

REGULAR BOARD MEETING
 REVISED AGENDA

Date: Tuesday, February 21, 2017
 Time: 7:30 pm
 Location: Holy Trinity Catholic Secondary School

	Pages
1. Call to Order	
1.1 Opening Prayer, National Anthem and Oath of Citizenship (M. Zapata)	1 - 2
1.2 Motions Adopted In-Camera	
1.3 Information Received In-Camera	
2. Approval of the Agenda	
3. Declarations of Conflict of Interest	
4. Presentations	
5. Delegations	
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12.2	Pupil Accommodation Review for Oakville Northeast	
12.2.1	Father Jason Kuntz	212 - 212
13.	Open Question Period	
14.	In Camera	
15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer (A. Danko)	

Board Prayer--Tuesday, February 21, 2017

Leader: Call to Prayer:
Let us pause to quiet our minds and thoughts to
acknowledge God's presence here among us and
that God's voice is strongest in the silence.

+In the name of the Father, and the Son, and the
Holy Spirit.

Left Side: O God of all nations and peoples,
We are grateful for the dreams
of freedom, justice and peace
Forever spun by your Spirit
and focused by prophets in every age.

Right Side: We are grateful that in our time
You call every man and woman
to lift up and live by that dream,
To embody it in our world by walking the walk,
Confessing our complicities, braving the work,
daring the confrontation, exposing the lies,
singing our faith, asking the questions,
Raising the Cain, making the sacrifices,
organizing the community, easing the hate,
expanding the compassion, enduring the humility,
Risking the revolution of love,
And ratifying the "not for sale" sign on our souls.

Left Side: We especially praise you this day
For the lives of countless modern day prophets
And for countless others down the ages
Whose names are known and unknown,
And for those who yet lift up the dream and
confirm it as yours,
who quicken the conscience of this country
And the human family around this globe,
Whose courage and commitments, vision,
enthusiasm and joy
brace our spirits and fire our wills.

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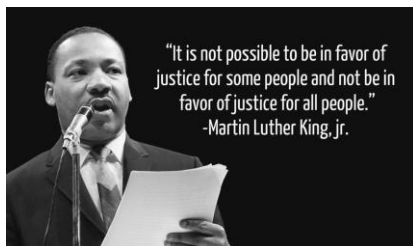
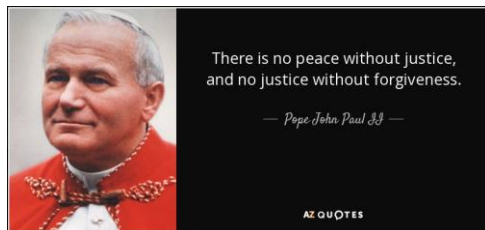
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Right Side: So we thank you and remember
and move boldly on in the faith that,
however dark the night,
However fearful the tyrannies of oppression,
However heavy the weight of arrogance,
We can yet be confident and buoyant in you
and your promise that one day
justice will roll down like waters
And righteousness like an ever-flowing stream
And peace abide in our hearts,
Through this land,
On this earth
between brothers and sisters of every race,
Every nation, every faith, every orientation,
every generation, every wounded,
wonderful one and all of your human family.

All: Keep us faithful to that promise, your dream,
And for Christ's sake, and for ours,
Amen.

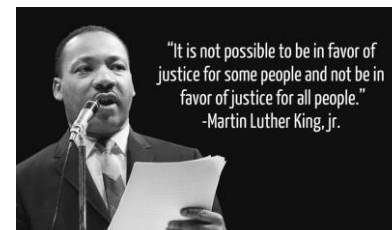
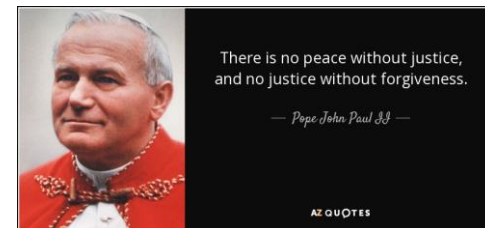
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And peace abide in our hearts,
Through this land,
On this earth
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every generation, every wounded,
wonderful one and all of your human family.

All: Keep us faithful to that promise, your dream,
And for Christ's sake, and for ours,
Amen.

+In the name of the Father, and the Son, and the Holy Spirit.



Hello My Name is Nancy Plastich and Maia Peros.

We are asking the Trustees to turn down Option 12B with respect to the closure and consolidation of Holy Family School with St. Marguerite d'Youville. We are here to delegate to the board of trustees on the **topic of Community Impacts of Option 12B.**

St. Maguerite d'Youville School:

St. Marguerite d'Youville is a school with the current building capacity of 585 students. The projected enrollment is shown to steadily decline over the long-range horizon 2028. The consolidation of the 2 schools would result in a total population at the school of 652 students in the year 2021, well beyond the capacity of the building. We have heard from the St. Marguerite d'Youville community and the comments include concerns of over-crowding, increase traffic congestion and decreased usable play-space.

We ask the board to consider that the public open house comments expressed by the St. Marguerite d'Youville community including some of the following concerns:

"...students may be resistant to having new kids join their classroom. I've already heard one child express that they don't want Holy Family kids coming to their school."

"...not a fair distribution of the students in the area. Holy Family students in either option are being forced to give up their walk to school in favour of bussing."

"...increased car and bus traffic around the school which has narrow streets, nor additional parking, bus lanes and other infrastructure required to accommodate more students at the school."

Both school communities have stated concerns about the consolidation through public consultation. We believe that this makes for an unhealthy beginning not unlike an arranged marriage of the schools with little consideration for the students, teachers and neighbourhoods it affects. The Trustees should note that the meeting minutes of Accommodations Review Committee (ARC) on January 16, 2017 state that ARC representatives of the Holy Family and St. Marguerite Schools voted **against** Option 12B.

Timeline Considerations:

We recognize that over time, the population of these schools may decline and that consolidation of the schools may be a possible solution. However, we feel that trying to solve a potential problem 15+ years into the planning horizon is too uncertain, has too many unknowns and will cost taxpayers with today's money. This seems like a a poor use of resources. Eventually, the numbers at either school may decline to a point where Holy Family could simply slide into St. Marguerite without the need to renovate the school. In the fullness of time, **Option 12B will become a zero-funded option.** Please don't decide to close the doors of Holy Family today when we really do not have enough information.

Other Community Impacts:

We would also like the Trustees to note that development north of Dundas Street continues without signs of slowing down. The Minto and Shieldbay Developments located east of Trafalgar Road, north of Dundas Street will be pulling building permits in 2017. Where will these students attend school until schools in their own neighbourhoods are complete? Please note that there is no current development application for a school in these communities however land has been set aside. Is it possible that some of that overflow will be directed to St. Marguerite, further exhausting the capacity of the school? We think so.

Lastly, we would like to bring the Trustees attention to a petition in opposition of closing Holy Family School which has been signed by 300+ parents. This was sent to the Director's Office and the online petition can be found at <https://www.change.org/p/save-holy-family-catholic-school-oakville-on>. Comments include remarks such as:

"This is a great school and should be kept. Our Son went to Sr Marguarite and the parking and traffic is crazy in the morning and after school. To add more syltudents here will only make what's already congested worse."

"...It is important to have a Catholic School in our area. Please reconsider the option for keeping Holy Family!"

"The Falgarwood District is changing. Settled in the 70's, many elderly residents are selling and new families are moving in..."

In Summary, we are asking the Trustees to respect the voices of the communities affected by Option 12B and please vote to stop the closure of Holy Family School.

Hello, my name is Martin Bilbao and my wife and I have children currently enrolled at Holy Family Catholic School.

I am asking the Trustees to turn down Option 12B with respect to the closure and consolidation of Holy Family School with St. Marguerite d'Youville. I am here to delegate to the board of trustees on the topic of *Proximity of Other Elementary Schools*.

The Facts:

- Holy Family Catholic School is flanked by two neighbouring elementary public schools: Sheridan Public School which is located 200m away and Falgarwood Public School which is located approximately 300m away from Holy Family School.
- In order to better understand the expected community impact as a result of Option 12B, a survey and petition was conducted by a group of school representatives. The result of this survey indicated that 91% of families asked would move their child/children to the nearby public school. (Parents responded yes to the following statement: *If Holy Family is closed, I will move my child to the local public school.*)
- The best predictor of future behaviour is past behaviour! In 2013, the school board changed the secondary school boundaries and Holy Family was directed from Holy Trinity to St. Thomas Aquinas High School. In 2013, 16 out of 29 students **left the catholic school system** to attend Iroquois Ridge High School instead of St. Thomas Aquinas. That trend continued until the boundaries were changed back to Holy Trinity in 2015/2016. This is evidence that the Falagarwood Community strongly supports the schools in the neighbourhood.
- The result of this survey demonstrates that the convenience of a local school outweighs that of continuing in the Catholic School system.
- Community feedback that supports this view, includes:
 - *"I'm signing because Holy Family School is an important part of our Falgarwood community and the closing of it would result in the elimination of our catholic community."*
 - *"Holy Family is an important part of the Falgarwood community. The closure of this school would push families to attend public schools that happen to be in our backyard resulting in the disappearance of our catholic community."*
 - *"This school has been in my parents neighbourhood my siblings walked to school and now my nieces and nephews walk to the school. It is a valued centre of community."*

In Summary:

We are asking Trustees to turn down Option 12B (with respect to the closure and consolidation of Holy Family School with St. Marguerite d'Youville), continuing to allow Holy Family Catholic School to be an integral part of the Falgarwood community. By doing so, we believe we will be giving parents the convenience they seek, while providing our youth the benefits of a Roman Catholic education.

Delegation to the Board

Consolidating Holy Family into St. Marguerite: Financial and Enrollment Concerns

Slide 1 – (Mike)

We are asking the Trustees to turn down Option 12B with respect to the closure and consolidation of Holy Family School with St. Marguerite D'Youville. We are here to delegate to the board of trustees on the topic of utilization, enrollment and financial concerns. Our daughters currently attend Holy Family, and we know our concerns are shared by many of the other parents and members of the community. Unfortunately, I was not able to attend the initial public meeting due to illness, but I have attended every meeting since then and have participated in the online surveys. I have and will continue to be strongly opposed to the closing of Holy Family.

The most important reason for keeping Holy Family open relates to the educational experience and safety of our children, but there are other delegations that will address those matters.

Slide 2 – (Pete)

We acknowledge that throughout the review area of Oakville Northeast, there are enrollment concerns and this PAR processes is necessary; however, the need to immediately consolidate Holy Family is not clear. Holy Family is an energy efficient building with a strong Facility Condition Index (FCI). As is illustrated in the School Information Profiles dated September 2015, Holy Family is projected to have the lowest FCI, over the next 10 year period, of the 6 schools in the review area. A variation of option 12B will accomplish the board's objective of reducing underutilization in the area, and reduce capital costs without adversely affecting ongoing operating costs.

We would like to present option 12C:

- Consolidate St. John and St. Michael, with the proposed boundary changes and introduction of extended French at Our Lady of Peace.
- Keep Holy Family operating and moving the gifted program to it from St. Andrew.

Slide 3 – (Mike)

Option 12C provides that the option to consolidate Holy Family into St Marguerite can remain open for future consideration. Nobody wants our children to go to a school with a 3 grade split, but the numbers are not at that point, and are not projected to be. If the populations continue to decline, consolidating Holy Family into St. Marguerite may not even require an addition, just some re-working of boundaries. If however, populations are higher than expected, then

portables will be required. Option 12C will eliminate the capital cost portion of option 12B. In Option 12B, the long-term cost savings are attributed more towards the consolidation of St. John rather than Holy Family. While option 12B illustrates a savings on transportation due to boundary changes, 12C will reduce the transportation costs further. Moving the gifted program to Holy Family will also reduce portable costs at St Andrew. 12C protects against the chance that the enrollment projections are wrong.

Slide 4 – (Pete)

As can be seen in the “Historic v.s. LTCP Enrollment Projections”, over the past 4 years, actual enrollment for Holy Family has been higher by as much as 29 students (a 13% difference) than previously projected. In fact while the total area projections are fairly accurate, individual school populations are difficult to predict and it makes sense to leave room for flexibility rather than lock into a renovation that is not necessary and costly. Any cost savings of option 12B could be hampered by increased portable costs. Consolidating St. John into St. Michael will reduce the review area’s On-The-Ground Capacity (OTG) count to 2,199. Based on the enrollment projections, over both 5 and 10 year periods the utilization would be within the optimal range of 90% -125% the majority of the time using option 12C.

Slide 5, Part 1 (Mike)

Are the renewal numbers presented in Table 26 of the Staff report to the Board on February 7th 2017 correct? As can be seen in the appendix, the School Information Profiles illustrate different numbers. The 5 year renewal costs for St. John is lower in Table 26 by almost \$1.8 Million than the School Profile, but the 10 year numbers seem correct. The 5 and 10 year renewal amounts for St. Michael that are illustrated on the School Profile are listed as 10 Year and 15 Year numbers on Table 26. The 5 year renewal number for St. Michael illustrated on Table 26 is identical to the 5 year number listed for Holy Family on the School Profile.

Slide 5, Part 2 (Pete)

The major costs for Option 12B result from the addition to be built on St. Marguerite. Assuming Table 26 is correct, the majority of the long-term benefits on the other-hand will be realized by consolidating St. John, not Holy Family. Other than costs, major considerations should be the disruption to the students during construction; these types of projects usually experience delays to some degree or another. Due to property layout at St. Marguerite, the addition is likely to take up prime playground space.

Slide 6 (Mike)

As can be seen in Table 26, projected transportation costs go down in option 12B, from the status quo, even after busing all of the Holy Family students to St. Marguerite is factored in. This is due to boundary changes and proposed program changes. These cost savings can

increase dramatically by keeping Holy Family open and not having to bus all of these students. By moving the gifted program to Holy Family, portable costs can be greatly reduced if not eliminated as the majority of the portables in the review area are at St. Andrew. The cost savings illustrated likely don't take into account ongoing costs of maintaining a vacant property, insurance costs etc.

Slide 7 (Pete)

Enrollment projections illustrate that reducing the OTG portion represented by St John, along with the gifted program change, will allow for optimal utilization across the review area.

Eliminating the Capital Cost of the St. Marguerite renovation and greatly reducing transportation costs and portable costs all strongly favour keeping Holy Family open

This option provides flexibility if future enrollment is significantly different than projected

Thank you.

Delegation to the Board Regarding The Closure of Holy Family

Financial and Enrollment Concerns
Presented By Mike Dytneriski
& Pete Vavasour

PAR

- ▶ There is a clear need to go through the PAR process across sections CE04 & CE05
- ▶ A variation of option 12B that was presented by the staff can accomplish the board's goals better than the version presented
- ▶ Option 12 C proposes:
- ▶ Consolidate St. John into St. Michael and implement the proposed boundary changes
- ▶ **Do not** consolidate Holy Family into St. Marguerite; rather, move the Gifted program from St. Andrew to Holy Family

Arguments for Option 12C

- ▶ Provides future options regardless if actual enrollment is similar, lower or higher than projected
- ▶ Eliminates the capital cost of option 12B
- ▶ Long term cost benefits of option 12B, are more from the closure of St. John rather than closing Holy Family
- ▶ Keeping Holy Family open saves thousands in transportation costs
- ▶ Option 12C reduces portable costs at St. Andrews

T_{SB} Historic vs. LTCP Enrolment Projections

The table below provide a summary of the historic enrolment from 2013 to 2016 in comparison to the Long Term Capital Plan (LTCP) projections - the historic student counts are displayed in red. The table below also compares planning services projections versus the Long Term Capital Plan. The intent of the table is to confirm the declines projected in both scenarios, and in some instances, more so that previously projected in the LTCP. Overall, as of 2016 there is a net differential of only 27 students more than what was projected between the two Review Areas - a 1.2% difference.

CE04

School Name	OTG		Historic Enrolment			Cur	5 year projection					10 year projection					10+ year projection	
			2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Holy Family CES	317	ACT/PROJ	251	237	220	217	212	214	212	213	211	210	203	207	209	207	207	207
		LTAP	222	213	199	192	190	183	179	175	176	179	176	176	177	178	179	179
St. John (O) CES	303	ACT/PROJ	200	189	161	150	145	130	130	130	131	124	124	126	125	124	123	123
		LTAP	193	188	180	176	177	170	169	169	173	168	166	166	167	168	165	165
St. Michael CES	268	ACT/PROJ	224	205	212	208	194	186	182	180	180	177	178	179	177	181	179	179
		LTAP	243	244	242	242	235	230	225	226	228	223	224	228	232	237	227	227
TOTAL AREA COUNT	888	ACT/PROJ	675	631	593	575	551	530	524	523	523	511	506	512	511	511	509	509
		LTAP	658	645	621	610	602	583	573	570	577	570	566	570	576	583	571	571
Difference in Student Count			17	-14	-28	-35	-51	-53	-49	-47	-54	-59	-60	-58	-65	-72	-62	-62

CE05

School Name	OTG		Historic Enrolment			Cur	5 year projection					10 year projection					10+ year projection	
			2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Our Lady of Peace CES	490	ACT/PROJ	475	447	420	405	398	393	380	380	384	388	386	378	381	378	375	373
		LTAP	476	460	438	436	436	440	440	453	452	456	452	450	449	449	449	449
St. Andrew CES	585	ACT/PROJ	763	789	775	768	753	741	717	709	692	664	654	637	627	616	608	601
		LTAP	735	723	706	687	679	660	645	659	657	648	654	663	673	684	694	694
St. Marguerite CES	539	ACT/PROJ	609	593	580	535	497	482	457	450	430	418	415	405	408	409	404	400
		LTAP	605	570	557	524	489	480	456	450	437	432	427	425	424	424	424	424
TOTAL AREA COUNT	1614	ACT/PROJ	1847	1829	1775	1708	1648	1616	1553	1540	1505	1470	1455	1420	1415	1402	1387	1374
		LTAP	1816	1753	1701	1647	1604	1580	1541	1562	1546	1536	1533	1538	1546	1557	1567	1567
Difference in Student Count			31	76	74	61	44	36	12	-22	-41	-66	-78	-118	-131	-155	-180	-193

OAKVILLE NORTHEAST

TOTAL AREA ENROLMENT COUNT	2502	ACT/PROJ	Historic Enrolment			Cur	5 year projection					10 year projection					10+ year projection	
			2013	2460	2368	2284	2199	2146	2077	2063	2028	1980	1961	1932	1926	1913	1896	1882
		LTAP	2474	2398	2322	2257	2206	2163	2114	2132	2123	2106	2099	2108	2122	2140	2138	2138

Table 26: Option 12B - Capital Cost Comparison for Alternate Accommodation

		RENEWAL NEEDS			
Existing Schools	Code	5 Year (EDU)	AODA Costs	10 Year (BOARD)	15 Year (BOARD)
St. John (O) CES	JOHO	\$2,180,594	\$832,004	\$4,324,901	\$4,388,101
St. Michael CES	MICH	\$1,532,483	\$349,372	\$3,235,797	\$3,864,093
Holy Family CES	HLYF	\$2,176,658	\$482,876	\$2,404,666	\$2,424,946
St. Marguerite D'Youville CES	MARG	\$1,718,536	\$735,562	\$4,493,574	\$6,308,207
Total CEO4 Review Area Cost (\$)		\$7,608,271	\$2,399,814	\$14,458,938	\$16,985,347
St. Marguerite d'Youville Addition and Retrofits	Capital	\$2,504,470	\$-	\$2,504,470	\$2,504,470
	AODA	\$735,562	\$-	\$735,562	\$735,562
	Renewal	\$1,718,536	\$-	\$4,493,574	\$6,308,207
St. Michael CES Retrofits	Capital	\$0	\$-	\$0	\$0
	AODA	\$349,372	\$-	\$349,372	\$349,372
	Renewal	\$1,532,483	\$-	\$3,235,797	\$3,864,093
Total Oakville Northeast Cost (\$)		\$6,840,423	\$-	\$11,318,775	\$13,716,704

Source: Staff Report to Board on Feb 7 2017

Table 27: Option 12B – Operational Cost Comparison for Alternate Accommodation

		2018	2022	2027
Status Quo	Operational Costs	\$1,833,527	\$1,833,527	\$1,833,527
	Transportation Costs	\$360,750	\$347,878	\$346,516
	Portable Classroom Costs	\$154,000	\$84,000	\$42,000
	Total Status Quo	\$2,348,277	\$2,265,405	\$2,222,043
Proposed Option	Operational Costs	\$1,731,248	\$1,405,575	\$1,363,575
	Transportation Costs	\$194,000	\$308,937	\$313,087
	Portable Classroom Costs	\$154,000	\$112,000	\$70,000
	Total Proposed Option	\$2,079,248	\$1,826,512	\$1,746,662
Annual Savings		\$269,029	\$438,893	\$475,382
Cumulative Savings		\$269,029	\$1,826,123	\$4,123,624

Source: Staff Report to Board on Feb 7 2017

Conclusion

- ▶ Enrollment projections illustrate a need to consolidate one school only
- ▶ Eliminating the capital cost of the addition, and reducing transportation costs and portable costs all strongly favour Option 12C
- ▶ This option provides flexibility if future enrollment is significantly different than projected as the second part of 12B can be implemented down the road.

Appendix

2015 School Information Profile Excerpts

ST. JOHN (O) CATHOLIC ELEMENTARY SCHOOL

1480 Mansfield Drive, Oakville, L6H 6C7

GENERAL INFORMATION	
SFIS ID	8127
Year of Construction	1969
Panel	Elementary
Grades Served	JK - 8
Ministry On-the-Ground Capacity	303
Functional Building Capacity	303
Site Area (Acres)	6
Building Area (sq. ft.)	38,266
Hard Surface Play Area (sq. ft.)	19,368
Grass Play Area (sq. ft.)	155,912
Number of Parking Spaces	80
Number of Portable Classrooms	0
Site Capacity for Portables	8

SPACE SUMMARY	
Space Type	Rooms
Classroom	8
Kindergarten	2
Library Resource Centre	1
Special Education	1
General Purpose Room	1
Resource Room	1
Staff Room	1
Science Room	1
Art Room	1
Music Room	0
Other	1
Portable Classrooms	0

FACILITY CONDITION INDEX (FCI)		
FCI is the building condition as determined by the Ministry of Education by calculating renewal needs and the replacement value for each facility. The data was extracted from the Total Capital Planning Solutions (TCPS) tool, which is populated via third-party assessments.		
School Replacement Value: \$ 6,882,680		
	5 year	10 year
Facility Condition Index	57.34%	62.84%
Renewal Needs	\$ 3,946,270	\$ 4,324,901

PARTNERSHIPS		
Type	Y/N	Notes
Child Care	N	
Community Hub	N	
Other	N	

SCHOOL UTILITY USAGE		
Electricity	156,268.93	kWh
Natural Gas	415,051.17	ekWh
Water/Sewer	1,464.56	m ³

SCHOOL ACCESSIBILITY MEASURES / AODA	
Number of Storeys	2
Accessible Entrance(s)	Door 1
Door Operator(s)	Door 1
Elevator	Yes
Stage Lift	No
Other Lift	N/A
Barrier Free Washroom(s)	No
Accessible Parking	Yes
AODA Upgrade Cost	\$832,004.00
Notes	

ST. MICHAEL CATHOLIC ELEMENTARY SCHOOL

165 Sewell Drive, Oakville, L6H 1E3

GENERAL INFORMATION	
SFIS ID	8099
Year of Construction	1964
Panel	Elementary
Grades Served	JK - 8
Ministry On-the-Ground Capacity	268
Functional Building Capacity	277
Site Area (Acres)	4
Building Area (sq. ft.)	30,140
Hard Surface Play Area (sq. ft.)	30,128
Grass Play Area (sq. ft.)	126,215
Number of Parking Spaces	73
Number of Portable Classrooms	0
Site Capacity for Portables	8

SPACE SUMMARY	
Space Type	Rooms
Classroom	6
Kindergarten	2
Library Resource Centre	1
Special Education	1
General Purpose Room	1
Resource Room	0
Staff Room	1
Science Room	1
Art Room	1
Music Room	1
Other	1
Portable Classrooms	0

FACILITY CONDITION INDEX (FCI)		
FCI is the building condition as determined by the Ministry of Education by calculating renewal needs and the replacement value for each facility. The data was extracted from the Total Capital Planning Solutions (TCPS) tool, which is populated via third-party assessments.		
School Replacement Value: \$ 6,161,190		
	5 year	10 year
Facility Condition Index	52.52%	62.72%
Renewal Needs	\$ 3,235,797	\$ 3,864,093

PARTNERSHIPS		
Type	Y/N	Notes
Child Care	N	
Community Hub	N	
Other	N	

SCHOOL UTILITY USAGE		
Electricity	144,405.31	kWh
Natural Gas	448,421.18	ekWh
Water/Sewer	1,456.38	m ³

SCHOOL ACCESSIBILITY MEASURES / AODA	
Number of Storeys	1
Accessible Entrance(s)	Door 1 & 4
Door Operator(s)	Door 1 & 4
Elevator	N/A
Stage Lift	Yes
Other Lift	N/A
Barrier Free Washroom(s)	No
Accessible Parking	Yes
AODA Upgrade Cost	\$349,372.00
Notes	

HOLY FAMILY CATHOLIC ELEMENTARY SCHOOL

1420 Grosvenor Street, Oakville, L6H 2X8

GENERAL INFORMATION	
SFIS ID	8114
Year of Construction	1981
Panel	Elementary
Grades Served	JK - 8
Ministry On-the-Ground Capacity	317
Functional Building Capacity	314
Site Area (Acres)	4
Building Area (sq. ft.)	26,103
Hard Surface Play Area (sq. ft.)	40,888
Grass Play Area (sq. ft.)	50,249
Number of Parking Spaces	38
Number of Portable Classrooms	0
Site Capacity for Portables	10

SPACE SUMMARY	
Space Type	Rooms
Classroom	7
Kindergarten	3
Library Resource Centre	1
Special Education	1
General Purpose Room	1
Resource Room	0
Staff Room	1
Science Room	1
Art Room	1
Music Room	1
Other	0
Portable Classrooms	0

FACILITY CONDITION INDEX (FCI)		
FCI is the building condition as determined by the Ministry of Education by calculating renewal needs and the replacement value for each facility. The data was extracted from the Total Capital Planning Solutions (TCPS) tool, which is populated via third-party assessments.		
School Replacement Value: \$ 7,126,140		
	5 year	10 year
Facility Condition Index	21.51%	33.74%
Renewal Needs	\$ 1,532,484	\$ 2,404,666

PARTNERSHIPS		
Type	Y/N	Notes
Child Care	N	
Community Hub	N	
Other	N	

SCHOOL UTILITY USAGE		
Electricity	221,472.63	kWh
Natural Gas	247,818.26	ekWh
Water/Sewer	2,399.66	m ³

SCHOOL ACCESSIBILITY MEASURES / AODA	
Number of Storeys	1
Accessible Entrance(s)	Door 1
Door Operator(s)	Door 1
Elevator	N/A
Stage Lift	Yes
Other Lift	N/A
Barrier Free Washroom(s)	No
Accessible Parking	Yes
AODA Upgrade Cost	\$482,876.00
Notes	

ST. MARGUERITE D'YOUVILLE CATHOLIC ELEMENTARY SCHOOL

1359 Bayshire Drive, Oakville, L6H 6C7

GENERAL INFORMATION	
SFIS ID	8096
Year of Construction	1993
Panel	Elementary
Grades Served	JK - 8
Ministry On-the-Ground Capacity	539
Functional Building Capacity	499
Site Area (Acres)	7
Building Area (sq. ft.)	58,094
Hard Surface Play Area (sq. ft.)	32,280
Grass Play Area (sq. ft.)	71,016
Number of Parking Spaces	100
Number of Portable Classrooms	2
Site Capacity for Portables	12

SPACE SUMMARY	
Space Type	Rooms
Classroom	15
Kindergarten	3
Library Resource Centre	1
Special Education	2
General Purpose Room	2
Resource Room	1
Staff Room	2
Science Room	1
Art Room	1
Music Room	0
Other	1
Portable Classrooms	2

FACILITY CONDITION INDEX (FCI)		
FCI is the building condition as determined by the Ministry of Education by calculating renewal needs and the replacement value for each facility. The data was extracted from the Total Capital Planning Solutions (TCPS) tool, which is populated via third-party assessments.		
School Replacement Value: \$ 10,690,570		
	5 year	10 year
Facility Condition Index	15.69%	42.03%
Renewal Needs	\$ 1,677,264	\$ 4,493,574

PARTNERSHIPS		
Type	Y/N	Notes
Child Care	N	
Community Hub	N	
Other	N	

SCHOOL UTILITY USAGE		
Electricity	438,610.64	kWh
Natural Gas	439,529.80	ekWh
Water/Sewer	4,416.82	m ³

SCHOOL ACCESSIBILITY MEASURES / AODA	
Number of Storeys	2
Accessible Entrance(s)	Door 1
Door Operator(s)	Door 1
Elevator	Yes
Stage Lift	No
Other Lift	N/A
Barrier Free Washroom(s)	No
Accessible Parking	Yes
AODA Upgrade Cost	\$735,562.00
Notes	

Hello My Name is Paul Schmitchen.

I am asking the Trustees to turn down Option 12B with respect to the closure and consolidation of Holy Family School with St. Marguerite D'Youville. I am here to delegate to the board of trustees on the topic of programing changes.

Our Personal Experience with the Gifted Program:

My wife and I have two boys, Joshua and Luke. Luke attends Holy Family in Grade 2. Our son Joshua is currently enrolled in Grade 6 of the Gifted Program at St. Andrew. He started the gifted program in 2015. Today, Joshua enjoys the gifted program. He's been challenged to think outside of the box with the support of great teachers. However, the transition from Holy Family was slow and stressful. We attribute his difficult transition to the large size of St. Andrew's School and the sheer contrast with the tight-knit school such as Holy Family. As a result, he experienced anxiety adjusting to the program and the new people in his classroom. It has taken our son over 12 months to be comfortable in a school of nearly 800 strangers.

In a very large school, such as St Andrews, the children in the gifted program can be relatively isolated from the overall population. Despite some forced integration with the regular track program, which consists of one class per day, getting to know and feel comfortable with these kids has been difficult. Our son is introverted which is not uncommon with gifted children. However, I believe that running the gifted program at a smaller school would enhance these children's ability to integrate into the new program and new school. We can offer these kids an environment to thrive socially and academically without adding undue stress of a large facility. In a small school, the children in the gifted program share one or two classes every day with virtually all of the kids in their grade.

The Facts:

- St. Andrew's population is well above the On-The-Ground building capacity. In fact, in 2015, it was at 132%; simply busting at the seams. This issue results in portables and increased traffic congestion in the area. These issues are ignored in Option 12B.
- It is important for the Trustees to recognize that according to the Oakville Northeast PAR Scatter Map Information Package dated November 3, 2016, Holy Family School sends more students to the Gifted Program at St. Andrew's than any other school, including St. Andrew's itself. Our kids represent the younger demographic (years 5/6) which means they will mature in the program whereas most of the students from St. Andrew's School are closer to graduation. This suggests that the program would be sustainable at Holy Family.
- Holy Family School's available capacity could house the Gifted Program at our facility. While we recognize that bringing Gifted to Holy Family does not change the population of regular track kids, it does increase the overall utilization of the building to **92%, achieving the "optimal school utilization" of between 90-125%.**

- The Gifted kids (not currently at St. Andrew's) are bussed into St. Andrew's School and therefore would not be affected by busing to Holy Family School.

In Summary:

We are asking the Trustees to support bringing the Gifted Program to Holy Family School. While we understand that this does not change the population in the regular track program, we believe it will have the following benefits:

- A. Increase utilization to 92% over time. This is optimal!
- B. Locate the Gifted Program in the school that contributes to it the most.
- C. Give introverted children enrolled in the Gifted Program the best social and academic environment to accelerate learning and personal growth.

Good Evening Trustees,
we are Jen Angas-Courtney and Tony Moretto,

We are asking the Trustees to turn down Option 12B with respect to the closure and consolidation of Holy Family School with St. Marguerite d'Youville. We are here to delegate to the board of trustees on the topic of Transportation and Walkable Communities. The cost of transportation is covered in detail under a separate delegation. We will be speaking to the impact of closing a school in a walkable community.

We urge you to consider the benefits of a walkable, sustainable, catholic school in our community. We offer the following:

1. Energy Conservation and Environmental Stewardship - The School Board makes great motherhood statements like "energy conservation" and "stewardship" but we would like to see the Trustees uphold those principles by refusing to close a sustainable school in a walking community.
2. Health and Wellness - Promoting a healthy lifestyle is part of the catholic education. These days children struggle to get the minimum level of activity required to sustain a healthy lifestyle and establish good habits into adulthood.
3. Holy Family School is a walking community. This community attracts new families because of their walkable schools. If Holy Family is closed, many of the residents may value the benefits of a walkable school community over a catholic education.
4. The inconvenience of busing is a major barrier for parents and many parents have expressed this concern through the public open house or survey comments. The idea of busing children and the added time to catch a bus creates another layer of stress to an already hectic routine. This may be a barrier too big to overcome for some parents and as a result, they may prefer to remain in the Falgarwood Community.
5. Reliance on a bus in the winter can be unpredictable. Again, this adds another layer of frustration to the morning commute to work.

We ask you to consider the implications of busing students out of a walkable community in conjunction with the other delegations submitted in support of keeping Holy Family School open.

Thank you for your kind attention to this matter,
Jen

Delegation 1: Support for the New Build

We, the representatives of St. John's, enthusiastically support the new build. Our community realizes that status quo is no longer an option and is eager for positive change. To be a viable elementary school, we need all three school communities south of Upper Middle Road to participate. While some may think that 550 students is a large population, this is not a large school but an ideal size by both Ministry and school board standards. A new build of this size provides better and more diverse opportunities for students. There is a wider variety of options for co-curricular activities, multiple classes of the same grade, and the proposal to include the Extended French program would bring this in-demand special stream to the area south of Upper Middle. With a new build, opportunities for additional special programming will open up. Innovative programs such as Early French Immersion and STEAM would make the school and the surrounding community more attractive to parents. Building a 21st Century School facility and forging a new identity is an exciting opportunity for our children today and a legacy for future students. The creation of the Oakville North East School is the best answer for these three school communities moving forward.

With the existence of multi-class grades, there will be numerous opportunities for students in each grade to learn curriculum with children in their own age group. The benefits of such a classroom makeup cannot be overstated. The delivery of curriculum and the time that the classroom teacher can devote to a single grade class allows for more time and flexibility addressing the needs of individual students and the class as a whole. In recent years due to declining enrollment, split classes have become the norm and not the exception. Three grade split classes are a real possibility for St. John

School. Low student enrolment numbers have unfortunately lead to multiple problems for many students and their families. Here is one example: One entire grade was made up of 11 boys and 1 girl. This is a problem for the social development of all of the children in this situation. That little girl, in Grade 1, had no choice but to seek out and create friendships with the girls in Grade 2. There were boys who did their best to play with her and include her in their games at recess. However, she had no other girl in her classroom to identify with on a daily basis. The unification of three school communities statistically eliminates such scenarios.

