

Date: Time:

Location:

REGULAR BOARD MEETING REVISED AGENDA

Tuesday, November 6, 2018

Catholic Education Centre - Board Room

7:30 pm

		802 Drury Lane	
		Burlington, Ontario	
			Pages
1.	Call to	o Order	
	1.1	Opening Prayer, National Anthem and Oath of Citizenship (D. Herrero)	
	1.2	Motions Adopted In-Camera	
	1.3	Information Received In-Camera	
2.	Appro	oval of the Agenda	
3.	Decla	arations of Conflict of Interest	
4.	Prese	entations	
5.	Deleg	gations	
	5.1	Retain the Extended French Immersion Program at St. Matthew Catholic Elementary School (S. Kusyk, T. Renton, C. Zettel)	1 - 19
	5.2	Transportation to AP and/or IB Program for Gifted Students in Halton Catholic District School Board Secondary Schools (J. Lim)	20 - 34
6.	Appro	oval of Minutes	
	6.1	Minutes of the October 16, 2018 Regular Board Meeting	35 - 42
7.	Busir	ess Arising from Previous Meetings	
	7.1	Summary of Outstanding Items from Previous Meetings	43 - 43
8.	Actio	n Items	
	8.1	Response to Delegations (D. Rabenda)	
	8.2	Policy I-45 Transparency and Accountability in Executive Compensation (3rd reading) (P. Marai)	44 - 49
	8.3	Transparency & Accountability in Executive Compensation (P. Marai)	50 - 51

9.	Staff	Reports	
	9.1	History & Geography Resource Selection (A. Prkacin)	52 - 54
10.	Inforn	nation Items	
	10.1	Student Trustees Update (D. Herrero)	
	10.2	School Educational Field Trips (T. Pinelli)	55 - 56
	10.3	Milton No. 3 Catholic Secondary School Capital Priorities Business Case Submission (R. Negoi)	57 - 60
11.	Misce	ellaneous Information	
12.	Corre	spondence	
	12.1	B. Mann, Town of Milton	61 - 72
	12.2	L. Thompson, Minister of Education	73 - 74
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	12.4	B. Gomez	77 - 79
	12.5	K. Mann	80 - 82
	12.6	M. Nosella	83 - 85
	12.7	L. Thorfinnson	86 - 88
	12.8	J. Vanek	89 - 90
	12.9	C. Verasamy	91 - 94
13.	Open	Question Period	
14.	In Ca	mera	
15.	Resol	lution re Absentees	
16.	Adjou	rnment and Closing Prayer (A. Quinn)	

Delegation by Saint Matthew Catholic Elementary School Concerned Parents To the Halton Catholic District School Board November 6, 2018 Board of Trustee Meeting

BACKGROUND RESEARCH DOCUMENT

Please note: this document contains the background information that informs the official presentation to the Board.

Thank you trustees for this opportunity to have our voices heard in regards to the lack of stakeholder engagement pertaining to the pending relocation of the Extended French Immersion Program at Saint Matthew Catholic Elementary School in Oakville. It is our purpose today that after hearing our grave concerns the HCDSB completes a transparent, rigorous analysis that includes affected stakeholders in order to ascertain optimal locations for Extended French Immersion Program sites in Oakville. Furthermore, until due diligence in the decision process is completed, we propose that the current decision to relocate Extended French Immersion Program from Saint Matthew to Saint Bernadette be rescinded.

Overview

Saint Matthew Catholic Elementary School (SMCES) is a highly successful and much sought after school, as witnessed by its high academic scoring (EQAO results 2016/17) and Fraser Institute ranking. It is ranked as the #1 Catholic Elementary School in Oakville (2016/2017 rank is 41 out of 3064, and *rating is 9.4 out of 10.0*), and is referenced in real estate blogs as a Top 2 school in Oakville (http://susihomes.com/oakville/catholic-school-rankings/). Specific areas in Oakville receive notable recognition due to the high performance of the surrounding Schools (http://www.buyinginoakville.com/blog/2014/4/21/oakvilles-top-rated-school-districts)

The type of school your child has the opportunity to attend is a crucial component of a buyers' consideration set and as such SMCES is widely recognized as demonstrating excellence, compelling parents to either purchase homes in the catchment or apply for Cross Boundary exceptions. SMCES enrolment has increased over the last five (5) years. It is forecasted to stabilize over the long-term; however, utilization will remain over 100% at St. Matthew CES. Both schools in this review area host regional Extended French Immersion programs, which support declining enrolment in the Regular Track programs (2018 Long Term Capital Plan, Halton Catholic District School Board, June 1, 2018)

In particular the SMCES school has built a highly functioning ecosystem of leadership, teachers and community with regards to the Extended French Immersion program. This type of synergy took decades to create and it would be a real loss to destroy it without serious consideration to the comprehensive business case that includes stakeholder input and rigorous analysis.

The key issues we wish to address today are as follows:

- The gap in transparency via publicly available information as pertains to the Extended French Immersion Program Review process and the program relocation decision
- The lack of stakeholder engagement regarding Extended French Program Review process
- The anticipated negative impact on SMCES community in light of this decision, inclusive of perceived conflict with HCDSB stated Community Focus of Achieving, Believing, and Belonging

1. Gap in transparency as pertains to Extended French Immersion Program Review Process and program relocation decision

- The parental communication delivered on October 25, 2018 was not directed to parents of children in the K-G3 cohort, further highlighting the lack of transparency in regards to Program change and long term impact.
- The 2018 Long Term Capital Plan does not highlight SMCES for program relocation.
- There were no clear indicators that this change was imminent.

What assessment was completed regarding the long term impact of this decision on the SMCES community?

Per the 2018 LTCP Section 3.1 P.25 School Programming

- The Board offers an Extended French Immersion (ExFI) program for students starting in Grade 5 at 9 sites in Halton. In this program, students are provided instruction in French for 3 periods in a day and it is expected that students would have received 1260 hours of French language instructions by the end of Grade 8.
- Similar to the French Immersion program, the Board offers a maximum of two

 (2) classes per FI site, and students are selected to the program through a random selection (lottery) process.
- Considering the fact that SMCES and SBCES are each running EXFI programs, does this mean that there will be less opportunity for both sets of students to participate in this valuable program?

Enrolment Projections and Facility Utilization

			Port.	Site				Historic				Projec	ted (1-5	year)					For	recast (5-15 ye	ar)				15 yea						
School	FCI	FBC	Cap.	Cap.		2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Change						
St. Bernadette CES 🐠	22%	504	276	780	Enrol.	528	543	579	573	576	542	533	521	514	506	497	473	474	471	467	463	464	464	464	464	-19						
	22%	504	504	304	304	304	304	2/6	700		105%	108%	115%	114%	114%	108%	106%		102%	100%	99%	94%	94%	93%	93%	92%	92%	92%	92%	92%	-19	
St. Matthew CES 600	22%	363	262	262	120	120	120	120	138	501	Enrol.	408	437	425	465	481	491	503	504	517	512	497	496	493	491	483	475	469	465	461	461	- 4
St. Matthew CES	22%	303	130	501	UTZ	112%	120%	117%	128%	133%	135%	139%	139%	142%	141%	137%	137%	136%	135%	133%	131%	129%	128%	127%	127%	-4						
CEO3 Total (Avg. for FCI)	220/	867	414	1281	Enrol.	936	980	1004	1038	1057	1033	1036	1025	1031	1018	994	969	967	962	950	938	933	929	925	925	-12						
LEUS TOTAL (AVg. TOT FCI)	22%	6 867	414	1281	UTZ	108%	113%	116%	120%	122%	119%	119%	118%	119%	117%	115%	112%	112%	111%	110%	108%	108%	107%	107%	107%	-12						

Other key areas where transparency is required:

The above projections include the ExFI program at both sites:

What impact will this decision have on student enrolment at SMCES moving forward?

What impact will this have on overall school resourcing?

What percentage of the SMCES population is the direct result of the ExFI program?

What percentage of the SMCES population is the direct result of non EXFI Cross boundary exceptions?

What other solutions were considered to minimize the impact on the SMCES community?

2. Lack of Stakeholder Engagement regarding Extended French Immersion Program Review Process

- Analysis of historical Board Meetings was conducted to understand where the main touch points occurred for the community to gain insight into this process.
- In said analysis of Board meeting recaps throughout the majority of 2018, there are no obvious signals indicating SMCES would be considered for program phase out and relocation **during the 2019-2020 school year.**
- These points are supported by the publicly accessible 2018 Long Term Capital Plan (LTCP), which appears to have been approved in principle per the June 5th, 2016 Board Meeting https://isp.hcdsb.org/wp-content/up-loads/2018/06/LTCP-June1-FullReport-RedSz.pdf), and clearly illustrates both Saint Matthew CES and Saint Bernadette CES as offering Extended French programming.
- ***Section 7.2 p.146 of said LTCP specifically states the following recommendations pertaining to the CE03 Glen Abbey School District:
 - o Short Term (1-5 years): A School Boundary Review and French Immersion Program Review <u>should be conducted in 2020-21</u> to balance overall enrolment across CEO2-5, as there is an imbalance in enrolment across schools within these review areas.
 - o Long Term (6-15 years): Continue to monitor enrolments.
- Section 8.2 Proposed Capital Projects (p.183) states:

- School Boundary Review, Program Review, and Pupil Accommodation Review (PARs) processes include many opportunities for public consultation. Final decisions in these reviews are made by the Board of Trustees, based on Board policy.
- o These projects are provided to allow the public and stakeholders across Halton to review the HCDSB's future plans, opening the door for potential collaborations with stakeholders, and align stakeholder capital plans with the Board's future capital plans.
- As pertains to the relocation of the Extended French Program from SMCES, there does not appear to be any opportunities for public engagement or consultation on this matter.
- It appears as though the Board made a decision prior to their meeting on October 16, 2018 to relocate the Extended French Program from SMCES to SBCES. Under the Notification to Parents Section (source) it states:
 - Extended French Program Notifications: Week of October 15, 2018: an email will be sent to all parents in our system with children in Grade 4. The email will contain details about the registration process, and a link to a webinar with general information to parents.
 - This key notification was not sent out until October 25 creating a gap of 5-9 business days versus stated commitment
- The SMCES community was blindsided via a Board communication to the parents of Grade 4 children only on October 25, 2018, which indicated the program was relocating to SBCES the following year.

Key Questions

- When was the applicable Program Review completed?
- Why weren't key stakeholders consulted?
- What short and long term implications were considered pertaining to the SMCES community?

Key Takeaway - upon review of all publicly accessible information, the stakeholder community could reasonably assume that a Program Review would occur within the Glen Abbey Elementary CE03 in the 2020-21 timeframe. The expectation per Board communication (2018 LTCP) is that key stakeholders would be consulted. As regards this sudden decision to relocate said Program to SBCES in the 2019-2020 timeframe, there was a clear lack of consultation with key stakeholders in the SMCES community. There can be no reasonable assumption that the community would have had any true indication of Program changes until the Board communication sent on October 25th, 2018. This is in conflict with the Board's publicly stated position that Program Review includes many opportunities for public consultation.

3. The anticipated negative impact on SMCES community in light of this decision, inclusive of perceived conflict with HCDSB stated Community Focus of Achieving, Believing, and Belonging

The St. Matthew Catholic School community is one we are proud members of. We support one another in our quest to be models of Christ on earth, modelling

our lives after Jesus' example of love. The decision of the Board to remove Extended French from St. Matthew goes against the very foundation and focus of the Board, to "focus on *Achieving*, *Believing*, and *Belonging*" and to "provide our students and staff with the tools for realizing their fullest potential, while also instilling a life-long commitment to the community" (https://www.hcdsb.org/Board/Staff/Pages/default.aspx). Although sound in theory, we strongly believe the Board failed to realize its goal of putting student achievement, faith and community at the forefront of its decision-making process with regards to the potential relocation of the Extended French program at St. Matthew.

As noted in our introduction, families seek to live within the St. Matthew catchment area or to apply for Cross Boundary exceptions based on its reputation as a strong academic school. We propose that a second viable factor that attracts families to our school community is the long-term housing of the Extended French program at St. Matthew School. The Extended French program has become an integral part of our school, running successfully for nearly 30 years. Families choose St. Matthew School because they want their children to attend ONE elementary school, regardless of whether they enter the Extended French program in Grade 5 or not.

Other Key Considerations:

- Having siblings attend the same elementary school creates a more manageable home-school-work balance for families, allowing increased time to be spent with their children.
- Parents are more likely to be involved in school life if their children attend one school, volunteering their time to help with a variety of initiatives within the school. "New research reveals [that volunteering] yields broader benefits for students than previously believed. These range from higher student grades and test scores to more positive peer relationships in middle school and lower rates of depression in high school." (Shellenbarger, S., Aug. 1, 2018, Parents Volunteering at School Should Tailor Skills to Different Stage. The Wall Street Journal: https://www.wsj.com/articles/parents-volunteering-at-school-should-tailor-skills-to-different-stages-1533134808).
- Considering the increase in mental health issues and the suicide crisis amongst children and teens today, we expect the Board to be doing everything in its power to foster positive, stable and supportive learning opportunities for our children.
- The Board's rash decision to remove the Extended French program from St. Matthew will force life-altering choices on families, specifically that children who were planning to spend their elementary career at St. Matthew will be forced to leave their long-established friendships and school community.
- Families will be forced to choose between the well-being and emotional stability of their children vs. the academic benefits of the Extended French program.

While one may argue that this is the reality for students at other elementary schools in the Board, we believe that families who choose to live within another school's boundaries do so knowing that their children would not attend their home school if they want to enroll in the Extended French program. The families in the St. Matthew community, however, invested to live here to avoid the potential for disruption in their child's elementary years.

Parents recognize the stress and potential for bullying that arise when children switch schools, particularly when this occurs in the junior or intermediate grades. "There are varying degrees of bullying and children can often experience social hierarchies in school. This becomes more apparent the older they get and cliques peak in middle school and endure throughout high school". (The Brightmont Academy Team, Oct 18 2017, https://www.brightmontacademy.com/blog/5-things-to-consider-before-changing-schools-for-your-child).

Parents recognize the importance and value of building life-long friendships and of developing a sense of pride and commitment to their community. The unnecessary stress and anguish that the Grade 4 students at St. Matthew School are experiencing today is deplorable.

- How can a Board that prides itself in following "God's call to love and to serve" (https://www.hcdsb.org/Board/Staff/Pages/default.aspx) completely ignore the human implications of this move?
- How can the Director and Board Senior Staff make a decision that will gravely impact so many people without considering those who are most vulnerable to its implications – our children.
- The Board's website clearly indicates that "input from all stakeholders and rate-payers is vital in helping us make our school board the best it can be. Members of our community can take an active role in the decision-making process..."
 (https://www.hcdsb.org/Community/Pages/default.aspx). Clearly our school community was not involved in this process, and the feeling is that the community was kept in the dark about potential changes, and that our input regarding this change was not valued.

Key Takeaway

This abrupt decision has resulted in community confusion and a lack of trust toward the HCDSB. There has been a distinct lack of empathy and consideration for both the students, staff and parents in this decision, as witnessed by responses from the Board to SMCES parents in regards to expressed concerns. This decision must re rescinded until further analysis, review and consultation occurs

"When parents register their child in any optional French program in our system, they are aware that they may be choosing to have their children in different schools and that in some cases they are leaving their home community."

Prkacin Parental Response October 30, 2018 - source below

As Saint Matthew parents, there is no reasonable expectation that we would be planning to have our children leave our home school at this stage, as this has been a long standing and widely recognized program within our community. Had there been any public consultation and clear visibility to this plan, the above response would certainly be appropriate. However in this instance it highlights the clear lack of consideration afforded the SMCES community.

Reference Materials

- Halton Catholic District School Board Meeting (HCDSB), Regular Board Meeting October 16, 2018
- Halton Catholic District School Board Meeting (HCDSB), Regular Board Meeting October 2, 2018
- Halton Catholic District School Board Meeting (HCDSB), Regular Board Meeting September 18, 2018
- Halton Catholic District School Board Meeting (HCDSB), Regular Board Meeting September 4, 2018
- Halton Catholic District School Board Meeting (HCDSB), Regular Board Meeting June 19, 2018
- Halton Catholic District School Board Meeting (HCDSB), Regular Board Meeting June 6, 2018. Includes 2018 Long Term Capital Plan
- Halton Catholic District School Board Meeting (HCDSB), Regular Board Meeting May 15, 2018 - section 10.7
- Halton Catholic District School Board Meeting (HCDSB), Regular Board Meeting May 1, 2018 - section 9.1
- Halton Catholic District School Board Meeting (HCDSB), Regular Board Meeting April 17, 2018 - section 10.4
- Halton Catholic District School Board Meeting (HCDSB), Regular Board Meeting February 20, 2018 section 10.5
- Halton Catholic District School Board Meeting (HCDSB), Regular Board Meeting October 3, 2017
- HCDSB Procedure No.VI-53, Optional French Programming
- HCDSB 2018 Long Term Capital Plan

eMail Response from A. Prkacin to Theresa Renton





Dear Ms. Renton:

Thank you for your communication of October 26, 2018. This response will attempt to address your questions related to the phasing out of the Extended French program at St. Matthew School effective September 2019:

- 1. With regard to the lottery system for registration, that began in our school board during the 2017-2018 school year. Parental consultation took place the same year during the work of Optional French Program Ad-hoc Committee wherein parents stated that they felt that the previous first come, first-served registration method was inequitable and exclusive. As a result, as of January 2018, all registration for optional French programs in our Board is through the on line lottery system.
- 2. We do not foresee any challenges with regard to the ability of our staff to deliver the Extended French curriculum in a school where the program is being phased out. The Extended French program will continue without interruption and all curriculum materials and "teaching tools" for our FSL staff will remain current and appropriate to Curriculum expectations as outlined in the Ministry document. Our new sites will be staffed by most of our current FSL teachers as they are centrally deployed.
- 3. The decision to phase out Extended French at St. Matthew was informed by the extensive work and research of our Planning and Facilities departments in collaboration with the Senior Administration team. In Oakville, the goal was to ensure program sustainability along with maintaining our high standards of excellence focused upon student achievement, to provide additional Extended French locations particularly where schools were experiencing declining enrolment, to align the feeder schools with their appropriate secondary schools as per the Family of Schools model, as well as to reduce the number of portables at the school sites with due consideration to fiscal accountability. (Please find the Board procedure regarding Optional French Programs outlining the authority of the Director and Senior Administration to do the same: Procedure No. VI-53)
- 4. In the interest of student achievement and program continuity, all students in the optional French programs will remain in their current school until they completed Grade 8. At St. Matthew School, all Grade 5 Extended French students will remain at the school until they graduate from Grade 8.

