

**REGULAR BOARD MEETING
 REVISED AGENDA**

Date: Tuesday, March 21, 2017
Time: 7:30 pm
Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

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1. Call to Order	
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Our Lenten Journey

P: In our Lenten journey, we enter a symbolic desert, not for the sake of suffering, but for the experience of true growth. We know that Lent is a time of development and transformation. As we make our journey this Lent, we strip away our complacency and superficial masks; we dare to explore our true being. We turn to prayer as we strive to more closely take hold of the teachings and the way of our Lord Jesus Christ. Let us offer God praise and thanksgiving.

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

P: Behold! Now is the acceptable time!

All: *Now is the day of salvation!*

P: I was hungry.

All: *and you gave me food.*

P: I was thirsty.

All: *and you gave me drink.*

P: I was a stranger

All: *and you welcomed me.*

P: I was naked

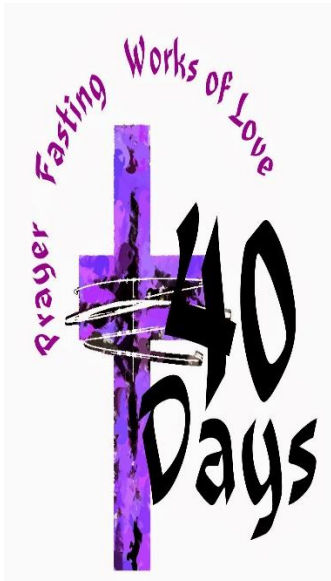
All: *and you clothed me.*

P: I was ill

All: *and you cared for me.*

P: I was in jail

All: *and you visited me.*



Reflection:

Today, more than ever, Christians are called upon to follow in the footsteps of the prophets, in the footsteps of Jesus, by performing an extremely delicate, often controversial, but nonetheless essential service: denounce social sin that oppresses and impoverishes their brothers and sisters...Personal conversion and true repentance through the promotion and practice of social change, inspired by the Gospel, can further this goal`

When will we learn, when will the people of the word get up and say, Enough is enough. God created us for fellowship. God created us so that we should form the human family, existing together because we were made for one another. We are not made for an exclusive self-sufficiency but for interdependence, and we break the law of our being at our peril...

God calls us to be fellow workers with Him, so that we can extend His Kingdom of Shalom, of justice, of goodness, of compassion, of caring, of sharing, of laughter, joy and reconciliation, so that the kingdoms of this world will become the Kingdom of our God and of His Christ, and He shall reign forever and ever. Amenⁱⁱ

Moment of Silent Reflection

All: *Lord Jesus Christ,*

Be with all those who are in need.

Help our families, our schools, and our parishes

Keep a good and holy Lent.

May our Lenten practices bring us quickly to the glory of Easter.

We ask this through Christ our Lord,

Amen.



ⁱ 'The Struggle Against Poverty: A Sign of Hope in Our World: A Pastoral letter by the Episcopal Commission for Social Affairs on the Elimination of Poverty.' Canadian Conference of Catholic Bishops, Halifax October 17, 1996.

ⁱⁱ Desmond Tutu, Nobel Peace Prize Lecture, December 11 1984.

PRESENTATION REPORT

ITEM 4.1

HALTON NEWCOMER STRATEGY RECOGNITION AWARDS

- **HANBYOUL (AGATHA) PARK, BISHOP REDING CATHOLIC SECONDARY SCHOOL**
- **MATTEO TRIGATTI, BISHOP REDING CATHOLIC SECONDARY SCHOOL**
- **ASHWINI SELVAKUMARAN, BISHOP REDING CATHOLIC SECONDARY SCHOOL**
- **OSWALDO FERRO, ST. IGNATIUS OF LOYOLA CATHOLIC SECONDARY SCHOOL**
- **BINCE MANDAPATHIL, NEWCOMER PARENTS OF THE HALTON MALAYALEES ASSOCIATION**

PURPOSE:

To recognize Hanbyoul (Agatha) Park, Matteo Trigatti, Ashwini Selvakumaran, Oswaldo Ferro (students) and Bince Mandapathil (newcomer parent and HCDSB IT staff), recipients of the *Halton Newcomer Strategy Recognition Awards*.

BACKGROUND:

Hanbyoul (Agatha) Park, student of Bishop Reding Catholic Secondary School, has contributed to Halton Region in many ways as a newcomer to Canada. Agatha moved to Canada from South Korea in 2007. She faced challenges as a newcomer, not only in learning a new language, but also adjusting to a new culture. Agatha is Bishop Reding's H.O.P.E. Project leader and has helped coordinate various activities within the community. Agatha recognizes the needs of others and is willing to help whenever possible. She has been extremely active within the Milton community. Her work ranges from volunteering at Darling Home for Kids, being a member of the Milton Youth Advisory Committee, volunteering at the Milton Hospital and volunteering at the Halton Food for Thought. She also tutors students at her school, is a Best Buddy for students with special needs and created a Human Rights Club at her school, too, among so many other activities.

Agatha was the chosen "Honouree in the Youth Category" of the *Halton Newcomer Strategy Recognition Awards* that was profiled at the awards ceremony at Halton Region earlier this month. A video clip was created highlighting her good works, family and life in Canada.

The *Halton Newcomer Strategy and Halton Region officials* recently recognized Agatha along with Matteo Trigatti, Ashwini Selvakumaran and Oswaldo Ferro as recipients of *Halton Newcomer Strategy Recognition Awards: Honourees in the Youth Category*.

Matteo Trigatti, student of Bishop Reding Catholic Secondary School, who moved to Canada last year from Italy, is a member of the school's Leaders in Black Program, helped organize Bishop Reding's Multicultural Fair and is heavily involved with the school's Youth Settlement Program for newcomers to Canada.

Ashwini Selvakumaran, student of Bishop Reding Catholic Secondary School originally from Malaysia, helps out at the Milton Public Library with children and senior programs, volunteers at the Joseph Brant Museum and is a tutor for Big Brothers, Big Sisters. Ashwini enjoys writing and blogs around women's issues for

SAVIS of Halton and writes for her own magazine called HerCulture Magazine. Globally, Ashwini represented Canada at the United Nations Internship Program in New York City last summer. There, she advocated for newcomers and refugees across the globe. Next summer, she plans on volunteering in rural schools in the Sudan by encouraging school children to write.

Oswaldo Ferro came to Canada from Venezuela and quickly made a difference at St. Ignatius of Loyola Catholic Secondary School. He was vice-president of student council and played a big role in organizing the school's Multicultural Night. He was instrumental in helping to shape a welcoming environment for all new students. As a mentor captain, he has helped many newcomer teens adjust to life in Canada and get involved in school life, too. He is also an altar server and musician at St. Matthew's Parish in Oakville and is always lending a helping hand to the Good Shepherd Centres in Hamilton. He has now graduated from St. Ignatius of Loyola and is in his first year of university.

Along with these exemplary students, Bince Mandapathil, newcomer parent from India with children in the Halton Catholic District School Board, also was awarded on behalf of the Halton Malayalees Association, a *Halton Newcomer Strategy Award: Honouree in the Community Category* for making a difference as a parent group in Halton Region. This parent group started off in 2013 by partnering with the Halton Catholic District School Board's Settlement and Multicultural Services by initiating and organizing Malayalam classes in both north and south Halton, an annual event called the Kerala Piravi Culture Fest and annual family picnics in the summer. Creating strong family links to heritage while promoting social, recreational and cultural values from India and Canada, the Malayalees have contributed to Halton Region in various ways. They raised funds for the newly built Oakville Trafalgar Hospital in Oakville and ran food drives for Burlington Food Share. They continue to work towards inclusion, creativity and innovation, celebrating culture and diversity and raising awareness within the community.

The *Halton Newcomer Strategy Recognition Awards* celebrate the outstanding accomplishments and contributions to our community made by each of the 50 newcomers that the event honored this year. Our newcomer success stories of Halton profile a wide range of individuals from various backgrounds, countries of origin, labour market sectors and occupations. The stories reflect what newcomers can achieve from settlement to establishing their lives in Halton. They are positive role models for current and future newcomers, refugees and for all of us.

CONCLUSION:

These awards demonstrate to our students, parents and staff the strong leadership qualities and commitment to excellence within their contributions to Halton and life in Canada. On behalf of the Board, we congratulate Hanbyoul (Agatha) Park, Matteo Trigatti, Ashwini Selvakumaran, Oswaldo Ferro and Bince Mandapathil of the Halton Malayalees Association, on these significant and well-deserved honours.

REPORT PREPARED BY: C. CONDO
SETTLEMENT & MULTICULTURAL CONSULTANT

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

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

MINUTES OF THE REGULAR BOARD MEETING

Date: March 7, 2017
Time: 7:30 pm
Location: Holy Trinity Catholic Secondary School
Oakville, Ontario

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

Student Trustees: C. Atrach M. Zapata
I. Schwecht

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

Also Present: S. Galliher, Planning Officer, Planning and Assessment Services
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 (C. Atrach)

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

1.2 Motions Adopted In-Camera

S. Trites read the following motion adopted in-camera:

A motion regarding property was adopted.

1.3 Information Received In-Camera

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

RETIREMENTS

Cindy Johnston and Patrick Mayne retiring effective March 31, 2017. Tami Browne and Stan Tavani retiring effective June 30, 2017.

CONSULTANT CURRICULUM GENERALISTS

Catherine Serafim and Shari Typer re-appointed as Curriculum Consultant Generalist effective September 1, 2017 for a period of up to three (3) years with the possibility of a one year extension dependent on Board Budget approval. Melissa Carnelos appointed as Curriculum Consultant Generalist effective September 1, 2017 for a period of up to three (3) years with the possibility of a one year extension dependent on Board Budget approval.

ACTING ELEMENTARY PRINCIPAL – LUMEN CHRISTI CATHOLIC ELEMENTARY SCHOOL

Suzanne Rossini appointed as Acting Elementary Principal effective April 3, 2017 to June 30, 2017.

ACTING ELEMENTARY VICE PRINCIPAL- ST. GABRIEL CATHOLIC ELEMENTARY SCHOOL

John Guzzo appointed as Acting Elementary Vice Principal effective March 20, 2017 with an end date to be determined.

2. Approval of the Agenda**#64/17****Moved by: A. Iantomasi****Seconded by: P. Marai****RESOLVED**, that the agenda be accepted as presented.**CARRIED****3. Declarations of Conflict of Interest**

There were no conflicts of interest declared.

4. Presentations

There were no presentations.

5. Delegations

There were no delegations.

6. Approval of Minutes**6.1 Minutes of the February 21, 2017 Regular Board Meeting****#65/17****Moved by: J.M. Rowe****Seconded by: P. Marai****RESOLVED**, that the minutes of the February 21, 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.

Trustee Marai requested a recommendation be put on the table prior to Action item 8.1. The Chair declined the request.

8. Action Items

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

Staff provided a report which focused on the following:

- Overview of the Pupil Accommodation Review process
- Response to delegations
- Preferred and alternative options.

#66/17

Moved by: J. Michael

Seconded by: A. Danko

BE IT RESOLVED THAT, the Halton Catholic District School Board adopt Option 1A as the preferred accommodation plan for the Oakville Northeast Pupil Accommodation Review Area; and

THAT, the Halton Catholic District School Board confirm to the Ministry of Education that Option 1A is the preferred accommodation plan for the 2017 School Consolidation Capital submission; and

THAT, the Board approve the following school attendance area adjustments to accommodate Option 1A:

- I) Consolidate Holy Family, St. John, and St. Michael Catholic Elementary Schools in one (1), newly constructed Oakville Northeast Catholic Elementary School facility on the St. Michael Catholic Elementary School Site; and
- II) Re-direct school attendance areas T21 and T25, from St. John Catholic Elementary School to Our Lady of Peace Catholic Elementary School; and
- III) Grandfather all students residing within the T21 and T25 attendance areas and enrolled at St. John Catholic Elementary School effective June 30, 2017, with the option to attend the new Oakville Northeast Catholic Elementary School without transportation.

The Chair thanked the Accommodation Review Committee for all their work over the last four (4) months.

The operating costs associated with Option 1A were reviewed. Staff confirmed that as per policy, formal communication was provided to the Town of Oakville, Directors of Education and the Region.

The PAR process commenced immediately following Board approval in October 2016. A letter from the Ministry of Education was received March 6, 2017 encouraging Boards to work collaboratively. Trustee Marai expressed concern over one school community (Holy Family) being greatly affected by Option 1A.

Trustee Karabela requested a serious effort be made to exhaust all possibilities and keep Holy Family Catholic Elementary School in order to maintain a Catholic presence in the community.

The PAR process was transparent and involved parental input. Trustee Iantomasi asked that what is good for the overall system be considered.

Trustee Marai proposed an amendment to strike Holy Family Catholic Elementary School from option 1A and present a new school option to the ministry that incorporates only St. John and St. Michael Catholic Elementary Schools. The amendment was seconded by Trustee Quinn. Concerns were voiced regarding the amendment changing the entire motion as well as not respecting the decision and work of the Accommodation Review Committee.

Vice Chair Trites expressed that the decision is not easy and closing of schools is not something that anyone wants to do. Trustees were asked to be stewards of the future and make decisions of sustainability and viability.

The Chair declined the amendment. Should Trustees not be in agreement of the motion they may oppose.

Chair called for a vote on resolution **#66/17**:

IN FAVOUR	OPPOSED
A. Danko	H. Karabela
A. Iantomasi	P. Marai
D. Rabenda	J. Michael
J.M. Rowe	A. Quinn
S. Trites	

The motion **CARRIED**.

