

**REGULAR BOARD MEETING
 AGENDA**

Date: Tuesday, January 15, 2019
 Time: 7:30 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

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1. Call to Order	
1.1 Opening Prayer, National Anthem and Oath of Citizenship (D. Herrero)	
1.2 Motions Adopted In-Camera	
1.3 Information Received In-Camera	
2. Approval of the Agenda	
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4. Presentations	
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14.	In Camera	
15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer (B. Agnew)	



Regular Board Meeting

Declined Delegations	Item 5.1
January 15, 2019	

As per Operating Policy I-06 – Delegation to the Board, a total number of one (1) delegation was declined for the January 15, 2019 Board meeting.

Individuals were encouraged to submit concerns in writing to be added as correspondence.

Submitted and approved by: P. DeRosa
Chair of the Board

MINUTES OF THE BOARD MEETING

Date: December 18, 2018
Time: 7:30 pm
Location: Catholic Education Centre – Board Room
802 Drury Lane, Burlington, ON

Trustees: B. Agnew H. Karabela
P. DeRosa, Chair of the Board P. Murphy, Vice Chair of the Board
M. Duarte T. O'Brien
N. Guzzo J. O'Hearn-Czarnota

Student Trustees: W. Charlebois S. Mazza
D. Herrero

Trustees Excused : V. Iantomasi

Senior Staff: C. Cipriano L. Naar
J. Crowell R. Negoï
P. Daly, Secretary of the Board J. O'Hara
C. McGillicuddy A. Prkacin
R. Merrick

Also Present: A. Bartucci, Communications Officer
L. Beraldo-Turner, Acting President, Halton OECTA Secondary
J. Chanthavong, Manager, Budget & Capital
J. Gligoric, Junior Communications Officer
S. Jayaraman, Senior Manager, Human Rights & Equity
A. Lofts, Senior Manager, Financial Services
L. Keating, Acting Chief Research Officer
N. March, President, Halton OECTA Elementary
S. Peesker, Metroland Media
A. Swinden, Manager, Strategic Communications Services
F. Thibeault, Senior Manager, Planning Services

Recording Secretary: R. Di Pietro

1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer, National Anthem and Oath of Citizenship (W. Charlebois)

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

1.2 Motions Adopted In-Camera

There were no motions adopted in-camera.

1.3 Information Received In-Camera

The following information was received in-camera:

Melissa Burella retiring effective December 31, 2018.

Principal/Vice Principal Appointments

John Guzzo appointed as Acting Elementary Principal effective November 26, 2018 to December 21, 2018.

Suzanne Rossini appointed as Acting Elementary Vice Principal effective December 3 to 21, 2018.

Nick Laratta appointed as Acting Elementary Principal effective December 3, 2018. Kelly Williams appointed as Acting Elementary Principal effective January 7, 2019.

Donna Owens, Christine Spotswood and Elisa Carey appointed as Elementary Vice Principals effective January 7, 2019.

2. Approval of the Agenda

10.10 Notice of Motion – Trustee Karabela
Extended French at St. Matthew Catholic Elementary School.

10.11 Notice of Motion – Trustee Guzzo
Review of Resolution #233/18 -Transportation

#9/19

Moved by: M. Duarte

Seconded by: B. Agnew

RESOLVED, that the agenda be approved as amended.

The Chair called for a vote on **#9/19** and it **UNANIMOUSLY CARRIED**.

3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

4. Presentations

4.1 Keeping Christ in Christmas

The finalists of the sixth annual 'Keeping Christ in Christmas' student contest were recognized.

N. March and T. Hambly of Halton OECTA Elementary Association and L. Beraldo-Turner of Halton OECTA Secondary Association presented the top prizes to the following winners:

Primary Division - Maelle Rybinski, Holy Rosary (Milton) Catholic Elementary School

Junior Division - Alexa Cormier, St. Brigid Catholic Elementary School

Intermediate Division - Anh (Cindy) Bui, St. Benedict Catholic Elementary School

Secondary - Francis Losa, Jean Vanier Catholic Secondary School

5. Delegations**5.1 Operational Issues Regarding French Programming (D. Carroll, S. Duff)**

Delegates addressed the Board regarding their opinion of the Board's lack of transparency on operational issues at St. Matthew Catholic Elementary School, speaking specifically about how that has led to a reduction in French Programming in the Glen Abbey Review Area (CE03).

5.2 French Programming (S. Kusyk, S. Yardimoglu)

Delegates addressed the Board regarding the proposed premature removal of the program, which was not supposed to be re-assessed until 2021 to relocate French Programming, speaking specifically about whether the policy amendments issued by the Human Rights Commission as recently as September 2018 have been taken into consideration with regards to this decision.

6. Approval of Minutes**6.1 Minutes of the November 20, 2018 Regular Board Meeting
#10/19**

Moved by: H. Karabela

Seconded by: B. Agnew

RESOLVED, that the minutes of the November 20, 2018 Regular Board Meeting be approved.

The Chair called for a vote on **#10/19** and it **UNANIMOUSLY CARRIED**.

**6.2 Minutes of the December 4, 2018 Inaugural Board Meeting
#11/19**

Moved by: M. Duarte

Seconded by: J. O'Hearn-Czarnota

RESOLVED, that the minutes of the December 4, 2018 Inaugural Board Meeting be approved.

The Chair called for a vote on **#11/19** 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 Response to Delegations (P. DeRosa)**

#12/19

Moved by: P. Murphy

Seconded by: J. O'Hearn-Czarnota

RESOLVED, that the delegations be received as information.

The Chair called for a vote on **#12/19**:

IN FAVOUR	OPPOSED
B. Agnew	H. Karabela
W. Charlebois (non-binding)	T. O'Brien
M. Duarte	
N. Guzzo	
D. Herrero (non-binding)	
S. Mazza (non-binding)	
P. Murphy	
J. O'Hearn-Czarnota	

The motion **CARRIED**.

**8.2 Policy I-14 Smoking Vaping Ban (N. Guzzo)
#13/19**

Moved by: P. Murphy

Seconded by: B. Agnew

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-14 Smoking Ban name be changed to Policy I-14 Smoking/Vaping Ban, and be approved as amended.

The Chair called for a vote on **#13/19** and it **UNANIMOUSLY CARRIED**.

**8.3 Policy I-26 Student Trustees of the Halton Catholic District School Board (N. Guzzo)
#14/19**

Moved by: J. O'Hearn-Czarnota

Seconded by: M. Duarte

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-26 Student Trustees on the Halton Catholic District School Board be approved as amended.

The Chair called for a vote on **#14/19** and it **UNANIMOUSLY CARRIED**.

**8.4 Policy II-20 Child Abuse and Protection of Students (N. Guzzo)
#15/19**

Moved by: M. Duarte

Seconded by: B. Agnew

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-20 Child Abuse and Protection of Students be approved as amended.

The Chair called for a vote on **#15/19** and it **UNANIMOUSLY CARRIED**.

**8.5 Policy II-28 Alcohol, Tobacco, Vaping, and Drug Education and Abuse in Schools (N. Guzzo)
#16/19**

Moved by: J. O'Hearn-Czarnota

Seconded by: M. Duarte

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-28 Alcohol, Tobacco, and Drug Education and Abuse in Schools name be changed to Policy II-28 Alcohol, Tobacco, Vaping, and Drug Education and Abuse in Schools, and be approved as amended.

The Chair called for a vote on **#16/19** and it **UNANIMOUSLY CARRIED**.

9. Staff Reports

9.1 Proposed 2019 Facility Renewal Projects (R. Merrick)

Staff identified a number of facility renewal projects that need to be completed in 2019. The estimated preliminary budget for the proposed 2019 facility renewal projects is \$13,980,000. Staff is in the process of preparing these projects for competitive construction tenders. It is proposed that construction work will occur during summer 2019, so that schools are ready for students and staff in September 2019.

10. Information Items

10.1 Student Trustees Update (W. Charlebois)

Student senate is setting up a planning committee to begin work on new initiative – Indigenous Culture with a focus on the arts.

Working with OCSTA on drafting a letter to the Ministry regarding funding.

10.2 School Educational Field Trips (C. McGillicuddy)

School trips were provided as information.

10.3 2018-19 Revised Budget Estimates including September 1, 2018 to November 30, 2018 Actuals (R. Negoï)

The revised budget estimates reflect the projected funding and proposed expense needs for 2018-2019 based on the best information currently available. The 2018-2019 revised budget estimates show an in-year operating surplus of \$0.2 million and an estimated total surplus available for compliance of \$0.8 million. The revised budget estimates continues to show staff's commitment to building an operating reserve, in line with the 2018-2019 budget objectives, by transferring \$800,000 into the operating reserve, for an accumulated total of \$5.2 million or 1.4% of the Board's Provincial allocation.

#17/19

Moved by: M. Duarte

Seconded by: H. Karabela

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

The Chair called for a vote on **#17/19** and it **UNANIMOUSLY CARRIED**.

#18/19**Moved by:** T. O'Brien**Seconded by:** H. Karabela**RESOLVED**, that the Halton Catholic District School Board vote on all revised budgets prior to them being submitted to the Ministry.The Chair called for a vote on **#18/19**:

IN FAVOUR	OPPOSED
M. Duarte	B. Agnew
H. Karabela	W. Charlebois (non-binding)
T. O'Brien	N. Guzzo
	D. Herrero (non-binding)
	S. Mazza (non-binding)
	P. Murphy
	J. O'Hearn-Czarnota

The motion was **DEFEATED**.**10.4 Four Year Ministry Enrolment Projection and Long-Term Capital Plan Preliminary Enrolment Projection (R. Negoi)**

The Board was provided with the four (4) year enrolment projection (2019-20 to 2022-23) as required by the Ministry of Education as well as the annual update on the elementary and secondary school enrolment for Burlington, Milton, Halton Hills and Oakville. The report constitutes the first steps in the annual update to the Long-Term Capital Plan.

#19/19**Moved by:** T. O'Brien**Seconded by:** P. Murphy**RESOLVED**, that the meeting go past 10:30 p.m.The Chair called for a vote on **#19/19** and it **UNANIMOUSLY CARRIED**.**10.5 Capital Projects Report as at November 30, 2018 (R. Negoi)**

Information was provided of the preliminary cost of capital projects and land as of November 30, 2018. Staff will continue to monitor the capital project budgets and EDC shortfall. An updated Capital Projects Report will be provided at a March 2019 Regular Board meeting.

Trustee Karabela left the meeting at 10:33 p.m.

10.6 St. Michael Catholic Elementary School Sketch Plan Design (R. Merrick)

The planning of the addition and renovation of St Michael Catholic Elementary School is underway. Project information including the school design, academic building program, site plan and floor plans were provided.

Building permit submission and construction tendering for the project is expected to be completed in February 2019. Construction of the addition is anticipated to commence

immediately after the conclusion of the tender process. The September 2019 occupancy date for the learning commons and childcare is an ambitious goal and is contingent on a number of factors, some beyond the control of the Board. Every effort will be made to achieve the September 2019 completion date.

10.7 St. Peter Catholic Elementary School Sketch Plan Design (R. Merrick)

The planning of the 5-room child care centre addition of St. Peter Catholic Elementary School is underway. Project information including the school design, academic building program, site plan and floor plans were provided.

Building permit submission and construction tendering for the project is expected to be completed in January 2019. Construction of the addition is anticipated to commence immediately after the conclusion of the tender process. The September 2019 occupancy date is an ambitious goal and is contingent on a number of factors, some beyond the control of the Board. Every effort will be made to achieve the September 2019 completion date.

10.8 Construction Report – St. Scholastica Catholic Elementary School (R. Merrick)

An update was provided on the construction at St. Scholastica Catholic Elementary School.

10.9 Construction Report – St. Mark Catholic Elementary School (R. Merrick)

An update was provided on the construction at St. Scholastica Catholic Elementary School.

10.10 Notice of Motion - Extended French at St. Matthew Catholic Elementary School (H. Karabela)

***WHEREAS**, the Long Term Capital Plan (LTCP) voted on June 5th, 2018 stated “A School Boundary Review and French Immersion Program Review should be conducted in 2020-21 to balance enrolment across CE02-5” page 182 and;*

***WHEREAS**, the LTCP also stated “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 in Board policy;”*

***BE IT RESOLVED**, that the Halton Catholic District School Board will delay phasing out the Extended French Immersion program at St. Matthew Catholic Elementary School for the 2019-2020 school year and instead use the 2019-2020 year to hold collaborative community stakeholder consultations and feedback, with recommendations for the 2020-2021 school year to be brought to the Board of Trustees for approval.*

10.11 Notice of Motion - Review Resolution 233/18 - Transportation (N. Guzzo)

***BE IT RESOLVED**, that Resolution 233/18 regarding transportation to an Advanced Placement (AP) Program for identified gifted students with an Individualized Education Plan (IEP) if one is not available in their catchment area if requested be put on hold and sent back to the Policy Committee in consultation with Business Services to have this motion revised so that it is fair and equitable and allows all students the same access to transportation to the AP program;*

***BE IT FURTHER RESOLVED**, that this motion would be pending approval and sustainability through the Board's budget.*

11. Miscellaneous Information

11.1 Minutes of the November 5, 2018 CPIC Meeting

Minutes of the November 5, 2018 CPIC meeting were received as information.

11.2 Minutes of the November 12, 2018 SEAC Meeting

Minutes of the November 12, 2018 SEAC meeting were received as information.

11.3 Minutes of the November 13, 2018 Policy Committee Meeting

Minutes of the November 13, 2018 Policy Committee meeting were received as information.

12. Correspondence

There was no correspondence.

13. Open Question Period

No questions were submitted.

14. In Camera

There was no follow-up In-Camera session.

15. Resolution re Absentees

#20/19

Moved by: B. Agnew

Seconded by: T. O'Brien

RESOLVED, that Trustee Iantomasi be excused from the meeting.

The Chair called for a vote on **#20/19** and it **UNANIMOUSLY CARRIED**.

16. Adjournment and Closing Prayer (P. DeRosa)

#21/19

Moved by: M. Duarte

Seconded by: B. Agnew

RESOLVED, that the meeting adjourn.

The Chair called for a vote on **#21/19** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 10:53 p.m. with a prayer led by Chair DeRosa.

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. Negoii	To Be Determined

OUTSTANDING POLICY ITEMS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS



Policy I-07 Protection of Privacy	Item 8.1
January 15, 2019	

Alignment to Strategic Plan

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

Purpose

To approve *Policy I-07 Protection of Privacy*, as presented

Background Information

Policy I-07 Protection of Privacy was last revised in April 2016, and has been reviewed in keeping with the current policy review cycle. The Associated Policies and Procedures list was updated and will include a link to the new Privacy Breach Procedure which was adopted on December 17, 2018, and the removal of the reference to Procedure VI-93 Cross Panel Sharing of Student Information which was rescinded on December 17, 2018. The list of references was updated to include accurate information. Definitions not relevant to the policy were removed. The majority of the revisions to the policy were made to remove repetition and to streamline the information included in the document.