A definite benefit of the new build is the Extended French Program. The proposed addition of an Extended French program would align programming with Holy Trinity high school within its family of schools. This will fulfill the need for Catholic French Programming south of Upper Middle Road. Additionally, it will address the issue of cross boundary students attending a secondary school that is not their home school. For example, former St John's students attending St Matthew's for French will likely attend French at Loyola as cross boundary students in order to stay with their peers. Extended French in this new school will keep students in their appropriate School Family and foster growth at Holy Trinity.

The new build will increase the opportunities for extra-curricular activities; a larger student body is conducive to a variety of activities such as Clubs, Sports, and all the options that have not been available to our small school. The real possibility of fielding competitive teams is essential for the well-rounded development of children. The

chance to represent your school is a dream for students yet a missed opportunity for those who have graduated from under populated schools. In a larger school, co-curricular programs can once again become viable. Many schools in the Halton Catholic School Board already have these options, the existence of which they take for granted. It is time to rectify these issues for St. John, St. Michael, and Holy Family and unify them together to create multi-class grades and divisions.

The Oakville North East School (ONES) is an opportunity to build a state of the art facility which is up to standard for 21st Century Learning. This provides students with the technology and adaptive environment conducive to 21st Century skills and competencies. Providing a physical learning environment that is flexible to the needs of the students and allows innovation in the classroom is crucial for our young learners. The new ONES building is an opportunity for the HCDSB to be leading edge in innovative and modern learning and to execute the Board's vision of the 21st Century Learning philosophy which embodies creativity, collaboration, communication, and critical thinking.

The new build will be an inspiring testament to all stakeholders, including: parents, educators, the diocese, and the community at large. The existing school buildings south of Upper Middle Road are past their expected serviceable life span. The HCDSB has done an exceptional job of maintaining the current facilities, but it is no longer feasible. The survey results indicate there is positive support from parents of all of the affected schools. Voices of all 3 communities are well represented and the significant majority, 47.5% indicate that they liked or very much liked option 1A.

This new build offers the potential for additional programming and initiatives. The ONES is the option to implement and grow these programs. Imagine an elementary school in our Board that cultivates the Arts; such as drama and music and provides creative space designed to optimize a student's exposure to the visual and physical arts. STEM programming allows for state of the art science labs and technology that support the learning for our young technological innovators in the fields of Science, Technology, Engineering, and Mathematics. The next progression would be the creation of a facility that seamlessly adapts to the emerging STEAM program, which provides not only the emphasis on Science, Technology, Engineering and Math but also the Arts and humanities. The new build offers the potential to incorporate other initiatives such as an Elite Athlete Program and a Special Elementary Arts Stream to feed into Holy Trinity's Arts Program. This will provide our children the foundation they need to discover and develop their unique God-given talents.

Additionally, creating a school that enhances a connection with nature complete with school gardens and outdoor classrooms will emphasize to our Catholic youth that they are the stewards of creation, the caretakers of the world God created for all people.

The new build supports this vision.

In today's fast paced and dynamic world, we need our child to adapt and embrace change. We respectfully ask the same of our trustees, to use that same courage we ask of our children to make the brave move to bring these communities together.



Support of Option 1A

St. John School Delegation,

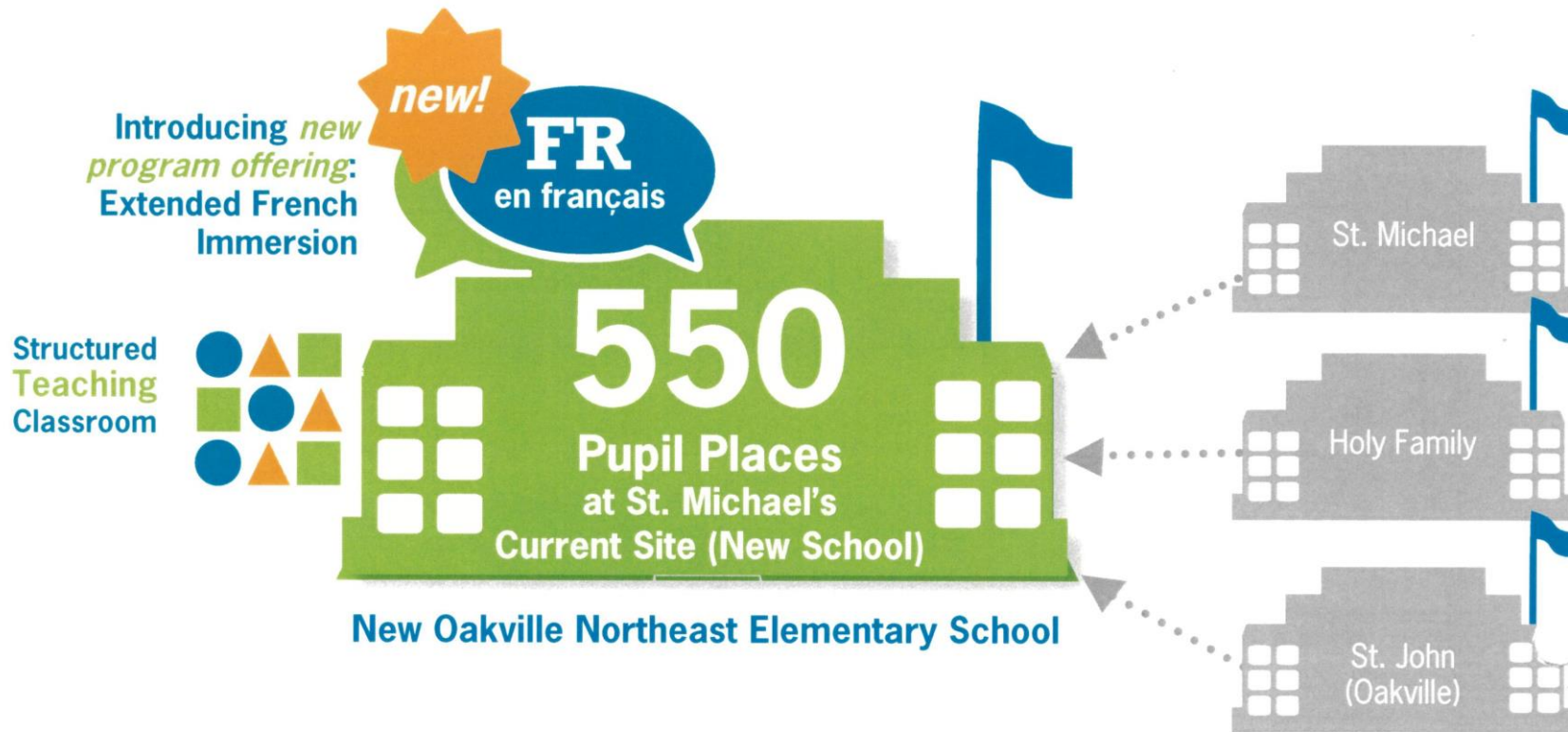
Presented by: Rula Norman,

Anna Bellissimo and

Anne-Frances Gilligan

Feb. 21, 2017

Option 1A



Grade Composition

- ▶ More opportunities for single grade classes
- ▶ Fewer Split Classes
- ▶ Diversity in the Classroom
 - ▶ Gender Balance



Extended French Program

- ▶ Align Programming with Holy Trinity Catholic Secondary
- ▶ Fulfill the need for French Programming south of Upper Middle Road
- ▶ Student Retention in the Holy Trinity Family of School



Extra Curricular

- ▶ A variety of Activities, Clubs and Extra Curricular Activities
- ▶ Competitive Teams can be fielded



21st Century Learning

- ▶ Build a State of the Art Facility
- ▶ 21st Century Skills and Competencies
 - ▶ Creativity, Collaboration, Communication and Critical Thinking
- ▶ Flexible Environment to Encourage Innovation and support Modern Learning



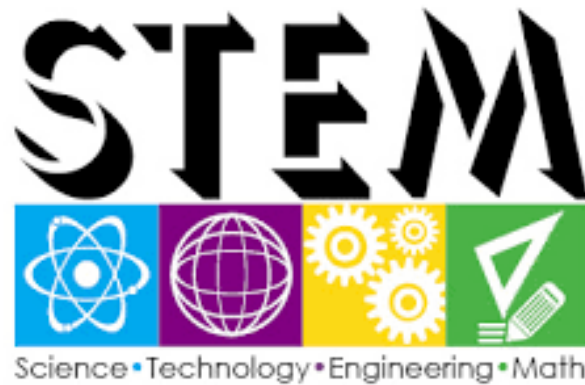
Existing Schools

- ▶ 45+ years old-Beyond their lifespan
- ▶ Survey Results indicate positive support for Option 1A New Build
 - ▶ 47.5% of respondents support Option 1A
 - ▶ Voices of all the school communities affected were well represented

How Much Do You Like	Frequency	Percent
Option 1A?		
Dislike Very Much	54	23.1%
Dislike	29	12.4%
Neutral	40	17.1%
Like	41	17.5%
Like Very Much	70	30.0%
Total	234	100%

Potential for Additional Programming

- ▶ STEM
 - ▶ Science/Technology/Engineering/Mathematics
- ▶ STEAM
 - ▶ Science/Technology/Engineering/Arts/Mathematics
- ▶ Elite Athlete Program
- ▶ Elementary Arts Program



Conclusion

- ▶ Change is inevitable
- ▶ Option 1A is the best path forward
- ▶ Courage



Thank you

Delegation: Site Selection

Presented by Elizabeth Polak and Jennifer Kerr

This delegation understands that a compromise had to be made when selecting a site for option #1A. We understand that selecting St. Michael school was an understandable decision only because it is located in the middle of the CEO4 zone. This delegation however, argues that the St. John site is a superior site and that it should at the very least be selected for option #12B (i.e. the renovated option, merging St John and St Michael schools). We strongly urge the Trustees to amend the motion and to designate St. John school site for the renovated option (#12B).

Land Size & Facility

St. John school has 6 acres of land, while St. Michael school has 4 acres of land. It would be more effective to accommodate a school population of 350 to 550 students on the additional 2 acres of land available at the St. John site. It would provide more space for students during recess, allowing for an environment optimal for each division within the elementary school, as well as for space designated for our existing Structured Teaching Program (as per option #12B). Utilizing more space during recess would avoid unnecessary congestion and as a result, increase safety for the children.

St. John school has an On the Ground Capacity (OTC) of 303 students, while St. Michael school has an On the Ground Capacity of 268. For 2016, enrolment between the two schools is 358 (as provided by ARC material), and the projected enrolment for 2026 is 305. If St. Michael site is chosen for option #12B, the school will be significantly over capacity even in ten years'

time, while at St. John it would be at maximum capacity. St. John school has Building Area of 38,266 sq. ft., while St Michael has 30,140 sq. ft. St. John school has 88 parking spots, while St. Michael has 73. St. John school has 8 classrooms, 2 Kindergarten rooms and a teacher's Resource Room, while St. Michael has only 6 classrooms, 2 Kindergarten rooms and NO resource room (all other rooms are the same).

These statistics show that St. John school is better suited to accommodate higher student population at the outset. Currently there is no need to resort to the use of portables. If the school population should grow due to additional programming, or for any other reason, St. John school property has sufficient space to accommodate that growth, whether by placing portables or by building an extension to the existing structure. St. John site offers 50 % more land than St. Michael site, and a multitude of options. St. John site is ready to accommodate option #12B, as well as the potential to accommodate option #1A.

Within the city limits, all property owners know that the value of a property lies in the land. The value of St. John school is in the six acres that it possesses and what those six acres allow the school board to create today and in the future. These six acres give the Halton Catholic School Board (HCDSB) the flexibility and creativity to conceive and construct a building to meet the needs of 21st century learning today and to adapt and innovate in the future.

Additionally, the St. John site is more conducive to incorporating Biophilic design. The idea of connecting people to nature has become one of the most innovative design trends of modern architecture. Research has proven that our attention span and cognitive functioning improves when we come into contact with nature. Study after study has supported the fact

that Biophilic educational spaces result in improved performance and well-being of students and staff members. St. John's 6 acres of lush green space, foliage, and connection to natural walking trails is a rare find in today's urban educational spaces.

Access

Public Consultation Meetings have revealed that staff **feels** that "the narrow entrance to St. John school" is a site limitation and therefore ARC recommends St. Michael site for option #12B. This delegation argues that access to the property is not a limitation, not an issue, and not a concern. As mentioned above, St. John school has been built for a population of 303 students and has 88 parking spaces, that is significantly more than St. Michael site. Moreover, St. John school has had experience with overcapacity in the past, and has had at least 6 portables on site (circa 1988 to 1994). This means that a significant number of students had to be bussed in, and many more parents dropped off and picked up their children than would be the case if option #12B would be implemented. When the school board made decisions to build St. John school at its existing location, and then again to expand it and place 6 portables on site, the narrow entry and exit point to the school property was not an issue. On those two occasions neither staff, nor the school board, **felt** that access to the property was a limitation. As history and comparable data show, there already is sufficient space for school-bus access, for drop off and pick up, as well as for parking at St. John school site to accommodate large student and teacher populations.

St. Michael school has been designed as a smaller school on a smaller property than St. John school. The implementation of option #12B at St Michael site will bring the school to over

capacity for at least the next ten years, and there will be significant traffic congestion associated with that increase. The access point for school busses and drop off is not any more practical, convenient or safe for students, teachers and staff than it is at St. John site. Whether there are two one-way driveways, or one two-way driveway makes no difference on the flow of traffic in and out of the school. [show maps of access points] With that in mind, St. John access point (entry/exit) is similar to many schools in the area where they have one entry and one exit point.

Traffic

The consolidation project will inevitably increase traffic in the school area. St. John site is nestled in a residential area where there is low traffic flow, limited to two schools and residential area [show map]. School related traffic can be pointed in a specific direction to improve the flow. In contrast, St. Michael site is located on a feeder street amidst four other schools, two Churches, and residential community.

College Park Transportation Study, conducted by the Town of Oakville, measured traffic in the area. The final report was issued in Jan 2016 and recommended the implementation of various solutions. The study shows that main roads as well as feeder roads are experiencing heavy flow of traffic during peak hours, and that there is particularly heavy congestion around the school systems, and that a five-year collision history documents 27 collisions in College Park; all of them either on Sixth Line or East of Sixth Line (TR p.6). To address these issues, the study recommends improving bicycling network, approaching school boards to implement “Active and Safe Routes to School” program, and relocating school guards in order to lower congestion (TR p.i, p.ii). It should be noted that since these concerns and recommendations

have been addressed, a new school is in the process of being added in the community (French high school scheduled to open in Sept. 2017) and will put additional pressures on the transportation system. Increasing St. Michael school population will add to that traffic congestion even more.

Furthermore, it should be noted that according to the Transportation Study “No comments concerning St. John’s Elementary School have been received to date. No operational or safety issues were identified during the field investigations or in-office review. Therefore, no recommended improvement options are proposed at this time” (TRp.70). Meanwhile, the Transportation Study identified excessive speeds in the area of St. Michael school as an issue of concern, and that is despite pre-existing speed bumps along Sewell Drive. Considering that an independent Transportation Study, conducted on behalf of the Town of Oakville, found no limitations or any evidence of concern regarding St. John school, the trustees and the school Board should feel confident that St. John site is a suitable site to host option #12B as well as #1A. Facts show that there are no issues with access to the school property, traffic, or safety with respect to St. John site and that option #12B can come to fruition on St. John grounds.

This delegation has presented overwhelming evidence, supported by reliable data, that indicates that St. John school is the superior site, and that St. John site should be nominated for option #12B as well as for option #1A. St. Michael site offers limited and complicated access to the school, and has no benefits over the St. John site. Option #12B would not be well suited for our students, and we can not support this option at the proposed site. We will support option #12B only at St. John site.



Site Selection

St. John School Delegation,
Elizabeth Polak and Jennifer Kerr
Feb. 21, 2017

Choose St. John Site

- ▶ Land Size & Facility
- ▶ Access
- ▶ Traffic

Land Size & Facility

▶ **St. John School (1969)**

- ❖ 6 acres of land
 - ❖ On the Ground Capacity of 303
 - ❖ 2016 enrolment - 150
 - ❖ Building area - 38,266 sq.ft.
 - ❖ Parking - 88 spaces
 - ❖ 8 classrooms, 1 Resource Room
-
- Combined enrolment in 2016 is 358
 - Projected combined enrolment for 2026 is 305

▶ **St. Michael School (1964)**

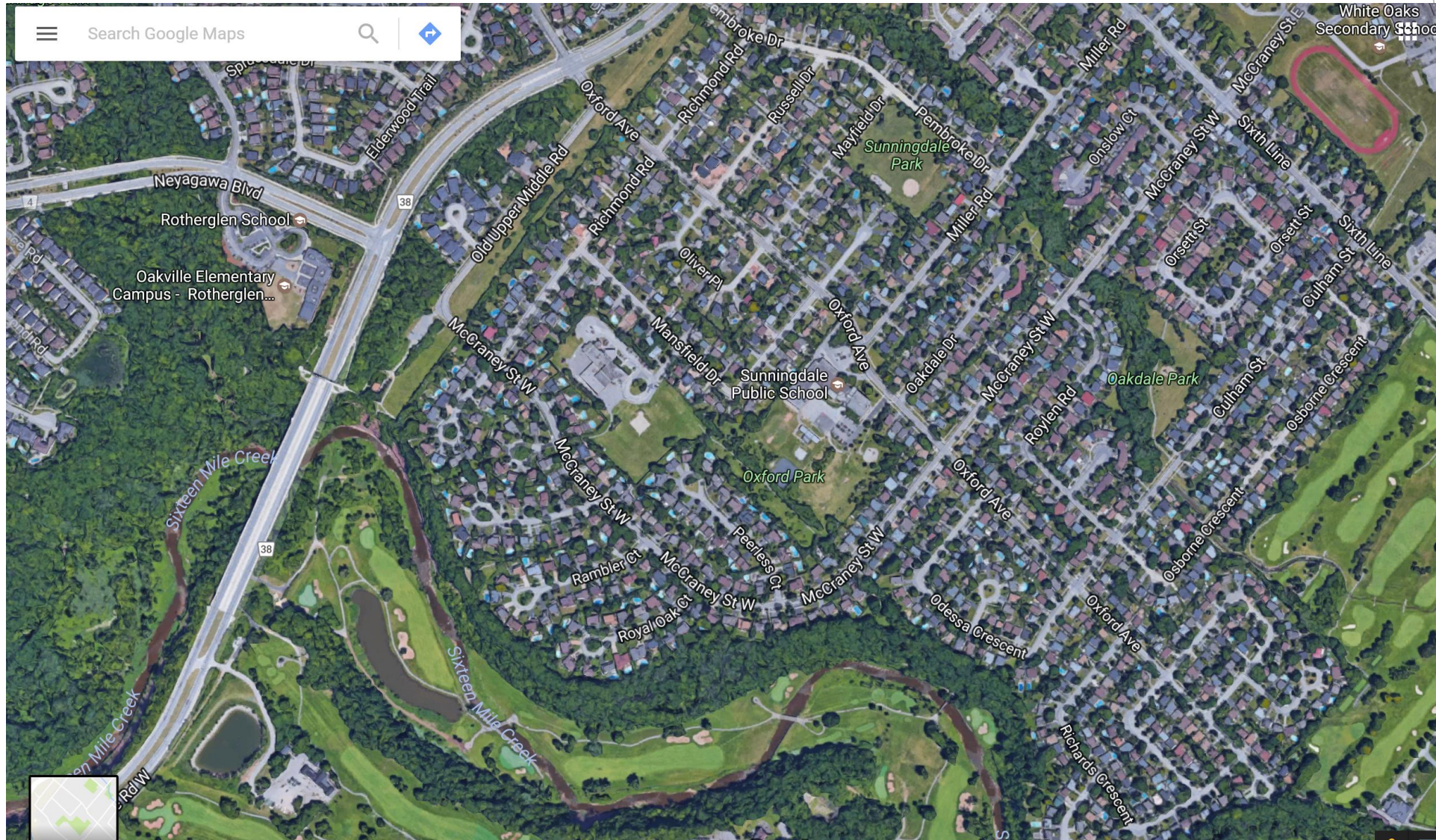
- ❖ 4 acres of land
- ❖ On the Ground Capacity of 268
- ❖ 2016 enrolment - 208
- ❖ Building area - 30,140 sq.ft.
- ❖ Parking - 73 spaces
- ❖ 6 classrooms, no Resource Room

Land Size & Facility

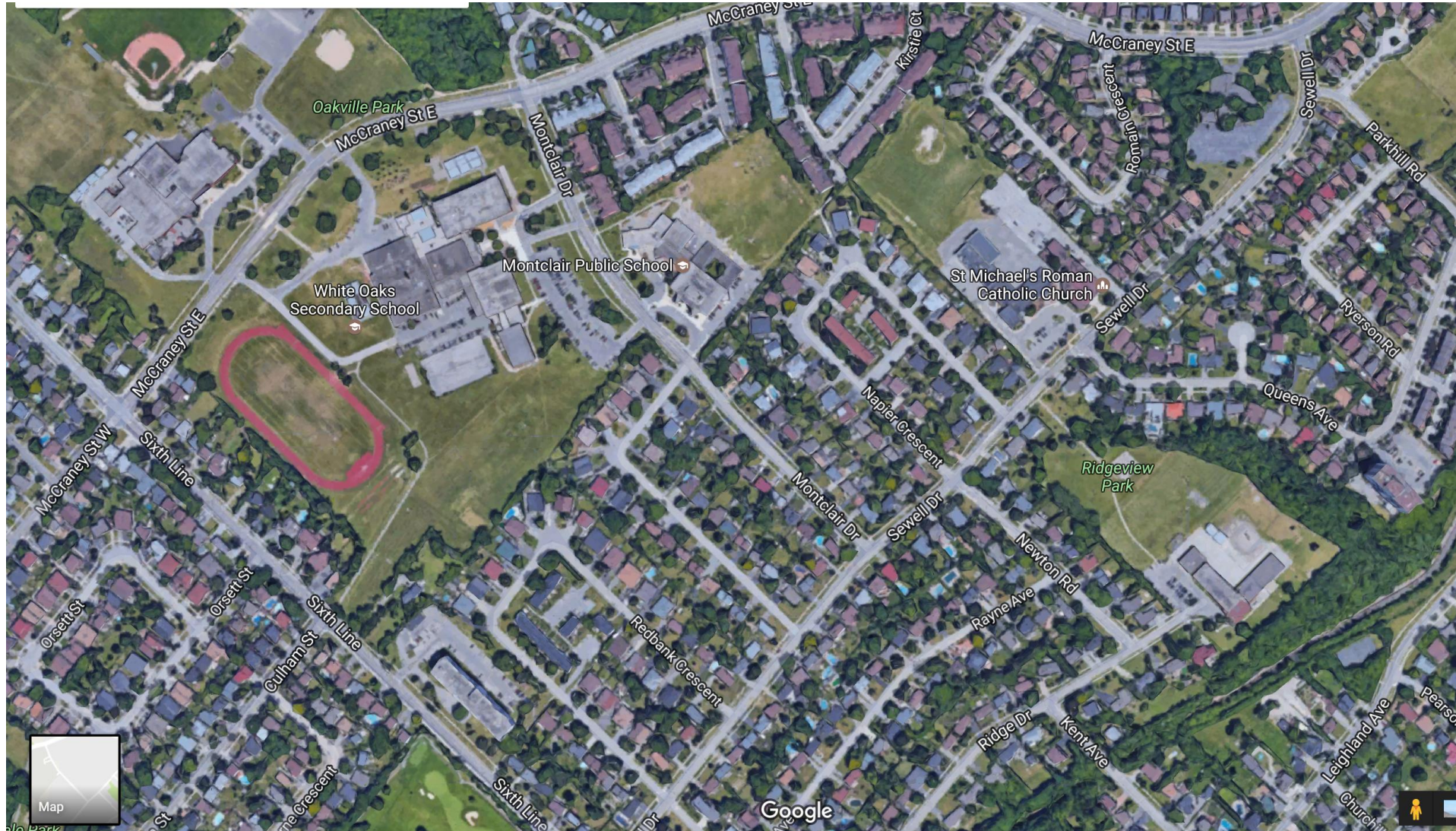
St. John School

- ❖ Land allows for innovating 21st century design
- ❖ Recess space & learning space optimal for each division within the elementary school system
- ❖ Brick & Mortar facility ready to accommodate projected enrolment
- ❖ Potential for greater future use, and for school expansion
- ❖ More conducive to incorporating Biophilic design

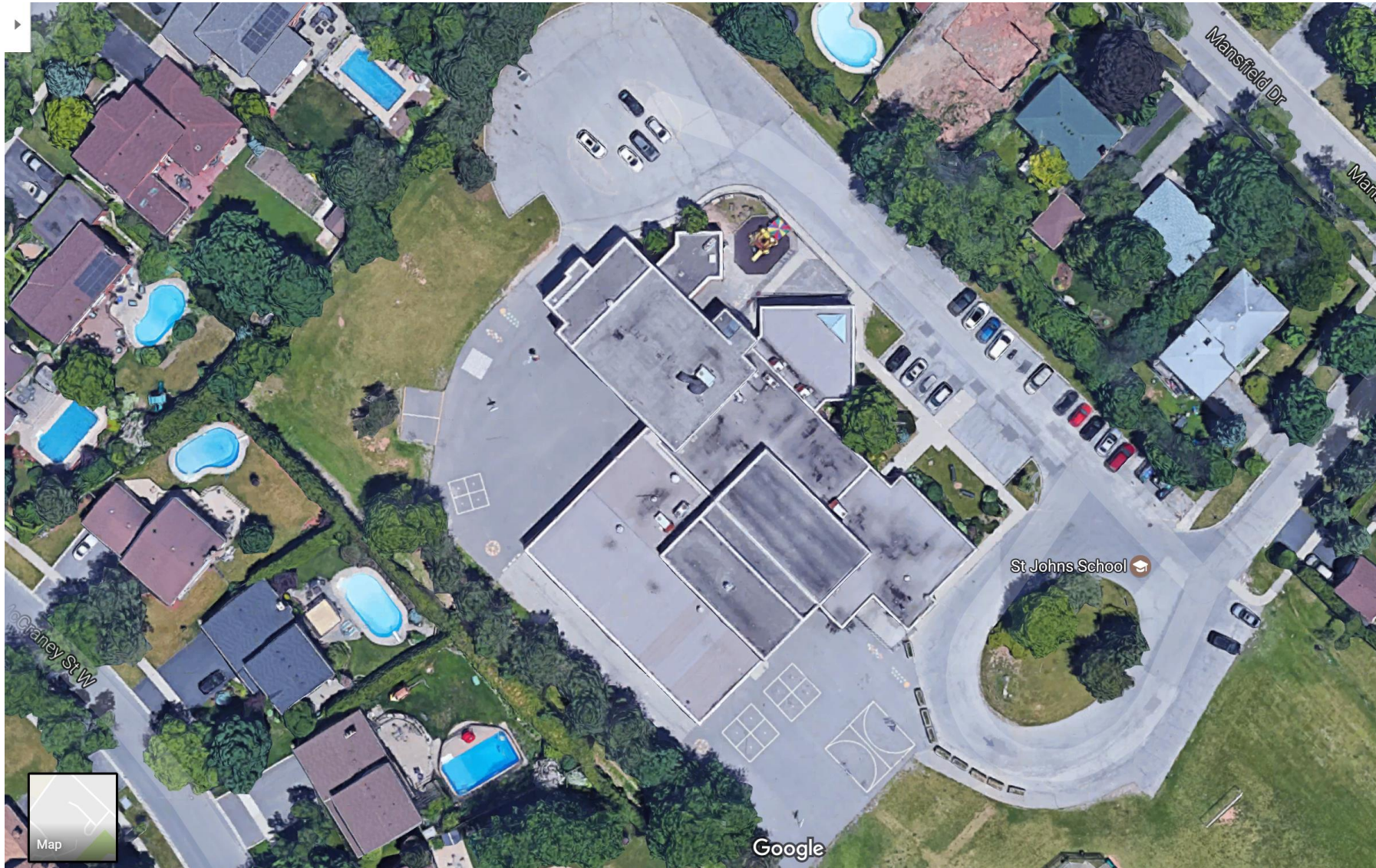
St. John: Biophilic Design Potential



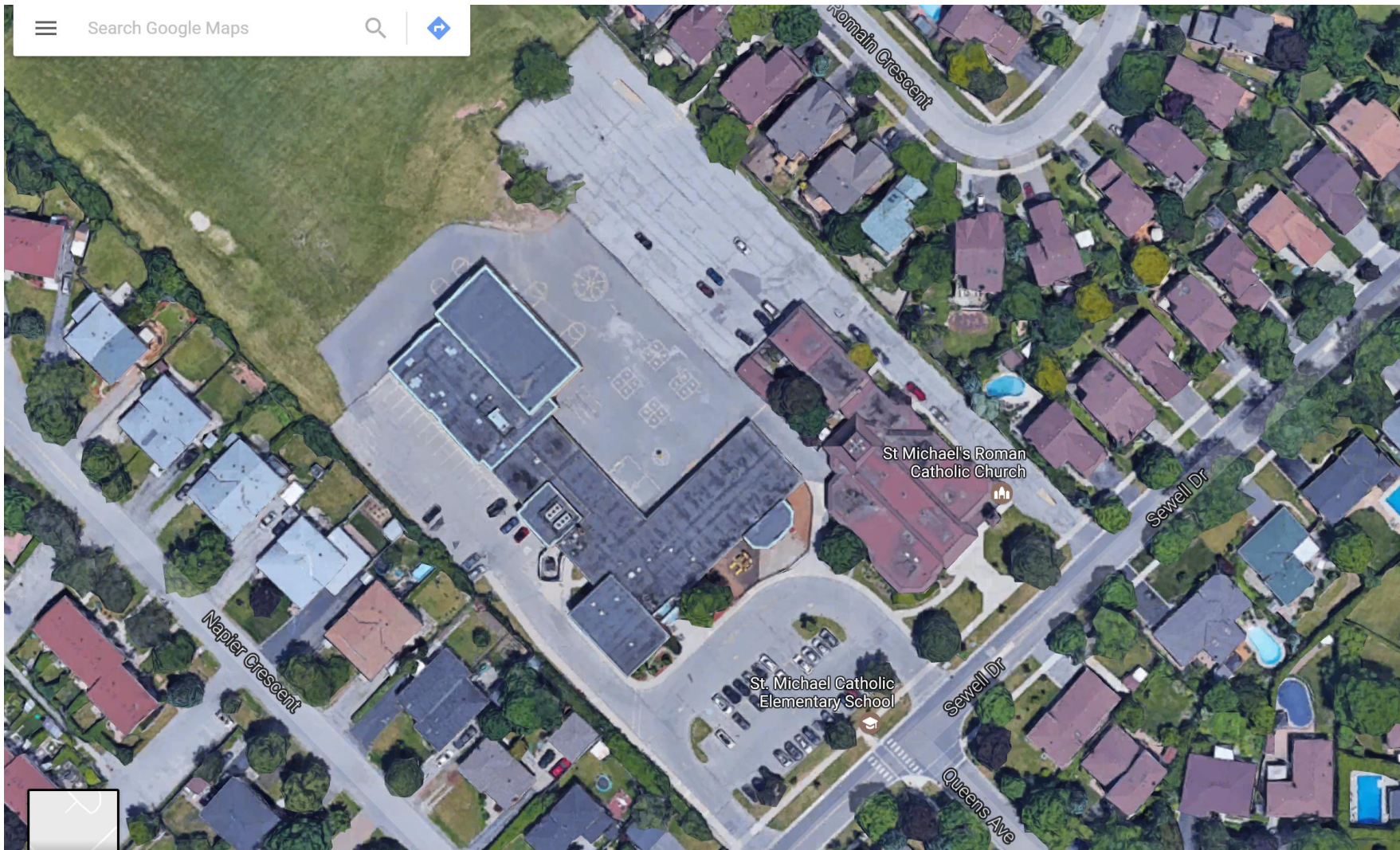
St. Michael: No Biophilic Design Potential