#67/17

Moved by: A. Iantomasi

Seconded by: S. Trites

BE IT RESOLVED THAT, in the event the Ministry of Education does not approve funding for Option 1A through the 2017 School Consolidation Capital submission, that the Halton Catholic District School Board adopt and implement Part 1 of Option 12B (the alternate plan) as the preferred accommodation plan for the Oakville Northeast Pupil Accommodation Review Area, specifically:

THAT, the Halton Catholic District School Board consolidate the St. John Catholic Elementary School attendance areas south of Upper Middle Road into the existing St. Michael Catholic Elementary School, effective the 2018/2019 school year; and

THAT, the Halton Catholic District School Board re-direct school attendance areas T21 and T25, from St. John Catholic Elementary School to Our Lady of Peace Catholic Elementary School; *and*

THAT, all students residing within the T21 and T25 attendance areas and enrolled at St. John Catholic Elementary School effective June 30, 2017, be grandfathered the option to attend the new Oakville Northeast Catholic Elementary School without transportation, effective the 2018/2019 school year.

#67/17 (AMENDMENT)

Moved by: A. Quinn

Seconded by: P. Marai

RESOLVED, that St. John Catholic Elementary School be the site used for the alternate plan rather than St. Michael Catholic Elementary School.

The ARC looked at multiple alternatives. Overall the St. Michael Catholic Elementary School site best accommodated the criteria.

The Chair called for a vote the amendment:

IN FAVOUR	OPPOSED
P. Marai	A. Danko
J. Michael	A. Iantomasi
A. Quinn	H. Karabela
	J.M. Rowe
	S. Trites

The motion was **DEFEATED**.

The Chair called for a vote on the main motion:

IN FAVOUR	OPPOSED
A. Danko	H. Karabela
A. Iantomasi	P. Marai
D. Rabenda	J. Michael
J.M. Rowe	A. Quinn
S. Trites	

The motion **CARRIED**.

#68/17

Moved by: S. Trites

Seconded by: A. Iantomasi

BE IT RESOLVED THAT, in the event the Ministry of Education does not approve funding for Option 1A through the 2017 School Consolidation Capital submission, that the Halton Catholic District School Board adopt and implement Part 2 of Option 12B (the alternate

plan) as the preferred accommodation plan for the Oakville Northeast Pupil Accommodation Review Area, specifically:

THAT, the Halton Catholic District School Board consolidate Holy Family Catholic Elementary School into St. Marguerite d'Youville Catholic Elementary School, effective the 2020/2021 school year; and

THAT, the Halton Catholic District School Board approve the construction of a permanent classroom addition to St. Marguerite d'Youville Catholic Elementary School that will effectively accommodate the sustainable projected student enrolment.

The Chair called for a vote on **#68/17**:

IN FAVOUR	OPPOSED
A. Danko	H. Karabela
A. Iantomasi	P. Marai
D. Rabenda	J. Michael
J.M. Rowe	A. Quinn
S. Trites	

The motion **CARRIED**.

8.2 Proposed 2017 Kindergarten Outdoor Learning Playspace Projects (G. Corbacio)

#69/17

Moved by: S. Trites

Seconded by: A. Quinn

RESOLVED, that the Halton Catholic District School Board authorize staff to proceed with the Proposed 2017 Kindergarten Outdoor Learning Playspace Projects.

School closures are not foreseen as projects are proposed for established areas.

The Chair called for a vote on **#69/17** and it **UNANIMOUSLY CARRIED**.

#70/17

Moved by: A. Danko

Seconded by: J.M. Rowe

RESOLVED, that the Halton Catholic District School Board authorize staff to expense funds from the Ministry FDK School Capital Allocation, and the Board's Facility Renewal Reserve for the Proposed 2017 Kindergarten Outdoor Learning Playspace Projects, and that the expenditures will not exceed \$2,025,000.

The Chair called for a vote on **#70/17** and it **UNANIMOUSLY CARRIED**.

9. Staff Reports**9.1 Burlington Northeast School Boundary Review (L. Naar, C. McGillicuddy, G. Corbacio, R. Negoj)**

The Board was provided a staff report on the Northeast Burlington elementary schools attendance boundaries of the 2017-2018 school year. Staff took into consideration the advisory committee recommendation and agrees with implementation of the new attendance boundaries as detailed in recommendation option 4A.

Parents who attended the meetings voiced no concerns regarding the boundary review.

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

The International Students Dinner was a great success and preparations are underway for the Bullying Prevention Gala.

Student trustees provided background on the reasons why the student wellness forum did not run. In order to move forward in a positive direction there will be closer consultation with the mental health lead.

#71/17

Moved by: A. Iantomasi

Seconded by: S. Trites

RESOLVED, that the meeting extend past 10:00 p.m.

The Chair called for a vote on resolution **#71/17** and it **UNANIMOUSLY CARRIED**.

10.2 School Educational Field Trips (L. Naar)

Trips were provided as information.

10.3 2017 Annual Accommodation Report (G. Corbacio, R. Negoj)

Staff provided a report summarizing the Board's Long Term Capital Plan (LTCP), long term enrolment forecasts, future new capital and consolidation projects, and accommodation strategies.

Information regarding current property transactions will be provided at the March 21, 2017 Regular In-Camera Board meeting.

11. Miscellaneous Information**11.1 Minutes of the January 30, 2017 SEAC Meeting**

The minutes were provided as information.

12. Correspondence

There was no correspondence.

13. Open Question Period

A question was submitted following the commencement of the meeting. Board by-laws were followed accordingly and the question was not addressed publically. The Director of Education to respond directly with a copy of the response to Trustees.

14. In Camera

There was no follow-up In-Camera session.

15. Resolution re Absentees

There were no absences.

16. Adjournment and Closing Prayer (H. Karabela)

#72/16

Moved by: S. Trites

Seconded by: J.M. Rowe

RESOLVED, that the meeting adjourn.

CARRIED

The meeting adjourned at 10:10 p.m. with a prayer led by H. Karabela.

Secretary of the Board

Chair

BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
March 21, 2017	Policy I-20 Integrated Accessibility Standards	Approval, as amended	T. Overholt	April 2017
March 21, 2017	Policy I-25 Purchasing Policy	Approval, as amended	T. Overholt	April 2017
March 21, 2017	Policy I-06 Delegation to the Board	Approval, as amended	T. Overholt	April 2017
March 21, 2017	Policy IV-02 Outdoor Facility Enhancement, Maintenance & Security	2 nd and 3 rd Reading	T. Overholt	April 2017

ACTION REPORT

ITEM 8.1

**NORTHEAST BURLINGTON SCHOOL BOUNDARY REVIEW
FINAL REPORT AND RECOMMENDATION**

PURPOSE:

To obtain Board approval for the Northeast Burlington Elementary Schools proposed attendance boundaries, for implementation in the 2017-18 school year.

BACKGROUND INFORMATION:

1. Staff Report 9.1 “Northeast Burlington School Boundary Review Final Report and Recommendation”, from the February 21, 2017, Regular Meeting of the Board.
2. Action Report 8.2 “Burlington Rural & Alton Community School Boundary Review”, from the June 7, 2016 Regular Meeting of the Board.

Additional background material including the presentations and minutes of the Advisory School Boundary Review can be found online – <http://www.hcdsb.org/Schools/BoundaryReviews/northeast-burlington-elementary-schools/Pages/default.aspx>

SCHOOL BOUNDARY REVIEW MILESTONES:

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

Completed Tasks:

Board Approves Northeast Burlington Catholic Schools Boundary Review Process	June 7, 2016
Inaugural School Boundary Review Committee Meeting	October 3, 2016
Second Advisory School Boundary Review Committee Meeting	November 7, 2016
Third Advisory School Boundary Review Committee Meeting	January 10, 2017
Interim Report posted Online	January 20, 2017
Community Information Meeting	January 31, 2017
Fourth (Final) SBRC Meeting	February 16, 2017
Staff Report to Board with SBRC Recommendations	March 7, 2017

Upcoming Steps:

Delegations to the Board	March 21, 2017
Action Report to Board with SBRC Recommendations (This Report)	March 21, 2017
Implementation	September 1, 2017

COMMENTS:

The Northeast Burlington Elementary Schools Boundary Review seeks to address growing enrolment pressures at St. Anne Catholic Elementary School, which is projected to exceed maximum capacity with portables as a result of future residential development in the Sundial and the Evergreen Secondary Plan communities. Further, this review includes rural attendees and homeschool considerations. On June 7, 2016, through Board resolution #130/16, it was:

***“RESOLVED**, that the Halton Catholic District School Board initiate a school boundary review process to address future student enrolment pressures at St. Anne Catholic Elementary School and to review rural boundary assignments in Burlington.”*

On October 3, 2016 an Advisory School Boundary Review Committee (SBRC) meeting was held at St. Anne Catholic Elementary School with parent representation from each of the schools in the Boundary Review (see Appendix A for the complete committee membership list).

Staff presented four options developed to address the over-utilization at St. Anne Catholic Elementary School and explore the potential re-direction of rural patches. In discussing the options, the committee reached consensus about directing the Evergreen area (patch I36, Appendix B) to St. Christopher Catholic Elementary School. This was the case in all of the options.

Regarding the Sundial community (patch I39, Appendix B) there was discussion as to whether the patch should be directed to the Notre Dame or Corpus Christi Family of Schools. St. Anne Catholic Elementary School is within the Corpus Christi Family of Schools and as such there was preference for keeping the Sundial community in the Corpus Christi Family of Schools as well.

The committee expressed a preference for keeping the rural patches in a Notre Dame Family of Schools. The Committee agreed to remove options 1 and 3, leaving options 2 and 4 on the table for future discussion.

On November 7, 2016, the Advisory SBRC had its second working meeting at Sacred Heart of Jesus Catholic Elementary School. In addition to reviewing Options 2 and 4, staff presented Option 5, which would direct rural patches I37 and K38 to St. Gabriel Catholic Elementary School. Transportation times and distances were discussed.

On January 10, 2017, the Advisory SBRC had its third working meeting at St. Elizabeth Seton Catholic Elementary School; Options 2, 4 and 5 from the November 7 meeting were reviewed. Option 4A was presented as Staff's preferred option, as it was the most effective in addressing the critical over-utilization projected for St. Anne Catholic Elementary School, and was the most effective in distributing student enrolment to schools that were most in need for utilization and/or programming needs.

The committee supported Option 4A (map attached as Appendix B). There was discussion regarding staff's decision not to re-direct rural patches as no transportation efficiencies were identified.

On January 31, 2017, the Board hosted a Community Information Night at St. Mark Catholic Elementary School. Notice of the meeting was emailed to affected school communities and a news release was posted on the Board's webpage. In total, ten (10) parents pre-registered for the event. Staff provided a brief presentation detailing the process ([available online](#)), the Advisory School Boundary Review Committee, and the process in which staff arrived to Option 4A. There was an opportunity for questions and answers, and attendees were advised on how to submit feedback and delegate to the Board if they wished.

The online survey closed on February 10, 2017 at which time the Research Department compiled the feedback into a summary report available in Appendix C. Feedback was grouped into major themes and shared with the Advisory SBRC at the fourth and final committee meeting held on February 16, 2017 at St. Christopher Catholic Elementary School.

Themes included: Site, Traffic Flow and Parking Lot Concerns; Class Sizes; Use of Portable Classrooms; Secondary School Enrolment and Other. The comments received raised issues that could not necessarily be resolved by modifying the recommendation, or did not pertain to the scope of the Boundary Review.

For example, the receiving schools (Sacred Heart of Jesus and St. Christopher Catholic Elementary Schools) expressed concerns about the impact of increased traffic around the school. Modifying the recommendation to address this concern would simply be redirecting that potential impact to another receiving school. The same can be said for concerns about portables as well as class sizes. The Committee selected the two receiving schools based on proximity to the new development, ability to accommodate the students and the positive impact on the schools' English track programming.

This recommended boundary change maintains the status quo for Secondary boundaries. Secondary students from new development patch I39 wishing to attend Notre Dame would be able to apply for cross boundary attendance as set out in Operating Policy I-04 "Cross Boundary School Attendance Policy".

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

- A. Receive and consider delegations from the community at the March 21, 2017, Regular Meeting of the Board;
- B. Review the recommended boundary changes put forward by the advisory committee and identified as Option 4A; and,
- C. Render a decision the matter based on the information provided.

CONCLUSION:

Board staff has reviewed and supports the Advisory School Boundary Review Committee's recommendation of **Option 4A** for the Northeast Burlington School Boundary Review, as presented in Appendix B. The new attendance boundaries are to be implemented for the 2017-18 school year.

RECOMMENDATION:

RESOLUTION:

Moved BY:

SECONDED BY:

RESOLVED, that boundaries presented in Option 4a be implemented for the 2017/2018 school year for all St. Anne, Sacred Heart of Jesus and St. Christopher Catholic Elementary Schools, whereby these changes shall have the effect of altering existing attendance areas by:

- 1) Re-directing patch 136 from St. Anne Catholic Elementary School to St. Christopher Catholic Elementary School
- 2) Re-directing patch 139 from St. Anne Catholic Elementary School to Sacred Heart of Jesus Catholic Elementary School.