Conclusion

Policy I-07 Protection of Privacy was presented at the Policy Committee Meeting on January 8, 2019, 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:

<p><i>Moved by:</i></p> <p><i>Seconded by:</i></p>
<p>Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy I-07 Protection of Privacy</i> be approved as amended.</p>



Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Protection of Privacy	
Adopted: December 15, 2015	Last Reviewed/Revised: January 15, 2019
Next Scheduled Review: 2021-2022	
Associated Policies & Procedures: VI-81 Privacy Procedure VI-51 Privacy Breach Procedure I-02 Records and Information Management Policy VI-82 Records and Information Management Procedure I-30 Video Surveillance VI-83 Video Surveillance Procedure	

Purpose

The Halton Catholic District School Board (HCDSB) is committed to the protection of privacy and complies with the *Education Act*, the *Municipal Freedom of Information and Protection of Privacy Act*, (MFIPPA), the *Personal Health Information Protection Act* (PHIPA), the *Personal Information Protection and Electronic Documents Act* (PIPEDA) and any other applicable privacy legislation.

It is the policy of the HCDSB to collect, use, retain and dispose of personal information in the course of meeting its statutory duties and responsibilities. The Board is committed to the protection of privacy of individuals with respect to personal information that is in its custody and/or under its control.

The Board further commits that personal information will not be used or disclosed for purposes other than those for which it was collected, except with the consent of the individual or as required by law. Personal information will be disposed of when it is no longer needed in accordance with the HCDSB Records Retention Schedule.

Application and Scope

This policy applies to all Halton Catholic District School Board staff who collect, use, retain, and disclose personal information related to students and Board employees, and to operations and procedures in all facilities within the Halton Catholic District School Board.

References

[The Education Act](#)

[The Municipal Freedom of Information and Protection of Privacy Act \(MFIPPA\)](#)

[The Personal Health Information Protection Act \(PHIPA\)](#)

[Personal Information Protection and Electronic Documents Act \(PIPEDA\)](#)

[Ontario Student Record Guidelines – Ministry of Education](#)

Definitions

Personal Information - recorded information about an identifiable individual including:

- Information relating to the race, national or ethnic origin, colour, religion, age, sex, sexual orientation or marital or family status of the individual;
- Information relating to the education or the medical, psychiatric, psychological, criminal or employment history of the individual or information relating to financial transactions in which the individual has been involved;
- Any identifying number, symbol or other particular assigned to the individual;
- The address, telephone number, fingerprints or blood type of the individual;
- The personal opinions or view of the individual except if they relate to another individual;
- Correspondence sent to an institution by the individual that is implicitly or explicitly of a private or confidential nature, and replies to that correspondence that would reveal the contents of the original correspondence;
- The views or opinions of another individual about the individual; and
- The individual's name if it appears with other personal information relating to the individual or where the disclosure of the name would reveal other personal information about the individual.

Record - any record of information however recorded, whether in printed form, on file, by electronic means or otherwise and includes:

- Correspondence, a memorandum, a book, a plan, a map, a drawing, a diagram, a pictorial, or graphic work, a photograph, a film, a microfilm, a sound recording, a videotape, a machine readable record, any other documentary material, regardless of physical form or characteristics, and any copy thereof; and
- Subject to the regulations, any record that is capable of being produced from a machine-readable record under the control of an institution by means of computer hardware and software or any other information storage equipment and technical expertise normally used by the institution (document).

Principles/Requirements

- The Board is responsible for personal information under its control and custody and is committed to the protection of privacy and recognizes that all employees are responsible for the protection of personal, confidential and sensitive information entrusted to them:
- All records, regardless of their physical form or characteristics are the property of the Board and subject to its control;
- The public has a right of access to information of a publicly funded institution.
 - Access to information can be handled through routine disclosure and active dissemination of information for general Board information.
 - Access to information may also be handled through the formal access to information request process.
- An individual has the right to personal privacy with respect to records in the custody and/or control of the Board.
- The management and safekeeping of such information is the responsibility of each designated employee. Confidentiality must be protected by each employee who is authorized to have access to the information for the purpose for which it was collected including but not limited to personal program management, the provision of personnel services and administrative services to the files.
- Copies of any personal information will only be provided to the individual or his/her agent with the specific written consent of the individual. A record of all such transactions must be kept in the file where the information resides.
- Any specific personal, or sensitive, information on private individuals, or employees, shall be provided to the Trustees **only** through the Director of Education, if required as part of the Trustees' decision-making function. Any information provided shall be supplied in accordance with the specified Act.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



<p>Policy II-39 Progressive Discipline & Safety in Schools Code of Conduct – Suspension and Expulsions</p>	<p>Item 8.2</p>
<p>January 15, 2019</p>	

Alignment to Strategic Plan

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

Purpose

To approve *Policy II-39 Progressive Discipline & Safety in Schools Code of Conduct – Suspension and Expulsions*, as presented

Background Information

Policy II-39 Progressive Discipline & Safety in Schools Code of Conduct – Suspension and Expulsions was last reviewed in June 2016. In response to recent changes in Cannabis Legislation and the Smoke Free Ontario Act, changes have been made to the policy. References have been removed from the Purpose section in order to align with the current policy template; and some additions were made. Specific changes were made to align with wording in the Smoke Free Ontario Act. Some bullets in the Requirements section have been removed because of duplication; and changes were made throughout to better align the policy with the revised PPM 145: Progressive Discipline and Promoting Positive Student Behaviour.

Conclusion

Policy II-39 Progressive Discipline & Safety in Schools Code of Conduct – Suspension and Expulsions was presented at the Policy Committee Meeting on January 8, 2019, 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 II-39 Progressive Discipline & Safety in Schools Code of Conduct – Suspension and Expulsions* be approved as amended.

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Progressive Discipline & Safety in Schools Code of Conduct – Suspension and Expulsions	
Adopted: January 15, 2008	Last Reviewed/Revised: January 15, 2019
Next Scheduled Review: 2021-2022	
Associated Policies & Procedures: VI-44 Progressive Discipline and Safety in Schools I-11 International Student Admission Requirements (Fee Paying Students) I-14 Smoking/Vaping Ban I-30 Video Surveillance VI-83 Video Surveillance Procedure I-43 Use of Technology and Digital Citizenship II-03 Principal Designate in Schools II-10 Releasing Students from School II-12 Management of Aggressive Student Behaviours Within Our Schools II-26 Managing Student Risk in Interschool Sports II-28 Alcohol, Tobacco, Vaping, and Drug Education and Abuse in Schools II-40 Bullying Prevention and Intervention II-41 School Uniform Dress Code – School Dress Code II-45 Equity and Inclusive Education VI-54 Equity and Inclusive Education III-15 Workplace Violence III-16 Workplace Harassment	

Purpose

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

This policy authorizes the creation of procedures for implementation, which shall be considered guidelines pursuant to the *Education Act, as amended* and Ministry of Education Policy Program Memoranda (PPMs) included in the references below.

Application and Scope

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

References

[Education Act](#)

[Ontario School Code of Conduct](#)

[PPM 128 Provincial Code of Conduct and School Board Codes of Conduct](#)

[PPM 144 Bullying Prevention and Intervention](#)

[PPM 145 Progressive Discipline and Promoting Positive Student Behaviour](#)

[PPM 141 School Board Programs for Students on Long Term Suspension](#)

[PPM 142 School Board Programs for Expelled Students](#)

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

[Statutory Powers Procedure Act](#)

[Ontario Human Rights Code](#)

Principles

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

- The *Provincial Code of Conduct* and the Halton Catholic District School Board Code of Conduct include the following Standards of Behaviour:

Respect, Civility and Responsible Citizenship

All members of the school community must:

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

Safety

All members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic in weapons, replica, illegal and/or restricted drugs;
- give alcohol illegal/restricted drugs, or cannabis to a minor;

- commit robbery;
- be in possession of any weapon or replica, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes) and illegal drugs;
- provide others with alcohol, illegal/restricted drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);
- inflict or encourage others to inflict bodily harm on another person;
- commit an act of vandalism that causes damage to school property or to property located on the premises of the school;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;

Requirements

- The *Provincial Code of Conduct, (as amended)*, the Halton Catholic District School Board Code of Conduct and the *Education Act* create expectations for behaviour for all persons on school property.
- It is important that all pupils have a safe, caring and accepting school environment in order to maximize their learning potential and to ensure a positive school climate for all members of the school community.
- Pursuant to the *Education Act*, principals are required to maintain proper order and discipline in schools, and pupils are responsible to the principal for their conduct and are required to accept such discipline as would be exercised by a reasonable, kind, firm and judicious parent.
- To meet the goals of creating a safe, caring, and accepting school environment, the Halton Catholic District School Board supports the use of positive practices as well as consequences for inappropriate behaviour, including progressive discipline, which includes suspension and expulsion where necessary. The Board considers homophobia, gender based violence, and harassment on the basis of sex, gender, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the *Human Rights Code*, as well as inappropriate sexual behaviour unacceptable and supports the use of positive practices to prevent such behaviour and authorizes principals, or their delegates, to impose consequences in appropriate circumstances, up to

and including a referral to the Discipline Committee of the Board for expulsion from all schools.

- The Board does not support discipline measures that are solely punitive or the use of exclusion as a disciplinary measure.
- Schools are encouraged to implement proactive practices and corrective supportive practices when necessary. However, before applying disciplinary measures, the principal/designate and Discipline Committee of the Board shall consider the discriminatory impacts of disciplinary decisions on pupils protected by the *Human Rights Code*, including but not limited to race and disability, and whether or not accommodation is required.
- This policy authorizes the creation of procedures for implementation, which might include requirements described in Ministry of Education PPMs as matters of policy, and any such procedures shall be considered guidelines pursuant to the *Education Act* and other relevant and/or related Ministry of Education materials and all of which will be sufficient for the purposes of implementing the requirements of Ministry of Education Policy Program Memoranda.
- At the start of each term the principal shall communicate expectations to the students with the support of teachers in accordance with the Halton Catholic District School Board's Student Code of Conduct and Standards of Behaviour.
- Principals, shall, as soon as reasonably possible, notify the parent or guardian of the pupil who the principal believes has been harmed as a result of an activity described in subsection 306(1) or 310(1) in the *Education Act* and the parent or guardian of any pupil in the school who the principal believes has engaged in the activity that resulted in the harm.
- Principals must contact the parents or guardians of victims of such incidents unless:
 - the victim is 18 years old or over;
 - the victim is 16 or 17 years old and has withdrawn from parental control; or
 - in the opinion of the principal, doing so would put the victim at risk of harm from the parent.
- Principals must develop a safety support plan to support and protect the victim(s). The Safety Support Plan must include, but is not limited to, consideration of additional in-school counselling such as Child and Youth Counsellor, Social Worker, etc.
- Board employees, who work directly with students, shall respond to incidents that may have a negative impact on school climate.
- All Board employees shall report to the principal as soon as reasonably possible if they become aware that a student may have engaged in an activity, for which the students must be considered for suspension or expulsion.

- A principal of a school can delegate his or her powers under Part XIII of the *Education Act* (Behaviour, Discipline and Safety) to a vice-principal of the school or a teacher employed in the school, per Ministry policy.
- See *Administrative Procedure VI-44 Progressive Discipline & Safety in Schools* for associated procedures, and reporting forms.
- See *Policy III-15 Workplace Violence* and *Policy III-16 Workplace Harassment* for related requirements.
- See *Policy II-40 Bullying Prevention and Intervention* for related requirements.
- See *Policy II-45* and *Administrative Procedure VI-54 Equity and Inclusive Education* for related requirements.

Positive Practices

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

Preventative practices may include:

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

Positive behaviour management practices may include:

- Class placement;
- Conflict resolution;
- Individual, peer and group counselling;
- Mentorship programs;
- Positive encouragement and reinforcement;
- Program modifications or accommodations;
- Safety Plans;

- School, Board and community support programs;
- Sensitivity programs; and
- Student success strategies.

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

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

Progressive Discipline:

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

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

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

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

- Conflict mediation and resolution;
- Consultation;
- Contact with the pupil's parent(s)/guardian(s);
- Peer mentoring;
- Referral to counselling;
- Review of expectations;
- Verbal reminders;
- Volunteer service to the school community; and/or
- Written work assignment with a learning component.

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

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

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

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

Suspension:

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

1. Uttering a threat to inflict serious bodily harm on another person;
2. Possessing alcohol, illegal drugs/substances or, unless the pupil is a medical cannabis user, cannabis;
3. Being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis and/or illegal/restricted drugs/substances;
4. Swearing at a teacher or at another person in a position of authority;
5. Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
6. Bullying which includes Cyberbullying (see *Administrative Procedure VI-44*);
7. Any other activity that is an activity for which a principal may suspend a pupil under a policy of the board:
 - a) Any act considered by the principal to be injurious to the moral tone of the school;

- b) Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community; or
- c) Any act considered by the principal to be contrary to the Board or School Code of Conduct including but not limited to the following:
- academic dishonesty – attempting to deceive by cheating, copying or plagiarizing
 - defiance – refusal to comply with persons in authority
 - disorderly conduct – persistent opposition to authority, conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school
 - explosive devices – use of or possession of explosive devices
 - extortion – to take money, homework or property under threat of harm or duress
 - fire setting, bomb threat, fire alarm – setting a fire or an act that places individuals, property or community at risk
 - harassment – repeated comments or conduct that is known or ought to be known as unwelcome
 - hate crimes – words or actions considered offensive in reference to a person’s age, appearance, culture, disability, gender, race, or religion
 - smoking/vaping on school property
 - theft – taking, possessing property without the permission of the owner
 - trespass – unauthorized presence on school property
 - truancy – persistent unexplained absence
 - vehicle use – reckless or dangerous use of a vehicle, e.g. car, bicycle, motorcycle, etc.

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

Mitigating and Other Factors:

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

Expulsion:

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

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

1. Possessing a weapon, including possessing a firearm or a replica;
2. Using a weapon to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault;
5. Trafficking in weapons or replica, illegal or restricted drugs;
6. Committing robbery;
7. Giving alcohol or cannabis to a minor;
8. Bullying, if,
 - i. the pupil has previously been suspended for engaging in bullying, and/or
 - ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.
 - iii. any activity listed in subsection 306(i) that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
9. Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and conduct an investigation to determine whether to recommend to the board that the pupil be expelled:
 - a) An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
 - b) A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
 - c) Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
 - d) Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;
 - e) The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper; or

- f) Any act considered by the principal to be a serious violation of the Board or School Code of Conduct.

Mitigating Factors and Other Factors:

Where a principal imposes a suspension pending an investigation to determine whether to recommend expulsion, the Principal must consider any mitigating and other factors as set out in the Student Discipline Procedures in determining whether to recommend an expulsion from the pupil's school or from all schools of the Board, as required by the *Education Act*. If the principal determines it is not appropriate to recommend an expulsion, the principal must consider mitigating and other factors in deciding whether to 1) confirm the suspension and its duration; 2) confirm the suspension but shorten the duration; or 3) withdraw the suspension and expunge the record of suspension.

