriate staffing

All Boards in Ontario are facing a veritable crisis regarding the lack of qualified, quality French-language teachers. Although theoretically, FSL Part 1 is the *minimum* requirement to qualify a teacher for FSL programs, Immersion and Extended programs call for a particular level of fluency and proficiency that enable the teacher to deliver content area programming (Science, Social Studies, History, Geography, etc.) in French-language, and to address the cultural and socio-linguistic expectations within the revised

Curriculum document. It has become increasingly challenging to staff our programs. There are no reserve “pools” of supply teachers for French, as every available French teacher is deployed. As a result, unexpected leaves or participation in professional learning sessions entail “coverage” by English supply teachers in our French programs. This compromises the quality of the programming and in extreme cases, French minutes, as per the Ministry definition of Early Immersion/Extended French program requirement. Conservative estimates place our needs for the upcoming year at 17 teachers for all French programs across the Board (Core, Early Immersion, Extended).

Human Resources staff continue to participate in job fairs offered by local Universities, and travel to Ottawa, Kingston, Sudbury and Windsor job fairs to recruit new teachers. Hiring quality French staff is a priority for the Board, and will represent a need, regardless of which final scenario might be adopted.

“Regardless of the “ideal” situation that the Ministry and many of us parents want for our children – staffing shortages will curtail what boards can offer. Our schools are in a hiring crisis right now for French teachers. We have schools who are still awaiting qualified French teachers. We do not want to sacrifice quality for quantity (I.e., number of classes available... School boards have a duty to inform parents of what they are able to do/provide,”

(on-line reflection from French Sustainability Study Committee).

Equity concerns

Rivalling the concerns around appropriate staffing are concerns around Equity. The significant number of children that are not able to benefit from the program was problematic for our consultative Committee who noted that the program in its current model, at a limited number of locations, primarily benefits the parents who live in that schools' neighbourhood, thus creating an **equity of access** issue. The long bus rides for young students, coupled with separation from siblings, who are not guaranteed access to the same school, makes participation prohibitive for some families. *“If Boards offer Immersion and Extended programs, then geography should not determine who can or cannot attend,”* (on-line reflection from French Sustainability Study Committee).

Equity of access is but one aspect of the concerns around Equity. The impact of the current model on the regular track program is at issue as well. While our Board's decision to cap the number of classes and class sizes is an effort to safeguard against the “cannibalization” of the English classes, which is seen in uncapped scenarios across the province, **our EFI classes absorb the entire allowance for Primary classes over 20 pupils**, as allotted by Ministry standards. *“Having class sizes for EFI at over 20 limits the number of classes we can have over 20 in the primary division in rest of Board which leads to more combined classes for English stream,”* (on-line reflection from French Sustainability Study Committee).

In addition to the above, there are concerns raised around the perception of **optional French programs as elitist**. The “lottery” style registration implies a fortuitous opportunity that only a select few can enjoy. *“To remain with the status quo puts us in a position of offering an elementary program to a few children. This has become an ‘elitist’ program and parents have come forward to question the validity of including students with exceptionalities and students with behavioural concerns. How do we support programming that parents are using as a method of keeping their children segregated from others in our community of faith?”* (on-line reflection from French Sustainability Study Committee).

Finally, some concerns have been raised regarding equity from a teacher perspective, as gleaned by Teacher survey data, exit ticket feedback and observational, anecdotal data from both Administrators and FSL Consultant. EFI primary teachers in the English side must complete Reading Assessments for as many as 46 children, however, they are only with those students for three 40-min. periods/day. This makes it very challenging for them to complete all of the assessments accurately, simply from a time perspective. EFI primary English teachers have only 3-40 min. blocks to teach the (English) Language, Math, and Religion curriculum, (120 minutes). **With 30 min. for Religion, and the new 60-minute imperative for Math, even if teachers integrate well, it only leaves 30 minutes daily devoted to reading and writing skills in English, and to conduct small group guided instruction in Reading AND in Writing.** While

literacy skills developed in French language are seen to be transferable, particularly in older grades, teachers note that primary students are still developing foundational literacy skills and that it can be challenging for students to learn to read for the first time in two different languages, especially since they have two different teachers teaching them (e.g. instructional focus in the same day may be on two different phonemes, one in French and one in English).

“We know from research that ideally, phonetics instruction is systematic – this can't be done simultaneously in two languages unless the teachers plan together and ensure they have the same instructional focus at the same time,” (on-line reflection from French Sustainability Study Committee).

Early intervention and appropriate supports

Related to concerns around both Staffing and Equity issues, is the recognition that there are **few supports for students in Early French Immersion** who may experience struggles with literacy skill development. Often, when non-readers struggle, it is difficult to determine whether the cause is difficulty acquiring a second language, or the reduced exposure to English, or the cognitive demands associated with learning 2 linguistic codes in tandem, or difficulty with learning skills, or a learning issue that might require Special Education supports. Research teaches us that early intervention is crucial to supporting these learners in ensuring that gaps are identified early and that measures are put in place to address needs. Students who are experiencing difficulty need additional support that is delivered with fidelity during appropriate times.

Students in Early French Immersion classes have less time for English-language instruction. There is no French-speaking Special Education support, so any additional help is offered exclusively in English and often, during French time, which impacts the exposure to the French language and compromises the total time in French.

Transportation

Transportation costs are significant for optional programs – particularly when concentrated for the support of few schools. It stands to reason that offering the opportunity for French programming within more homeschools would reduce the need for, and consequently, the cost of transportation.

It should also be noted that because Early French Immersion transports children from a wide area, there are many busses at a school mostly filled with children in the primary grades (many of the buses ONLY have primary children). This means there are many primary children on bus rides that can take up to an hour and behaviour/safety becomes a concern. This is the result of having regional sites that service large geographic areas, as opposed to having several sites servicing more home schools.

ANALYSIS (Scenarios examined)

Having reviewed the above concerns and the accompanying data, the French Sustainability Study Committee examined several potential options for consideration, in light of our inquiry questions, Ministry directives, and our Vision and Mission statement as a Catholic Board. A detailed summary of each option follows this brief overview.

Scenario 1: Status quo

- EFI offered in 4 regional sites with transportation provided

Scenario 2: Expand the EFI program

- Offer the EFI program in more sites

Scenario 3: Later entry point.

- EFI to have a later entry point. This would entail a greater % of the day being delivered in French language (Mathematics in French) in order to achieve the required hours by Grade 8. (Same sites, different entry point)

Scenario 4: A new model

- As of 2017-2018, EFI is phased out. Core French begins in Grade 3 as an oral-based program for ALL students. Extended French, beginning in Grade 4, is offered at more sites

SCENARIO 1 – STATUS QUO

WHAT DOES THIS LOOK LIKE?

This alternative continues the current model of four regional sites offering the Early Immersion program to 184 students across the Board who enter the program through an on-line, first-come, first-served lottery-style registration. Classes would continue to be capped at 23 in the Primary grades. Our Extended French program and Core French programs would also continue in their current delivery model.

SCHOOL ORGANIZATION BY PROGRAM:

EFI SITES	EXTENDED FRENCH SITES	CORE FRENCH
<ul style="list-style-type: none">■ 4 Regional sites with 2 classes per grade per site St. Mary St. Benedict* Sacred Heart of Jesus St. Brigid	<ul style="list-style-type: none">■ 9 Regional Elementary sites with 1-2 classes per grade per site: St. Joseph Oakville St. Bernadette St. Matthew St. Marguerite Holy Rosary Milton St. Benedict St. Gabriel Holy Cross St. Brigid	<ul style="list-style-type: none">■ 46 sites■ Grades 4-8

HOW DOES THIS OPTION ADDRESS CONCERNS AROUND STAFFING?

As per Appendix 2, **this scenario would entail a non-negotiable need to hire a minimum of 24 teachers (over 4 years) with the highest calibre of French**, in order to ensure a full complement of staff for Grades 5 through 8. As per the current model, each French teacher would teach 2 classes of the same grade (in the morning and afternoon), in order to maximize the Second language expertise. It would be wise to develop a pool of teachers, in addition to the 8 needed for September 2017, in order to address long-term leaves (maternity) and supply coverage demands, without compromising the quality of the program.

HOW DOES THIS OPTION ADDRESS CONCERNS AROUND EQUITY?

As noted above, the current model services a maximum of 184 students (new registrants) across the entire Board, with waiting lists into the hundreds. About 30% of the 184 students that participate originate from the site school, with only the families willing to have their children endure long bus rides, separated from siblings, (who are not guaranteed access to the same school), able to participate.

HOW DOES THIS OPTION ADDRESS CONCERNS AROUND EARLY INTERVENTION?