As you have outlined in your e-mail, this system decision may pose some challenges to our students and families which was most certainly not our intention. When parents register their child in any optional French program in our system, they are aware that they may be choosing to have their children in different schools and that in some cases they are leaving their home community. We are hopeful that the redistribution of the optional French programming throughout our system will create new opportunities for our students and provide enhanced equitable access to these programs to more of our learning communities.

In Peace,

Anna Prkacin

Superintendent of Education | Curriculum Services Halton Catholic District School Board

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Achieving Believing Belonging www.hcdsb.org





Retain the Extended French Immersion Program at Saint Matthew Catholic Elementary School

Presented to: Halton Catholic District School Board

Presented by: Saint Matthew Catholic Elementary School Concerned Parents Delegation

Theresa Renton, Carrie Zettel & Dr. Sophia Kusyk

Date: 11/06/18 HCDSB Meeting

Purpose:

Outline grave concerns on behalf of Saint Matthew Catholic Elementary School (SMCES) community regarding:

- 1. The gap in transparency via publicly available information as pertains to the Extended French Immersion (ExFI) Program Review process and subsequent program relocation decision - why was this decision made?
- 2. The lack of stakeholder engagement regarding Extended French Immersion Program Review process why were impacted stakeholders not invited to dialogue?
- 3. The anticipated negative impact on SMCES community in light of this decision, inclusive of perceived conflict with HCDSB stated Community Focus of Achieving, Believing, and Belonging was the human cost of the current decision considered?

Process:

Provide clear communication supported by facts to highlight community position, while seeking clarification on a number of key issues

Outcome:

HCDSB led by Pat Daly - Director of Education, Secretary of the Board - rescind the recent decision to relocate the Extended French Immersion Program from SMCES to Saint Bernadette Catholic Elementary School (SMCES) until a transparent, rigorous analysis is conducted that includes affected stakeholders and informs decisions on optimal locations for Extended French Immersion program sites in Oakville.

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About Saint Matthew Catholic Elementary School - Overview

- #1 Catholic Elementary School in Oakville 1
- Widely referenced by Realtors as one of the Top 2 Elementary Schools in Oakville 2
- Academic excellence and language opportunities motivate parents to purchase in catchment or apply for cross boundary exceptions
- Leadership, teachers and community have achieved synergies over decades that will be difficult to replicate in another location
 - Recognized as successfully offering ExFI Programming for ~ 30 years
- Out of 6 elementary review areas in Oakville, CE03 Glen Abbey Elementary is the only mature catchment that has demonstrated enrolment growth over the past 5 years ³



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Sources:
1. Fraser Institute 2016/17 Ranking

^{2.} http://susihomes.com/oakville/catholic-school-ranking.

1. Gap in Transparency as Pertains to Extended French Immersion Program Review Process and Program Relocation Decision

- When was the decision made to relocate the program?
- What data was referenced to determine the long term impact of pending changes?
 - The HCDSB 2018 Long Term Capital Plan (LTCP) <u>does not</u> highlight SMCES for ExFI program relocation¹
 - The HCDSB notification email delivered on 10/25/18 was not directed to parents of children in the K-G3 cohort, further <u>highlighting the lack of transparency</u> in regards to Program change and long term impact.
 - Per HCDSB 2018 LTCP Section 3.1 School Programming²
 - Similar to the French Immersion program, the Board offers <u>a maximum of two (2) classes per FI</u> <u>site</u>, and students are selected to the program through a random selection (lottery) process.
 - Considering the fact that SMCES and Saint Bernadette Catholic Elementary School (SBCES) are
 each currently running EXFI programs, does this mean that there will be <u>less opportunity for</u>
 <u>both sets of students</u> to participate in this valuable program? How does this help children reach
 their fullest potential³?

Sources:
1. HCDSB 2018 Long Term Capital Plan p. 146

The Community Focus: "Achieving, Believing, and Belonging, we provide our students and staff with the tools for realizing their fullest potential, while also instilling a lifelong commitment to the community."

Additional Transparency is Required on the Following

The following projections¹ include the ExFI program at both sites:

Enrolment Projections and Facility Utilization

			Port.	Site				Historic	;			Projec	ted (1-5	year)					For	recast (6-15 ye	ar)				15 year									
School	FCI	FBC	Cap.	Cap.		2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	Change									
Ct D	22%	504	276	780	Enrol.	528	543	579	573	576	542	533	521	514	506	497	473	474	471	467	463	464	464	464	464	100/									
St. Bernadette CES	2270	22% 504	504 27	504	504	504	504	304	504	2/6	4 2/0	276	700	UTZ	105%	108%	115%	114%	114%	108%	106%	103%	102%	100%	99%	94%	94%	93%	93%	92%	92%	92%	92%	92%	-19%
St. Matthew CES Exp	22%	22%	22%	22%	6 363	262 129	138 5	501	Enrol.	408	437	425	465	481	491	503	504	517	512	497	496	493	491	483	475	469	465	461	461	10/					
St. Matthew CES	2270	303	130	301	UTZ	112%	120%	117%	128%	133%	135%	139%	139%	142%	141%	137%	137%	136%	135%	133%	131%	129%	128%	127%	127%	-470									
CEO2 Total (Ava. for ECI)	22%	867	414	1281	Enrol.	936	980	1004	1038	1057	1033	1036	1025	1031	1018	994	969	967	962	950	938	933	929	925	925	-12%									
CEO3 Total (Avg. for FCI)	22%	22%	807	414	1201	UTZ	108%	113%	116%	120%	122%	119%	119%	118%	119%	117%	115%	112%	112%	111%	110%	108%	108%	107%	107%	107%	-12%								

^{*} St. Teresa of Calcutta CES catchment includes a study area within CEO3

- What impact will this decision have on student enrolment at SMCES moving forward?
- What impact will this have on overall school resourcing?
- What percentage of the SMCES population is the direct result of the ExFI program?
- What percentage of the SMCES population is the direct result of non EXFI Cross boundary exceptions?
- What other solutions were considered to minimize the impact on the SMCES community?

Key Takeaway

This decision has resulted in concern and confusion within the SMCES community. We contend that the lack of transparency regarding:

- due diligence
- · analytical criteria used
- the impact assessment on soft factors such as children and the community
- the long term implications of this decision

Are not visible and require clarity

2. Lack of Stakeholder Engagement Regarding Extended French Program Review **Process**

In light of missing stakeholder communication about this issue, we conducted a thorough analysis of historical HCDSB Meetings in order to understand where the community could have gained insight into the decision making process. We uncovered the following:

- In said analysis of Board meeting recaps throughout the majority of 2018 (see additional sources consulted section), there are no obvious signals indicating SMCES would be considered for program phase out and relocation during the 2019-2020 school year.
- These points are supported by the publicly accessible 2018 LTCP1, and clearly indicate both SMCES and SBCES as offering Extended French programming.
- Section 7.2 Elementary Review Area LTCP² specifically states the following recommendations pertaining to the CE03 Glen Abbey School District:
 - Short Term (1-5 years): A School Boundary Review and French Immersion Program Review should be conducted in 2020-21 to balance overall enrolment across CEO2-5, as there is an imbalance in enrolment across schools within these review areas.
 - Long Term (6-15 years): Continue to monitor enrolments.
- Section 8.2 Proposed Capital Projects LTCP³ states:
 - School Boundary Review, **Program Review**, and Pupil Accommodation Review (PARs) processes include many opportunities for public consultation. Final decisions in these reviews are made by the Board of Trustees, based on Board policy.
 - These projects are provided to allow the public and stakeholders across Halton to review the HCDSB's future plans, opening the door for potential collaborations with stakeholders, and align stakeholder capital plans with the Board's future capital plans.

https://isp.hcdsb.org/wp-content/uploads/2018/06/LTCP-June1-FullReport-RedSz.pdf HCDSB 2018 Long Term Capital Plan p..146 HCDSB 2018 Long Term Capital Plan p..183

Lack of Stakeholder Engagement Continued

- As pertains to the relocation of the Extended French Program from SMCES, there does not appear to have been any opportunities for public engagement or consultation on this matter.
- It appears as though the Board made a decision prior to their meeting on October 16, 2018 to relocate the
 Extended French Program from SMCES to SBCES.
 Under the Notification to Parents Section (source) it states:
 - Extended French Program Notifications: Week of October 15, 2018: an email will be sent to all parents in our system with children in Grade 4. The email will contain details about the registration process, and a link to a webinar with general information to parents.
 - The only notification was sent out on October 25,2018 <u>creating a gap of 5-9 business days versus</u>
 <u>previously stated HCDSB commitment</u>. This notification was only to Grade 4 children which indicated the program was relocating to SBCES the following year.
- When was the applicable Program Review completed?
- Why weren't key stakeholders consulted as the board itself promised to do?
- What short and long term implications were considered pertaining to the SMCES community?

Key Takeaway

Upon review of all publicly accessible information, the stakeholder community could reasonably assume that a Program Review would occur within the Glen Abbey Elementary Review Area CE03 in the 2020-21 timeframe. The expectation per Board communication is that key stakeholders would be consulted. Regarding the sudden decision to relocate said Program to SBCES in the 2019-2020 timeframe, there was a clear lack of consultation with key stakeholders in the SMCES community. There can be no reasonable assumption that the community would have had any true indication of Program changes until they viewed the Board communication sent on October 25th, 2018. This is in conflict with the Board's publicly stated position that Program Review includes many opportunities for public consultation.

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3. The Anticipated Negative Impact on SMCES Community, Inclusive of Perceived Conflict with HCDSB Community Focus on Achieving, Believing, and Belonging

"When parents register their child in any optional French program in our system, they are aware that they may be choosing to have their children in different schools and that in some cases they are leaving their home community."

Anna Prkacin, Superintendent Curriculum Services HCDSB Parental Response 10/30/2018

Is this a <u>reasonable expectation</u> for a parent of children in a catchment where Extended French has been offered for ~30 years, and no indications of program change were given to the community?

As alluded to in the Overview, parents <u>invest</u> to live in the SMCES catchment, to ensure they can <u>provide their children</u> <u>with the opportunity to drive academic excellence and language acquisition within one school.</u>

What's at risk for the SMCES community:

- Families forced to choose between the well-being and emotional stability of their children vs. the academic benefits of the Extended French program.
- **Declining volunteerism** due to split parental focus, which may have a negative impact on students and school²
- The <u>risk to students for increased stress and bullying</u> by switching schools in Junior or Intermediate grades³

Key Takeaway

The SMCES community is struggling with the actions of a Board that prides itself in following "God's call to love and to serve"², yet ignores the human implications of this planned move. How can the Director and Board Senior Staff make a decision that will gravely impact so many people without considering those who are most vulnerable to its implications – our children?

The SMCES community was not involved in this process, was not given advanced notification of potential changes, and is left feeling disturbed by the Board's actions that do not appear to be supported by critical data and community engagement.

Sources.

eMail Response A.Prkacin to T.Renton 10/29/18 per Delegation try Saint Matthew Catholic Elementary School Concerned Parents Background Research Document
Shellenbarger, S., Aug. 1, 2018, Parents Volunteering at School Should Tailor Skills to Different Stage. The Wall Street Journal: https://www.wsj.com/articles/parents-volunteering-at-school-should-tailor-skills-to-different-stages-1533134808,
The Brightmont Academy Team, Oct 18 2017, https://www.brightmontacademy.com/blog/5-things-to-consider-before-changing-schools-for-your-child

Conclusion & Next Steps

SMCES school is a highly competitive school not only within Oakville, but within the province of Ontario¹. A highly functioning ecosystem of leadership, teachers and community has been built with regards to the Extended French Immersion program. These types of synergies took decades to create, and it would be a monumental loss to destroy it without serious consideration to a comprehensive business case, inclusive of stakeholder input and rigorous analysis.

On behalf of the Saint Matthew Catholic Elementary School Community, we ask you to rescind your current directive to relocate the Extended French Immersion Program to SBCES until further analysis, review and consultation is completed, inclusive of the analysis and questions per this delegation. We Thank-You for your time and look forward to your response.

Sources:
1. 2016/17 Fraser Institute Ranking is 41 out of 3064 schools

Additional Sources Consulted

- Halton Catholic District School Board Meeting (HCDSB), Regular Board Meeting October 16, 2018
- · Halton Catholic District School Board Meeting (HCDSB), Regular Board Meeting October 2, 2018
- Halton Catholic District School Board Meeting (HCDSB), Regular Board Meeting September 18, 2018
- · Halton Catholic District School Board Meeting (HCDSB), Regular Board Meeting September 4, 2018
- Halton Catholic District School Board Meeting (HCDSB), Regular Board Meeting June 19, 2018
- Halton Catholic District School Board Meeting (HCDSB), Regular Board Meeting June 6, 2018. Includes 2018 Long Term Capital Plan

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- Halton Catholic District School Board Meeting (HCDSB), Regular Board Meeting May 15, 2018 section 10.7
- Halton Catholic District School Board Meeting (HCDSB), Regular Board Meeting May 1, 2018 section 9.1
- Halton Catholic District School Board Meeting (HCDSB), Regular Board Meeting April 17, 2018 section 10.4
- Halton Catholic District School Board Meeting (HCDSB), Regular Board Meeting February 20, 2018 section 10.5
- Halton Catholic District School Board Meeting (HCDSB), Regular Board Meeting October 3, 2017
- HCDSB Procedure No.VI-53, Optional French Programming

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Before I begin, I wanted to first say thank you to those of you who showed consideration and support to the "Gifted Programming" delegations at the April 3rd and May 1st meetings.

I was disappointed, though not surprised, by the recommendation in the Staff Report shared at the May 1st meeting for the following reasons:

- 1. The report did not address the concerns about inadequate programming for ALL Gifted students in HCDSB secondary schools.
- 2. The report did not include the needs of grade 7 and 8 students as the April 3rd motion requested, or feedback from parents of current or future Gifted secondary students.
- 3. The report once again, did not acknowledge the ministry mandate and this Board's legal requirement to meet the needs of every individual student with an identified exceptionality, including students formally identified as Gifted.

The report's conclusions that all or vast majority of Gifted students were satisfied regardless of programming option is based primarily on a highly guarded and biased survey process, which therefore produced biased results. I am here tonight to respond to the Staff Report and its misleading claims, and to share testimonial from other parents whose children have experienced gifted IEPs in high school.

Is HCDSB Really Meeting the Needs of All Gifted Students?

The Staff Report stated that "the most relevant takeaway is that the majority of gifted students in the secondary schools report being satisfied or very satisfied with their current program."

The survey was apparently conducted with all Gifted students then enrolled in HCDSB secondary schools. The Survey therefore excluded EVERY student who left HCDSB after Grade 8 graduation, or even sooner, or, during high school years because they were not able to access appropriate programming. This creates a significant bias in the group being surveyed.

The survey then inquire as to each student's level of "satisfaction" in their current programming. The survey did not inquire as to whether students were in their first choice of programming or if they were even aware that other options excited. Students who are unable to access AP or IB programming may not even know about these programs or know very little about them. Neither AP nor IB is appropriate for all Gifted learners and for some, neither it appropriate. The level of satisfaction in Academic stream for a student who may not know about, be interested in and/or be suited to an accelerated program, is irrelevant in determining whether or not the needs of all Gifted students can be met without access to accelerated programming.

Finally, the vast majority of high school students have only experienced one programming option. Many students do not appreciate an accelerated program until they have experienced it. To conclude that their needs are being fully met because they are currently "satisfied", or think they are, in the only stream of programming that they have ever experienced, is extremely flawed in reasoning.

A biased survey can only produce biased results.

When Superintendent Pinelli was asked about the number of Gifted students who chose AP, she responded that some do, but "not overwhelmingly." When my daughter delegated with her peers, they did tell you that 75 percent of their class preferred AP as program of their choice, but half of them lived outside of the Holy Trinity boundary. Do you not wonder how many of these 17 students will actually end up attending the AP program come September 2019? Well, I would bet "not overwhelmingly." Why? Simply due to lack of transportation.

Also, Dr. Browne told me that I would find it encouraging that only 10 out of 90 Gifted Grade 8 students left the board in 2017. Does this sound encouraging to you? Would you say the same if 1 in every 9 autistic or developmentally delayed students left this board to have their needs met elsewhere? I sure hope not.

Legal Obligation to Program for ALL Gifted Students

You see, the response to the delegations overlooks something really critical. Giftedness is a Ministry defined exceptionality. Under the Education Act, the Ministry of Education mandates that all exceptional children in Ontario have available to them appropriate special education programs and services without payment of fees.

Acceleration supports the social and emotional development of students by placing them with other like-minded students. Accelerated students feel academically challenged and socially accepted, and they do not fall prey to the boredom that plagues many highly capable students who are forced to follow the curriculum for their age-peers, or hide their thirst for knowledge and challenge in fear of being judged or excluded. AP/IB is the acceleration option in this board. But AP is NOT accessible to all gifted students. They should not be denied access to these programs because transportation is not accessible to them.