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

Principal Investigation:

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

Suspension Appeal

Where a pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and has removed him/herself from parental control, disagrees with the decision of a principal to suspend the pupil that pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and removed from parental control, may appeal the principal's decision to suspend the pupil, in accordance with the Board's Administrative Procedure VI-44 *Progressive Discipline and Safety in Schools*.

Suspension appeals will not be conducted in accordance with or be subject to the *Statutory Powers Procedure Act*.

Appeal of Board Decision to Expel

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

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

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

Superintendent Responsible for Student Discipline

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

Discipline Committee:

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

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

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

Programs for Suspended and Expelled Students:

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

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

Reporting of Violent Incidents:

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

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

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



<p>Policy V-17 Request for Promotion and Distribution of Program/Activity Related Materials Through Board Schools</p>	<p>Item 8.3</p>
<p>January 15, 2019</p>	

Alignment to Strategic Plan

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

Purpose

To approve *Policy V-17 Request for Promotion and Distribution of Program/Activity Related Materials Through Board Schools*, as presented

Background Information

Policy V-17 Request for Promotion and Distribution of Program/Activity Related Materials Through Board Schools was adopted in January 2016, and has been reviewed in keeping with the current policy review cycle. A minor change was made to clarify requests that involve students.

Conclusion

Policy V-17 Request for Promotion and Distribution of Program/Activity Related Materials Through Board Schools was presented at the Policy Committee Meeting on January 8, 2019, 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 V-17 Request for Promotion and Distribution of Program/Activity Related Materials Through Board Schools* be approved as amended.

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Request for Promotion and Distribution of Program/Activity Related Materials Through Board Schools	
Adopted: January 19, 2016	Last Reviewed/Revised: January 15, 2019
Next Scheduled Review: 2021-2022	
Associated Policies & Procedures: VI-40 Request for Promotion and Distribution of Program/Activity Related Materials Through Board Schools V-04 School Fundraising Activities VI-59 School Fundraising Activities I-21 Corporate and Community Investment in Education VI-85 Corporate and Community Investment in Education	

Purpose

To provide staff with a policy to address requests from a registered charitable and/or non-profit organization for the promotion and distribution of program-related materials to staff, parents and students through the Board’s schools.

Application and Scope

This policy applies to all requests submitted to the Board for the promotion/distribution of activities/materials from charitable, non-profit and commercial organizations as well as the distribution of program-related materials.

References

Refer to Administrative Procedure VI-40 Request for Promotion and Distribution of Program-Activity Related Materials through Board Schools.

Principles

The Halton Catholic District School Board:

- recognizes that no advertisement shall be placed in a school, on school property or announced to the pupils without the consent of the Board *[as per Regulation 298 Section (24)]*;

- recognizes its responsibility to ensure that students and families in our school system are not to be exploited for commercial purposes;
- will not accept any request for the promotion and distribution of program/activity related materials to students/parents or staff from commercial organizations;
- recognizes its responsibility as a publicly funded Catholic educational organization, to assist, to the best of its ability, with the distribution of information of worthwhile registered charitable and non-profit organizations consistent with the Board's Mission Statement, governing values and Gospel values.

Requirements

In order to be considered for approval to distribute material within the Halton Catholic District School Board, the following criteria must be met:

Criteria for Consideration for Approval:

- must concur with the teachings of the Roman Catholic Church;
- must be in agreement with the Vision of the Halton Catholic District School Board;
- must be a charitable or not-for-profit organization. A valid charitable registration number **must** be provided or proof of non-profit status;
- may be material from all levels of government (municipal, regional, provincial or federal) and approved community-based partners;
- may be information related to teacher or staff resources, curriculum materials, workshops, presentations or guest speakers.

Requests that do not qualify for Consideration for Approval:

- material or messages related to political parties, candidates or groups;
- material from for-profit organizations or individuals or that contain logos of political or for-profit organizations;
- material related to tutors or any tutoring organizations;
- requests that student(s) distribute materials/products to private homes.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Extended French at St. Matthew Catholic Elementary School	Item 8.4
January 15, 2019	

WHEREAS, the Long Term Capital Plan (LTCP) voted on June 5th, 2018 stated “A School Boundary Review and French Immersion Program Review should be conducted in 2020-21 to balance enrolment across CE02-5” page 182 and;

WHEREAS, the LTCP also stated “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 in Board policy;”

BE IT RESOLVED, that the Halton Catholic District School Board will delay phasing out the Extended French Immersion program at St. Matthew Catholic Elementary School for the 2019-2020 school year and instead use the 2019-2020 year to hold collaborative community stakeholder consultations and feedback, with recommendations for the 2020-2021 school year to be brought to the Board of Trustees for approval.

Submitted by: H. Karabela



Review of Resolution 233/18 - Transportation	Item 8.5
January 15, 2019	

BE IT RESOLVED, that resolution 233/18 regarding transportation to an Advanced Placement (AP) Program for identified gifted students with an Individualized Education Plan (IEP) if one is not available in their catchment area if requested be put on hold and sent back to the Policy Committee in consultation with Business Services to have this motion revised so that it is fair and equitable and allows all students the same access to transportation to the AP program;

BE IT FURTHER RESOLVED, that this motion would be pending approval and sustainability through the Board's budget.

Submitted by: N. Guzzo



Proposed 2019 Facility Renewal Projects	Item 8.6
Tuesday, January 15, 2019	

Alignment to Strategic Plan

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

Purpose

To update Trustees on the proposed 2019 facility renewal projects and seek approval to proceed with the 2019 projects.

Background Information

Staff presented the Long-Term Facility Renewal Strategy (LTFRS) as Information Report Item 10.4 at the October 16, 2018, Regular Meeting of the Board. The goal of the LTFRS was to present a comprehensive school renewal plan to improve school facility conditions throughout the board to provide learning environments that support the educational needs of students and staff. The LTFRS focused on a 5-year planning window (2019-2023) and identified school facilities where investment is required to renew facility conditions. The LTFRS speculated on future capital funding allocations and construction costs and was intended to be used as a guideline based on the best data available at the time of the report.

Comments

For 2019, it is proposed that renewal needs be addressed in the following four categories:

- **Energy Efficient Lighting Systems** – The current fluorescent lighting systems in certain schools are nearing the end of their useful life cycle and will be upgraded to a more energy efficient LED lighting system, which will include control and monitoring capabilities. LED lighting combined with a full lighting controls package, including daylight sensors and central monitoring, can further optimize the efficiency of a school’s lighting system. The energy savings from LED lighting systems will directly result in operational cost savings for electricity expenditures.
- **Mechanical Systems** - Heating, ventilating and air-conditioning (HVAC) systems are a vital component of the school learning environment. A number of HVAC systems throughout the



Board are nearing the end of their useful life cycle, and consequently, a number of new mechanical components require replacement to maintain a proper indoor environment for students and staff. Wherever possible, the new HVAC systems will be upgraded with more energy efficient equipment to help reduce operating expenses.

- **School Refresh** - The Board has many schools which were constructed pre-2000 that now appear dated with many wear and tear items that need to be addressed as they near the end of their useful lifecycles. School Refresh projects seek to update building components to bring the school up to the Board's latest building standards. Exterior doors, lockers, washroom partitions, wall tiles, flooring, stair treads, painting, asphalt, concrete and cladding repairs are some of the items captured by school refresh projects. The scope of the school refresh work at each school will be determined based on the individual needs of the school/site.
- **Turf Replacement** – All of the Board's secondary schools have artificial turf playing fields. Some of these fields appear weathered and need to be replaced. The existing artificial turf will be removed, allowing the base to be repaired, in preparation for the new artificial turf.

Board staff has identified several facility renewal projects for completion in 2019. Appendix 'A' summarizes the renewal projects proposed to be completed in 2019 and indicates the corresponding school location where the work will be completed. A description of the respective facility renewal projects at each identified school can also be found in Appendix 'A'.

Note that other facility renewal needs may arise during the remainder of the school year that may require attention in 2019. Significant facility renewal projects to be added for 2019 will be presented to the Board for approval at a future meeting of the Board.

Staff are at various stages of completing the scope of work and preparing the projects for competitive tenders for the 2019 facility renewal projects.

FUNDING:

The Board currently has sufficient funds to finance the proposed 2019 facility renewal projects through available capital funding sources and the capital reserve. The Board currently has approximately \$28.4 million in available capital funding sources and the capital reserve to fund future school renewal projects.

Conclusion

Staff has identified a number of facility renewal projects that need to be completed in 2019. The estimated preliminary budget for the proposed 2019 facility renewal projects is \$13,980,000. Staff is in the process of preparing these projects for competitive construction tenders. It is proposed that construction work will occur during summer 2019, so that schools are ready for students and staff in September 2019.



Recommendation

The following resolutions are respectfully submitted for Trustee consideration and approval to proceed with the proposed 2019 facility renewal projects.

Resolution#:	<i>Moved by:</i>
	<i>Seconded by:</i>
Resolved , that the Halton Catholic District School Board authorize staff to proceed with the proposed 2019 facility renewal projects.	

Resolution#:	<i>Moved by:</i>
	<i>Seconded by:</i>
Resolved , that the Halton Catholic District School Board authorize staff to expense funds from available capital funding and the capital reserve for the proposed 2019 facility renewal projects, and that the expenditures will not exceed \$13,980,000.	

Report Prepared by: J. Duffield
Manager, School Capital and Renewal

Report Submitted by: R. Merrick
Superintendent, Facility Management Services

Report Approved by: P. Daly
Director of Education and Secretary of the Board



APPENDIX “A”

School	Lighting Upgrade	Mechanical Systems	School Refresh	Turf Replacement	Estimated Preliminary Budget
Assumption				X	\$ 750,000
Bishop Reding		X	X		\$ 2,870,000
Canadian Martyrs	X	X	X		\$ 1,255,000
Notre Dame			X	X	\$ 1,840,000
St. Gabriel	X	X	X		\$ 1,575,000
St. Mark			X		\$ 2,760,000
St. Michael			X		\$ 600,000
Sub Total					\$ 11,650,000
Contingencies (10%)					\$ 1,165,000
Professional Fees (10%)					\$ 1,165,000
Total					\$ 13,980,000



Assumption Catholic Secondary School:

- The artificial turf field was installed in 2009 and has reached its expected ten-year lifespan. The old turf will be removed, allowing for the base to be repaired and a new turf system will be installed.

Bishop P.F. Reding Catholic Secondary School:

- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh of interior components will include the painting of common areas and replacement of lockers.
- The hot water piping system, which distributes heat throughout the school, has been a constant source of leaks and needs to be replaced. The majority of the circulation pipes will be replaced, and steps will be taken to aid in the maintenance of the new pipes.

Canadian Martyrs Catholic Elementary School:

- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames, and the replacement of deteriorated asphalt and concrete. The interior upgrades will include the painting of common areas, flooring in classrooms, lockers, classroom doors and washroom partitions.
- The current fluorescent lighting system at the school has exceeded its useful life span, which is resulting in higher maintenance repair costs as components. The lighting system will be replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and electricity consumption.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1994 and have surpassed their 20-year useful life span. These units are susceptible to failure that could create uncomfortable learning spaces. Replacing all of the heat pump units that have exceeded their life expectancy will allow the Board to take advantage of economy of scale pricing and prevent future extended disruptions to the learning environment.

Notre Dame Catholic Secondary School:

- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames, and the replacement of deteriorated asphalt and concrete. The interior upgrades will include the painting of common areas, lockers and washroom partitions. In addition, the current childcare area, which is moving to the new St. Mark CES childcare location, will be renovated to accommodate the Library Resource Center.
- The artificial turf field was installed in 2009 and has reached its expected ten-year lifespan. The old turf will be removed, allowing for the base to be repaired and a new turf system will be installed.



St. Gabriel Catholic Elementary School:

- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames, and the replacement of deteriorated asphalt and concrete. The interior upgrades will include the painting of common areas, flooring in classrooms, lockers, classroom doors and washroom partitions.
- The current fluorescent lighting system at the school has exceeded its useful life span, which is resulting in higher maintenance repair costs as components. The lighting system will be replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and electricity consumption.
- The school's boilers were installed in 1996, have surpassed their useful life span and need replacement. The current boilers need to be replaced with modern, high efficiency boilers to help reduce maintenance and energy costs.

St. Mark Catholic Elementary School:

- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of the replacement of much of the asphalt and concrete areas. The interior upgrades will include the painting of common areas, flooring in classrooms, lockers, classroom doors and washroom partitions.

St. Michael Catholic Elementary School:

- With the proposed addition to St. Michael CES including a new library, the existing library will be converted into a new office. This will allow the new office to be converted into an additional classroom with access to the kindergarten play area.



SEAC Membership 2018-2022	Item 8.7
January 15, 2019	

Alignment to Strategic Plan

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

Purpose

The purpose of this report is to present a recommendation to the Board regarding the membership of the Special Education Advisory committee (SEAC) for the period of December 2018 to November 2022.

Background Information

Special Education Advisory Committee: as per Section 57.1 (1) of the Education Act, every district school board shall establish a special education advisory committee. Requirements for SEAC committees are set out in Ontario [Regulation 464/97](#)

The qualifications required of those individuals appointed to sit at the Board's SEAC include the following:

- A Canadian citizen of the age of 18 years or older
- A resident within the jurisdiction of the Halton Catholic District School Board
- A registered Catholic school supporter

Associations have provided supporting nomination letters attesting that their nominees meet the required qualifications. Community members have submitted applications with letters indicating their suitability for the position.

The following is the list of nominations.

Association	Nominee
Autism Ontario Halton - Representative	Lisa Stephenson
Autism Ontario Halton - Alternate	Debra Bardon
FASworld Canada - Representative	Tracy Veale



Easter Seals Ontario - Representative	Maria Arnold
Easter Seals Ontario - Alternate	Cris Parreira
Halton Down Syndrome Association - Representative	Dan Hotopeleanu
Halton Down Syndrome Association - Alternate	Yvonne Taylor
VOICE for hearing impaired children - Representative	Rick Barreiro
VOICE for hearing impaired children - Alternate	Rhonda Quesnel
Association for Bright Children of Ontario (ABC) - Representative	Maria Lourenco
Association for Bright Children of Ontario (ABC) - Alternate	Jessica Lim
Member-at-Large - Representative	Diane Rabenda
Member-at-Large - Representative	Paul Moran
Member-at-Large - Alternate	Michelle Arteaga
Member-at-Large - Alternate	Andrea Louca-Ricci

Comments

The list of nominations meet the criteria to sit on the HCDSB Special Education Advisory Committee (SEAC).

Conclusion

The first meeting of new SEAC Committee has been scheduled for Monday, January 28, 2019.