Each French teacher's English language teaching partner would address the Religion, Language and Math curricula with 120 minutes per class. The **60-minute Math mandate** in the Ministry's Math Action plan creates a conundrum. **EFI students will either not have 60 minutes of Math instruction or have less time for English language instruction.**

STAFF REMARKS

- The current model allows the Board to differentiate French programming according to interest (i.e. families have three options to choose from) – but only for a select group.
- **STAFFING:** It is becoming increasingly difficult to staff the EFI program with teachers with the highest caliber French language fluency and proficiency.
- **EQUITY:** This amounts to the development of a “boutique” program that presents the risk of elitism. *“To continue to offer this program creates a two-tiered system which is not in keeping with sustaining inclusive Catholic schools”. (on-line reflection from French Sustainability Study Committee).*
- The **60-minute Math mandate** in the Ministry’s Math Action plan creates a conundrum. **EFI students will either not have 60 minutes of Math instruction or have less time for English language instruction.**
- Some students entering the EFI program experience behavioural and academic challenges in the French portion for various reasons related to their own individual suitability to the program, learning difficulties requiring early intervention in English, a long bus ride, being separated from siblings and/or their home school community, etc.

SCENARIO 2 – EXPAND THE EFI PROGRAM

WHAT DOES THIS LOOK LIKE?

This possibility would have new regional sites offering the Early French Immersion program. Each new site would have the 2 class-maximum (based on registration) capped at 23 per class, following the current model. If registration interest does not deem it worthwhile to have a new site in Georgetown, it might be possible to re-allocate one class to Oakville and one to Milton. Our Extended French program and Core French programs would continue in their current delivery model.

SCHOOL ORGANIZATION BY PROGRAM:

EFI SITES	EXTENDED FRENCH SITES	CORE FRENCH
<ul style="list-style-type: none"> ■ 6 Regional sites with 2 classes per grade per site St. Mary St. Benedict* Sacred Heart of Jesus St. Brigid New site in Oakville New site in Milton New site in Burlington New site in Georgetown OR an additional Milton class and an additional Oakville class	<ul style="list-style-type: none"> ■ 9 Regional Elementary sites with 1-2 classes per grade per site: St. Joseph Oakville St. Bernadette St. Matthew St. Marguerite Holy Rosary Milton St. Benedict St. Gabriel Holy Cross St. Brigid	<ul style="list-style-type: none"> ■ 46 sites ■ Grades 4-8

HOW DOES THIS SCENARIO ADDRESS CONCERNS AROUND STAFFING?

As per Appendix 2, **this choice would entail a non-negotiable need to hire a minimum of 68 teachers (over 8 years) with the highest calibre of French** in order to ensure a full complement of staff for Grades 5 through 8 in the current schools, and from Grades 1-8 in one new site per region. In any given year, the Board would need to seek at least 8 new homeroom teachers and in key years (Grade 1, Grade 4 and Grade 6 years) 4 new planning time teachers.

HOW DOES THIS SCENARIO ADDRESS CONCERNS AROUND EQUITY?

An expansion of the current model would allow for more participation and greater equity of access, in terms of students having shorter bus rides and more options. However, it must be made clear that waiting lists would still exist and that caps would still be enforced.

The concern here is space within our facilities and how the Regular Track classes might be impacted due to the point made earlier that EFI classes absorb the entire allowance for Primary classes over 20 pupils, as allotted by Ministry standards. “Having class sizes for EFI at over 20 limits the number of classes we can have over 20 in the primary division in rest of Board which leads to more combined classes for English stream,” (on-line reflection from French Sustainability Study Committee).

HOW DOES THIS SCENARIO ADDRESS CONCERNS AROUND EARLY INTERVENTION?

Since the program would essentially have the same structure as the current model, the same concerns persist: less time for Math and Language, few supports in French language, and services offered in English during French time.

HOW DOES THIS OPTION ADDRESS CONCERNS AROUND TRANSPORTATION?

A Transportation Analysis estimated a savings of \$91,180.00.

STAFF REMARKS

- **STAFFING:** The primary concern with this option is the **staffing** pressure. This choice would entail a non-negotiable need to hire a **minimum of 68 teachers** (over 8 years) with the highest calibre of French
- **EQUITY:** An expansion of the program would allow the Board to differentiate French programming according to interest and would provide more equitable access in terms of locations.
- Further to this point, it should be noted that new **resources** for Grades 5-8 in the existing sites need be purchased as well as new resources for Grades 1-8 in new sites, which represents a significant investment. A responsible, sustainable approach would ensure that programs are not promised to parents unless we have the resources to ensure quality delivery.

SCENARIO 3 – EFI TO HAVE A LATER ENTRY POINT

WHAT DOES THIS LOOK LIKE?

A later entry point for EFI – Grade 2 – would necessitate a greater percentage of the day being delivered in the French language. Since Religion and Family Life programs must be delivered in English, we would have the option of offering either Mathematics in French, or delaying English language instruction for several years in order to achieve the required hours for an Immersion program (3800 hours) by Grade 8.

A possible layout: *Mathematics in French language*

Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
150 minutes + 60 minutes Math in French	150 minutes + 60 minutes Math in French	150 minutes + 60 minutes Math in French	150 minutes. Math goes back to English	150 minutes. Math goes back to English	150 minutes. Math goes back to English	150 minutes. Math goes back to English
665 hours	665 hours	665 hours	475 hours	475 hours	475 hours	475 hours
Total accumulated hours in French language by the end of Grade 8						3895

A possible layout: *No formal English until Grade 3*

Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
300 minutes. Math in French. No formal English.	150 minutes + 60 minutes Math in French. Formal English instruction begins.	150 minutes Math goes back to English	150 minutes Math goes back to English	150 minutes Math goes back to English	150 minutes Math goes back to English	120 minutes in French. Physical Education, and several of the Arts could now be taught in English.
950 hours	665 hours	475 hours	475 hours	475 hours	475 hours	380 hours
Total accumulated hours in French language by the end of Grade 8						3895

HOW DOES THIS SCENARIO ADDRESS CONCERNS AROUND STAFFING?

As per Appendix 2, **this decision would entail a non-negotiable need to hire a minimum of 20 teachers (over 8 years) with the highest calibre of French** in order to ensure a full complement of staff for Grades 6 through 8 in the current schools. The Grade 1 teachers could be re-deployed to teach the Grade 5 classes. In any given year, at least 4 new homeroom teachers and in certain years, more planning time teachers would be needed – and planning time must be offered in French to maintain the hours requirement.

There was some discussion, in analysing the above proposal, about phasing out Extended French classes in favour of this newer model. Teachers who teach in Extended French classes might then be re-deployed in the above model. However, this would entail phasing in the earlier start which means that every Grade 2-4 French teacher would have to teach one class, as opposed to the current model which has the French teachers teaching 2 classes. The EFI staff would now need extensive training in Mathematics in order to deliver the curriculum effectively. Very few French teachers have Math qualifications, and due to traditional scheduling requirements and the way in which we deploy our French teachers, teachers have very little practice in delivering this curriculum.

HOW DOES THIS OPTION ADDRESS CONCERNS AROUND EQUITY?

The Equity of access issues raised earlier are not addressed through this option. If this option were to include phasing out the Extended French program, some greater equity of access might be achieved as

there are several more Extended French sites. However, we would then need to hire for Grades 2-4 in the existing Extended French sites, which would mean ***the need for an additional 27 teachers and the training required for Math instruction.***

This scenario also raises the concern that the Grade 1 year would turn into a “selection” year: those students who develop their literacy skills at a faster pace might be more apt to try the Immersion model in Grade 2. This approach would likely reduce the number of ELLs (English language learners), students with special education needs, and other challenges, from registering for the program most particularly if Mathematics instruction was to be in French.

HOW DOES THIS OPTION ADDRESS CONCERNS AROUND EARLY INTERVENTION?

Since the students would enter the program later, they would have their Grade 1 year to develop their native language Literacy skills before entering the optional program, and the opportunity for teachers to flag and address concerns before moving into the optional French program.

However, concerns around no formal instruction in English language in Grade 2 makes this option far less desirable. Flip-flopping Math instruction from English in Kindergarten and Grade 1 to French in Grade 2, 3 and 4, then back to English, seems cognitively onerous for small children. In the second “possible layout”, the reduced access to English means less opportunity to practice essential skills, and a delayed opportunity for teaching staff to identify and highlight potential learning issues or gaps.

STAFF REMARKS

- **STAFFING:** This decision would entail a non-negotiable need to hire a ***minimum of 20 teachers*** (over 8 years) with the highest calibre of French
- **EQUITY:** A later entry point for Early French Immersion addresses few of the real concerns and risks the development of a pseudo-private school experience within the context of a publically-funded structure.

SCENARIO 4 – EXPAND THE EXTENDED FRENCH AND CORE FRENCH PROGRAMS; PHASE OUT EFI

WHAT DOES THIS LOOK LIKE?

This choice would have Core French expanded from a Grade 4 entry to a Grade 3 entry point for ALL students across the Board over a gradual progression. Having experienced French in Grade 3, students can then continue their studies of French in Grade 4, either within the context of the traditional Core French classroom, or within an Extended French program. As the Early French Immersion program phases out, new sites for the Extended French program would be added (or EFI sites would “convert”) to ensure greater access across the Families of Schools. Interest and registration levels, as well as space limitations would determine whether one or two classes would be offered in each NEW site. Because the Junior classes do not have the same strict caps as the Primary classes, Grade 4 Extended French could have as many as 28 in each class, thereby opening up 90 spaces across the Board in the existing sites alone. The larger class sizes also reduce the risk of combined grades due to attrition.