Let me highlight how other boards have already taken advantage of AP/IB programs to support Gifted learners:

DPCDSB: IB program designated as a high school program choice for gifted students

HDSB: Nelson - Gifted (clustered)

Georgetown - Gifted, IB

Milton - Gr 9-10 clustered classes + AP option

Abbey Park – Gr 9-11 clustered + Gr 12 AP

Iroquois Ridge - Gr 9-11 clustered + Gr 12 AP

O.T. – Gr 9 – 11 clustered classes + AP option

YCDSB: 4 regional schools with clustered program as pre-AP + Gr 12 AP

(Please note that YCDSB has elected to identify AP as the curriculum extensions for Gifted students)

YRDSB: 4 regional schools with congregated program Gr 9-10 + 11-12 AP choice

PDSB: 4 regional schools with clustered Enhanced learning program

TDSB: 10 congregated program locations

TCDSB: 7 clustered program locations including AP, STEM, IB and regional arts program as enrichment

At the April 3rd board meeting, when Superintendent Pinelli was asked to comment on the percentage of Gifted students in the program, she instead went on to talk about partnerships with outside agencies for the AP/IB programs as she emphasized that these are NOT Gifted programs, and suggested that improving access to these programs for Gifted students would somehow jeopardize those partnerships. I am sure that the above boards must have similar partnership arrangements with the AP/IB programs, and surely **they have not jeopardized their standing.**

In the Staff Report, AP College Board by-law Section 11.C was referenced to emphasize AP's nondiscriminatory practice. However, **providing transportation to Gifted students does not violate the "equitable access to admission" clause. The program will still be open to all students.** Gifted students would not gain automatic entry to the AP program, they would continue to follow the same application process.

Lack of parent consultation

At the May 1st meeting, Trustee Quinn's motion referenced more information "from the delegate and any other parents who have concerns about their individual student's special education plans."

Because the former Superintendent of Special Education didn't seek any input from parents, we really had no way of getting that information from stakeholders. In fact, after the May 1st meeting, when I inquired why such consultation did not take place, Dr. Browne told me it was because he valued student voice and that "parents always want more." He said he would hear me out later if my daughter actually tries out academic stream and isn't happy. Seriously? Don't our grade 8 students' voices matter? And what would be the remedy at that point? Also, I guess you will never know how lacking the current high school programming options are as no input was taken from ANY parents, and again many will have to face a decision to choose programming over Catholic education.

On May 1st, you heard a delegation about one Gifted student's experience in a regular stream classroom in our board, which can be accessed <u>here</u>. Does it really sound to you like that student's needs were being adequately met before they accessed the AP program in high school?

I don't have friends with gifted high school students. I do not have access to the board's data to contact gifted high school students' parents. So I did what I could, and found two parents who wanted to share their experience with their gifted kids. One from our board who was fortunate enough to access IB but was not satisfied with the IEP. And another from HDSB whose kids went through gifted/AP programming. You received their letters as a correspondence in this meeting package. Here are some common findings:

- IEP in mainstream let to struggles
- Social skills, confidence level, and motivation improved in gifted classes
- Teachers who understand their unique learning needs in gifted classes
- Students from HCDSB are were switching to access programming at HDSB

Transportation and Equity

Also at the May 1st meeting, Trustees were in agreement that transportation for AP decision be deferred until the report on consultation on the *Vision for Student Transportation in Ontario* is released and the Ministry of Education announces the impact it will have on the transportation funding across the province this fall. The <u>Discussion Paper on a New Vision for Student Transportation</u> emphasized the Ministry's new focus on "equity" for all learners in alignment with Ontario's goals for education. It clearly stated that it is important that the system continue to meet the needs of students who require specialized transportation. On pages 14 and 15, it also posed **key questions on provisions for students with special needs and comparability of service to other Ontario jurisdictions**:

- Does the student transportation system adequately take into account the diverse needs of different types of students?
- Do you have any specific examples of situations that show that there is an equity issue that needs to be addressed?

Sadly however, the Staff Report you were presented with, only focused on balancing the board's transportation budget and neglected the board's duty to meet the needs of ALL special needs students.

The Ministry recognizes "equity" as a core provincial education priority.

Equity is not sameness. Consider this example. You could have a special needs child with physical issues, for who perhaps the only Special Education funding needed was for transportation to an accessible building in which she would participate fully in the regular programming in a regular class. I doubt anyone would say her transportation should not be provided or funded, or that it is "unfair"... the AP is the "accessible building" in this context for our Gifted students, a necessity, not an option to enjoy.

1				
1 st choice	Home school	Prefers AP	Prefers AP	Program
		and within	but outside	NOT offered
		boundary	boundary	At home school
unknown	unknown			
Hillfield (Private)	Loyola			
AP @ Holy Trinity	Holy Trinity	X		
IB @ White Oaks (HDSB)	Loyola			X
unknown	Holy Trinity	X		
AP @ Holy Trinity	Loyola		X	X
Gifted @ Abbey Park (HDSB)	Loyola			X
King's (Private)	Holy Trinity	X		
AP @ Holy Trinity	Holy Trinity	Х		
AP @ Holy Trinity	St. Thomas Aquinas		X	Х
AP @ Holy Trinity	Loyola		X	Х
unknown	unknown			
AP @ Holy Trinity	St. Thomas Aquinas		X	Х
AP @ Holy Trinity	St. Thomas Aquinas		X	Х
IB @ White Oaks (HDSB)	Loyola			Х
AP @ Holy Trinity	Loyola		X	X
AP @ Holy Trinity	Holy Trinity	Х		
IB @ St. Thomas Aquinas	Loyola			Х
AP @ Holy Trinity	Holy Trinity	Х		
Gifted @ Abbey Park (HDSB)	Loyola			Х
AP @ Holy Trinity	Holy Trinity	Х		
Unknown	Unknown			
AP @ Holy Trinity	Holy Trinity	Х		
AP @ Holy Trinity	Holy Trinity	Х		
AP @ Holy Trinity	Loyola		Х	Х
IB @ White Oaks (HDSB)	Loyola			х
AP @ Holy Trinity	Holy Trinity	Х		
		10	7	13

Please take a look at the class survey. 10 lucky students will be able to attend their program of choice thanks to their parents' real estate decisions. 2 will be leaving for Private school, and 13 students will potentially have to leave the board to access programming. You received several letters from other parents this week, and they are included as correspondences in your package. There is a common thread in those letters. These students experienced main stream, but they thrived in the self-contained Gifted classroom environment. These students know what is best for them. Yet, their voices don't seem to matter.

Conclusion

Access to a flexible accelerated program such as AP is essential in order for many Gifted students to be successful. Students should not have to forego Catholic Education to reach their full potential. Without transportation to AP, my daughter will be joining many others, as in previous years and many years to come, to continue her education without Christ. If this is such a systematic issue, you may wonder why I am the only parent here speaking tonight. I am here, because many parents simply accept that the Catholic board cannot keep up with the programming of the Public board. I am here, because I want to prove that we do not need one school board system to ensure the equity of all students in this province. I am here, because I believe in Catholic education. I certainly hope that your decision will allow our Gifted students and parents to continue to believe in Catholic education.

May 1st Staff Report:

- **Did not** address the concerns about inadequate programming for ALL Gifted students in HCDSB secondary schools.
- **Did not** include the needs of grade 7 and 8 students as the April 3rd motion requested, or feedback from parents of current or future Gifted secondary students.
- **Did not** acknowledge the ministry mandate and this Board's legal requirement to meet the needs of every individual student with an identified exceptionality, including students formally identified as Gifted.

Is HCDSB really meeting the needs of ALL Gifted students?

Legal obligation to program for ALL Gifted students

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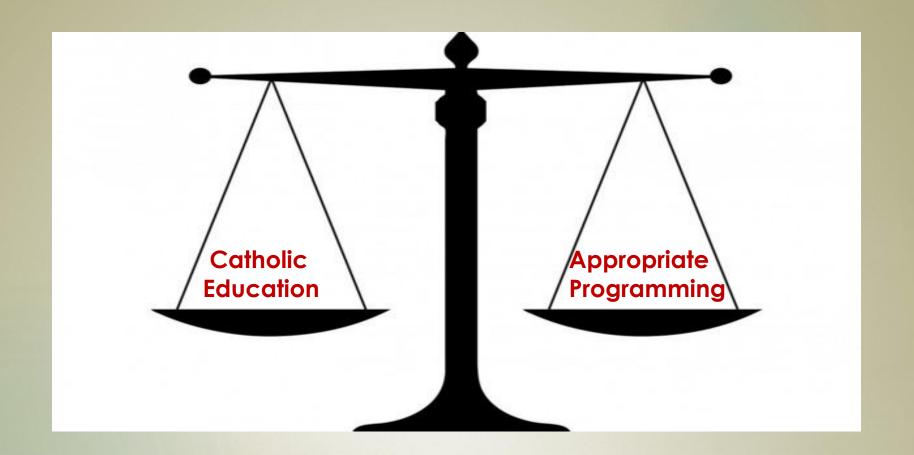
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AP @ Holy Trinity	Holy Trinity	Х		
AP @ Holy Trinity	Holy Trinity	Х		
AP @ Holy Trinity	Loyola		Х	Х
IB @ White Oaks (HDSB)	Loyola			Х
AP @ Holy Trinity	Holy Trinity	Х		
		10	7	13



HCDSB "BELIEVES THAT EACH STUDENT IS A UNIQUE GIFT FROM GOD AND AS SUCH HAS THE RIGHT TO AN EDUCATION WHICH WILL FOSTER SPIRITUAL, INTELLECTUAL, PHYSICAL, EMOTIONAL, AND SOCIAL GROWTH. WE BELIEVE THAT STUDENTS WITH SPECIAL NEEDS (EXCEPTIONALITIES) SHOULD BE GIVEN THE OPPORTUNITIES AND SUPPORT NECESSARY TO REACH THEIR FULL POTENTIAL."

- A PARENT'S GUIDE TO SPECIAL EDUCATION PROGRAMS AND SERVICES, HALTON CATHOLIC DISTRICT SCHOOL BOARD

REVISED MAY 2018

Giftedness is an unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of education potential indicated.

-Ontario Ministry of Education

"In addition to the Pupil Foundation Grant and other Grants for Student Needs funding, the ministry allocates funding for students with special education needs through the Special Education Grant. School boards have the ability to use other allocations of the Grants for Student Needs to support students with special education needs. The goal is to ensure equity in access to learning for all students with special education needs."

- A Guide to the Special Education Grant 2016-2017, p.2

"School boards may only use Special Education Grant funding for special education programs, services and/or equipment.... Any unspent Special Education Grant funding in a given year must be put aside and spent on special education in the future.... School boards have the authority and flexibility to use other Grants for Student Needs funding, as well as the Special Education Grant, to meet their responsibility to support students with special education needs.

- A Guide to the Special Education Grant 2016-2017 pgs. 5 - 11



MINUTES OF THE REGULAR BOARD MEETING

Date: October 16, 2018

Time: 7:30 pm

Location: Catholic Education Centre, Board Room

802 Drury Lane, Burlington, ON

Members Present: A. Danko J. Michael

A. lantomasi D. Rabenda. Chair of the Board

H. Karabela J.M. Rowe P. Marai, Vice-Chair of the Board A. Quinn

Members Excused: S. Trites

Student Trustees: W. Charlebois S. Mazza

D. Herrero

Senior Staff: S. Balogh R. Negoi

C. Cipriano J. O'Hara
P. Daly, Secretary of the Board T. Pinelli
C. McGillicuddy A. Prkacin
R. Merrick J. Rowles

L. Naar

Also Present: L. Keating, Acting Chief Research Officer

A. Lofts, Senior Manager, Financial Services N. March, President, Halton OECTA Elementary

S. Peesker, Metroland Media

A. Swinden, Manager, Strategic Communications Services

F. Thibeault, Senior Manager, Planning Services D. Tkalcic, Manager, Purchasing 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 (W. Charlebois)

The meeting opened at 7:30 p.m. with a prayer led by W. Charlebois.

1.2 Motions Adopted In-Camera

A motion regarding personnel was adopted in-camera.

1.3 Information Received In-Camera

The following information was received in-camera:

Retirement

Carmelo Esposto retired effective September 30, 2018.

Hiring

Jennifer Sattin hired as a probationary teacher effective October 4, 2018.

Acting Elementary and Secondary Principals

John Langill appointed as Acting Elementary Principal effective October 15, 2018 with an end date to be determined. John Quinlan appointed as Acting Secondary Principal effective October 11, 2018 with an end date to be determined.

2. Approval of the Agenda

The following was added to the agenda:

10.13 Notice of Motion - Transparency & Accountability in Executive Compensation (P. Marai)

#213/18

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

RESOLVED, that the agenda be approved as amended.

The Chair called for a vote on #213/18 and it UNANIMOUSLY CARRIED.

3. Declarations of Conflict of Interest

There were no conflicts on interest declared.

4. Presentations

There were no presentations.

5. Delegations

There were no delegations.

6. Approval of Minutes

6.1 Minutes of the October 2, 2018 Regular Board Meeting

#214/18

Moved by:

Seconded by:

RESOLVED, that the minutes of the October 2, 2018 Regular Board Meeting be approved.

The Chair called for a vote on #214/18 and it UNANIMOUSLY CARRIED.

7. Business Arising from Previous Meetings

7.1 Summary of Outstanding Items from Previous Meetings

The Summary of Outstanding Items from Previous Meetings was received as information.

8. Action Items

8.1 Policy I-24 Fraud Management (P. Marai)

#215/18

Moved by: P. Marai

Seconded by: A. lantomasi

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-24 Fraud Management, be approved as amended.

The Chair called for a vote on #215/18 and it UNANIMOUSLY CARRIED.

8.2 Policy I-35 Trustee Honoraria (P. Marai)

#216/18

Moved by: P. Marai Seconded by: A. Quinn

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-35 Trustee Honoraria, be approved as amended.

The Chair called for a vote on #216/18 and it UNANIMOUSLY CARRIED.

8.3 Policy I-45 Transparency and Accountability in Executive Compensation (P.

Marai)

#217/18

Moved by: P. Marai

Seconded by: H. Karabela

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy I-45 Transparency and Accountability in Executive Compensation*, be approved at second reading.

The Chair called for a vote on #217/18 and it UNANIMOUSLY CARRIED.

8.4 Policy II-49 English as a Second Language and English Literacy Development Programs and Services (P. Marai)

#218/18

Moved by: P. Marai

Seconded by: A. lantomasi

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-49 English as a Second Language (ESL) & English Literacy Development (ELD) Programs and Services, be approved as amended.

The Chair called for a vote on #218/18 and it UNANIMOUSLY CARRIED.

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

#219/18

Moved by: P. Marai Seconded by: J. Michael **RESOLVED,** that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students, be approved as amended.

The Chair called for a vote on #219/18 and it UNANIMOUSLY CARRIED

8.6 Revised 2018-19 Internal Audit Plan (R. Negoi)

#220/18

Moved by: J. M. Rowe **Seconded by:** A. lantomasi

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Audit Committee to approve the Revised 2018-19 Internal Audit Plan.

RESOLVED, that the Internal Audit Plan for 218-19 include the following Audits:

1) Health and Safety; and

2) Efficiency Review of Printing Services

The Chair called for a vote on #220/18 and it UNANIMOUSLY CARRIED

9. Staff Reports

There were no staff reports.

10. Information Items

10.1 Student Trustees Update (W. Charlebois)

Student Trustee Charlebois provided the following updates:

- On October 18, 2018, a senator from each Secondary School will be attending the Student Leadership Conference.
- See The Problem, Be the Solution anti bullying campaign is underway.
- Work with international students continues.
- Senate has a goal to visit the elementary schools to seek student input.

10.2 School Educational Field Trips (L. Naar)

School trips were provided as information.

10.3 2017-2018 EQAO and OSSLT Results (A. Prkacin, C. McGillicuddy, L. Keating)

Trustees were provided a summary of the results on the EQAO Assessment of i) Reading, Writing and Mathematics in Grade 3 and 6 ii) Academic and Applied Mathematics in Grade 9 and iii) on the Ontario Secondary School Literacy Test (OSSLT) as part of the ongoing monitoring of student achievement. Also highlighted was the Mathematics Action Plan, developed in response to the Ministry's Renewed Math Strategy.

Staff explained that the Math Makes Sense textbook is one of many approved resources. The Fundamentals of Math are being met through the curriculum math document which is still in place.

10.4 Long-Term Facility Renewal Strategy (R. Merrick)

The Board has a number of facilities that are reaching an age and condition where facility renewal work is warranted. The Long-Term Facility Renewal Strategy seeks to forecast future capital allocations and earmark funds for the Board's facility renewal priorities. A 5-year plan for renewal works was presented, which outlines proposed renewal projects between 2019-2023. Board-wide programming improvements, contingency funds and emergency reserve are also considered in the plan. Using the current best estimates for project costing, it is expected that the Board will have sufficient capital funds to complete the required renewal work. The proposed strategy is a guideline that is reliant upon future capital allocations and project cost best estimates, and is likely to be amended as funding is realized, cost estimates are refined and projects are completed.

The Long-Term Facility Renewal Strategy aligns with the Board's Long-Term Capital Plan and balances new construction projects with renewal plans.

A request was made that staff consider investing in Holy Family Catholic Elementary School through renewal and programming to assist with enrolment.

10.5 Summer 2018 Facility Renewal Cost Reconciliation (R. Merrick)

Staff completed several facility renewal projects during the 2018 summer break. The cost to complete the 2018 facility renewal projects was approximately \$9.9 million. Funding to complete the projects was allocated from available capital funding and the capital reserve. The projects will help to maintain the Board's facility condition index (FCI) as one of the best in the province and ensure a safe and comfortable learning environment for students and staff.

10.6 2017-18 School Year Waste Generation Report (R. Merrick)

In May and June 2018, a solid, non-hazardous waste audit was conducted at each of the Board's educational facilities as well as at the Catholic Education Centre.

The 2018 Waste Audits show that the Board's overall Diversion Rate is 62%. The Board is meeting the Halton Region target for waste diversion, which is also 62%.

Throughout the 2018-19 school year, the Board will continue to upgrade waste management infrastructure, promote the proper waste diversion practices, and focus on the importance of waste reduction when communicating with the schools.

10.7 Construction Report - St. Mark Catholic Elementary School (R. Merrick) An update on the construction at St. Mark Catholic Elementary School was provided.