Access: St. John School



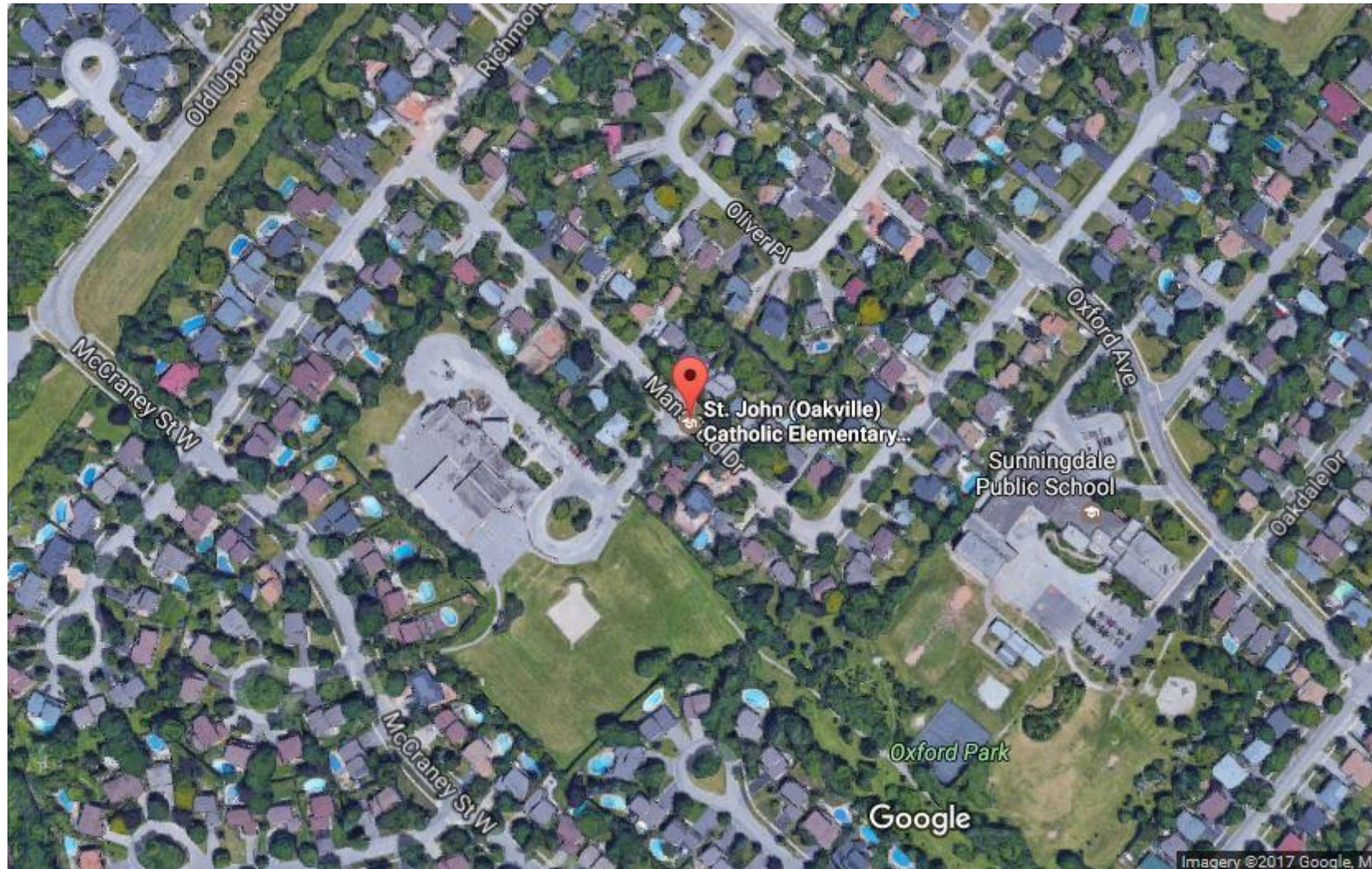
Access: St. Michael School



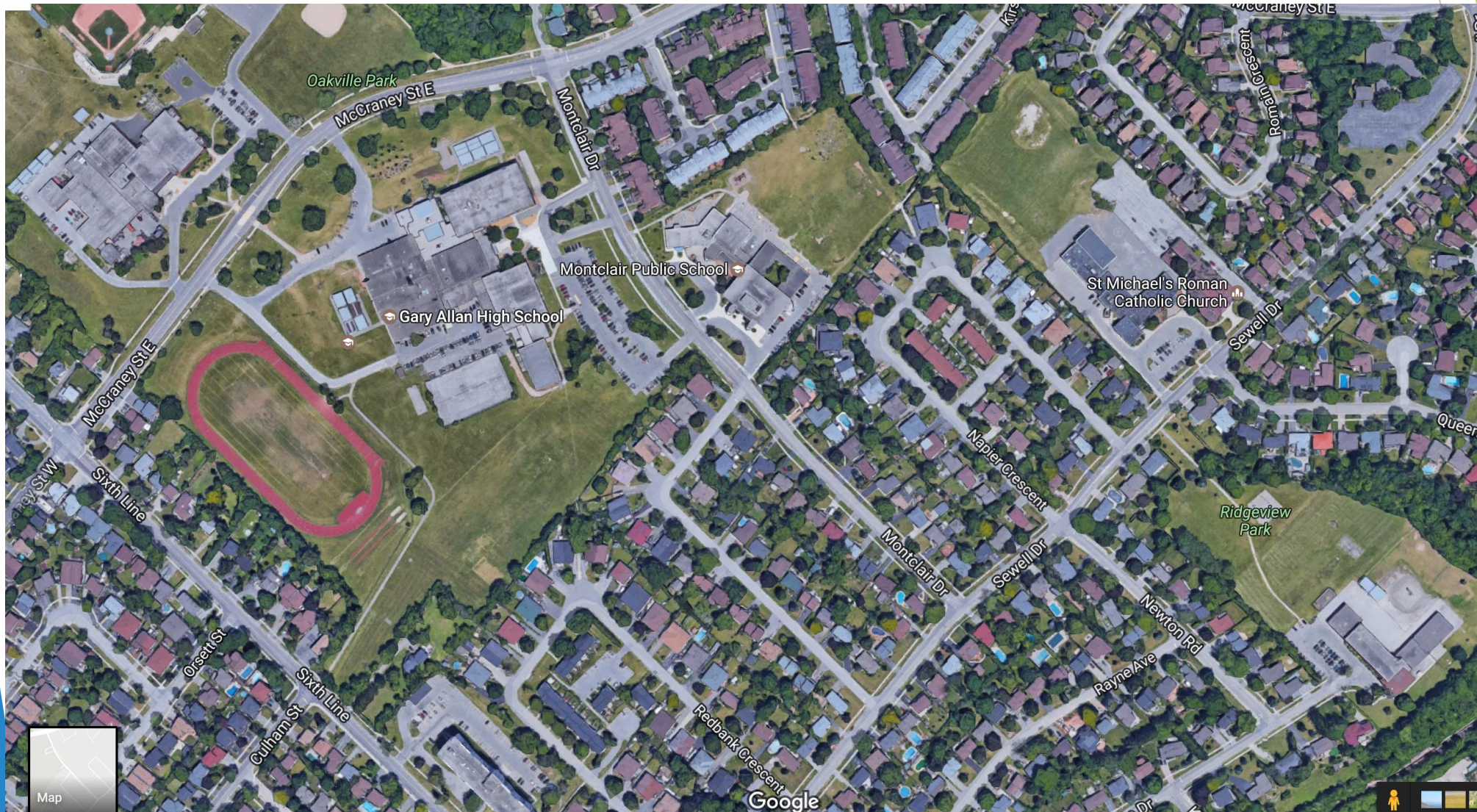
Traffic

- ▶ St. John school is in quiet residential area
 - ❖ 1 other school in the area
 - ❖ Sunningdale Public School
 - ❖ Local traffic
- ▶ St. Michael is in a busy area with heavy traffic
 - ❖ 4 other schools in the area
 - ❖ White Oaks High School
 - ❖ Montclair Public School
 - ❖ École Elementaire Du Chene & École Secondaire Gaétan-Gervais
 - ❖ New high school scheduled to open in Sept 2017
 - ❖ Local traffic
 - ❖ 2 Churches

Access: St. John School



Traffic: 5 schools, 2 Churches



Traffic

- ▶ **College Park Area Transportation Study** commission by the Town of Oakville
 - ❖ Study completed in 2015 with data covering a 5 year period
 - ❖ Final report released in Jan. 2016
- ▶ **Purpose:** to identify traffic related issues and recommend solutions
- ▶ Source: <http://www.oakville.ca/assets/general%20-%20residents/CollegePkFinalReport.pdf>

Traffic

► Collision Review

- ❖ 27 collisions in the area On/East Of Sixth Line, On/South of McCraney St. (Source: TR p.6)
 - ❖ 3 collisions at the St. Michael school area
- ❖ 4 collisions West of Sixth Line
- ❖ No collisions around St. John School area

(Image Source: TR p.2)



Figure 1: Study Area

Transportation Study

▶ St. John school

- ❖ “No comments concerning St. John’s Elementary School have been received to date. No operational or safety issues were identified during the field investigations or in-office review. Therefore, no recommended improvement options are proposed at this time” (Source: TR p.70).
- ❖ No issues related to the entrance of the school
- ❖ No issues/concerns with traffic in the area
- ❖ No recommendations were issued

St. Michael school

▶ Issues of Concern

- ❖ St. Michael Elementary School “**Excessive speeds**” (Source: TR p.7)
- ❖ No mention of St. John school in this section

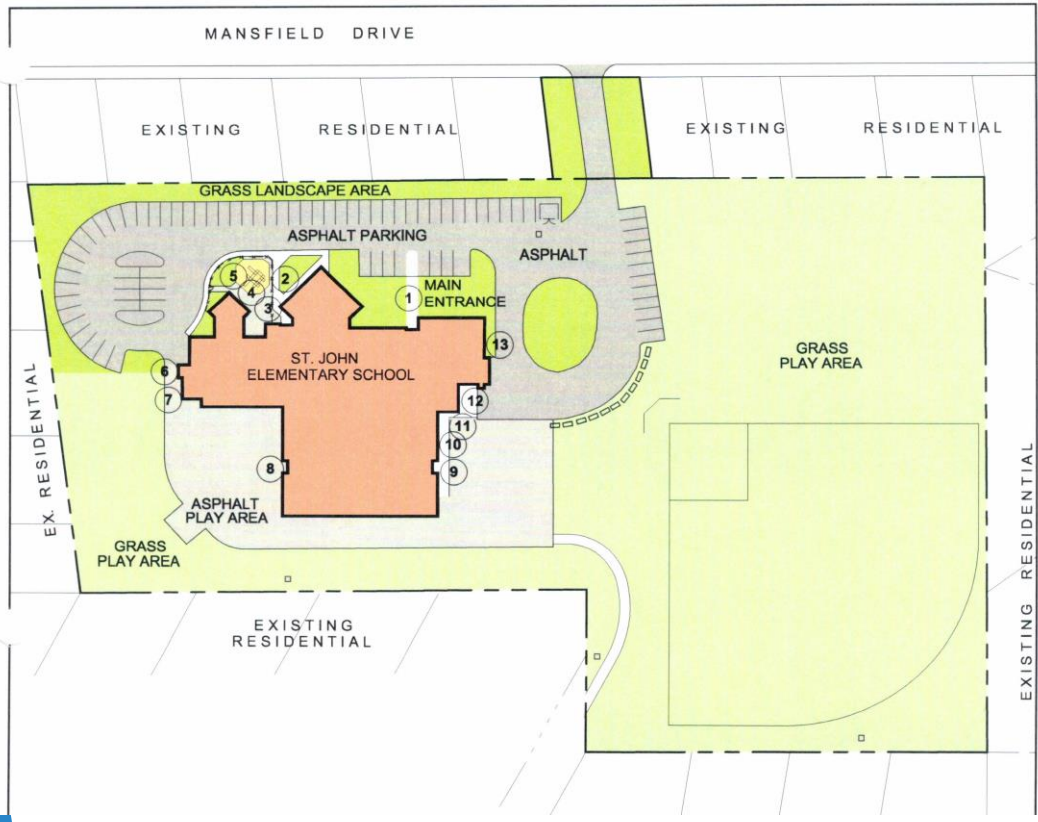
▶ Other Concerns Specific to St. Michael School

- ❖ “Traffic control violations at the intersection of Sewell Drive and Napier Crescent/Newton Road;
- ❖ Operational issues with on-street parking in close proximity to speed humps on Sewell Drive;
- ❖ Lack of transit stops on Sewell Drive;
- ❖ Inadequate traffic control at the intersection of Sewell Drive and Parkhill Road;
- ❖ Lack of reflectors on speed humps on Sewell Drive” (Source: TR p.32)

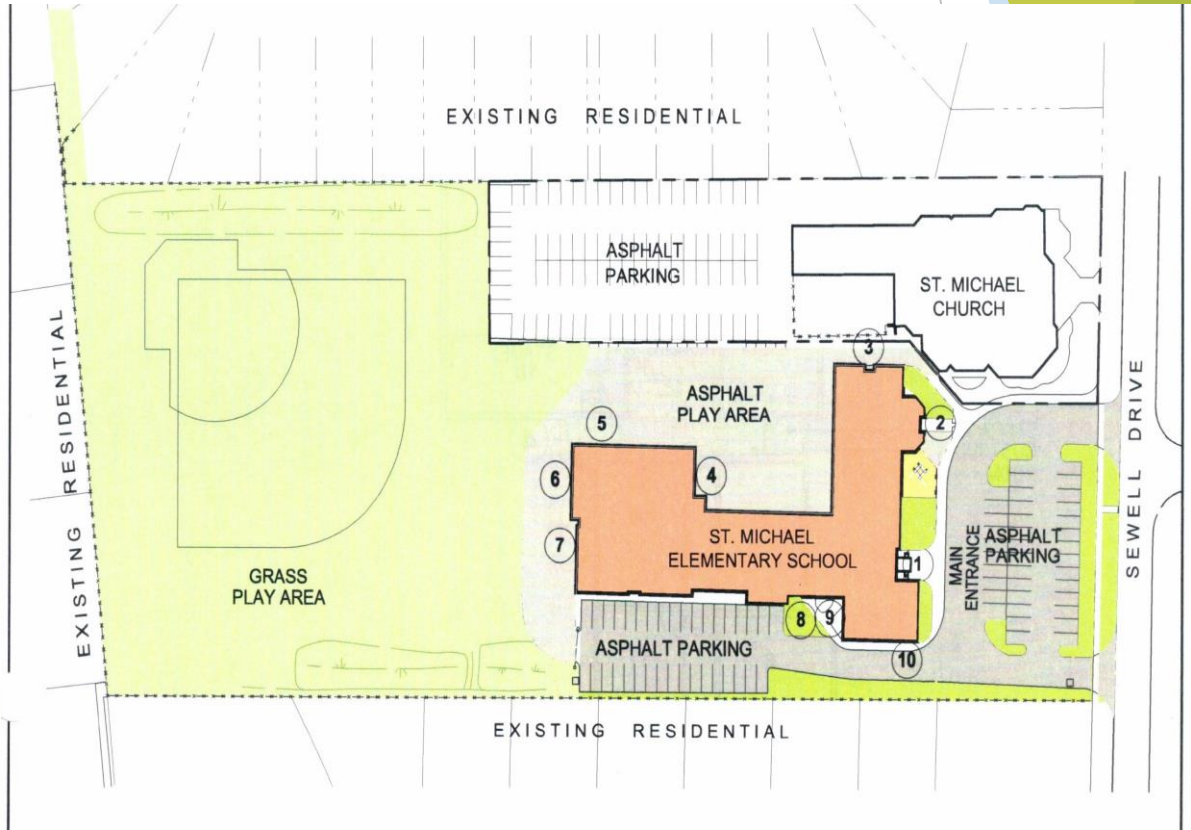
Conclusion

- ▶ St. John School site is the better & optimal site
 - ❖ More land
 - ❖ Larger existing building facility
 - ❖ In touch with nature
 - ❖ A community school, not a community of schools
 - ❖ Safer for students getting to/from school
 - ❖ No congestions, no traffic and no complaints
- ▶ **St. John School site should be chosen for the New Option (#1A)**
- ▶ **St. John School site must be chosen for the Renovated Option (#12B)**

St. John School



St. Michael School



Respected Members of the Board and Oakville Trustees:

Good evening!

The St. John School community is optimistic about the possibility of a state-of -the-art New School Option (#1A), because the new school will offer a modern infrastructure with 21st century learning and introduction of new extended French Immersion program, meeting the evolving needs and expectation of our future learners.

This is further supported by the survey results of the PAR School Communities where **47.5%** of online respondents (SchoolPlanning.hcdsb.org January 25th meeting survey results) are in favour of the New School Option (#1A).

We are here to propose French Programming for the Renovated School Option #12B.

The proposed Renovated School Option (#12B) combines students from St. John including the Structured Teaching Classroom and St. Michael into a Renovated School on the current St. Michael School site with boundary changes. This option places two school communities into one existing building that has outlived its natural life cycle of 40 years.

The focus of this delegation is to **emphasize** the non-sustainability of student enrollment and student retention at the school, in the absence of a special program in particular, a French program. From the recent survey results, **43.16%** of online respondents were not in favour of the Renovated School Option (#12B) (SchoolPlanning.hcdsb.org January 25th meeting survey results).

We strongly recognize the need to consolidate the 2 Schools from a financial perspective, emotional well-being, overall social development and involvement in extra-curricular activities that can only be achieved through higher enrollment numbers.

Within the vicinity of St. John, there are Public Elementary Schools (2 of which offer Extended French and 1 offers Core French at Gr 1 and Gr 4 respectively). In addition, within the CE04 (College Park boundaries) the École élémentaire Du Chêne offers French programming through Conseil Scolaire Viamonde (French Board) and more recently, the Viamonde Board has

received **\$12.9 million from the Ministry of Education** for a new building in Oakville for École

Secondaire Gaétan-Gervais, which will be a new French-language middle and secondary school slated to open September 2017. This new French School will provide improved facilities and enhanced learning opportunities for 392 students in Oakville from Grades 7 to 12.

This area south of Upper Middle is becoming a hub for French education. The introduction of Catholic French programs such as Early French Immersion or Extended French will give Catholic families in the neighbourhood an option and make our School more attractive within the Community at large.

As it relates to St. John school, declining student enrollment occurs in 2 stages related to the lack of French programming. A significant number of parents elect to transfer their children from St. John School at Grade 1 in favour of early French Immersion offered through the Public board at a neighbourhood school. A large percentage of parents also transfer their children in Grade 5 to the Extended French program offered at a Catholic School outside of their current school boundaries. This also impacts overall enrollments because these same families choose to transfer siblings to keep their children together at a single School. **Currently, there is no Catholic elementary school that offers French programming in North East Oakville, south of Upper Middle Road.**

Student enrollment projections over a 10 year period for the combined St. John and St. Michael student population under the Renovated School Option will still yield a small school with the same **systemic issue** that each of these Schools independently face today due to lack of a French program in the Catholic system, South of Upper Middle Road.

When families select a neighbourhood, their main considerations are the proximity to a School, programs offered at the School and the school reputation. The Renovated School Option implemented as is will not hold any appeal to new families that settle in these neighbourhoods. The combined School will continue to witness student attrition and declining

enrollments at Gr 1 and Gr 5, with families leaving the Catholic Education system for French programming with the Public Board.

This delegation strongly recommends Early French Immersion starting in grade 1 or Extended French programming beginning in grade 5. The PAR presents an opportunity to fulfill the desire for local Catholic families to enrol their children in a Catholic school that is in their neighbourhood and also offers French programming, rather than reaching out to a public-school system or cross boundary school to fulfill those desires. To keep up with our Public and French Board counterparts, French programming south of Upper Middle Road in the CEO4 boundaries is necessary. The St. John School community does not want a temporary solution. It wants a long-term solution with student retention and sustainability.

Thank you for your attention and support.



Additional Programming for Option 12B

St. John School Delegation

Presented by:

Nitya Silveira &

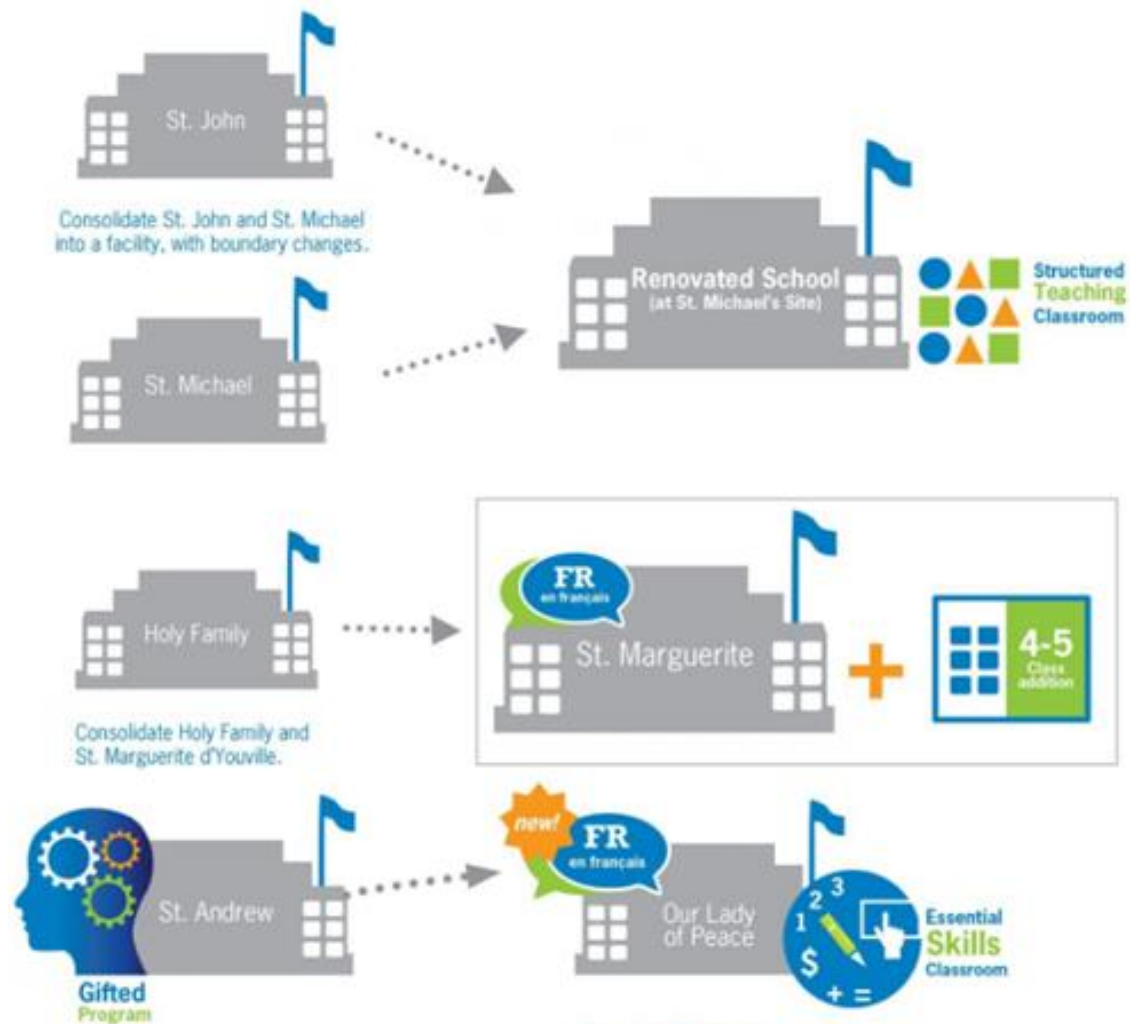
Filomena Zelano

February 21, 2017

New School Option (#1A)

- ▶ State of the art modern infrastructure
- ▶ 21st century learning
- ▶ Extended French Immersion
- ▶ Support from Online Survey Respondents

Renovated School Option 12B



Boundary Changes:

Areas T21 and T25 (currently in St. John boundary) will be directed to Our Lady of Peace. Grandfathering will be available for current students residing in T21 and T25.

Survey Results

How Much Do You Like	Frequency	Percent
Option 1A?		
Dislike Very Much	54	23.1%
Dislike	29	12.4%
Neutral	40	17.1%
Like	41	17.5%
Like Very Much	70	30.0%
Total	234	100%

How Much Do You Like	Frequency	Percent
Option 12B?		
Dislike Very Much	62	26.5%
Dislike	39	16.7%
Neutral	37	16.0%
Like	42	18.0%
Like Very Much	54	23.1%
Total	234	100%

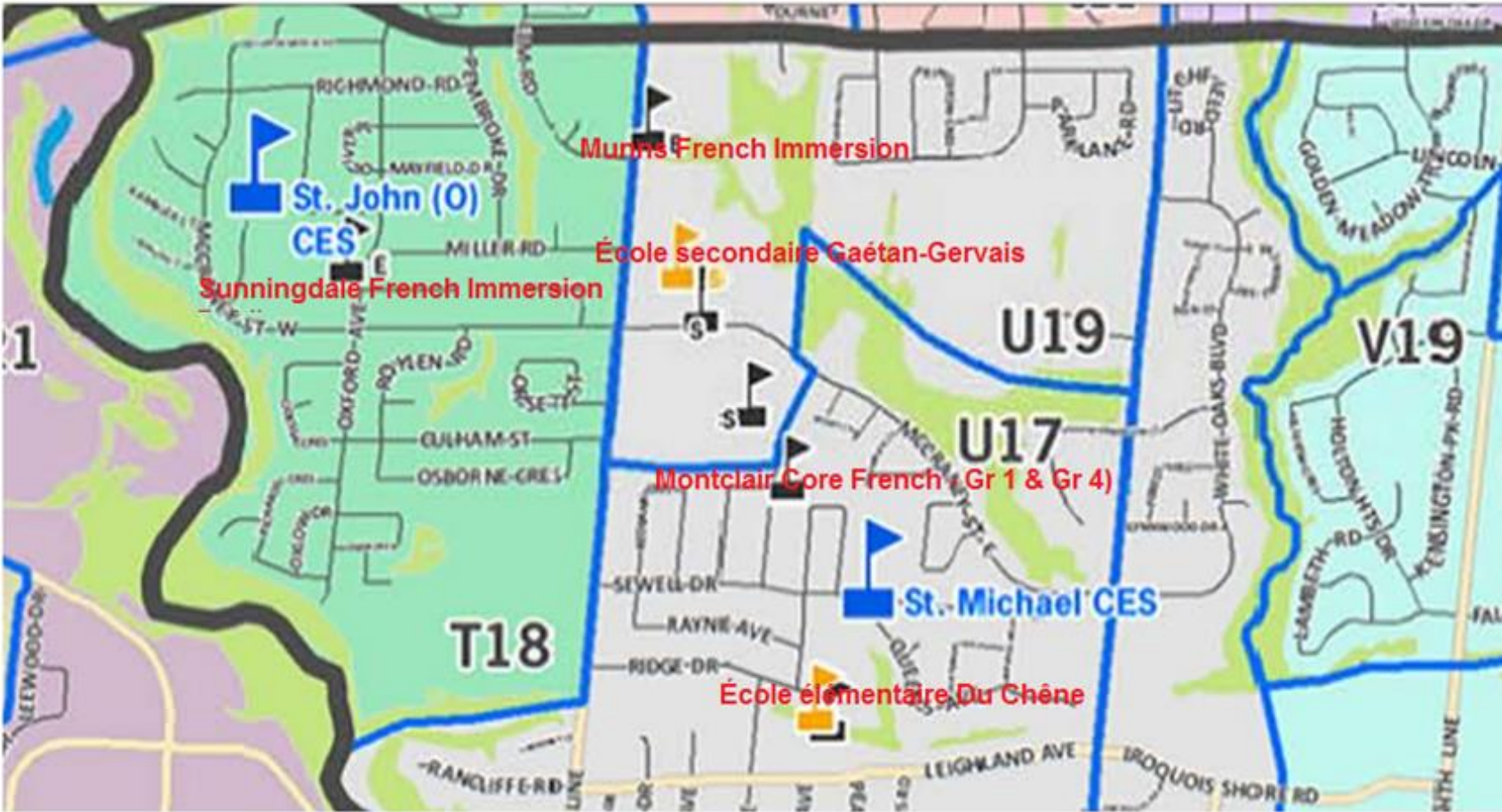
Consolidate two schools

- ▶ Financial Perspective
- ▶ Children's emotional well being and social development
- ▶ School competitiveness
- ▶ Extra-curricular activities

French Programming in the Area

- ▶ Elementary Schools
 - ▶ Sunningdale Public School
 - ▶ Munns Public School
 - ▶ Montclair Public School
 - ▶ Ecole Elementaire Du Chene
- ▶ Middle & Secondary School Opening Sept 2017

The French Hub



Declining Enrollment

- ▶ Students leave St. John at two stages
 - ▶ Grade 1 to Early French Immersion in the Public Board
 - ▶ Grade 5 to Extended French offered in the Catholic Board
- ▶ Currently there is no Catholic Elementary School that offers French Programming in North East Oakville, South of Upper Middle Road

Summary

- ▶ Long Term Solution is Imperative
- ▶ Catholic French Programming South of Upper Middle Road
- ▶ Student Retention
- ▶ School Sustainability

Pupil Accommodation Review 2017

St. Michael and St. John – United Delegation

February 21, 2017

Presenters: Monica Bolland (St John), Benjamin Bernal (St Michael)

Our school communities stand together to show that we recognize that change is needed. We support the intention to enhance the existing educational experience for our children now and in the future. Having a larger population of students and families will enrich the intellectual, social, physical, and spiritual development of our children.

We identify the following key elements for the successful implementation of the accommodation process: School Population, Traffic and Transportation, and Programming.

School population

Both the new build and renovation options have benefits with an increased number of students and families. While having a small school has many advantages, it also has challenges that are overcome with a larger student population.

This year's early registration process to date has yielded **16** students for St. John's, **12** for St. Michael's, and **12** for Holy Family. Together, these numbers create a significant class of JKs. This is evidence that combining the schools is beneficial and gives us hope for the future education of these students.

A community with more students and teachers creates:

- ✓ The opportunity for children's increased intellectual development and support of their learning by appreciating diverse learning styles and similar/common interests, talents, and hobbies. The children themselves will have the opportunity to find like-minded learners in a larger community.
- ✓ The opportunity for children to increase their social skills with the expansion of the school community. Exposure to other students and their families provide for more social interactions and the probability of numerous and diverse friendships.
- ✓ The fact that greater numbers of pupils create the opportunity for them to choose friends and not be limited to one or two friendships by the reality of low enrollment.
- ✓ The opportunity to reduce the occurrence of split classes to aid in more natural social development and thus avoiding 3 grades-in-one classes.

- ✓ The opportunity for children's increased physical growth through the greater availability and participation in sports' teams, clubs, and extracurricular activities.
- ✓ The opportunity for children to increase their spiritual growth by experiencing more examples of Christian living.

Traffic and Transportation

There will be a major impact on transportation congestion when the school population increases. Challenges need to be considered and overcome especially for those students who currently walk to school and for the families that drive, but also for the students that take the school bus.

We feel it is important to consider expanding the capacity and the quality of bus services to overcome the traffic and congestion challenges, which in turn may promote increased bus use and decrease individual car traffic.

We would like the Board to concretely address the following questions, as they are key for a successful change:

- How can elementary students safely cross major streets and high school campuses?
- How much effect does the staggering of the bell times actually have?
- How can the bus routes and schedules be adapted to cover the school boundaries and busy streets?

All of these congestion issues need to be addressed in more detail.

Programming

The New Build (1A) option brings much-needed programming into our school community and we greatly appreciate this.

However, the Renovated Option (12B) does not address special programming to bring added value to the school and the surrounding community. We feel strongly that additional programming **must** be offered to our students. Without extra programming offered south of Upper Middle, we will lose students to the programming offered in our neighborhood Public Board. Today, the Public Board in the area offers elementary and secondary French programming.

Additionally, if we do not offer some special programming, at best, we may keep the enrolment numbers steady but over time our numbers will likely become critical once again.

We appreciate that tonight's meeting is not to determine programming options, but we want to convey that we strongly feel that if the Renovated Option is put in place, that it must include Special Programming.

We would like the Board to seriously consider programs that are already offered in other areas of Oakville in our Catholic schools, such as Extended French, Early French Immersion, and Gifted Programming.

We also urge the Board to consider exciting new possibilities for both the new build and the renovated option. Programs such as an Elite Athlete Program, an Arts Program consisting of Drama, Dance, Visual Arts, and Music, and/or a Science and Technology program such as STEM (Science, Technology, Engineering, and Math). A final consideration would be a STEAM program; one that combines Science, Technology, Engineering, and Math with the Arts. This is a great opportunity for the HCDSB to become the leader in Ontario propelling our students from the Information Age to the Innovation Age.

Conclusion

We recognize the challenge to address the need to enhance the current education conditions of our communities. We strongly request a change that includes added-value programming. This would really make a difference in supporting enrolment in the long term while building a stronger school community for our Catholic families.

Regardless of the outcome, we understand that our communities will be joining together in one building and look forward to our children learning and growing together in our faith. We will continue our spirit of cooperation and mutual respect for the uniqueness of each school's culture and needs in line with our Christian values.

Thank you for your consideration and ongoing support.



PAR 2017




St. John and St. Michael

Presenters:

Ben Bernal

Monica Bolland

Need for Change

- Enhance the educational experience for our children in the short and long term
- Enrich the development of the children in our care:
 - ✓ Intellectually
 - ✓ Socially
 - ✓ Physically
 - ✓ Spiritually
- Critical factors for a successful change:
 -  Transportation
 -  Population
 -  Programming

More Population has Benefits, Opportunities, and Challenges

- Increased intellectual development and support of their learning styles
- More social interactions and the opportunity to build more diverse friendships
- Greater number of full same grade classes
- Greater availability and participation in sports' teams, clubs, and extracurricular activities
- More examples of Christian living to aid their spiritual growth

Traffic and Transportation

- Major impact on transportation needs and traffic congestion
- Quality of the bus services key to serve the expanded community
- Topics that need to be addressed in more detail:
 - ✧ Safe crossing at major streets and high school campuses
 - ✧ Staggering of the bell times effect
 - ✧ Bus routes and schedules to cover new boundaries

Programming Options

- Programs already offered in Oakville:
 - ✓ Extended French
 - ✓ Early French Immersion
 - ✓ Gifted Programming
- Consider exciting new possibilities:
 - ✓ Elite Athlete Program
 - ✓ Arts Program (Drama, Dance, Visual Arts, and Music)
 - ✓ STEM (Science, Technology, Engineering, and Math)
 - ✓ STEAM program (Science, Technology, Engineering, and Math with the Arts)

Propel our students from the Information Age to the Innovation Age!

Conclusion

- We recognize the challenge to address the need to enhance the current education conditions of our communities
- We strongly request a change that includes added-value programming

We will continue our spirit of cooperation and mutual respect for the uniqueness of each school's culture and needs, in line with our Christian values.

Thank you!

Thank you for the opportunity to come here this evening and talk about such an important and emotional issue.

As parents, we all know that the closing or moving of a beloved school is a difficult decision. We want what's best for our children, including the convenience of a school close to home and the loving community that thrives there. We don't want to see that end.

Let me say briefly how lucky and blessed we are to have the Catholic school system. It provides our children with a worldview in which to look at, assess and make decisions on right and wrong in their lives. Most importantly it creates a feeling of a loving community. Having had children in the other school system, I can tell you the sense of belonging is much much stronger here.

Anyway, I want you to consider three reasons why the best option for our children is 12b. I base this on the fact that having a church beside our children's school is an incredibly important key to the happiness and future happiness of our children.

Firstly, a church beside our children's school gives them a safe catholic place to be everyday. If you look around, you will see that safe places to practice our faith are shrinking. They are now confined to our homes, and church and school property. These last two are both under almost daily attack from people who want to end the catholic school system. These are powerful forces against us. And it's not right. Millions of Catholics have built Canada and continue to do so. We are the ones volunteering at shelters that the church and its members run. We've built hospitals, schools and even universities in many places. Nevertheless, we are being forced into the wilderness. Our children need a strong catholic centre, a place to go that's safe, somewhere to be proud of who they are, what we've done and what we and our children will do in future. We need to let them know, that although society is less and less appreciative towards us, at the very least, we have a school and church to go where their beliefs are accepted and loved. A church and school side by side is this centre of safety for them.

The second reason that having a church beside a school is a key to our children's happiness is that it is a daily reminder of who they are.

I think almost all parents will agree that there are lots of distractions in this world for our children. Many of them are not good or healthy. The list is long. YouTube, Facebook, movies, commercials on tv, even ads at the bus stop do not represent our values. In fact, outside our homes, our church and school are the only place our children are reminded of what's right and wrong in a society that tells them nothing is wrong and everything you do is good.

Once, several years ago, I was on a bus in Toronto. The majority of the young people, all teenagers, on the bus were dressed inappropriately for their age, they played their music loud, they talked loud and aggressively and were disrespectful of the other passengers. I don't know if any were catholic or not. Anyway, at one stop another young teenage got on and sat near the other teenagers who paid him no mind. He wasn't disheveled or rude to the other passengers. He just sat there quietly and confidently. There was something different about him. A few

minutes later I found out what was different. As we passed a Catholic Church, he made the sign of the cross, something many people do as acknowledgement that the Eucharist, the Body of Christ is inside that building. As soon as he did this, all the other teenagers turned silent as if reminded to behave. They did not make fun of him nor did they continue to be aggressive to the rest of the passengers. In fact, the rest of the trip they were quite quiet. That young boy acted as a role model for them. He wasn't ashamed nor was he afraid to show his faith. That boy was a product of the catholic school system, as evidenced by his catholic uniform. This is the power just the mere presence of a church can have on others. A church beside our school can give all of our children this strength, confidence and joy. It reminds them of who they are and what they believe in and to be proud of it. Our world needs people like that boy and our children desperately. A church beside a school can do that.

The third reason it's important to have a church right beside our school, option 12b, is because it gives our children daily access to God and to God's house.