Roll-out of this program could entail:

2017

- Extended French status quo Gr 5 entry in 9 sites. OLF phase out complete.
- Core Grade 3 is launched in schools where FSL staff does not have full slate of FSL.
- No new hires for Extended or Immersion (development of pool)
- Core contracts may require increase
- Grade 1 Immersion teachers re-deployed to teach Grade 5 EFI as part of phase out

2018

- Core Grade 3 in 100% of our schools.
- Extended French status quo
- No new hires for Extended or Immersion (development of pool)
- 10 Core French hires (based on current SAC reports)
- Grade 2 Immersion teachers re-deployed to teach Grade 6 EFI as part of phase out

2019

- The double cohort year: Grade 4 and 5 entry offered to Extended French in existing sites.
- 9 new hires for Extended French for new Grade 4 Extended French classes (from pool?)
- No new Core or Immersion hires.
- Grade 3 Immersion teachers begin to teach Grade 7 EFI as part of phase out

2020

- Extended French Grade 4 entry full implementation.
- 4 new (or “converted” from EFI) regional sites.
- 4 “new” hires for Extended French
- No new Core or Immersion hires.
- Grade 4 Immersion teachers begin to teach Grade 8 EFI as part of phase out

2021

- Extended French Grade 4 entry full implementation. 13 regional sites running.
- No new hires.
- Grade 1 Immersion teachers begin to teach Grade 5 Extended French within new hybrid program

From 2022 on, the former EFI staff including planning time staff, can now be redeployed.

SCHOOL ORGANIZATION BY PROGRAM:

EFI SITES	EXTENDED FRENCH SITES	CORE FRENCH
<ul style="list-style-type: none"> ■ 4 Regional sites with 2 classes per grade per site <p>St. Mary St. Benedict* Sacred Heart of Jesus St. Brigid</p> <p>Phase out complete by 2024.</p> <p>Some of these sites may be “converted” to the new Extended French model.</p>	<ul style="list-style-type: none"> ■ 9 Regional Elementary sites with 1-2 classes per grade per site: <p>St. Joseph Oakville St. Bernadette St. Matthew St. Marguerite Holy Rosary Milton St. Benedict St. Gabriel Holy Cross St. Brigid</p> <ul style="list-style-type: none"> ■ 4 additional sites <p>New site in Oakville New site in Milton New site in Burlington New site in Georgetown</p>	<ul style="list-style-type: none"> ■ 46 sites ■ Grades 3-8 ■ Grade 3 program would be introduced through a staggered progression

HOW DOES THIS SCENARIO ADDRESS CONCERNS AROUND STAFFING?

This choice would entail ***no imperative new hires for September 2017***. Naturally, it would be wise to develop a pool of teachers, in order to address long-term leaves (maternity) and supply coverage demands, without compromising the quality of our programs. However, this model, in its gradual

progression would require fewer immediate hires and work to re-allocate and re-deploy staff that we already have.

Further to this point, the language level of the candidates we would be seeking could vary. HCDSB seeks the highest calibre of French-language speakers and strong candidates when staffing for all of its French programs. However, as noted in the Early French Immersion Review report (2015), “since Core French teachers generally work with students at a very beginner or entry-level of second language acquisition, and teach language specifically, it is understood that their level of French might not be as elevated as that of an Immersion or Extended teacher, who is asked to speak French ... in varying contexts and in various subject content areas (Science, Social studies, History, Geography, etc.). The Immersion or Extended teacher is expected to use richer vocabulary and more complex grammatical structures, and teach more sophisticated literature. In cases where the proficiency of the teacher is weaker, the teacher will be more likely to use significant English in class. When the teacher uses a great deal of English, the student’s Immersion experience is diluted and the results (and program) are compromised.” In the model proposed in Scenario 4, some of the new hires would be Core French candidates, who may have a slightly less advanced command of the language; such candidates are relatively easier to find.

In the model proposed in Scenario 4, in some instances, Core French teachers will move from partial to full time contracts – an excellent way to ensure loyalty and to guard against poaching from other Boards – a trend we have seen on the rise in the last several years. It should also be noted that currently, in 22 of 46 Elementary schools, there are Core French teachers who are not fully utilized in FSL classrooms. That is, they are not teaching 6 full periods of FSL, due to dropping enrolment. Since these teachers have full contracts, they are used for Literacy support or for Kindergarten planning time coverage. In some instances, the teachers are rather frustrated with the lack of opportunity to use their French and seek change. In the proposed structure, more Core French teachers would have a full complement of FSL classes.

Some Core French teachers, in areas with seriously declining enrolment (South Burlington) would have to travel between schools – a practice that is relatively common at present. While not ideal, it could provide new hires with partial contracts an opportunity for a full contract, thereby increasing loyalty to the Board.

HOW DOES THIS OPTION ADDRESS CONCERNS AROUND EQUITY?

An expansion of the current Extended French model and Core French model, with the conversion from EFI to a new model, or the addition of a few new sites, would allow for more participation and greater equity of access to French language at an early age, and to the optional (Extended French) program, as noted in the estimates above. Because the caps on Junior classes are not as stringent as the Primary caps, (i.e. the classes are larger to begin), the negative impact on Regular Track classes in terms of combined grades is mitigated. Since the model proposed in Option 4 uses current sites, and new sites can be strategically selected to bolster growth in particular schools with declining enrolment, the concerns around space are also mitigated.

It would still be necessary to have controls or caps on both the number of classes and the number of sites selected. There may still be wait lists, even with the larger class sizes and more locations. As discussed earlier in this report, caps are an essential component to protecting schools from being “cannibalized” by French programs in neighbouring sites.

Experienced French teachers and many Principals lament the loss of Core French from the Primary grades. This model might bring back some of the benefits of early exposure, and potentially, support the confidence and progress that characterizes our Ministry’s call to action to “strengthen FSL programs for all students.” Rather than providing a handful of students with a 3-year advantage over their peers, the proposed model seeks to democratize the study of French language. More sites mean that the study of French is more commonplace. The more conventional a program, the less elitist it becomes.

HOW DOES THIS OPTION ADDRESS CONCERNS AROUND EARLY INTERVENTION?

Since the model proposed in Scenario 4 would have students complete their entire Primary years (K - Grade 3) in the English language, with some exposure to French in Grade 3, teachers would be able to develop a strong foundation for Literacy skills in the English language. Students who demonstrate difficulty can be observed and supported more effectively before considering additional programming. Unlike the model in Option 3, in which parents would have to risk putting their child into a full French day, this model provides a more gradual release with the French intensifying progressively.

Further to this point, it should be clear that the hours required in Extended French are 1260 by the end of Grade 8. This means that 120 minutes daily, or, 3 periods, may be devoted to French language, but that 160 (4 periods) can be devoted to English language instruction, thereby honouring the 60-minute Math mandate that is a key part of the Strategic Plan for Achievement.

HOW DOES THIS OPTION ADDRESS CONCERNS AROUND TRANSPORTATION?

The Transportation Analysis conducted estimates that the overall savings across all regions in our Board would be: **\$298, 920.00**

STAFF REMARKS

- **STAFFING:** This choice would entail ***no imperative new hires*** for September 2017. Naturally
- **EQUITY:** An expansion of the Extended French and Core French programs would allow the Board to differentiate French programming according to interest and would provide more equitable access.
- **STUDENT VOICE:** By the time students are in Grade 4, there is an element of student choice. The student and his parents know him as a learner; understand his needs and interests, and may have had some discussion around pathways. This approach allows for widespread access to French language opportunities at a younger age, and with their peers.
- **TRANSPORTATION:** Generally, more sites reduce the need for transportation, and we know that every dollar spent on transportation is not spent in the classroom. The savings, \$298,920.00, may be re-directed toward additional staffing, student resources or programming.
- **RESOURCES:** It should also be noted that the current Grade 4 FSL program material can be adapted to support Grade 3 Core French as well, thereby reducing the need for really significant resource purchases.

This “hybrid” model presented through Scenario 4 is a reasonable compromise that would allow the Board to offer more French to more students, in a way that is respectful of the dignity of all of our learners, cognizant of the needs of our families, and mindful of practical considerations revolving around staffing and transportation.