10.8 Construction Report - St. Scholastica Catholic Elementary School (R. Merrick) An update on the construction at St. Scholastica Catholic Elementary School was provided.

10.9 Municipal Elections Act - Audit Compliance Committee (R. Negoi)

As per subsection 88.37 (1) of the Municipal Elections Act, the Board has established its Compliance Audit Committee for the 2018 Municipal Elections. The Committee is comprised of five (5) individuals, with an array of backgrounds, including a former

Director of Education for the Board, two (2) external members of the Audit Committee, and two Catholic Parent Involvement Committee Co-Chairs.

10.10 Procurement Activities Update (R. Negoi)

An update was provided on the procurement activities and the purchase of goods and services undertaken throughout the year and informed of future procurement initiatives.

10.11 Trustee Honoraria (R. Negoi)

Information regarding the calculation and payment of the trustee honoraria was provided. The trustee honoraria calculation will take effect on December 1, 2018, until November 30, 2019. The amounts will be posted on the Board's website.

10.12 Supporting Optional French Programming (P. Daly)

Staff reviewed the optimal program delivery strategy, program school locations, and elementary family of schools networks for the two (2) optional French programs, to ensure their long-term sustainability, as well as all the sustainability of other programs offered to the pupils of the Board.

The results of the work completed by staff has had the effect of better positioning the programs for long-term sustainability, as well as stability. It is expected that the new locations and distribution model implemented for the 2019-2020 school year will be a long-term solution.

Parents will be notified of these changes in the month of November, as communications reminding parents of the French Program registration for both Early French and Extended French will be opening soon.

Staff confirmed the following:

- Challenges with filling Long Term Occasional Teachers and leaves continues to be a challenge
- Plan is in place for secondary immersion
- Schools chosen because of sustainable enrolment

10.13 Notice of Motion - Transparency & Accountability in Executive Compensation (P. Marai)

WHEREAS, the Halton Catholic District School Board (HCDSB) encourages practices that attract, retain, and reward high-performing employees who are effective at implementing the goals set out in the Board's strategic plan;

WHEREAS, the HCDSB is cognizant of our responsibility to set reasonable executive compensation limits that are fiscally responsible and respect ratepayers;

WHEREAS, the HCDSB recognizes the necessity of keeping executive compensation transparent;

WHEREAS, the HCDSB believes executives must be held accountable for implementing the strategic plan of the Board;

BE IT RESOLVED THAT, the following types of compensation are ineligible:

- 1. Signing bonuses
- 2. Retention bonuses
- 3. Housing allowances
- 4. Car allowances

AND THAT, changes to the executive compensation envelope shall go out for public consultation.

changes to the executive compensation envelope shall be approved by the Board,

the distribution of the executive compensation envelope, shall be approved by the Board before being implemented by the Director of Education,

AND THAT, though the Director is solely responsible for the hiring of all superintendents, contracts will be approved by Trustees before being signed,

the contract of the Director of Education shall be approved by Trustees before being signed.

AND THAT, the HCDSB may implement a salary grid for executives,

the salary grid shall be approved by Trustees before being implemented,

the annual movements on the salary grid shall be reviewed and approved by the Board once a year, on the recommendation of the director, only after the completion of the performance appraisal of all executives,

AND THAT, the Director will draft objectives for each superintendent on an annual basis, in line with the goals and objectives of the strategic plan. The Director will submit these objectives to the Board by the last meeting of each school year for approval by the Board,

the Board will draft objectives for the Director on an annual basis, in line with the goals and objectives of the strategic plan. The Board will approve these objectives at the last meeting of each school year,

AND THAT, the Director shall review the performance of superintendents, and shall submit a written formal in-camera report to Trustees, that outlines superintendent's performance against their objectives. This will come to Trustees as an action item for approval by the last meeting of each school year,

the Board shall review the performance of the Director that outlines the Director's performance against his/her objectives. This will come to Trustees as an action item for approval by the last meeting of each school year,

AND THAT, the HCDSB will post all executive compensation on the public website by August 31 under a section entitled "Executive Compensation",

Trustees will be given a report on The Public Sector Salary Disclosure List, before it is submitted to the province.

11. Miscellaneous Information

11.1 Minutes of the September 11, 2018 Policy Committee Meeting

Minutes of the September 11, 2018 Policy Committee were provided as information.

12. Correspondence

12.1 D. Harvey

Correspondence from D. Harvey was shared.

12.2 T. Murphy

Correspondence from T. Murphy was shared.

13. Open Question Period

No questions were submitted.

14. In Camera

There was no follow up in-camera session.

15. Resolution re Absentees

#221/18

Moved by: A. Quinn

Seconded by: A. lantomasi

RESOLVED, that Trustee Trites be excused from the meeting.

The Chair called for a vote on #221/18 and it UNANIMOUSLY CARRIED.

16. Adjournment and Closing Prayer (J. Michael)

#222/18

Moved by: J. Michael **Seconded by:** H. Karabela

RESOLVED, that the meeting adjourn.

The Chair called for a vote on #222/18 and it UNANIMOUSLY CARRIED.

The meeting adjourned at 8:26 p.m. with a prayer led by J. Michael.

Secretary of the Board	_	
 Chair	_	



BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
May 1, 2018	Transportation to AP and/or IB Programs for Gifted Students in the HCDSB Secondary Schools	Staff Report on A New Vision for Transportation	R. Negoi	Fall 2018

OUTSTANDING POLICY ITEMS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS	
June 6, 2017	Policy I-26 Student Trustees on the Halton Catholic District School Board	Approval, as amended	S. Balogh	Fall 2018	





Regular Board Meeting

Action Report

Policy I-45 Transparency and Accountability in Executive Compensation	Item 8.2
October 16, 2018	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

Purpose

To approve Policy I-45 Transparency and Accountability in Executive Compensation, as presented.

Background Information

At the October 17, 2017 Regular Board meeting, the following motion was unanimously carried.

BE IT RESOLVED, that the Halton Catholic District School Board develop an executive compensation policy by March 2018 that includes but is not limited to a framework of compensation for the Director and Executive Officers; and that provides Trustees with final approval on all changes to annual compensation.

Trustees met at the Dec. 12, 2017; February 27, 2018; April 10, 2018; May 8, 2018; June 12, 2018 and Sept 11, 2018 Policy Committee Meetings to discuss key points to be included; and have developed *Policy I-45 Transparency and Accountability in Executive Compensation* in response to the above resolution.

Policy I-45 Transparency and Accountability in Executive Compensation was forwarded for stakeholder consultation from September 19, 2018 – October 10, 2018. The results are attached as Appendix A.

Conclusion

Following stakeholder feedback, *Policy I-45 Transparency and Accountability in Executive Compensation* was presented at the Special Policy Committee meeting on October 11, 2018 and then again at the Special Policy Committee meeting on October 30, 2018 with a recommendation that it be forwarded to the Board of Trustees for approval.



Recommendation

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

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy I-45 Transparency and Accountability in Executive Compensation*, be approved at third reading.

Report Submitted and P. Marai

Approved by: Chair of the Policy Committee



Policy No. I-45

Transparency & Accountability in Executive Compensation					
Adopted: Last Reviewed/Revised:					
Next Scheduled Review:					
Associated Policies & Procedures:					

Purpose

The Halton Catholic District School Board (the "Board") encourages practices that attract, retain, and reward high-performing employees who are effective at implementing the goals set out in the Board's strategic plan.

Application and Scope

The policy applies to all compensation of designated executives of the Board, as defined below.

References

Broader Public Sector Executive Compensation Act, 2014

Regulation 406/18: Compensation Framework

Definitions

Cash Compensation: compensation that is the sum of salary and non-discretionary and discretionary payments, including, but not limited to, performance pay, incentive pay, bonuses, and allowances.

Non-Cash Compensation: includes health and dental insurance, group life insurance, long term disability and any other elements of compensation that are not cash compensation.

Designated Executives: Director of Education and all Superintendents (academic, business and human resources)

Salary: compensation that is the fixed or ascertainable amount an executive is entitled to be paid for each pay period.

Performance-related pay: short-term incentive pay, long-term incentive pay, other re-earnable pay that is not provided as salary or as a raise in salary, and any other pay that is not salary or a raise in salary and that is provided in respect of an assessment of an executive's performance.



Principles

The Board is cognizant of our responsibility to set reasonable executive compensation limits that are fiscally responsible and respect ratepayers.

The Board recognizes the necessity of keeping executive compensation transparent.

The Board believes executives must be held accountable for implementing the strategic plan of the Board.

Requirements

At all times, the Board will comply with the *Broader Public Sector Executive Compensation Act*, 2014 (the "BPSECA") and the Regulations and Directives issued thereunder. All executive compensation is subject to and may be amended pursuant to the BPSECA as well as any other applicable legislation.

Eligible Compensation

Designated executives are eligible to receive salary, benefits, performance based pay and other elements of compensation as may be determined by the Board, and to the extent permitted by applicable legislation.

Ineligible Types of Compensation

The following types of compensation are ineligible:

- i) Signing bonuses
- ii) Retention bonuses
- iii) Housing allowances
- iv) Car allowances
- v) Payments or other benefits provided in lieu of perquisites.
- vi) Insured benefits that are not generally provided to non-executive managers
- vii) Termination payments, including payments in lieu of notice of termination, and severance payments that in total equal more than 24 times the average monthly salary of the designated executive.
- viii) Termination or severance payments that are payable in the event of termination for cause.
- ix) Paid administrative leave.
- x) Payments in lieu of administrative leave.



The Executive Compensation Envelope

Changes to the executive compensation envelope shall go out for public consultation unless prohibited under the BPSECA and its Regulations and Directives.

Changes to the executive compensation envelope shall be approved by the Board unless prohibited under the BPSECA and its Regulations and Directives.

The distribution of the executive compensation envelope, shall be approved by the Board before being implemented by the Director of Education unless prohibited under the BPSECA and its Regulations and Directives.

Approvals of Contracts

Though the Director is solely responsible for the hiring of all superintendents, contracts will be approved by Trustees before being signed.

The contract of the Director of Education shall be approved by Trustees before being signed.

Salary Grids

The HCDSB may implement a salary grid for executives unless otherwise prohibited under the BPSECA and its Regulations and Directives

The salary grid shall be approved by Trustees before being implemented.

Any movement on the salary grid shall be reviewed and approved by the Board once a year, on the recommendation of the Director, only after the completion of the performance appraisal of all executives.

Annual Objectives

The Director will draft objectives with each superintendent on an annual basis, in line with the goals and objectives of the strategic plan. The Director will submit these objectives to the Board by the last meeting of each school year as an information item.

The Board will draft objectives with the Director on an annual basis, in line with the goals and objectives of the strategic plan. The Board will approve these objectives at the last meeting of each school year as an action item.

Performance Appraisal

The Director shall review the performance of superintendents, and shall submit a written formal incamera report to the Board, that outlines superintendent's performance against their objectives. This will come to the Board as an information item by the last meeting of each school year.



The Board shall review the performance of the Director that outlines the Director's performance against his/her objectives. This will come to the Board as an action item for approval by the last meeting of each school year.

Transparency and Public Feedback

The Board will comply with its obligations in respect of reporting executive compensation, including by submitting executive compensation to the provincial government in accordance with the *Public Sector Salary Disclosure Act*, 1996.

The Board will post all executive compensation on the public website by August 31^{st} under a section entitled "Executive Compensation".

The Board will be given a report on the Public Sector Salary Disclosure Act list, before it is submitted to the province.





Regular Board Meeting

Action Report

Transparency & Accountability	in
Executive Compensation	

Item 8.3

November 6, 2018

WHEREAS, the Halton Catholic District School Board (HCDSB) encourages practices that attract, retain, and reward high-performing employees who are effective at implementing the goals set out in the Board's strategic plan;

WHEREAS, the HCDSB is cognizant of our responsibility to set reasonable executive compensation limits that are fiscally responsible and respect ratepayers;

WHEREAS, the HCDSB recognizes the necessity of keeping executive compensation transparent;

WHEREAS, the HCDSB believes executives must be held accountable for implementing the strategic plan of the Board;

BE IT RESOLVED THAT, the following types of compensation are ineligible:

- 1. Signing bonuses
- 2. Retention bonuses
- 3. Housing allowances
- 4. Car allowances

AND THAT, changes to the executive compensation envelope shall go out for public consultation,

changes to the executive compensation envelope shall be approved by the Board,

the distribution of the executive compensation envelope, shall be approved by the Board before being implemented by the Director of Education,

AND THAT, though the Director is solely responsible for the hiring of all superintendents, contracts will be approved by Trustees before being signed,

the contract of the Director of Education shall be approved by Trustees before being signed,

AND THAT, the HCDSB may implement a salary grid for executives,

the salary grid shall be approved by Trustees before being implemented,



the annual movements on the salary grid shall be reviewed and approved by the Board once a year, on the recommendation of the director, only after the completion of the performance appraisal of all executives,

AND THAT, the Director will draft objectives for each superintendent on an annual basis, in line with the goals and objectives of the strategic plan. The Director will submit these objectives to the Board by the last meeting of each school year for approval by the Board,

the Board will draft objectives for the Director on an annual basis, in line with the goals and objectives of the strategic plan. The Board will approve these objectives at the last meeting of each school year,

AND THAT, the Director shall review the performance of superintendents, and shall submit a written formal in-camera report to Trustees, that outlines superintendent's performance against their objectives. This will come to Trustees as an action item for approval by the last meeting of each school year,

the Board shall review the performance of the Director that outlines the Director's performance against his/her objectives. This will come to Trustees as an action item for approval by the last meeting of each school year,

AND THAT, the HCDSB will post all executive compensation on the public website by August 31 under a section entitled "Executive Compensation",

Trustees will be given a report on The Public Sector Salary Disclosure List, before it is submitted to the province.

Submitted by: P. Marai





Regular Board Meeting

Staff Report

Item 9.1

November 6, 2018

Alignment to Strategic Plan

This report is linked to our strategic priority of **Achieving:** Meeting the needs of all learners.

Purpose

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

The purpose of this report is to recommend the purchase of a core resource for Grade 7 and Grade 8 History and Geography. The resources selected are *Nelson History 7, Nelson History 8, Nelson Geo 7 and Nelson Geo 8,* distributed by Nelson Education.

Background Information

The decision to purchase *Nelson History 7*, *Nelson History 8*, *Nelson Geo 7 and Nelson Geo 8* did not require a textbook selection committee since these are single source publications, for which there are no other alternatives. However, several teachers in our system were provided with a limited number of texts and teacher support documents to inform the decision-making process.

These resources are 100% aligned to current History and Geography curriculum expectations. Nelson Education developed *Nelson History7*, *Nelson History 8*, *Nelson Geo 7 and Nelson Geo 8* as core resources for Ontario Schools. Our previous text acquisitions, *Pearson Canadian History 7/Physical Geography 7* and *Pearson Canadian History 8/Human Geography 8*, supported an earlier curriculum and do not reflect current expectations regarding inquiry-based learning, nor do they address expectations regarding Indigenous peoples. The Nelson resources are presented in a blended print and digital format, which ensures content will be updated and enhanced throughout the life of the resource.

The Nelson History 7, Nelson History 8, Nelson Geo 7 and Nelson Geo 8 programs focus on incorporating effective instructional and assessment practices, equity and inclusive education, First Nations, Metis and Inuit values and perspectives, and mapping and graphing skills. The programs introduce historical and geographical thinking concepts and support student inquiry. In addition to the student texts, with access to online PDFs, and comprehensive Teachers Manuals, our teachers will have access to the Catholic Online Teaching Centre, which provides Catholic Social Teaching connections and supporting scripture



readings, in addition to Catholic lesson plans and planning charts, and links to Ontario Catholic School Graduate Expectations, Catholic Themes and Anchor concepts for both history and geography.

Comments

The teacher and student resources are flexible since they come in blended print and digital formats, which allows for diversity in meeting the needs of all learners. The *myNelson Online Teaching Centre* includes interactive whiteboard lessons, modifiable student activities, and web links. Opportunities for differentiation are highlighted to include all learners. The resource also supports teachers and students as they continue to transition to an inquiry-based learning model. Feedback from teachers in our system who have had the opportunity to try this resource has been overwhelmingly positive, both from a pedagogical perspective, and the high level of engagement among their students.

The Nelson Education company representative will support the HCDSB curriculum consultant and teachers to implement this resource in every elementary school.

EXPENDITURE SUMMARY:

Product Description	ISBN	Qty	Unit Price	Line Subtotal
NELSON HISTORY 7 STUDENT BOOK + ONLINE PDF LIFE OF EDITION	ISBN13: 9780176710545	1005	\$39.56	\$39,757.80
NELSON HISTORY 8 STUDENT BOOK + ONLINE PDF LIFE OF EDITION	ISBN13: 9780176710361	960	\$39.56	\$37,977.60
NELSON HISTORY 7 TEACHERS RESOURCE + CATHOLIC ONLINE TEACHING CENTRE (LIFE OF EDITION)	ISBN13: 9780176710415	68	\$134.96	\$9,177.28
NELSON HISTORY 8 TEACHER RESOURCE + CATHOLIC ONLINE TEACHING CENTRE (LIFE OF EDITION)	ISBN13: 9780176710699	65	\$134.96	\$8,772.40
NELSON GEO 7 STUDENT BOOK + ONLINE PDF'S (LIFE OF EDITION)	ISBN13: 9780176590499	1005	\$40.95	\$41,154.75
NELSON GEO 8 STUDENT BOOK + ONLINE PDF'S (LIFE OF EDITION)	ISBN13: 9780176590567	960	\$40.95	\$39,312.00
NELSON GEO 7 TEACHER'S RESOURCE (PRINT) + CATHOLIC ONLINE TEACHING CENTRE	ISBN13: 9780176590383	68	\$139.05	\$9,455.40
NELSON GEO 8 TEACHER'S RESOURCE (PRINT) + CATHOLIC ONLINE TEACHING CENTRE	ISBN13: 9780176590659	65	\$139.05	\$9,038.25



PRODUCT TOTAL	\$194,645.48
ESTIMATED SHIPPING & HANDLING**	\$940.00
ESTIMATED TAX**	\$9854.47
	· ·
GRAND TOTAL	\$205,439.95

Conclusion

In conclusion, this resource would support Grade 7 and 8 teachers in addressing the required curriculum expectations for history and geography while recognizing the diverse learning needs of the students in our schools. The program promotes the development of $21^{\rm st}$ century competencies such as critical thinking, collaboration, creativity and innovative thinking within a Catholic context.