Recommendation

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

<p>Resolution#:</p> <p>Resolved, that the Halton Catholic District School Board appoint the nominees listed in this report to the Special Education Advisory Committee (SEAC) of the Halton Catholic District School Board for the period of January 2019 – November 2022.</p>	<p><i>Moved by:</i></p> <p><i>Seconded by:</i></p>
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Report Prepared by: Camillo Cipriano
Superintendent, Special Education Services

Report Submitted by: Camillo Cipriano
Superintendent, Special Education Services

Report Approved by: Pat Daly
Director of Education and Secretary of the Board



<p>Future Halton Catholic District School Board Secondary School Design Budget</p>	<p>Item 9.1</p>
<p>January 15, 2019</p>	

Alignment to Strategic Plan

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

Purpose

To seek approval to proceed with the design process for a new Catholic secondary school to accommodate future secondary student enrolment across Halton Region.

Background Information

The Board has continued to experience rapid enrolment growth across Halton Region, particularly at the secondary school panel. The Board's nine secondary schools currently operate at 118% utilization, collectively, and rely on temporary classroom accommodations to support school operations. The Board's Long-Term Capital Plan calls for three additional secondary schools in the short to medium term, in each of Milton, Halton Hills and Oakville. The immediate need for an additional secondary school is greatest in the municipality of Milton, for which the Board recently submitted a funding request to Ministry of Education. The Board has not yet received a response from the Ministry indicating their decision on this funding request.

Detailed enrolment projections were presented to the Board in Information Report 10.4, at the December 18, 2018, Regular Meeting of the Board. To view this report, [click Information Report 10.4](#). The Long-Term Capital Plan was presented to the Board in Action Item 8.2, at the June 5, 2018, Regular Meeting of the Board. To view this report, [click Action Report 8.2](#).

Comments

Staff are proposing to commence the design of a Catholic secondary school to accommodate future student enrolment at the secondary panel across Halton Region. The design process would include three preliminary design phases: schematic design, detailed design and contract documentation & specifications. The design would focus on a facility programme that could potentially be used at multiple sites, as the future needs of the Board would dictate. Having a school design ready to



construct would allow the Board to react quickly to any future funding decisions and ultimately provide better service to the students and families of the Halton Catholic community.

If approved, Staff would retain an architect to complete the preliminary design phases for the proposed secondary school based on the Board's most recent Request for Proposal (RFP) for Architectural Services process, which was completed in July 2018.

Based on the Board's typical new-build secondary school size, as well as fee estimates collected through the RFP for Architectural Services process, the estimated cost to complete the preliminary design for the proposed secondary school is approximately \$1.5 million. It is proposed that this expense would be funded through the Board's Capital Reserve. The current unallocated balance of the Board's Capital Reserve is approximately \$8.4 million.

Conclusion

It is proposed that the Board authorize Staff to proceed with the design process for a new Catholic secondary school to accommodate future secondary students across Halton Region. The design process is estimated to cost \$1.5 million and be funded through the Board's Capital Reserve. The successful completion of a design would allow the Board to react quickly to any future funding decisions and ultimately provide better service to the students and families of the Halton Catholic community.

Recommendation

The following recommendations are presented for the consideration of the Board:

Resolution#:	<i>Moved by:</i>
	<i>Seconded by:</i>
Resolved , that the Halton Catholic District School Board authorize Staff to proceed with the preliminary design phases for a future Catholic secondary school to accommodate future student enrolment in the Board.	

Resolution#:	<i>Moved by:</i>
	<i>Seconded by:</i>
Resolved , that the Halton Catholic District School Board authorize Staff to expense funds from the Board's Capital Reserve for the preliminary design phases for a future Catholic secondary school to accommodate future student enrolment in the Board, and that the expenditures will not exceed \$1,500,000.	



Report Prepared by: R. Merrick
Superintendent, Facility Management Services

Report Submitted by: R. Merrick
Superintendent, Facility Management Services

Report Approved by: P. 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

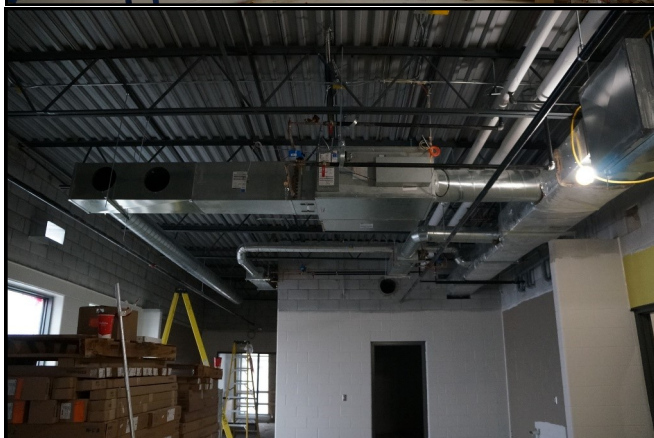
Dated: Tuesday, January 15, 2019

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Elementary						
St. Francis of Assisi CES, Georgetown	8	26	Camp Tanamakoon Huntsville, ON	The recreational activities help to teach the students the value of using leisure time constructively. The program also encourages independence and self-confidence, while at the same time emphasizing the growth of social skills through the development of group living and learning. All of this will take place in the spirit of co-operation and caring for others, while enjoying God's creation. Reflective opportunities will be provided for students to use the Gifts and Fruits of the Spirit to appreciate God's creation in the natural surrounding of Algonquin Park. Throughout the week, students develop faith and trust by working co-operatively in mixed group activities. Community is emphasized as students work with group members to complete tasks such as skits, sports and co-operative games. At the end of each day, students participate in a discussion with their activity groups and then complete a reflection in their journals. Additional, three times daily, students will gather as a community to give thanks to God for their blessings and the food that has been prepared for them.	Monday, June 3 – Thursday, June 6, 2019	~\$440.00

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Secondary						
Bishop P.F. Reding CSS, Milton	9-12	45	DECA Provincial Competition Toronto, ON	"DECA prepares emerging leaders and entrepreneurs in hospitality, marketing, law, finance and management in high schools across Ontario." Our students compete at regionals and Provincials in a business case student competition as well as in a variety of business paper competitions. Along with our high school business curriculum, DECA provides our students with practical business knowledge and experience. Student have the opportunity to practice in their role plays 21 st Century skills (critical thinking, communication, creativity and innovation). Students will be led in prayer before meals as well as in support and encouragement.	Thursday, February 7 – Saturday, February 9, 2019	~\$245.00
Holy Trinity CSS, Oakville	12	9	DECA Provincial Competition Toronto, ON	By giving students hands-on experiences in the fields of business, marketing and entrepreneurship, DECA enhances classroom learning by providing conferences and competitions that develop high school students into character-driven leaders. The religious character of tomorrow's leaders will also be developed, with daily prayer and Grace before meals.	Thursday, February 7 - Saturday, February 9, 2019	~\$183.00
Christ the King CSS Georgetown	9-12	5	DECA Provincial Competition Toronto, ON	The DECA Ontario Provincial competition is an annual event for the Ctk Business Club and helps build leadership and teamwork abilities, as well as develop 21 Century skills such a critical thinking, decision-making and independent thinking. Students will learn effective oral presentation and business case analytical skills, and share best practices, enhancing their leadership abilities and business knowledge. Supervisors have assigned duties to facilitate various competitive events. Staff and students will start each day with a prayer, say grace before shared meals and end each day with a reflection.	Thursday, February 7 - Saturday, February 9, 2019	~\$288.43
Jean Vanier CSS Milton	9-12	14	DECA Provincial Competition Toronto, ON	Students have qualified, through the DECA regional competition in November to attend the Provincial competition for the opportunity to compete in the international competition ICDC in April. Staff and students will participate in daily prayer.	Thursday, February 7 - Saturday, February 9, 2019	~\$232.00
Christ the King CSS Georgetown	9-12	40	Chicago, Illinois USA	This trip serves as the ultimate cultural, artistic, musical, religious and historical experience. It will enhance and reinforce curriculum, differentiate instruction, as well as meet many of the developmental assets. Staff and students will participate in daily prayer and attend mass at St. Domatilla Catholic Church.	Thursday, May 16 – Monday, May 20, 2019	~\$1,175

Construction Report 10.3 - December 2018



Construction Update

- The pictures above were taken on January 9, 2019. The top-left picture shows completed ceiling grid in a classroom. The top-right picture shows the masons finishing exterior brick veneer. The bottom-left picture shows ongoing HVAC installation in the EarlyOn Centre. The bottom-right picture shows installed exterior metal panels.
- Work completed included completion of brick veneer, painting and installation of permanent power.

Schedule Update

- Installation of ceramic and classroom flooring.
- Completion of mechanical and electrical services installation.
- Installation of life safety systems.

If you have any comments or questions about the new school, please contact Lorrie Naar, Superintendent of Education at (905) 632-6300 ext. 135 or e-mail naarl@hcdsb.org. For school construction information contact Ryan Merrick, Superintendent, Facility Management Services at (905)632-6300 ext. 171 or e-mail merrickr@hcdsb.org.



Our Catholic Schools: A Framework for Reflection	Item 10.4
Tuesday, January 15, 2019	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Believing: Celebrating our Catholic faith & aspiring to be models of Christ.**

Purpose

To inform the Board about the revised *Our Catholic Schools: A Framework for Reflection* document.

Background Information

In June of 2010, the Board identified as strategic plan priority a focus on strengthening the distinctively Catholic character of HCDSB schools and programs. The Board engaged a variety of system stakeholders to capture in words the essence of Catholic education according to their varied experiences. What emerged from this extensive consultation was an understanding of Catholic education shaped by four key elements or pillars – Catholic Learning Environment, Catholic Community, Catholic Curriculum, and Catholic School Staff.

In 2011-2012, writing teams worked to craft documents, using the four key elements above, to provide common language to articulate this lived experience of the distinctively Catholic character of Catholic education in Halton. Three documents were developed – one intended for parents and parishioners; a more in-depth document for classroom and support staff; and a third, comprehensive resource document intended as a framework for reflection for Board and school staff. These three documents were developed and reviewed in collaboration with Board staff, school administrators, and parish partners. The resources became known as the “Our Catholic Schools” documents.

The 2012 *Our Catholic Schools: Framework for Reflection* was designed to support staff and to provide school communities with a tool to assess and plan strategies to enhance the distinctive nature of Catholic education. The Framework developed a more fulsome articulation of each of the four pillars of Catholic education in Halton.



Catholic Learning Environment

A Catholic school is an extension of the family and the Church, and as such, embodies the values and teachings of Jesus Christ. This is highly visible through its symbols, liturgies, and relationships in a setting which upholds the dignity of each student.



Catholic Curriculum

A Catholic school teaches the Ontario Ministry of Education curriculum with a difference – grounded in the Religious and Family Life Education programs. Catholic attitudes and values permeate each individual area of experience and learning in our schools.



Catholic Staff

Halton Catholic District School Board staff share a common focus on faith and take pride in openly demonstrating and celebrating that faith through their teaching and service to all students and each other.



Catholic Community

We are a community committed to acting morally and legally as a people formed in Catholic traditions. We witness Catholic social teachings by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Each pillar was divided into a number of strands and within each strand were considerations. These outlined the various ways in which school communities could intentionally choose to enhance their distinctiveness. The choice of considerations recognized that each of our school communities is distinct. By utilizing the document as a reflection tool, our varied school communities work towards a common goal by ensuring consistency, not uniformity.

Comments

Over the past year, a team has engaged in a review and update of the *Our Catholic Schools: A Framework for Reflection* document to reflect our current Catholic educational landscape.

A collaborative working group comprised of elementary and secondary teachers, pastoral animators, chaplains, administrators, Board staff responsible for religious education, faith formation and communications. As well, our working group included parents, the Dean of Halton as a representative of the Halton pastors, and the Vicar of Education for the Hamilton Diocese. This working committee worked to assess the relevance and clarity of the 2012 *Our Catholic Schools: A Framework for Reflection*. The considerations associated with each of the four pillars were updated to include current Catholic educational resources, including Religion and Family Life Education curriculum policy documents, and to highlight current Board practices and programs as well as areas of priority in the Strategic Plan.

The Ontario Bishops' recent pastoral letter, *Renewing the Promise*, is woven throughout the *Framework for Reflection* to align our vision of Catholic education in Halton with the Bishops' Christ-centred vision of Catholic schools as communities that accompany, build relationships, encourage engagement and instil hope, and form joyful disciples. The pastoral letter was a timely gift that guided the renewal of the *Our Catholic Schools: A Framework for Reflection* document.



This document will continue to provide school communities with a fulsome resource to enable them to reflect on their distinctiveness as Catholic Schools and consider the impact that their work has on our students.

Conclusion

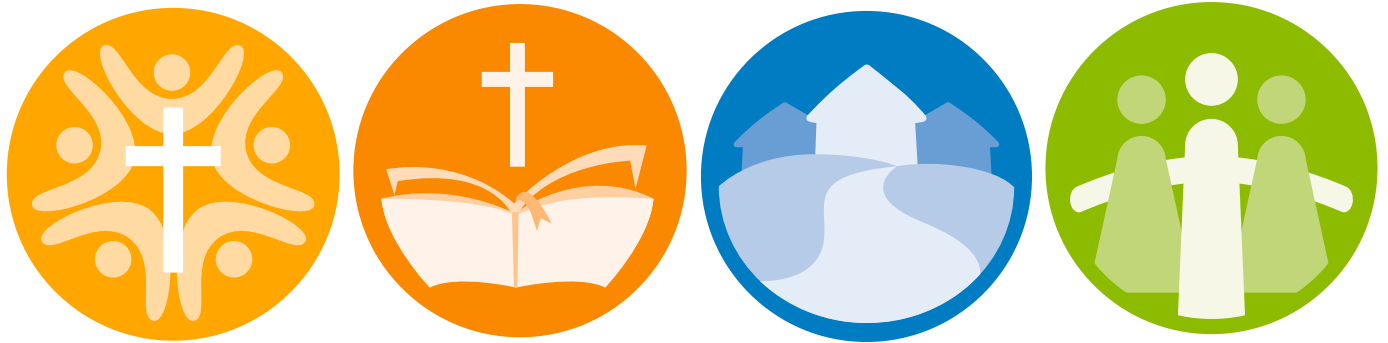
The 2019 *Our Catholic Schools: A Framework for Reflection* document will be presented to administrators on February 27, 2019 as a tool to strengthen the Catholic character of our schools, programs and initiatives. The communication plan will then include sharing the document with Program Services staff, the Halton Deanery, and CPIC. The *Framework for Reflection* will remain a working document with future revisions to reflect best practices, up-to-date resources and program initiatives, and Strategic Plan priorities in support of our vibrant Catholic education system in Halton.

Report Prepared by: K. Stevenson
Secondary Principal

L. Naar
Superintendent of Education

Report Submitted by: L. Naar
Superintendent of Education

Report Approved by: P. Daly
Director of Education and Secretary of the Board



Our Catholic Schools

A FRAMEWORK FOR REFLECTION



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The *Our Catholic Schools* publication is a working document.



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ABOUT HCDSB



Our Mission

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

Our Vision

The Halton Catholic District School Board is a model learning community, widely recognized as **distinctively Catholic**, providing **exceptional education**, while **nurturing the call to love and to serve** as a people of faith, living out God's plan.