CONCLUSION:

Provided below is a succinct summary of the aforementioned scenarios:

	# 1: Status quo	#2: Expand the EFI program	#3: Later entry point	#4: A new model
Staffing	24 Immersion-level teachers over next 4 years 8 immediate hires	36 Immersion-level teachers over next 4 years (68 over next 8 years) 16 immediate hires	28 Immersion-level teachers over 4 years 8 immediate hires	13 Extended-level teachers; 10 Core French teachers over next 4 years No immediate hires; first new hires for Core in 2018 and for Extended in 2019 Existing staff is re-deployed
Equity	184 registrants have access to EFI	386 registrants have access to EFI	184 registrants have access to EFI	ALL students have access to Core French in Primary 728 registrants have access to new Extended French model (depending on registration interest)
Early Intervention	120 minutes for English instruction (Language, Math and Religion) Ministry mandate of 60 minutes in Math cannot be upheld No French SERT support	120 minutes for English instruction (Language, Math and Religion) Ministry mandate of 60 minutes in Math cannot be upheld No French SERT support	Math instruction to be delivered in French language, then back to English in late Junior OR English instruction postponed until Grade 3	160 minutes for English instruction (Language, Math, Religion, and likely Physical Education) Ministry mandate for 60 minutes in Math upheld Primary literacy in English language with SERT support
Transportation		\$91,180.00 Savings		\$298,920.00 Savings

RECOMMENDATION:

Given the above analysis, and extensive consultation with various stakeholders, Senior Administration recommend that the Board of Trustees approve the implementation of Scenario 4 which phases out EFI while expanding Core and Extended French programming. The recommendation will be brought forward at the November 15th Board Meeting.

The value and importance of FSL programming is widely recognized throughout our Board and the intention is certainly to offer **more French, to more students, earlier**. The primary focus now is to ensure that the *delivery model* of our programs corresponds with our Board's Mission and Vision, our Catholic Values, and the Ministry's stated goals, while remaining mindful of our fiduciary responsibilities and limitations.

REPORT PREPARED BY:

A.M. TOLTL
CURRICULUM CONSULTANT

A. PRKACIN
SUPERINTENDENT OF EDUCATION, CURRICULUM SERVICES

REPORT SUBMITTED BY:

A. PRKACIN
SUPERINTENDENT OF EDUCATION, CURRICULUM SERVICES

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

STAFF REPORT

ITEM 9.2

INTERMEDIATE CORE FRENCH RESOURCE PURCHASE

PURPOSE:

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

The purpose of this report is to recommend the purchase of an Intermediate Core French resource – *Mon réseau, ma vie* – to be used in Grade 7 FSL classrooms.

BACKGROUND INFORMATION:

The existing *On y va!* Intermediate program is a 20-year-old resource that does not adequately address the significant oral, aural and intercultural components of the revised French as a Second Language (FSL) Curriculum (released in 2013). The new resource for consideration, *Mon réseau, ma vie* is Trillium-approved, and supports effective instructional and assessment practices, intercultural and socio-linguistic awareness, and 21st Century fluencies (Appendix A). These fluencies, such as communication skills (developed through function-driven modules), collaboration skills (developed through highly interactive scenarios), and student autonomy (developed through embedded student reference tools and a focus on learning strategies), serve to support teachers in nurturing the Catholic Graduate Expectations within our students. Indeed, the resource is organized according to "conceptual organizers": "grandes questions" (overarching inquiry questions) that provide a framework within which teachers can authentically incorporate their Focus on Faith Grade-level themes, in order to deliver the curriculum through a Catholic lens. Please review the Catholic correlations for Module 1, as an example of the Links to the Catholic Graduate Expectations that this resource can offer (Appendix 1).

There are four such modules for Grade 7, designed to help students engage in relevant, meaningful communication in French. Learners act as social agents to complete tasks in authentic contexts intended to expand their knowledge and skills in listening, speaking, reading, and writing. Each module features a variety of text genres, and current content including online forums, websites, graphic texts and quizzes. Throughout the modules, learners incorporate new and familiar language, think about strategies for successfully communicating ideas, and consider polite and culturally inclusive interactions with their peers. In *Mon réseau, ma vie*, a variety of cultures are incorporated and reflected in the texts. Intercultural awareness is developed when students are exposed to a variety of cultures and invited to observe elements they find interesting, similar to, or different from their own culture. Sociolinguistic conventions, or examples of language used in a variety of social situations, are highlighted in each module.

Authentic communication, intercultural awareness and the use of language learning strategies are key pillars 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).

Quality assessment practices are supported by the structure of the resources. Each module in **Mon réseau, ma vie** is organized into three contexts (Contexte A, Contexte B, Contexte C). Each module presents student learning goals at the onset (*À l’oral et à l’écrit...*), and at the end of each context is an “assessment of” learning task. A variety of rubrics, checklists and exit cards, as well as several opportunities for self-assessment allow students to track their progress and to plan for next steps, with teacher guidance. **Mon réseau, ma vie** has the advantage of corresponding structurally with the **Echos Pros** Core French resource that was purchased for Junior grades in 2014-2015. Pilot teachers report that the similar instructional strategies, the opportunity to re-use familiar language and to build upon prior knowledge (“spiral” approach in second-language learning), and the continued focus on Modelled, Shared and Guided practice, would ensure continuity of programming from the Junior Grades.

REMARKS:

Mon réseau, ma vie was piloted by a team of teachers during the spring and into the fall of 2016. This team had also piloted a comparable, competitor resource (*Odysée* by CEC), in the spring of 2015, as per the protocols governing procurement. The pilot team, which remained nearly completely consistent to ensure fair and valid judgement, included teachers with various levels of experience, representing every geographic area in our Board. **Mon réseau, ma vie** emerged as the top contender for future purchase.

The teacher and student resources are flexible since they come in print and digital formats. Each school would receive a Professional Bundle which includes a Teacher Digital eGuide School Access: this is a 7-year school access to Teacher eGuide for 3 users in the school (includes teaching notes, line masters, web-links, interactive activities, slides, audio, video, and more), Offline eGuide Access, and 1 printed TG (teaching notes, line masters).

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 will also have 15 print copies of the student modules, and 15 student digital codes to create a truly blended environment. Students can be assigned digital codes on an as-needs basis to access the student text, activities, audio and video files, in order to support differentiated learning. A blend of print and digital material supports 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 Intermediate Core French teachers all teach Junior program; as such, they have all received the technology needed to run a digital program. Besides providing for new teachers in new schools (hired due to future growth), technology purchases will be kept to a minimum. If necessary, and desirable, additional student licences may be purchased in the fall of 2017, such that the costs might be distributed over two budget periods.

EXPENDITURE SUMMARY:

Product Description	Qty	Unit Price	Line Subtotal
PROFESSIONAL BUNDLE *7-YEAR LICENSE	46	\$479.96	\$22,078.16
Student Complete Print Pack: 15 copies of all 4 student modules/teacher	1140	\$39.96	\$45,554.40
Student Digital Pack: 1-year student eText access to all 4 student modules: 15 copies per teacher	1140	\$10.00	\$11,400.00
		PRODUCT TOTAL	\$79,032.56
		ESTIMATED SHIPPING & HANDLING	\$5,532.28
		ESTIMATED GST 5%	\$3951.63
		ESTIMATED SHIPPING TAX 7%	\$387.26
		GRAND TOTAL	\$88,903.73

CONCLUSION:

The recommendation to purchase ***Mon réseau, ma vie***, as the approved Grade 7 Core French resource to ensure continuity of programming, effective implementation of the revised document, and seamless support of our Catholic Graduate Expectations will be presented at the November 15, 2016 Regular Board Meeting.

REPORT PREPARED BY: A. M. TOLTL
CURRICULUM CONSULTANT

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

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

APPROVED SCHOOL EDUCATIONAL TRIPS

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

Dated: Tuesday, November 1, 2016

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Secondary						
St. Thomas Aquinas CSS	10-12	18	Hariston, ON	The Senior Boys Hockey Team will be participating in the 23 rd annual Norwell Invitational Boys High School Hockey Tournament. This tournament affords the team an opportunity to compete, cooperate and grow together both individually and as teammates. The team and coaches will participate in pre and post-game prayers.	Tuesday, November 29- Wednesday November 30, 2016	~\$153.00

INFORMATION REPORT

ITEM 10.3

NORTH EAST OAKVILLE PUPIL ACCOMMODATION REVIEW UPDATE

PURPOSE:

To update the Board on the North East Oakville Pupil Accommodation Review (PAR) process and identify upcoming meetings.

BACKGROUND INFORMATION:

Action Item 8.1 Oakville Northeast Pupil Accommodation Review - Initial Staff Report from the October 4, 2016 Board meeting.

REMARKS:

The second Accommodation Review Committee (ARC) meeting occurred on Tuesday, October 25, 2016 at Holy Trinity Catholic Secondary School. The meeting was open to the public, and along with the committee and board staff members, two Oakville Trustees were also in attendance. The meeting provided the parent members of the committee the opportunity to receive information on the criteria that is needed to be examined for each school and how that information could lead to consideration of possible school closure. Information such as Enrolment projections, Facility conditions, and School Information Profiles were presented and parents used current data from the existing schools to do an exercise to put their learning into practice.

Current options were also reviewed and committee members will be providing feedback and input on these options at the next meeting as well as presenting any further options they would like to be considered and reviewed by the committee.

The next scheduled meeting will take place on Thursday, November 3, 2016 where all possible options will be discussed and the format and content of the first Community Consultation meeting will be determined.