Recommendation

The following recommendation will be presented at the November 20, 2018 for the consideration of the Board:

Resolution#: Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board approve the purchase of *Nelson History 7*, *Nelson History 8*, *Nelson Geo 7 and Nelson Geo 8* resources in the amount of \$205,439.95.

Report Prepared by: Karen Becker

Curriculum Consultant

Report Submitted by: Anna Prkacin

Superintendent, Curriculum

Report Approved by: Patrick Daly

Director of Education and Secretary of the Board



Approved School Educational Trips
All proposed trips have been reviewed prior to approval, and are consistent with Board policy

Dated: Tuesday, November 6, 2018

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Elementary						
Our Lady of Victory, Milton, ON	8	33	Huntsville, ON	This outing will serve as the Grade 8 year end trip. Students will partake in activities such as initiatives where students are presented with a challenge and they have to come together and work as a team to accomplish their goal. Student will grow in their leadership potential through group challenges where they must depend on each other. Through God's eyes, in the natural environment, they will develop mutual respect, trust, communication skills, and cooperation with each other while performing and executing tasks. Students will be led in a daily prayer service every evening and before each meal.	Wednesday, June 19 – Friday, June 21, 2019	~\$285.00
Holy Family CES, Oakville, ON	8	15	Ottawa, ON	Students will be provided opportunities to demonstrate stewardship, team building cooperation, sharing and leadership. Through physical activities, such as skating and Winterlude, visiting museums, Parliament Hill, and participation in the mass at Notre dame Basilica, students will be provided opportunities to promote and foster their Catholic Values.	Wednesday, February 6 – Friday, February 8, 2019	~\$580.00
Our Lady of Peace CES, Oakville, ON	8	50	Ottawa, ON	Students will be provided opportunities to demonstrate stewardship, team building cooperation, sharing and leadership. Through physical activities, such as skating and Winterlude, visiting museums, Parliament Hill, and participation in the mass at Notre dame Basilica, students will be provided opportunities to promote and foster their Catholic Values.	Wednesday, February 6 – Friday, February 8, 2019	~\$580.00



Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Secondary	•	_				_
Assumption CSS, Burlington	9-10	15	Bill Wren Jr. Junior Boys Basketball Tournament Ottawa, ON	The Junior Boys Basketball Team will be participating in the Bill Wren Jr. Basketball Tournament. This tournament promotes fitness, team play and sportsmanship, and offers the students an opportunity to form their faith, by working effectively as an interdependent team member and respecting the rights, responsibilities and contributions of self and others. Staff and students are scheduled to attend a Saturday Vigil at Divine Infant Catholic Church, and parents will be notified of Sunday Evening Mass at St. Paul Church in Burlington, depending on tournament schedule. Staff and students will participate in daily prayer, or reflection, prior to all games and meals.	Thursday, November 22 – Sunday, November 25, 2018	~\$150.00
St. Thomas Aquinas CSS, Oakville	9-12	8	OFSAA – Cross Country Running Christie Lake Conservation Area, 1000 Hwy 5, Dundas, ON	The ability to compete in a provincial championship and set goals to achieve this accomplishment fosters smart goal setting and resiliency. The tournament promotes team building, student engagement, competition, team and school bonding and pride representing our Satholic school community. Prayers prior to races beginning.	Friday, November 2 – Saturday, November 3, 2018	~\$28.00
Christ the King CSS, Georgetown	9-12	26	Niagara Falls, ON	Christ the King Dance Team will be travelling to Niagara Falls to compete in a dance competition against dance studios from throughout the GTA. Throughout the year we work on teambuilding and team spirit and during competition time we have the chance to support one another on stage as well as learning to win and lose gracefully. Staff and students will start the weekend together with a liturgy, and begin each day before the competition with a prayer. Sunday Mass will be attended at St. Ann.	Friday, May 10 – Sunday, May 12, 2019	~\$213.00
Jean Vainer CSS, Milton	11-12	20	YMCA Cedar Glen Schomberg, ON	As part of the SHSM Fitness and Sport Leadership 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 daily prayers.	Wednesday, May 22 – Thursday, May 23, 2019	~\$0
Corpus Christi CSS Burlington	10-12	14	St. Marcellinus/St. Roch Catholic Secondary School Mississauga, ON	Corpus Christi Senior Girls' Volleyball Team will be participating in the All-Catholic Senior Girls' Volleyball Tournament. The focus of religious values is based on the common good. Students, as individual and as a team will respect themselves, one another, opponents, referees and all the people they come into contact with throughout the tournament. At all meals together, students will thank God for what he has provided and ask him to guide them on their journey. Thursday evening of the tournament students will be celebrating Mass followed by a Banquet. Prior to each match, students will pray to thank God to watch over them in competitive play.	Wednesday, February 6 – Friday, February 8, 2019	~\$200.00





Regular Board Meeting

Information Report

Milton #3 Catholic Secondary School Business	Case
Submission	

Item 10.3

November 6, 2018

Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

Purpose

To inform the Board of Trustees of staff's intention to re-submit Priority #2: Milton #3 Catholic Secondary School Capital Project from the 2017 Capital Priorities Grant program as an Urgent Business Case Submission to the Ministry of Education, given the immediate need for the school.

Background Information

- 1) Information Report 10.6, "2017 Capital Priorities Grand Ministry Funding Announcement" from the March 20, 2018, Regular Board Meeting.
- 2) Information Report 10.4, "2017 Capital Priorities Grant Preliminary Ministry Funding Announcement" from the February 6, 2018, Regular Board Meeting.
- 3) Action Report Item 8.1, "Updated 2017 Capital Priorities Business Cases and Request for Early Years Capital Program (EYCP) Submissions" from the September 5, 2017, Regular Board Meeting.
- 4) Action Report Item 8.17, "Updated 2017 Capital Priorities Business Cases and Request for Early Years Capital Program (EYCP) Submissions" from the June 20, 2017, Regular Board Meeting.

Comments

On September 5, 2017, the Board approved through Board resolution #161/17 an updated list of eight (8) Capital Priorities Grant projects in response to Ministry Memorandum 2017: B07 Request for Capital Priorities Project Funding Submission, listed in Figure 1 on the following page.

On March 13, 2018, the Ministry of Education circulated its official communication to the Board outlining which of the eight (8) projects submitted as part of 2017 Capital Priorities Grant program were funded.

As per Figure 1 (following page), the Board did not receive the funding for its Priority #2 project, the Milton #3 Catholic Secondary School Project.

Achieving Believing Belonging



This is the third time in three (3) consecutive submissions that the Board was not successful in receiving the funding for this project.

Figure 1: 2017 Capital Priorities Business Case Submission (September 8, 2017)

RANK	2017 CAPITAL PROJECT DESCRIPTION	CHILDCARE	EFFECTIVE SCHOOL YEAR	STATUS OF PROJECT
1	Bishop P.F. Reding CSS Permanent Classroom Addition with 4-room childcare	Funded as submitted	2018-19	Fully Funded as Submitted
2	Boyne Milton Secondary #3 CSS	NA	2020-21	Not Funded
3	St. Michael CES, Renovation and classroom retrofit, with 3-room childcare	Funded as submitted	2018-19	Fully Funded as Submitted
4	St. Dominic CES Partial Rebuild	NA	2019-20	Not Funded
5	Georgetown CES – Holy Cross Rebuilt project, with 5-room childcare	Not Funded	2020-21	Not Funded
6	St. Marguerite CES 6 Classroom Addition	NA	2020-21	Not Funded
7	Boyne Secondary Plan Milton #10 'Cobben' CES, with 5-room childcare	Not Funded	2020-21	Not Funded
8	North Oakville CE#4 or CE#5 CES	Not Funded	2020-21	Not Funded

As Trustees are aware, there is an urgent need to open the Milton #3 Catholic Secondary School in time for September 2021 at the absolute latest. If the opening date is delayed, there will be very few options to accommodate students in the Town of Milton, even with pursuing initiatives to increase the overall portable capacity at Jean Vanier and/or Bishop P. F. Reding Catholic Secondary School.

As illustrated in Figure 2, the secondary school enrolment in the Town of Milton continues to grow at a rapid rate. As of October 31, 2018, the following is being witnessed:

- 1) Jean Vanier CSS has a total of 1,949 students, operating at 136%, and requires 26 portables to accommodate its students.
- 2) Bishop P. F. Reding CSS has a total of 1,865 students respectively, operating at 204% (prior to the addition), and requires 43 portable classrooms to accommodate its students.

Illustrated in Figure 2 are the preliminary five (5) and ten (10) year projections for the Town of Milton. If the opening of the Milton #3 Catholic Secondary School is delayed by one (1) year beyond the targeted opening date of September 2021, the following pressures would be witnessed by the Board:

- 1) Jean Vanier CSS is projected to have a total of 2,794 students, operating at 194%, and would require 65 portables to accommodate its students.
- 2) Bishop P. F. Reding CSS (following the completion of its 29-classroom addition) is projected to have has a total of 2,202 students, operating at 143%, and would require 32 portables to accommodate its students.



By September 2022 onward, the situation would be further exacerbated, whereby there would be no feasible means of accommodating Milton students in their home town, and will need to be bussed south to either Oakville or Burlington.

It takes approximately three (3) years from design and construction to opening a secondary school, which remains an aggressive timeline. Accordingly, it is imperative that the project begin as soon as possible, and receive funding approvals for the project to meet the targeted opening date.

The Ministry has yet to indicate whether a Capital Priorities Grant program will be circulated to school boards in the near future. Given this uncertainty, the Board cannot afford to wait for an extended period of time for the Memorandum announcing the program to be circulated and responded to by the Board.

Current 5 Year Projection 10 Year Projection **FBC** 2022 Port. Cap. Total 2018 2019 2020 2021 2023 2024 2025 2026 2027 2028 1865 1989 2134 2202 2245 2301 2340 2355 2359 2321 2264 P. F. 1542 420 1962 2202 2245 2340 2359 1865 1989 2134 2301 2355 2321 2264 Bishop F Reding (-759 Available Pupil Places -953 -447 -592 -660 -703 -798 -813 -817 -779 -722 Available Classrooms (+/-) 43 22 29 32 34 37 38 39 39 38 35 204% 129% 153% Utilization (%) 138% 143% 146% 149% 152% 153% 151% 147% 1949 2219 2471 2794 2956 3613 3924 3142 3313 3435 3779 Jean Vanier CSS 1437 588 2025 1949 2219 2471 2794 2956 3142 3313 3435 3613 3779 3924 Available Pupil Places -512 -782 -1034-1357-1519 -1705 -1876 -1998-2176 -2342 -2487 Available Classrooms (+/-) 26 38 50 65 73 82 90 96 104 112 119 206% 219% Utilization (%) 136% 154% 172% 194% 231% 239% 251% 263% 273%

Figure 2: Preliminary Long-Term Milton Secondary School Projections

Given the above, staff intends to submit its Priority #2: Boyne Milton Secondary #3 Catholic Secondary School project to the Ministry, the Board's highest unfunded Capital Priority from the 2017 Grant Program.

It is staff's hope that the project can be approved by the Ministry in advance of the next capital round, allowing staff to proceed into the construction phase of the project expediently.

Prior to making this submission, Board staff will be sure to advise and discuss this matter with the Ministry of Education, and potentially the local MPPs to advise them of the immediate needs of the Board.

Conclusion

Staff has submitted the Milton #3 Catholic Secondary School project three (3) consecutive times for funding approval. In all three (3) attempts, the Board has been unsuccessful in receiving the funding, regardless of continued messaging that by 2021, the Board will no longer be able to accommodate its secondary students in the Town of Milton.



As there is no indication of when the next round of capital funding priorities will be circulated by the Ministry, staff will submit an urgent Business Case for this project to the Ministry. It is hoped that the submission will accelerate the process of receiving the necessary funding approvals to begin construction, and therefore open the school in time for September 2021.

Report Prepared by: F. Thibeault

Senior Manager, Planning Services

Report Submitted by: R. Negoi

Superintendent, Business Services and Treasurer of the Board

Report Approved by: P. Daly

Director of Education and Secretary of the Board



Town of Milton 150 Mary Street Milton, ON L9T 6Z5

T 905-878-7252 www.milton.ca

October 2, 2018

Diane Rabenda, HCDSB
Milton Trustee & Chair of the Board
802 Drury Lane
Burlington, Ontario
L7R 2Y2

Dear: Ms. Rabenda:

RE: <u>Strategic Initiatives re: Town of Milton Requirements through 2019-2020 Regional Official Plan Review- Municipal Comprehensive Review (MCR)</u>

Please be advised that Milton Council, at its meeting held on September 24, 2018, considered the aforementioned topic (as attached) and subsequent to discussion, the following was resolved:

THAT ES-016-18 be received for information;

AND THAT Council direct Staff to pursue, in conjunction with Halton Region and other local municipal staff, the five key areas identified within a Province of Ontario response letter dated August 13, 2018, attached as Appendix A to ES-016-18, as it applies to providing greater flexibility in the interpretation and application of the Provincial Growth Plan – Places to Grow:

AND FURTHER THAT Council direct staff to facilitate the proposed redevelopment of the "Meritor" (MSSC – Mitsubishi Steel) site as a mixed-use, high-density precinct, further to and in accordance with the direction outlined in the letter to the Minister, MMAH, dated September 14, 2018, attached as Appendix B;

AND FURTHER THAT staff be directed to provide input through a Preferred Growth Scenario into the Halton Region's current Regional Official Plan Review and Municipal Comprehensive Review (MCR) process, in accordance with the long-term vision identified through Appendix C – Map #1, Preferred Town of Growth Scenario;

AND FURTHER THAT the Region be directed to pursue with Halton staff the necessity of updating the Best Planning Estimates (BPE's), in conjunction with related Infrastructure and Transportation Master Plan Updates, as they relate to Appendix C – Map #1, Preferred Milton Growth Scenario and Milton's Future Urban Expansion Financial Analysis;

AND FURTHER THAT the Clerk be directed to forward ES-016-18 and its related approved resolutions directly to the Premier of Ontario, the Provincial Ministers of MMAH, MOE and MTO, the President and CEO of Metrolinx/GO, the Chairman of the Region of Halton and Mayors of Milton's sister municipalities, all local MPP's and MP's, all relevant school boards, as well as directly to the Assistant Deputy Minister of the Ontario Growth Secretariat, Ministry of Municipal Affairs and Housing.

On behalf of the Mayor and Members of Council, please accept this letter for your information and consideration.

Yours very truly,

Bill Mann CAO

Town of Milton

BM/ln



Report To:

Council

From:

Andrew Siltala, Strategic Initiatives and Economic Development

Date:

September 24, 2018

Report No:

ES-016-18

Subject:

Strategic Initiatives Re: Town of Milton requirements through 2019-2020 Regional Official Plan Review -Municipal

Comprehensive Review (MCR)

Recommendation:

THAT ES-016-18 be received for information;

AND THAT Council direct Staff to pursue, in conjunction with Halton Region and other local municipal staff, the five key areas identified within a Province of Ontario response letter dated August 13, 2018, attached as Appendix A to ES-016-18, as it applies to providing greater flexibility in the interpretation and application of the Provincial Growth Plan - Places to Grow:

AND FURTHER THAT Council direct staff to facilitate the proposed redevelopment of the "Meritor" (MSSC -Mitsubishi Steel) site as a mixed-use, high-density precinct, further to and in accordance with the direction outlined in the letter to the Minister, MMAH, dated September 14, 2018, attached as Appendix B;

AND FURTHER THAT staff be directed to provide input through a Preferred Growth Scenario into the Halton Region's current Regional Official Plan Review and Municipal Comprehensive Review (MCR) process, in accordance with the long-term vision identified through Appendix C – Map #1, Preferred Town of Growth Scenario;

AND FURTHER THAT the Region be directed to pursue with Halton staff the necessity of updating the Best Planning Estimates (BPE's), in conjunction with related Infrastructure and Transportation Master Plan Updates, as they relate to Appendix C - Map #1, Preferred Milton Growth Scenario and Milton's Future Urban Expansion Financial Analysis;



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AND FURTHER THAT the Clerk be directed to forward ES-016-18 and its related approved resolutions directly to the Premier of Ontario, the Provincial Ministers of MMAH, MOE and MTO, the President and CEO of Metrolinx/GO, the Chairman of the Region of Halton and Mayors of Milton's sister municipalities, all local MPP's and MP's, all relevant school boards, as well as directly to the Assistant Deputy Minister of the Ontario Growth Secretariat, Ministry of Municipal Affairs and Housing.

EXECUTIVE SUMMARY

ES-016-18 follows earlier Executive Services Reports ES-013-17, Strategic Initiatives, and ES-003-18. Preferred Growth Options, as all three relate to the ongoing refinement of the Milton's position within the Region of Halton's current Regional Official Review – Municipal Comprehensive Review (MCR) process.

Through comment and input, Halton Region, in conjunction with the four local municipalities, has been successful in having the Ministry of Municipal Affairs and Housing (MMAH) identify the five key areas within the Provincial Growth Plan, known as Places to Grow, which are identified as potential barriers in meeting the key objectives.

The five key areas are: Employment Area Conversations, Settlement Boundary Expansion, Major Transit Station Areas, Natural Heritage System and Agricultural System Mapping and Density and intensification Targets.