**REPORT PREPARED &
SUBMITTED BY:**

C. MCGILLICUDDY
SUPERINTENDENT OF EDUCATION

L. NAAR
SUPERINTENDENT OF EDUCATION

G. CORBACIO
SUPERINTENDENT OF FACILITY MANAGEMENT SERVICES

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

F. THIBEAULT
ADMINISTRATOR OF PLANNING SERVICES, BUSINESS SERVICES

S. GALLIHER
PLANNING OFFICER, PLANNING SERVICES

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Northeast Burlington School Boundary Review

Appendix A

APPENDIX A - Advisory School Boundary Review Committee

Canadian Martyrs Catholic Elementary School

Michelle Brooks
Vincenzina Sottile (alternate)

Sacred Heart of Jesus Catholic Elementary School

Krystal Towns
Angela Chartier (alternate)

St. Anne Catholic Elementary School

Jennifer Commisso
Lisa Fedor-Gould (alternate)

St. Christopher Catholic Elementary School

Athena Rasile
Spiezana Cukina (alternate)

Board Staff

Lorrie Naar	Superintendent of Education
Colin McGillicuddy	Superintendent of Education
Giacomo Corbacio	Superintendent, Facility Management Services
Ryan Merrick	Senior Administrator, Facility Management Services
Frederick Thibeault	Administrator, Planning Services
Sarah Galliher	Planning Officer, Planning Services

St. Timothy Catholic Elementary School

Jenna Staskovich
Luke Lillicrop (alternate)

Corpus Christi Catholic Secondary School

Bernie DeOre
Lisa Shannon (alternate)

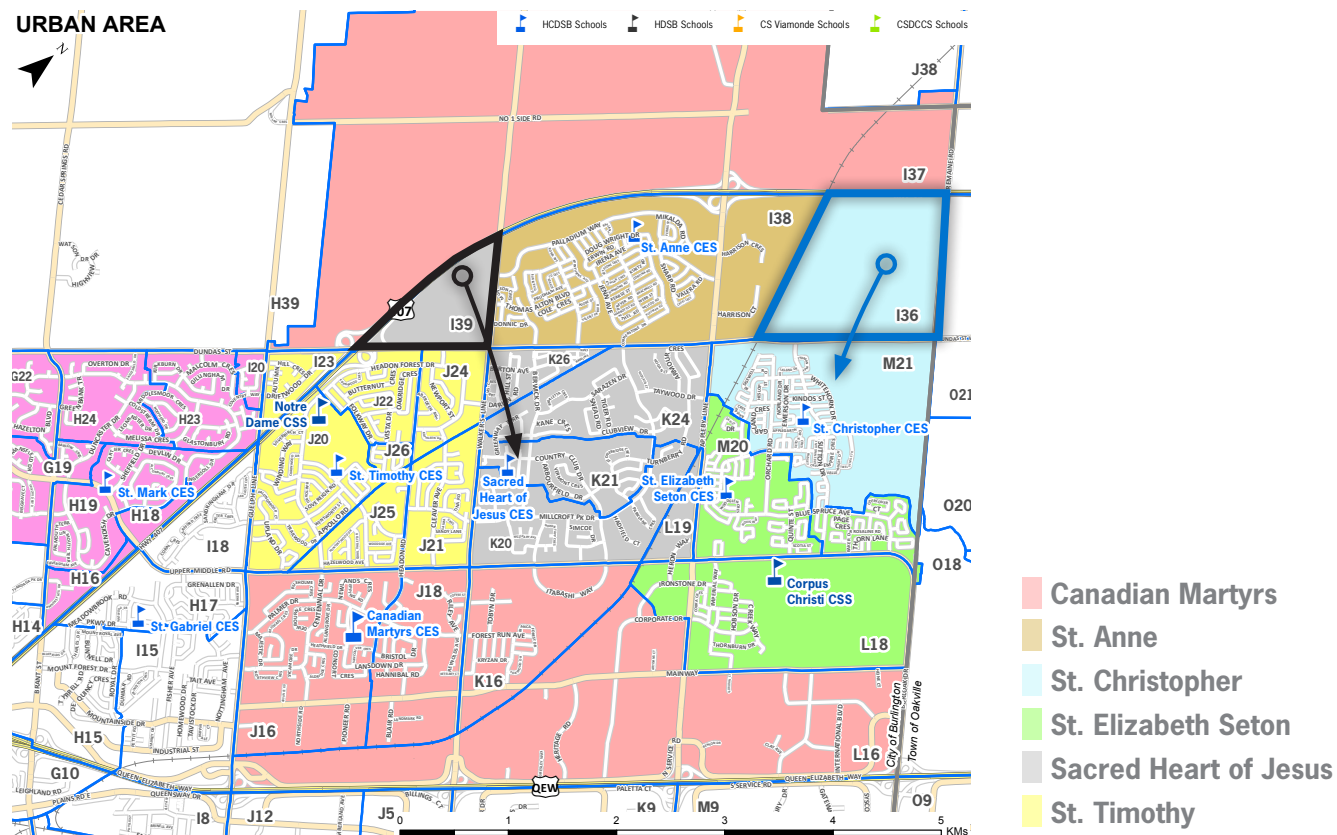
Notre Dame Catholic Secondary School

David Barton
Michelle Gregory-Brooks (alternate)

Northeast Burlington School Boundary Review

Appendix B

APPENDIX B Staff's Preferred Option 4a



ACTIONS:

- Redirect patch I36 from St. Anne CES to St. Christopher CES
- Redirect patch I39 from St. Anne CES to Sacred Heart of Jesus CES

Northeast Burlington School Boundary Review

Appendix C

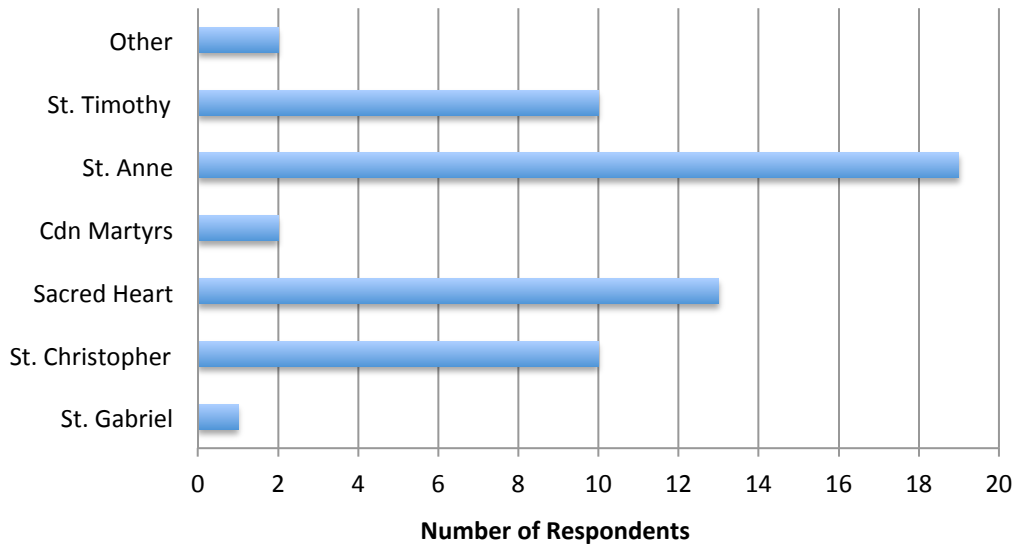
Burlington Boundary Review Survey Report February 10, 2017

Number of Survey Respondents: 63

Survey questions were developed by Sarah Galliher, Planning Officer. Initial survey items include identifying data of respondents, including name, street address, and postal code, which are available upon request.

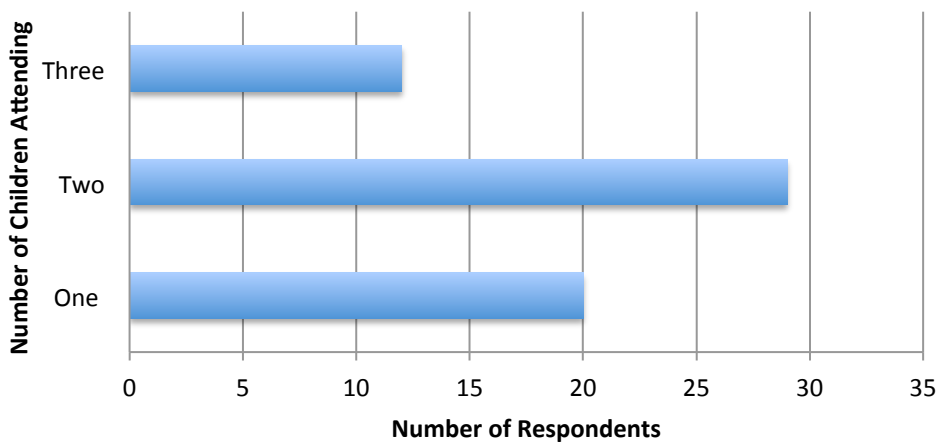
School Community Identification

Respondents were asked what school community they are a part of.



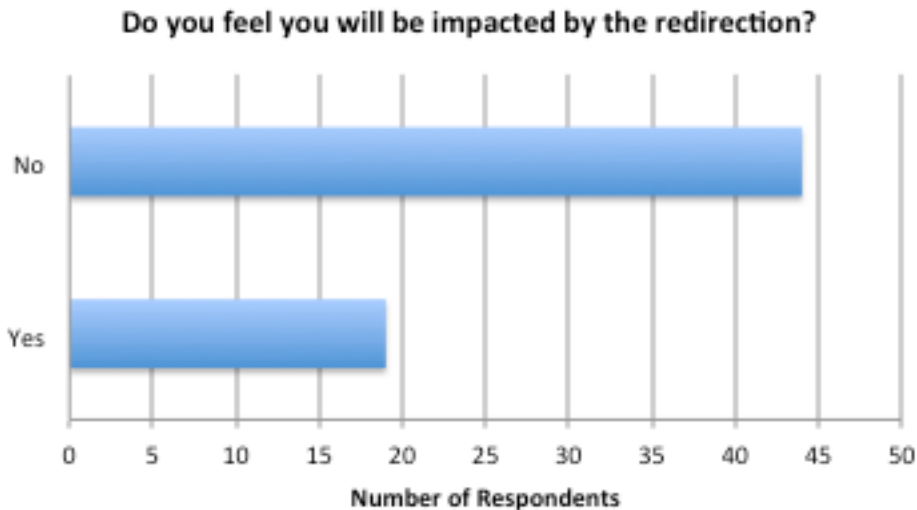
Number of Children Attending in Community

Respondents were asked to indicate how many children they have attending in the school community. Of 61 responses, 20 (32.79%) respondents indicated 1 child, 29 (47.54%) respondents indicated 2 children, and 12 (19.67%) respondents indicated 3 children.



Impact of Redirection

Respondents were asked to view a map of proposed Option 4a (redirection of new development in patch I39 to Sacred Heart of Jesus and redirection of new development in patch I36 to St. Christopher), and asked to indicate **whether they feel they will be impacted by this redirection**. Results indicate that of 63 respondents, 19 (30.16%) indicated YES and 44 (69.84%) indicated NO.



Respondents were asked if they answered YES to the above, to explain their answer (these responses have been edited for spelling and clarity, but not for content):

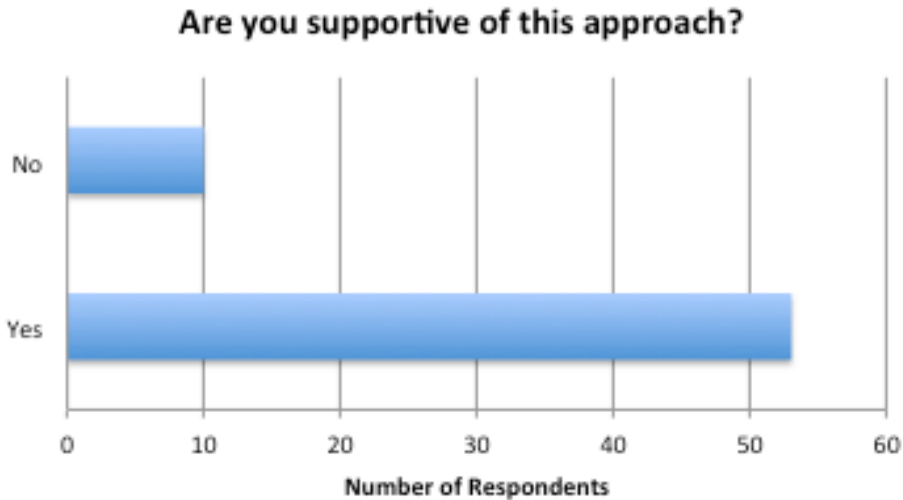
- More students at St. Christopher may compromise the learning environment of the classroom. The additional students will also bring additional traffic to the Orchard community.
- I think you should be directing at least half of the new students from area 139 to St. Timothy's. I'm not sure why Sacred Heart has to bear the burden of all the students from area 139. St Timothy's is directly south of area 139. I do not want my kids in portables.
- Our children's School which is currently operating at full building capacity will now be impacted with a number of portables to accommodate the redirection.
- Students should be going to the closest available school that can accommodate enrolment.
- Increased class sizes
- In a positive manner as it will keep enrolment at a reasonable level at St. Anne
- With the recent Early French programming coming up for possible elimination; it leads me to believe the superintendent had ulterior motive. Take out the EFI kids and then there is ample space for kids from new subdivisions. One of the main issues for EFI was transportation cost - with the redirection I would imagine there will be a high cost as well. I feel the impacted would be that they will move the EFI program to another school in a different area of Burlington where the numbers are low leaving us parents with multiple kids in different schools most likely in opposite ends of the city. More kids and new homes = new school.
- Thinking this will add portables to the school or put strain on classroom sizes. Also

since most of the new kids will be bussed into the school or driven, will cause increased bus and car traffic at pick up and drop off time

- With the addition of students means the school will become more packed however it sounds like there is room to accommodate so as long as that is the case and the classroom sizes don't increase or we get portables to accommodate then I think it makes sense.
- As my children attend St. Christopher it will affect them, in that there will be more children attending. I don't see this as affecting them in a NEGATIVE way, however, but find the wording of the question ambiguous. I think enrolment is declining so in terms of helping to hold on to assigned library/VP/Support staff etc it may be a positive impact to have children attend.
- It is increasing the feeder school population of Corpus Christi, while decreasing the population of Notre Dame. Notre Dame already has a small population and Corpus Christi will become larger.
- This potential change is the right move to alleviate the upcoming population pressure on St. Anne. This redirection will have a positive impact on my family and school community by not over-crowding and also not filling the school yard with portables. More portables means less space for the children to play.
- My children are currently in the EFI program offered at Sacred Heart of Jesus, I worry this redirection would affect the ability of the school to maintain having the EFI classrooms...
- There will be more students attending our school which will take it over the Functional Building Capacity. There are students living within the area closer than these students who are not included in our school yet these students living further away will be bussed to our school.
- I think there are enough kids at sacred heart. I felt over the years the quality in the education has diminished. We have better schools that are not part of the Catholic Community. You should focus more on the education the kids are receiving.
- If this doesn't happen St Anne will be even more overcrowded
- Too many children
- I just wont
- Because

Proactive Redevelopment

Respondents were asked: Are you supportive of the approach that has been taken in this Boundary Review to proactively redirect development areas to schools that can accommodate increased enrolment numbers prior to actual development occurring and families occupying the new homes? Of 63 respondents, 53 (84.13%) indicated YES, they are supportive of this approach, and 10 (15.87%) indicated NO, they are not supportive of this approach.