The Board PAR committee will be making presentations to four (4) elementary schools during the week of November 7, 2016 and the first Community Consultation meeting will take place on Thursday, November 17, 2016 at Holy Trinity Secondary School.

CONCLUSION:

The North East Oakville Pupil Accommodation Review is progressing as scheduled, and further updates will be provided as information to the Board.

REPORT PREPARED AND
SUBMITTED BY:

T. OVERHOLT
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

INFORMATION REPORT

ITEM 10.4

2016 FACILITY RENEWAL PROJECTS COST RECONCILIATION

PURPOSE:

To update Trustees on the 2016 Facility Renewal Projects.

BACKGROUND INFORMATION:

At the Special Meeting of the Board on March 10, 2016, staff presented the Proposed 2016 Facility Renewal Projects, Staff Report Item 9.1. The staff report outlined the major school renewal areas that needed to be addressed and a description of the proposed school renewal projects. Staff Report Item 9.1 from the Special Meeting of the Board on March 10, 2016, is attached for reference.

At the April 19, 2016, Regular Board Meeting, staff presented the Proposed 2016 Facility Renewal Projects as Action Report Item 8.6. The report outlined the proposed scope of work for the school renewal projects and provided updated budget pricing for each project. The Board of Trustees resolved a motion to expense funds from the Facility Renewal Project Reserves for the Proposed 2016 Facility Renewal Projects and that the expenditures would not exceed \$6,240,000 Action Report Item 8.6 from the Regular Board Meeting on April 19, 2016, is attached for reference.

COMMENTS:

Upon approval of the Action Report, staff proceeded to prepare competitive tender packages and the subsequent award of the projects to general and sub-contractors to complete the work during the summer break. The table below summarizes the facility renewal projects costs for each facility renewal project by school.

	School	Budgeted Price	Contingency & HST	Budgeted Total	Actual Expenses	Available Balance
1	Holy Rosary School, Burlington	\$ 1,350,000	\$ 180,300	\$ 1,530,300	\$ 1,385,181	\$ 145,119
2	Mother Teresa School	\$ 150,000	\$ 18,700	\$ 168,700	\$ 136,961	\$ 31,739
3	Our Lady of Peace School	\$ 1,500,000	\$ 198,900	\$ 1,698,900	\$ 1,503,802	\$ 195,098
4	Sacred Heart of Jesus School	\$ 150,000	\$ 18,700	\$ 168,700	\$ 136,961	\$ 31,739
5	St. Andrew School	\$ 150,000	\$ 18,700	\$ 168,700	\$ 136,961	\$ 31,739
6	St. Bernadette School	\$ 600,000	\$ 86,900	\$ 686,900	\$ 582,242	\$ 104,658
7	St. Vincent School	\$ 1,250,000	\$ 167,800	\$ 1,417,800	\$ 1,337,626	\$ 80,174
Sub Total		\$ 5,150,000	\$ 690,000	\$ 5,840,000	\$ 5,219,734	\$ 620,266
Professional Fees				\$ 400,000	\$ 486,614	(\$ 86,614)
Total				\$ 6,240,000	\$ 5,706,348	\$ 533,652

A summary of the facility renewal work completed at each school is outlined below:

1. Holy Rosary Catholic Elementary School, Burlington:

- The fluorescent lighting system at the school was replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and hydro-electric consumption. An LED lighting control system has been installed and commissioned, allowing rooms to be dimmed to suit the comfort of its occupants.
- The rooftop HVAC units were replaced with more energy efficient and reliable equipment. The building automation system controllers were replaced at the same time to modernize the system and improve building comfort levels. The rooftop units are currently being commissioned to ensure they run efficiently.
- The majority of the current roof was replaced as various sections were past their lifespan, causing leaks and water damage. The previous BUR systems were replaced with a more up to date 2-ply modified bitumen roofing system.
- The exterior architectural upgrades consisted of painting of flashing and window frames, and the replacement of the front entrance asphalt.
- The interior architectural upgrades included the painting of common areas, new rubber baseboard, installation of wall tiles and new toilet partitions in the student washrooms.

2. Mother Teresa Catholic Elementary School:

- The chiller that supplies cooling to the entire school was unable to be depended on during peak cooling period due to its age and was replaced with a new, more efficient and reliable chiller.
- The new chiller has been started and commissioned, allowing it to run efficiently.

3. Our Lady of Peace Catholic Elementary School:

- The fluorescent lighting system at the school was replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and hydro-electric consumption. An LED lighting control system has been installed and commissioned, allowing rooms to be dimmed to suit the comfort of its occupants.
- The school's heat pumps that supply heating and cooling to the individual rooms were installed in 1993 and had surpassed their 20 year expected life span. All heat pumps were replaced with new, more efficient, heat pumps. The new heat pumps are currently being commissioned to ensure they run efficiently.
- The original boiler, installed in 1993, had surpassed its expected life span and needed replacement. The single boiler system was replaced with two boilers to meet current standards, which protects the school if one of the boilers fails. In addition, new heating circulation pumps with variable speed drives were installed to help reduce hydro-electric consumption.
- The exterior architectural upgrades consisted of painting of flashing and window frames, and the replacement of deteriorated asphalt at the front of the building and the south parking lot.
- The interior architectural upgrades included the painting of common areas, replacing the old corroded lockers, installation of wall tiles and new toilet partitions in the student washrooms.

4. Sacred Heart of Jesus Catholic Elementary School:

- The chiller that supplies cooling to the entire school was unable to be depended on during peak cooling period due to its age and was replaced with a new, more efficient and reliable chiller.
- The new chiller has been started and commissioned, allowing it to run efficiently.

5. St. Andrew Catholic Elementary School:

- The chiller that supplies cooling to the entire school was unable to be depended on during peak cooling period due to its age and was replaced with a new, more efficient and reliable chiller.
- The new chiller has been started and commissioned, allowing it to run efficiently.

6. St. Bernadette Catholic Elementary School:

- The school's heat pumps that supply heating and cooling to the individual rooms were installed in 1993 and had surpassed their 20 year expected life span. All heat pumps were replaced with new, more efficient, heat pumps. The new heat pumps are currently being commissioned to ensure they run efficiently.
- Variable speed drives were installed on the heating circulation pumps to help reduce hydro-electric consumption.

7. St. Vincent Catholic Elementary School:

- The fluorescent lighting system at the school was replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and hydro-electric consumption. An LED lighting control system has been installed and commissioned, allowing rooms to be dimmed to suit the comfort of its occupants.
- The school's boilers that were installed in 1991 had surpassed their expected life span and needed replacement. The old boilers were replaced with modern, high efficiency boilers to help reduce maintenance and natural gas costs.
- The make-up air unit that serves the gym and change room areas was replaced. The entirety of the roof was replaced as it had surpassed its rated lifespan of 20 years. The previous BUR systems were replaced with a more up to date 2-ply modified bitumen roofing system.
- The exterior architectural upgrades consisted of painting of flashing and window frames, and the replacement of the entire asphalt area.
- The interior architectural upgrades included the painting of common areas, new lunch room flooring, installation of wall tiles and new toilet partitions in the student washrooms.

FUNDING:

The Board used various capital funding sources available either in deferred revenues or reserves to finance the 2016 Facility Renewal Projects. At the time of approval, the Board had approximately \$13.49 million available to fund school renewal projects. The 2016 Facility Renewal Projects are now 98% completed, with only a few minor items and invoices outstanding. The projects were executed for a total expense of \$5,706,348 to date, which is within the allocated budget funding approved by the Board. Staff will continue to work to close out the remaining items on the projects in the coming weeks.

CONCLUSION:

Staff completed several Facility Renewal Projects during the 2016 summer break period. The cost to complete the proposed 2016 Facility Renewal Projects was approximately \$5.7 million. Funding to complete the projects was allocated from capital funding sources in various deferred revenues or reserves. The projects will help to maintain the Board's facility condition index (FCI) as one of the best in the province and ensure a safe and comfortable learning environment for students and staff.

REPORT PREPARED BY:

J. DUFFIELD
MANAGER, SCHOOL CAPITAL AND RENEWAL

R. MERRICK
SENIOR ADMINISTRATOR, FACILITY MANAGEMENT SERVICES

REPORT SUBMITTED BY:

G. CORBACIO
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

INFORMATION REPORT

ITEM 10.5

**HOLY CROSS CATHOLIC ELEMENTARY SCHOOL
SANITARY SEWER RELOCATION**

PURPOSE:

To inform the Board of a project to relocate the sanitary sewer service at Holy Cross Catholic Elementary School.

BACKGROUND:

Holy Cross Catholic Elementary School was constructed in 1959, as a single-storey facility with 8 classrooms. The school was expanded through a series of additions (1961, 1963, 1964, 1969, 1972 and 1994) to its present form with 20 classrooms. Additions on the west side of the facility turned the building into a back-split model with two-storeys. The addition in 1964 added washrooms to the lower level of the school and involved installing a second sanitary sewer service. These washrooms were serviced by a sanitary sewer line that travelled across the Holy Cross Parish property to the south before connecting to the Region of Halton sanitary sewer main.