The elementary school years can be a wonderful, happy and loving period in the life of our children. But it can also be a time of difficulty when our children need to talk to God. Studies show that we are built to seek a higher power and a love that is perfect, that is beyond human love. Our brains are hard wired to seek God. Studies also show that those who have a strong faith lead much happier lives. We need to give this gift to our children. They need a place to direct this need. That place is God's house. By having a church right beside their school our children can develop confidently knowing that God loves them and that God is literally just a few steps away from them. It's like going to a friend's home. They are always welcome. No matter how difficult or wonderful life gets for our children, they will know they always have a place to go to recharge or calm their stressful soul or just to express gratitude to God for what they have.

To the families of St. John, I know this is an emotional. You've built an incredible and loving community there. Option 12b will not end that. It will just expand it. Your community will grow even bigger and stronger by the addition of more children, and a church, at the st mikes property.

Therefore, I urge you to support option 12b because you will be giving our children and incredible and lifelong gift.

May God bless all of you and help you make the right decision.

Thanks.

MINUTES OF THE REGULAR BOARD MEETING

Date:	February 7, 2017	
Time:	7:00 pm	
Location:	Catholic Education Centre - Board Room 802 Drury Lane Burlington, Ontario	
Members Present:	A. Iantomasi H. Karabela P. Marai J. Michael	A. Quinn D. Rabenda, Chair of the Board J.M. Rowe S. Trites, Vice Chair of the Board
Members Excused:	A. Danko	
Student Trustees:	C. Atrach (via teleconference) I. Schwecht	M. Zapata (via teleconference)
Staff Present:	B. Browne C. Cipriano G. Corbacio P. Dawson, Secretary of the Board C. McGillicuddy	R. Negoï J. O'Hara T. Overholt T. Pinelli A. Prkacin
Also Present:	A. Bartucci, Communications Officer, Strategic Communications Services J. Conder, Researcher B. Doan, Chief Officer (Acting) Research & Development T. Hambly, Vice-President, OECTA Elementary A. Lofts, Senior Administrator, Financial Services R. Merrick, Senior Administrator, Facility Management Services A. Swinden, Administrator, Strategic Communications 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 (I. Schwecht)

The meeting opened at 7:30 p.m. with a prayer led by I. Schwecht.

1.2 Motions Adopted In-Camera

A motion regarding property was adopted in-camera.

1.3 Information Received In-Camera

S. Trites read the following information received in-camera:

RETIREMENTS

Vijay Lee retired effective February 3, 2017 and Teresa Viola-Wilson retiring effective March 31, 2017.

HIRING

Paulina Ambroszkiewicz, Patrizia Basile, Giacomo Luppino and Kedei Ottob hired as probationary teachers effective February 6, 2017.

Secondary Summer School Principals - 2017

Karen Boelhouwer, Gino DeLuca and Michael Harris appointed as Secondary Summer School Principals 2017 with the option of a renewal term for July 2018, at the Board's discretion.

Secondary Summer School Vice Principals - 2017

Marie Murad appointed as Summer School Vice - Principal – 2017 with the option of a renewal term for July 2018 at the Board's discretion.

ELEMENTARY PRINCIPAL – CAMP SUMMERLAND

Daniela Attardo Appointed as Elementary Principal, Camp Summerland effective July 2017 and renewable for an additional term for July 2018 at the Board's discretion and depending on continued funding.

ACTING SECONDARY VICE PRINCIPAL AT ST. THOMAS AQUINAS

James Locke appointed as Acting Secondary Vice - Principal effective February 13, 2017 with an end date to be determined.

2. Approval of the Agenda

#42/17

Moved by: A. Quinn

Seconded by: P. Marai

The following was amended:

10.1 Lottery Selection – French Ad-Hoc Committee Parent Representatives be moved to 4.3

RESOLVED, that the agenda be accepted as amended.

CARRIED

3. Declarations of Conflict of Interest

There were no conflicts on interest declared.

4. Presentations**4.1 Wm. J. Wales Award (P. Dawson)**

Giacomo Corbacio, Superintendent of Facilities Management Services was recognized for being the recipient of the Wm. J. Wales Award.

This award demonstrates that Giacomo Corbacio's colleagues recognize his strong leadership qualities and his commitment to excellence within their area of speciality and focus.

4.2 Bike to School Week Award (R. Negoi)

The students, staff and parents of St. Joan of Arc Catholic Elementary School were recognized for their exemplary participation and outstanding work in promoting active and sustainable travel in the Halton Region. The school was congratulated for winning the first Bike to School Week Award.

4.3 Lottery Selection - French Ad-Hoc Committee Parent Representatives (D. Rabenda)

The Director of Education explained that at all French Programming must be reviewed in order to fulfill the mandate of the committee:

- To make recommendations to Trustees as to the future of French Immersion with a view to moving Early French Immersion from a pilot to a sustainable and permanent program.
- Establish an Ad Hoc Committee to work with parents, the Director, Superintendents, Principals, teachers, the Diocese and Ministry of Education to prepare a multi-year plan for an Early French Immersion Program that will endeavour to address and resolve all of the ongoing issues that have been presented by senior staff.

The mandate will be reviewed at the first committee meeting scheduled for Tuesday, February 14, 2017.

A lottery selection took place for the parent representatives of the French Ad-Hoc Committee. The list of selected parents will be communicated to the system.

It was clarified that minutes will be taken and available to the French Ad-Hoc Committee who will report back to the Board of Trustees.

The Chair declined Trustee Karabela's motion that Canadian Parents for French be external stakeholders on the committee.

5. Delegations

There were no delegations.

6. Approval of Minutes**6.1 Minutes of the January 17, 2017 Regular Board Meeting #43/17**

Moved by: P. Marai

Seconded by: J.M. Rowe

RESOLVED, that the minutes of the January 17, 2017 Regular Board Meeting be approved as presented.

CARRIED

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

The summary of outstanding items from previous meetings was received as information.

8. Action Items**8.1 Civvies-Day-for-Life (H. Karabela)****#44/17****Moved by:** H. Karabela**Seconded by:** S. Trites

WHEREAS, the papal encyclical by Pope St John Paul II, "Evangelium Vitae", puts forth that Catholic institutions must work for social justice issues,

BE IT RESOLVED, that each Halton Catholic District School Board (HCDSB) high school have an active "Pro-Life club" with a mandate to solely focus on the issues surrounding abortion, euthanasia and chastity.

BE IT FURTHER RESOLVED, that each HCDSB high school shall hold a Civvies-Day-for-Life each year and all funds raised shall be allocated to the Culture of Life Committee, in addition to, and not in lieu of, continued stable yearly minimum funding as per the 2016-2017 amount, already being received from the board.

Trustee Karabela requested support for her motion in order to engage and educate and especially support Catholic youth and prepare them to be leaders in the most fundamental human social justice issue, the right to Life, the right to be born. It was explained that in Canada, there is no abortion law and that abortions can be done right up to birth. It is felt that this is the most important human social justice issue, the right to life. The motion was put forward to ensure that each high school has an active pro-life club and host a civvies day for life every year to self-fund prolife projects, leadership opportunities and activities, builds on and develops the already great work that the Culture of Life committee achieves for students.

Fellow trustees were asked to support the motion in order to further build and develop the Culture of Life in schools.

Concerns regarding how funds be will accounted for publically, the managing of SGF budget lines, lack of student voice and removing the decision from the school principal and council were expressed.

Trustee Karabela explained that the overall goal is to direct money towards the Leadership Conference, March for Life, increase speakers and charities.

Trustee Karabela declined Trustee Marai's amendment that money raised be used for students within the Halton Catholic District School Board. The amendment would restrict donating to charities such as Shifra Homes Inc.

Student Trustees were in agreement that a student from each secondary school be on the committee in order to have a voice on how funds should be spent.

The Chair called for a vote on resolution **#44/17** and it **UNANIMOUSLY CARRIED**.

9. Staff Reports

9.1 2017-18 Budget Estimates Schedule, Objectives and Updates (R. Negroi)

The 2017 – 2018 Budget Estimates schedule, objectives, challenges and priorities was reviewed.

March 28, 2017 will be a dedicated session for Trustees to provide suggestions for the budget and to discuss present limitations and challenges.

A suggestion was made that Spring Town Halls be focused on budget.

9.2 Religious Education Resource Selection (A. Prkacin)

The purchase of the Grade Four (4), Growing in Faith, Growing in Christ, Complete Print and Digital Implementation Package to support the implementation of the Ontario Catholic Elementary Curriculum Policy Document, Grades 1 – 8: Religious Education was recommended.

9.3 Executive Summary Oakville Northeast Pupil Accommodation Review (T. Overholt, G. Corbacio, R. Negroi)

Trustees were provided a report which was a culmination of a four-month process, which involved many hours of work and review by the Accommodation Review Committee (ARC), guided by an extensive community consultation.

The Oakville Northeast Pupil Accommodation Review process has thoroughly examined a variety of options through the dedication and commitment of the ARC. The Pupil Accommodation Review (PAR) process was initiated to examine the current and projected enrolment figures and determine viable alternatives to the present school configurations. The ARC committee has made the determination that the two options being presented equitably address the situation of declining student enrolment in this review area.

Trustees were asked to consider both a preferred (Option 1A) and an alternate (Option 12B). Each option will be voted in separately at the Tuesday, March 7, 2017 Regular Board Meeting.

Staff is confident that the growth of the Board will support staff employment.

9.4 Response to Delegation - Parent Engagement (C. Cipriano)

An examination regarding whether the Board is in compliance with section 19 of Regulation 612/00 to the *Education Act* and other related parent engagement policies with respect to CPIC and Catholic School Councils in general and specifically with respect to consulting with stakeholders during the latest update to Policy II-41 School Uniform Dress Code/School Dress Code during the spring of 2016 was undertaken.

The Board's Policy and Procedures as they relate to parent engagement and consultation in general and as they relate to appropriate dress specifically satisfy the legal requirements under legislation. Recommendations to more effectively promote parental involvement on matters in general and with respect to of appropriate dress were provided and will be brought forward to the Policy Committee.

In order for there not be conflicts of interest it was suggested that purely Board staff be part of evaluation committees.

10. Information Items

10.1 This agenda item was moved to 4.3.

10.2 Student Trustees Update (I. Schwecht)

Student senate has been focusing on international student initiatives and on a video for Catholic Education Week.

Student Trustees are looking forward to attending the OCSTA – AECO Conference in Ottawa from February 16 – 19, 2017.

The pillars of Achieving, Believing and Belonging detailing activities in the schools were provided.

10.3 School Educational Field Trips (C. Cipriano)

Trips were provided as information.

10.4 Halton Catholic Athletic Association (HCAA) (A. Prkacin)

The Board has established the *Halton Catholic Athletic Association (HCAA)*, a self-governing body that will oversee the extra-curricular (interschool) athletic programs, independent of the Halton Secondary School Athletic Association (HSSAA).

The HCAA will be comprised of each of the nine (9) secondary schools within the Halton Catholic District School Board.

The formation of HCAA has been discussed for many years. The financial and competitive implications have been all been explored and no concerns are foreseen.

10.5 Update on Northeast Burlington School Boundary Review (C. McGillicuddy, L. Naar)

The Northeast Burlington Elementary Schools Boundary Review is progressing as scheduled. It is anticipated that the final recommendation will be brought forward to the Board in March for review and approval with implementation for September 2017.

10.6 Leadership Development and Succession Planning in HCDSB (B. Browne)

Information was provided on the robust leadership development program that focuses on identifying and encouraging potential leaders, providing professional development and growth opportunities, and mentorship and support for those in formal leadership roles. The five (5) major programs were outlined.

11. Miscellaneous Information**11.1 Minutes of the December 5, 2016 CPIC Meeting**

The minutes of the December 5, 2016 CPIC meeting were provided as information.

11.2 Minutes of the December 12, 2016 SEAC Meeting

The minutes of the December 12, 2016 SEAC meeting were provided as information.

12. Correspondence**12.1 OCSTA Updates****12.1.1 Bill 68 Modernizing Municipal Legislation - Submission to Standing Committee****13. Open Question Period**

1. The original mission of the French Ad Hoc Committee, as put forth in the motion by Trustee Quinn and voted on by all Trustees, was to "prepare a multi-year plan for an Early French Immersion Program that will endeavor to address and resolve all of the ongoing issues." However, the email parents received regarding the committee stated it would "develop further recommendations for all French programming in our district." This new committee mission has no mention of EFI. Although it is understood that all French programming needs to be looked at to bring forth recommendations for EFI, it is essential that EFI remain the primary focus of the committee because the EFI program is the program that garnered so much public attention when the Board attempted to phase it out.

Can the Board please revise, and state for the record, the official mission of the French Ad Hoc Committee to be the following, so that EFI remains the primary focus of the committee: "Prepare a multi-year plan for an Early French Immersion Program that will endeavor to address and resolve all of the ongoing issues by examining all French programming in our district."

The question was addressed in item 4.3 – Lottery Selection - French Ad-Hoc Committee Parent Representatives.

2. At the December 13th Policy Committee Meeting, Trustee Quinn raised a concern about Policies on a general level not being consistently implemented at the school level. What action has the Board specifically taken to address this issue at a general (not just case by case) level i.e. ensuring accountability for policy implementation.

Non compliance is dealt with individually through the Family of Schools Superintendent. High priority policies are reviewed yearly. Amended policies are updated and sent to school administration via a summary. Principals are always encouraged to reach out to their Family of Schools Superintendent should there be any concerns in order to work together to correct.

14. In Camera**#45/17****Moved by:** P. Marai**Seconded by:** A. Iantomasi**RESOLVED**, that the meeting move in-camera.**CARRIED**

The meeting moved in-camera at 9:47 p.m.

15. Resolution re Absentees**#46/17****Moved by:** S. Trites**Seconded by:** A. Quinn**RESOLVED**, that A. Danko be excused from the meeting.**CARRIED**

16. Adjournment and Closing Prayer (S. Trites)

#47/17

Moved by: A. Quinn

Seconded by: P. Marai

RESOLVED, that the meeting adjourn.

CARRIED

The meeting adjourned at 10:20 p.m. with a prayer led by S. Trites.

Secretary of the Board

Chair



BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
February 21, 2017	Policy I-20 Integrated Accessibility Standards	Approval, as amended	T. Overholt	March 2017
February 21, 2017	Policy I-25 Purchasing Policy	Approval, as amended	T. Overholt	March 2017

ACTION REPORT

ITEM 8.2

POLICY I-21 – CORPORATE AND COMMUNITY INVESTMENT IN EDUCATION

PURPOSE:

To approve *Policy I-21 Corporate and Community Investment in Education* as presented.

BACKGROUND INFORMATION:

Policy I-21 Corporate and Community Investment in Education was last reviewed and amended in September 2006. As part of the policy evaluation cycle, staff reviewed *Policy I-21 Corporate and Community Investment in Education* and identified minor changes in regards to wording. Information under “Regulations and Procedures” was removed from the policy and Administrative Procedure VI-85 Corporate and Community Investment in Education was created.

CONCLUSION:

Policy I-21 Corporate and Community Investment in Education was submitted to the Policy Committee at the February 14, 2017 meeting, as amended, with a recommendation that it be forwarded to the board of trustees for approval.

RECOMMENDATION:

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

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee and approve *Policy I-21 Corporate and Community Investment in Education*, as amended.

**REPORT SUBMITTED AND
APPROVED BY:**

A. DANKO
CHAIR OF THE POLICY COMMITTEE

PURPOSE

To define the parameters within which corporate and community investment in education shall occur and to ensure consistency in approach.

APPLICATION AND SCOPE

This Policy applies to all corporate and community investment in education outside businesses or other agencies and any school, department or other group within the Halton Catholic District School Board ("the Board").

REFERENCES

[Administrative Procedure VI-85 Corporate and Community Investment in Education](#)

DEFINITIONS

"Donation" is support offered by a community group or business, in cash or equivalent, to a school or to the system that may or may not involve a public statement of appreciation or recognition.

"Sponsorship" is financial support or the equivalent offered by a community group or a business to a school or to the system that includes an agreement to give public recognition and /or preferential treatment to the sponsor.

"Agreements" will vary in nature depending on the situation. Normally, in exchange for access to schools or the Board for referrals, advertising or sales, the sponsor agrees to provide the school or system with goods or services at a preferential rate or at no cost to the Board.

PRINCIPLES

- The Board believes that corporate and community partners can expand limited resources and positively impact the education of students.
- The Board believes that business and community agencies have a desire to enhance the quality of life in the community through investment in educational endeavours.
- The Board believes that it has a responsibility to ensure fair and equitable dealings with all members of the community.

REQUIREMENTS

The procedures under this policy shall ensure that the arrangements with corporate and community partners comply with the following:

1. Congruency with the Board and school governing values and mission statements.
2. Appropriate authorization for corporate and community support or sponsorship as established in the procedures.
3. All agreements are recorded and reported to the appropriate level of administration.
4. Any activity involving system personnel or students shall be authorized by the principal or administration of the Board as outlined in the procedures.
5. Agreements that provide exclusive arrangement and extend beyond one year require board approval.
6. Corporate and Community Donations and Sponsorships with the value of \$10,000.00 or greater must be approved by the Board of Trustees

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

ACTION REPORT

ITEM 8.3

POLICY III – 13 CORPORATE PURCHASING CARD DISTRIBUTION AND USAGE

PURPOSE:

To approve *Policy III-13 Corporate Purchasing Card Distribution and Usage* as presented.

BACKGROUND INFORMATION:

Policy III-13 Corporate Purchasing Card Distribution and Usage was last reviewed and amended in December 2005. As part of the policy evaluation cycle, staff reviewed *Policy III-13 Corporate Purchasing Card Distribution and Usage* and identified minor changes in regards to authorization for a corporate purchasing card, which has changed from the Director of Education and Chair of the Board to the Superintendent of Business Services/Treasurer of the Board and the Senior Administrator, Financial Services. Other changes were made in regards to wording, and presentation - ensuring the policy follows the correct template, and adding definitions and references as required.

CONCLUSION:

Policy III-13 Corporate Purchasing Card Distribution and Usage was submitted to the Policy Committee at the February 14, 2017 meeting, as amended, with a recommendation that it be forwarded to the board of trustees for approval.

RECOMMENDATION:

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

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee and approve *Policy III-13 Corporate Purchasing Card Distribution and Usage*, as amended.

**REPORT SUBMITTED AND
APPROVED BY:**

A. DANKO
CHAIR OF THE POLICY COMMITTEE

PURPOSE

The Halton Catholic District School Board (“the Board”) provides to designated staff and trustees the availability of a Corporate Purchasing Card in order to offset approved Board-related travel and business expenses.

APPLICATION AND SCOPE

A Corporate Purchasing Card is available to the following elected Board representatives and employees:

- Elected Trustees
- Senior Staff, Administrators, and other authorized personnel
- School Principals and Vice Principals
- Curriculum and Special Education Consultants
- School staff under the supervision of the Principal

A Corporate Purchasing Card shall only be issued upon the approval of the Superintendent of Business Services and Treasurer for newly issued purchasing cards and of the Senior Administrator, Financial Services, for re-issued purchasing cards. A Corporate Purchasing Card Authorization Form must be submitted by any employee applying for a corporate purchasing card.

REFERENCES

[Operating Policy I-25 Purchasing](#)
[Operating Policy I-34\(a\) Reimbursement of Board Business Expenses for Employees](#)
[Operating Policy I-34\(b\) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees](#)
[Administrative Procedure VI-11 Purchasing Administrative Procedure](#)
(including purchasing card regulations; operational guidelines; reconciliation, payment and records retention; and lost or stolen cards)

DEFINITIONS

Corporate Purchasing Card (P-Card): a commercial card that allows organizations to procure goods and services in lieu of a traditional purchasing process.

OPERATING POLICY
CORPORATE PURCHASING CARD DISTRIBUTION AND
USAGE

HALTON CATHOLIC DISTRICT SCHOOL BOARD
POLICY No.: III-13
DATE : APRIL 2003
AMENDED: DECEMBER 6, 2005
AMENDED: FEBRUARY 21, 2017

PRINCIPLES

- A Corporate Purchasing Card may be cancelled at any time by the cardholder and/or the Board.
- A Corporate Purchasing Card shall not be used for personal use, cash advances or for use in any cash dispensing machine.
- Accumulation of any benefits from the use of a Corporate Purchasing Card shall not accrue to the individual cardholder.
- Authorized employees who employ a Corporate Purchasing Card in accordance with the Board's Purchasing Policy and Administrative Procedures, should use it to pay for approved business expenses whenever possible.
- Authorized employees who employ a Corporate Purchasing Card shall state the business purpose, and if applicable, provide the names and business relationships of any individuals or groups associated with the potential usage of the card.
- As Corporate Purchasing Card expenses are subject to Board and Canada Revenue Agency audits, it is required that all expenses be related to Board business only.
- It is intended that the corporate cardholder is the only individual permitted to use the card.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

ACTION REPORT**ITEM 8.4****POLICY I-06 DELEGATION TO THE BOARD****PURPOSE:**

To provide the Board of Trustees with feedback received through the Stakeholder Consultation Process, on *Policy I-06, Delegation to the Board*, and to recommend further amendments to Policy I-06, in accordance with feedback received.

BACKGROUND INFORMATION:

Policy I-06 Delegation to the Board, first established in 1995, was created to guide the process whereby individuals, or groups may present, or delegate, to the Board of Trustees on matters related to education that fall within the Board's jurisdiction.

The policy was last amended in 2013 and was scheduled for review this school year, in accordance with the current three-year review cycle.

Staff revised *Policy I-06 Delegation to the Board*, making modest modifications throughout the policy for clarity and ease of understanding. In addition to these modifications, the following amendments were made:

- Language was added to articulate that the names and content of delegation submissions are subject to disclosure by way of publication of the agenda on the Board's website, and through video and audio recording of Board Meetings. This revision was made in light of legislated requirements within the *Municipal Freedom of Information of Privacy Act (MFIPPA)*, the *Education Act* and the *Municipal Act*.
- Amendments were made to identify two distinct categories for delegations: *Ad Hoc Delegations*, and *Process Review Delegations*. The revised policy now stipulates timelines for consideration and response to Process Review Delegations. The intent is to allow sufficient time for Trustee consideration of delegations that are connected to process reviews (e.g. Boundary Reviews, Pupil Accommodation Reviews).
- Criteria was included to allow students to delegate to the Board of Trustees. Delegations by minors were not previously addressed within Policy I-06.

The amendments to *Policy I-06 Delegation to the Board* were presented to the Board of Trustees at the January 17, 2017 Regular Board Meeting. The Board approved to forward *Policy I-06 Delegation to the Board*, as amended, for stakeholder consultation.

Stakeholder Consultation

Policy I-06 Delegation to the Board was released for stakeholder consultation between January 18 and February 8, 2017. Feedback was received from four (4) stakeholders.

In light of input received through the stakeholder consultation, the following changes were made to *Policy I-06 Delegation to the Board*:

- The previous amendments that were made to identify two distinct categories for delegations: *Ad Hoc Delegations*, and *Process Review Delegations* have been modified to change ‘Ad-Hoc’ to ‘Standard’.
- Additional requirements related to delegations by minors were included within the policy.

Further Review at February 14, 2017 Policy Committee Meeting

Policy I-06 Delegation to the Board, as amended, was reviewed again at the Policy Committee Meeting held on February 14, 2017.

The following amendment was put forth at the Policy Committee meeting:

- That language be included under *Requirements* to stipulate that any delegation declined by the Chair will be provided in the board package.

The attached *Policy I-06 Delegation to the Board*, includes this new amendment, as suggested at the Policy Committee Meeting. It is important to note that upon further review by staff, it was clarified that publishing the names of denied delegates would constitute an invasion of their privacy, under the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA).

It is therefore **staff’s recommendation that the language be further amended within the policy to clarify that in accordance with MFIPPA, the names of declined delegates will not be published.**

RECOMMENDATION:

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

RESOLUTION: Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve *Policy I-06, Delegation to the Board*, as amended.

REPORT SUBMITTED AND APPROVED BY:

A. DANKO
CHAIR OF THE POLICY COMMITTEE

PURPOSE

To provide an opportunity for individuals or groups to delegate or make a presentation to the Board of Trustees on matters relating to educational issues and/or other matters within the Board's jurisdiction.

APPLICATION AND SCOPE

I. Standard Delegations

This policy applies to any individual or group wishing to delegate or make a presentation to the Board of Trustees on an ad hoc matter that falls within the Board's jurisdiction.

II. Process Review Delegations

This policy applies to delegations on matters pertaining to a review process (e.g. School Boundary Review, School Accommodation Review).

PRINCIPLES

- The Halton Catholic District School Board values relationships and partnerships and is committed to providing meaningful feedback mechanisms that encourage and support two-way communications.
- The Board recognizes individuals or groups affected by a decision of the Board should have the opportunity to present their position or concern to the Board of Trustees.
- All requests to delegate to the Board will be subject to the approval of the Chair, which will not be unreasonably withheld.

REQUIREMENTS

- An individual or group wishing to delegate to the Board, shall submit the request in writing to the office of the Director of Education and Secretary of the Board no later than (7) days prior to the meeting of the Board.
- A person under 18 years of age, who wishes to make a delegation to the Board must have written consent of his or her parent/guardian with the understanding that the person's image (photograph and/or video) will be posted on the Board's website, social media channels and/or by the media.

POLICY No.: I-06
DATE : FEBRUARY 28, 1995
AMENDED: JUNE 5, 2001
AMENDED: FEBRUARY 18, 2003
AMENDED: NOVEMBER 19, 2013
AMENDED: FEBRUARY 21, 2017

- Any one delegation or individual shall be permitted to make only one presentation to the Board on an issue. Any additional presentation on the same issue is permitted provided that the significant difference(s) are outlined and presented in writing to the Chair of the Board and/ Secretary of the Board seven (7) days prior to the Board meeting.
- The Chair of the Board, in consultation with the Secretary of the Board, shall determine whether there are significant differences in the written request for an additional presentation and grant or deny the request to delegate to the Board. Appeals to this decision must be made by a trustee and shall come before the Board for decision. Should the appeal be successful, the delegation or individual will be allowed to appear at the request of meeting.
- Any delegation declined by the Chair of the Board will be brought to the attention of the Trustees and be included in the board package.
- Employees of the Board or representatives of employee groups shall not delegate to the Board to express their views relative to their employment or professional interests.
- Commercial enterprises are prohibited from appearing before the Board as a delegation for purposes of promoting their products/services.
- The request shall outline in some detail the subject matter(s) to be presented and indicate who the presenters(s) will be for the group or organization. A maximum of three (3) presenters and no other person may address the Board unless approval is given by the Chair of the Board. At the discretion of the Chair, delegations with similar rationales will be grouped together (for a total of a 10 minute presentation).
- A complete script and presentation must be delivered or sent electronically to the Office of the Director of Education and Secretary of the Board at least four (4) business days prior to the Regular Board meeting (by 1:00 pm).
- At the Board Meeting, the presenter(s) will use the script that they provided in their package.
- Personal information as defined by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) is collected under the authority of the Education Act and the Municipal Act, in accordance with the provisions of MFIPPA. The name and the contents of the submission are subject to disclosure by way of publication of the agenda on the Board's website. As well, all Board Meetings are video and audio recorded.
- There may be up to a maximum of five (5) delegations at any one meeting. At the discretion of the Chair of the Board, additional delegations may be added as deemed appropriate.
- Trustees may ask questions for clarification purposes.
- The complete presentation by any delegation shall not exceed ten (10) minutes, exclusive of Trustee questions.

- To allow for equitable time allocated to each delegation, the Chair shall act as the moderator for each delegation presentation and will govern the questions from The Board of Trustees, preserving the intent of the questions to be strictly for clarification purposes.
- Presenters and guests in the gallery are expected to maintain a level of decorum, which will allow meetings to proceed without interruptions, and free of abusive or derogatory language at all times. Individuals and delegations are advised that placards and disruptive demonstrations are not permitted at the Board’s Catholic Education Centre or at any other location where a Board meeting is held. The Chair may expel or exclude from the meeting any person(s) who engages in this or any other form of improper conduct.

Response to Delegation(s)

I. Standard Delegations

The Board’s agenda shall include, an action item, entitled Board Response to the Delegation(s) at the same meeting. Trustees in attendance may move and approve a motion for:

- a decision on the matter at the same meeting;
- referral of the matter to a future meeting;
- a staff report on the matter to be considered at a future meeting;
- to receive for information.

II. Process Review Delegations

For delegations on matters under review by a committee of the Board with recommendation(s) for action, the Board of Trustees shall make a decision on the matter no fewer than ten (10) business days from the public delegation(s).

Once the Board makes a decision on a presentation, the Secretary of the Board shall communicate the Board’s decision in writing to the spokesperson for the group or organization.

The Director of Education shall develop administrative procedures to support the implementation, compliance and enforcement of this Policy.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

ACTION REPORT

ITEM 8.5

POLICY I-23 CATHOLIC SCHOOL COUNCILS AND CATHOLIC PARENT INVOLVEMENT COMMITTEE

PURPOSE:

To approve *Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee* as presented.

BACKGROUND INFORMATION:

Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee complies with the requirements of the Education Act and Ontario Regulation 612/00 and Regulation 330/10. Both Catholic School Councils and the Halton Catholic District School Board's Catholic Parent Involvement Committee allows parents to actively participate and provide input into various aspects of how they can ultimately help students in their achievement and well-being.

Revisions to the policy have been made to remove certain aspects of the current policy and appropriately place them in the newly created Administrative Procedure VI-84 Catholic School Councils and Catholic Parent Involvement Committee; and are also based on stakeholder feedback.

CONCLUSION:

Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee was submitted to the Policy Committee at the February 14, 2017 meeting, as amended, with a recommendation that it be forwarded to the board of trustees for approval.

RECOMMENDATION:

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

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee and approve *Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee*, as amended.

REPORT SUBMITTED AND APPROVED BY:

A. DANKO
CHAIR OF THE POLICY COMMITTEE

PURPOSE

To establish and maintain Catholic School Councils and a Catholic Parent Involvement Committee, in accordance with the Education Act and Ontario Regulation 612/00.

SCOPE AND OBJECTIVE

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

REFERENCES

[Education Act and Ontario Regulation 612/00](#)

[Administrative Procedure VI-84 Catholic School Councils and Catholic Parent Involvement Committee](#)

[Halton Catholic District School Board Operations Manual: School Councils, Strengthening Our Partnerships](#)

[School Councils: A Guide for Members](#)

DEFINITIONS**Catholic School Council:**

- Catholic School Councils are legally constituted bodies of elected and appointed representatives of the local school community established for the purposes of developing, encouraging and promoting activities which will enhance the quality of school programs and improve the levels of student achievement.
- Meeting means:
 - in respect of a Catholic school council or a Catholic parent involvement committee, does not include a training session or other event where the council or the committee does not discuss or decide matters that it has authority to decide.
- Parent means:
 - (a) in respect of a Catholic school council, a parent of a pupil who is enrolled in the school, and includes a guardian as defined in section 1 of the Act, and
 - (b) in respect of a parent involvement committee of a board, a parent of a pupil who is enrolled in a school of the board, and includes a guardian as defined in section 1 of the Act.
- Parent Member means:
 - (a) in respect of a Catholic school council, a member of the council who is elected to the council in accordance with section 4 or who fills a vacancy created by a parent member ceasing to hold office, and

- (b) in respect of a Catholic parent involvement committee, a member of the committee who is appointed or elected to the committee in accordance with section 34 or who fills a vacancy created by a parent member ceasing to hold office

Catholic Parent Involvement Committee:

- The Catholic Parent Involvement Committee is a group of parents, trustees, and board staff who actively support, encourage and enhance parent engagement and involvement in the Halton Catholic District School Board in order to improve student achievement and well-being.

PRINCIPLES

- The Halton Catholic District School Board believes that parents / guardians are the primary educators of their children.
- The education of children in our Catholic schools is a shared responsibility involving home, school, parish and Catholic community and is achieved through the active participation of parents to inspire pupil achievement and to enhance the accountability of the education system to parents.
- Parents / guardians have the right and a responsibility to participate in the education of their children and can contribute to their children's development in a wide variety of ways.
- Members of the Catholic community offer a wealth of experiences and expertise that can benefit students.
- The Halton Catholic District School Board values the advice given by its Catholic School Councils and its Catholic Parent Involvement Committee toward better learning opportunities for children and for the improved operations of its schools.
- The Halton Catholic District School Board encourages parents to correspond and communicate with all members of the school board such as, Principals, Superintendents, and Trustees
- The Catholic Parent Involvement Committee provides a regular opportunity for Catholic School Council members to network, share ideas, offer input, and enjoy informative presentations on a number of education related topics throughout the school year. Catholic Parent Involvement Committees make parental engagement a priority by providing support on a system-wide basis and promoting dialogue between Catholic School Councils, the Board, and members of the community.

REQUIREMENTS

- Catholic School Councils and the Catholic Parent Involvement Committee are regulated by Regulation 612/00 and Regulation 330/10 (under the Education Act) which came into effect in November 2000 and September 2010. A Catholic School Council may make recommendations, in accordance with the Ontario Regulation, to the Principal of the school or to the Board that established the Council, on any matter.
- Each elementary and secondary school shall have a Catholic School Council.
- The Catholic Parent Involvement Committee and all Catholic School Councils shall create, review and amend By-Laws specific for their committee and council and comply with Regulation 612/00 and Regulation 330/10 - School Councils and Parent Involvement Committees.
- A Catholic Parent Involvement Committee shall develop strategies and initiatives that the Board and the Board's Director of Education could use to effectively communicate with parents and to effectively engage parents in improving student achievement and well-being

- Every Catholic School Council shall annually submit a written report on its activities to the principal of the school and to the board that established the council, and provide a copy of the report to all parents of pupils enrolled in the school. O. Reg. 612/00, s. 24 (1).
- The Catholic Parent Involvement Committee of a board shall annually submit a written summary of the committee's activities to the chair of the board and to the board's director of education. O. Reg. 330/10, s. 6. The Director of Education shall provide the summary of the Catholic Parent Involvement Committee's activities to all Catholic School Councils of the Board and post them on the website of the Board.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

ACTION REPORT

ITEM 8.6

POLICY IV-02 OUTDOOR FACILITY ENHANCEMENTS, MAINTENANCE AND SECURITY

PURPOSE:

To approve, *Policy IV-02, Outdoor Facility Enhancements, Maintenance and Security* at first reading.

BACKGROUND INFORMATION:

Policy IV-02, Outdoor Facility Enhancements, Maintenance and Security is being introduced to provide overall principles and requirements for all board sites as it relates to outdoor facility projects and processes, which our Board Facilities Management Services oversees. Trustees have indicated that certain policies are operational and should therefore be more appropriate as a procedure. As such, creating an over-arching policy would allow specific procedures to be created based on this policy.

CONCLUSION:

Policy IV-02, Outdoor Facility Enhancements, Maintenance and Security was presented for approval at First Reading at the February 14, 2017 Policy Committee Meeting.

RECOMMENDATION:

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

RESOLUTION:

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve *Policy IV-02, Outdoor Facility Enhancements, Maintenance and Security* at first reading.