A direct result is that a series of working groups have been established in order to provide input, as it relates to necessary flexibility throughout the Provincial Growth Plan – Places to Grow. A good example of an issue with Places to Grow relates to the restrictive structure precluding Milton's ability to "convert" the land use of the "Meritor" site from employment area to a high-density, mixed-use, office/residential/retail institutional precinct. The Provincial Growth Plan, as written, does not contemplate redevelopment or "employment adaption" opportunities of this nature and currently views any proposal to strictly be an "employment area conversion," which is prohibited within the current Places to Grow policies.

This problem also exists in proposed larger development areas such as the Milton Education Village, the Milton Urban Growth Centre – Mobility Hub and the Agerton (Derry-Trafalgar) Secondary Plan Areas. These areas need to be currently planned, identified and designated for high-density, mixed use development through the Municipal Comprehensive Review process.

As such, staff, in conjunction with both the current and potential future landowners, have been pursuing with Halton Region and the Province of Ontario, the possibility of



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facilitating and expediting a redevelopment application for the "Meritor" site. A successful acceptance and approval by the Province and Halton Region of this proposed redevelopment and "employment adaption" prior to Halton Region's Municipal Comprehensive Review (MCR) would, importantly, facilitate the acceptance and development of the other proposed high-density, mixed-use secondary plan areas, as identified above.

To this end, the Mayor, Chief Administrative Officer and Director, Strategic Initiatives and Economic Development met with The Honourable Steve Clark, Minister of Municipal Affairs and Housing, and his staff on Thursday, September 14, 2018, in order to reiterate the shortfalls of the current policies of the Provincial Growth Plan and Places to Grow Act, in relation to "employment adaptation" to high-density, mixed-use development. A synopsis of that meeting is found within Appendix B of this report – A response letter to Minister Clark from Mayor Krantz.

Town staff also believe that there is a need to reinforce Milton's current position in relation to the development of a preferred growth scenario concept within Halton Region's current Regional Official Plan Review – Municipal Comprehensive Review (MCR) process. It is essential that Milton's Preferred Growth Scenario is recognized through Halton Region's review of its Best Planning Estimates (BPE's). This in turn must be reflected in the Region's related Infrastructure and Transportation Master Plan Updates, in that these key components have a direct effect on Milton's Future Urban Expansion Financial Analysis and financial viability. A consolidation of this preferred conceptual land use vision for Milton is attached as Appendix C.

REPORT

Background

Since the Provincial Places to Grow Act (2007) was enacted, staff have found that the legislation is, either altogether silent or more prescriptive than necessary, with respect to a number of vital land use issues, including Employment Area Conversions, Settlement Boundary Expansions, Major Transit Station Areas, Natural Heritage System and Agricultural System Mapping, and Density and Intensification Targets. The restrictive policy framework lacks inherent flexibility to respond to local issues appropriately.

All of these issues need to be resolved immediately, prior to the processing and development of preferred growth scenarios/land use expansions, which are contemplated through the current Halton Region Official Plan Review – Municipal Comprehensive Review (MCR).

The Province of Ontario's Ministry of Municipal Affairs and Housing has recognized that there are implementation challenges relating to the above-noted issues and have done



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so through an August 13, 2018, letter to Halton Region's Designated Planning Official, Mr. Curt Benson. This letter is attached as Appendix A to this report.

Working group sessions have already been arranged with both representatives of upper and lower-tier municipalities across the Greater Golden Horseshoe and their counterparts, the Ministry of Municipal Affairs and Housing. Hopefully, creative and constructive revisions to the Places to Grow Act will come out of these sessions but the timing may be such that this will not help Milton in its current situation. Milton has a number of areas that should be, from a planning and visionary perspective, designated for high-density, mixed-use development rather than for the historic general industrial/employment land use, including the previously mentioned "Meritor" site.

Discussion

Given the timing constraints, Milton is looking to employ a two-pronged approach to the policy issues arising from Places to Grow. Staff will continue to work with Halton Region and Province of Ontario through the working group sessions to look to modify the Places to Grow policies and legislative requirements. Staff will also continue to pursue a solution for the "employment re-adaptation" of the "Meritor" site with the Minister and Premier directly before the Region of Halton's Regional Official Plan Review – Municipal Comprehensive Review (MCR) process which would result in a delay of three to five years.

In addition to the immediacy relating to the "employment adaptation" of the "Meritor" site and other proposed high-density, mixed-use secondary plan areas within Milton, there also remains the need for staff to reinforce Milton's current position in relation to the development of a preferred concept within Halton Region's current Regional Official Plan Amendment— Municipal Comprehensive Review (MCR) process. Staff believes that it is essential for Milton to reaffirm its Preferred Milton Growth Scenario, and reflected in Halton Region's review of its Best Planning Estimates (BPE's), in conjunction with related Infrastructure and Transportation Master Plan Updates. A consolidation of this preferred conceptual land use vision for Milton is attached as Appendix C.

During Halton Region's Municipal Comprehensive Review process, each municipality should identify what they desire in terms of an ultimate planning vision/growth scenario and only then should the provision of regional services be purely based on solid planning rationale and Halton Region's and local municipalities' ability to phase and finance the proposed land use, in accordance with the legislated policies of Places to Grow.

The long term, ability of the Town to achieve high-density, mixed-use development in appropriate areas within a fully-expanded urban area will result in the development of



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a complete community with a full range of employment and residential opportunities. This is critical to achieving the desired assessment base and quality of jobs congruent with the community's workforce. There is a tremendous opportunity to capitalize on the potential economic growth that is happening along the Toronto to Waterloo Innovation Corridor. The growth of a complete community under the proposed growth scenario will significantly contribute to Milton's argument for all-day, two-way Metrolinx/Go-Train service, as well as contribute to the business case for the development of secondary GO Stations at Derry/Trafalgar and Tremaine/Steeles.

Financial Impact

There is no immediate financial impact to the Town of Milton relating to ES-016-18. Respectfully submitted,

Andrew Siltala

Director, Strategic Initiatives and Economic Development

For questions, please contact:

Andrew Siltala 905-878-7252, ext. 2103

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William F. Mann

Attachments

Appendix A – Letter dated Monday, August 13, 2018 from the Ministry of Municipal Affairs and Housing, Ontario Growth Secretariat, to Curt Benson, Director of Planning, Regional Municipality of Halton, from the Assistant Deputy Minister, Ministry of Municipal Affairs and Housing, with regard to the Growth Plan for the Greater Golden Horseshoe Working Groups

Appendix B – Letter dated Thursday, September 14, 2018, from Gordon A. Krantz, Mayor, Town of Milton, to the Hon. Steve Clark, Minister, Ministry of Municipal Affairs and Housing, with respect to proposed "employment adaptation" of the "Meritor" lands and intended flexibility in "employment" conversion policies within the Provincial Growth Plan – Places to Grow Act.

Appendix C - Map #1 -Preferred Town of Milton Growth Scenario

CAO Approval
William Mann, MCIP, RPP, OALA, CSLA, MCIF, RPF
Chief Administrative Officer

Ministry of Municipal Affairs and Housing

Ontario Growth Secretariat

777 Bay Streef, 23rd Floor, Sulle 2304 Toronto ON M5G 2E5 Tel; 416 325-1210 Fax: 416 325-7403 www.placestogrow.ca Ministère des Affaires municipales et du Logement

Secrétariat des initiatives de croissance de l'Onfario

777, rue Bay, 23° étage, bureau 2304 Toronto ON M5G-2E5 Tél.: 416 325-1210 Téléc.: 416 325-7403 www.placealacroissance.ca



Monday, August 13, 2018

Curt Benson
Director of Planning
Regional Municipality of Halton
1151 Bronte Road
Qakyille ON L6M 3L1
curt.benson@halton.ca

Re: Growth Plan for the Greater Golden Horseshoe Implementation Working Groups

Dear Curt:

Over the past few weeks. I have taken the opportunity to introduce myself and have discussions with the key planning representatives from the 21 upper-tier and single-tier municipalities in the Greater Golden Horseshoe area. I want to thank you for taking the time to speak with me and providing your perspective on same of the key implementation challenges of the 2017 Growth Plan for the Greater Golden Horseshoe. The frank and honest dialogue we had was truly appreciated.

As discussed, we are looking forward to working with you and your counterparts to address some of the key implementation and transition issues that have been identified. Due to the then pending election, followed by our desire to provide a smooth fransition to a new government, we paused implementation related activities such as transition support and guidance materials. While this pause in implementation reflected the government's "caretaker" position, we do recognize that it may have resulted in particular concerns not being addressed.

With that said and taking into consideration the challenges you have shared to date, we are reaching out to you today to invite you and/or your staff to participate in our 2017 Growth Plan for Greater Golden Horseshoe Implementation Working Groups. Notably, we have established five implementation working groups to address the five key areas identified as potential barriers to meeting key objectives. The five implementation working groups will reflect the following topic areas:

 Employment Area Conversions: looking at how to address the desire for more flexibility to complete employment land conversions that support local economic development priorities

- Settlement Boundary Expansions: looking at the flexibility in how and when to
 proceed with settlement boundary expansions across municipalities in the region
 and clarity regarding the work needed to justify an expansion
- Major Transit Station Areas: looking at flexibility in the process of delineating and setting targets for these areas to reflect local circumstances
- Natural Heritage System and Agricultural System Mapping: looking at the Implementation Impacts of these systems, including but not limited to the accuracy, timing and site-specific development applications in process
- <u>Density and Intensification Targets</u>: looking at the implementation of density and intensification targets, including alternative targets, and considering ways to simplify for a more efficient process

Workshops with each of these working groups will commence in September 2018 with the alm of putting forward viable, practical and workable solutions/options that respond to the "on the ground" challenges. We recognize that you have already begun your work in many of these areas so your real time experiences with the implementation will assist in validating a viable way forward. While I only had the opportunity to speak to those of you in upper- and single-tier municipalities, based on some of the issues you nated, we would encourage you to please also include any staff from lower-tier municipalities that have an interest in these issues.

Further details on these upcoming workshops will be shared shortly. However, to help facilitate attendance at the workshops, we ask that you identify:

- a) The working group(s) you and/or your staff would like to participate in; and
- b) The person we should work with as we prepare for these workshops

Please feel free to provide this information to Allyson Switzman at allyson.switzman@ontarlo.ca by Friday, August 31, 2018.

I want to again take this opportunity to thank you for your patience and support as we go through this time of transition, both at the Plan and government levels. Though I am fairly new to this space, I truly believe that it is the collaborative nature and partnership approach that I have witnessed to date that will allow us to work through the implementation challenges and find solutions together. I look forward to seeing you at the workshops.

Sincerely,

Cordelia Clarke Julien Assistant Deputy Minister Ontario Growth Secretariat

Ministry of Municipal Affairs and Housing

.../2



G.A. (GORD) KRANTZ Mayor

THE CORPORATION OF THE TOWN OF MILTON 150 Mary Street Milton, Ontario Canada L9T 6Z5

905-878-7252 Fax 905-878-5927 www.milton.ca September 14, 2018

Hon. Steve Clark, Minister, Ministry of Municipal Affairs & Housing 777 Bay St, 17th Floor Toronto, Ontario M5G 2C8

Dear Minister Clark,

It was a pleasure to meet with you and your staff on the afternoon of Thursday, September 13th, 2018.

We very much appreciate that you were genuinely interested in the planning dilemma that Milton is facing with respect to the limitations of the Provincial Places to Grow Act, as it pertains to the omission of any policy relating to employment conversion to high-density, mixed-use development.

I am sure that you have heard the same issue from a number of communities, specifically within the GTHA. However, in our case, as it applies to the site known as "Meritor", the requirement is immediate, given that the owners, Mitsubishi, and the potential developers, Diamondcorp, have come to a conditional agreement; whereby site remediation can begin immediately, along with the planning and construction of a much-desired, multi-phased, high-density, mixed-use development.

As I and my staff indicated, if we were to wait for a Municipal Comprehensive Review (MCR) to consider this project over the next 3 to 5 year period, the opportunity is sure to be lost. With that in mind, we offered two methodologies by which we could help MMAH and the current provincial government demonstrate its intent to cut red tape, reduce competing bureaucratic processes and provide more flexibility within the planning process, in order to create highly-desirable employment and economic development opportunities.

The first alternative is to issue a Minister's Zoning Order on the basis of breaking the logiam of Provincial Growth Management policy impediments. The second alternative is to work with the Town of Milton in identifying and facilitating the "employment adaption" through a more-immediate planning process outside of the currently-required MCR.





G.A. (GORD) KRANTZ Mayor

THE CORPORATION OF THE TOWN OF MILTON 150 Mary Street Milton, Ontario Canada 1,9T 6Z5

905-878-7252 Fax 905-878-5927 www.milton.ca My staff will be providing your staff with an immediate follow-up outlining the particulars relating to the number of jobs that could be created, as well as the assessment and tax benefits that will be gained. Also included will be a short qualitative assessment relating to the benefits that a development of this type will lend to the historic downtown area.

Meanwhile, I wish you well in all of your endeavors.

Sincerely,

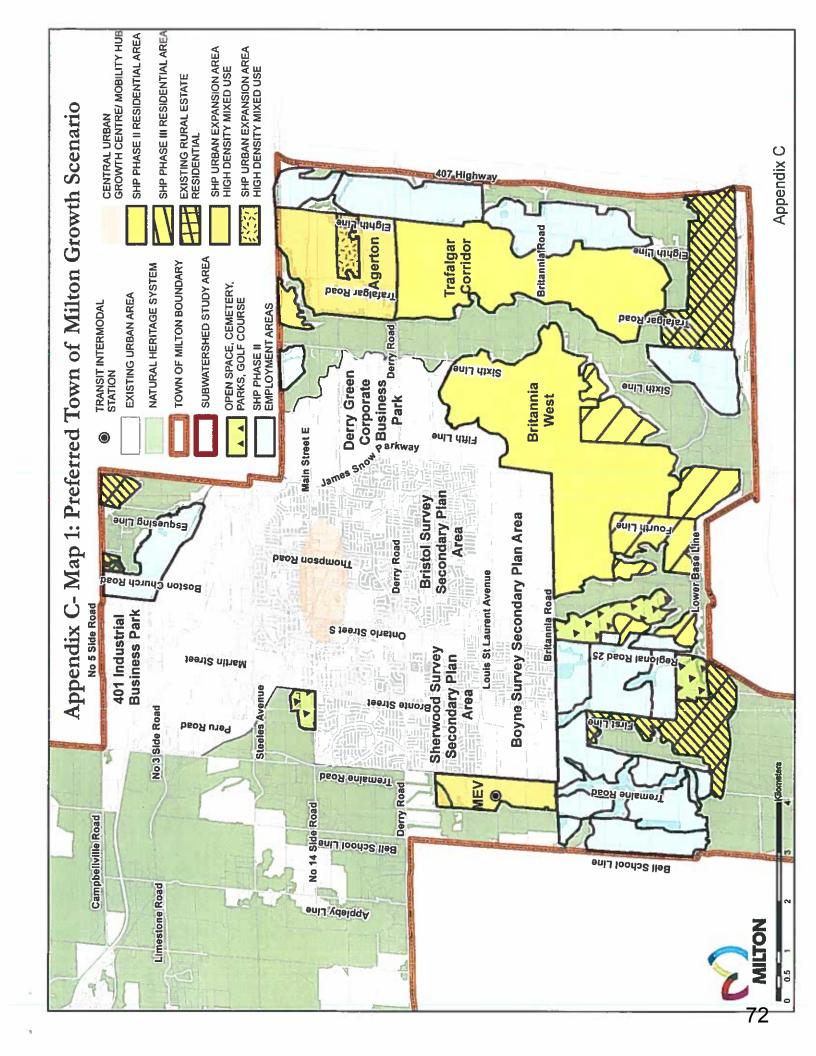
Gordon A. Krantz/Mayor, Town of Milton

cc. Premier Doug Ford

Parm Gill, MPP, Milton

Chairman Gary Carr, Region of Halton







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

November 1, 2018

Ms. Lisa Thompson, Minister of Education 14th Floor, Mowat Block 900 Bay Street Toronto, Ontario M7A 1L2

Re: Ministry of Education Construction Benchmark Concerns

Dear Ms. Thompson:

We are writing to express our ongoing concerns regarding the shortfall in Ministry of Education funding levels for new construction projects. Halton Region is fortunate to be one of the few areas of the Province still experiencing significant growth. As a result, the Halton Catholic District School Board has seen a steady increase in enrollment over the past 10 years and has undertaken many new construction projects to accommodate the new students. However, due to substantial pricing shifts in the construction industry, it has become increasingly difficult to deliver facilities that comply with the Ministry space guidelines within the Ministry construction cost benchmark. We are seeking your leadership to review the new construction cost benchmarks and approval process to ensure that school boards can deliver the required facilities within the necessary timelines to meet the needs of their respective communities.

Pricing in the Ontario school construction market has been impacted primarily by 3 factors. First, an influx of renewal investment has flooded the Ontario market and allowed contractors to selectively choose projects. When combined with a hot residential and commercial construction market, tender prices have risen much faster than the Ministry benchmark. Secondly, recently imposed steel tariffs have increased the cost of many building materials. Lastly, changes to the Construction Lien Act have made bonding provisions a requirement of school construction, which has further increased the cost to complete projects. All of the recent changes have outpaced changes in the Ministry's construction cost benchmark and made it extremely difficult to deliver projects within the benchmark envelope. Ultimately, inadequate funding for new construction projects will lead to delayed opening of facilities and the inability to meet the needs of the community.

The Halton Catholic District School Board is very appreciative of the Ministry's support for new construction projects. This support has allowed the Halton Catholic District School Board to be an industry leader in design and construction methodology, opening 20 school buildings within the past 15 years, all within the Ministry benchmark funding envelope. However, construction pricing has

increased so rapidly in the past year that our construction management methodology and value engineering tactics cannot close the gap. As such, the Ministry benchmark construction funding is no longer reflective of construction industry prices, which is leading to delays in the completion of capital projects. This practice will ultimately have adverse effects on our students, staff and communities.

Please let us know if you have any questions or require further clarification.