Our Values

At the Halton Catholic District School Board, **we value**:

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

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

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

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

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

Acknowledgments

The Halton Catholic District School Board acknowledges, with thanks, the contributions of the many stakeholders who have played key roles in the promotion, nourishment, and defense of our Catholic Schools as valuable contributions to our Faith Community in Halton, and to the Ontario society as a whole.

From the first Catholic Elementary School, St. Mary's in Oakville (1856), to 55 elementary schools and 9 secondary schools (in 2018), there have been numerous staff, trustees, parish staff and community partners that have helped guide the journey for Catholic Education in Halton. We acknowledge the work that they have done to build this document which is a culmination of the many years of thoughtful reflection on our distinct Catholic system in Halton.

We acknowledge the work of our original Project Manager (2010 – 2011), Michael Pautler, and our original Project Writers (2010 – 2011), Andrea Bishop and Ed Podgorski. We also acknowledge the review team of 2017-18 under the direction of Lorrie Naar and Katharine Stevenson (2017 – 2018).

We also wish to acknowledge:

The Catholic Education Service (The Bishops' Conference of England and Wales) for permission to adapt sections of their document, *Evaluating the Distinctive Nature of a Catholic School*.

The Hamilton-Wentworth Catholic District School Board for permission to adapt sections of their document, *Learning With Faith: Our Catholic School Identity*.

The work of the Assembly of Catholic Bishops of Ontario, whose pastoral letter, *Renewing the Promise*, weaves through this document.

The Vicar of Education for the Hamilton Diocese, Fr. Con O'Mahony, and the Dean of Halton, Fr. John Van Hees, for their guidance and input on the revisions to this document.

Introduction

As a Catholic school system, we are proud of our reputation for delivering excellent programs that are rooted in faith, and delivered by dedicated, knowledgeable, and caring staff. We take great pleasure in knowing that we are fostering and energizing Catholic learning communities that are centred on the Gospel values, founded in good instructional practices, and rooted in the Ontario Catholic School Graduate Expectations.

In 2012, the Halton Catholic District School Board created and published *Our Catholic Schools: A Framework for Reflection*. This document was developed as a resource to help guide the work of staff and enhance our effectiveness as a Catholic school district.

During the 2017-2018 school year, we undertook a review of the *Our Catholic Schools* resource document to ensure that it is still consistent with our current Strategic Plan. We also updated the document to reflect **Renewing the Promise**, the pastoral letter for Catholic education released by the Assembly of Catholic Bishops of Ontario in 2018.

In their pastoral letter, the Bishops use the scriptural account of the Road to Emmaus to frame their reflection, encouraging all who share responsibility for Catholic education to nurture and strengthen Catholic schools as communities that exemplify, in word and in deed, the Good News of Jesus Christ. We are called to nourish the spiritual and cultural dimensions of our Catholic schools as essential components towards realizing the vision we hold for Catholic education.

I invite you to explore this updated version of the *Our Catholic Schools* document. I think you will find it provides a valuable resource that is both relevant within the context of our work as Catholic educators, and meaningful to our mission as disciples of Jesus and members of our extended faith community.

A handwritten signature in black ink that reads "Pat". The signature is written in a cursive, flowing style.

Pat Daly
Director of Education

Catholic Learning Environment



A Catholic school is an extension of the family and the Church, and as such, embodies the values and teachings of Jesus Christ. This is highly visible through prayer, through its symbols and liturgies, and through the interrelationships which respect the dignity of each student.



Within the context of Catholic education, the promise is that this true encounter with Jesus can and does take place, each and every day, within our Catholic Schools.

Renewing the Promise, page 4



Ethos



People often comment that when they enter a Catholic school they feel a special presence. This does not come from the building or even the religious symbols that are an important witness to our faith. The presence comes from Christ who is proclaimed by word and example, and is evidenced in the way people care for one another...

Renewing the Promise, page 9

Ethos is the characteristic belief and spirit of a given community. Because of this, all aspects of the Catholic school such as relationships, priorities, curriculum and discipline have potential to speak of God's presence in the school's life. Christ is the foundation of the whole educational enterprise within the Catholic school. With constant reference to the Gospel and frequent encounters with Christ, the Catholic school strengthens its purpose. The whole existence of a Catholic school, its curriculum, relationships, priorities, aims and objectives, pastoral care and discipline, activities, both academic and otherwise, should resonate with the message, the values and the very presence of Jesus. Indeed, all aspects of the Catholic school have the potential to speak of God's loving care for the individual. In our Catholic schools, the ultimate goal of the curriculum is that students have a daily experience of God at the centre of the learning process.

Thomas Groome's understanding of the distinctiveness of Catholicism, which in turn grounds the distinctiveness

of Catholic education, is helpful in our understanding of ethos. These characteristics include:

- a vision of the human person as created in the image of God and as inherently good.
- a sacramental view of life.
- a community emphasis on human and Christian existence.
- a commitment to tradition as the source of the community's story and vision.
- an appreciation of the gift of human reason and of the ability to learn.
- a commitment to personhood, justice and inclusiveness.

While the school's ethos becomes apparent and is realized through daily action, its development has to be promoted and encouraged by practical means, since it rarely emerges by accident or by chance. It is



the responsibility, therefore, of every member of the school community to contribute to the creation and implementation of its declared ethos.

Thomas H. Groome, Educating for Life: A Spiritual Vision for Every Teacher and Parent.

Considerations

1. Each school has a process that enables the community to develop or revise a Vision and Mission Statement.
2. The Mission Statement calls to action a vision of:
 - the human person as created in the image and likeness of God and held in existence and relationship by God.
 - a sacramental view of life.
 - a community emphasis on human and Christian existence.
 - a commitment to tradition as the source of the community's story and vision.
 - an appreciation of the gift of human reason and of

the ability to learn.

- a commitment to personhood, justice and inclusiveness.
 - the Ontario Catholic School Graduate Expectations.
3. This Mission Statement influences all aspects of school life (e.g., atmosphere of welcome, concern and respect for people, language and conversation within the school that reflects Gospel values, norms established with the goal of building community).

Physical Environment

This environment, in which the school community lives and learns, makes non-verbal statements about the ethos or moral tone of the school, as well as its values and priorities. These are evidenced by such things as religious symbols, student work and respect for persons and property.

Considerations

1. Christian signs and symbols permeate the school and classrooms, illustrating the living faith of the school.



2. Each classroom is a sacred space with a dedicated prayer centre that is used to develop reverence for prayer.
3. Where facilities allow in an elementary school, a chapel or quiet space is available for students and staff to provide quiet time to cultivate and encourage a closeness with Jesus.
4. The chapel in each secondary school is a welcoming place that is used for liturgical and private prayer.
5. The Patron Saint or namesake of the school and the school's associated parish(es) are honoured and celebrated.
6. The liturgical seasons are recognized and celebrated throughout the school year.
7. The school practices and promotes a Catholic understanding of stewardship of creation (e.g., green bin/recycling initiatives, Earth Week activities with Christian connection).
8. An understanding of the human person, created in the image of God, guides concern for the well-being, dignity and security of all members of the school community and is intentionally reflected in the design of the physical environment and in the implementation of:
 - Safe School Policy
 - Health and Safety Procedures
 - Equity and Inclusive Education Policy



Catholic Community



We are a community committed to acting morally and legally as a people formed in Catholic traditions. We witness Catholic Social Teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.



Catholic schools are communities of accompaniment where the story of our salvation is known and shared, offering the encouragement that comes from knowing Jesus walks with us.

Renewing the Promise, page 7



Catholic Community

In 2018, the Bishops of Ontario offered to all in the Catholic educational community a pastoral letter entitled *Renewing the Promise*. The Bishops call upon all partners in the Catholic community to renew the promise “that this true encounter with Jesus can and does take place, each and every day, within our Catholic schools” (*Renewing the Promise*, page 4).

Using *The Road to Emmaus* as a scriptural foundation, our Bishops call for our Christ-centred Catholic schools to be:

- a community that accompanies;
- a community that builds relationships;
- a community that encourages engagement and instils hope; and
- a community that forms joyful disciples.

Our faith tradition tells us that all decisions, innovations, difficulties, and celebrations must happen in community. Collaboration is not merely a strategy to improve effectiveness; it is a powerful demonstration of our commitment to living and working in community. Through community, we experience Jesus in an intimate way, calling us to love and to serve, especially those most vulnerable among us.

We will know that the school community is truly encountering Jesus each day when we experience a sense of belonging, love, forgiveness, healing, compassion, and peace. It is not enough to call ourselves Catholic without living the Gospel values and witnessing to the fact that the Christian community in our schools is alive and well.

Home-School-Parish And Community

Catholic education is a collaborative task shared by home, school, parish and the wider community as all contribute to the development of the whole person.

Parents are the first teachers of their children in the ways of faith. The **home** is the place where the love of Christ should be revealed and nurtured. Parents should consider their own faith formation to be an important part of their involvement in their children's education.

The primary task of the **school** is to assist the home in educating the child. Catholic schools share the

prophetic mission of the Church to bring about a just and loving society. In the **classroom**, through the taught curriculum, especially the Religious and Family Life Education curriculum and Catholic Social Teaching, students come to know that Jesus Christ gives meaning, purpose and direction to life. "Staff practise the *art of accompaniment* by helping students realize that their own unique story is given greater meaning and purpose in knowing and living the story we share in Christ" (*Renewing the Promise*, page 6).



The work of Catholic schools involves initiating, facilitating and maintaining trusting relationships with and among the Catholic educational partners. A sense of respect for the unique expertise and strengths of each and generous cooperation that acknowledges and celebrates the accomplishments of all is essential to develop the mutual trust that nurtures effective working relationships.

Renewing the Promise, page 9

The **parish** builds upon and extends the work of both home and school in the development of faith. Clergy, religious, parish workers and others participate in the life of the school, through classroom visits, liturgies and sacramental preparation.

Involvement with the **community** at large is important since it is the background for the home, school and parish. Interaction with other schools is an effective way of being in touch with peers within the same community. Contact with local community organizations and businesses can provide a mutually beneficial relationship.

Mutual respect, trust, and open communication among all the partners in education are essential in witnessing to the Gospel values of love, peace and justice. "On a daily basis, Catholic schools demonstrate the joy of believing and witness the Good News to the communities that they serve" (*Renewing the Promise*, page 13).

Considerations

1. Parents are involved in school and Board programs and committees.
2. Parents are encouraged to be involved in Catholic School Council.
3. Strategies are in place to ensure effective communication among parents and the Board and the parish.
4. Regular, intentional conversation occurs among members of the triad (e.g., for planning purposes, setting direction).
5. The voices of students and parents are sought to assess needs (e.g., coffee chat, town halls, Catholic School Council, CPIC, OAPCE, SEAC, student and parent focus groups, parish councils).



Catholic schools are places where the 'New Evangelization' can take root by inviting students and their families into a deeper relationship with Christ. The experience of community within the school can gently fan the embers until they burst into a flame of faith.

Renewing the Promise, page 8



6. There are strategies in place to ensure collaboration between the parish and the Board/school based on the expressed needs of students, parents, staff and the parish (e.g., catechesis and faith development, the shared role of parish and school in sacramental preparation, games night, recreational activities, *Growing in Faith, Growing in Christ Parish Portal*).
7. Opportunities for service in the parish community and the larger community are promoted.
8. Adult Faith Formation Program opportunities are offered to members of the parish team and members of the Catholic School Council.
9. Schools collaborate with other schools, especially those in the parish and Family of Schools to promote faith development and a common mission.
10. Relationships with community groups and businesses are governed by Gospel values and Board policy and procedures (e.g., sponsorship, co-op programs, fundraising and speakers).
11. Parents and guardians are made fully aware of the practices related to prayer, communal worship and the reception of the sacraments.
12. Parents engage in spiritual practices that students learn and experience at school (e.g., Christian

meditation, the Rosary, St. John's Bible, *Growing in Faith, Growing in Christ Home Portal*).

13. Partnerships are fostered with Catholic partners (e.g., Youth Ministry of the Diocese, Catholic Universities, Institute for Catholic Education, Catholic Curriculum Corporations).
14. Staff participate in opportunities offered through the Hamilton Diocese Catholic Education Partnerships.

School As Worshipping Community

Worship is an essential part of religious experience and is an integral part of daily life in our Catholic schools. Because it is important to promote and recognize our present encounters with the Lord, prayer, worship and liturgical celebration are central to our Catholic tradition. It is imperative that sound educational and pastoral principles determine the ways in which these are experienced in the school community. It is not sufficient to simply provide opportunities for such experiences; it is the task of the school to educate and promote the development of, the appreciation of, and the active participation in prayer, worship and liturgy. This should be recognized as a gradual process which takes into account the age and stage of the personal, social and religious development of students.

For prayer, worship and liturgy to be real educational experiences and to contribute successfully to the development of faith in each individual in the community,

The joy of believing is manifest in the hearts and lives of those who faithfully follow the Lord. Catholic schools play an important role in proclaiming the joy of believing.

Renewing the Promise, page 13

Let the pattern of the Eucharist guide you as you help to shape and animate a Catholic school culture where the love of God is found in an encounter with Christ Jesus: gather your school community, tell the story, break the bread, and help to bring hope to the world.

Renewing the Promise, page 19 **69**



participation in the preparation of the action of these experiences is of prime importance.

A Catholic school must encourage the practice of saying prayers and must itself become a place of prayer. There are different means of prayer and it is important to distinguish between “prayer” which can be described as “an attitude a person has towards God and before God,” and “saying prayers.” Both should be encouraged in a Catholic school. The Mass is the greatest prayer, but traditional prayers and other devotions such as the active observance of the liturgical seasons, the commemoration and celebration of feast days and lives of saints are all part of the rich Catholic heritage that nourishes the spirituality and strengthens the Catholicity of a school and should be encouraged. It is good for students and staff to pray together.

Schools are made up of a rich variety of cultures, traditions and backgrounds. Those preparing prayer, liturgies and assemblies should be sensitive to the personal, social and religious needs and abilities of everyone.

Considerations

1. The elementary school Pastoral Animator and the secondary school Chaplaincy Leader, in collaboration with the parish, assist in providing opportunities for prayer, liturgy and worship.
2. Staff teach and model traditional prayers and devotions, including the responses to the Mass and to other liturgical celebrations.

3. Liturgical seasons, Church feasts and the feast day of the Patron Saint of the school and local parish are celebrated and observed.
4. Students and staff have opportunities for renewal and retreat experiences.
5. Students are guided in their exploration of a variety of private and communal methods of prayer in both formal and informal styles and settings (e.g., traditional prayers, Christian meditation, the Rosary, *visio divina*, examen, Liturgy of the Hours, Taizé prayer).
6. Daily acts of worship are part of the school day and all community gatherings (e.g., prayers during morning exercises, before lunch, at the end of the day, at assemblies, Advent and Lenten reflection, staff meetings, prior to games).
7. The staff prays together (e.g., prior to meetings, retreats, Faith Day, site-based adult faith formation in response to critical incidents).
8. Staff and students explore various spiritual practices for leading a contemplative life and are provided regular opportunities for practice (e.g., Christian Meditation).
9. Staff and students participate in Catholic ministry training to support training as lectors and Eucharistic Ministers.