**REPORT SUBMITTED AND
APPROVED BY:**

A. DANKO
CHAIR OF THE POLICY COMMITTEE

PURPOSE

To ensure school and board properties are maintained, secured, and enhanced by regular inspections appropriate fencing, and installation of equipment.

APPLICATION AND SCOPE

This policy applies to all School and Board sites where playground equipment and perimeter security are to be considered.

REFERENCES

[Operating Policy – Purchasing Policy I-25](#)
[CAN/CSA – Z614-14 – Children’s Play Spaces and Equipment 2014](#)
Physical Education Safety Guidelines
Safety Guidelines for Playground Equipment HCDSB
Municipal Fencing By-Laws
(Draft Administrative Procedure – Playground Installations)
(Draft Administrative Procedure – Fencing at School Sites)

PRINCIPLES

1. The Halton Catholic District School Board recognizes the importance of providing a safe and secure environment at all school board sites.
2. The Halton Catholic District School Board acknowledges that part of a child’s development occurs during periods of play. Accordingly, the Board endorses the concept of playground equipment as a means of enhancing a child’s creative, social, and physical development.
3. The school principal and appropriate board staff must be aware of and ensure that regular maintenance plan for outdoor facility equipment and fencing is in place.
4. The Halton Catholic District School board values the collaboration with school staff, school councils and community partners in order to serve the best interest of our students.

REQUIREMENTS

1. The Director has the responsibility to ensure the development of Administrative Procedures and protocols to implement this policy.
2. The Superintendent of Facilities Management Services has the responsibility to ensure that principals and appropriate others are familiar with the requirements and expectations of the applicable HCDSB Outdoor Facility Enhancements, Maintenance and Security Procedures.
3. The principal has the responsibility to communicate with and share information as necessary with appropriate board staff, school staff, school council, and school community about the installation of playground equipment and perimeter security.
4. The principal has the responsibility to ensure that all school staff and appropriate others (e.g. School Council, community members) are familiar with all requirements and expectations of the Halton Catholic District School Boards Outdoor Facility Enhancements, Maintenance and Security related Procedures.
5. School Councils and Community members will be encouraged to collaborate on projects related to the enhancement of the outdoor play area.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

ACTION REPORT**ITEM 8.7****RELIGIOUS EDUCATION RESOURCE SELECTION****PURPOSE:**

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

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

BACKGROUND INFORMATION:

Until 2012, all other curriculum areas, except for Religious Education and Family Life, had Curriculum Policy Documents. Religious Education was instead directed by programs (e.g. *Born of the Spirit, We are Strong Together*) which are now dated. *The Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8: Religious Education, 2012* was created to support the development of new programs, which reflect contemporary insights into religious education, using current pedagogy, while developing religious literacy. The approach to religious education and catechesis within the document is founded upon the *General Directory for Catechesis* and is rooted in the New Evangelization. Its content comes from Scripture and Tradition, particularly as expressed in the *Catechism of the Catholic Church*. The Bishops in Ontario (ACBO) collectively set the Religious Education program through their Education Commission and the Institute for Catholic Education (ICE) and in May 2013, approved it for implementation. It has been forwarded to the Vatican.

In order to support the *Ontario Catholic Elementary Curriculum Policy Grades 1 – 8: Religious Education, 2012*, the ACBO announced in May 2013, a project to develop new learning and teaching resources to replace the existing textbook series (*Born of the Spirit, We are Strong Together*). The publisher awarded the contract was Pearson Canada, publisher of *Fully Alive*, the ACBO - sponsored Catholic Family Life Education series for Grades 1 - 8. Please see Appendix A and B for an outline of the process. With the participation and contribution of bishops, theologians and Catholic School board representatives from Ontario, Alberta and Saskatchewan, the new resource *Growing in Faith, Growing in Christ* was developed.

In the 2014-2015 school year, the Halton Catholic District School Board purchased the **Grade One, Growing in Faith, Growing in Christ, Comprehensive Resource Package** to support the implementation of the *Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8: Religious Education* in September of 2015. In the 2015-2016 school year, the Halton Catholic District School Board purchased the **Grade Two and Grade Three, Growing in Faith, Growing in Christ, Comprehensive Resource Package** to support the implementation of the *Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8: Religious Education* in September of 2016. The resource has proven to be a rigorous and engaging program that exhibits the qualities described by the Ontario and Western Bishops in their statement below:

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

It is recommended that the Halton Catholic District School Board continue with the implementation of the ***Growing in Faith, Growing in Christ*** resource by purchasing the Grade Four Comprehensive Resource Package for implementation in September 2017. The proposed publication dates for the resource by Grade Level are as follows:

Grade	Print Resources	Digital Resources
1	April 2015 (purchased)	August 2015 (purchased)
2	August 2015 (purchased)	December 2015 (purchased)
3	April 2016 (purchased)	August 2016 (purchased)
4	April 2017	August 2017
5	August 2017	December 2017
6	April 2018	August 2018
7	August 2018	December 2018
8	April 2019	August 2019

REMARKS:

The components of the Grade 4 program include (Please see attached Appendix C):

Teacher Resource

- Print and digital formats
- Detailed lesson plans, and background information
- Support for DI, and instructions for using the program resources that support each lesson
- demonstration of learning statements, to support teacher assessment of the expectations
- unit inquiry tasks to support evaluation

Student Book (288 pages)

- Print and digital formats, to support home/school connections
- Supports good literacy practice and inquiry
- Highly Visual
- Variety of text forms, including media literacy supports such as infographics, charts, diagrams, etc.

Multi-Media/Interactive Elements

- Songs with instrumental tracks, lyrics, and scores
- Interactive activities
- Google Earth Faith Journeys
- Extended Image Gallery for projects
- Audio playback for the student resource
- Videos (additional videos will be uploaded from August to December 2017)
- Home Portal
- Parish Portal

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

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

EXPENDITURE SUMMARY:

Product Description	Quantity	Print/Digital (Full Implementation)	Total
Full Teacher Resource print and digital for Grade Four Classes	136	\$995.00 each	\$135,320.00
Student Resource (both print and digital copies of Grade Four)	2269	\$59.00 each	\$133,871.00
PRODUCT TOTAL			\$269,191.00
ESTIMATED SHIPPING & HANDLING**			4,000.00
ESTIMATED TAX**			\$34,994.83
GRAND TOTAL			\$308,185.83

CONCLUSION:

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

RECOMMENDATION:

RESOLUTION: Moved by:
Seconded by:

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

REPORT PREPARED BY: T. DURHAM
CURRICULUM CONSULTANT

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

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

ACTION REPORT

ITEM 8.8

PROPOSED 2017 FACILITY RENEWAL PROJECTS

PURPOSE:

To update Trustees on the proposed 2017 Facility Renewal Projects and to seek approval to proceed with the 2017 projects.

BACKGROUND INFORMATION:

At the Regular Meeting of the Board on November 15, 2016, staff presented the Proposed 2017 Facility Renewal Projects, Staff Report Item 9.2. The staff report outlined the major renewal areas, which need to be addressed, a description of the respective facility renewal projects and the school locations where renewal work is required. Please refer to Staff Report Item 9.2 from the Regular Board Meeting of November 15, 2016 for additional information.

The goal of the facility renewal projects is to upgrade the Board's existing school facilities so that all schools offer equitable learning conditions and opportunities for students. In addition to the enhancement of the Board's learning environments, school facilities require ongoing renewal to maintain the quality of the Board's current learning spaces. For 2017, it is proposed that renewal needs be addressed in the following four categories:

- **Energy Efficient Lighting Systems** – The current fluorescent lighting system in certain schools is nearing the end of its useful life cycle and will be upgraded to the more energy efficient LED lighting system, which will include control and monitoring capabilities. LED lighting combined with a full lighting controls package, including daylight sensors and central monitoring, can further optimize the efficiency of a school's lighting system by lowering operating costs and energy consumption.
- **Mechanical System** – The Heating, ventilating and air-conditioning (HVAC) system is a vital component to a school's learning environment. A number of HVAC systems throughout the Board are nearing the end of its useful life cycle, and consequently, a number of new mechanical components require replacement to maintain a proper indoor environment for staff and students. Wherever possible, the new HVAC systems are to be upgraded with more energy efficient equipment to help reduce operating expenses.
- **Roof Replacement** – A weather-tight roofing system is an integral component of a school building to ensure a safe indoor environment that supports learning. Water infiltration through a roof can lead to extensive structural damage to a school building and potentially result in mold issues. A full assessment of the Board's facilities roofing systems has been completed, and the consultant's recommendations will be considered in identifying roof replacement projects.

- **School Refresh** - The Board has many schools, which were constructed pre-2000 that now appear dated with many wear and tear items that need to be addressed as they near the end of its useful lifecycles. School Refresh projects seek to update building components to bring the school up to the Board's latest building standards. Exterior doors, lockers, washroom partitions, wall tiles, flooring, stair treads, painting, asphalt, concrete and cladding repairs are some of the items captured by school refresh projects. The scope of the school refresh work at each school will be determined based on the individual needs of the school and its site.

COMMENTS:

Board staff has identified several facility renewal projects that need to be completed in 2017. The table in Appendix 'B' summarizes the renewal projects, and indicates the corresponding school location where the work will be completed. A description of the respective facility renewal projects at each identified school can also be found in Appendix 'B'.

Note that other facility renewal needs may arise during the remainder of the school year that may require attention in 2017. In the event significant facility renewal projects are required to be added for 2017, the projects will be presented to the Board for approval.

Staff are at various stages of completing the scope of work and preparing the projects for competitive construction tenders for the 2017 Facility Renewal Projects. The preliminary estimate cost for these projects is approximately \$14.3 million. This cost estimate will be more accurate once the competitive tenders are received. An updated report, including all project reconciliation costs, will be presented to Trustees at a future Board Meeting once the 2017 projects are complete.

Refer to Appendix 'A' for the Proposed 2017 Facility Renewal Projects Preliminary Budget Estimate.

FUNDING:

The Board has sufficient funds to finance the 2017 Facility Renewal Projects through the Board's Facility School Capital and Renewal Reserves. Currently, the Board has approximately \$25.2 million in its School Capital and Renewal Reserves to fund the Proposed 2017 School Renewal Projects. Upon completion of the 2017 Facility Renewal Projects, the total funds available for future school renewal projects will be approximately \$10.9 million. Furthermore, an estimated \$1.9 million is expected to be allocated to the Board for facility renewal projects by the Ministry as part of the 2017-18 school year grants. This will bring the available funding balance for future renewal projects, as of September 1, 2017, to approximately \$12.8 million.

The \$14.3 million expenditures for the Proposed 2017 Facility Renewal Projects will be funded from three sources and in the following priority:

1) Proceeds of Distribution (P.O.D.)	\$ 3,695,000
2) School Condition Improvement	\$ 6,230,000
3) School Renewal Reserve	\$ <u>4,375,000</u>
Total	\$ <u>14,300,000</u>

There is \$3.9 million set aside in the P.O.D. account for the current St. James and St. Joseph Schools Consolidation Project Submission. In the event the Board is not successful in acquiring Ministry approval for this school consolidation submission proposal, the \$3.9 million P.O.D. amount will be allocated to the Proposed 2017 Facility Renewal Projects and the same corresponding amount will be reduced from the above noted School Renewal Reserve portion to fund the Proposed 2017 Facility Renewal Projects.

CONCLUSION:

Staff has identified a number of Facility Renewal Projects that need to be completed in 2017. The estimated preliminary budget for the Proposed 2017 Facility Renewal Projects is \$14,300,000. Staff is in the process of preparing these projects for competitive construction tenders. A reconciliation report regarding the 2017 Facility Renewal Projects will be presented to Trustees at a future Board Meeting. Funding to complete the 2017 Projects is allocated and available in the Board’s Facility School Capital and Renewal Reserves.

RECOMMENDATION:

RESOLUTION:	Moved by: Seconded by:
<i>RESOLVED, that the Halton Catholic District School Board authorize staff to complete the Proposed 2017 Facility Renewal Projects.</i>	

RESOLUTION:	Moved by: Seconded by:
<i>RESOLVED, that the Halton Catholic District School Board authorize staff to expense funds from the Facility School Capital and Renewal Reserves for the Proposed 2017 Facility Renewal Projects and that the expenditures will not exceed \$14,300,000.</i>	

RESOLUTION:	Moved by: Seconded by:
<i>RESOLVED, that the Proposed 2017 Facility Renewal Projects expenditures be funded from the following three funding sources: P.O.D, \$3,695,000; School Condition Improvement, \$6,230,000; and School Renewal Reserve, \$4,375,000.</i>	

RESOLUTION:

Moved by:

Seconded by:

RESOLVED, that in the event an additional \$3.9 million of the P.O.D. funding is available, these funds will be redirected to the Proposed 2017 Facility Renewal Projects and the corresponding amount will be reduced from the School Renewal Reserve funding contribution.

REPORT PREPARED BY:

J. DUFFIELD
MANAGER, SCHOOL CAPITAL AND RENEWAL

R. MERRICK
SENIOR ADMINISTRATOR, FACILITY MANAGEMENT SERVICES

A. LOFTS
SENIOR ADMINISTRATOR, BUSINESS SERVICES

REPORT SUBMITTED BY:

G. CORBACIO
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Halton Catholic District School Board			
Proposed 2017 Facility Renewal Projects Preliminary Budget Estimate			
School Location	February 3, 2017 Budget Estimate		
Burlington			
Notre Dame	\$560,000		
Sacred Heart of Jesus	\$330,000		
St. John (B)	\$700,000		
St. Timothy	\$2,000,000		
Halton Hills			
Holy Cross	\$1,000,000		
St. Brigid	\$1,825,000		
Milton			
Bishop Reding	\$300,000		
Oakville			
Mother Teresa	\$285,000		
St. Andrew	\$465,000		
St. Luke	\$1,570,000		
St. Marguerite d'Youville	\$1,615,000		
St. Matthew	\$1,065,000		
Sub Total	\$11,715,000		
Professional Fees	\$1,160,000		
Contingencies (10%)	\$1,115,000		
Net HST (2.21%)	\$310,000		
Total Expenses	\$14,300,000		
Funding			
Proceeds of Disposition (POD)	\$3,695,000		
School Condition Improvement	\$6,230,000		
School Renewal Reserve	\$4,375,000		
Total Funding	\$14,300,000		

Proposed 2017 Facility Renewal Projects

School	Lighting Upgrade	Mechanical Systems	Roof Replacement	School Refresh	Other	Estimated Preliminary Budget
BURLINGTON						
Notre Dame		X				\$ 560,000
Sacred Heart of Jesus				X		\$ 330,000
St. John, Burlington			X			\$ 700,000
St. Timothy	X	X	X			\$ 2,000,000
HALTON HILLS						
Holy Cross			X			\$ 1,000,000
St. Brigid		X	X	X		\$ 1,825,000
MILTON						
Bishop Reding					X	\$ 300,000
OAKVILLE						
Mother Teresa				X		\$ 285,000
St. Andrew	X			X		\$ 465,000
St. Luke	X	X		X		\$ 1,570,000
St. Marguerite d'Youville	X	X		X		\$ 1,615,000
St. Matthew	X	X		X		\$ 1,065,000

Sub Total	\$ 11,715,000
Professional Fees	\$ 1,160,000
Contingencies (10%)	\$ 1,115,000
Net HST (2.21%)	\$ 310,000
Total	\$ 14,300,000

Notre Dame Catholic Secondary School, Burlington:

- The hot water piping system, which distributes heat throughout the school, has been a constant source of leaks and needs to be replaced. The majority of the circulation pipes would be replaced and steps would be taken to aid in the maintenance of the new pipes.

Sacred Heart of Jesus Catholic Elementary School:

- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames, and the replacement of deteriorated asphalt. The interior upgrades will include the painting of common areas and the installation of resilient flooring in the kindergarten classrooms.
- The school currently has two change rooms that are only used as storage space. Space from these change rooms would be converted into a food and nutrition room.
- The student washrooms will be reconfigured where possible to remove doored entries to provide a more accessible space. In addition, wall tiles will be installed in the student washrooms as they provide an easier surface to clean and maintain.

St. John Catholic Elementary School, Burlington:

- The majority of the current roof was installed in 1995, and has surpassed its useful lifespan of 20 years. Without replacement of these roofing sections, maintenance costs will increase for both the roofing system and the resulting damage to the interior building spaces due to roof leakage.

St. Timothy Catholic Elementary School:

- The current fluorescent lighting system at the school has exceeded its projected life span, which is resulting in higher maintenance repair costs as ballasts fail and need replacing. The lighting system will be replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and hydro-electric consumption.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1992, and have surpassed their 20 year expected life span. Each year more of these units fail creating uncomfortable learning spaces until repairs can be made. Replacement heat pump units are custom ordered and can take several weeks to be manufactured and delivered. Replacing all of the heat pump units that have exceeded their life expectancy will allow the Board to take advantage of economy of scale pricing and prevent future extended disruptions to the learning environment.
- The majority of the current roof was installed in 1992, and has surpassed its useful lifespan of 20 years. Without replacement of these roofing sections, maintenance costs will increase for both the roofing system and the resulting damage to the interior building spaces due to roof leakage. Extra insulation will be added to increase the schools energy efficiency.

Halton Hills

Holy Cross Catholic Elementary School:

- The majority of the roof sections were installed in 1992 and 1993, and has surpassed its useful lifespan of 20 years. Without replacement of these roofing sections, maintenance costs will increase for both the roofing system and the resulting damage to the interior building spaces due to roof leakage.

St. Brigid Elementary School:

- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1996, and have surpassed their 20 year expected life span. Each year more of these units fail creating uncomfortable learning spaces until repairs can be made. Replacement heat pump units are custom ordered and can take several weeks to be manufactured and delivered. Replacing all of the heat pump units that have exceeded their life expectancy will allow the Board to take advantage of economy of scale pricing and prevent future extended disruptions to the learning environment.
- The school's boilers were installed in 1996, have surpassed their expected life span and are in need of replacement. The current boilers need to be replaced with modern, high efficiency boilers to help reduce maintenance and energy costs.
- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames. The interior upgrades will include the painting of common areas and installation of resilient flooring in the kindergarten classrooms.
- The student washrooms will be reconfigured where possible to remove doored entries to provide a more accessible space. In addition, wall tiles will be installed in the student washrooms as they provide an easier surface to clean and maintain.
- The majority of the current roof was installed in 1996, and has met its rated lifespan of 20 years. Without replacement of these roofing sections, maintenance costs will increase for both the roofing system and the resulting damage to the interior building spaces due to roof leakage.

Milton

Bishop Reding Catholic Secondary School:

- The skylight above the main lobby is very costly to maintain and constantly leaks. Repairs to the skylight are prohibitive as it is difficult to access and past repairs have had varying levels of success. The skylight would be eliminated and replaced with a traditional roof structure.
- The step feature in the lobby would be removed to create a more open and accessible space.

Oakville

Mother Teresa Catholic Elementary School:

- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames. The

interior upgrades will include the painting of common areas and installation of resilient flooring in the kindergarten classrooms.

- The school currently has two change rooms that are only used as storage space. Space from these change rooms would be converted into a food and nutrition room.
- The student washrooms will be reconfigured where possible to remove doored entries to provide a more accessible space. In addition, wall tiles will be installed in the student washrooms as they provide an easier surface to clean and maintain.

St. Andrew Catholic Elementary School:

- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames, and the replacement of sod in the grass field. The interior upgrades will include the painting of common areas and resilient flooring in the kindergarten classrooms.
- The school currently has two change rooms that are only used as storage space. Space from these change rooms would be converted into a food and nutrition room.
- The student washrooms will be reconfigured where possible to remove doored entries to provide a more accessible space. In addition, wall tiles will be installed in the student washrooms as they provide an easier surface to clean and maintain.
- The old lights in the gym will be replaced with more energy efficient T5 lighting to improve lighting quality and reduce hydro-electric consumption.

St. Luke Catholic Elementary School:

- The current fluorescent lighting system at the school has exceeded its projected life span, which is resulting in higher maintenance repair costs as ballasts fail and need replacing. The lighting system will be replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and hydro-electric consumption.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1993, and have surpassed their 20 year expected life span. Each year more of these units fail creating uncomfortable learning spaces until repairs are made. Replacement heat pump units are custom ordered and can take several weeks to be manufactured and delivered. Replacing all of the heat pump units that have exceeded their life expectancy will allow the Board to take advantage of economy of scale pricing and prevent future extended disruptions to the learning environment.
- The current boiler, installed in 1993, has surpassed its expected life span and is in need of replacement. The single boiler system will be replaced with two boilers to meet current standards, which protects the school in the event that one of the boilers fails.
- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames, and the replacement of deteriorated asphalt. The interior upgrades will include the painting of

common areas, replacing the old corroded lockers and installation of resilient flooring in the kindergarten classrooms.

- The student washrooms will be reconfigured where possible to remove doored entries to provide a more accessible space. In addition, wall tiles will be installed in the student washrooms as they provide an easier surface to clean and maintain.

St. Marguerite d'Youville Catholic Elementary School:

- The current fluorescent lighting system at the school has exceeded its projected life span, which is resulting in higher maintenance repair costs as ballasts fail and need replacing. The lighting system will be replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and hydro-electric consumption.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1993, and have surpassed their 20 year expected life span. Each year more of these units fail creating uncomfortable learning spaces until repairs are made. Replacement heat pump units are custom ordered and can take several weeks to be manufactured and delivered. Replacing all of the heat pump units that have exceeded their life expectancy will allow the Board to take advantage of economy of scale pricing and prevent future extended disruptions to the learning environment.
- The current boiler, installed in 1993, has surpassed its expected life span and is in need of replacement. The single boiler system will be replaced with two boilers to meet current standards, which protects the school in the event that one of the boilers fails.
- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames, and the replacement of deteriorated asphalt. The interior upgrades will include the painting of common areas, replacing the old corroded lockers and installation of resilient flooring in the kindergarten classrooms.
- The student washrooms will be reconfigured where possible to remove doored entries to provide a more accessible space. In addition, wall tiles will be installed in the student washrooms as they provide an easier surface to clean and maintain. Washroom partitions will be replaced on an as need basis.

St. Matthew Catholic Elementary School:

- The current fluorescent lighting system at the school has exceeded its projected life span, which is resulting in higher maintenance repair costs as ballasts fail and need replacing. The lighting system will be replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and hydro-electric consumption.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1986, and have surpassed their 20 year expected life span. Each year more of these units fail creating uncomfortable learning spaces until repairs are made. Replacement heat pump units are custom ordered and can take several weeks to be manufactured and delivered. Replacing all of the heat pump units that have exceeded their life expectancy will allow the

Board to take advantage of economy of scale pricing and prevent future extended disruptions to the learning environment.

- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames, and the replacement of deteriorated asphalt. The interior upgrades will include the painting of common areas, replacing the old corroded lockers and installation of resilient flooring in the kindergarten classrooms.
- The student washrooms will be reconfigured where possible to remove doored entries to provide a more accessible space. In addition, wall tiles will be installed in the student washrooms as they provide an easier surface to clean and maintain. Washroom partitions will be replaced on an as need basis.

PROPOSED
2017 KINDERGARTEN OUTDOOR LEARNING PLAYSPACE PROJECTS

PURPOSE:

To present the Proposed 2017 Kindergarten Outdoor Learning Playspace Projects to the Board.

BACKGROUND INFORMATION:

During the 2015-2016 school year, the Board began an initiative to replace its existing Kindergarten plastic and metal play structures with outdoor learning playspaces constructed primarily of natural earth elements. This initiative is in keeping with the Board's continuous improvement of school infrastructure to enhance and support student learning. The outdoor learning playspaces include features that help to develop gross-motor, fine-motor, sensory experiences, encourage social skills, creativity, collaboration, critical thinking and problem solving skills for students.

Sixteen (16) natural Kindergarten outdoor learning playspaces were installed last year. The second phase of the Kindergarten outdoor playspaces are proposed for 2017, and the remainder of the Board's Kindergarten playspaces are scheduled to be completed by September 2020.

Refer to Staff Report Item 9.2 from the April 19, 2016 Regular Meeting of the Board, and Action Report Item 8.3 from the May 3, 2016 Regular Meeting of the Board for additional information regarding the Board's Kindergarten Outdoor Learning Playspaces Initiative.

COMMENTS:

Kindergarten Program Considerations

The Ministry of Education released *The Kindergarten Program* in the summer of 2016. This program is divided into four frames - Belonging and Contributing, Self-Regulation and Well-Being, Demonstrating Literacy and Mathematics Behaviours, and Problem Solving and Innovating. The frames reflect the integrated way in which learning occurs during children's play and inquiry. The document states that various learning contexts should be available where children can apply and extend their learning both in the classroom and outdoors. (*The Kindergarten Program*, 2016, p. 52)

Moreover, there is great value in providing opportunities for children to engage with nature as it supports the overall and specific curriculum expectations across all four frames. Furthermore, the experiences and materials offered by the naturalized playspaces support the 21st Century Competencies, and encourage and challenge children to extend their thinking and wondering beyond the classroom. The provocations and invitations for learning in the naturalized outdoor playspaces develop and extend the critical thinking and problem solving children are doing in the classroom and provide them with a greater variety of opportunities to work both independently and collaboratively with their peers. Educator teams who were part of the first phase of the naturalized outdoor playspaces have remarked that children are more engaged outdoors as they have a variety of learning areas to support their needs and interests. The children are able to discover new things in nature that lead to questioning and classroom inquiries. As stated by Pope Francis in *Laudato Si'*, "Nature cannot be regarded as something separate from ourselves or as a mere setting in which we live. We are part of nature, included in it and in constant interaction with it." The Kindergarten natural outdoor playspaces have helped to achieve the above noted goals as well as those of the Ontario Catholic School Graduate Expectations including being a responsible citizen and a discerning believer.

"A rich integrated curriculum, the kind that needs the reality of the outdoors, serves children well. When we serve children well, we predicate a better future." (Rivkin, 1995, p. 81)

Kindergarten Curriculum Expectations

Coming to know and care for the natural world that God created for us and to see God in all living things is reflected in the Kindergarten Focus on Faith Theme of Stewardship and the Essential Question - "Where is God?" Contextual data collected from children in our elementary schools supports what is reported by research. Children are spending a great deal of time indoors watching television and using technology, however, they are spending very little time outdoors experiencing the natural world. In this age of technology, it is critical to explore ways to connect children to nature in order to appreciate God's gifts of creation. Moreover, an increased obesity rate among children is perhaps the most visible symptom regarding lack of exercise and outdoor play. The data from the recent Early Development Instrument (EDI) confirmed this as the physical domain was identified as an area of vulnerability for our children.

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

When providing opportunities for children to engage and appreciate nature as loving gifts from God, it is important to appeal to all of their senses - sound, sight, touch, taste, feel - as well as to provide gross motor, fine motor and sensory experiences.

Helping children develop appreciation and respect for the environment is an integral part of providing learning opportunities in these spaces. Experiences that allow children to appreciate and understand the value of fresh air and outdoor spaces, the environmental benefits of active transportation (e.g., walking and biking), the environmental implications of various food choices, the impact of using trails, and the health risks associated with exposure to direct sunlight and air pollution are all components of environmental education that can be integrated with learning in the Kindergarten program. To facilitate these connections, educators are encouraged to make the outdoors an integral part of their learning environment in order to help children observe, explore, and appreciate nature. (The Kindergarten Program, 2016, p.104)

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

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

Professional Development for Kindergarten Educators

Included in the plan for naturalized playspaces in Kindergarten is a professional development component for Kindergarten educators. Kindergarten teachers and Early Childhood Educators (ECEs) will participate in a professional learning opportunity in order to deepen their knowledge and understanding of how to use the materials and equipment in the naturalized playspaces. This will enable Kindergarten educators to take advantage of the many possibilities offered by the naturalized playspaces and to provide engaging, creative and meaningful learning experiences for their students.

Proposed 2017 Kindergarten Outdoor Learning Playspace Projects

The overwhelmingly positive comments and feedback received from the school communities of the 2016 Kindergarten Outdoor Learning Playspace Projects has been very encouraging, and reinforced the facility renewal direction to convert the Board’s existing Kindergarten plastic and metal play structures and playgrounds to natural outdoor learning playspaces for our Kindergarten students.

The Kindergarten playspaces implementation criteria for the 2017 Kindergarten outdoor learning playspaces projects are:

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

Listed below are the proposed 2017 Kindergarten Outdoor Learning Playspace Projects school locations:

Burlington

- Sacred Heart of Jesus School
- St. Elizabeth Seton School
- St. Timothy School

Milton

- Lumen Christi School
- Our Lady of Fatima School
- St. Peter School

Oakville

- Mother Teresa School
- St. Bernadette School
- St. Joan of Arc School
- St. John Paul II School
- St. Mary School
- St. Matthew School
- St. Vincent School

2017 Kindergarten Outdoor Learning Playspace Development Process

The Board engaged Bienenstock Design and Consulting (BDC) Inc., a consulting firm with experience in natural outdoor playspaces, to assist with the development of the 2017 Kindergarten Outdoor Learning Playspaces Projects. During the development process of the 2016 Kindergarten Outdoor Playspaces, BDC was consultative and collaborative throughout the design process and attentive to the input and feedback from the school steering committees and Board staff.

In consultation with Curriculum and Facility Management Services staff, BDC refined and added to the fourteen (14) natural playspace "pod" concepts developed for the 2016 Kindergarten Outdoor Learning Playspaces. For the 2017 Kindergarten Outdoor Learning Playspaces, four (4) additional "pods" were developed, bringing to eighteen (18) the number of "pods" available for implementation. The pods consisted of a combination of the following natural elements:

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

The eighteen (18) natural playspace pods available to the 2017 Kindergarten Outdoor Learning Playspaces are shown in Appendix "C".

BDC examined the existing Kindergarten playground areas at the schools identified for Kindergarten Outdoor Learning Playspace enhancement in 2017, and developed a preliminary natural playspace design concept for each school site. All playspace design concepts included the following features:

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

A Site Facilitation Meeting was held at each of the proposed thirteen schools, with the school principal and the respective school's Steering Committee. The purpose of this meeting was to provide an opportunity for the school to select from the 18 playspace pods available and discuss layout concepts for their school's Kindergarten outdoor learning playspace area. BDC, Curriculum and Facility Management Services staff attended each meeting. Based on the input received from the respective school's Steering Committee, BDC further developed the Kindergarten outdoor learning playspace concept, and prepared a preliminary design and budget estimate for each school project.

Curriculum and Facility Management Services staff reviewed the preliminary Kindergarten Outdoor Learning Playspace preliminary design and budget estimates prepared by BDC. Then a second meeting was held with each of the respective school's Steering Committees to confirm their proposed Kindergarten Outdoor Learning Placespace design and cost estimate. Once the school's principal and steering committee confirmed their proposed playspace design and budget, construction drawings and tender documents will be prepared and issued for competitively tendered bids.

See Appendix "B" to view the proposed 2017 Kindergarten Outdoor Learning Playspace concept plans.

Accessibility

The Accessibility for Ontarians with Disabilities Act, 2005 (AODA) sets mandatory accessibility standards that identifies, removes, and prevents barriers for people with disabilities. The Board's Kindergarten Outdoor Learning Playspaces meet the AODA requirements. The design of the new Kindergarten playspaces will allow students with physical disabilities, including students using wheelchairs and walkers, to access the playspaces along with their peers. Areas within these natural outdoor playspaces will provide students with an opportunity to engage in a variety of activities that encourage sensory exploration. The new Kindergarten Outdoor Learning Playspaces incorporate areas for both large and small group interaction as well as quiet reflective spaces. As such, students with special needs are able to seek out areas that meet their sensory, social and emotional needs.

To further ensure accessibility to the greatest extent possible for all students, the proposed 2017 Kindergarten Outdoor Learning Playspaces designs will be reviewed with the Board's Special Education Department and with a representative(s) from SEAC.

Proposed Preliminary Budget

The total preliminary budget for the proposed 2017 Kindergarten Outdoor Learning Playspace Projects cost is estimated at \$2,025,000. There is sufficient funding available to cover the cost for the 2017 Kindergarten Outdoor Playspaces Projects. The 2017 Kindergarten Outdoor Learning Playspace Projects will be funded from the Board's remaining Ministry of Education Full Day Kindergarten (FDK) allocation of approximately \$900,000 and the balance of the project costs will be funded from the Board's School Facility Renewal Reserve. The Preliminary Budget Estimate is shown in Appendix "A".

Proposed Implementation Schedule

It is anticipated that the 2017 Kindergarten Outdoor Learning Playspaces Projects would be issued for competitive construction tender bids sometime in mid-March 2017, and once Board approval to proceed with the 2017 projects is confirmed at the March 7, 2017 Regular Meeting of the Board. The construction of the Kindergarten Outdoor Playspace projects is anticipated to commence by early May 2017 with the goal to complete all installation work by August 31, 2017.

Next Steps

A Board Action Report regarding the 2017 Kindergarten Outdoor Learning Playspace Projects will be submitted at the March 7, 2017 Regular Meeting of the Board for Trustee consideration and approval.

CONCLUSION:

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

The design and implementation process for the 2017 Kindergarten Outdoor Learning Playspaces is very similar to last year's process. A consulting firm experienced in natural outdoor playspaces was engaged to assist with the development of the 2017 Kindergarten Outdoor Learning Playspaces, which is the second phase of the Kindergarten Outdoor Learning Enhancement Plan. The remainder of the Board's Kindergarten playspaces are scheduled to be completed by September 2020.

The 2017 Kindergarten Outdoor Learning Playspaces were developed and designed with input from representatives of the respective schools as well as Curriculum and Facility Management Services staff. The new Kindergarten Outdoor Learning Playspaces meet the Accessibility of Ontarians with Disabilities Act, 2005 (AODA) requirements and will be compliant with the Canadian Standards Association (CSA) Standard: CSA Z614-14- Children's playspaces and equipment.

The total preliminary budget for the proposed 2017 Kindergarten Outdoor Learning Playspaces Projects is \$2,025,000. The 2017 Kindergarten Playspace Projects will be funded from the Board's remaining Ministry of Education Full Day Kindergarten (FDK) allocation of approximately \$900,000 and the balance of the project costs will be funded from the Board's School Facility Renewal Reserve.

It is anticipated that the 2017 Kindergarten Outdoor Learning Playspaces Projects would be issued for competitive construction tender bids sometime in mid-March 2017. Construction of the Kindergarten Outdoor Playspace projects is anticipated to commence by early May 2017 with the goal to complete all installation work by August 31, 2017.

A Board Action Report regarding the 2017 Kindergarten Outdoor Learning Playspace Projects will be submitted at the March 7, 2017 Regular Meeting of the Board for Trustee consideration and approval.