Sincerely,

Pat Daly

Director of Education and Secretary of the Board

Ryan Merrick

Superintendent, Facility Management Services

From: Len Ferry
Date: November 1, 2018 at 10:47:21 AM EDT
To: <rabendad@hcdsb.org>, <director@hcdsb.org>, <dankoa@hcdsb.org>,</dankoa@hcdsb.org></director@hcdsb.org></rabendad@hcdsb.org>
<anthonyquinn@hcdsb.org>, <maraip@hcdsb.org>, <lantomasia@hcdsb.org>, <karabelah@hcdsb.org></karabelah@hcdsb.org></lantomasia@hcdsb.org></maraip@hcdsb.org></anthonyquinn@hcdsb.org>
< <u>tritess@hcdsb.org</u> >, < <u>rowem@hcdsb.org</u> >
Subject: Lack of Transportation to Holy Trinity AP program Reply-To
Reply-10
Good day
I am requesting that the Chair of the Board include this email as a correspondence in the upcoming November 6th board meeting package.
The reason I am writing you today is to request your assistance/consideration into the lack of transportation for my son to attend AP program at Holy Trinity High School. My son is currently enrolled in the gifted program at St Andrews and is provided with Special Education transportation. Within the board, the only appropriate program option to continue experiencing enrichment similar to his current program would be the AP program at Holy Trinity.
I was shocked to hear that bussing is not available for him to travel to Holy Trinity as our home is outside of the school district. Halton school bus does provide transportation to high school students within the boundaries as long as they are further than 3.2 kms. We live outside of school boundaries. I request that you change your policies to provide my son the opportunity to receive the enriched education that the AP program at Holy Trinity can offer him.
It is important to me and my family that he continue this education in the catholic school board system due to our faith. I do not feel we should be asked to sacrifice our faith nor his opportunity to an enriched education. The catholic school board should not want to lose these innovative learners by not engaging them. They are defined by the Ministry education as exceptional learners who need appropriate programming. They learn best and feel most secure when they are surrounded by like-minded peers. They can help each other to reach their full potential without being excluded. For that reason, I feel the board should be obligated to provide them with their opportunity to a challenging education within the catholic school board system and the means of transportation to get there – please help us!
Regards,
I on Forms
Len Ferry

Sent: November 2, 2018 1:54 PM

To:

Cc: Marai, Paul <MaraiP@hcdsb.org>; Trites, Susan <TritesS@hcdsb.org>; lantomasi, Arlene <lantomasiA@hcdsb.org>; Michael, Jane <MichaelJ@hcdsb.org>; Danko, Anthony <DankoA@hcdsb.org>; Quinn, Anthony <AnthonyQuinn@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; Rowe, Mark <RoweM@hcdsb.org>; Daly, Patrick <DalyP@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>; Cipriano, Camillo <CiprianoC@hcdsb.org>; Swinden, Andrea <SwindenA@hcdsb.org>

Subject: Transportation to Holy Trinity AP program

Good afternoon Mr. Ferry,

Thank you for your email. As requested, your letter will be included as correspondence on the agenda for the upcoming Regular Board Meeting to be held on November 6, 2018.

I would like to clarify that the Advanced Placement (AP) program is not a Special Education program; it is neither staffed by Special Education teachers, nor is it operated or overseen by our Special Education department. As such, it is outside of the purview of Special Education Services to provide transportation for gifted students to schools that offer the AP program.

Notwithstanding the above explanation, at the Regular Board Meeting held on April 3, 2018, the Board of Trustees received delegations requesting consideration for the provision of transportation for gifted secondary school students to the Advanced Placement or International Baccalaureate programs.

At the May 1st, 2018 Regular Board Meeting, Trustees received a report from staff addressing the concerns presented through the delegations. You may read the <u>staff report</u> online, beginning on page 290.

After receiving staff's report, it was agreed that the decision on this matter be deferred until the report on consultation for the *Vision for Student Transportation in Ontario* is released and the Ministry of Education announces the impact it will have on the transportation funding across the province. As the Ministry has not yet released their report on the Vision for Student Transportation, a decision on this matter is still pending.

While I appreciate your request, it would be premature at this time for our Board to make any significant changes to our current transportation practices.

Sincerely,

Diane Rabenda

To Whom it May Concern Halton Catholic School Board

I am writing this letter to you as a parent and formal teacher. My oldest son, was identified gifted. When he was first identified, we decided not to go with the self-contained program and keep him at his local school with an IEP. After a few years of struggle, we finally decided to take the opportunity of the self-contained classes at St Andrew Catholic School in Oakville. It was the best decision we could have made. It is hard to explain, but he lite up; his social skills improved, he became confident, he started enjoying going to school.

When he was about to graduate from Elementary, we were shocked to learn that there was no gifted program at any of the Highs Schools in the Halton Catholic School Board. We looked at different options for him. At the end, we had to decide between continuing his education in the faith and values of a Catholic education and his special education needs, which is a decision we should not have had to make.

He decided to enroll in the IB program at Saint Thomas Aquinas Secondary School. During his High School years, he has not had any accommodations or significant support. We have seen many of his gifted classmates from Saint Andrew left to the gifted programs in the Halton School Board, left the IB program or struggle through High School.

Even though it is late for my son and my family, the needs of all students with special needs should be met within the Catholic School Board, families should not have to decide between a Catholic Education and a special program.

Please, do not hesitate to contact me if you want to discuss further.

Your sincerely

Beatriz Gomez

Sent: Sunday, November 4, 2018 1:36 PM **To:** BEATRIZ GOMEZ

Cc: Marai, Paul <MaraiP@hcdsb.org>; Trites, Susan <TritesS@hcdsb.org>; lantomasi, Arlene

<lantomasiA@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; Rowe, Mark

<RoweM@hcdsb.org>; Quinn, Anthony <AnthonyQuinn@hcdsb.org>; Danko, Anthony

<DankoA@hcdsb.org>; Michael, Jane <MichaelJ@hcdsb.org>; Daly, Patrick <DalyP@hcdsb.org>;

Swinden, Andrea < Swinden A@hcdsb.org>; DiPietro, Rosie < DiPietro R@hcdsb.org>

Subject: High School Gifted Program within the Halton Catholic School Board

Dear Mrs. Gomez,

Thank you for taking the time to share your perspective.

The Ministry of Education, through regulation 298 S. 31, outlines a variety of placement options for identified students which range from fully integrated regular class placement to fully contained special education class placement with no integration. Different school boards implement different models for the delivery of special education.

At the Halton Catholic District School Board, we have embraced a model for special education that is based on inclusion and a range of options for students identified with exceptionalities. While we do offer three regional self-contained gifted classes at the elementary school level, we do not currently offer a contained gifted classroom placement for gifted students at the secondary school level. The regular classroom in a student's community school is the default placement for all students, regardless of identified exceptionality, according to the Ministry of Education (Regulation 181/98 S.17), and we make every effort to provide programs and services to support students with exceptionalities in the regular class setting.

As a school board, we place great value in educating the 'whole child' by creating conditions that support the intellectual, physical, spiritual, and emotional well-being of all students. Our preference is for our students to attend the school in the neighbourhood or community in which they live. We believe that pupils with exceptionalities should receive appropriate special education programs and services, but also have regular opportunities to interact with their peers, enjoy the life of the school, and participate in local community and parish activities.

Last school year, we sent out a survey to all students in our school district identified as gifted. We had a very high response rate, with 81% of students responding to the survey. The data we collected suggests the following:

- Overall, there are more gifted students who prefer non-clustered gifted programs than those
 who are in favour of clustered programs;
- There are more gifted students who would not prefer being in courses exclusively with other gifted students;
- The majority of student comments revolved around the theme of segregation, and many students expressed they would be unlikely to enroll in a gifted program that would require

they travel to another school because such a program would segregate them from the rest of the student population.

The results of this student survey confirmed that the supports we currently offer to students identified as gifted are not only aligned with our pedagogical philosophy and our strategic priorities, but also very much aligned to the needs of our students.

<u>Click here</u> to view the Gifted Student Survey Report.

I also provide the following links which will redirect you to documents with additional information on the Special Education programs we offer in our district:

- HCDSB Policy II-29, Inclusion and Range of Placement Options for Identified Exceptional Students
- HCDSB Special Education Plan 2018
- Range of Placement Options offered for Students Identified with Exceptionalities at HCDSB

Thank you again for sharing your perspective. I hope my response has helped to clarify our approach to special education at the Halton Catholic District School Board.

Sincerely,

Diane Rabenda

To: Rabenda, Diane <RabendaD@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>; Danko, Anthony <DankoA@hcdsb.org>; Quinn, Anthony <AnthonyQuinn@hcdsb.org> Cc: Marai, Paul <MaraiP@hcdsb.org>; lantomasiA@hcdsb.org; Karabela, Helena <KarabelaH@hcdsb.org>; Trites, Susan <TritesS@hcdsb.org>; rowen@hcdsb.org Subject: Fwd: Gifted Programming in Secondary school? Dear Halton Catholic District School Board: Our son is currently attending Grade 8 in a gifted program in the HCSDB. After meeting criteria for the program in Grade 4, we opted for our son to remain at our home school with an IEP. The intention was to have remain in a familiar setting with classmates and his younger sibling while receiving enriched programming provided by the school SERT a couple of times per week. Unfortunately, it became very clear early in the school year that although our idea was correct in theory, the reality of our plan was not working. Although did meet with the SERT, the sessions were not consistent and they primarily became a work period where several projects were started with little to no follow through. Sessions were frequently cancelled due to events at the school or because the SERT had outside meetings or other conflicts in her schedule. In addition, there was very little communication between the SERT and classroom teacher so extensions to the regular curriculum did not occur on a regular basis. completed work assignments and attended school consistently however the classroom teacher felt that he was disengaged during class time (staring out the window) and often appeared bored. As a result, we decided to explore the possibility of placement in the self contained Gifted program and he transferred for the start of Grade 6. I am thrilled to let you know that has never looked back since entering the Gifted program. He is happy to go to school each day and is fully engaged and thriving. He has found the pace and depth of the school work to be much more aligned with his academic needs and it is clear that the dynamic environment generated by being with like-minded peers has made an enormous difference in his experience at school. just turned thirteen and I am amazed by his excitement for learning and his obvious confidence in trying new things/taking risks in class. As such, we are highly conflicted about the plan for our son's secondary education. love to continue to attend a similar program together with his current peer group. Given that there is no high school clustered Gifted program, we would be interested in the possibility of attending a school with an AP program in the HCDSB. This is our son's first choice. Unfortunately, we do not have the ability to attend this program due to lack of available transportation. We are now having to look at our local Public high school. The school not only offers an AP program but also has Clustered Gifted classes and is within walking distance of our home. We are wondering why the Catholic board does not accommodate students with our son's profile in the same way.

Please include this email as correspondence for the November 6th Board meeting package.

From: Karen Mann [

Sincerely, Karen Mann

Sent: November 2, 2018 4:36 PM

Sent: Sunday, November 4, 2018 2:03 PM

To: Karen Mann

Cc: Marai, Paul <MaraiP@hcdsb.org>; Trites, Susan <TritesS@hcdsb.org>; lantomasi, Arlene

<lantomasiA@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; Rowe, Mark

<RoweM@hcdsb.org>; Quinn, Anthony <AnthonyQuinn@hcdsb.org>; Danko, Anthony

<DankoA@hcdsb.org>; Michael, Jane <MichaelJ@hcdsb.org>; Daly, Patrick <DalyP@hcdsb.org>;

Cipriano, Camillo <CiprianoC@hcdsb.org>; Swinden, Andrea <SwindenA@hcdsb.org>; DiPietro, Rosie

<DiPietroR@hcdsb.org>

Subject: Gifted Programming Secondary school?

Dear Ms. Mann,

Thank you for your email. As requested, your letter has been included as correspondence on the agenda for the upcoming Regular Board Meeting to be held on November 6, 2018.

The Ministry of Education, through regulation 298 S. 31, outlines a variety of placement options for identified students which range from fully integrated regular class placement to fully contained special education class placement with no integration. Different school boards implement different models for the delivery of special education.

At the Halton Catholic District School Board, we have embraced a model for special education that is based on inclusion and a range of options for students identified with exceptionalities. While as you know, we do offer three regional self-contained gifted classes at the elementary school level, we do not currently offer a contained gifted classroom placement for gifted students at the secondary school level. The regular classroom in a student's community school is the default placement for all students, regardless of identified exceptionality, according to the Ministry of Education (Regulation 181/98 S.17), and we make every effort to provide programs and services to support students with exceptionalities in the regular class setting.

As a Catholic school board, we place great value in educating the 'whole child' by creating conditions that support the intellectual, physical, spiritual, and emotional well-being of all students. Our preference is for our students to attend the school in the neighbourhood or community in which they live. We believe that pupils with exceptionalities should receive appropriate special education programs and services, but also have regular opportunities to interact with their peers, enjoy the life of the school, and participate in local community and parish activities.

With regard to your question around transportation of gifted students to schools that offer the Advanced Placement (AP) program, I would like to clarify that the AP program is not a Special Education program; it is neither staffed by Special Education teachers, nor is it operated or overseen by our Special Education department. As such, it is outside of the purview of Special Education Services to provide transportation for gifted students to schools that offer the AP program.

Notwithstanding the above, at the Regular Board Meeting held on April 3, 2018, the Board of Trustees received delegations requesting consideration for the provision of transportation for gifted secondary school students to the Advanced Placement or International Baccalaureate programs. It was agreed by the Board of Trustees that the decision on this matter be deferred until the report on consultation for the *Vision for Student Transportation in Ontario* is released and the Ministry of Education announces the impact it will have on the transportation funding across the province. As the Ministry has not yet released their report on the Vision for Student Transportation, a decision on this matter is still pending.

Thank you again for sharing your perspective and your son's experience with the gifted program. I hope my response has helped to clarify our approach to special education at the Halton Catholic District School Board.

Sincerely,

Diane Rabenda

From: Mary

Sent: November 2, 2018 11:53 AM

To: Rabenda, Diane <RabendaD@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>; Danko, Anthony <DankoA@hcdsb.org>; Quinn, Anthony <AnthonyQuinn@hcdsb.org>; Marai, Paul <MaraiP@hcdsb.org>; lantomasi, Arlene <lantomasiA@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; Trites, Susan <TritesS@hcdsb.org>; Rowe, Mark <RoweM@hcdsb.org>

Cc: Mary Nosella

Subject: Nov 6th Board Meeting

Good morning to all,

Please include my email in the upcoming November 6th board meeting package.

I am the mom of a 13-year-old young lady in the gifted program at St. Andrews Catholic Elementary School. After being identified as gifted in Grade 4, my daughter was very reluctant to leave her home school for enrichment. It wasn't until she attended the presentation put on by the students at St. Andrews that her mind was completely put at ease. She literally said, "that's me!", when students currently enrolled in the program expressed their boredom and lack of engagement in their regular stream classrooms. Her decision had been made and she has never looked back!

My daughter has thrived in the gifted program starting from Grade 5, where she has found likeminded peers, is challenged, engaged and motivated and is meeting her full potential. She is now in Grade 8 and unfortunately finds herself at a crossroads.

Given that there are no self-contained, gifted, clustered classes available in the Catholic Board in Oakville, we have no choice but to look at the AP and IB Programs available to meet her needs, the needs that were clearly recommended and encouraged by the IPRC 4 years ago. Unfortunately, we live outside the catchment areas of all the Catholic schools that offer these programs and unlike at the elementary school level, my daughter will be faced with no transportation. We've explained to her that without transportation we may need to look at these programs offered through the HDSB. Neither she, nor my husband and I believe this is a decision we should have to make. My husband and I benefited from a Catholic education throughout our elementary and high school years and want the same for both our children. We believe we have a responsibility as parents, as do you as HCDSB trustees, to ensure she has access to enrichment studies coupled with Catholic education. Moreover, you have a legal obligation to provide an accessible program for identified, exceptional, gifted students. Please help us meet the needs of these students that want to learn at these levels, within their Catholic faith.

Thank you for your consideration.

Mary Nosella

Sent: Sunday, November 4, 2018 2:15 PM

Cc: Marai, Paul <MaraiP@hcdsb.org>; Trites, Susan <TritesS@hcdsb.org>; lantomasi, Arlene

<lantomasiA@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; Rowe, Mark

<RoweM@hcdsb.org>; Quinn, Anthony <AnthonyQuinn@hcdsb.org>; Michael, Jane

<MichaelJ@hcdsb.org>; Danko, Anthony <DankoA@hcdsb.org>; Daly, Patrick <DalyP@hcdsb.org>;

Cipriano, Camillo <CiprianoC@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>; Swinden, Andrea

<SwindenA@hcdsb.org>

Subject: Nov 6th Board Meeting

Good afternoon Ms. Nosella,

Thank you for your email. As requested, your letter will be included as correspondence on the agenda for the upcoming Regular Board Meeting to be held on November 6, 2018.

The Ministry of Education, through regulation 298 S. 31, outlines a variety of placement options for identified students which range from fully integrated regular class placement to fully contained special education class placement with no integration. Different school boards implement different models for the delivery of special education.

At the Halton Catholic District School Board, we have embraced a model for special education that is based on inclusion and a range of options for students identified with exceptionalities. While we do offer three regional self-contained gifted classes at the elementary school level, as you noted, we do not currently offer a contained gifted classroom placement for gifted students at the secondary school level. The regular classroom in a student's community school is the default placement for all students, regardless of identified exceptionality, according to the Ministry of Education (Regulation 181/98 S.17), and we make every effort to provide programs and services to support students with exceptionalities in the regular class setting.

As a Catholic school board, we place great value in educating the 'whole child' by creating conditions that support the intellectual, physical, spiritual, and emotional well-being of all students. Our preference is for our students to attend the school in the neighbourhood or community in which they live. We believe that pupils with exceptionalities should receive appropriate special education programs and services, but also have regular opportunities to interact with their peers, enjoy the life of the school, and participate in local community and parish activities.