Respondents were asked if they were NOT supportive of this approach, to explain why they were not (these responses have been edited for spelling and clarity, but not for content):

- I don't think it is necessary until you are aware of actual numbers of catholic elementary students in these new areas.
- I believe that the redirect of area 139 to Sacred Heart in its entirety is ill advised. I suggest that it be split between St. Timothy and Sacred Heart to minimize the impact to Sacred Heart and the use of portables.
- I believe in the long term it will cost far more than just opening a new school. To shuffle kids all around and then in 5 years with the development again there will not be enough room then you will have kids divided once more since the kids normally get grandfathered into the school they started to attend. The increase is due to new builds that will not be changing therefore you cannot shuffle it's not a temporary issue. There should be a new school put in for the new subdivisions.
- Do not like the fact that this will most likely move children into portables. I understand that the other school is overwhelmed, but why did we not build a bigger school in the first place. Does the school board not have a planning group when they are deciding on building new schools. Seems like they should have seen this coming.
- I live in the Notre Dame catchment area and my children can walk to Notre Dame. I am aware of rumors that the school board would like to close Notre Dame in order for them to use it for their own offices. I am not in support of this idea and do not want to support things that might be steps towards this agenda.
- There was no depends button, so I'm making one!!! I am supportive because I know that these families need to be accommodated somewhere and this is our best solution however my concern is regarding the current EFI program being offered at

Sacred Heart and how this boundary review will impact the schools ability to keep classrooms open for the growing program

- Too many children
- I feel you should always be attending the school that you are geographically closest to. Period.
- I just am

If you have any questions about this report or would like access to raw data, please contact Dr. Julie Conder, Research Officer, at conderj@hcdsb.org.

ACTION REPORT

ITEM 8.2

NOMINATION FOR OCSTA REGIONAL DIRECTOR

PURPOSE:

To submit a nomination for OCSTA Regional Director, Region 11.

COMMENTS:

Under OCSTA's constitution, trustee members of the Region must elect a person for the term of office unless the vacancy is less than six months from the scheduled Annual Meeting.

The election to fill the vacancy will take place at the April 2017 Annual General meeting.

The term of office is concurrent with the term of President and Vice President, in this case, until the OCSTA AGM in 2019.

CONCLUSION:

The nomination must be submitted to OCSTA by April 7, 2017.

RECOMMENDATION:

RESOLVED, that the Halton Catholic District School Board nominate _____ for the position of OCSTA Director for the period of May 2017 to the conclusion of the 2019 AGM & Conference.

**REPORT PREPARED &
SUBMITTED BY:**

D. RABENDA
CHAIR OF THE BOARD

REPORT APPROVED BY:

P. DAWSON, DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

STAFF REPORT**ITEM 9.1****SCHOOL YEAR CALENDAR 2017 - 2018****PURPOSE:**

The *Education Act* requires each school board to establish a School Year Calendar, identifying instructional days, professional activity days and holidays for each school year. The Ministry of Education establishes the number of days for the schools of the Province and in accordance with Regulation 304, each Board is required to submit a Board-approved calendar to the Ministry of Education by May 1, 2017. If the Board chooses to submit a modified school year calendar, they must do so by March 1, 2017.

BACKGROUND:

The School Year Calendar Committee takes into account several considerations:

1. School communities have generally advised that, when selecting a Professional Activity (PA) Day, a Friday or Monday is preferred. Some employers appear more willing to permit parents to have occasional holidays on those days (or just before statutory holidays).
2. An essential factor in the establishment of the 2017 - 2018 calendar is the integration of transportation services with our coterminous Board. Consultation, which complies with Ministry direction, has occurred with the Halton District School Board.

COMMENTS:

The 2017 - 2018 School Year Calendar Committee is comprised of a parent representative of the Catholic Parent Involvement Committee (CPIC), OECTA Unit Presidents (Elementary and Secondary), CUPE 3166 and 5200 representatives, the Principals' Association representatives and one (1) trustee. The Committee met on February 15, 2017 for the purpose of preparing a draft calendar.

The 2017–2018 School Year Calendar consists of one hundred and eighty-seven (187) instructional days, of which ten (10) days (five (5) per semester) are classified as secondary school examination days as per Regulation 304.

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

The three (3) mandatory Provincial Priority PA Days that will occur next year will be devoted to criteria established by the Ministry.

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

CONCLUSION:

A recommendation to approve the 2017–2018 School Year Calendar will be presented to trustees at the April 4, 2017 Board Meeting. Trustees' input is invited.

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

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



SCHOOL YEAR CALENDAR 2017-2018

STUDENTS DO NOT ATTEND SCHOOL ON THESE DAYS

Date	Elementary Schools	Secondary Schools
Monday, September 25, 2017	School Improvement Planning	School Improvement Planning
Friday, October 6, 2017	Faith Day	Faith Day
Friday, November 24, 2017	Parent Teacher Interviews	Assessment and Evaluation
Friday, February 2, 2018	Report Card Writing	Curriculum Review – Semester 1
Friday, February 16, 2018	Equity and Inclusion	Equity and Inclusion
Friday, April 27, 2018	Health and Safety/Mathematics	Health and Safety/Assessment
Friday, June 1, 2018	Report Card Writing	N/A
Friday, June 29, 2018	N/A	Curriculum Review- Semester II

Instructional School days-Elementary 187

Instructional School days-Secondary 187

Total School days-Elementary 194

Total School days-Secondary 194

First day of instruction for all students: Tuesday, September 5, 2017

Last day of instruction for elementary students: Friday, June 29, 2018

Last day of instruction for secondary students: Thursday, June 28, 2018

Examination Days (Secondary): January 25-31, 2018 (five days)

June 21-27, 2018 (five days)

SCHOOL BREAKS, STATUTORY HOLIDAYS AND BOARD DESIGNATED HOLIDAYS

September 1, 2017 Board Designated Holiday

September 4, 2017 Labour Day

October 9, 2017 Thanksgiving Day

December 25, 2017 to January 5, 2018 (inclusive) Christmas Break

February 19, 2018 Family Day

March 12-16, 2018 (inclusive) March Break

March 30, 2018 Good Friday

April 2, 2018 Easter Monday

May 21, 2018 Victoria Day

APPROVED SCHOOL EDUCATIONAL TRIPS

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

Dated: Tuesday, March 21, 2017

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Elementary						
St. Marguerite D'Youville CES, Oakville	8	70 - 80	Ottawa, ON	This trip to Ottawa will enhance St. Marguerite D'Youville students' understanding of the history, geography and religion studies curriculum. Students will be visiting Parliament Hill, Canadian War Museum, National Gallery of Canada and take part in cycling along the Rideau Canal. Staff and students will participate in daily prayer.	Tuesday, May 30 - Thursday, June 1, 2017	\$680.00
St. Joseph CES, Acton	8	49	Ottawa, ON	This trip to Ottawa will enhance the students from St. Joseph understanding of Catholic social justice issues, Catholic Virtues, and the History and Geography curriculum. Students will be visiting Parliament Hill, War Museum and Rideau Centre. Staff and students will participate in daily prayers and attend mass at Notre Dame Cathedral.	Wednesday, June 14 - June 16, 2017	\$457.40
St. Catherine of Alexandria CES, Georgetown	8	59	Ottawa, ON	This trip to Ottawa will encourage the students of St. Catherine of Alexandria to apply our faith values and traditions as a lifelong learner and Catholic school graduate. The trip will encourage students to develop into more mature individuals by introducing them to new cultural and educational experiences so that they can return to the classroom with a more open and accepting mind. Students will also be exposed to a social experience where they will develop a deeper understanding of family roles and responsibilities by living in community, looking after their own needs, making compromises, and getting along in new situations. Students will be visiting Parliament Hill, the Supreme Court of Canada, Canadian War Museum and more. Staff and Students will participate in daily prayers and attend mass at Notre Dame Cathedral.	Monday, May 29 - Thursday, June 1, 2017	\$757.00
St. Patrick CES, Burlington	8	17	Camp Tanamakoon Algonquin Park, ON	The trip to Camp Tanamakoon provides the Grade 8 students with the opportunity to interact with each other and the natural environment of Algonquin Park as they participate in outdoor experiential learning in support of the Ontario Curriculum Expectations. Prior to the trip students will study the Beatitudes. While on the trip students will participate in team building and leadership training activities. Groups of students will extend and apply this learning as they will be responsible for leading staff and students in daily liturgies based on their reflections.	Monday, June 5 - Thursday, June 8, 2017	\$410.00

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Ascension CES, Burlington	8	34	Camp Tanamakoon Algonquin Park, ON	The trip to Camp Tanamakoon will provide opportunities for students to foster community building and leadership skills. Students will be responsible for caring for themselves, their peers and their environment all in an atmosphere that supports Catholic Values and promotes the Catholic graduate expectations. This trip hopes to teach the students the importance of collaboration and solidarity with encouraging an active lifestyle. Staff and students participate in daily reflection and prayer before each meals.	Monday, June 5 - Thursday, June 8, 2017	\$400.00
St. Dominic CES, Oakville	7	45	Camp Tanamakoon Algonquin Park, ON	This Grade 7 trip will have the students participating in various team building activities, orienteering, nature studies, etc. The students will learn to recognize and appreciate the importance of working together to meet the challenges in their lives and examine that all creation is sacred and we are God's masterpiece. Students will participate in daily prayer.	Monday, May 29 - Thursday, June 1, 2017	\$403.35
Our Lady of Peace, CES Oakville, ON	7	40	Camp Couchiching Longford Mills, ON	This trip will be used as a culminating activity, supporting the year-long efforts of promoting a way of being together, resulting in a positive Catholic learning environment. This experience is designed to assist students in their physical, emotional, academic and spiritual development, as students will examine and apply responsible decision making skills while participating in outdoor challenges. Students will begin the day with prayer, say grace before meals and include mini Liturgies to end each day of activities	Tuesday, May 30 - Thursday, June 1, 2017	\$210.00

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Secondary						
Assumption CSS, Burlington	9 - 12	6	OFSAA Swim Championships Windsor International Aquatic Training Centre, Windsor ON	Students participating in OFSAA Championships have met Regional qualification times and expectations and are now advancing to the Province-wide competition. As ambassadors of the Catholic community, the Assumption student athletes will be asked to display, by behaviour and attitude, how our Christian virtues are manifested in and out of the pool. In addition, the students will work on building close relationships with each other and other GHAC participants to develop group unity and fraternity. Staff and students will participate in daily prayers.	Monday, March 6 - Wednesday, March 8, 2017	\$180.00
Christ the King CSS, Georgetown	9 - 12	15	OFSAA Swim Championships Windsor International Aquatic Training Centre, Windsor ON	Students participating in OFSAA Championships have met Regional qualification times and expectations and are now advancing to the Province-wide competition. . The participation in OFSAA Swimming will offer the students at Christ the King a unique opportunity to actively live out the principle of collaboration and servant leadership in a competitive environment. Staff and student will participate in daily prayer.	Monday, March 6 - Wednesday, March 8, 2017	\$110.00
Assumption CSS, Burlington	11 - 12	20	YMCA Cedar Glen, Schomberg, ON	As part of the Recreation and Leisure program, students will have the opportunity to build on leadership and team building skills. Students will participate in leadership focused workshops and outdoor experiential learning in support of the Ontario Curriculum Expectations. Staff and students will participate in both morning and evening prayers.	Thursday, May 25 - Friday, May 26, 2017	\$0 (Covered by Outdoor Education Grant)

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Christ the King CSS, Georgetown	9 - 12	22	Dance Team Competition Alliston, ON	Christ the King dance team will travelling to Alliston to compete in a dance competition against other dance studios from throughout the GTA. Training began in October and students begin their competition season in April. Students work on teambuilding and team spirit during their competitions and performance throughout the year. They support each other on stage as well as learn to win and lose gracefully. The weekend will start with a liturgy, as well as each day with prayer. Sunday mass will be celebrated at Immaculate Conception at 9:00 am on May 21 st .	Friday, May 19 - Sunday, May 21, 2017	\$457.38
St. Thomas Aquinas CSS Oakville	9 – 12	25	University of Toronto Toronto, ON	The Southern Ontario Model United Nations Assembly is a three-day international relations simulation for high school students. At SOMA, delegates gain a keen awareness of International Relations within the wider community as well as a deep insight into the dynamics and inner mechanisms of the United Nations by assuming the roles of UN representatives and members of other international bodies. Delegates will develop their ability to problem-solve and work with others who are equally motivated and passionate to deal with topics and issues of global concern. Staff and students will participate in daily prayer.	Wednesday, April 19 - Friday, April 21, 2017	\$285.00
Corpus Christi CSS Burlington	11	25	Rattlesnake Point Conservation Area	Students will participate in an Outdoor Education trip which 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 healthy living. The group will participate in daily prayers.	Thursday, May 11- Friday, May 12, 2017	\$0 (Covered by Outdoor Education Grant)

INFORMATION REPORT

ITEM 10.3

RELIGIOUS EDUCATION CONGRESS 2017: EMBRACE TRUST

PURPOSE:

To provide information to the Board regarding the attendance of Halton Catholic District School Board staff at the Religious Education Congress 2017 held at the Anaheim Convention Centre in Anaheim California in February 2017.