REPORT PREPARED BY:

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P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Halton Catholic District School Board			
Proposed 2017 Kindergarten Outdoor Learning Playspace Projects Preliminary Budget Estimate			
School Location	February 3, 2017 Budget Estimate		
Burlington			
Sacred Heart of Jesus	\$105,000		
St. Elizabeth Seton	\$95,000		
St. Timothy	\$105,000		
Milton			
Lumen Christi	\$115,000		
Our Lady of Fatima	\$125,000		
St. Peter	\$110,000		
Oakville			
Mother Teresa	\$105,000		
St. Bernadette	\$125,000		
St. Joan of Arc	\$100,000		
St. John Paul II	\$100,000		
St. Mary	\$140,000		
St. Matthew	\$105,000		
St. Vincent	\$85,000		
Subtotal - Construction	\$1,415,000		
Site Preparation	\$90,000		
Professional Fees	\$215,000		
Contingencies (15%)	\$260,000		
Net HST (2.21%)	\$45,000		
Total Expenses	\$2,025,000		
Funding			
Ministry FDK Allocation	\$900,000		
Facilities Capital Reserve	\$1,125,000		
Total Funding	\$2,025,000		

APPENDIX B – PROPOSED 2017 KINDERGARTEN OUTDOOR LEARNING PLAY-SPACES

SACRED HEART OF JESUS SCHOOL



ABOVE: Sacred Heart of Jesus School; existing kindergarten playground area

BELOW: Sacred Heart of Jesus; conceptual rendering for completed natural playspace



ST. ELIZABETH SETON SCHOOL



ABOVE: St. Elizabeth Seton School; existing kindergarten playground area

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



ST. TIMOTHY SCHOOL



ABOVE: St. Timothy School; existing kindergarten playground area

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





ABOVE: Mother Teresa School; existing kindergarten playground area

BELOW: Mother Teresa School; conceptual rendering for completed natural playspace



ST. BERNADETTE SCHOOL



ABOVE: St. Bernadette School; existing kindergarten playground area

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



ST. JOAN OF ARC SCHOOL



ABOVE: St. Joan of Arc School; existing kindergarten playground area

BELOW: St. Joan of Arc School; conceptual rendering for completed natural playspace



ST. JOHN PAUL II SCHOOL



ABOVE: St. John Paul II School; existing kindergarten playground area

BELOW: St. John Paul II School; conceptual rendering for completed natural playspace



ST. MARY SCHOOL



ABOVE: St. Mary School; existing kindergarten playground area

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





ABOVE: St. Matthew School; existing kindergarten playground area

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



ST. VINCENT SCHOOL



ABOVE: St. Vincent School; existing kindergarten playground area

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





ABOVE: Lumen Christi School; existing kindergarten playground area

BELOW: Lumen Christi School; conceptual rendering for completed natural playspace



OUR LADY OF FATIMA SCHOOL



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

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



ST. PETER SCHOOL



ABOVE: St. Peter School; existing kindergarten playground area

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





Figure 1 - Learning Amphitheatre Pod



Figure 2 – Outdoor Classroom Pod



Figure 3 – Hill and Log Cluster Pod

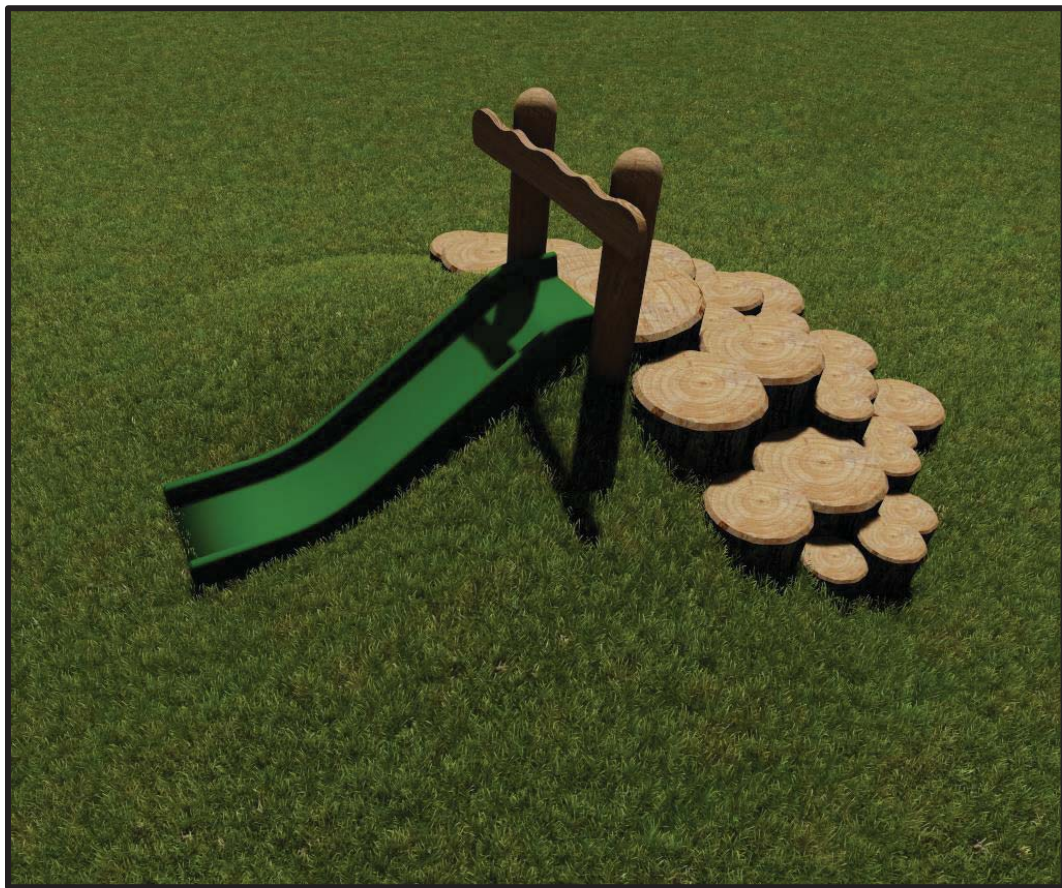


Figure 4 – Hill and Log Cluster Pod with Slide



Figure 5 – Sand Surface Pod (Small)



Figure 6 – Sand Surface Pod (Large)

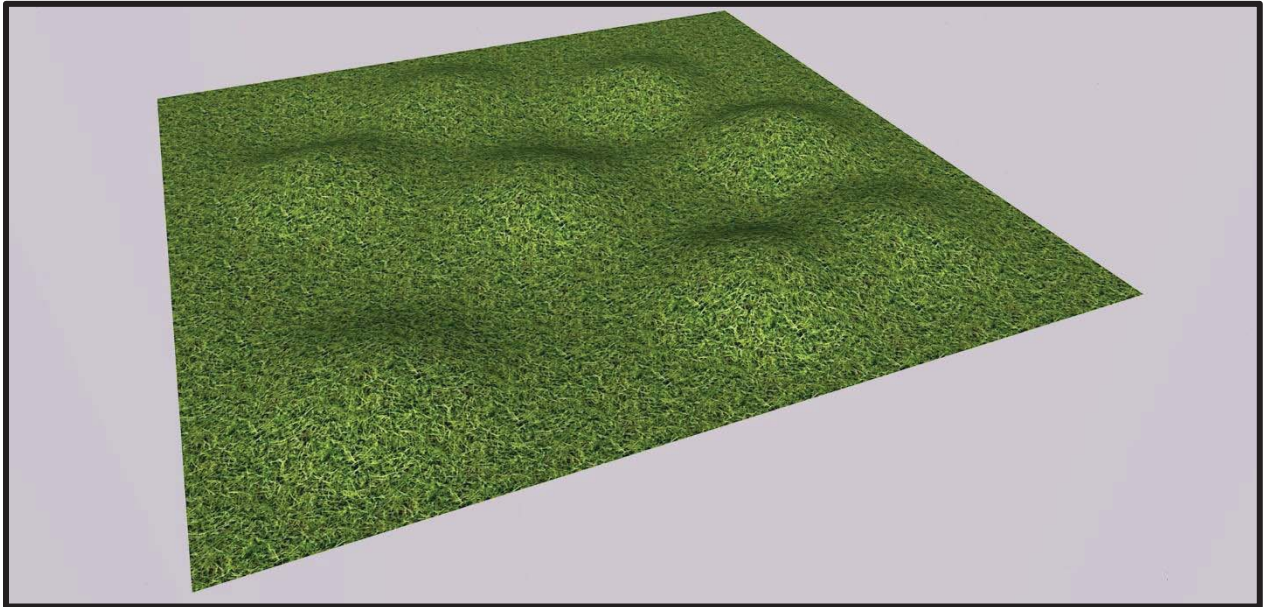


Figure 7 – Rolling Hills Pod

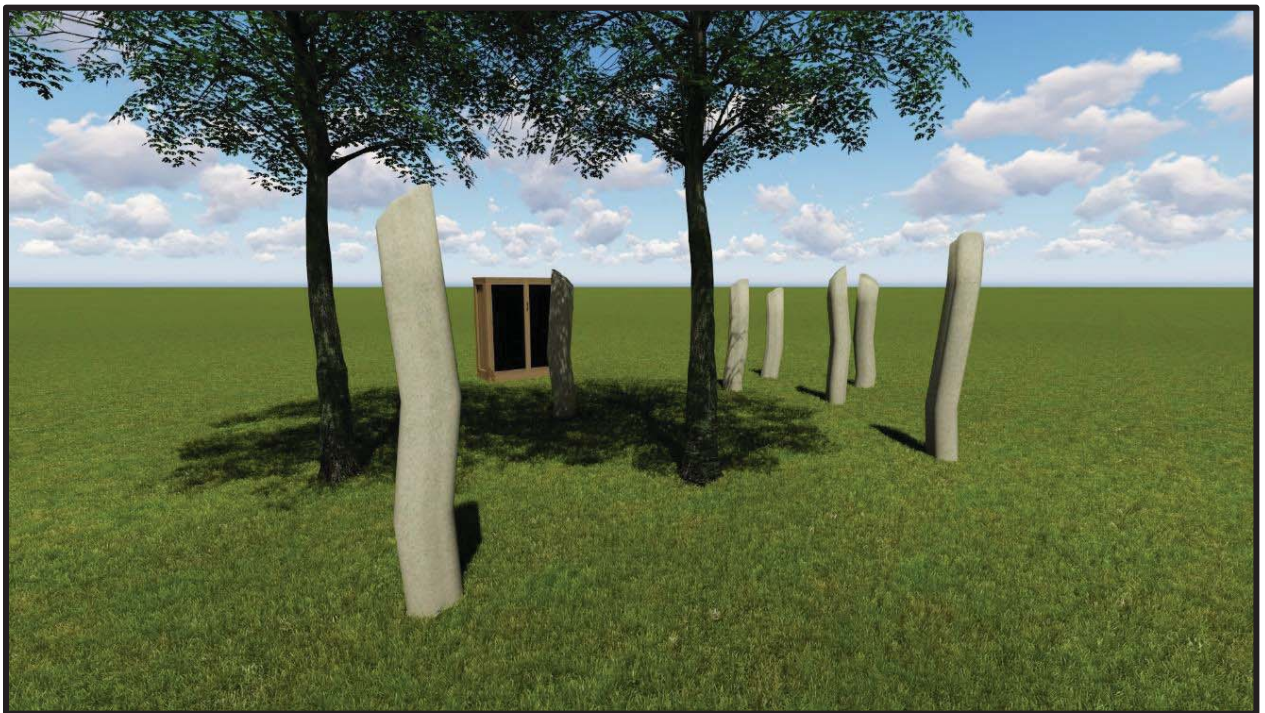


Figure 8 – “Wacky” Post Pod

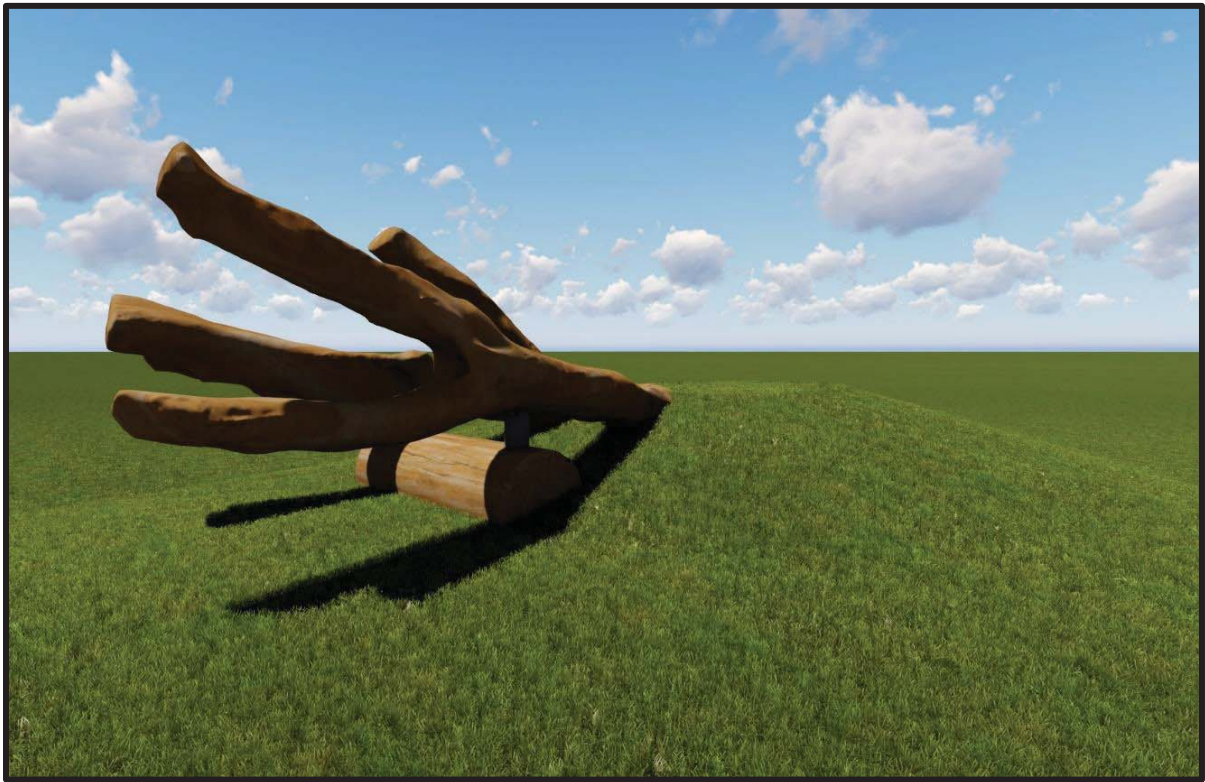


Figure 9 – Sideways Tree & Tree Knuckle Climber Pod



Figure 10 – Amorphous Log Pod



Figure 11 – Gardening Corner Pod



Figure 12 – Quiet Area Pod



Figure 13 – “Instant Forest” Pod

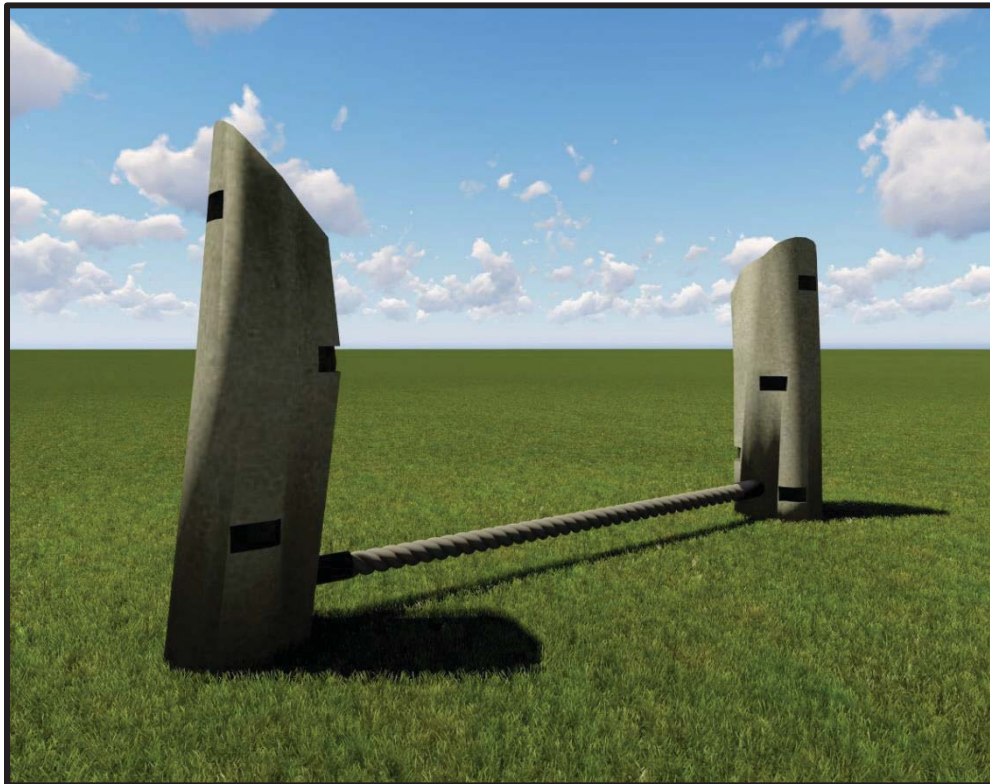


Figure 14 – Swinging Rope Pod



Figure 15 – Rope Between Hills Pod



Figure 16 – Log Cluster and Ropes Pod



Figure 17 – Serpentine Log Border Pod

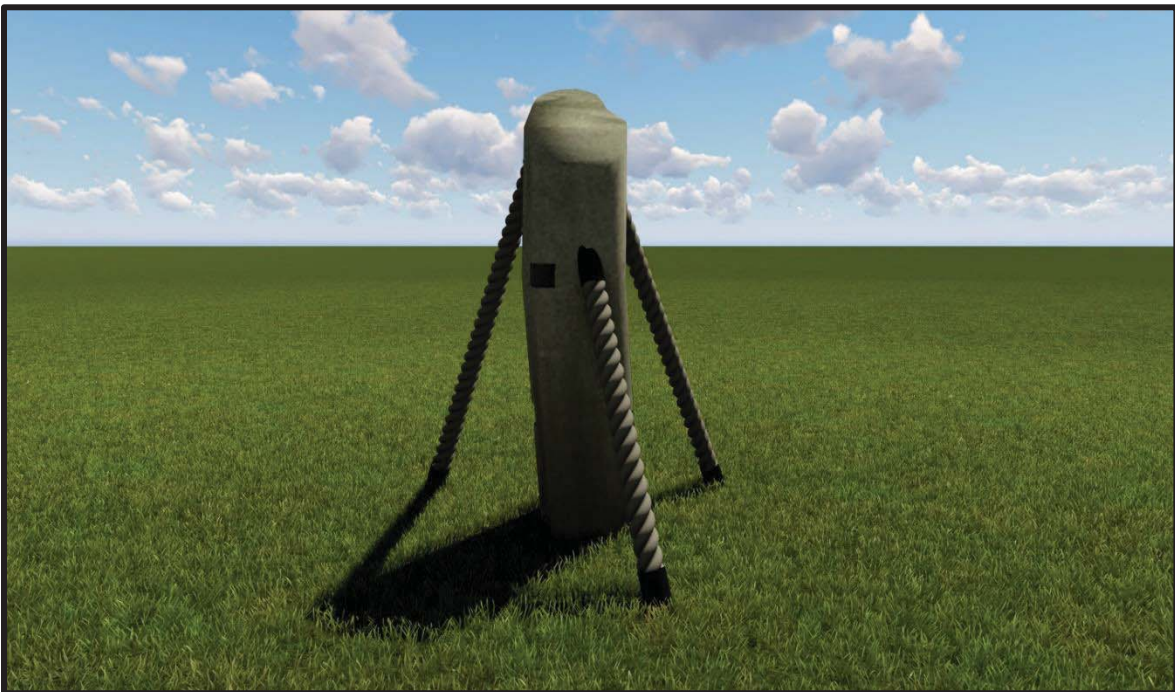


Figure 18 – Lumberjack Pole Pod

APPROVED SCHOOL EDUCATIONAL TRIPS

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

Dated: Tuesday, February 21, 2017

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Elementary						
St. Mary CES, Oakville	7	41	Camp Couchiching, Longford Mills, On	Students from St. Mary will have the opportunity to become effective communicators, reflective and creative thinkers with the ability to become self-directed, responsible, lifelong learners in our faith and school community. These new learning experiences outside of the classroom will engage students on a deeper level of growth and confidence in themselves. Staff and students will participate in daily prayer and reflection.	Tuesday, May 23 – Friday, May 26, 2017	\$310.00
Holy Cross CES, Georgetown	8	51	Ottawa, ON	This trip to Ottawa will enhance students' understanding of the history, geography and religion studies curriculum. Students will be visiting Parliament Hill, Canadian War Museum and National Gallery of Canada. Staff and students will participate in Mass at Notre Dame Basilica and daily prayer.	Tuesday, May 30 – June 1, 2017	\$659.00
Queen of Heaven CES, Milton	7	47	Camp Muskoka Bracebridge, ON	The purpose of this trip is to lean and develop effective leadership and communication skills, while gaining an understanding of how to be responsible citizens and collaborators as per our Ontario Catholic Graduate Expectations. Students will be involved in activities that involve their focus on faith theme (human dignity) as well as recognizing the beauty in God's creation. Students will participate in prayers at every meal and in the evening.	Monday, May 29- Wednesday, May 31, 2017	\$342.00
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Secondary						
Christ the King CSS, Georgetown	10-12	30	Queens University Kingston, ON	Every year, Queens University offers a pre-season rugby tournament for high school girls. Christ the King has attended the tournament over the past two years and the students have improved in teamwork, play, and sportsmanship as a result. This tournament is the perfect opportunity for players to play in a less stressful environment against other teams just starting their seasons; it is also a great warm up to the rugby season. Staff and students will take part in daily prayers and will reflect as a team on how they all contributed to the common good of the team and all its members.	Monday, April 10 – Tuesday, April 11, 2017	\$165.00

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Christ the King CSS, Georgetown	11-12	30-35	Rattlesnake Point, Milton, ON	This trip is a pre-study for Algonquin Park canoe trip in May. This Outdoor Education trip will provide each student with an opportunity to witness first-hand the beauty that God has created in nature. Students will have an opportunity for trip planning to be put in practice, leadership and team building development, as well as promotion of lifelong fitness and survival skills. Students and Staff will participate in daily prayers.	Monday, April 24- Tuesday, April 25, 2017	\$40.00
Christ the King CSS, Georgetown	11-12	30-35	Algonquin Park, South River, ON	The students will be applying their pre-study curriculum and practical hands-on applications of all pre-study criteria and teamwork co-operative skills under the Outdoor Education and Leadership Program. Students will be able to demonstrate a confident and positive sense of self and respect for the dignity and welfare of others. The trip focuses on practical applications of learned skills in canoeing, portaging, water safety and outdoor skills. This trip will allow our Outdoor Education class to live, love, learn and grow in their faith in Jesus Christ. We look to better students as a whole, allowing them to witness the beauty God has created in nature. Students and Staff will participate in daily prayer/grace before each meal. Prior to departure on Sunday Morning, students are encouraged to attend Mass and receive the Eucharist on Saturday evening.	Sunday, April 30- Thursday, May 4, 2017	\$125.00
Corpus Christi	10-11	55	The Adventure Learning Centre, Canterbury Hills, Ancaster, ON	The goal of the trip and of the mentorship program is to create a culture of service and of leadership. It is a foundational piece of C5 – Positive Assets – Corpus Christi Caring Catholic Community. The leadership program at Camp Adventureworks will teach our students how to be effective and productive leaders by developing their skills as leaders and by providing experiential learning activities. It is a perfect opportunity for our students to spiritually reflect on all that God has created and to find their own place as stewards of creation. They will have hands on experience with nature and also be provided the opportunity to be part of a community where they can develop as Catholic servant leaders. Student will engage in daily prayer and Christian meditation in nature. The mentors will engage in a Catholic Commissioning Ceremony at the end of day 1	Wednesday, May 17- Thursday, May 18, 2017	\$200.00



Director's Annual Report 2015-2016

Director's Message



Paula Dawson
Director of Education

I am delighted to present the 2015-2016 Director's Annual Report to the community, highlighting accomplishments and contributions we experienced across the Halton Catholic District School Board last year.

As a Catholic school district, we take great pleasure in knowing that our students and staff are a part of an energizing Catholic Learning Community that is grounded in Gospel values, founded in good instructional practices, and focused on student learning.

We are so very proud of the tremendous success we continue to enjoy as a Catholic school district. We are grateful for the unwavering dedication and hard work of our staff, the vibrant and active partnership between parents and parishes, and the invaluable contribution of volunteers within our communities. This report provides a snapshot of some of the great things happening across our school district.

For ongoing news and updates, I invite you to visit our website at: hcdsb.org or follow us on Twitter [@HCDSB](https://twitter.com/HCDSB) and Facebook: www.facebook.com/HCDSB

With a focus on achieving, believing, and belonging, we look forward to sharing our educational journey as we build upon our strong foundation of Catholic education in Halton, that has served us well over the years.

Sincerely,

A handwritten signature in black ink that reads "Paula Dawson".

Paula Dawson
Director of Education

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Strategic Priorities

ACHIEVING

We will **enhance** school effectiveness in order to improve student achievement.

BELIEVING

We will **strengthen** the distinctively Catholic character of our schools and programs.

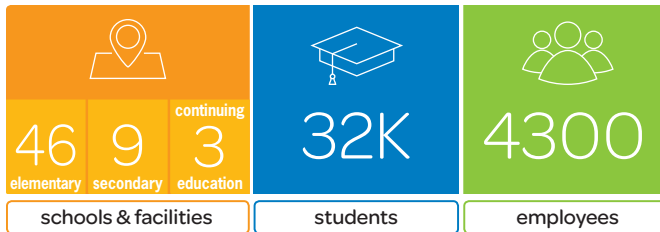
BELONGING

We will **build** capacity with all educational partners to improve levels of service and support to schools.

CREATING CONDITIONS FOR SUCCESS

We will **improve** levels of service and support to schools.

About HCDSB



Achieving Believing Belonging

Our Mission

The Halton Catholic District School Board, in partnership with home and Church, is dedicated to providing excellence in Catholic education by developing Christ-centred individuals enabled to transform society.

Our Vision

The Halton Catholic District School Board is a model learning community, widely recognized as distinctively Catholic, providing exceptional education, while nurturing the call to love and to serve.

Our Values

At the Halton Catholic District School Board, we value:

Our Catholic Faith and aspire to be models of Christ through our actions of love, forgiveness, compassion, and acceptance.

The Whole Child and create conditions that support the spiritual, intellectual, physical and emotional well-being of all students so that they may fulfill their God-given potential.

Excellence in Learning and provide opportunities that meet the needs and aspirations of all learners in a supportive, creative and innovative learning environment.

Relationships and Partnerships and recognize that our success is reflective of the healthy and vibrant partnership of staff, parents, pastors, and members of our broader community.

The Importance of Contributing to Our Communities and respect diversity, celebrate multiculturalism, honour individual rights, and embrace the social values of collective responsibility and the common good.

ACHIEVING

Enhancing School Effectiveness and Improving Student Achievement.

Our Strategic Commitments:

Assessment and Instruction

Focus on critical literacy and higher order thinking skills through consistent implementation of researched-based assessment and instructional strategies within a culture of expectations.

Innovation and Technology

Identify the skills, knowledge, values and attitudes to support the needs of 21st Century learners and explore and implement structures and programs necessary to provide breadth of learning opportunities to meet the needs and aspirations of all learners.

Leadership

Create, enhance, and promote leadership opportunities that engage all staff as transformational leaders to enhance organizational effectiveness, and to support succession planning.

Professional Learning

Create, enhance, and provide opportunities for all schools and departments to engage in active professional life-long learning, mentorship and coaching.

Our 2015-2016 System Priorities for Achieving were:

- Guide K-12 planning for all programs with a focus on 21st Century learning fluencies and the utilization of the most effective and relevant pedagogy and technologies to support learning.
- Build capacity with all staff and students as a responsible digital citizen demonstrating an understanding of human, cultural and societal issues related to technology.
- Provide a collaborative learning culture for all staff with opportunities to participate in engaging, life-long professional learning, mentorship, or coaching that is reflective of the Board's principles of staff development and differentiated, based on their professional learning need and role at HCDSB.
- Create, enhance, and promote leadership opportunities that engage all faculty and staff as transformational leaders in order to strengthen staff capacity for instructional and corporate leadership, to enhance organizational effectiveness, and to support succession planning.
- Build increased instructional capacity with all staff (K-12) in math, particularly in the area of problem solving.
- Continue to meet the range of student needs through the implementation of a wide range of program options, research based assessment, evaluation, and instructional strategies for students within a culture of high expectations.

21st Century Learning



Minister Sandals and TVO Launch Award-Winning *TeachOntario* at St. Mary School

On March 31, 2016, the Honourable Liz Sandals, Minister of Education joined TVO at St. Mary Catholic Elementary School in Oakville, to launch TVO's award-winning online community for teachers, *TeachOntario*.

Created to support sharing, collaboration, and knowledge exchange amongst educators, *TeachOntario* is a website that has grown into a robust online space for 21st Century teaching and learning.

Education partners who worked to bring the website to fruition came together for the launch, which included the Ontario Teachers' Federation and its affiliates, the Ministry of Education, and TVO representatives.

Maureen Asselin, *TeachOntario*'s "Super-User" and Grade 6 Teacher from St. Mary School demonstrated how she uses the innovative digital space to share and implement resources for her classroom teachings. She also welcomed everyone to her own classroom, to show how the platform has helped to connect with Daniel Rolo, a fellow teacher in Chatham, Ontario to help solve math problems collaboratively.

21st Century Learning



21st Century Innovative Learning Environments

At the HCDSB, we are committed to providing opportunities that meet the needs and aspirations of all learners in a collaborative, creative and innovative learning environment that engages all learners in deeper learning and the acquisition of global competencies. Our approach to 21st Century learning includes:

Ways of Thinking	Ways of Working	Tools for Working	Living in the World
Creativity and innovation Critical thinking, problem solving, and decision making Learning to learn, and metacognition	Communication Collaboration (teamwork)	Information literacy Information and communication technology literacy	Citizenship – local and global Life and career (including adapting to change; managing goals and time; being a self-directed learner; managing projects; working effectively in diverse teams; flexibility; guiding and leading others) Personal and social responsibility (including cultural awareness and competence)

Technology Outcomes

(Tell Them From Me Survey, 2015)

Technology Outcomes – Teacher Rated	Rating <i>Out of 10</i>
Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.	7.9
I use computers or other interactive technology to give students immediate feedback on their learning.	6.1
Students use computers or other interactive technology to track progress towards their goals.	5.2
I help students set goals for learning new technological skills.	6.6
Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter.	7.5
I help students use computers or other interactive technology to undertake research.	7.8
I help students to overcome personal barriers to using interactive technology.	7.2
I work with students to identify a challenging learning goal relevant to the use of interactive technology.	6.8

Collaborative Inquiry Projects

21 school teams participated in 21st Century school-based collaborative inquiry projects during the 2015-2016 school year. The projects involved 2,372 students and 92 educators across the Board.

The collaborative inquiry projects involved a number of different topics infused in our curriculum, including physical literacy, faith, leadership, arts, robotics, mathematics, growth mindset, and media studies.

The projects were designed to drive student learning, based on the needs of students in the classroom. Each inquiry project focused on a number of competencies, with some overlapping in more than one competency:

- Seven (7) focused on peer or self-assessment strategies;
- Six (6) focused on collaboration;
- Six (6) on student inquiry; and
- Four (4) on descriptive feedback

These projects enabled staff to develop an inquiry question, develop a theory of action, collect evidence, and measure the impact on student learning.

Project participants were provided with relevant and diverse technology to support student engagement and learning.

21st Century Learning

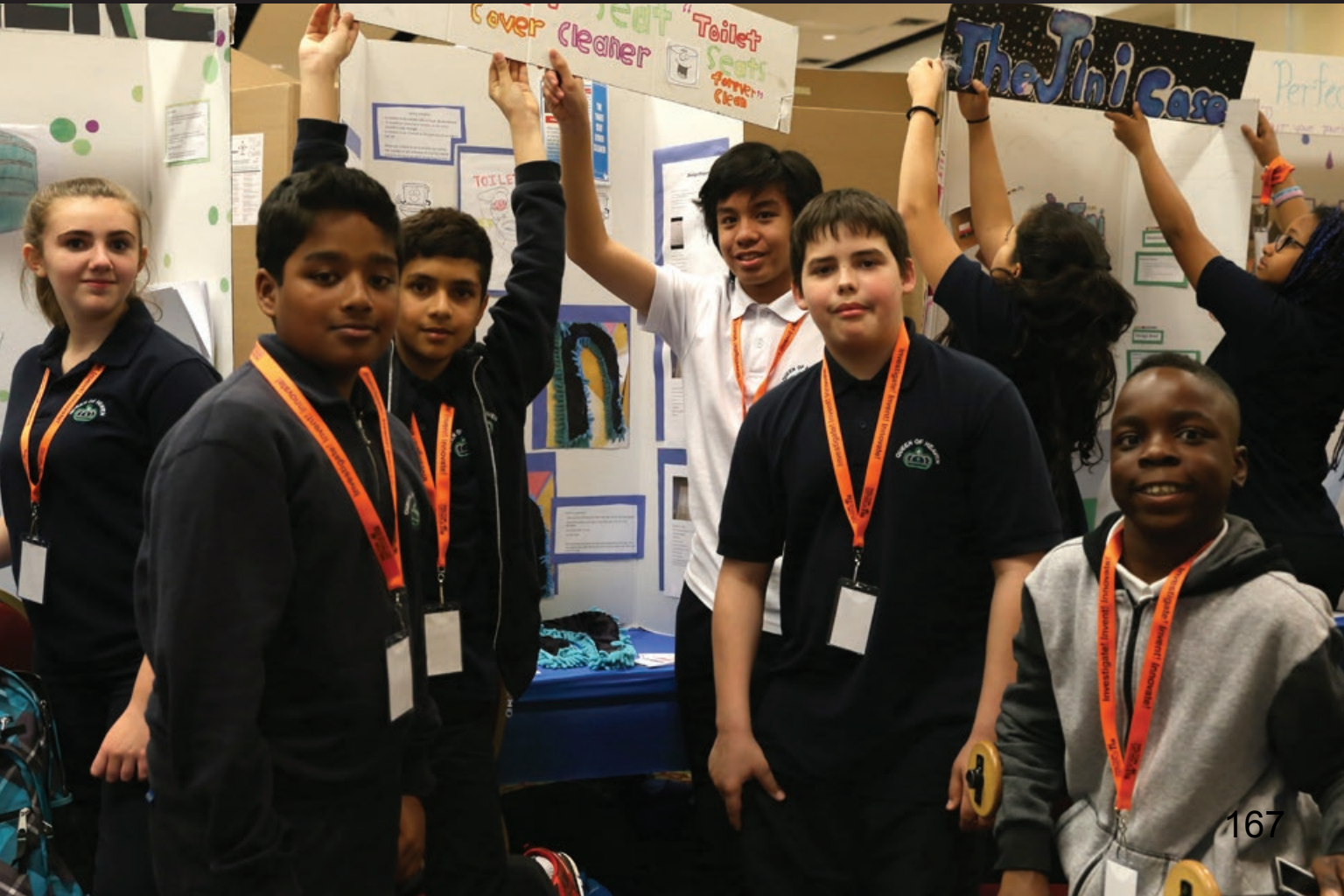


2016 Halton Catholic Invention Convention!

On April 21, 2016, close to 400 Grade 7 and 8 students from elementary schools across HCDSB gathered to showcase their work at the 2016 Invention Convention.