With regard to your question around transportation of gifted students to schools that offer the Advanced Placement (AP) program, I would like to clarify that the AP program is not a Special Education program; it is neither staffed by Special Education teachers, nor is it operated or overseen by our Special Education department. As such, it is outside of the purview of Special Education Services to provide transportation for gifted students to schools that offer the AP program.

Notwithstanding the above, at the Regular Board Meeting held on April 3, 2018, the Board of Trustees received delegations requesting consideration for the provision of transportation for gifted secondary school students to the Advanced Placement or International Baccalaureate programs.

At the May 1st, 2018 Regular Board Meeting, Trustees received a report from staff addressing the concerns presented through the delegations. You may read the <u>staff report</u> online, beginning on page 290. After receiving staff's report, it was agreed that the decision on this matter be deferred until the report on consultation for the *Vision for Student Transportation in Ontario* is released and the Ministry of Education announces the impact it will have on the transportation funding across the province. As the Ministry has not yet released their report on the Vision for Student Transportation, a decision on this matter is still pending.

Thank you again for offering your perspective and sharing your daughter's positive experience in the gifted program. I hope my response has helped to clarify our approach to special education at the Halton Catholic District School Board.

Sincerely,

Diane Rabenda

From: LeAnne Thorfinnson

Date: November 1, 2018 at 12:38:46 AM EDT

To: rabendad@hcdsb.org, director@hcdsb.org, dankoa@hcdsb.org, anthonyquinn@hcdsb.org, maraip@hcdsb.org, IantomasiA@hcdsb.org, karabelah@hcdsb.org, tritess@hcdsb.org,

rowem@hcdsb.org

Subject: Request to the Chair of the Board for upcoming Nov. 6th Board meeting

A request to the Chair of the Board: Please include my email as a correspondence in the upcoming November 6th board meeting package:

I am the mom of a young man in the gifted program at St. Andrews. This program has been a godsend to my son, who was bored to death in his public school - tired of "learning what I already know, mom" and resorting to reading in class to keep his mind engaged. Then came the gifted program in Grade 5, where he has found his peers, who challenge and sharpen his thinking, who can think outside the box in ways that surprise him, deepen him, engage him, and stretch him. No longer the odd man out, who does not "fit in", he has found an environment where he is encouraged to be different, where he is fully accepted, and where he is motivated to learn. He is now in Grade 8 and I can say without doubt, they have been the happiest years of his schooling to date.

To my dismay, I have come to understand that in our Catholic Board, there are no self-contained gifted clustered classes available in Oakville - unlike what is available within the Halton District School Board. How then will my son be able to continue this learning that he has grown to thrive on and appreciate? Why should my son have to leave the Catholic Board and switch to the Public board in order to be able to continue to be in a classroom with like minded peers? Why should he not be allowed to work with classmates who challenge and encourage him, in that wonderfully curious mix that he finds in his collaborative, life-giving classroom?

Why is self-contained gifted Clustered classes offered at HDSB and not the HCDSB? Are their students more important than ours? Do we not feel in our Catholic board, that our students are worthy of the investment required to continue to fully nurture their learning? These are often the children who become our leaders, our innovators, our researchers, our educators, our entrepreneurs, our technology experts, and more. How do I explain to my son that he will have to choose between a Catholic education and enrichment? He should be able to do both.

I also understand that you have a legal obligation to provide suitable program for identified, exceptional, gifted students. Why would you turn a blind eye to fulfilling this obligation? By providing transportation to an AP program, you can ensure that a high percentage of students will continue in the Catholic board. Faced with no transportation, many will leave, taking their separate school tax dollars to the public board.

I don't want to lose my son to boredom. Like you, I believe he should have the opportunity to fully live up to his potential and he should have access to the education that recognizes his needs and giftedness. And I would like for him to be able to continue in the context of a Catholic education. We can consider the public board for our son, but neither he, nor we, his parents, should have to choose between a Catholic education and enrichment. It is your responsibility to ensure he has access to both.

Thank you for your consideration. LeAnne Thorfinnson

Sent: Sunday, November 4, 2018 1:51 PM

To: LeAnne Thorfinnson

Cc: Marai, Paul <MaraiP@hcdsb.org>; Trites, Susan <TritesS@hcdsb.org>; lantomasi, Arlene

<lantomasiA@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; Rowe, Mark

<RoweM@hcdsb.org>; Quinn, Anthony <AnthonyQuinn@hcdsb.org>; Michael, Jane

<MichaelJ@hcdsb.org>; Danko, Anthony <DankoA@hcdsb.org>; Daly, Patrick <DalyP@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>; Cipriano, Camillo <CiprianoC@hcdsb.org>; Swinden, Andrea

<SwindenA@hcdsb.org>

Subject: Request to the Chair of the Board for upcoming Nov. 6th Board meeting

Good afternoon Mrs. Thorfinnson,

Thank you for your email. As requested, your letter will be included as correspondence on the agenda for the upcoming Regular Board Meeting to be held on November 6, 2018.

The Ministry of Education, through regulation 298 S. 31, outlines a variety of placement options for identified students which range from fully integrated regular class placement to fully contained special education class placement with no integration. Different school boards implement different models for the delivery of special education.

At the Halton Catholic District School Board, we have embraced a model for special education that is based on inclusion and a range of options for students identified with exceptionalities. While we do offer three regional self-contained gifted classes at the elementary school level, as you noted, we do not currently offer a contained gifted classroom placement for gifted students at the secondary school level. The regular classroom in a student's community school is the default placement for all students, regardless of identified exceptionality, according to the Ministry of Education (Regulation 181/98 S.17), and we make every effort to provide programs and services to support students with exceptionalities in the regular class setting.

As a Catholic school board, we place great value in educating the 'whole child' by creating conditions that support the intellectual, physical, spiritual, and emotional well-being of all students. Our preference is for our students to attend the school in the neighbourhood or community in which they live. We believe that pupils with exceptionalities should receive appropriate special education programs and services, but also have regular opportunities to interact with their peers, enjoy the life of the school, and participate in local community and parish activities.

Last school year, we sent out a survey to all students in our school district identified as gifted. We had a very high response rate, with 81% of students responding to the survey. The responses we collected from our gifted students suggest the following:

- Overall, there are more gifted students who prefer non-clustered gifted programs than those
 who are in favour of clustered programs;
- There are more gifted students who would not prefer being in courses exclusively with other gifted students;
- The majority of student comments revolved around the theme of segregation, and many students expressed they would be unlikely to enroll in a gifted program that would require they travel to another school because such a program would segregate them from the rest of the student population.

The results of this student survey confirmed that the supports we currently offer to students identified as gifted are not only aligned with our pedagogical philosophy and our strategic priorities, but also very much aligned to the needs of our students.

<u>Click here</u> to view the Gifted Student Survey Report.

With regard to your question around transportation of gifted students to schools that offer the Advanced Placement (AP) program, I would like to clarify that the AP program is not a Special Education program; it is neither staffed by Special Education teachers, nor is it operated or overseen by our Special Education department. As such, it is outside of the purview of Special Education Services to provide transportation for gifted students to schools that offer the AP program.

Notwithstanding the above, at the Regular Board Meeting held on April 3, 2018, the Board of Trustees received delegations requesting consideration for the provision of transportation for gifted secondary school students to the Advanced Placement or International Baccalaureate programs.

At the May 1st, 2018 Regular Board Meeting, Trustees received a report from staff addressing the concerns presented through the delegations. You may read the <u>staff report</u> online, beginning on page 290. After receiving staff's report, it was agreed that the decision on this matter be deferred until the report on consultation for the *Vision for Student Transportation in Ontario* is released and the Ministry of Education announces the impact it will have on the transportation funding across the province. As the Ministry has not yet released their report on the Vision for Student Transportation, a decision on this matter is still pending.

While I appreciate your request, it would be premature at this time for our Board to make any significant changes to our current transportation practices.

Thank you again for sharing your perspective. I hope my response has helped to clarify our approach to special education at the Halton Catholic District School Board.

Sincerely,

Diane Rabenda

From: jana vanek [

Sent: November 5, 2018 9:47 AM

To: Rabenda, Diane <RabendaD@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>; Danko, Anthony <DankoA@hcdsb.org>; Quinn, Anthony <AnthonyQuinn@hcdsb.org>; Marai, Paul <MaraiP@hcdsb.org>; lantomasiA@hcdsb.org; Karabela, Helena <KarabelaH@hcdsb.org>; Trites, Susan <TritesS@hcdsb.org>; Rowe, Mark <RoweM@hcdsb.org>

Subject: Request to the Chair of the Board for upcoming Nov. 6th Board meeting

A request to the Chair of the Board: Please include my email as correspondence in the upcoming November 6th board meeting package:

I am the mother of a two students in the gifted program at St. Andrew's catholic elementary school (my oldest one is currently in grade eight and my second one was just enrolled in grade 5).

This program was so very helpful to my oldest son (and it is already making my second son quite happy) who was always bored and did not fit in in his previous home school. Until grade 5 he hated school. But after starting grade 5 gifted program, everything changed. He felt that finally he has friends who understand him, who motivate him and fully accept him. Sadly I became aware of the fact that only option for gifted students to continue their personal growth is only through AP program at high school since there are no specifically designed programs for gifted students. There is only one Catholic High school in Oakville offering this program, but due to transportation issues, many students will choose move to public school system.

It is important that gifted students are provided bussing to the AP program so they are given opportunity to grow together.

Thank you for your consideration, Jana Vanek

Sent: November 5, 2018 6:40 PM

To: jana vanek

Cc: Marai, Paul <MaraiP@hcdsb.org>; lantomasi, Arlene <lantomasiA@hcdsb.org>; Michael, Jane <MichaelJ@hcdsb.org>; Trites, Susan <TritesS@hcdsb.org>; Danko, Anthony <DankoA@hcdsb.org>; Quinn, Anthony <AnthonyQuinn@hcdsb.org>; Rowe, Mark <RoweM@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; Daly, Patrick <DalyP@hcdsb.org>; Swinden, Andrea <SwindenA@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>; Cipriano, Camillo <CiprianoC@hcdsb.org> Subject: Request to the Chair of the Board for upcoming Nov. 6th Board meeting

Good afternoon, Mrs. Vanek.

Thank you for your email. As requested, your letter will be included as correspondence on the agenda for tomorrow evening's Regular Board Meeting.

I would like to clarify that the Advanced Placement (AP) program is not a Special Education program; it is neither staffed by Special Education teachers, nor is it operated or overseen by our Special Education department. As such, it is outside of the purview of Special Education Services to provide transportation for gifted students to schools that offer the AP program.

Notwithstanding the above clarification, at the Regular Board Meeting held on April 3, 2018, the Board of Trustees received delegations requesting consideration for the provision of transportation for gifted secondary school students to the Advanced Placement or International Baccalaureate programs.

At the May 1st, 2018 Regular Board Meeting, Trustees received a report from staff addressing the concerns presented through the delegations. You may read the <u>staff report</u> online, beginning on page 290.

After receiving staff's report, it was agreed that the decision on this matter be deferred until the report on consultation for the *Vision for Student Transportation in Ontario* is released and the Ministry of Education announces the impact it will have on the transportation funding across the province. As the Ministry has not yet released their report on the Vision for Student Transportation, a decision on this matter is still pending.

Thank you again for offering your perspective and sharing your children's positive experience in the gifted program offered at St. Andrew Catholic Elementary School.

Sincerely,

Diane Rabenda

From: Carrol Verasamy

Sent: October 31, 2018 1:20 PM

To: DiPietro, Rosie < DiPietroR@hcdsb.org> **Subject:** Fw: Self Contained Gifted Class

Hello,

May I request that the Chair of the Board include this email as a correspondence in the upcoming November 6th board meeting package?

Thank you kindly,

Carrol Verasamy

---- Forwarded Message -----

From: Carrol Verasamy <

To: rabendad@hcdsb.org <rabendad@hcdsb.org>; director@hcdsb.org <director@hcdsb.org>; dankoa@hcdsb.org <dankoa@hcdsb.org>; anthonyquinn@hcdsb.org <anthonyquinn@hcdsb.org>; maraip@hcdsb.org <maraip@hcdsb.org </ar>; lantomasiA@hcdsb.org karabelah@hcdsb.org <karabelah@hcdsb.org>; tritess@hcdsb.org <tritess@hcdsb.org>; rowem@hcdsb.org <rowem@hcdsb.org>;

Cc:

Sent: Wednesday, October 31, 2018, 11:50:25 a.m. EDT

Subject: Self Contained Gifted Class

Dear Halton Catholic District School Board,

I am a mom of two gifted teens who were very fortunate to attend self contained gifted clustered classes available in Oakville within the Halton District School Board. I was quite surprised to read on the ABC Chat forum on Facebook that no such class exists in the Catholic Board. I've noted the frustration from my Catholic friends, that their children sadly do not have the same opportunity. I have friends who have had to switch from the Catholic board to the Public board in order to give their gifted children the chance to be in a classroom with like minded classmates.

I'm writing to share with you what the self contained gifted classes have done for my highly gifted son. In middle school he attended a private school in mainstream classes with pull out enrichment. It wasn't working - he appeared to be at high risk of dropping out of school, bored, and not living up to his potential. He had much difficulty fitting in with the mainstream class. He was always a few years ahead of most of the class, so when the teacher started new material, it was old news to him. He had no interest in listening to this old information and would play on his phone, or daydream, or do math problems on his own, disregarding whatever the teacher was teaching. He eventually lost his motivation, and stopped trying. He had difficulty forming friendships with his classmates and felt misunderstood, as is typical with highly gifted individuals. He was not thriving and as parents we were very worried. I was watching my son slowly but surely lose his thirst for knowledge, lose all motivation, and feel so alone; the situation seemed grave. We knew we had to do something.

We enrolled him in gifted classes in the HDSB in high school. Finally there were teachers who knew what he was feeling, knew what he needed to regain his thirst for knowledge. Finally he could relate to his peers; they were interested in the same things and understood

one another; THIS is where he belonged. Finally he found his motivation, and he got the chance to challenge himself by enrolling in Advanced Placement courses, math competitions offered by the University of Waterloo, DEEP at University of Toronto (all enrichment options introduced to him by the gifted program), and found his passion in Computer Science. Finally, my boy was thriving!

He just graduated this past spring with Honours from the prestigious Computer Science Coop Program at the University of Waterloo and had his choice of plum job offers. He is a happy and successful young man, on the road to fulfilling his potential and excited about his future. I am excited too to see all that he will accomplish. Would all of this have been possible without the gifted program he was fortunate enough to have been introduced to in high school? I highly doubt it. I am so thankful that we found it when we did. I think all our kids deserve a chance to fulfill their highest potential. Why should the families with gifted children in the HCDSB be denied this opportunity?

Sincerely,

Carrol Verasamy

Sent: November 2, 2018 6:04 AM

To: Carrol Verasamy

Cc: Marai, Paul <MaraiP@hcdsb.org>; lantomasi, Arlene <lantomasiA@hcdsb.org>; Trites, Susan <TritesS@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; Rowe, Mark <RoweM@hcdsb.org>; Quinn, Anthony <AnthonyQuinn@hcdsb.org>; Danko, Anthony <DankoA@hcdsb.org>; Michael, Jane <MichaelJ@hcdsb.org>; Daly, Patrick <DalyP@hcdsb.org>; Cipriano, Camillo <CiprianoC@hcdsb.org>; Daly, Patrick <DalyP@hcdsb.org>; Cipriano, Camillo <CiprianoC@hcdsb.org>; Daly, Patrick <DalyP@hcdsb.org>; Cipriano, Camillo <CiprianoC@hcdsb.org>; CiprianoC@hcdsb.org>; Cip

DiPietro, Rosie <DiPietroR@hcdsb.org>; Swinden, Andrea <SwindenA@hcdsb.org>

Subject: Self Contained Gifted Class

Dear Ms. Verasamy,

Thank you for taking the time to share your son's experience with the self-contained gifted classes offered through the Halton District School Board.

The Ministry of Education, through regulation 298 S. 31, outlines a variety of placement options for identified students which range from fully integrated regular class placement to fully contained special education class placement with no integration. Different school boards implement different models for the delivery of special education.

At the Halton Catholic District School Board, we have embraced a model for special education that is based on inclusion and a range of options for students identified with exceptionalities. While we do offer three regional self-contained gifted classes at the elementary school level, we do not currently offer a contained gifted classroom placement for gifted students at the secondary school level. The regular classroom in a student's community school is the default placement for all students, regardless of identified exceptionality, according to the Ministry of Education (Regulation 181/98 S.17), and we make every effort to provide programs and services to support students with exceptionalities in the regular class setting.

As a school board, we place great value in educating the 'whole child' by creating conditions that support the intellectual, physical, spiritual, and emotional well-being of all students. Our preference is for our students to attend the school in the neighbourhood or community in which they live. We believe that pupils with exceptionalities should receive appropriate special education programs and services, but also have regular opportunities to interact with their peers, enjoy the life of the school, and participate in local community and parish activities.

Last school year, we sent out a survey to all students in our school district identified as gifted. We had a very high response rate, with 81% of students responding to the survey. The data we collected suggests the following:

- Overall, there are more gifted students who prefer non-clustered gifted programs than those who are in favour of clustered programs;
- There are more gifted students who would not prefer being in courses exclusively with other gifted students;
- The majority of student comments revolved around the theme of segregation, and many students expressed they would be unlikely to enroll in a gifted program that would require

they travel to another school because such a program would segregate them from the rest of the student population.

The results of this student survey confirmed that the supports we currently offer to students identified as gifted are not only aligned with our pedagogical philosophy and our strategic priorities, but also very much aligned to the needs of our students.

I have attached a copy of the Gifted Student Survey Report for your perusal.

I also provide the following links which will redirect you to documents with additional information on the Special Education programs we offer in our district:

- HCDSB Policy II-29, Inclusion and Range of Placement Options for Identified Exceptional Students
- HCDSB Special Education Plan 2018
- Range of Placement Options offered for Students Identified with Exceptionalities at HCDSB

Thank you again for sharing your perspective. I hope my response has helped to clarify our approach to special education at the Halton Catholic District School Board.

Sincerely,

Diane Rabenda