BACKGROUND INFORMATION:

The Religious Education Congress is an annual event held by the Roman Catholic Archdiocese of Los Angeles. The event began in 1956 and offers in-service education and spiritual formation to those in catechetical and related ministries. The Congress gathers around 40,000 participants from around the world over a four day period with more than 300 workshops covering a variety of topics including Spirituality, music, personal development, biblical studies, faith formation, and catechesis. Over the course of the four days, the Congress offers workshops, keynote speakers, liturgies, and prayer services. Some of the talks and liturgies are available for viewing: <https://www.youtube.com/user/RECongress>.

The theme of the Congress this year was “Embrace Trust”, drawn from readings during the third week of Lent, reminding us that we are invited into a relationship with a God of second chances. A God who offers us hope for the journey of life. We are not only recipients of this unearned gift but we are invited to be agents of this mercy in our own relationships and daily encounters.

COMMENTS:

The Religious Education Congress 2017 took place February 23 – 26, 2017 in Anaheim California. I attended the Congress in my capacity as Superintendent of Education and Faith Formation Lead. The purpose for my attendance was to assist me in my work on Faith Formation in our School Board to make connections with speakers in a variety of fields that support the work in our system. There were a variety of workshops and resources available at the Congress that will support my own professional learning and inform the visioning and planning in the work that we do in our district. As well, the Congress provided me with an opportunity to hear various speakers that could benefit our own Faith Formation programs, and as well in my capacity as Chair of the Catholic Faith and Leadership Development Committee for OCSOA, assist me in planning for related Faith Formation activities with OCSOA. A portion of the cost of the trip was funded by OCSOA.

Workshop selection included a focus on Student and Adult Faith Formation, Spiritual growth, our Catholic context today, and strengthening our connections with the home and parish.

Session 1:

Keynote Speaker - *Fr. Ronald Rolheiser* "Trust as Living Out of a Blessed Consciousness – Living in Trust as Jesus Did."

Fr. Rolheiser addressed what it means to live in trust and how trust is grounded in a blessed consciousness. He spoke about the importance of moving towards the second naiveté and the need to have contemplative practices in order to do so. He also spoke of the importance of collecting great faith stories to uplift each other and to help us move along in our faith.

Fr. Ronald Rolheiser, OMI is a member of the Missionary Oblates of Mary Immaculate and the President of the Oblate School of Theology in San Antonio.

Session 2:

David Wells: "Beyond the School Gate – Can Catholic Schools Extend the Embrace?"

In this session, David Wells shared the work of his diocese in assisting schools to become a locus for evangelization beyond the confines of the classroom. His talk centred on projects that have worked to bring families together in faith through work in the parish and the schools in his diocese under the "Heart Which Sees" program.

David Wells is the Project Manager for School Evangelization in the Diocese of Plymouth. He is the author of two books: "The Reluctant Disciple" and "The Grateful Disciple".

Session 3:

Bishop Robert Barron: "Catechists, Apologists, Evangelists...WAKE UP!"

This session explored the rise of the "nones" – those who do not claim any religion and how attrition rates from the Church are a wake-up call. He reflected on recent research by the Pew Research centre which looked at reasons cited by young people for leaving the Church.

Most Rev. Robert Barron is a media evangelist and international speaker. He is the Auxiliary Bishop of the Los Angeles Archdiocese. He is the founder of "Word on Fire Catholic Ministries" and the host of the documentary "Catholicism". Bishop Barron is also the religion correspondent for NBC.

Session 4:

Dr. Robert Wicks: "Prayer in the Catholic Tradition: Exploring the Other Side of Your Soul"

Dr. Wicks offered practical approaches to learning, practicing and sharing a vital prayer life that can in Jesus' words, make all things new.

Dr. Wicks is currently on the faculty at Loyola University Maryland. He has taught in universities, professional schools of psychology, medicine, nursing, theology, and social work. He has published over 50 books and has received the Humanitarian of the Year Award from the American Counseling Association and the Papal Medal for his service to the Church.

Session 5:

Julianne Stanz: "Transformative Adult Faith Formation: The Discipleship Check In"

This session explored the stages of faith and of conversion and provided practical information, as well as frameworks on how to adapt and accommodate those at various stages of conversion to better accompany people on their faith journey.

Julianne Stanz is the Director of New Evangelization for the Diocese of Green Bay Wis., and a consultant to the U.S. Conference of Catholic Bishops' committee on Catechesis and Evangelization.

Session 6:

Dr. Arthur Fitzmaurice and Fr. Bryan Massingale: "Transgender in the Family: One Bread, One Body"

This session explored gender identity and transgender issues through a panel moderated by Dr. Arthur Fitzmaurice. The panel shared reflections on supporting those in Catholic families on this journey in sensitive, loving and supportive ways. Theological reflection was offered by Fr. Massingale with a focus on exploring best practices of integrating gender diverse families in our parishes, schools, and health care systems.

Dr. Fitzmaurice, PhD, is a freelance speaker and minister to LGBT Catholics. He appears in several productions by the Ignation News Network and has received the Archdiocese of Los Angeles Lumen Christi award and the Cardinals Young Adult in Ministry award.

Fr. Bryan Massingale, STD, is a priest of the Milwaukee Archdiocese, and a Professor of Theology at Fordham University in New York. He is a noted authority on Catholic moral theology and social ethics, and has lectured extensively on ethical and racial justice issues.

Session 7:

John Allen Jr.: "All Things Catholic: What's Hot and What's Not in the Global Church"

In this session John Allen took a look at the highlights and lowlights of Catholic news in the past 12 months, and outlined important stories in the year to come.

John Allen Jr. is the Editor of *Crux*, a news site with the Knights of Columbus, and Senior Vatican Analyst for CNN. He previously served as both Associate Editor for the Boston Globe and Senior Correspondent for the National Catholic Reporter.

Each of the sessions attended were informative and provided both practical ideas to inform our Faith Formation planning for our district. Key considerations for moving forward based on some of the presenters information and research included meeting the differentiated needs of our staff in the area of faith formation, supporting our students in their faith journey, and engaging with our families in a variety of ways that start with their needs to help build the parish and school connection with the family at the centre.

The Congress also provided the opportunity to make connections with others working in the area of adult faith formation. I had the opportunity to meet with Dr. Jill Gowdie, who has extensive experience in adult spiritual formation that draws together the areas of theology, spiritual formation, and best practices for adult professional learning. Jill currently leads Mission, Formation and Leadership Services for Brisbane Catholic Education in Australia. Her work in leadership formation includes spiritual companionship, retreat work, and the creation of developmental faith formation programs. Our conversation largely focused on Formation, leadership formation and Catholic Identity in our schools. Dr. Gowdie's Doctoral work has largely influenced the Adult Faith Formation practices in our District.

Some of the key components of my learning from this experience has been to ensure that we continue to focus on faith formation for staff across our system. As we continue to face the question, "why keep Catholic Schools?" we must be clear about our Catholic mission – our "why". In order to do this, it is imperative that our leaders across the system are able to understand, articulate and to believe in our mission. To do this, we must continue our focus on faith formation that is personally meaningful, anchored in our faith, and have reach. It is important that faith formation continues to be inclusive to all of our staff in the district. Some of the work moving forward will include a look at differentiating our opportunities for faith formation to align with the various stages of conversion, and to ensure all employee groups see themselves in this invitation.

Attending the Religious Education Congress was thought-provoking and encouraged me to return, share, and implement new found knowledge and perspectives that align with our strategic planning, particularly in the area of Believing.

CONCLUSION:

In our priority area of Believing, we look to celebrating our Catholic Faith and Aspiring to be Models of Christ. Our goals include learners experiencing a Catholic learning environment, enhancing the relationship between home and parish, and that our staff and students are discerning believers formed in our faith and modeling Christ in their actions. These goals all map back to the importance of faith formation across our system for all learners. The sessions and information gathered at the Congress will help to inform our annual strategic priorities for 2017-18.

**REPORT PREPARED &
SUBMITTED BY:**

L. NAAR
SUPERINTENDENT OF EDUCATION, FAITH FORMATION LEAD

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

MINUTES OF THE CATHOLIC PARENT INVOLVEMENT COMMITTEE (CPIC)

Date: January 23, 2017
 Time: 7:00 pm
 Location: Guardian Angels CES
 650 Bennett Blvd.
 Milton, Ontario

Members Present	C. Cipriano D. Garell-Teti A. Gonzalez H. Karabela Fr. R. Héту M. Ritchey	G. Merritt-Murrell R. Stagg L. Hartman A. A. LeMay K. Williams A. Boone
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Regrets	S. Guevara R. Luisetto	K. Bloomfield
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Chair:	R. Stagg
Recording Secretary	M. Zammit

1. Opening Prayer: Fr. R. Héту

The meeting opened at 7:05 p.m. with a prayer led by Fr. R. Héту.

2. Approval & Revisions

2.1 Agenda

Moved by: L. Hartman

Seconded by: A. Gonzalez

That, the agenda be approved as presented.

CARRIED

2.2 Minutes

Moved by: A. LeMay

Seconded by: L. Hartman

That, the minutes of the December 5, 2016 Catholic Parent Involvement Committee be approved as presented.

CARRIED

3. Board Update

C. Cipriano provided Board updates on the following:

- Provided dates of parent information nights that have occurred for Extended French (Mid Immersion) and Early French Immersion
- Mid Immersion Registrations will occur on-line on January 24, 2017
- Early Immersion Registrations will occur on-line on January 31, 2017
- Kindergarten Registrations will take place on January 24-25 in person
- Secondary Students have Exams week of January 24- February 1, 2017
- February 3, 2017 is a PA Day for elementary and secondary students
- Elementary teachers will be report card writing/Secondary Teachers reviewing student results from exams

- Kindergarten teachers will be working on learning the new reporting tool from the ministry. The new tool will be used in June reporting
- January 27, 2017 is the United Nations International Holocaust Awareness Day
- Board of Trustees adopted a motion last year to ensure that this is recognized in all of our schools every January 27 – in our secondary schools, this is done the week after exams as students are not all present during exams
- Indigenous Education Film Night: January 31, 2017 at Holy Trinity
- February 1, 2017 is Winter Walk to School Day across Canada
- C. Cipriano provided the group with information regarding the North East Oakville Pupil Accommodation; he noted the Staff Report will be presented at the February 7, 2017 Board Meeting and delegations will be accepted at the February 21, 2017 Board Meeting. The Final decision will be on March 7, 2017 Board Meeting

4. **Trustee Update**

H. Karabela provided Trustee updates on the following:

- North East Oakville Pupil Accommodation; light discussion ensued regarding the different programs that may be offered at the schools.
- AD Hoc Committee was discussed as well as the selection process for the committee.
- Board of Trustees adopted a motion that each HCDSB Secondary School shall hold a Civvies Day for Life each year and all funds raised shall be allocated to the Culture of Life Committee.
- Policy 1-23 Catholic School Councils and Catholic Parent Involvement Committee will be reviewed at the upcoming policy committee meeting.

5. **Business Arising from Previous Meetings**

- **Council of Chairs** – February 22nd Agenda – committee reviewed the agenda
- **Change to Bylaws** – Discussion took place regarding the community representative with respect to the pros/cons and the different options. L. Hartman will work on the criteria/responsibilities for the community representative and will bring it forward to group.

6. **New Business**

- **Speakers for Webinars** – Gaile suggested Halton Women’s Place - Building Heathy Relationships. She noted this would be a free event and she will provide further information at a later time. Discussion took place regarding different options and ideas for webinars and time frames
- **Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee** – C. Cipriano provided background on Policy I-23, and noted that the Policy is very detailed and looks very much like the bylaws. Group discussed the policy and suggested changes, which will be submitted to T. Overholt.

It was moved by L. Hartman and seconded by G. Merritt-Murrell that the meeting be moved past 9:00 pm
CARRIED

- **CYO Fundraising Dinner-** A doodle will be sent out to members to rsvp for this event.

7. **OAPCE Directors Report**

Nothing to report.

8. Board Committee Reports

There were no Board Committee Reports reviewed.

9. CPIC Subcommittees

- **Finance** – Nothing to report.
- **Communications** – Nothing to report
- **ProGrant** – David Bouchard
- **Focus on Faith Committee** – Meeting on February 2nd; A. Gonzalez will report to CPIC.
- **By-law Review** – Discussion ensued regarding the suggested changes to the CPIC By-laws. Changes will be brought forth next CPIC meeting for approval.
- **School Year Calendar** – First meeting will take place on February 15th, C. Cipriano will report to CPIC at the next meeting
- **SEAC** - Meeting on January 30th
- **PRO GRANT** - subcommittee consists of A. LeMay, A. Gonzalez, D. Garell-Teti; M. Ritchey and K. Williams
- **Faith and Family Development Committee** – Nothing to report

10. CPIC Goal Setting Review

C. Cipriano provided the group with handouts to assist in the goal setting discussions. It was decided by the group that each member will send in their ideas/recommendations to M. Zammit or C. Cipriano. M. Zammit will forward the information received to the Chair and Co-Chair prior to the March CPIC Meeting.