Through the Learning Partnership, a national charitable organization that supports publicly funded education in Canada, the Investigate! Invent! Innovate! Curriculum-aligned program was created for Grade 7 and 8 students across Canada.

Students were challenged to integrate science, technology, engineering and math (S.T.E.M.) concepts they learned in class with their 21st Century skills, to identify a problem or opportunity in their daily lives. Students were then tasked to invent a product or process to solve the problem, and the culmination of their efforts were presented on April 21st.



Student Achievement (EQAO Results)



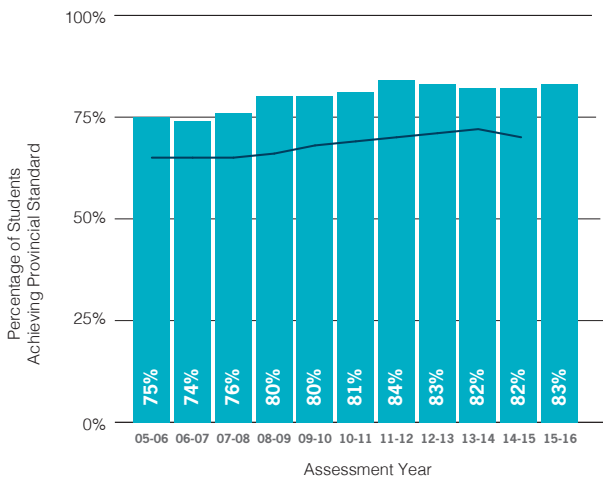
HCDSB Results



Provincial Results

Primary Division (Grades 1-3)

Average of Reading, Writing and Mathematics

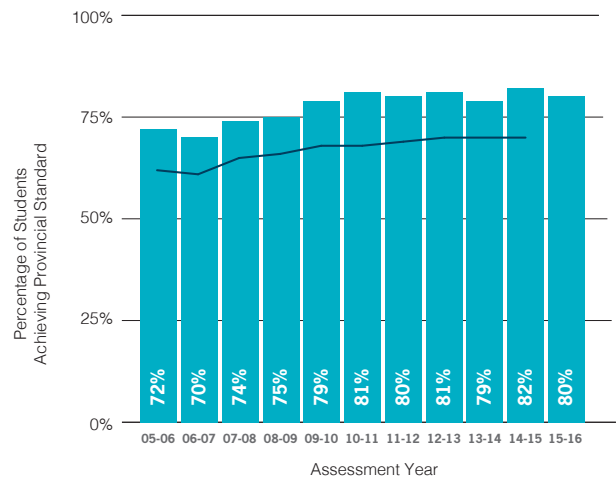


Primary student achievement on the EQAO assessment can be measured through the percentage of Grade 3 students achieving the Provincial Standard (Level 3 or 4) in **Reading, Writing, and Mathematics.**

- 83 percent of Grade 3 students at HCDSB were at or above the Provincial Standard in Reading, Writing, and Mathematics on the 2015-16 EQAO assessment.

Junior Division (Grades 4-6)

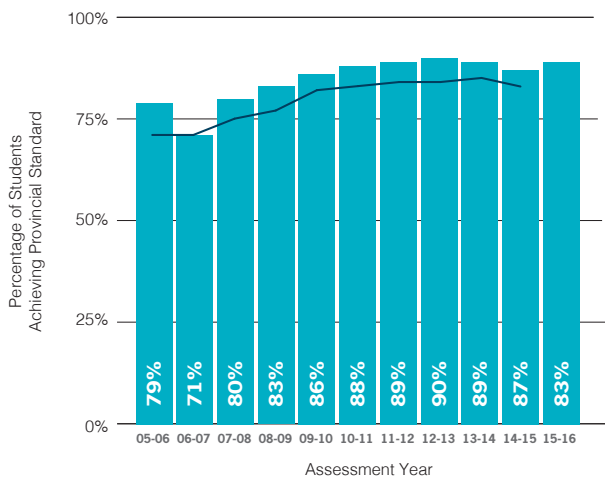
Average of Reading, Writing and Mathematics



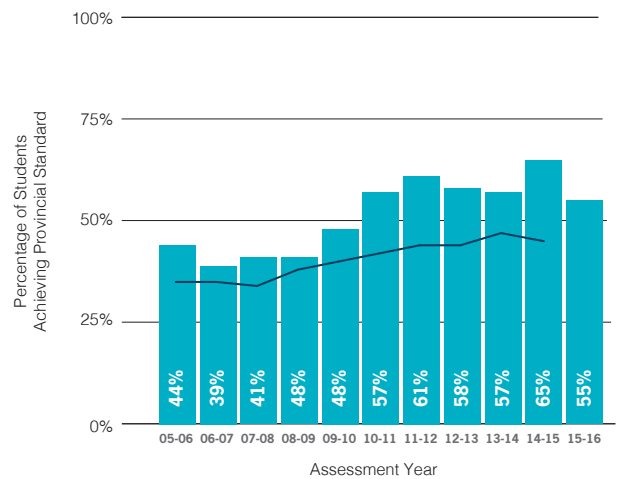
Junior student achievement on the EQAO assessment can be measured through the percentage of students achieving the Provincial Standard (Level 3 or 4) in **Reading, Writing, and Mathematics.**

- 80 percent of Grade 6 students at HCDSB were at or above the Provincial Standard in Reading, Writing, and Mathematics on the 2015-16 EQAO assessment.

Grade 9 Assessment of Academic Mathematics



Grade 9 Assessment of Applied Mathematics



Grade 9 student achievement on EQAO for 2015-16 can be measured by the percentage of students achieving the Provincial Standard (Level 3 or 4) in the Grade 9 Academic and Applied Mathematics assessments.

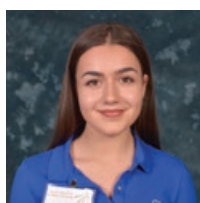
- 89 percent of Grade 9 students enrolled in Academic Math at HCDSB were at or above the Provincial Standard in the Grade 9 Assessment of Mathematics.
- 55 percent of Grade 9 students enrolled in Applied Math at HCDSB were at or above the Provincial Standard in the Grade 9 Assessment of Mathematics.

Student Excellence at HCDSB

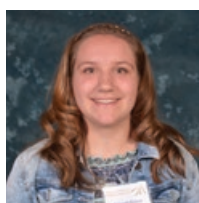
On Monday, April 25, 2016, the Halton Catholic District School Board held its 28th Annual Student Awards of Excellence Ceremony.

The Student Award of Excellence is presented annually to a student from each elementary and secondary school who has demonstrated outstanding qualities in Catholic leadership, family commitment, involvement in school affairs and community activities.

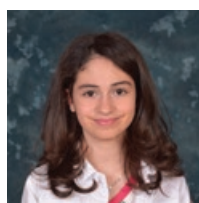
The Spirit of Inclusion Award was created by the Special Education Advisory Committee (SEAC), and is presented each year to one elementary student and one secondary student who has demonstrated a positive attitude, and has made others feel valued and respected as unique individuals in their school community.



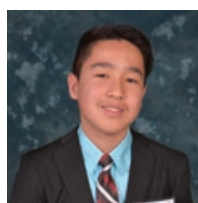
Chiara Di Giuseppe
Assumption C.S.S.



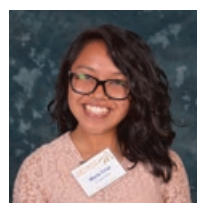
Abigail Gatza
Ascension C.E.S.



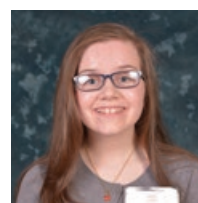
Joey Matar
Holy Rosary (B) C.E.S.



Daniel Hoang
St. John (B) C.E.S.



Maria Cruz
St. Patrick C.E.S.



Danielle Cornect
St. Paul C.E.S.



Grace Grimminck
St. Raphael C.E.S.



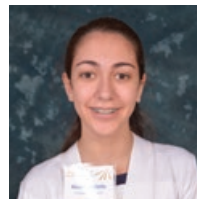
Laura Zhukas
Corpus Christi C.S.S.



Riley Breen
Sacred Heart of Jesus C.E.S.



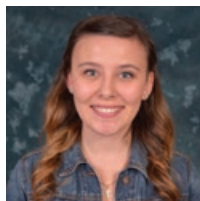
Charissa Medrano
St. Anne C.E.S.



Nicole Malette
St. Elizabeth Seton C.E.S.



Sofia Lovrencec
St. Christopher C.E.S.



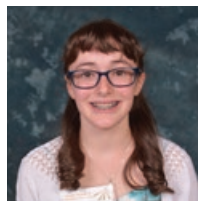
Madison Scott
Notre Dame C.S.S.



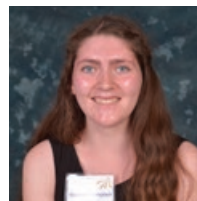
Amanda Reynolds
Canadian Martyrs C.E.S.



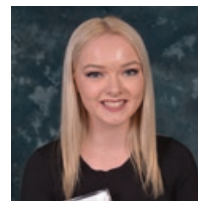
J. C. Pasco
St. Gabriel C.E.S.



Kayla Overholt
St. Mark C.E.S.

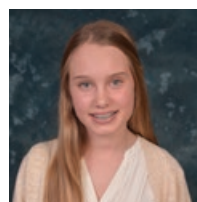


Shannon Campbell
St. Timothy C.E.S.



Sydney McFarlane
Thomas Merton C.C.E.

S.E.A.C. Spirit of Inclusion Award



Abbygale Mech
St. Raphael C.E.S.



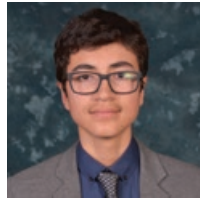
Sam Hutchings
Christ the King C.S.S.



Meaghan Mazer
Bishop P. F. Reding C.S.S.



Alaida Magbanua
Holy Rosary (M) C.E.S.



Nicolas Padilla
Our Lady of Victory C.E.S.



Katelyn Madigan
St. Anthony of Padua C.E.S.



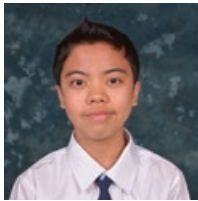
Holla Smith
St. Peter C.E.S.



Ashley D'Souza
Jean Vanier C.S.S.



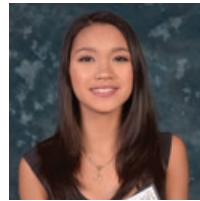
Christopher Mitchell
Guardian Angels C.E.S.



Denzel Herrero
Lumen Christi C.E.S.



Allen Jean-Pierre
Our Lady of Fatima C.E.S.



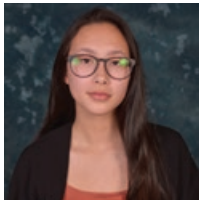
Princess Bernardino
Queen of Heaven C.E.S.



Ellie O'Brien
St. Benedict C.E.S.



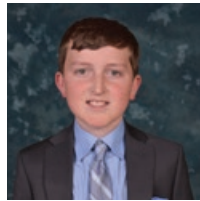
Rebecca Vukojevic
Holy Trinity C.S.S.



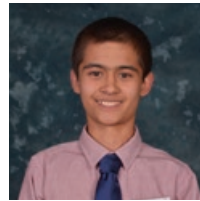
Leah Chin
Holy Family C.E.S.



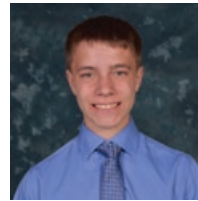
Alexandria Zilli
Our Lady of Peace C.E.S.



Kyle Somers
St. Andrew C.E.S.



Diego Arabit
St. John (O) C.E.S.



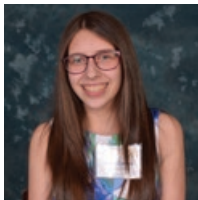
Adam Cherepacha
St. Marguerite d'Youville C.E.S.



Isabela Juricic
St. Michael C.E.S.



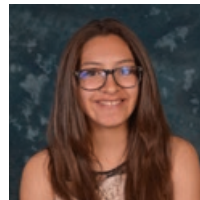
Kaitlin D'Agostino
St. Ignatius of Loyola C.S.S.



Ada Di Censo
Mother Teresa C.E.S.



Caroline Da Silveira
St. Bernadette C.E.S.



Josefina Espinosa
St. Joan of Arc C.E.S.



Mia Tustanic
St. John Paul II C.E.S.



Emily Elsie
St. Mary C.E.S.



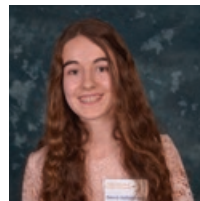
Celeste O'Brien
St. Matthew C.E.S.



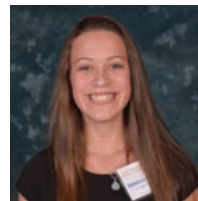
Manuela Zapata
St. Thomas Aquinas C.S.S.



Sarah Mills
St. Dominic C.E.S.



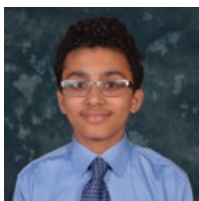
Sierra Vaillancourt
St. James C.E.S.



Rebecca McCabe
St. Joseph (O) C.E.S.



Zane Almeida
St. Luke C.E.S.



Matthew Molinaro
St. Vincent C.E.S.

Strengthening the Distinctively Catholic Character of our Schools and Programs.

Our Strategic Commitments:

Define and Celebrate Catholic Identity

Ensure a deep understanding of Catholic identity for all partners, through the development of a framework and process to support ongoing reflection and review of Catholic culture in our schools and workplaces.

Faith Formation

Create, enhance, and provide opportunities for all staff, students, and members of the extended community to know and live their faith, to engage in personal faith formation, and to grow in their desire to serve others.

Emphasize the Catholic Graduate Expectations

Consistently use the lens of Catholic Graduate Expectations to ensure students, staff, and parents understand and are supported in the expectation that Catholic values and world view are infused into all aspects of the curriculum.

Emphasize the Catholic Social Teachings

Promote and support student, staff, and community opportunities to engage in Social Justice issues and activities as an expression of faith in action.

Home, School, Parish Partnership

Enhance, promote, and support strong and positive partnerships between home, school, and parish.

Our 2015-2016 System Priorities in Believing were:

- Continue to infuse our Catholic faith throughout all instruction and activities that take place in our schools with our staff, students, and community.
- Create an enhanced path for communication and involvement for all partners in the Home-School-Parish Triad to engage in opportunities to work together and deepen the connection between home, school and parish with students at the heart of the connection.
- Continue to enrich faith experiences for staff, students and parents through the Theological Theme: “Who Do You Say that I Am?” making connections to the New Evangelization.

Walk With Jesus



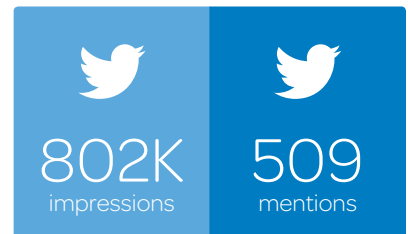
On May 5, 2016, the Halton Catholic District School Board held its 7th annual Walk With Jesus, as part of Catholic Education Week (from May 1-6, 2016).

Students, staff, trustees, and members of the broader community gathered at Jean Vanier Catholic Secondary School for an opening liturgy, followed by a walk in solidarity to the Milton National Cycling Centre (Milton Velodrome).

Highlights of the Walk With Jesus

Musical performances by Jean Vanier and Our Lady of Victory student choirs, St. Benedict's 'School of Rock', and Descendants of Dunn.

Social media was integrated throughout the day, as participants shared their photos and experiences on Twitter using the hashtag #HCWWJ. Those who were unable to attend the walk, were able to follow along by viewing an interactive wall of Tweets: bit.ly/hcwwj.



Following the walk, the Celebration of the Eucharist was held at the Milton Velodrome, with His Excellency, Bishop Miehm presiding over the liturgy. Students, staff, and members of our Halton Catholic community were able to watch a live broadcast of the Mass on the Board's YouTube channel throughout the Eucharistic Celebration.

Environmental Sustainability

St. Benedict's School of Rock Receive the 2016 LSF Jack Layton Award!



On Friday, June 17, 2016, Learning for a Sustainable Future (LSF) Board Chair, David Bell, and Robert Layton, brother to the late Jack Layton presented St. Benedict's School of Rock with the 2016 Jack Layton Award for Youth Action in Sustainability.

Learning for a Sustainable Future (LSF) selected the School of Rock as the Canada-wide, grand prize winner for their commitment to a sustainable school environment, and for the creation of their original song entitled, Save the Earth. The song submission was selected from over 100 successful sustainability-related action projects across Canada!

The 2016 LSF Jack Layton Award serves as an honour to Jack Layton's passion for optimism and hopes in creating a more sustainable future.

HCDSB Rated #6 of Ontario's Top 10 Energy Performing School Boards



The Halton Catholic District School Board (HCDSB) was rated #6 of Ontario's Top 10 Energy Performing School Boards, by the Sustainable Schools program in 2015-2016.

The award is a testament to HCDSB's environmentally friendly learning environments, and ongoing commitment to energy conservation and environmental stewardship.

The ranking of each school board is determined by their conservation potential over the course of the school year. The HCDSB finished the 2015-2016 school year with a total energy savings potential of 15.2%!

29 Halton Catholic Schools Receive Ontario EcoSchools Certification



HCDSB is home to 29 certified EcoSchools, with each school committed to improving their own ecological practices and deepening their energy literacy amongst staff and students. As a school district, we continue to encourage members in our school communities to become environmentally responsible citizens, whether at home or at school.

Environmental Initiatives



St. Anne Catholic Elementary School
Burlington, ON

Progress Underway for New Natural Playgrounds

The Halton Catholic District School Board was delighted to share the future of student recreation as natural playgrounds made an appearance at a number of our schools!

Natural playgrounds are the latest advancement in children's play spaces, while incorporate rolling terrain, boulders, logs, pathways and trees into a play area that promotes imaginative free play.

Over the course of the 2015-2016 school year, progress was made on a total of 16 innovative play structures in the school playgrounds. St. Gregory the Great Catholic Elementary School, opened its doors in the North Oakville Preserve community in September, 2016 and included a new natural playground for the students.

The experience gained from the construction of these new sites, as well as the children's use of the playgrounds, will support the design and planning for future natural playgrounds at schools within our Board.

Keeping Christ in Christmas



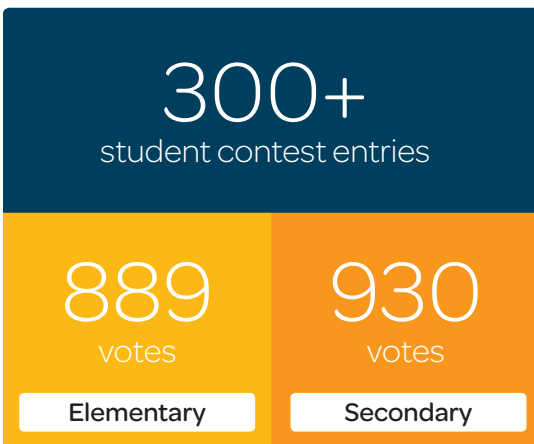
Keeping Christ in **CHRISTMAS** STUDENT CONTEST

In November, 2015, we launched our 3rd Annual 'Keeping Christ in Christmas' student art contest. Halton Catholic elementary and secondary school students were invited to submit artwork that best described the theme of the contest. The contest was sponsored by the Board's elementary and secondary teachers' unions, who generously donated the top prizes.

Three categories were offered to students this year - Original Artwork; Original Video; and Original Song, providing opportunities for students to work with different mediums and showcase their creativity.

The response was overwhelming, with over 300 student entries and almost 2000 votes cast through social media to select the winners of the top prizes during the voting process!

All of the student submissions were showcased on the Board's website and YouTube channel leading up to Christmas and during the break.



Katherine Bernacki, *Finalist for
"Praised", original song*
Grade 12, Christ the King Catholic Secondary School



Amelia Belobradic, *Finalist for "Baby
Jesus of the Lord", original song*
Grade 2, St. Matthew Catholic Elementary School



BELONGING

Building Capacity with all Our Educational Partners.

Our Strategic Commitments:

Student Voice

Create, enhance, and promote opportunities for student leadership and engagement in school, board, parish, and community initiatives.

Parent Engagement

Provide the supports and tools needed to connect parents to their child's school, involve them in the life of the school community, and engage them fully in their child's education.

Community Engagement

Actively create and promote opportunities for community outreach and capacity building with all educational partners to improve student achievement and well-being.

Equity, Diversity, Multiculturalism, and Inclusion

Develop, implement, and monitor an Equity, Diversity, and Inclusion strategy that supports an environment that models language and practices reflecting a Catholic world view.

Our 2015-2016 System Priorities for Belonging were:

- Continue with full implementation of the board bullying prevention and intervention plan as an expression of our Catholic faith.
- Enhance student engagement by continuing to develop forums to access **Student Voice** at a school, district, and community level.
- Implement the **Mental Health Strategy** created through the board scan and resource mapping with all stakeholders.
- Enhance the implementation and communication of opportunities for our **newcomer students and families** to ensure their success and well-being as we welcome them to our Catholic schools.
- To promote and support parent involvement in their child's education, both within the school community and through home connections.

Parent Outreach and Communication

Board and school communication and outreach strategies such as local workshops, presentations, tools and resources, to share information and strategies related to supporting learning at home and parent engagement in schools. Examples include: school websites, class portals, Twitter accounts, information kiosks, and topic-specific sessions (e.g. math, pathways planning, etc.). Many schools also host family events during Catholic Education week and throughout the year such as BBQs, game/trivia nights to engage their parent community.

Supports for Parents

Supports to provide parents with knowledge, skills and tools they may need to support their child's learning at home and at school are offered in various formats. At the school-level, PRO Grants have been utilized to bring in speakers, and support activities at the school (nutrition, exercise, mental health, and academic support), to share academic strategies and parent resources, as well as to provide access to various online programs to support learning at home.

Eliminating Barriers

Identifying and removing barriers that prevent some parents from fully participating in their child's learning involves understanding and reflecting the diversity of our students and communities. Translation services at the Halton Multicultural Centre have been utilized to communicate school and Board events, information and resources to newcomer families. CPIC Webinars are translated into a number of languages, and interpreters are used at some schools for meetings and other events. Many schools host diversity and multicultural evenings for families.

School Climate

At HCDSB, we foster a positive and welcoming school climate in which all parent perspectives are encouraged, valued and heard. We monitor school climate through Tell Them From Me student and parent surveys.

Parent Engagement

Halton Catholic Parent Involvement Committee (CPIC)

The Halton Catholic Parent Involvement Committee (CPIC) is a group of parents, trustees and Board staff who actively support parent engagement and involvement throughout the Halton Catholic District School Board.

As part of its mandate to increase parent involvement, CPIC organizes a number of events and online webinars to support parents in their roles as primary educators of their children.

During the 2015-2016 school year, Halton CPIC hosted 2 webinars:

- *“Through a Catholic Lens: Implementing the Ontario Curriculum - Health and Physical Education, 2015”* which provided parents with information on the revised Health and Physical Education (HPE) Curriculum; and
- *“Growing in Faith, Growing in Christ”*, which explained the new religion program implemented to support the New Evangelization.

HCDSB Presents the 2016 Parent Involvement Awards

At its Regular Board Meeting on Tuesday, June 7, 2016, HCDSB presented several awards to parents for their exceptional community involvement and presence within our school communities.

The Ontario Association of Parents in Catholic Education (OAPCE) awards were presented to the following parents:

- **The Honorary Lifetime Membership Award**, presented to Josh Duijvestein
- **The Glorja Nanne Award**, presented to Gaile Merritt-Murrell
- **The Monseigneur Harrigan Award**, presented to Father Robert Héту, Pastor of St. Joseph, Patron of Canada Parish, Acton

On May 18, 2016, **(CPIC) Parent Volunteer of the Year Award** was granted to four admirable parents. These individuals, who were recognized for their outstanding achievements at the Regular Board Meeting on June 7th, were nominated as exceptional parent volunteers within their schools, and were chosen from their respective regions:

- Sherry Booth (Notre Dame Catholic Secondary School, Burlington)
- Pamela Cloutier (Mother Teresa Catholic Elementary School, Oakville)
- Janet Czarnota (St. Brigid Catholic Elementary School, Georgetown)
- Vanessa Downes (St. Peter Catholic Elementary School, Milton)

Newcomer Welcome Centre



Newcomer Welcome Centre Invites International Students!



WELCOME
CENTRE

The Welcome Centre at St. Ignatius of Loyola Catholic Secondary School opened its doors for an orientation day for International Students on February 4, 2016. The official blessing took place on June 23, 2016 as we welcomed The Very Reverend Fr. John Van Hees.

On orientation day, students participated in a number of activities throughout the day, with greetings from various community partners, including: Halton Regional Police, Public Health Nurses and Emergency Medical Services, YMCA in Burlington, Halton Multicultural Council and the HCDSB Youth Settlement Program.

Parents, guardians and host families were able to visit the Welcome Centre and learn about the services and support programs available.

Bullying Prevention & Safe Schools

We are committed to providing safe, healthy and inclusive learning environments that foster positive peer dynamics and relationships where all students feel accepted. We recognize that all people are created equal, in the image of God, each with inimitable characteristics deserving of dignity.

On April 5, 2016, students, staff, Trustees and guests filled the theatre at Jean Vanier Catholic Secondary School for the 'See the Problem, Be the Solution' Bullying Prevention Gala.

The gala, hosted by Student Trustees, was the culmination of the Board's 2015-2016 system-wide movement that began in November, 2015, to recognize the importance of creating safe and inclusive communities.

Anthony Mclean, motivational speaker on bullying prevention and mental health was the keynote presenter for the day.

As part of the movement, students were encouraged to develop creative work that described this year's theme of the contest: Promoting Positive Relationships and Positive Mental Health at Home, School and in the Community.

Anthony Mclean
Motivational Speaker



Student Mental Health & Well-Being



Each year, HCDSB joins organizations across Canada in encouraging others to talk, learn, and support engagement related to mental health awareness.

The 2015-2016 theme was *Get Loud for Mental Health*, which aligns with our Board's philosophy to Talk, Learn, and Support. We address mental illness by talking about the needs of our students, we learn about it through focussed professional development for our staff, and in speaking with parents in the community, and we support our students with their mental health by providing them access to resources and support services.

Official Unveiling of the Friendship Bench

On May 2, 2016, students and staff gathered in the Peace Garden at St. Marguerite d'Youville Catholic Elementary School to officially unveil The "Yellow is for Hello" Friendship Bench. The official unveiling and dedication ceremony kicked off Mental Health Awareness Week (May 2-8), which coincided with Catholic Education Week (May 1-6).

The bright yellow bench serves as a safe space for students to connect with their peers and a visual reminder of the importance of speaking openly about mental health issues.

The bench is part of the #YellowIsForHello initiative created by The Lucas Fiorella Friendship Bench campaign, a national not-for-profit based in Oakville.

"We are committed to fostering a sense of belonging and well-being for all of our students. With the guidance and support of the Board's Mental Health Leadership Team, we will recognize the good work accomplished in our schools as we support our students with their mental health needs."

– **Patricia Webber-Callaghan**, Mental Health Lead at the Halton Catholic District School Board

Special Education

Halton Catholic Students and Staff Run with Team Unbreakable for Youth Mental Health

Students and staff at HCDSB raced to the finish line on May 7, 2016, as they participated in the **Mother's Day 5 KM Run for Youth Mental Health!**

The 5 KM run, hosted by CameronHelps and Team Unbreakable, is a charitable organization that builds awareness on mental health initiatives, while reducing the stigma of youth mental illness. CameronHelps established Team Unbreakable, based on the award-winning run-therapy program pioneered by Dan McGann at the Credit Valley Hospital, in Mississauga.

CameronHelps partnered with community organizations and over 400 HCDSB students and staff to raise funds and contribute to a great cause. The 5 KM run took place during Mental Health Awareness Week (May 2 - 8, 2016) at Spencer Smith Park, in Burlington.

Staff Engagement



*“Appreciation can make a day, even change a life.
Your willingness to put it into words is all that is necessary.”*



Welcoming Korean Delegation



Halton Catholic Students & Staff Welcome Korean Delegation



On Wednesday, March 23, 2016, students and staff from St. Mary Catholic Elementary School and St. Thomas Aquinas Catholic Secondary School in Oakville welcomed a delegation from the Gyeonggi Provincial Office of Education, in South Korea.

A team of 8 staff members accompanied Dr. Jaejong Lee, Governor of Education for the Gyeonggi Provincial Office of Education in South Korea (comparable to our Minister of Education for Ontario) during the school visits.



The purpose of the visit was to learn first-hand about Ontario's education system. Dr. Lee expressed a special interest in learning about HCDSB's system-wide focus on faith. Students and staff welcomed members of the delegation by guiding them through a school tour and presentations were held in the library of each school.

CREATING CONDITIONS FOR SUCCESS

Improving levels of service and support to schools.

Our Strategic Commitments:

Establish Principles of Practice

Develop, implement, and monitor a distinct set of core values and principles that guide the behaviours and practices of all staff, departments and schools across the Halton Catholic District School Board.

Organize programs and services, K-12, in a Family of Schools Model

Complete the design and extend the implementation of a Family of Schools model, which focuses on providing responsive, efficient, and effective administrative service and support to schools.

Communicate with Clarity

Develop and implement a plan to provide clear, open and transparent communication with, and service to students, staff, parents, parishes and Catholic school communities.

Focus on Results

Adopt a results-based accountability framework that ensures evidence-informed decision-making as the standard approach in all aspects of organizational planning, program evaluation, and systematic improvement efforts.

Strengthen Governance and Accountability

Strengthen governance and enhance accountability by delineating respective roles and responsibilities, review organizational alignment with strategic priorities, and by effectively monitoring and consistently reporting on organizational effectiveness.

Our Growing Community



Official Blessing and Ground-Breaking Ceremony of the North Oakville Preserve Catholic Elementary School

On Thursday, January 14, 2016, members of the Halton Catholic community gathered for the Blessing and Ground-Breaking Ceremony of St. Gregory the Great Catholic Elementary School. The blessing was officiated by His Excellency Daniel Miehm, Auxiliary Bishop of Hamilton.

As part of the celebration, Reverend Father John Van Hees, Dean of Halton and Pastor of Mary Mother of God Parish led the blessing in opening prayer. Rob Burton, Mayor of Oakville and Indira Naidoo-Harris, MPP for Halton also witnessed the momentous occasion.



St. Gregory the Great Catholic Elementary School



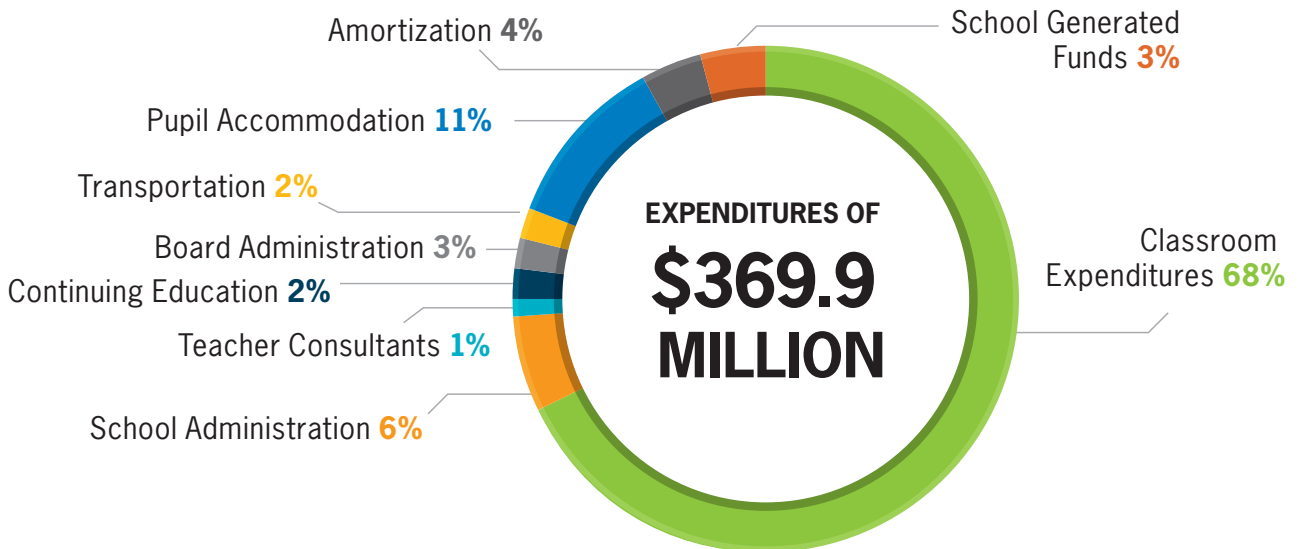
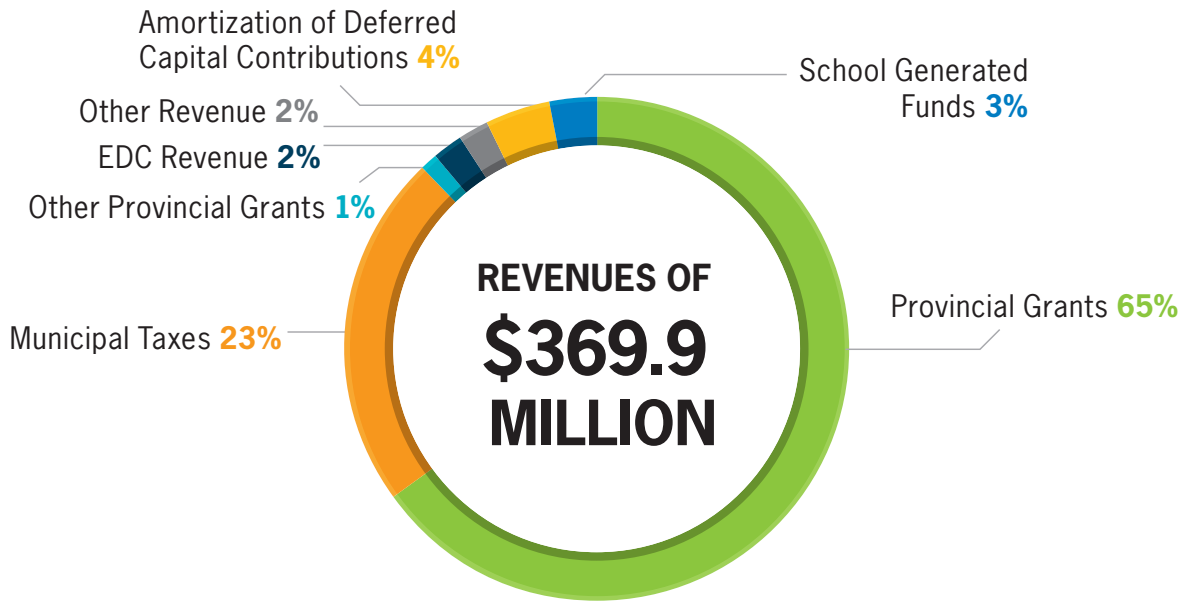
St. Gregory the Great Catholic Elementary School opened its doors to students and staff in the Fall of 2016. The school is located in the North Oakville Preserve community, north of Dundas Street and west of Sixth Line.