In January 2011, Holy Cross Parish moved into a new church facility in south Georgetown and vacated the Holy Cross Church property adjacent to Holy Cross Catholic Elementary School. Subsequently, the property vacated by the Holy Cross Parish at 224 Maple Avenue was sold to the Rockport Group. The Rockport Group is now in the process of constructing a 7-storey seniors' residence on the property at 224 Maple Avenue.

COMMENTS:

During the design of the proposed seniors' residence at 224 Maple Avenue in Georgetown, the sanitary sewer line running from Holy Cross Catholic Elementary School across the 224 Maple Avenue property was discovered. The Rockport Group notified the Board in July 2016 that the sanitary sewer line was installed across their property. Since the sanitary sewer line from the school was installed without an easement, the Board is obligated to relocate the sewer line onto Board property.

The Rockport Group agreed to cooperate with the Board to design a site servicing plan to accommodate both parties. A plan was created to relocate the school's sanitary sewer line across the south side of the Holy Cross Catholic Elementary School Property to connect to the Region of Halton sewer main on Maple Avenue. An aerial photo showing the existing and proposed route of the sewer is provided in Appendix A. The relocation of the Board's sanitary sewer line was tendered in conjunction with the project to install site services for the Rockport Group's development on 224 Maple Avenue to achieve economy of scale. The total cost to the Board to relocate the sanitary

sewer line is estimated at \$150,000. The cost of the Holy Cross School sanitary sewer relocation will be funded from the current maintenance operating budget. The breakdown of the estimated project costs is detailed in the table below.

Item	Cost
Construction	\$100,000
Design & Professional Fees	\$35,000
Contingency	\$15,000
Total	\$150,000

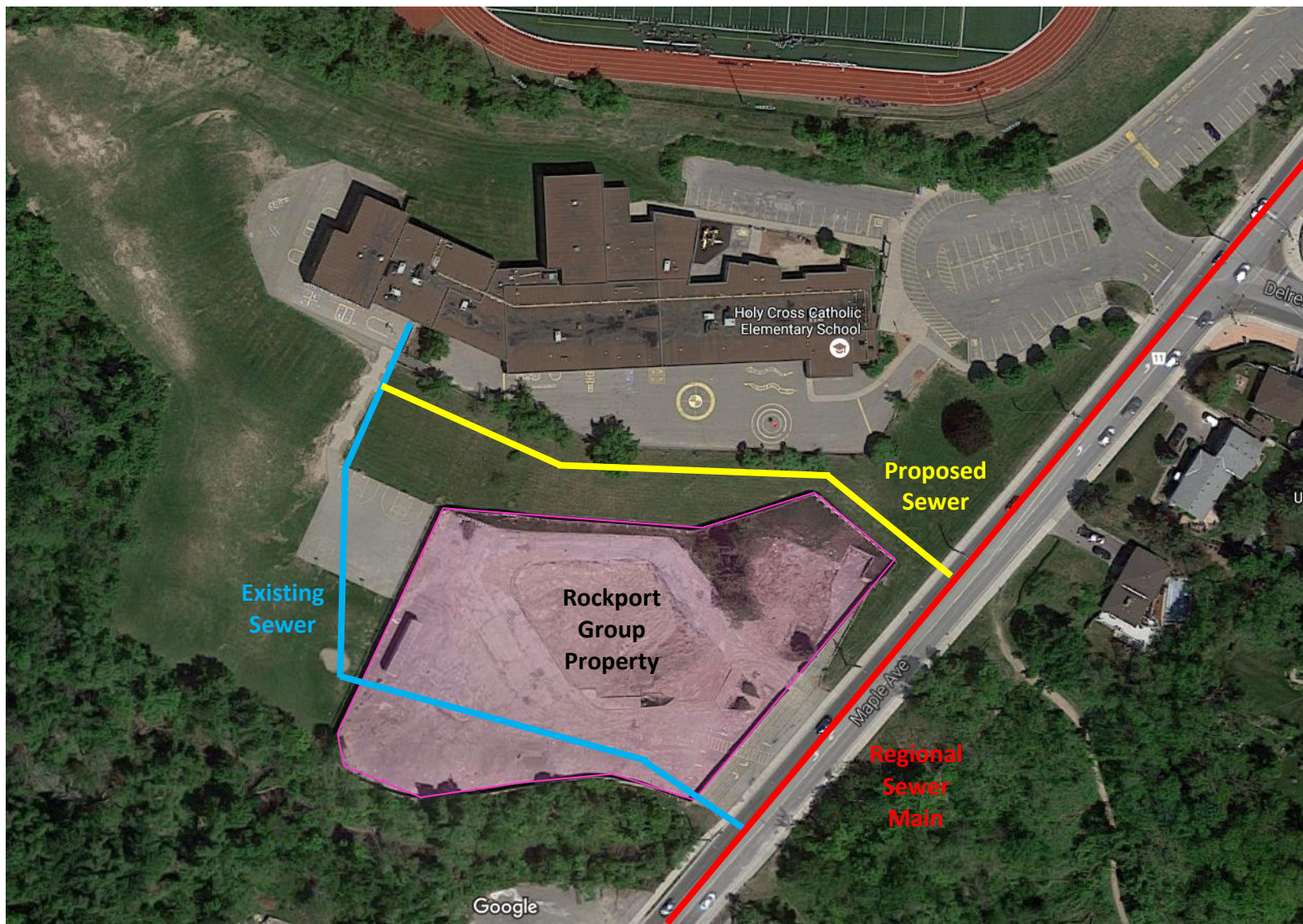
The Board is currently working with the Rockport Group to obtain all necessary permits and to finalize a project schedule. It is expected that the project will be completed before the end of the 2016-17 school year. Since the south side of the Holy Cross School property, where the new sanitary sewer line will be installed, is not used as a play yard, the construction is not expected to impact students and staff. The construction area will be enclosed with six-foot (6') steel construction fence to ensure the safety of students during the construction phase. It is expected that the lower level washrooms will need to be shut down for a time period of approximately one (1) day to connect the new sanitary sewer line. Every effort will be made to have this connection completed outside of regular school hours. If this is not feasible, students and staff will be instructed to use other washroom facilities within the building for that day.

REPORT PREPARED BY: R. MERRICK
SENIOR ADMINISTRATOR, FACILITY MANAGEMENT SERVICES

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

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

APPENDIX A



INFORMATION REPORT

ITEM 10.6

**MILTON #8 CATHOLIC ELEMENTARY SCHOOL
FUNDING ANNOUNCEMENT**

PURPOSE:

To inform the Board of Trustees of the recent October 28, 2016, announcement made by the Ministry of Education that the Milton #8 Catholic Elementary School was allocated funding under the Capital Priority Submission.

BACKGROUND INFORMATION:

- 1) Action Report 8.6, "2016 Capital Priorities Business Cases Submission" from the June 21, 2016, Regular Board Meeting.

COMMENTS:

On October 28, 2016, the Ministry of Education announced that it will be funding the construction of "five new high-quality, modern schools" in the Town of Milton among the four publicly funded school boards. Of these projects, the **Milton #8 Catholic Elementary School of 671 pupil places was approved**. This project was submitted by the Board as Priority #3 of the 2016 Capital Priorities Business Cases Submission, provided to the Ministry on July 15, 2016. The school is anticipated to open for September 2018.

Attached is the full announcement made by the Ministry of Education. Note, the Ministry has yet to provide an official response on the other 4 projects submitted as part of the 2016 Capital Priorities Business Cases Submission.

CONCLUSION:

It is anticipated that staff will return to the November 15, 2016 Regular Meeting of the Board with a Staff Report to inform the Trustees of Staff's intention to come forward with a recommendation to begin the process of acquiring an architect for the project, to re-align school boundaries, and school accommodations to better serve the existing and future Milton residents.

REPORT PREPARED BY:

F. THIBEAULT
ADMINISTRATOR OF PLANNING SERVICES

SUBMITTED BY:

R. NEGOI
SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Ontario Building New Halton Schools

Province Supporting Students with Better Learning Spaces

NEWS

October 28, 2016

Ontario is building five new high-quality, modern schools that will better support student achievement and well-being in Halton.

The new projects — all of which are located in fast-growing Milton — are:

- A new elementary school for 776 students to relieve accommodation pressure.
- A new secondary school for 1,200 students to relieve accommodation pressure.
- A new Catholic elementary school for 671 students to relieve accommodation pressure.
- A new elementary school for 354 French-language students to address the accommodation needs of French language rights holders.
- A new French Catholic elementary school for 308 students to relieve accommodation pressure.

Across the province, Ontario is building 28 new schools and expanding and renovating 23 existing ones. This investment will ensure more students are benefitting from state-of-the-art learning facilities that can deliver a full range of programming.

Investing in better buildings for better learning is part of the government's plan to create jobs, grow our economy and help people in their everyday lives.