Catholic Curriculum



A Catholic school teaches the Ontario Ministry of Education curriculum with a difference – grounded in Religious and Family Life Education. Catholic attitudes and values permeate each individual area of experience and learning in our schools.



Catholic schools are places where staff and students are encouraged both to enter into scripture, doctrine and worship, and are invited to actively express their faith through acts of love toward their neighbours.

Renewing the Promise, page 11



Curriculum, however, is much more than policy documents and support materials. At its core, it reveals fundamental beliefs and values about the nature, task, and specific character of the educational enterprise... curriculum is best described, in its broadest sense, as a worldview shaped by the Catholic conversation about life's meaning and purpose. It is a distinctive worldview committed to the enterprise of educating the soul.

Educating the Soul, page 12

The Ontario Catholic Curriculum

Catholic educators are charged with implementing the Ontario Catholic curriculum. The Ontario Bishops also remind educators that, “You are powerful witnesses to the presence of Jesus in the lives of our students, and you provide the good soil each school day for the roots of faith to grow in our students” (*Renewing the Promise, page 17*). In Catholic schools there must be a balance between the acquisition of knowledge, skills, attitudes and values, and the development of those habits of mind that will enable our students to develop a Catholic view of the world so they may participate as responsible, transformational citizens. As Pope Francis states, “Catholic schools, which always strive to join their work of education with the explicit proclamation of the Gospel, are a most valuable resource for the evangelization of culture” (*Renewing the Promise, page 13*). Catholic educators deliver Ontario “Catholic” Curriculum when the Ministry of Education’s curriculum expectations are taught with a Catholic worldview (i.e., through the integration of Scripture and Catholic Church teaching).

The Ontario Catholic School Graduate Expectations provide a vision of the learner. Guided by this vision, educators purposefully plan instruction so as to foster the knowledge, skills, attitudes and values that will enable each student to become:

- a discerning believer;
- an effective communicator;
- a reflective, creative and holistic thinker;
- a self-directed, responsible, lifelong learner;
- a collaborative contributor;
- a caring family member; and
- a responsible citizen.

Considerations

1. At each grade and in each subject area, the Ontario curriculum is taught intentionally from a Catholic faith perspective (e.g., integration of Scripture and Tradition, integration of grade level Focus on Faith themes across the curriculum, students connect own experience to our Catholic story).
2. Assessment and evaluation of student learning is guided by a recognition of the dignity of each student, created in the image of God (e.g., *Growing Success* viewed through a Catholic lens, differentiated instruction recognizes each student's God-given strengths and interests).
3. Teachers assess and evaluate the Ministry of Education *Growing Success Learning Skills and Work Habits* in light of the *Ontario Catholic School Graduate Expectations* and Catholic Social Teachings.
4. Appropriate resources are used to ensure the delivery of a Catholic curriculum (e.g., *Many Gifts*, Health and Physical Education supports from ICE, Catholic Curriculum Corporations, HCDSB resources, *Growing in Faith*, *Growing in Christ* for cross-curricular connections).
5. The Ontario Catholic School Graduate Expectations are used to plan for instruction (i.e., purposefully planning tasks that enable the acquisition and demonstration of these expectations).
6. Program Services staff are available to support embedding Catholic content and themes across the curriculum.
7. Administrators provide resources to support the implementation of the Ontario Catholic curriculum.
8. Teachers integrate the Board's Theological Theme and the Grade Level Focus on Faith Themes across the curriculum.
9. Teachers and administrators integrate theological learning from Adult Faith Formation (AFF), Theological Education for Leaders (TEL) or HCDSB Religious Education AQ Course sessions into educational practice.

Religious And Family Life Education



The special character of the Catholic school, the underlying reason for it, the reason why Catholic parents should prefer it, is precisely the quality of the religious instruction integrated into the education of the pupils.

Pope Saint John Paul II, Catechesi Tradendae, #69



It is important to appreciate the central role of Religious and Family Life Education for a Catholic school. This commitment to the aims, values, and teachings of the Catholic faith influences the whole of the curriculum, shapes the daily pattern of school life, and distinguishes the identity of the Catholic school.

The development of both Ontario Religious Education and Family Life Education curriculum policy is overseen by the Institute for Catholic Education, as mandated by the Education Commission of the Assembly of Catholic Bishops of Ontario. All Catholic teachers responsible for teaching Religious Education and Family Life Education courses are expected to implement the grade-specific course curriculum as outlined in the policy documents.

In addition, HCDSB uses the Focus on Faith framework from K to 12 to highlight Catholic Social Teachings for each grade. These teachings are themes that teachers use to make Catholic connections across the curriculum.

Accompanying students at their stage on their journey of faith while also challenging students to grow in their understanding of the Catholic faith and to grow in their Religious literacy are the important purposes of Religious and Family Life Education.

It is important to recognize that not all of students in our Catholic schools are baptized Catholics and that their religious identity must be respected. Opportunities

for interreligious dialogue with students allows for celebration of our shared beliefs and values while we continue to witness to our own faith in Jesus Christ.

Considerations

1. In elementary schools, teachers are guided by the *Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8: Religious Education* and the *Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8: Family Life Education*.
2. Currently in elementary schools, teachers use *In God's Image (K)* and *Growing in Faith, Growing in Christ* (1-8, as grade-level resources become available) to deliver the Religious Education curriculum.
3. In elementary schools, teachers use the *Fully Alive* (1-8) program to deliver the Family Life Education curriculum.
4. In secondary schools, Religious Education courses follow the *Ontario Catholic Secondary Curriculum Policy Document, Grades 9-12: Religious Education*.
5. In secondary schools, Religious Education is



currently supported by the Ontario Catholic Secondary Religious Education Resource developed by ICE.

6. The use of other resources is regarded as supplemental to Religious and Family Life Education.
7. Elementary timetabling of Religious and Family Life Education should reflect a minimum of 30 minutes daily instruction of Religious Education, with one day per week for Family Life Education.
8. In secondary schools, all students participate in a mandatory course of study in Religious Education in each year of their secondary school program.
9. The Ministry of Education directives regarding Levels of Achievement, and the use of letters, grades, and anecdotal comments guide assessment and evaluation in Religious and Family Life Education.
10. The *Fully Alive* (1-8) program is used as a primary resource to:

A.) teach the Human Development and Sexual Health topic of the Healthy Living strand of *The*

Ontario Curriculum, Grades 1-8: Health and Physical Education curriculum; and

- B.) teach other topics of the Healthy Living strand of the Health and Physical Education curriculum (e.g., Healthy Eating; Personal Safety and Injury Prevention; Substance Use, Addictions, and Related Behaviours).
11. Teachers have the appropriate qualifications to teach Religious and Family Life Education (e.g., AQ courses, ABQ courses).
 12. Teachers are supported in their delivery of Religious and Family Life Education (e.g., Instructional Coaches, HCDSB resources, HCDSB Religious Education AQ Course, Catholic Learning Communities, Health and Physical Education Supports from ICE, Catholic Curriculum Corporations, theological education opportunities).





Learning For All



Now there are varieties of gifts, but the same Spirit; and there are varieties of services, but the same Lord; and there are varieties of activities, but it is the same God who activates all of them in everyone. To each is given the manifestation of the Spirit for the common good.

1 Corinthians 12:4-7

We are called to place a high value on ensuring that “instruction that both responds to the various needs of a diverse group of students and is precisely tailored to the unique needs of each student can be achieved on the basis of the principles and guidelines of three instructional approaches: Universal Design for Learning (UDL), differentiated instruction, and the tiered approach to prevention and intervention.

Learning For All, page 13

Jesus is our ultimate model of the way in which we are called to accompany others, build relationships and care for those who are marginalized. The Gospel shows Jesus ministering to diverse groups, demonstrating inclusion, and witnessing to God’s love so that everyone felt included in the communities He created.

Jean Vanier teaches that our true communal strength is revealed when we embrace, support and celebrate the weakness of others. This allows us to build trust and strengthen our communities. We exemplify God’s love when we recognize Christ in our vulnerable students. We are called to assist all to become their most authentic self. The Catholic worldview holds a place of honour for

the vulnerable and the marginalized. Our students with special education needs require schools that affirm their God-given dignity and support their full flourishing.

The Ministry document, *Learning For All K-12*, is the integrating framework for assessment and instruction in our Board, schools and classrooms. Its foundational principles are consistent with Catholic Social Teaching and the vision of the learner articulated by the Ontario Catholic School Graduate Expectations.

It is important to understand that inclusion does not simply mean educating all students with exceptionalities in the regular classroom with their age-appropriate peers. Students must still be provided with appropriate educational programming in the most appropriate educational environment possible. While it is preferred that the regular classroom be the first placement option for students with exceptionalities (perhaps with instructional methods and curricula that are considered modified) it would be inappropriate to say this arrangement is the only alternative. It is essential that educators clearly recognize that in order to effectively meet the specific needs of some students, specialized assistance may be required.





Considerations

1. The curriculum promotes the God-given gifts and talents of all students and nurtures the development of the whole student: physically, intellectually, emotionally and spiritually.
2. Universal Design for Learning (UDL), differentiated instruction, and the tiered approach to prevention and intervention, supports student success in recognition of the dignity of each student, created in the image of God.
3. Principles and guidelines are used to uphold the dignity of each student throughout their learning journey, to facilitate the expression of learning and to establish classrooms where high expectations are the norm.
4. Principles and guidelines are used by teachers to ensure the dignity of each student by forming the foundation for planning and by ensuring that high expectations for learning prevail in the classroom.
5. The Individual Education Plan is recognized as an instrument of dignity ensuring the rights of access to and quality in the planning, execution and evaluation of learning.
6. Resources and instructional strategies used are in accordance with Catholic teachings and values and are in compliance with the provisions of the Ontario Human Rights Code with respect to the prohibited grounds of discrimination; show people of different races, genders, and ages in non-stereotypical settings, occupations, and activities; explore the roles and contributions of all peoples in Canada.



Catholic Social Teaching: Service, Citizenship And Vocation And Career Development



The Christ-centred mission of each school, by its very nature, contains a call to service in the greater community. Catholic schools form disciples with a social conscience who put their faith into action.

Renewing the Promise, page 10



Our Catholic schools help to form joyful disciples as hearts and minds are opened to the transforming love of God and to the flame of faith in action. On a daily basis, Catholic schools demonstrate the joy of believing and witness the Good News to the communities that they serve.

Renewing the Promise, page 13

Catholic schools should encourage young people to reflect on their vocation and consider how they will make a positive contribution, not only to the community to which they belong but also to the wider world. Students need help in becoming aware of, and in developing their future contribution and service to family life, to the Church community, to the workplace, and to the wider community. Efforts should be made to integrate Catholic Social Teaching across the curriculum and all Board policy and procedures that support it.

One of the primary goals of any educational system is to assist students in assuming their rightful role in society and to become contributing members of society. Catholic Social Teaching assumes a significant role in our Catholic schools, outlining the values and attitudes that Catholics should espouse as they enter the realms of social, economic and political life. Catholic Social Teaching can also aid students immensely in making vocational or career choices and provide them with the values that they should bring into the world of work.

The Social Teaching of the Catholic Church should be

evident in the classroom and then permeate the entire life of Catholic schools and Catholic school boards. The most visible way that Catholic schools can live out the Gospel call to love one's neighbour is through extending a helping hand to those in need. Christian service should be available to afford staff and students opportunity to put what they learn into practice in order to promote social justice. While both need to be encouraged, it is important to remember that charity addresses the immediate needs of people and communities while social justice seeks to address systemic social justice concerns.

Considerations

1. The Catholic Social Teachings of the Church are regularly incorporated in professional learning opportunities for all staff, including the Board's AFF and TEL Programs.
2. Curriculum planning across grades and subject areas incorporates the Catholic Social Teaching



- of the Church using the Focus on Faith grade level themes.
3. In elementary schools, Theme Five of the *Fully Alive* program is used as the primary resource for service and vocation, to help prepare students for their Christian mission in the world of work and public life.
4. Students learn about Catholic organizations and are encouraged to participate in their work (e.g., pro-life movements, Development and Peace, KAIROS, St. Vincent de Paul, Good Shepherd, Chalice).
5. Student voluntary service is understood as a call to love and serve others (e.g., secondary volunteer hours, Confirmation preparation, student-led service initiatives).
6. Thoughtful, critical, faith-based reflection precedes student action (e.g., partner with Diocesan Office, use the Diocesan “Conscious Giving” graphic, educator/administrator training).
7. Reflective opportunities are provided following experiential learning and service activities to enable students to create meaningful connections to faith and community.
8. The Board and schools respond to the call to serve others by supporting charitable and justice oriented organizations, both financially and through student/staff involvement.
9. Social awareness groups that exemplify and promote Catholic Social Teachings are present and are encouraged in the Board and school.
10. Catholic Social Teaching is explicitly referenced when formulating all Board and school policies and decisions, including all business and contractual negotiations and obligations.
11. All Board and school-sponsored activities for social justice and charity are grounded in Catholic Social Teaching.

Catholic School Staff



HCDSB staff share a common focus on faith and take pride in openly demonstrating and celebrating that faith through their teaching and service to all students, to each other and to the greater community.



You are powerful witnesses to the presence of Jesus in the lives of our students, and you provide the good soil each school day for the roots of faith to grow in our students.

Renewing the Promise, page 17

Staff members are an integral part of the Catholic school community and seek to promote and maintain its ethos which is foundational to the teaching and learning processes and practices of every classroom. The school community is characterized by a culture of collaboration supported by structures such as the Family of Schools and Catholic Learning Communities.



Considerations

1. Professional development opportunities at the school, department, and system level reflect an environment that demonstrates a Catholic ethos, and include a Catholic perspective related to content.
2. Staff appreciate, embrace and uphold the distinctive nature of Catholic education.
3. Teaching staff demonstrate in their work and in their lives, the teaching, tradition and heritage of Catholicism (e.g., in communion with and participation in the life of the Church).
4. Staff reflect a commitment to Catholic Social Teaching.
5. Professional development opportunities for teaching staff in Religious and Family Life Education are available on an ongoing basis.
6. Professional development and adult faith formation opportunities are available on an ongoing basis to all staff (e.g., HCDSB Adult Faith Formation (AFF), HCDSB Theological Education for Leaders (TEL), HCDSB Religious Education AQ Course, Religious Education in Catholic Schools AQ Course, reimbursement for Theological Education at a Masters or Doctoral level, Hamilton Diocese Educational Partnership, St. Jerome's University Partnership, When Faith Meets Pedagogy Conference).
7. Faith Formation offerings include a focus on Prayer, Scripture, Content, and Reflection and are designed to be personally meaningful and ecclesiastically faithful.
8. Staff actively engage in personal faith formation opportunities.
9. Teachers' Annual Learning Plans (ALP) include professional growth goals and strategies for Catholic Curriculum to bring about improvements in both teaching practice and student achievement in our Catholic schools.
10. Administrators create faith formation opportunities for staff, and support and encourage staff to participate in system opportunities.