Quick Facts:

- Designed by Snyder Architects Inc., St. Gregory the Great School is a two story facility with a total gross floor area of 6,500 square metres (70,000 square feet), situated on a 2.40 ha. (5.93 acres) site.
- The school is designed to accommodate 671 students, with an attached Child Care Centre facility that can accommodate 88 children.
- The design of the school is modeled after the original design of St. Benedict Catholic Elementary School, in Milton.



2015-2016 Financial Information



STRATEGIC PLAN 2016-2021



After many months of community consultation and planning in June, 2016, the Board of Trustees approved a new multi-year plan.

Focus on Our Students: Strategic Plan 2016-2021 provides direction for the next five years that will guide the decisions and actions that shape us as a school board – who we are, what we do, and why we do it.

Why Strategic Planning?

The Student Achievement and School Board Governance Act, 2009, requires school boards to develop and monitor multi-year plans that achieve the following 3 goals:

1. Promoting student achievement and well-being;
2. Ensuring effective stewardship of the board's resources; and
3. Delivering effective and appropriate education programs to students.

Our New Plan

The new multi-year plan, Focus On Our Students: Strategic Plan 2016-2021 identifies specific outcome measures in four broad areas of focus - Achieving, Believing, Belonging, as well as our Foundational Elements.

For more information, view the report here:
bit.ly/StrategicPlanning-Report

Board of Trustees 2015-2016



Jane Michael
Burlington Trustee
Wards 3 & 6
& Chair of the Board
905-319-6582
michaelj@hcdsb.org



Arlene Iantomasi
Burlington Trustee
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Vice Chair of the Board
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John Mark Rowe
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Diane Rabenda
Milton Trustee
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Student Trustees 2015-2016

Student Trustees are senior (Grade 11 and 12) secondary school students who are elected by their peers each year to represent all of the students in a Board. Student Trustees are an essential connection between students and Trustees, Senior Administration, and stakeholders of the Board, and are available and accessible to the student body to address concerns.



Manuela Zapata
Oakville Student Trustee
St. Thomas Aquinas Catholic Secondary School



Jackson Brown
Burlington Student Trustee
Corpus Christi Catholic Secondary School



Chloe Kemeni
North Halton Student Trustee
Bishop P.F. Reding Catholic Secondary School

Halton Catholic District School Board

Catholic Education Centre

802 Drury Lane, Burlington, Ontario, L7R 2Y2

Tel: 905-632-6300 Toll-Free: 1-800-741-8382 Fax: 905-333-4661

Email: comments@hcdsb.org

www.hcdsb.org

MINUTES OF THE POLICY COMMITTEE MEETING

Date: January 10, 2017
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

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

Staff Present P. Dawson, Director of Education
 T. Overholt, Superintendent of Education
 A. Swinden, Administrator, Strategic Communications

Recording Secretary: J. Neuman

1. CALL TO ORDER

1.1 Opening Prayer (P. Marai)

The meeting began at 7:05 p.m. with a prayer led by P. Marai.

2. APPROVALS

2.1 Approval of Agenda

P#12/17

Moved by: S. Trites

Seconded by: P. Marai

That, the agenda be approved

CARRIED

2.2 Approval of Minutes

P#13/17

Moved by: J. Michael

Seconded by: J. M. Rowe

That, the minutes of the Policy Committee Meeting held on December 13, 2016 be approved, as submitted.

UNANIMOUSLY CARRIED

3. ACTION ITEMS

3.1 I-06 Delegation to the Board (P. Dawson, T. Overholt)

P#14/17

Moved by: P. Marai

Seconded by: S. Trites

That, the Policy Committee recommends that Policy I-06, as amended, be forwarded to the January 17, 2017 Regular Board Meeting for approval.

T. Overholt shared information regarding the recent amendments to the policy, as clarification. Chair A. Danko reviewed the Governance of Policy (Policy I) – regarding stakeholder consultation if required.

Discussion ensued regarding student participation; Board bylaws; Trustee awareness of submitted delegations that were declined; clarification for the addition of “Ad Hoc” delegations.

It was suggested to include a phrase that clarifies students, or others, under the age of 18 to have written permission/consent to present a delegation.

P. Dawson clarified how delegations are approved or declined. It was noted that most delegations are rarely denied, and generally the reason is because they don't meet time lines.

Discussion followed regarding questions for clarification during the delegation(s). T. Overholt responded that Senior Staff can be asked for clarification. It was noted that the policy could include the phrase: Trustees may ask questions of delegates and/or senior staff.

P#14/17 (amendment)

Moved by: P. Marai

Seconded by: J. Michael

That, Policy I-06 Delegation to the Board be forwarded for stakeholder consultation and brought back to the February policy committee meeting for review or approval.

Discussion followed. P. Dawson clarified the list of stakeholders that typically received a policy through the process

The Chair called for vote: Recommendation **#P14/17 (amendment) CARRIED** with one opposed

Approved	Opposed	Abstained
H. Karabela	A. Quinn	
J. Michael		
P. Marai		
D. Rabenda		
S. Trites		
J. M. Rowe		
A. Iantomasi		

3.2 II-03 Principal Designate in Schools Without Vice-Principals (T. Overholt)

P#15/17

Moved By: D. Rabenda

Seconded By: J. Michael

That, the Policy Committee recommends that Policy II-03, Principal Designate in Schools Without Vice-Principals name be changed to Policy II-03, Principal Designate in Schools and along with amendments, be forwarded to the January 17, 2017 Regular Board Meeting for approval.

T. Overholt informed the Policy Committee of the recent amendments to the policy, for clarification.

Discussion ensued, and T. Overholt responded to questions regarding principal absences.

The Chair called for a vote. Recommendation **#P15/17 UNANIMOUSLY CARRIED**

Approved	Opposed	Abstained
H. Karabela		
J. Michael		
P. Marai		
D. Rabenda		
S. Trites		
J. M. Rowe		
A. Quinn		

A. lantomasi		
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3.3 III-12 Promotion (T. Overholt)

P#16/17

Moved by: J. M. Rowe

Seconded by: D. Rabenda

That, the Policy Committee recommends that Policy III-12 Promotion name be changed to Policy III-12 Academic Promotion and be forwarded to the January 17, 2017 Regular Board Meeting for approval.

Discussion followed regarding the Administrative Procedures referenced in policies and that they be included for review by the Trustees. T. Overholt indicated that Administrative Procedure VI-28 may have some connection to this policy, and that references to procedures will be included in the policies.

It was determined that further amendments discussed could be included and available at the upcoming board meeting.

P#16/17 (amendment)

Moved by: P. Marai

Seconded by: J. Michael

That, the Policy Committee recommends that Policy III-12 Promotion name be changed to Policy III-12 Academic Promotion and be forwarded with discussed changes made to the January 17, 2017 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **#P16/17 CARRIED** with one abstained.

Approved	Opposed	Abstained
H. Karabela		A. Quinn
J. Michael		
P. Marai		
D. Rabenda		
S. Trites		
J. M. Rowe		
A. lantomasi		

3.4 IV-3 Playground Equipment (T. Overholt)

P#17/17

Moved by: P. Marai

Seconded by: J. Michael

That, the Policy Committee recommends that Policy IV-03 Playground Equipment be forwarded to the January 17, 2017 Regular Meeting of the Board to be rescinded, and an Administrative Procedure be developed in its place.

Discussion followed regarding the timing of rescinding the policy and the creation of an Administrative Procedure, and the liability issues that could arise in the interim.

T. Overholt clarified that all information in the Policy would be included in the proposed Administrative Procedure and an overarching Facilities Maintenance Policy would include consistent expectations for school property and playground equipment/installations care and management, to which the new Administrative Procedure could be linked.

T. Overholt also asked that the Policy Committee consider not forwarding Policy IV-01 Fencing at School Sites, for stakeholder input, at the January 17th Board Meeting, as it could also be rewritten as an Administrative Procedure and would fall under the newly written policy previously mentioned.

J. M. Rowe requested that all the policies that would come under the new facility policy be identified at the next Policy Committee Meeting.

T. Overholt further clarified the creation of a facility maintenance policy in response to questions.

P#17/17 (Amendment)

Moved by: P. Marai

Seconded by: J. Michael

That, the Policy Committee recommends that Policy IV-03 Playground Equipment be deferred and returned as an agenda item at the February 14, 2017 Policy Committee meeting.

The Chair called for a vote. Recommendation P#17/17 (amended) **CARRIED** with three opposed.

Approved	Opposed	Abstained
H. Karabela	D, Rabenda	
J. Michael	S. Trites	
P. Marai	A. Quinn	
J. M. Rowe		
A. Iantomasi		

It was noted that Policy IV-01 Fencing at School Sites, will continue to follow the new policy implementation process.

4. DISCUSSION ITEMS

There were no Discussion Items.

5. INFORMATION ITEMS

5.1 Upcoming Agenda Items (February 14, 2017) (T. Overholt)

T. Overholt reviewed the list of upcoming policies for the next meeting; and shared a chart that indicates the work the Policy Committee has completed in the first term of the policy review cycle.

5.1.1 I-18 Accessibility Standards for Customer Services

5.1.2 I-20 Integrated Accessibility Standards

5.1.3 I-23 Catholic School Councils and Catholic Parent Involvement Committee

5.1.4 I-21 Corporate Investment in Education

5.1.5 I-25 Purchasing Policy

5.1.6 I-29 School Boundary Review Process

5.1.7 III-13 Corporate Purchasing Card Distribution Usage

5.1.8 IV-01 Fencing at School Sites

5.1.9 III-03 Employee Assistance Program (as discussion)

5.2 2016-2017 Policy Committee Work Plan (Cycle 1) (T. Overholt)

6. MISCELLANEOUS INFORMATION

There was no miscellaneous information.

7. CORRESPONDENCE

There was no correspondence.

8. IN CAMERA

There was no in-camera session.

9. NEW BUSINESS

There was no new business.

10. MOTION TO EXCUSE COMMITTEE MEMBERS

There were no Trustees absent.

11. MOTION TO ADJOURN / CLOSING PRAYER (J. MICHAEL)

P#18/17 – Motion to adjourn

Moved by: P. Marai

Seconded by: J. M. Rowe

CARRIED

The meeting closed at 8:10 pm with a prayer led by J. Michael.



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Patrick Daly, *President*
Beverley Eckensweiler, *Vice President*
Nick Milanetti, *Executive Director*

February 10, 2017

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Stephen Andrews, Director of Legislative and Political Affairs

RE: **Bill 68 Modernizing Municipal Legislation—Submission to the Ministry of Education and Municipal Affairs**

Further to the memorandum dated January 20, 2017 outlining OCSTA's concerns with the proposed amendments to the Municipal Act, Municipal Conflict of Interest Act and other statutes related to municipal government, please find attached OCSTA's submission outlining our recommendations and concerns with regard to Bill 68--*Modernizing Municipal Legislation Act, 2016*.

As you are aware, second reading debate started on December 1, 2016. The legislation will likely pass into law during the first quarter of 2017. The Ministry of Education requested our feedback by Friday February 10, 2017 to assist them with their discussions with the Ministry of Municipal Affairs on the impacts Bill 68 will have on Catholic school boards.

We will continue to advocate for our recommended changes to Bill 68 with the government. We will also prepare a submission once the bill is referred to a Standing Committee of the Legislature for public hearings.

If you have any questions, please contact me – sandrews@ocsta.on.ca / 416-932-9460 ext. 224.

Attachment



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Patrick Daly, *President*
Beverley Eckensweiler, *Vice President*
Nick Milanetti, *Executive Director*

February 9, 2017

Kyle Kubatbekov
Senior Policy Advisor
Leadership Development & School Board Governance Branch
Ministry of Education
13th Floor, Mowat Block
900 Bay Street
Toronto ON M7A 1L2

Dear Mr. Kubatbekov:

Re: Bill 68 Modernizing Municipal Legislation Act, 2016

On behalf of the Ontario Catholic School Trustee's Association (OCSTA), thank you for inviting us to comment on Bill 68, *Modernizing Ontario's Municipal Legislation Act, 2016* (Bill 68).

Locally elected Catholic school trustees have throughout the history of the province of Ontario served as stewards and as strong advocates of publicly funded Catholic education. Today these democratically elected men and women represent the over 2 million Catholic ratepayers in Ontario. The 29 Catholic school boards they serve on provide excellence in faith filled education to over 550,000 students in 1,500 schools.

While we support the overall objectives of the proposed legislation, namely, to improve the accountability and transparency of municipal government and school boards, OCSTA has a number of concerns and recommendations with regard to the proposed amendments to the *Municipal Conflict of Interest Act* contained in Bill 68 and its impact on the governance of Catholic school boards. As a fundamental principle we believe that all levels of local governments including municipal councillors and school trustees should be treated similarly.

Summary of Bill 68:

Bill 68 – *Modernizing Municipal Legislation Act, 2016* proposes to amend certain acts including the *Municipal Act*, the *City of Toronto Act*, the *Municipal Elections Act* and the *Municipal Conflict of Interest Act*. It proposes to amend the *Municipal Conflict of Interest Act* and the *Municipal Elections Act* in ways that will impact all municipalities and school boards. Schedule 3 of the Bill proposes the following changes:

1/3

- Require Trustee's to declare any financial interest at any meeting that may conflict with his or her duties and file a written statement of the members financial interest at that meeting or as soon as possible after the meeting.
- Require boards to establish a "registry" of statements and declarations of interests of Trustees that would be available for public inspection.
- Prohibit a Trustee from using his or her office to influence a decision or recommendation being considered by board staff, if the member has financial interest in the outcome of the decision or recommendation.
- Municipal Conflict of Interest Act Penalties: if a judge determines that a contravention of the Municipal Conflict of Interest Act has occurred (that is the Trustee did not disclosure a financial interest in a matter at a meeting) then the judge may reprimand the Trustee, suspend the Trustee's pay for up to 90 days, declare the seat vacant, disqualify the Trustee during a period of up to seven years and/or require the Trustee to make restitution.
- Propose amendments to the *Municipal Elections Act, 1996*. The term of office is proposed to change from December 1 to November 15 in the year of a regular election. This is to address the lag time from election dates (third week of October) to start date of the term of office.

OCSTA's Recommendations/Concerns:

While OCSTA-supports restrictions on trustees and other elected officials using his or her office to influence board decisions where a financial interest is at stake, we do have concerns about the other proposed changes to the *Municipal Conflict of Interest Act* and the *Municipal Elections Act*.

Based on consultations with member boards, the following proposed amendments to the *Municipal Elections Act* and the *Municipal Conflict of Interest Act* we believe are unnecessary and potential disruptive to the optimal functioning of school boards:

1. The proposed amendments to section 8, 9, 10 of the *Municipal Conflict of Interest Act*, 8. (1) states that "any person may apply to a judge" for a determination of the question of whether a municipal councillor or school board trustee has either failed to file a written conflict of interest statement or used his or her office to influence a decision where they have a conflict of interest. OCSTA strongly objects to this change. Currently the Municipal Conflict of Interest Act states that only an elector or ratepayer within a board's jurisdiction may apply to judge indicating a potential breach of the Act. These are the classes of persons that may be affected by a breach of the Act not any person in Ontario. Allowing persons from outside the board's or municipality's jurisdiction to apply to a judge for potential violations of the Act would invite many frivolous and vexatious claims to be made against councillors and school board trustees. Therefore we believe these sections of the Act should remain unchanged.
2. Changing the start date from December 1 to November 15 in an election year for school boards will impose disruptive changes onto its schedule of meetings and various administrative functions. December 1 has been the start date for municipal and school board terms of office for many decades and the change is unnecessary.

3. Requiring Trustees to file written conflict of interest statements for each board meeting, where the trustee declares his or her financial interest, will impose a significant administrative burden on trustees and school boards. Catholic School boards have policies currently in place whereby at the beginning of each meeting trustees publicly declare conflicts of interest and the reasons for such conflicts. A record is kept in the minutes of each meeting which are available to the public making this additional requirement unnecessary.
4. Requiring School Boards to create and manage public registry of written declarations of a financial conflict of interest for its trustees, is an unnecessary administrative burden. Trustees already declare their financial conflicts at each board meeting and these are noted in the minutes of each meeting which in turn are posted to each board's web site. If the Ministry of Municipal Affairs insists on a public registry and posting of trustee conflicts, then we suggest a quarterly written statement for each financial conflict of a trustee that would be posted on the new registry. This reduces the burden on drafting written statements for each school board meeting, while advancing the goals of transparency and accountability.

Parental and Pregnancy Leave Policies:

One proposed change outlined in other amendments in Bill 68 concerns pregnancy and parental leave policies. The proposed amendment would provide that a council member's seat will not be vacated due to absences related to pregnancy, birth, or the adoption of the member's child for a period of 20 consecutive weeks or less and would require municipalities to adopt and maintain policies with respect to pregnancy and parental leaves of council members. OCSTA would request that this suggested amendment be extended to school boards as well as municipal councils.

Once again, thank you for the opportunity to provide the Ministry with our comments and concerns about Bill 68.

If you have questions, please do not hesitate to contact me or Steve Andrews, Director of Legislative and Political Affairs at sandrews@ocsta.on.ca

Yours truly,



Patrick J. Daly
President

cc. Bruce Dewett, Director Leadership Development and School Board Governance Branch



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Patrick Daly, *President*
Beverley Eckensweiler, *Vice President*
Nick Milanetti, *Executive Director*

February 13, 2017

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Stephen Andrews, Director of Legislative and Political Affairs

SUBJECT: Amendments to Ontario Regulation 243/07 – Safe Drinking Water Act

On Tuesday January 31, the Ministry of Education issued Memorandum 2017: SB4 on recently announced amendments to Ontario Regulation 243/07 in respect of new regulatory requirements to ensure safe drinking water in Ontario's schools. The Ministry of Environment announced these changes in mid-December 2016 after a short consultation period in the fall of 2016.

The attached memorandum outlines the regulatory changes that will come into force on July 1, 2017. In summary, the revised regulation imposes new lead sampling, filter, flushing and reporting requirements on school boards.

In the fall of 2016, OCSTA filed a submission with the Ministry of Environment and Climate Change outlining our concerns with the proposed regulatory changes to O. Regulation 243/07. We have attached that submission for your information.

If you have any questions, please contact me at sandrews@ocsta.on.ca.

Attachments

Ministry of Education**Capital Policy and Programs Branch**

19th Floor, Mowat Block
900 Bay Street
Toronto ON M7A 1L2

Ministère de l'Éducation**Direction des politiques et des programmes d'immobilisations**

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Ministry of the Environment and Climate Change**Drinking Water Programs Branch**

3rd floor
40 St. Clair Ave West
Toronto ON M4V 1M2

Ministère de l'Environnement et de l'Action en matière de changement climatique**Direction des programmes liés à l'eau potable**

3^{ème} étage
40, avenue St. Clair Ouest,
Toronto ON M4V 1M2

2017: SB4

MEMORANDUM TO: Superintendents of Business
Superintendents of Plant

FROM: Mathew Thomas
Director (A)
Capital Policy and Programs Branch
Ministry of Education

Ann Marie Weselan
Director (A)
Drinking Water Programs Branch
Ministry of the Environment and Climate Change

DATE: **January 31, 2017**

SUBJECT: **Regulatory Amendments to Ontario Regulation 243/07 under the Safe Drinking Water Act**

This memorandum provides information to school boards regarding the Safe Drinking Water Act. In December 2016, the Ministry of the Environment and Climate Change (MOECC) amended O. Reg. 243/07 under the Safe Drinking Water Act. A number of these amendments will be of interest to school boards.

Background

In 2007, the MOECC enacted Ontario Regulation 243/07 (Schools, Private Schools and Day Nurseries) in response to drinking water test results that indicated high levels of lead in drinking water in and around London, Ontario. As the MOECC highlighted, the effects of exposure to lead are most pronounced in children, particularly children six years and under. O. Reg. 243/07 specifically focuses on drinking water testing in those locations where children spend the day and would have access to drinking water ("designated facilities").

Ontario Regulation 170/03 (Drinking Water Systems) pertains to municipal and non-municipally owned drinking water systems including systems that serve susceptible populations such as a school or child care facilities, where drinking water is collected from a well or cistern.

In compliance with these regulations, school boards have sampled and tested drinking water in schools, undertaken corrective actions for any adverse water quality incidents (as required), flushed piping either daily or weekly, have maintained maintenance logs and have reported drinking water test results to the MOECC since 2007.

Regulatory Amendments to Ontario Regulation 243/07

On December 15, 2016, the MOECC filed an amended O. Reg. 243/07. These amendments will become effective on July 1, 2017 as O. Reg. 243/07 (Schools, Private Schools and Child Care Centres). To further protect children from lead in drinking water, the amendments include updates to lead sampling, filter and flushing requirements. They reflect feedback provided by the education sector through targeted consultations and the Government of Ontario’s environmental and regulatory registries, including comments gathered during presentations to the Ontario Association of School Business Officials’ Operations, Maintenance and Construction Committee.

The amendments are summarized in the Decision Notice posted on the [Environmental Registry](#) (#012-8244) and the amended regulation is currently available on [e-laws](#). The following chart highlights some of the changes:

Current requirements	New requirements (to be effective on July 1 st , 2017)
<p>Flushing</p> <p>All child care centres and elementary, middle and secondary schools must flush their plumbing daily or weekly throughout the year. Frequency is dependent on previous drinking water test results and age of the plumbing.</p>	<p>Flushing</p> <p>Same process but flushing, potentially, required at fewer locations.</p> <p>Flushing the tap at the end of each branch of plumbing for 5 minutes remains as a requirement for all facilities.</p> <p>Only certain drinking water fixtures need to be flushed for 10 seconds. These are all drinking water fountains and any taps that provide drinking water to children or are used in the preparation of food or drink for children.</p> <p>In addition to the current regulatory exemptions from flushing, flushing is not required at a drinking water fountain or tap if:</p> <ul style="list-style-type: none"> • the most recent standing sample from that location is at or below 1 µg/L, or • the fountain or tap has a filter that is certified for lead reduction and has a standing sample at or below 1 µg/L.

<p style="text-align: center;">Current requirements</p>	<p style="text-align: center;">New requirements (to be effective on July 1st, 2017)</p>
<p>Sampling</p> <p>All child care centres and elementary, middle schools and secondary schools must carry out sampling annually or every three years. This is dependent on previous drinking water test results, when the facility begins operation and whether all taps that provide drinking water to children have been tested.</p>	<p>Sampling</p> <p><u>Child care centres and any schools offering instruction to students in JK to grade 3</u> Every drinking water fixture* not yet sampled under O. Reg. 243/07 must be sampled by January 1, 2020; at least 1/3 of all required samples must be completed in 2017 and another 1/3 in 2018.</p> <p><u>Schools offering instruction to students in grade 4 and higher only</u> Every drinking water fixture* not yet sampled under O. Reg. 243/07 must be sampled by January 1, 2022.</p> <p>* Drinking water fixtures are all drinking water fountains and any taps that provide drinking water to children or are used in the preparation of food or drink for children.</p> <p><u>All child care centres and schools</u> Multiple samples may be taken at one facility on the same day, provided specific conditions are met.</p> <p>Sampling of non-drinking water taps is not required.</p> <p>The sampling window of May 1 to October 31 remains unchanged.</p> <p>Current annual or reduced sampling rules resume once sampling of all drinking water fountains and taps is complete.</p>
<p>Corrective Action</p> <p>The operator takes any and all corrective action steps as directed by the local Medical Officer of Health (MOH).</p>	<p>Corrective Action</p> <p>Same, but there are more options about possible corrective actions that could be taken for an exceedance for a flushed sample and when an issue is considered resolved.</p> <p>Corrective actions could include:</p> <ul style="list-style-type: none"> • increased flushing (currently the most common approach) • installation of a new, lead-free fixture with a verification sample (new) • installation of an NSF/ANSI certified filter with a verification sample (new) <p>Daily flushing is also required for 2 years if</p>

Current requirements	New requirements (to be effective on July 1 st , 2017)
	the exceedance relates to a flushed sample from a tap or fountain without an NSF/ANSI certified filter and the corrective action does not include the installation of such a filter with a verification sample, or if the MOH directs otherwise.
<p>Record Keeping</p> <p>Each facility is responsible for keeping all records related to the regulation and making the test results and records available to the public.</p>	<p>Record Keeping</p> <p>In addition to keeping all records related to the regulation, there are new record-keeping requirements to:</p> <ul style="list-style-type: none"> • identify the location of drinking water fountains and taps that are being flushed; • retain the manufacturer's instructions for NSF/ANSI filters or devices certified for lead reduction; and • record the date, time and location of every maintenance activity and filter cartridge replacement and the name of the person who carried it out.

Further guidance regarding these amendments will be provided by the MOECC in the coming months. The Ministry of Education will ensure that school boards are informed of this information.

Should you have questions or require further information, please contact Maryse Lemoine, Senior Policy Analyst, Capital Policy and Programs Branch, Ministry of Education at telephone: 416-326-1874 or email: maryse.lemoine@ontario.ca or contact the Drinking Water toll-free line at the Ministry of the Environment and Climate Change at 866-793-2588.

Original signed by:

Mathew Thomas
 Director (A)
 Capital Policy and Programs Branch
 Ministry of Education

Ann Marie Weselan
 Director (A)
 Drinking Water Programs Branch
 Ministry of the Environment and Climate Change

cc. Directors of Education



Ontario Catholic School
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Patrick Daly, *President*
Beverley Eckensweiler, *Vice President*
Nick Milanetti, *Executive Director*

October 31, 2016

Brenda Korbee
Senior Policy Advisor
Ministry of Environment and Climate Change
Drinking Water Management Division
40 St. Clair Ave. West, 3rd Floor
Toronto ON M4V 1M2
Brenda.korbee@ontario.ca

Dear Ms. Korbee:

Re: Proposed Amendments to Ontario Regulation 243/07, Safe Drinking Water Act

The Ontario Catholic School Trustees' Association is the provincial voice for 237 elected Catholic Trustees who collectively represent 29 Catholic School Boards across Ontario. OCSTA sincerely appreciates the opportunity to comment on the proposed changes to the regulation regarding drinking water standards in schools and child care centres.

We support the Ministry's objective of providing safe drinking water and monitoring lead levels in our schools sources of drinking water. We strive to ensure our schools are safe, learning and working environments for our students, teachers and staff. As you know, our facilities staff work diligently to monitor, test and maintain the safety of our schools and child care centres supply of drinking water.

OCSTA, does however, have some concerns with the proposed changes to O. Regulation 243/07. First, the timeline for testing for lead at all drinking water fountains, all taps used in the preparation of food or drink by January 1, 2022 is too compressed for all our schools and child care centres. This is a significant change in the current regulation that requires schools to take samples from at least one drinking water fountain but not all sources of drinking water. School boards will need more time to conduct an inventory of all water fountains, taps, and other sources of water that will be required to accurately determine the number of samples to be collected and analyzed.

Second, the costs associated with the inventory, testing, analysing the samples and retrofitting the existing drinking water infrastructure will be significant. The Toronto Catholic District School Board estimates that under the revised regulation their annual cost will increase to \$200,000 (see attached). In addition to significant increase in costs Northern and rural school boards will experience additional challenges with regard to required resources as a result of the revised regulation.

These new costs are not currently reflected in school board budgets. For example, boards will need to conduct an analysis of using filters for corrective action and compare those costs to replacing the existing infrastructure. Also, older schools in urban centres will likely require other significant capital investments to ensure the drinking water sources meet the new regulatory requirements.

There are also increased administrative and operational costs that need to be factored into overall cost structure. This would include increased custodial costs for maintaining the drinking water systems.

Our third concern relates to possible logistical issues in the new testing and flushing requirements for all sources of drinking water. These may add large blocks of time to the daily and weekly flushing requirements of our schools, impose possible restrictions on accessing the schools washrooms during the school day and generally add to the costs of maintaining the drinking water system.

It should be noted too, that if any school or child care centre found lead exceeding the regulatory standard in any flushed sample of drinking water, that immediate corrective action would be taken. The safety of students and children are the highest priority for our school boards.

In summary, OCSTA supports the Ministry of Environment and Climate Changes objective of ensuring safe drinking water for our schools and child care centres. However, the timelines for implementation need to be extended and costs associated with the necessary retrofitting and changing procedures need to be factored into the revised regulation.

Further consultation with school board staff on the logistical and administrative impacts of the revised regulation should be undertaken as well.

Please do not hesitate to contact me if I can be of any assistance or if you have any questions or concerns.

Yours truly,



Patrick J. Daly
President

Attachment

cc: Hon. Mitzie Hunter, Minister of Education
Bruce Rodrigues, Deputy Minister of Education
Sam Andrey, Director of Policy
Chris Humphries, Senior Policy Advisor
Grant Osborn, Director Capital Policy and Programs Branch



October 28, 2016

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J. Stephen Andrews
Director of Legislative and Political Affairs
Ontario Catholic School Trustees' Association
20 Eglinton Avenue West, Suite 1804
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Dear Mr. Andrews:

Please find below the Toronto Catholic District School Board's response regarding the proposed changes to the Ministry of the Environment and Climate Change's Safe Drinking Water Act – O. Reg. 243 Schools, Private Schools and Day Nurseries. It is unclear to the Board staff that have experience and direct responsibility regarding the testing of water in our 200 schools, as to effectiveness of increased water testing as it relates to improving water quality in schools in Toronto. The costs, implementation and workload associated with the additional testing will be problematic for the Board.

Currently, the Board is required to sample one drinking fountain from each school once a year and send it to a certified lab for analysis. The annual cost for the annual lead in water sampling and testing program is approximately \$20,000.00 (based on 2016). The proposed amendment to the regulation would require that all drinking fountains in a school be sampled and sent to a certified lab for analysis. This would dramatically increase the annual cost to at least \$200,000.00, which is a conservative estimate.

Besides the cost, there are huge logistical issues in complying with the proposed amendments to the regulation as noted below:

1. The current rules regarding water sampling requires non-operation of all the school plumbing, including washrooms, for at least six hours prior to water samples being taken – sinks, fountains, urinals or toilets cannot be used for six hours prior to the water sampling. In order to meet this six hours rule, the environmental technician engaged by the Board, would arrive at the school at 7 am, as the school's plumbing would not have been used since at least 11:30 p.m. the previous evening by the night custodians. The technician would then choose a drinking fountain used by the students or a sink used for food preparation and immediately take the first one-liter sample. This sample represents standing water that has been in the school's plumbing system overnight for at least 6 hours.

2. The sampling rules then require that the technician flush the drinking fountain for at least 5 minutes, then turn off the fountain and wait for at least 35 minutes and then take a second one-liter water sample. This sample represents the flushed sample. The school is then allowed to use the washrooms, drinking fountains and the rest of the plumbing system once this second sample has been taken. The total sampling period is 35 minutes for one drinking fountain. The technician then leaves the first school and visits a second school and follows the same sampling instructions. Within this timeframe – between the arrival of the head custodian to open the school and the start of school, the technician is typically able to visit a maximum of three schools per day. The environmental firm provides two technicians to collect water samples each day. A maximum of 6 schools are sampled per day.
3. TCDSB starts its annual lead in water sampling and testing program the first week of May and finishes by the end of June.
4. Under the proposed amendments, the environmental technician would be required to take two samples (a standing sample and a flushed sample) from every drinking fountain in the school. If there are 10 drinking fountains in a typical elementary school, the technician require 350 minutes or approx. 6 hours to finish sampling. The school would not be able to use the washrooms for that day. We are not sure how the proposed change of taking samples at various fixtures is allowed under the current regulation since as soon as you take the first sample at the first fountain, you are then using the plumbing system and technically are not able to sample the other drinking fountains that day. This would mean that the technician would have to return the next day to sample a second fountain and so on until all 10 fountains are sampled. This could take two weeks for all the drinking fountains to be sampled for one school. The school would be placed under undue hardship since they would not be able to use the plumbing system every morning for two weeks for at least 35 minutes every morning.
5. The other option that might allow compliance with the regulation is for the environmental firm to send 10 technicians, each technician assigned to each drinking fountain and all samples taken simultaneously. However, if one technician takes a sample a few second before the others, then technically the plumbing system is being used and further samples cannot be taken. Regardless, this option would increase the labor costs tremendously.
6. Taking water samples on the weekend would also have significant cost implications by requiring additional custodial staff to be on duty to open schools, or requiring cancellation of permits for either the Saturday or Sunday. In addition, environmental testing companies may charge more if they are required to provide technicians on the weekend.
7. In many schools, there are pre-set automatic flushing mechanisms, for urinal fixtures in particular – these would need to be turned off and re-set if the water sampling period extended beyond the one day.

8. The proposed regulation change would not impact the Board's current protocol in terms of daily flushing of drinking fountains. Our Board already exceeds the current regulation by flushing a drinking fountain on every floor which is furthest from the water main for 20 minutes per day and every other fountain for at least 10 seconds.

One other possible consequence of the annual sampling and testing of all drinking fountains and taps in a school is that it may force our board as well as other school boards to consider permanently closing off or capping classroom sink fixtures, particularly in the JK/SK classrooms, as well as limiting the amount of operable drinking fountains per floor to reduce the number of fixtures that would need to be sampled. If drinking fountains are taken out of service – many schools may turn to supplying plastic bottled water, which has both costs and environmental implications. As the case with other boards, the TCDSB currently has a Water Bottle-Free Policy.

In summary, the proposed amendments to Ontario Regulation 243/07 would dramatically increase the costs for the annual lead tests, place undue hardship on schools by preventing staff and students as well as tenants such as childcare from using the plumbing system for the entire school day or multiple school days and increase the distinct possibility of schools being closed.

Regards



Maia Puccetti, M.Arch., OAA
Superintendent of Facilities Services
Toronto Catholic District School Board

cc A. Sangiorgio
Associate Director, Planning & Facilities
C. Maltese, C.R.S.P.
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To the Members of the Board,

I am writing in reference to the "Pupil Accommodation Review for Oakville Northeast."

I am happy that both of the proposals currently before the board (New School Option #1A and Renovated School Option #12B) indicate that the St. Michael's school site will remain open. Nevertheless, I understand that arguments are being made to close St. Michael's school and build/renovate using the St. John's site.

As Pastor of both St. John and St. Michael schools, I ask that every effort be made to retain the school site adjacent to St. Michael's Church.

Having the School beside the Church makes visible the parish-family-school connection. It also facilitates participation by the students in parish life. Currently St. Michael's students are able to visit the Church for school liturgies, prayers and Church tours. In the past, Grade 7 students preparing for confirmation have joined the weekday congregation for morning Mass. The students of our other parish schools, while also having a positive relationship with the parish, are unable to visit the Church as frequently or conveniently.

I ask that whichever proposal is accepted by the board, the St. Michael's school site remain open.

In Christ,

Fr. Jason Kuntz
Pastor