QUOTES

"Building new and improved schools is one of the many ways our government is supporting improved student achievement and well-being. The investment announced today will have a strong impact on students' learning experience and will help them reach their full potential."

— Indira Naidoo-Harris, MPP for Halton

"High-quality schools are the heart of our local communities and the foundation of our publicly funded education system. We know that better buildings support better learning. The funding announced today is a strategic investment in student achievement and well-being, and in the long-term prosperity of our province."

— Mitzie Hunter, Minister of Education

"We thank the Ontario Ministry of Education for this great news, which will allow more families from the Milton area to exercise their right to French-language Catholic education. Many families wish to register their child in a French-language Catholic school. We look forward to working with the Ontario Ministry of Education on making this possible in Halton region and in other communities served by our school board."

— Melinda Chartrand, Chair, CSD Catholique Centre-Sud

"We are very pleased to begin planning for these two new schools in the growing community of Milton. The addition of these schools will help us continue to provide safe, accessible and engaging learning environments for our students."

— Kelly Amos, Chair, Halton District School Board

"We are grateful for the support of the Ministry of Education in this project, as in all other past and future projects. Each investment is a tangible sign that the government believes in the French language secular education. The financing of a Viamonde elementary school in Milton is an investment in the success of students and increases the vitality of our community. "

— Jean-François L'Heureux, Chair, Conseil scolaire Viamonde

"Today's announcement is wonderful news for our school district and for the families who reside in the growing community of Milton. We are grateful for the ongoing support and commitment of the Ministry of Education through the provision of funding to help us build new schools so that we may better serve the needs of our students."

— Diane Rabenda, Milton Board Trustee, Halton Catholic District School Board

QUICK FACTS

- Ontario is investing more than \$77 million towards these projects in Milton.
- Since 2013, the province has provided more than \$2.5 billion in capital funding for school boards to support 155 new schools and 156 additions and renovations.
- The province is investing \$2.7 billion over two years to support school repair and renewal. This funding is estimated to benefit more than 2,100 schools that have repair and renewal projects valued at \$100,000 or more.
- Ontario is providing school boards across the province with more than \$12 billion over 10 years to help build new schools in areas of high growth, improve the condition of existing schools and invest in projects to reduce surplus space through school consolidations.

LEARN MORE

[Capital Investments](#)

[Achieving Excellence — A Renewed Vision for Education in Ontario](#)

Patrick Searle, Minister's Office,
Patrick.Searle@ontario.ca
Heather Irwin, Communications Branch, 416-325-2454
Public Inquiries, 416-325-2929 or 1-800-387-5514
TTY 1-800-268-7095

ontario.ca/education-news
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Monday, September 26, 2016
7:00 p.m. – Board Room
Catholic Education Centre

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

Members/ Alternates Present: B. Agnew, L. Cipparrone (Chair), L. Currie, D. Hotopeleanu, A. Iantomasi, H. Karabela, M. Lourenco, D. Rabenda (Vice Chair), R. Quesnel, L. Stephenson

Staff Present: B. Browne, Superintendent of Special Education Services
W. Reid-Purcell, Special Education Coordinator

Members Absent:

Members Excused: R. Barreiro, C. Parreira, S. Trites

Recorder: J. Crew

1. Call to Order

1.1 Commissioning of SEAC

L. Cipparrone

The meeting began with a commissioning prayer at 7:03 pm.

1.2 Approval of Agenda

RECOMMENDATION

Moved by: M. Lourenco

Seconded by: R. Quesnel

THAT, the agenda be approved as submitted.

CARRIED

2. Presentations

2.1 Ontario Autism Program (OAP) Update

W. Reid-Purcell

The Ontario Autism Program (OAP) is a Ministry of Children and Youth Services initiative that is set to begin in June 2017; information presented included:

- An historical timeline chart beginning in 1999 and moving forward
- An outline of the highlights of the new OAP Program; which included that an advisory group consisting of parents, advocates, service providers, and experts provide advice to government on the design and implementation
- The current Connections for Students model and the future of Connections
- Ministry of Education response; funding toward ABA Expertise; Connections for Students and building capacity
- Outline for building educators' capacity to remind; refresh; renew around PPM 140
- An outline that the work is intended to:
 - Support those with ASD and other students that may benefit
 - Support partnerships involving community agencies
 - Procure in-school supports and resources

Questions and discussion followed the presentation.

The Chair requested that SEAC be kept updated on the progress and highlights of the OAP program.

3. Actions to be taken

3.1 Approval of Minutes – June 13, 2016 SEAC Meeting

RECOMMENDATION

Moved by: R. Quesnel
Seconded by: D. Hotopeleanu

THAT, the minutes for the SEAC meeting be approved as submitted.

CARRIED

4. Declarations of Conflicts of Interest

The Chair explained further to the discussion at the June meeting, conflicts of interest are now reinstated on the agenda. A document outlining the process for conflicts of interest was distributed for members to review.

Clarification was sought; examples were provided.

5. Business Arising from Previous Meetings

5.1 Review Chart of Outstanding Items from Previous Meetings

Business arising items from previous meetings were reviewed:

- the webinar and SEAC Soundbytes to be addressed under the subcommittee update
- the subcommittee writing a letter to the ministry will convene in the near future
- OAP will be added to business arising.

6. Action Items

6.1 SEAC Goals/Timelines (Yearly Calendar)

L. Cipparrone

A calendar of events listing stationary SEAC agenda items was included in the meeting package. The package also contained a link to a survey for members to prioritize items previously identified for future agendas. Members were asked to complete the survey to indicate their priorities.

The Chair reviewed the stationary items listed and PAaC on SEAC handbook updates was added to the October agenda.

Items outside of the survey can be put forth to the Chair. The order of presentations will be determined by the survey; as necessary, items can be altered based on system needs and/or timing related to presenter conflicts, etc. The Chair will forward the ranking information from the survey. It was noted that, ideas for parent groups to present, i.e. PAac on SEAC, can be brought to SEAC.

6.2 Policy III-17 Attendance Support Program

L. Cipparrone

Chair asked if there were any questions or comments regarding Policy III-17 to be put in a collective response from SEAC; members were reminded that as stakeholders they can also respond individually.

7. Communications to SEAC

7.1 Superintendent's Report

- Transitions into School had a successful start up
- SERTs will be in a system wide meeting this week for a full day of professional development
- New SERT in-services have begun
- FASD update: launched our Resource Team; Summer camps took place at two of our schools for five weeks this summer; capacity building and building awareness continues
- The APSSP Service Delivery Model has been completed to enhance system awareness of the scope of practice for support services staff
- Attendance Management: *Every School Day Matters* promotes the importance of students being in school
- Continuing to provide professional development on Diversity & Child Protection focusing on intervention strategies for Social Workers and CYCs to ensure schools are safe places
- Mental Health Update:
 - Providing an opportunity for all staff to participate in *SafeTALK Applied* Suicide Intervention

- Strategy training
 - Mental Health Leadership team will be working on a draft Suicide Prevention policy
 - *Anxiety Module* continues to be rolled to school staff
 - Increasing work with our Research Department around our evidence based programs
 - Mother's Day Run in collaboration with HDSB and Cameron Helps will take place again in May
 - Working collaboratively with Curriculum and our Indigenous Education Consultant to assess the needs of our Indigenous students and their families
 - A "*Leading Mentally Healthy Schools*" module, it will be introduced to schools using the same approach as the Anxiety Module
 - Mental Health Supervisory Officers Leadership Meeting/Mental Health Assist Meeting is scheduled for October 25th
- Special Needs Strategy – Service Coordination and Integrated Rehab continues to move forward, there will be an update presentation to SEAC coming up
- A report will be presented at the October 4th Board Meeting Board regarding the Regional of Halton Mental Health Nurses
- EA managers are partnering with Sheridan College and Mohawk College by providing placements for their Educational Support Diploma Program
- Special Olympics Cross-Country Event takes place Friday and Saturday at Bronte Creek; parking passes are available
- SEAC Soundbytes, some principals are asking for them and some are tweeting them out

The Chair requested that SEAC be kept updated regarding the Mental Health nurses.

7.2 Association Reports

L. Stephenson reported that Autism Ontario annual TRU Fundraiser is scheduled for October 26th at the Ivy Bar and Kitchen. Autism Ontario Parent Support Groups will run:

- Georgetown meets the last Tuesday of each month at the Gellert Community Park from 7:00 to 9:00 pm
- Oakville meets the first Thursday of each month at Monarch House, 1405 North Service Road, Unit 103 from 7:00 to 9:00 pm
- Milton meets the first Wednesday of each month from 7:00 to 8:00 pm (contact Autism Ontario Halton Chapter for location details)

Association reports with further details will be forthcoming.

7.3 Trustee Reports

Trustees discussed recent Board meetings and upcoming items. Members were reminded that they are always welcome to attend each Board meeting.