Pastoral Care



Staff practice the art of accompaniment by helping students realize that their own unique story is given greater meaning and purpose in knowing and living the story we share in Christ.

Renewing the Promise, page 6

The story of Emmaus recounts a very human experience. The disappointment and despair experienced by the two disciples on the road is not unlike the challenges frequently faced by young people today. The message is clear; hope, courage and resolve can be found through a loving encounter with Jesus.

Renewing the Promise, page 10

Pastoral care ministry is threefold – affirming, strengthening and healing. Its purpose is to serve the spiritual needs of both staff and students. While Christ's presence should clearly be reflected in all aspects of the school's life, it is His ministry as shepherd that should be most apparent in the school's approach to pastoral care. The school community affirms each person's unique God-given abilities, strengthens each individual's sense of belonging and promotes healing by emphasizing the importance of justice and reconciliation.

As a Catholic community, we are called to be Christ for one another. The school community shares Jesus' ministry as shepherd, caring for and strengthening one another so all may have a sense of belonging. By coming to appreciate the diversity of human qualities and attributes within the school, an atmosphere of tolerance and openness is created wherein people reach out in

mutual acceptance and celebration of one another. The school community supports each person's God-given development in soul, mind and body.

As God's children, we have been given the strength and grace necessary to understand the ministry and teachings of Jesus and to give witness to them in our lives and practices within the school community. Pastoral care makes use of Board-approved agencies, the parish, the Diocese and the larger community. This wider community might have expertise and resources which the school itself does not have. By making use of external support agencies, pastoral care may better assess and more effectively reach out to the particular needs of the members of the school community.



Considerations

1. The Catholic Education Centre has a System Chaplaincy Leader who serves as an adult faith animator to the Board staff.
2. Each secondary school has a Chaplaincy Leader to support the formation, spiritual transformation and healing of staff and students.
3. Each elementary school has a volunteer Pastoral Animator who offers the ministry of presence to colleagues and creates opportunities for liturgies and faith-based activities.
4. All members of the community are called to recognize the dignity of each person, created in the image of God, by promoting an equitable and inclusive environment where all are safe to learn and to work.
5. Catholic Values Training is required for outside agencies working in Catholic schools (e.g., Halton Public Health, SAVIS, Halton Region Police Service).
6. The Compassionate Care and Crisis Response Team provides pastoral care in times of crisis and traumatic events, grounded in our hope and faith in Jesus Christ.

Leadership In Our Catholic Community

In a Catholic board, the understanding of leadership should be set in the context of Christian values, inspired by the love of God and exercised in the spirit of that love. Our Catholic tradition acknowledges that each person has particular gifts and a responsibility to share these gifts, as a way to recognize and celebrate the work of the Holy Spirit. There are some who have specific qualities and competencies that lend themselves to provide leadership in our Catholic community. The motivation to develop and nourish these qualities and competencies springs from a deep sense of vocation and mission to create a genuine Catholic school community in the spirit of servant leadership.

Considerations

1. Professional development opportunities in Catholic leadership are available on an ongoing basis through the HCDSB *Leadership Journey Program*.
2. Administrators support Catholic leadership development by providing opportunities for staff to demonstrate the following competencies:
 - Demonstrates a strong, active personal faith and is knowledgeable of Church teachings and faith traditions.



We believe that those entrusted with leadership positions in Catholic schools must be conspicuous for their goodness, sincerity and attachment to the faith. In other words, they are men and women who demonstrate in practice the very reason for the Catholic school's existence: an integrated Christian maturity inspired by the Gospel and lived in authentic freedom and commitment.

Fulfilling the Promise, page 4

- Nurtures Catholic faith, community and culture, models a commitment to Gospel values, and to the promotion of a Catholic school culture.
 - Builds a shared vision for a model teaching community that is distinctively Catholic, provides exceptional education, and nurtures the call to love and serve as a people of faith.
 - Helps establish and foster a culture of continuous improvement, the acceptance of group goals, and communicates and monitors high performance expectations based on a belief that all students are created in the image and likeness of God, and that all students can learn.
 - Acts with openness and integrity, and strives to foster trusting and collaborative relationships with all staff, parents, and all members of the broader school community in response to our call as disciples of Christ.
 - Guided by Gospel values, the leader demonstrates a commitment to effective and respectful working relationships, and teamwork with students, families, and communities.
 - Demonstrates an acceptance of responsibility for school climate and student outcomes, and works to establish a culture of shared responsibility that empowers all staff to effectively contribute to a positive school climate supporting high levels of success for all students by building relationships which nurture body, mind and soul.
 - Has a transformational style of leadership which reflects Catholic discipleship, personal and professional integrity, and a commitment to serving the needs of others.
 - Is committed to ensuring success for each student, celebrating the inherent dignity of each person created in the image and likeness of God, and fostering a culture of inclusion while responding to the diverse learning needs of each student.
 - Is knowledgeable and effective in implementing school improvement planning processes in support of student achievement and faith formation.
 - Accepts responsibility for upholding human rights as defined by Catholic Social Teaching, and sustaining a safe, secure and healthy school environment.
 - Is committed to the success of our students, accepts personal responsibility, and nurtures a culture of individual, team, and whole school accountability for the development of each student as articulated by the Ontario Catholic School Graduate Expectations.
3. Faith formation opportunities provided for current leaders across the system are reflective of the experience and needs of participants and relate to the specific role that they are in (e.g., Theological Education for Leaders, Senior Leadership Reflection series).



We look to the future of Catholic education with great hope because we are blessed to have so many committed and faith-filled educators and leaders whose witness to faith provides a compelling example to our young people. The Catholic education community is encouraged to support opportunities for faith formation for all members of the community in ways that are inviting, engaging, and purposeful.





Catholic Learning Environment

A Catholic school is an extension of the family and the Church, and as such, embodies the values and teachings of Jesus Christ. This is highly visible through its symbols, liturgies, and relationships in a setting which upholds the dignity of each student.



Catholic Community

We are a community committed to acting morally and legally as a people formed in Catholic traditions. We witness Catholic social teachings by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.



Catholic Curriculum

A Catholic school teaches the Ontario Ministry of Education curriculum with a difference – grounded in the Religious and Family Life Education. Catholic attitudes and values permeate each individual area of experience and learning in our schools.



Catholic Staff

Halton Catholic District School Board staff share a common focus on faith and take pride in openly demonstrating and celebrating that faith through their teaching and service to all students and each other and to the greater community.

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Achieving Believing Belonging



SEAC Motion to Provide Information	Item 10.5
January 15, 2019	

Alignment to Strategic Plan

This report is linked to our strategic priority of **Belonging: Embracing relationships & sustaining safe, welcome schools.**

Purpose

To provide Trustees with information on the role and mandate of the Special Education Advisory Committee (SEAC)

Background Information

The Special Education Advisory Committee (SEAC) is a legislated committee of the Board that advises the Board about special education programs and services. The Education Act sets out the requirements for SEAC committees to provide advice on special education to their local board or school authority: Ontario [Regulation 464/97](#).

At the November 20, 2018 regular meeting of the Board, the delegation “Gifted Student Survey Results” was presented to the Board of Trustees. As part of the delegation several requests/ recommendations were made of the Board that have implications on Special Education programs. As such, and in recognizing that SEAC’s mandate is to provide the Board of Trustees advice and recommendations on Special Education programs and services, Board Staff provided a response to the delegation at the November 26th, 2018 SEAC meeting titled “Gifted Student Survey Results”. The purpose of the response was to make SEAC aware of the delegation and the implications to Special Education programs and services.

Conclusion

At the November 26, 2018 meeting of the Special Education Advisory Committee (SEAC) a motion was resolved to: provide the November 26, 2018 SEAC presentation “*Staff Response to Delegation to the Board*” (Appendix A) to the new Board of Trustees as information for their review, to help inform future decisions and to provide information on the role and mandate of SEAC.



Report Prepared by: C. Cipriano
Superintendent of Special Education Services

Report Submitted by: C. Cipriano
Superintendent of Special Education Services

Report Approved by: P. Daly
Director of Education and Secretary of the Board

Staff Response to Delegation to the Board

The Education Act

Ontario Regulation 464/97: Special Education Advisory Committees

11. (1) A special education advisory committee of a board may make recommendations to the board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the board.

(2) Before making a decision on a recommendation of the committee, the board shall provide an opportunity for the committee to be heard before the board and before any other committee of the board to which the recommendation is referred.
O. Reg. 464/97, s. 11.



Special Education Plan (SEP)

O. Reg. 464/97 12. (1) The board shall ensure that its special education advisory committee is provided with the opportunity to participate in the board's annual review, under Regulation 306 of the Revised Regulations of Ontario, 1990, of its special education plan

- SEP is reviewed annually by SEAC
- SEP, as directed by the Ministry, is submitted for their review annually, by July 31st of each year
- Submission is part of a report that includes a check list identifying areas that have been amended; the report is signed by the Director of Education
- As agreed upon by SEAC (some years ago) the plan is no longer submitted in hardcopy; a link to plan, as posted on the website, is submitted
- Boards can take 2 years to do a complete review of the Special Education Plan



Research Data at HCDSB: The Gifted Student Survey

The 2018 Gifted High School Student Survey: A representative sample

- 241 students in high school, identified as gifted, were invited to participate
- 194 completed the survey (24 IB, 109 regular academic, 61 AP)
- Response rate: 80.5%
- With an estimated margin of error of 4%, Confidence interval around responses is 99%, meaning we are 99% certain that the true value is reflected in these results, with a margin of error of 4%
 - 7% found course work not challenging, margin of error is up to 11%
 - 80% in AP were satisfied/very satisfied, MoE is as low as 76%
- Therefore, the results of the survey are **REPRESENTATIVE** of high school gifted students



The 2018 Gifted High School Student Survey: Withholding results

- 2017-18 school year: RADS sent out 27 surveys involving parents and/or students
 - None of the results were widely disseminated to parents (to the best of my knowledge)
- The HCDSB does not have a policy for sharing research results with parents
- This is NOT the same as withholding data



The 2018 Gifted High School Student Survey: Results of open-ended questions

- 194 rows, 6 columns with open-ended questions
- 53 responded as to why they would consider a gifted program
 - 27 (51%) indicated social reasons, 35 (66%) indicated a desire for better programming
- 102 responded as to why they would NOT consider a gifted program
 - 62 (61%) indicated social reasons, 33% indicated they were happy at their school and/or did not see a benefit to switching
 - 8 (8%) indicated it was too late and may have considered in elementary school
 - Workload (7%) and travel (9%) were other reasons
- 172 responded to what they liked most about their program
 - 53 (31%) indicated it met their learning needs
 - 47 (27%) indicated social reasons
 - 28 (16.3%) indicated variety of course options
 - 7 (4%) indicated it was easy to get good marks; 6 (3.4%) said nothing
- 156 responded to what they liked LEAST about their program
 - 31 (20%) indicated poor course selection (including 17 IB respondents)
 - 26 (16.7%) indicated their learning needs were not being met (a wide variety of reasons were specified)
 - 15 (9.6%) found the workload too hard; 14 (9%) reported it too slow/easy
 - 17 (11%) responded there was nothing they didn't like



The 2018 Gifted High School Student Survey: Quantitative data

- 25% (49) indicated that they were not challenged by curriculum
- Peers help me learn: 51% agreed or strongly agreed; only 15% disagreed (66 neutral, 29 disagree)
- Why would you choose a gifted program: 50% stated social reasons (e.g. like minded peers, socially beneficial)
- Results suggest that overall: social factors are strong drivers of choice across all programs
- Students are satisfied with their program options
- Lack of selection the most consistent complaint
- Learning needs not being met covered a large variety of issues – no consistent pattern



Conducting Research at the HCDSB

- Research must comply with our board policies and the Tri-Council Policy Statement for ethical research in humans (TCPS2)
 - **There must be a clear and measurable benefit to participants and/or students**
- Surveys are designed to be easy to understand and analyze, with straightforward questions and answers
 - Questions and responses based on widely studied and validated tools and methodologies
- Open-ended questions provide qualitative data that can add context to quantitative results
- Parent response rates are typically poor (average is 7.1%)
 - 1.2% (Finding Efficiencies and Savings) to 21% (Parent retention)
 - IB parent survey: 10.8% RR
- These are potentially BIASED samples



Summary: Gifted Programming at HCDSB

- Though often claimed, it is not universally accepted that gifted children are at increased risk of mental health issues (e.g. depression, anxiety, suicide): <http://sengifted.org/the-impact-of-giftedness-on-psychological-well-being/>
 - Factors such as poor social functioning and increased stress may partly explain difference
 - “Gifted kids are at increased risk of mental illness” is inaccurate and misleading
- Research works with senior staff to collect, evaluate and compare multiple sources of data to measure student achievement and well-being
 - Marks, standardized tests, attendance, social, demographic, and engagement factors (TTFM)
- We are confident that these results are valid and truly represent the views of the stakeholders
- The research on giftedness is complex, there is no one size fits all solution
 - Our results are consistent with the literature
 - Increased variability of courses and better utilization of IEPs indicated from the survey



Clarification on Excerpts from the November 20 2018 Delegation on the Gifted Student Survey

Excerpt - page 1

“crucial decisions based on manipulated and biased information. Decisions which jeopardize the future of some of our most vulnerable, at-risk students”

Data does not support that students identified Gifted comprise our most vulnerable, at risk students



Excerpt - page 1

“Tonight I will demonstrate to you that the survey was not only poorly structured and biased but that no reasonable, objective person could have reached those conclusions.”

The survey was constructed by and the report was compiled by the Research Department. All facets complied with Board policies. All surveys that involve humans must comply with the Tri-Council Policy Statement for ethical research in humans (TCPS2)

The only intent of the survey was to gather secondary students’ voice with regard to Gifted Programming at HCDSB



Excerpt from page 2

“Staff’s interpretation of the results were shared at a SEAC Meeting at which I, the Gifted student representative for this Board was not present, then with a parent, and then finally, lastly, with me....why so secretive?”

Member informed SEAC at 5:14 pm that she would not be attending. Information was not deferred as Trustees were already informed of the survey

Member was present when minutes of the March meeting were approved at the April meeting

A request for the full survey report to be shared with SEAC was never made

Member referenced the survey multiple times in a delegation to the Board on April 3rd 2018 regarding Gifted Transportation



Excerpt from page 7

“after repeatedly failing to comply with the Education Act and previous Tribunal orders with respect to a Gifted student”

Tribunal referenced was complex, student had multiple identifications, only a component of this case involved the student’s Giftedness

Previous tribunal had nothing to do with Giftedness, it was regarding the student’s Communication identification

This information is a matter of public record



The Voice of SEAC

Achieving Believing Belonging

The Voice of SEAC and Your Role as an Association Rep

When, as SEAC association reps, you delegate the Board and you identify yourself as a member of SEAC, you run the risk of:

- providing misinformation to Trustees
- influencing decisions regarding budget
- disparaging both Programs and Special Education Staff at Halton Catholic
- negating the voice of SEAC



The Voice of SEAC

SEAC should and does have a voice.