11. Future Agenda Items

- **Speaker feedback**

12. Final Words...

R. Stagg made closing remarks. Members to meet at 6pm at the Council of Chairs meeting on February 22nd for setup.

13. Closing Prayer (Fr. R. Hetu)

Fr. R. Hetu closed the meeting with a prayer.

14. Adjournment

Moved by: L. Hartman

Seconded by: M. Ritchey

That, the meeting adjourn.

CARRIED

The meeting adjourned at 9:25 p.m.



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

March 7, 2017

TO: Chairpersons and Directors of Education
FROM: Patrick Daly, President
SUBJECT: **Bill 92 School Boards Collective Bargaining Act Amendments**

Further to the memorandum of February 23, 2017 from Labour Relations Chair Kathy Burtnik and me, this is to advise boards on the current status of Bill 92.

Bill 92, *School Boards Collective Bargaining Amendment Act*, had Second Reading debate on February 28, 2017. On March 1, the House debated a time allocation motion moved by Government House Leader. On March 2, after Question Period, this time allocation motion was voted on and carried.

The Bill has been referred to the Standing Committee on General Government with public hearings to occur on March 8 and March 9. OCSTA will be making a joint presentation along with the three other school board associations on March 8 to the Standing Committee to outline our proposed amendments.

As you are aware, the key suggestions tabled by OCSTA and the other Trustees' Associations were not adopted by the Ministry of Education. These included our key recommendation that central and local bargaining be conducted in sequence. We have attached our letter outlining our concerns for your information.

If you want to make a written submission, the deadline is **5 p.m. on Thursday, March 9, 2017**. These can be sent directly to the clerk Sylwia Przezdziecki at sprzezdziecki@ola.org.

If you have any questions, please do not hesitate to contact Stephen Andrews at sandrews@ocsta.on.ca or Sharon Duffy at sduffy@ocsta.on.ca.

Attachment



February 10, 2017

Honourable Mitzie Hunter, Minister of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto ON M7A 1L2

Dear Minister Hunter:

Thank you for providing the opportunity to provide input during the third round of consultation on the *School Board Collective Bargaining Act*. While we appreciate the opportunity to provide input, we would be remiss if we did not express our significant disappointment with respect to a number of issues which we understand will not be tabled for amendment.

Notably, during each of the subsequent consultations all four Trustee/School Board Associations articulated their firm commitment to sequenced bargaining. It was our shared understanding that the Crown also saw value in such an amendment, as a manner by which to provide greater stability within the sector. It is regrettable that such an amendment, which we firmly believe to be in the best interests of students, is no longer being considered by the Crown.

Secondly, we are concerned that the proposed amendments do not reflect the ability to decrease the number of central bargaining tables. Moreover, as proposed, the amendments could, at some point, result in greater, not fewer central bargaining tables.

Finally, we continue to express our deep concern with respect to the Crown's unwillingness to address the possibility of continuous sanctions within the sector simultaneously at both the central and local level. This concern is now further exacerbated given the proposed amendments to the structure of the Act which would allow for the possibility of collective agreements expiring at different times. Accordingly, the education sector could find itself in a state of perpetual sanction. We firmly believe that this is not in the best interest of students and has the real possibility of eroding public confidence in the publically funded education system.

We appreciate the opportunity to provide input on this important initiative. We hope that the Crown will reconsider its position on the areas articulated herein.

Yours truly,

Denis Chartrand, President, ACÉPO

Jean LeMay, President, AFOCSC

Patrick Daly, President, OCSTA

Laurie French, President, OPSBA

CC: Bruce Rodrigues, Ministry of Education
Andrew Davis, Ministry of Education
Brian Blakeley, Ministry of Education



Ontario Catholic School
Trustees' Association

1

Extension Agreement Ratified

FOR IMMEDIATE RELEASE

TORONTO, March 7, 2017 – The Ontario Catholic School Trustees' Association (OCSTA) is pleased to announce ratification by its member boards of the extension agreement between the Ontario English Catholic Teachers' Association (OECTA), OCSTA and The Crown. This agreement extends the current collective agreement for two years.

“The process that we have just completed is a reflection of a shared commitment between all parties to make decisions that serve the best interests and well-being of students and teachers in Ontario’s Catholic schools. We would like to thank Catholic school boards, the Ontario English Catholic Teachers’ Association, the Crown and all those involved in this successfully collaborative effort,” said OCSTA President, Patrick Daly.

The ratification process continues for tentative extension agreements involving other education worker groups at Catholic school boards.

The Ontario Catholic School Trustees' Association is the provincial voice for Catholic education. Founded in 1930, OCSTA represents all English Catholic school boards and collectively educates 545,000 students in Ontario, from Junior Kindergarten to Grade 12.

For more information, please contact:

Sharon McMillan, Director of Communications
Tel: 416-932-9460, ext. 232 – smcmillan@ocsta.on.ca

Ashlee Cabral
Ontario Catholic School Trustees' Association

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Please note that the content of this document including any attachments contains or may contain a. Information received in confidence from the Government of Ontario, or b. Information regarding positions or instructions to be applied to contractual or other negotiations being carried out on behalf of the District School Board, or c. Information the disclosure of which would prejudice the economic interests or competitive position of the District School Board, and therefore exemption from disclosure is claimed pursuant to the provisions of the Municipal Freedom of Information and Protection of Privacy Act.

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

March 7, 2017

TO: Chairpersons and Directors of Education

FROM: Patrick Daly, President

SUBJECT: Letter from Ministers Hunter and Chiarelli re: Rural Education, Joint Use Opportunities Between School Boards & Pupil Accommodation Reviews

On March 6, 2017 the Minister of Education and the Minister of Infrastructure issued a joint letter to education stakeholders regarding concerns related to school closings in rural and remote communities in Ontario (see attached).

The letter outlines the government's intention to "launch an engagement on new approaches to supporting education in rural and remote communities" led by the Parliamentary Assistants Grant Anderson (Education), Grant Crack (Municipal Affairs) and Lou Rinaldi (Agriculture and Rural Affairs). The consultation process will begin this spring. The letter also provides additional details on how the government will further support local decision making in respect of Pupil Accommodation Reviews.

As you are aware, OCSTA has been actively engaged with the Ministry of Education on these issues; we are currently reviewing the letter and seeking a meeting with key officials in the Ministry to clarify their concerns and objectives and the impacts on school boards. OCSTA has always supported the position that decisions with regard to sharing of services or facilities between school boards are best made at the local level.

Below is a summary of the key features of the Ministry's support for local decision making:

- **Joint-Use opportunities between school boards:** the government expects the four school systems to maximize opportunities for "co-location" with coterminous boards to maintain a school presence in rural and remote communities. The Ministry of Education will also review all capital proposals submitted by school boards for ministry funding for new schools, additions and consolidation projects in to ensure joint-use opportunities have been fully explored before funding is granted.
- **School Board and Municipal Partnerships:** the letter outlines the various tools available to ensure an effective community consultation process to enhance Pupil Accommodation Reviews. One example is the Ministry of Education's Community Planning and Partnerships

...2/

Guideline (2015) that must be reflected in school board's policies regarding Pupil Accommodation reviews. The letter states that "going forward, our government will be considering how community impact could be included in the Pupil Accommodation Review process".

- **Enabling Community Hubs in Schools:** the province is encouraging school boards to work with local communities to find mutually satisfactory solutions to underutilized schools space. In addition surplus schools have also been identified as potential community hubs. The Ministry indicates it is moving forward with its strategy and in 2017-2018 will consider supporting the sale of surplus schools at less than fair market value where there is a provincial interest to enable viable community hubs, while keeping school boards whole.
- The letter indicates that if a school board or municipality views an opportunity for a community hub in school properties in the context of Pupil Accommodation Reviews, then they should inform the Ministry of Education's Capital Policy and Programs Branch to help facilitate this process.

If you have any questions, please do not hesitate to contact Stephen Andrews at sandrews@ocsta.on.ca, Nick Milanetti or me.

Attachment

Ministry of Education

Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2



Ontario

March 6, 2017

Dear Colleagues,

It will come as no surprise that, over the past several months, our government has been hearing from many parts of Ontario about the impacts of recent pupil accommodation reviews, particularly in Ontario's rural and remote communities. Our government supports and values all communities in Ontario, and our school boards and municipalities must make every effort to work together to ultimately support positive experiences for our students and the communities they live in.

As you know, school closures and consolidations are among the most difficult decisions that school boards have to make. This is especially true in our rural and remote communities. Ontario entrusts school boards with the responsibility to review their school accommodation needs and for ensuring that student achievement and well-being are supported by all accommodation decisions that are made.

However, we also know that some parts of Ontario face demographic challenges, while others are seeing considerable growth. We want to assure all of our community partners that our government is committed to finding solutions to meet both local needs and the educational needs of Ontario's students.

Starting this spring, our government will launch an engagement on new approaches to supporting education in rural and remote communities. Three Parliamentary Assistants, MPPs Granville Anderson, Grant Crack, and Lou Rinaldi, will gather feedback on how our province can further strengthen the future of rural education. We are also pleased to provide you with an update on how our government will further support local decision-making and complete communities moving forward.

Pursuing Joint-Use Opportunities between School Boards

Communities and the province expect Ontario's four school systems to maximize the opportunities of co-location. Prior to commencing with student accommodation changes through closures, it is our government's strong preference that school boards fully explore joint accommodation arrangements with coterminous boards, particularly to maintain a school presence in a rural or isolated community. Of the 4,900 schools in Ontario, only 37 are currently joint-use arrangements in which pupils from one or more boards share a facility.

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In July 2013, prior to the launch of the Ministry of Education's 2014 Capital Priorities program, the Ministry stated a preference for these joint-use projects, committing to review these proposals before any others. Additionally, the Ministry of Education has committed \$600,000 to assist school boards in pursuing joint-use school opportunities between school boards. This funding is being allocated to support school boards with facilitation and joint planning towards the potential development of joint-use school proposals, as well as on studies being commissioned by the Ministry of Education to highlight joint-use experiences and develop a joint-use school toolkit that can be used to assist school boards in developing joint-use schools.

Moving forward, the Ministry of Education will be reviewing all capital proposals submitted by school boards for ministry funding for new schools, additions or consolidation projects to ensure joint-use opportunities between boards have been fully explored before funding is granted.

Importance of School Board and Municipal Partnerships

We have recently had the pleasure of speaking with many of our municipal and school board partners. These conversations have highlighted many positive examples of collaboration and joint local planning between school boards and municipalities. But we have also heard about potential inconsistencies and difficulties in current community collaboration, including instances where municipalities and communities have not felt meaningfully engaged in pupil accommodation reviews. These difficulties can arise for many reasons, but we would like to remind school boards and municipalities of the tools we have provided to facilitate an effective process and provincial expectations with respect to engagement by involved parties:

- **Annual Community Consultation:** Reforms to Ontario's *Planning Act* and *Development Charges Act* were made in 2015 to help create more complete communities and to provide citizens a greater, more meaningful say in how their neighbourhoods grow. The Ministry of Education's Community Planning and Partnerships Guideline was also introduced in 2015 to ensure that each school board hosted at least one meeting each year to discuss their capital plans and opportunities for joint planning and facility partnerships with relevant communities and stakeholders. We have heard from some boards that these meetings are not well attended, and from some communities that they were not aware of them. It is imperative that these meetings involve all relevant stakeholders, and facilitate real dialogue between boards and the involved communities. Further, board policies must reflect this guideline prior to the commencement of new accommodation reviews. To be effective, these meetings require community engagement and attendance and a spirit of real partnership from all parties.

- **Pupil Accommodation Review Guideline:** Updates to the Pupil Accommodation review guideline in 2015 were introduced following consultations with school boards, municipalities and other community partners to enable a more effective review process. This included a new requirement that impacted municipalities and community partners are consulted regarding the potential accommodation changes. It is our expectation that this is a meaningful engagement from both boards and municipalities, and that full input and feedback from the municipalities, including local economic and community impacts where relevant are reflected in the final staff report and advice to trustees. The new process also requires boards to put forward concrete proposals in the form of initial staff recommendations. These should not be interpreted as pre-determined outcomes, but rather as a means to ensure focused engagement.

Our government expects school boards and communities to be making active and continual efforts to facilitate positive, inclusive relationships with each-other.

The changes made in 2015 to the Pupil Accommodation Review Guideline also changed the minimum requirement for the school information profiles shared at the commencement of an accommodation review to no longer require information outlining the value of the school to the local economy. This change was made to reflect input from school boards that this information was not readily available or in their area of expertise and could be better reflected in the input from municipal and community partners.

While accommodation decisions must support student achievement and well-being as a primary goal, this change was not intended to discount the importance of engagement with communities to understand the impact of accommodation changes or to disallow boards from considering the impacts on communities and local economies from their final reports or deliberations.

Going forward, our government will be considering how community impact could be included in the pupil accommodation process, included with anticipated impacts on student achievement, transportation and outcomes. We will work with municipalities and school boards to explore how the government can best support this type of analysis in the pupil accommodation review process.

Enabling Community Hubs in Schools

Through the Premier's special advisor Karen Pitre, our government has been considering how we can use public property in a manner that takes into account the best interests of local communities. A community hub can be a school, neighbourhood centre or other public space that offers co-ordinated services such as education, early years support, health care and social services.

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Many schools have some space that is or could be used by community organizations through lease or other arrangements when the space is not required for school use. The province has encouraged school boards to work with local communities and in 2015 released the Ministry of Education's Community Planning Partnership Guideline to help facilitate these opportunities.