7.4 Sub-Committee Update

R. Quesnel

Sub-committee suggested IEP/IPRC Process as the topic for the next webinar to take place during the November 28, 2016 SEAC meeting. The webinar will be done in the same format as the last presentation and will contain two sections: a recap of SEAC introductions, followed by IEP/IPRC Process.

The subcommittee will connect for development of the presentation and coordinate setting up the webinar with I.T. Questions will be requested in advance to be sent to the SEAC email account; other options for receiving questions will be discussed with I.T.

The subcommittee will meet to discuss future SEAC Soundbytes; for October the Soundbytes on IEPs will be sent out to coincide with the upcoming webinar topic.

7.5 Reports from Other Stakeholder Meetings

8. Information Items

L. Cipparrone informed members that J. Rowles recently embarked on new opportunities which has resulted in his resignation as a member-at-large. Recommendations for a new member at large are being sought. Members were asked if they had recommendations to put them forth.

9. Questions from the Public

None received.

10. SEAC Discussion/Question Period

10.1 Discussion – Meeting Guidelines

The Chair reviewed the following meeting guidelines:

- The length of a SEAC meeting should not exceed two hours and will begin at 7:00 pm. Meetings of the SEAC shall adjourn not later than 9:00 p.m., unless two-thirds (2/3) of the members present and voting agree to an extension of time. In any event, the SEAC shall not conduct its business beyond 9:30 p.m. without the unanimous consent of members present.
- A quorum will consist of 50% plus one of the SEAC members. If at the time the meeting is scheduled a quorum does not exist, a ten minute waiting period will ensue. If after the ten minutes a quorum still does not exist, the meeting may go on for information purposes but no formal decisions can be made.
- The Chair is responsible for preparing the agenda for each meeting based on the input received from SEAC members.
- The agenda will be in standard format whenever possible. Background information should be provided in advance where possible.

The Chair requested that members review CPIC's By-law documentation. Reviewing the PAaC on SEAC handbook guidelines was also suggested; the Chair noted the PAaC handbook had been utilized in the development of CPIC's document.

It was discussed that previously SEAC had been more involved with CPIC; moving forward the Chair will connect with CPIC regarding participating at one of their meetings. Should any member attend a CPIC or other stakeholder meeting, information can be brought back to SEAC using a Communication Report, which will be added under agenda item 7.5.

Collaboration with other SEAC committees was also discussed.

R. Quesnel will reach out to the provincial Learning Disabilities Association regarding replacing their representative on the SEAC committee.

11. Next Meeting will be Monday, October 24, 2016

The October meeting includes: Spirit of Inclusion Award criteria review; Webinar walk through; and SEAC Training Resources from PAaC on SEAC.

12. Adjournment

12.1 Motion for Absenteeism

RECOMMENDATION

Moved by: R. Quesnel
Seconded by: L. Stephenson

THAT, R. Barreiro, C. Parreira, S. Trites *be excused*.

CARRIED

12.2 Motion for Adjournment

RECOMMENDATION

Moved by: A. Iantomasi

Seconded by: D. Hotopeleanu

THAT, the meeting adjourn.

CARRIED

12.3 Closing Prayer

The meeting closed with a prayer at 9:17 pm.

Joint Transportation

October 17, 2016
Halton Catholic Education Centre
6:30 pm

Present:

HDSB: K. Amos, A. Collard, D. Danielli, T. Ehl Harrison, A. Grebenc, S. Miller, L. Veerman.
HCDSB: P. Dawson, J. Michael, R. Negoï, F. Thibeault, S. Trites
HSTS: K. Lacroix

1. Call to Order
Reflection (J. Michael)
2. Approval of Agenda
3. Discussion Items:

3.1 *Late Starts for Secondary School*

- HCDSB and HDSB Directors of Ed. shared survey results.
- Comments were raised that it may not be a good time to consider a late start in HDSB when a PAR is about to be undertaken.
- Discussion from Trustees about the pros and cons of proceeding with a study to investigate a later start time.
- A suggestion came forward to include late start times as one of the parameters during the upcoming efficiency study.
- An efficiency study could become more complex depending on the number of parameters included the study.
- HSTS (K. Lacroix) will send draft parameters to each Board of Trustees for their input prior to beginning the efficiency study.

3.2 *Overview of September Start-up*

a. Late Buses

- Since the beginning of Sept. on-time performance is 96%
- 455 routes
- 245 large / 163 mini busses
- 17 mini vans
- 1 car
- 32 wheelchair accessible
- 3 new operators this school year (Elliott, Switzer Carty, Voyager)

	<p>b. Driver Shortage</p> <ul style="list-style-type: none"> • Driver shortage predominantly in south Halton, specifically in Oakville for mini buses only which generally transport students with special needs. • Operators response to mini bus driver shortage was to assign big bus drivers to the mini bus routes as they have more experience. • As of Oct. 17, 41 bus routes didn't have a permanent driver but spare drivers covering all the routes. • Currently there are 14 drivers in training, several which will be licensed in the next few weeks • 2 drivers have come in with Class B licenses • Downward blip at end of Sept. - 5 new drivers trained and 6 drivers resigned • HSTS is reporting this info on a weekly basis to the Ministry of Ed. • Trend for drivers has been that they resign at the last minute (just prior to starting back to school or after training). Also, drivers are allowed to collect UI during the summer months and then make the decision to not come back at the last minute. • Operators are constantly recruiting (advertisements) • Positive communication to operators/drivers for their work may be a way to recruit and retain. Bus driver appreciation day is on Wednesday, Oct. 19.

3.3	<p><i>Courtesy Seat Policy</i></p> <ul style="list-style-type: none"> • 2,121 requests this school year (1368 HDSB, 753 HCDSB) • Requests still coming in and expected to eventually reach 2,500 • A manual process with no way to automate so very time consuming for HSTS Staff • Discussion around the requirement for yearly application for Courtesy Seats • Discussion about before/after school care location and qualification for transportation.
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4. Other Business

5. Adjournment (8:00 pm)

Ministry of Education

Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Ministre

Édifce Mowat
Queen's Park
Toronto ON M7A 1L2



October 6, 2016

Ms. Jane Michael
Chair of the Board
Halton Catholic District School Board
802 Drury Lane
Burlington ON L7R 2Y2

Dear Ms. Michael,

Thank you for your correspondence on behalf of the Halton Catholic District School Board (HCDSB) about the funding formula and the board's financial position. I appreciate the opportunity to respond to your concerns.

As you know, the ministry allocates funding to each board based on a number of factors, including student enrolment, the number of schools, their distribution and physical condition, and the unique needs of the students in each board. As the unique circumstance of boards varies from board to board, the amount of funding allocated to these circumstances also varies. It is in this way that total Grants for Student Needs (GSN) per-pupil funding can differ from board to board.

Since 2002-03, the total GSN allocation for HCDSB has increased by 102.8 per cent relative to a 33.9 per cent increase in enrolment over the same period.

Province wide, since 2003, funding through the GSN has increased by \$8.5 billion, or 59 per cent, which translates into an increase of over \$4,500 per student, or 63 per cent. With the guidance and support of the education sector, a series of significant structural changes have been implemented, including:

- Increasing support to reduce gaps in student achievement;
- Providing more targeted support for students with special education needs;
- Moving to a more school-based funding formula;
- Aligning grants and school board costs;
- Providing better support for rural and northern schools;
- Providing more support for urban boards; and
- Improving the quality of our schools.

.../2

You may recall, as part of the government's commitment to review the funding formula in 2010, a few specific grants were identified as needing special attention. As a result, working groups were established to help inform our work on reforming the School Board Administration and Governance Grant, the Special Education Grant, and the School Operations Allocation.

As for our work on employee benefits, together, we are embarking on one of Canada's largest consolidation and rationalization efforts in how employee health, life and dental benefit plans are delivered in Ontario's education sector. We have made significant progress on this journey from conceptual discussions during the 2013 Memoranda of Understanding to the Technical Working Group of Benefits and finally to the successful negotiation of a Benefits Letter of Agreement in the 2014-17 central collective agreements.

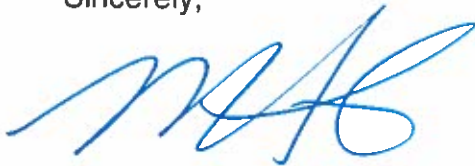
This consolidation effort will ease current inflationary pressures that school boards are managing and will give school boards certainty in future employee benefit costs.

As the formula continues to evolve, the ministry is committed to engaging a broad range of education partners in annual discussions to identify ways to improve the funding mechanisms that support the delivery of education in Ontario. A summary of the 2016-17 discussions, entitled 2016-17 Education Funding: Discussion Summary, was posted on the Ministry of Education website as part of the release of the 2016-17 GSN.

As always, we continue to work closely with our stakeholders, including school boards, to ensure that the necessary reforms are implemented successfully and that all Ontario students have access to an excellent education. We look forward to engaging with you over the coming months as part of our discussions on education funding for 2017-18.

Thank you for taking the time to write.

Sincerely,



Mitzie Hunter, MBA
Minister