We have also made a number of investments to support this goal, including:

- **Capital Funding for Community Hub School Retrofits:** The Ministry of Education announced \$50 million in November 2016 to support retrofits of available school space for use by new community partners, or improve accessibility for schools to enable community use.
- **Capital Funding for Community Replacement Space:** In the event that an original school location that housed community partnerships is closed or sold, capital funding will be available for replacement space for eligible community partners in new schools, additions or retrofits to existing schools. Details regarding eligibility for this new program will be announced ahead of the Ministry of Education's 2017 Capital Priorities program request for submissions.

Surplus schools have also been identified as potential community hubs in some communities, and our government is serious about taking the next steps on this strategy:

- **New Rules for Disposition or Lease of Surplus Property:** Changes to O. Reg. 444/98 doubled the current minimum surplus school circulation period from 90 to 180 days, and expanded the list of organizations that can place an offer before surplus school property is placed on the open market. This is intended to enable potential community hub projects to reuse surplus school properties where there is a viable business plan and identified partnerships necessary to develop a community hub
- **Disposition of Surplus School Board property:** In 2017-18, we will also be proceeding with the recommendation in the Community Hubs Strategic Framework and Action Plan to consider supporting the sale of surplus schools at less than fair market value, where there is a provincial interest to enable viable community hubs, while keeping school boards whole.
- **Community Hubs Summit:** We are also pleased to announce that the Ontario Community Hubs Summit will be held from May 1-3, 2017, which will feature keynote speakers, hands-on workshops and opportunities to interact with and learn from others.

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Recognizing that planning for strategic partnerships cannot be developed quickly or easily, in instances where communities and school boards see innovative solutions to local needs with opportunities for potential community hubs in school properties involved in accommodation reviews, we are requesting that school boards and municipalities with opportunities advise the Ministry of Education's Capital Policy and Programs Branch and the Ministry of Infrastructure's Community Hubs Division at community.hubs@ontario.ca preferably before the Community Hubs Summit. We will endeavor to work with the partners to ensure that these opportunities are considered within existing resources. In some cases, this could include providing facilitation services that would help community organizations, municipalities, and school boards develop their proposals for community hubs.

Enhancing Education in Rural and Remote Communities

Ontario's rural and remote communities have been impacted by a diversity of socio-economic trends. We also know that the future will not look like the past. For our rural communities to thrive, our government knows that students must be supported by high-quality education, strong local community programming, and innovative local economic strategies. That's why we've taken the following actions to support our rural and remote schools:

- **Supporting Broadband Expansion:** Our government is moving forward with its commitment in the 2016 Ontario Budget to provide secure, affordable broadband access to all of Ontario's students and educators, especially in northern and remote parts of Ontario, to enable equitable access to rich and innovative learning opportunities.
- **Supporting E-Learning Opportunities:** Our government provides secure access to the provincial Virtual Learning Environment which supports delivery of eLearning courses that otherwise might not be available close to a student's home. Additionally, we are investing over \$6 million for distance learning delivery by the Independent Learning Centre of TVO that helps students from a variety of backgrounds gain necessary education credentials. Together these support equitable and timely access to credit courses.
- **Remote & Rural Funding Support for School Boards:** We have made the education funding formula less dependent on enrolment. Since 2012-13, annual GSN funding for rural boards has increased by nearly \$200 million or 5.7 per cent. In addition, we have made the following changes the funding formula to meet the unique needs of rural and remote communities:
 - Increased funding to support the higher cost of purchasing goods and services for small and rural school boards;

.../6

- Investments in top-up supports for rural schools to fund the heating, lighting and maintenance costs of excess spaces in schools that are a considerable distance from the next closest school;
- Introduced new factors that reflect distance and dispersion of schools in the distribution of special education funding;
- Funding for additional principals in schools that combine elementary and secondary students, depending on enrolment levels; and
- Funding to support a minimum number of teachers and early childhood educators for remote schools with small enrolment.

It is our hope that our engagement this coming spring will allow us to highlight further opportunities that will proactively enhance the quality and delivery of education in rural and remote communities in Ontario. We will work with our partners to finalize the details of this engagement process and share these in the coming weeks.

Conclusion

There are a number of initiatives across government that are working to ensure that we have complete communities – whether they are urban, rural, northern or remote. Each community has different needs and together we need to make sure we are working together.

We welcome your thoughts and suggestions as we continue to evolve to meet the changing demographics and needs of our communities.

Sincerely,

[Original Signed by]

Hon. Mitzie Hunter

[Original Signed by]

Hon. Bob Chiarelli

cc: Hon. Bill Mauro, Ontario Ministry of Municipal Affairs
Hon. Jeff Leal, Ontario Ministry of Agriculture Food and Rural Affairs
Association of Municipalities of Ontario
Rural Ontario Municipal Association
Ontario Catholic School Trustees' Association (OCSTA)
Ontario Public School Boards' Association (OPSBA)
L'Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO),
L'Association franco-ontarienne des conseils scolaires catholiques (AFOCSC);





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Kathy Burtnik, *President*
Bob Schreader, *Vice President*
Nick Milanetti, *Executive Director*

November 4, 2015

Karen Pitre
Premier's Special Advisor on Community Hubs

Re: OCSTA Submission on Community Hubs

The Ontario Catholic School Trustees' Association (OCSTA) appreciates the specific focus and effort being taken by this government to advance the concept of community hubs through consultation and collaboration with school boards and all sectors representing key community partners in Ontario's communities.

Catholic education is rooted in the premise that we are all connected to each other. Our families and the communities in which we live are where we are able to enhance our relationships to each other and deepen our commitment to being caring and responsible human beings. In the heart of thriving communities are our local schools and we believe schools in Ontario can be adapted to enhance the community and the services they need, as long as the experience and concerns of Catholic, public and French school boards are taken into account as community hubs are identified and developed.

As school boards are recognized for their potential as participants in and/or hosts for community hubs, it is important to also recognize their very specific mandate. This mandate significantly and rightfully limits the use of Ministry of Education funding to costs associated with the delivery of education. That said, we believe there is an opportunity to promote community hubs while focusing on our mandate to provide viable, sustainable, and excellent educational programming for students. We look forward to a provincial inter-ministerial examination of a framework for community hubs that can embrace the mandates of potential community hub partners (e.g., education, health services, etc.) and the goals for operating sustainable and safe community hubs throughout Ontario.

FALL CONSULTATION

Over the last few months, OCSTA has travelled the province consulting with our member board trustees and staff at 5 regional meetings to discuss a number of topics including "Community Hubs."

This consultation process surfaced the following key themes:

- Meeting Community Needs and Student Programming and Safety
- Partnerships
- Funding Adequacy

Following is a compilation of our members' feedback, according to these key themes.

Meeting Community Needs and Student Safety

- School board facilities should be used in the best interests of the community, when they are not required for school use.
- Community hubs can also offer school boards opportunities to secure space that meets the educational programming needs of students.
- Addressing the needs of the community can attract varied partners and agencies. Student safety and security must be a paramount consideration in both selecting partners and determining access to each service in the hub.
- Daycare and before and after school care are significant needs in many communities. Among the most popular “partnerships” at CDSBs are those involving daycare centres and before and after school services.
- Families appreciate when schools are able to offer a “one stop shop” for key community and social services and well thought out community hubs are fulfilling that need.
- There are examples of community hubs working with faith communities and non-profit groups to address not only more prevalent needs like daycare, but also the nutritional needs of community residents. Some hubs host community gardens and offer access to nutritious food, community dinners, etc.
- School based community hubs can offer convenient locations for valued youth services like Big Brothers, Big Sisters.
- Some remote communities have the need but not the infrastructure (roads, transportation) to help facilitate community access to the services that could be offered in a community hub.

Partnerships

- Community hubs can serve to maintain school assets in the public realm by seeking out viable partnership opportunities with public or private sector partners to make better use of under-utilized space within schools.
- The primary function of a school building is for education purposes and as such, it is important to find partners who complement the board's curriculum offerings and offer programs which are consistent with the board's mandate and values.
- Boards seek community partners that are able to pay the full operating costs associated with occupying space in schools. While some boards are covering community hub operating cost shortfalls, this is not sustainable.
- An important consideration for CDSBs is the selection of reputable licensed child care providers as partners. Establishing a good relationship with providers supports smoother operation of

programs and expansion where space (and funding) is available.

- Successful partnerships can surface opportunities for expanded service delivery that includes among the more popular services: daycare centres, community drop-in centres for youth and young parents, athletic clubs for youth and seniors' centres.
- Good communications with local partners and access to local data helps to identify gaps in services and where community assets are available.
- Some boards have found that active networking with community partners has created opportunities not otherwise apparent.
- It is difficult to create partnerships during ARC proceedings – the work of nurturing potential partnerships needs to begin well in advance of any ARC process.
- For partnerships to be successful, well defined agreements are required. Agreements should clearly outline the responsibilities of all parties.

Funding, Infrastructure and Staffing

- Challenge: requirements for building or modifying space for daycare under the Day Nursery Act often exceeds the resource limitations of many boards.
- Providing school board custodial services in the summer can be a problem as custodians in some regions are required to take most of their vacation in the summer. Many daycare centres/organizations do not have enough funding to pay for custodial services in the summer.
- Coordination between agencies and ministries to create the hub involves significant complexities that may create barriers to implementation and long-term viability.
- The complexity of cost sharing agreements amongst multiple tenants may be a challenge.
- Boards are currently experiencing staffing and financial strains in the managing of properties and tenants in community hubs/facility partnerships.
- Terms of existing collective agreements must be considered with respect to the delivery of services and staffing complements in school based community hubs.
- The challenge for many non-profits is that some are not able to manage the maintenance/carrying costs associated with being in a community hub. In these situations boards often bear the cost and this is not sustainable given the specific education/student achievement mandate of school boards.

RECOMMENDATIONS

- Assess the need for local capital resources from an inter-ministerial level to more effectively identify varied uses for empty school buildings that serve the unique needs of each community. For example, based on the changing demographics of a region or municipality, the best use of an empty elementary school, might be to convert it into a nursing or convalescent home, with shared services for the needs of youth.
- Encourage municipal-wide studies of excess building and city green space. Facilitate a protocol that calls for cities, school boards and the province to work together to create long-range plans (5-10 years?) for community hub development.
- In densely populated areas where space is at a premium, city planners, developers and school boards need to work together to design a long-term plan for community use of schools, community hubs and best utilization of school board properties, new development and long-term needs of these communities.
- Establish a provincial working group to examine Reg. 444/98 and its impact on boards. This working group could help to determine how to address board budget pressures arising from this regulation, e.g. how to financially restore boards who are required to sell properties at less than Fair Market Value (FMV).
- Provide resources to build the specific capabilities and strengths needed for Community Hub Managers: Successful hubs report that emerging challenges include management scenarios that exceed the capacity and role of community hub managers.
- Develop a provincial strategy to assist community hubs in identifying and collaborating with “anchor” institutions in communities across Ontario. Anchor institutions (colleges, universities, municipal governments) have significant assets and local mandates that often align with the needs of the community. Anchor institution resources can help to offset costs associated with managing community hubs.
- Create a Community Hubs Partnership In-Service Program for prospective and existing partners to address the need for understanding expectations, partner mandates, student safety priorities, contracts, operation and financial requirements that are all part of partnering in a community hub with school boards.
- Any change to existing disposition of property regulations or any other regulations to facilitate community hubs, must be implemented across all ministries involved.

CONCLUSION

Making the best use of public resources to more effectively serve the needs of the people in our communities is good for the future of this province. The success of this initiative depends on the spirit of collaboration, appropriate infrastructure and incentives to support that collaboration, and respect for the unique local needs of a region and the insight, values and priorities of the partners involved.

Facilitating school board access to other provincially funded facilities in order to expand/enhance the education experience is something we look forward to exploring as part of this collaborative effort.

As stewards for Catholic education, Catholic school trustees take seriously our role representing the interests and priorities of the parents, students and community residents who rely on and have contributed to the success of Ontario's publicly funded Catholic schools for more than 150 years. Making use of excess space in schools throughout the K-12 education sector for the benefit of the community makes sense and doing so with the experience and guidance of school board leaders of this province, in collaboration with engaged community partners, supports the well-being of all Ontarians.

The Ontario Catholic School Trustees' Association sincerely appreciates the opportunity to make this submission to the Community Hubs Framework Advisory Group on behalf of our member boards. Please feel free to contact me should you have any questions.

Yours truly,



Kathy Burtnik
President
Ontario Catholic School Trustees' Association

See Appendix for Examples of Community Hubs in Catholic District School Boards across Ontario

Appendix

Examples of Community Hubs/Partnerships in Catholic School Boards Across Ontario

Toronto CDSB

- The TCDSB is a partner in an **extremely successful community hub-style project** with the City of Toronto and Toronto District School Board, the **Humberwood Centre**, located in North Etobicoke. This facility was completed in 1996 and includes two elementary schools (Holy Child and Humberwood Downs), a public library and a community centre.
- The Board also has two similar projects in the pipeline:
 - **Block 31 (Railway Lands):** The redevelopment of Block 31 in partnership with the TDSB and City of Toronto will consist of the construction of two elementary schools, a City-owned community centre and daycare facility on a multi-use site adjacent to a community park.
 - **Dante Alighieri/Columbus Centre Joint Facility:** The TCDSB and Villa Charities Inc. are partnering to construct a multipurpose educational and cultural arts facility on Lawrence Avenue West. This facility, which will function as an intergenerational community hub, will house a 1,300 pupil place replacement school for Dante Alighieri Academy and a new Columbus Centre.

Nipissing-Parry Sound CDSB

- The Board has capitalized on Ministry funding for child care during the construction of the newly constructed St. Victor School in Mattawa and the renovation of 2 classrooms to create 38 new child care spaces at Our Lady of Fatima in North Bay.

Sudbury CDSB

- Sudbury CDSB currently has three English Community Hubs located within the board: St. Charles Elementary – Our Children Our Future, St. Francis – Jubilee Heritage, Pius XII – Maple Tree Preschool.
- The board also had a very successful Aboriginal Hub located in St. David School. This was an integral part of the school community and provided excellent support for children and families. The partnership with the school community was deemed a best practice, as staff from the Hub and the school worked together to provide the required supports.

Dufferin-Peel CDSB

- 27 childcare centres
- 5 Early Years/Parent-Family Programs
- St. Cecilia E.S./Westervelts Corners P.S. (PDSB): shared library, staff rooms, custodial office, gymnasium, outdoor facilities
- St. Aloysius Gonzaga S.S./City of Mississauga: shared library, gymnasium, change rooms, pool, classrooms, outdoor facilities
- St. Joan of Arc C.S.S./City of Mississauga: shared library, gymnasium
- St. Marcellinus S.S./City of Mississauga: shared library, gymnasium, dance studio, track & field
- Robert F. Hall C.S.S./Town of Caledon: shared library.

- St. Kateri Tekakwitha Catholic Learning Centre: closed and repurposed secondary school which offers continuing education classes, specialized programs and professional learning as well as housing the Librarian/AV staff and ICT staging centre
 - Main uses: Applewood Centre for Adult Learning (ACAL) – Community Partnership involving lease of space; Korean Teacher Training Program; Retreat Program; Centre of Imagination and Creativity; and Visual Arts Centre.
- Blessed Trinity Catholic Centre for Learning: closed and repurposed elementary school which offers programs for the following: Archbishop Romero students (regional school offering alternative programs for secondary school students who require a non-traditional approach to learning); Continuing Education programs; and professional learning for Board staff as well as meeting rooms.
- Brian J. Fleming Catholic Adult Learning Centre: closed and repurposed elementary school which offers Con Ed classes. There is also an ICT training lab Board staff and the gym houses the Board's archives.
- St. Gabriel Adult Learning Centre: closed and repurposed elementary school which offers continuing education classes. It also houses some ICT related functions.
- St. Mary, closed and is currently leased to Fun School (childcare centre).

Durham CDSB

- Since the implementation of the Full Day Kindergarten (FDK) program the DCDSB has expanded its use of facilities through the opening of the new Before and After School childcare programs and daycare operations.
- The DCDSB actively looks for partnering opportunities associated with underutilized space in its schools and has entered into successful partnerships through this process.
- The Board is in the process of updating its Community Planning and Partnership Policy following the new Ministry guidelines.
- Examples of successful partnerships at the DCDSB completed to date include:
 - Newly created daycare centres
 - Community drop-in centres for young parents
 - Community basketball association
 - Community seniors care centre
 - Hub in DCDSB school in Beaverton – extra school space leased as a seniors' centre

Halton Catholic District School Board

- Halton CDSB belongs to a region-wide partnership of organizations and agencies serving children and youth called **Our Kids Network (OKN)**.
- OKN is a national leader in sharing research to strengthen communities and improve life for families and children.
 - OKN Mission: to promote healthy development, security and safety of all children, youth and families through collective action, engagement, knowledge mobilization, system navigation and research
- The leaders who form OKN are:
 - ErinOakKids, Centre for Treatment and Development
 - Halton Catholic District School Board
 - Halton District School Board
 - Halton Multicultural Council
 - Halton Regional Police Services
 - Reach Out Centre for Kids
 - The Halton Children’s Aid Society
 - The Regional Municipality of Halton
- Neighbourhood-based Hubs
 - Children, youth and families receive support in Halton through 3 neighbourhood-based “Hubs”.
 - The **Milton, Aldershot** and **Acton Hubs** provide space and resources for families, schools and the community to work together to support children and youth.
- Acton Hub (McKenzie-Smith Bennett Public School, Acton)
 - A population of 10,000 and growing.
 - Working together since 2008 to connect families, children and youth (prenatal to 18 years) in the community to the services they need.
 - A network of schools, local and regional support agencies, with dedicated staff and volunteers.
 - Schools in the area work with the Hub to develop and run after-school programs, workshops, seminars and summer camps.
- Aldershot Hub (Holy Rosary Catholic School, Burlington)
 - Has become an integral part of the Aldershot community.
 - More than 25 community partners; agencies, faith groups, regional staff and community members work together to provide and improve opportunities for children and their families.
 - Community partners work with Hub coordinator to plan events, introduce new programs and give Aldershot families more access to community resources.
 - Examples of Community Participation:
 - Toys for Tots, through the Halton Regional Police Service program – Aldershot Hub contributes to sending gifts to Aldershot children and youth each Christmas
 - Alderfest – a community building celebration
- Milton Hub (Our Lady of Victory Catholic School, Milton)
 - Located in the Region of Halton, the Town of Milton is experiencing rapid population growth.

- Integrated program partnerships have been formed with community agencies and schools in the West Milton area.
- Examples of Community Participation:
 - Big Brothers Big Sisters Homework Club;
 - ROCK Camp – supporting all campers, including those with high behavioural needs;
 - Backpack program - in partnership with the Crosstowne Church.

London DCSB

- Jean Vanier Catholic School, City of London (Westmount Family Centre)
 - Services families by offering a single ‘door’ to:
 - Parenting and early learning
 - Early childhood education
 - Public health and wellness
 - Recreation, sports and leisure
- 3 shared facilities – 1 with public school, 1 with community college, 1 with public health and family centre
- Partners paid for their costs
- Part of the ARC process
 - Community uses part of school for community centre (senior groups)
 - Issues of security, close off some sections of school not available to the community
- Attempting to find a match in existing buildings where we have separate clientele can be difficult.
- Attempting to find a match during an Accommodation Review Process is difficult. Needs to be done well in advance.



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

March 9, 2017

MEMORANDUM

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

FROM: Stephen Andrews, Director of Legislative and Political Affairs

SUBJECT: **Bill 92, School Boards Collective Bargaining Amendment Act, 2017:
Presentation to the Standing Committee on General Government**

Further to the memorandum dated March 7, 2017 from President Daly, this is to provide an update on the current status of Bill 92.

On March 8, the four Trustees' Associations presented a submission to the Standing Committee on General Government outlining key concerns and recommendations in respect of Bill 92, the *School Boards Collective Bargaining Act*. The presenters were: Donna Danielli, Regional Vice President, Ontario Public School Boards' Association, Patrick Daly, President, Ontario Catholic School Trustees' Association, Jean-Francois L'Heureux, Vice President of l'Association des conseils scolaires des écoles publiques de l'Ontario and Jean Lemay, President of l'Association franco-ontarienne des conseils scolaires catholiques. Attached is a copy of the presentation for your information.

The Standing Committee members included the PC Education Critic Lorne Coe, NDP Education Critic Peggy Sattler, and the Parliamentary Assistant to the Minister of Education, Granville Anderson. Each member asked thoughtful and probing questions about our recommendations, we emphasized the critical need for sequenced bargaining and the risk of continuous and simultaneous sanctions within the education sector at both the central and local levels. We are hopeful the government committee members and the opposition MPPs will take our recommendations seriously as they review Bill 92.

As a reminder, if you want to make a written submission the deadline is **5 p.m. on Thursday, March 9, 2017**. These can be sent directly to the clerk Sylwia Przewdziecki at sprzewdziecki@ola.org.

If you have any questions, please do not hesitate to contact me (sandrews@ocsta.on.ca) or Sharon Duffy (sduffy@ocsta.on.ca).

Attachment



March 8, 2017

Joint Submission to: Standing Committee on General Government

Re: Proposed Changes to Bill 92, School Boards Collective Bargaining Amendment Act, 2017

Introduction:

Donna Danielli reads:

Good afternoon, Mr. or Madame Chair and members of the committee.

My name is Donna Danielli and I am a Regional Vice President and a member on the Executive Council of the Ontario Public School Boards' Association (“**OPSBA**”).

Joining me today is Pat Daly, President of the Ontario Catholic School Trustees' Association (“**OCSTA**”), Jean-François L'Heureux, Vice-President of the Association des conseils scolaires des écoles publiques de l'Ontario (“**ACEPO**”), and Jean Lemay, President of the Association Franco Ontarienne des Conseils Scolaires Catholiques (“**AFOCSC**”).

Our School Board and Trustee Associations represent all 72 English and French Public and Catholic School Boards across Ontario.

We thank you for this opportunity to address the Standing Committee on General Government on these important proposed amendments to the *School Boards Collective Bargaining Act, 2017 (the Act)*.

We also want to thank the Ministry of Education for the consultations leading up to the proposed changes to the **Act** and for the proposed changes that will improve the effectiveness of the central bargaining process.

However, we would like to also draw your attention to the absence of some critical changes that our Associations' have proposed to the Ministry of Education that were **not** included in Bill 92. These changes would further improve the bargaining process and increase stability within the education sector.

We commend the government for its efforts in extending the current collective agreements and making that possible with the related amendments to the Act. We believe that teachers and education workers deeply influence a positive and productive learning environment for students. They are supported in their roles through the stability engendered by successfully negotiated collective agreements. Amending the Act to allow for the negotiated two-year contract extensions will promote stability in the sector and result in positive outcomes for students, teachers, and other staff.

Jean-François L'Heureux reads:

Role of School Boards and Associations

One of the key roles of school boards is to be responsive at the local level to the expectations of parents of school-age children and youth. Parents in Ontario expect school boards to protect the quality of education in the classroom. They expect school boards to protect the future of the education system by making decisions that are focused squarely on what is in the best interests of all students and the learning environment.

The Ontario Public School Boards' Association (OPSBA), the Ontario Catholic School Trustees' Association (OCSTA), the Association des conseils scolaires des écoles publiques de l'Ontario (ACEPO) and the Association Franco Ontarienne des Conseils Scolaires Catholiques (AFOCSC) undertook a critical role in the development of the *Act* and subsequently, with its passage in 2014, in the collective bargaining process as the Designated Employer Bargaining Agents for our respective school boards at the central tables.

As the Designated Employer Bargaining Agents, we gained valuable insight and perspective on the collective bargaining process during the first round of central bargaining under the new legislation. It was new territory for all stakeholders involved: the Crown, employee groups, and Trustee/School Board Associations. We valued the opportunity to share the lessons we learned in the government's four consultation

sessions to review and amend the Act, with a view to making the collective bargaining process in the education sector more stable and consistent.

Today, however, while some of the proposed changes are helpful, we are here to express our deep concerns that the proposed amendments in Bill 92 do not reflect some of our fundamental recommendations that were repeatedly shared throughout the consultation process.

Pat Daly reads:

A joint letter, dated February 10, 2017, was sent to the Honourable Mitzie Hunter, Minister of Education on behalf of all four Trustee/School Board Associations. The letter reflected our collective frustration and outlined our position on some key issues which were raised during the consultations:

Number 1: Our most pressing concern is the need for Sequenced Bargaining. This would require the completion of central bargaining prior to the commencement of local bargaining.

Currently, the Act permits for simultaneous central and local bargaining, and accordingly, simultaneous labour disruptions at both the central and local level. Such potential job action could take a variety of forms, such as full, rotating, and/or partial strikes and withdrawal of services at either, or both, the central or local level. Of particular concern is the potential impact of synchronized levels of labour disruption in a single round of bargaining. During every consultation with the government, all four

Trustee/School Board Associations articulated their strong desire for an amendment to the Act calling for sequenced bargaining which would require the completion of central bargaining, prior to the commencement of local bargaining. We are unanimous in our firm belief that an amendment calling for sequenced bargaining would reduce potential disruption for parents and students and provide greater stability within the sector. Ultimately, it would be in the best interests of students. This input was not tabled for amendment by the government.

Number 2: The Crown's proposed amendments do not address the possibility of continuous and simultaneous sanctions within the sector by the unions representing teachers and education workers at both the central and local level is particularly and this is particularly worrisome. The proposed amendments would structure the Act in such a way as to allow for the possibility of collective agreements expiring at different times. Accordingly, the education sector could find itself in a state of perpetual sanction. This is not in the best interest of students and has the real possibility of eroding public confidence in the publically funded education system. However, this input was not tabled for amendment by the government.

In addition, the original language in the Act requires that the Trustee/School Board Associations seek Crown consent prior to issuing notice of, or engaging in, a central lock-out or alteration of any central terms and conditions of employment. The proposed amendment in Bill 92 changes the language from Associations' requiring '*Crown consent*' to requiring the '*Crown's mutual agreement*'. As the Designated Employer

Bargaining Agents, the original provision in the Act and the subsequent proposed amendment, result in the same outcome. It hampers the Trustee/School Board Associations' ability to quickly and effectively respond to labour disruptions, potentially prolonging the impact on students. Changing the word "consent" to "mutual agreement" makes little difference to our ability to address labour disruption in a timely manner and results in the potential for increased instability and uncertainty for parents and students. We are skeptical that there is any practical consequence to the proposed change in language concerning Crown approval of lockouts and changes in central terms and conditions during an open period. We strongly recommend that this section of the Act be further reviewed and amended.

Jean Lemay reads:

On February 21, in the **Minister's** introduction to the House of Bill 92, School Boards Collective Bargaining Amendment Act, 2017, she stated, "If passed, the proposed amendments will improve the consistency and transparency of the collective bargaining process, provide more flexibility to all parties, and address technical issues to enhance the already effective two-tiered bargaining framework."

We fully support the government's efforts in this regard and believe that the majority of amendments support this goal. However, the absence of our proposed amendments on these critical issues undermines the collaborative spirit of our partnership with the government and has the potential to compromise the ability of school boards to fulfil their responsibility for ensuring student achievement and well-being as outlined in the Education Act.

For these reasons, we would ask the Standing Committee to amend the proposed legislation as we have suggested. We believe that these amendments will lead to a more stable learning environment for our students and ultimately lead to better educational outcomes.

Thank you for considering our recommendations into this critical piece of legislation.