SEAC's mandate is to make recommendations to the Board in respect of any matter affecting the establishment and development of Special Education programs and services for students of the Board with exceptional needs

The Education Act sets out the requirements for SEAC committees to provide advice on special education to their local board or school authority.



POLICY COMMITTEE MEETING MINUTES

Date: December 11, 2018
 Time: 7:00 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

Members Present B. Agnew H. Karabela
 P. DeRosa P. Murphy
 M. Duarte T. O'Brien
 N. Guzzo J. O'Hearn-Czarnota
 V. Iantomasi

Staff Present P. Daly, Director of Education
 S. Balogh, Superintendent of Education, School Services
 C. Cipriano, Superintendent of Education, Special Education Services
 C. McGillicuddy, Superintendent of Education, School Services, Student Success Lead
 R. Negroi, Superintendent, Business Services
 A. Swinden, Manager, Strategic Communications

Recording Secretary J. Neuman

1. Call to Order

1.1 Opening Prayer (S. Balogh)

P. Daly called the meeting to order. The meeting began at 7:00 p.m. with a prayer led by S. Balogh.

2. Approvals

2.1 Approval of Agenda

P#01/19

Moved by: B. Agnew

Seconded by: P. Murphy

That, the agenda be approved.

CARRIED

2.2 Approval of Minutes (November 13, 2018 Meeting)

P#02/19

Moved by: H. Karabela

Seconded by: M. Duarte

That, the minutes of the Policy Committee Meeting held on November 13, 2018 be approved, as submitted.

CARRIED

3. Action Items

3.1 Election of the Chair of the Policy Committee (December 11, 2018 - December 2019) (P. Daly)

Acting Chair, P. Daly, reviewed the election process and called for nominations for the position of Chair of the Policy Committee for the period of December 11, 2018 until the first Policy Committee meeting in December 2019.

P#03/19

Moved by: M. Duarte

Seconded by: B. Agnew

That, N. Guzzo be appointed Chair of the Policy Committee for the period of December 11, 2018 to December 2019.

N. Guzzo accepted the nomination. There were no other nominations

P#04/19**Moved by:** P. DeRosa**Seconded by:** P. Murphy**THAT**, the nominations be closed.**CARRIED**

N. Guzzo was declared the Chair of the Policy committee by acclamation.

N. Guzzo assumed the responsibility as Chair of the Policy Committee.

3.2 Policy I-26 Student Trustees of the Halton Catholic District School Board (C. McGillicuddy)

C. McGillicuddy shared the revisions to the policy regarding changes to Ministry of Education regulations that are to be implemented.

Questions regarding consultation with Student Trustees, date of election, and student nominations were asked and answered. It was noted that the current practice for electing student trustees will remain in effect for the 2019-2020 school year, and that new election dates will be put in place for the 2020- 2021 school year.

P#05/19**Moved by:** T. O'Brien**Seconded by:** V. Iantomasi

That, the Policy Committee recommends that Policy I-26 Student Trustees on the Halton Catholic District School Board, be forwarded, along with amendments, to the December 18, 2018 Regular Board Meeting for approval.

The chair called for a vote, **P#05/19 CARRIED**

3.3 Policy II-20 Child Abuse and Protection of Students (C. Cipriano)

C. Cipriano shared the revisions to the policy regarding changes to Ministry legislation that are to be implemented regarding child and youth protection in HCDSB schools.

P#06/19**Moved by:** V. Iantomasi**Seconded by:** P. DeRosa

That, the Policy Committee recommends that Policy II-20 Child Abuse and Protection of Students, be forwarded along with amendments, to the December 18, 2018 Regular Board Meeting for approval.

Questions regarding reports and reporting were asked and answered. Clarification of the legislation was offered in response to questions.

The chair called for a vote, **P#06/19 CARRIED**.

3.4 Policy I-14 Smoking Ban (S. Balogh)

S. Balogh noted the changes to the policy regarding changes to legislation that are to be implemented.

P#07/19**Moved by:** M. Duarte**Seconded by:** J. O'Hearn-Czarnota

That, the Policy Committee recommends that Policy I-14 Smoking Ban name be changed to Policy I-14 Smoking/Vaping Ban, and be forwarded, along with amendments, to the December 18, 2018 Regular Board Meeting for approval.

Discussion ensued. Questions regarding definitions and discipline and Provincial Legislation regarding cannabis were asked and answered. It was noted that communication to parents and students is already in place.

H. Karabela left the meeting at 7:26 pm

The chair called for a vote, **P#07/19 CARRIED.**

3.5 Policy II-28 Alcohol Tobacco and Drug Education and Abuse in Schools (S. Balogh)

S. Balogh noted that the policy was recently reviewed and has been returned to the policy committee to include revisions regarding vaping.

P#08/19

Moved by: J. O'Hearn-Czarnota

Seconded by: M. Duarte

That, the Policy Committee recommends that Policy II-28 Alcohol, Tobacco and Drug Education and Abuse in Schools name be changed to Policy II-28 Alcohol, Tobacco, Vaping, and Drug Education and Abuse in Schools, and be forwarded, along with amendments, to the December 18, 2018 Regular Board Meeting for approval.

There was no discussion.

The chair called for a vote, **P#08/19 CARRIED.**

4. Discussion Items

There were no discussion items.

5. Information Items

5.1 Procedure VI-15 Student Trustees (C. McGillicuddy)

5.2 Procedure VI-32 Child Abuse and Protection of Students (C. Cipriano)

5.3 2018-2019 Working Plan (S. Balogh)

5.4 Upcoming Agenda Items (January 8, 2019 Policy Committee Meeting) (S. Balogh)

5.4.1 Policy I - Governance of Policy (P. Daly, S. Balogh)

5.4.2 Policy I-07 Protection of Privacy (S. Vieira)

5.4.3 Policy II-39 Progressive Discipline and Safety in Schools (J. Crowell, S. Balogh)

5.4.4 Policy V-09 Public Concerns Complaints Process (P. Daly, S. Balogh)

5.4.5 Policy V-17 Request for Promotion and Distribution of Program/Activity Related to Materials through Board Schools (S. Balogh)

5.4.6 Information Items (S. Balogh)

5.4.6.1 Procedure VI-81 Privacy Procedure (S. Vieira)

5.4.6.2 Procedure VI-44 Progressive Discipline and Safety in Schools (J. Crowell, S. Balogh)

5.4.6.3 Procedure VI-13 Pediculosis (Head Lice) Management (S. Balogh)

5.4.6.4 Procedure VI-68 Medications - Oral (Prescriptions, Non Prescription) (S. Balogh)

5.4.6.5 Procedure VI-71 Concussion Protocol (S. Balogh)

5.4.6.6 Procedure VI-79 Indoor Air Quality Investigation Process (R. Merrick, S. Balogh, K. George)

5.4.6.7 Procedure VI-40 Request for Promotion and Distribution of Program-Activity Related Materials Through Board Schools (S. Balogh)

5.4.6.8 Procedure VI-61 Recognition and Acknowledgement of Dignitaries, Board Officials at Board and School Events (A. Swinden)

5.4.6.9 Procedure VI-39 Inclement Weather Safety (S. Balogh)

The items were provided as information.

Questions regarding changes to the order of the work plan were asked and answered.

6. Miscellaneous Information

There were no miscellaneous items.

7. In Camera

There were no in camera items.

8. Motion to Excuse Absent Committee Members

All trustees were present

9. Motion to Adjourn/ Closing Prayer (P. Daly)

P#09/19

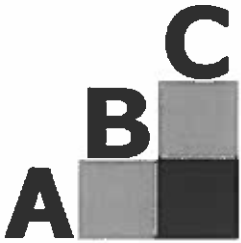
Moved by: B. Agnew

Seconded by: P. DeRosa

That the meeting adjourn.

CARRIED

P. Daly closed meeting with prayer at 7:35 p.m.



ASSOCIATION FOR BRIGHT CHILDREN OF ONTARIO
SOCIÉTÉ POUR ENFANTS DOUÉS ET SURDOUÉS DE L'ONTARIO

president@abcontario.ca
www.abcontario.ca

Pat Daly, Director and Secretary
Diane Rabenda, Chair
Halton Catholic District School Board
802 Drury Lane
Burlington, Ontario
L7R 2Y2

Via e-mail

November 28, 2018

Please accept this as official notice that ABC Ontario does not accept the current staff interpretation of the 2018 Halton Catholic District School Board (HCDSB) Gifted Student Survey, or even the survey itself as a valid or reliable assessment of the HCDSB's ability to meet the needs of its Secondary Gifted students.

In fact, the information in the survey and the process surrounding the survey development, delivery and interpretation has raised serious concerns about HCDSB's current ability to meet the needs of its Secondary Gifted students.

ABC Ontario looks forward to working collaboratively with HCDSB in the upcoming term to rectify the deficiencies identified through the survey.

Sincerely,

Christine Thammavongsa
Acting Provincial President

cc Trustees

From: Len Ferry [REDACTED]
Sent: January 9, 2019 7:17 AM
To: DeRosa, Peter <DeRosaP@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>
Cc: Murphy, Patrick <MurphyP@hcdsb.org>; Agnew, Brenda <AgnewB@hcdsb.org>; Iantomasi, Vincent <IantomasiV@hcdsb.org>; Obrient@hcdsb.org; Ohearn-czarnotaj@hcdsb.org; Duarte, Marvin <DuarteM@hcdsb.org>; Guzzo, Nancy <GuzzoN@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>
Subject: Gifted Student Transportation to AP program at Holy Trinity

January 9, 2019

Subject: Gifted Student Transportation to AP program at Holy Trinity

Dear Board of Trustees and the Secretary of the Board,

I am requesting that the Chair of the Board include this email as a correspondence in the upcoming January 15 board meeting package.

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 which is available at Holy Trinity.

Initially 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. After much effort and praying, we were thrilled to hear that transportation would be provided. We then promptly paid the fees and enrolled our son into the AP program at Holy Trinity. He was relieved and excited to hear that he can continue his education within the board.

Since such time, I have heard that transportation may no longer be provided. This situation is very confusing and frustrating and quite frankly seems unfair. What angers us most is the fact that such a discussion was put on table for November 15th meeting without any notice or invitation to seek input from parents and students who will be impacted by such a decision.

The Board must recognize that "equity", as clearly described by the Ministry of Education, is about providing all students what they need, not providing the same things to all students. My son needs this program to be successful! 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.

Whether or not transportation to AP is available to all interested out of bounds students is not relevant to whether it should be provided to Gifted students for whom the Board

is specifically mandated to address their unique needs with appropriate programming. They are defined by the Ministry education as exceptional learners who have right to appropriate programming. They also have the right to Catholic education.

Please do not force these innovative learners to seek engaging programming elsewhere by leaving their faith behind. I ask that the Board provide them with opportunity to a challenging education within the Catholic school board system and the means of transportation to get there – please help us!

Regards,

Len Ferry

[REDACTED]

[REDACTED]

[REDACTED]

Correspondence to the Chair, Secretary and Trustees of the Halton Catholic District School Board on behalf of Jessica Lim and Maria Lourenco:

As the nominees to the Halton Catholic District School Board (HCDSB)'s Special Education Advisory Committee (SEAC), we have serious concerns with respect to the motion on the agenda of the January 15th Board meeting with respect to Transportation to AP for Secondary Gifted Students.

In addition to being current nominees to the HCDSB SEAC, we also bring the perspective of parents of Gifted students with both an incoming and outgoing HCDSB Gifted high school student between us, as well as each having one non-identified child. Jessica Lim is also a special education professional, with 17 years teaching experience including 6 years in special education and is currently a Head SERT in the Dufferin Peel Catholic District School Board. Maria Lourenco is the outgoing HCDSB SEAC rep and also serves on the provincial board of the Association for Bright Children (ABC) of Ontario, providing a voice for families of bright and Gifted children to local school boards, educators, professional groups and the Ontario Ministry of Education.

As we understand it, the motion on the agenda seeks to put a “hold” on Transportation for Gifted students until it can be determined if it is feasible to provide transportation to AP for any student requesting it. While we are not opposed to transportation being provided to non-Gifted students wishing to access the AP program, this should in no way affect the provision of transportation to AP for Gifted students which was duly approved by the Board of Trustees through resolution #233/18 at the November 20, 2018 board meeting. Doing so would also cause confusion and uncertainty in the community, particularly for Grade 8 Gifted students who may have applied to the program with the expectation that transportation would be provided in September, and who may not be able to attend the program under different circumstances.

If the Board wishes to extend bussing to non-Gifted students that can and should be a separate discussion. The decision of the previous Trustees came after several delegations and correspondence, spread out over several months, [REDACTED]

Jessica Lim had requested the opportunity to delegate to you this evening to provide an overview of the information and rationale that had been provided to the previous Trustees. The Chair and Secretary of the Board denied Ms. Lim's delegation request, contrary to the delegation policy which states that the Board “values relationships and partnerships and is committed to provided meaningful feedback mechanisms that encourage and support two-way communications”, and “recognizes individuals or groups affected by a decision of the Board

should have the opportunity to present their position or concern to the Board of Trustees”. It is our position that the approval of the Chair was unreasonably withheld.

This is particularly concerning given that it is just the start of the term of a group of Trustees who campaigned on a platform of stakeholder engagement and consultation, including the Chair who committed to “bring forward the concerns of students, parent, and other community stakeholders in collaboration with Board administrators and staff, striving to achieve education excellence for our students”.

The purpose of Jessica Lim’s delegation was to provide an overview of the rationale behind the request and ultimate approval of Transportation to AP programs for secondary gifted students, which we have presented below. We would be happy to answer any questions in advance of the meeting.

The rationale for providing transportation to AP for Gifted students is based on the following factors:

1. The Board has a mandate to provide special programming to identified Gifted students. Gifted students are an identified exceptionality within the Education Act (“the Act”). The Ministry of Education (“the Ministry”) recognizes that “among children and youth who are at risk of not succeeding are those with special education needs” (*Special Education in Ontario, Policy and Resource Guide 2017, Ontario Ministry of Education, pg. 2*).

It is therefore “mandatory for all school boards to provide, or purchase from another board, special education programs and services for their exceptional students”, as per Subsection 170(1) of the Act. (*Special Education in Ontario, Policy and Resource Guide 2017, Ontario Ministry of Education, pg. A2*).

2. The Ministry defines a **special education program** as “an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing special objectives and an outline of educational services that meet the needs of the exceptional pupil”, and **special education services** as “facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program”.

3. Nowhere in Ministry documentation does it specify that programming for these students must be “staffed by Special Education teachers, run, overseen, or administered by the Special Education Department”. In fact, the vast majority of special education students are in regular

classrooms with a regular classroom teacher for the majority if not the whole day. The Ministry definitions of “special education programs and services” are very broad, and provide individual boards with discretion as to how, not if, the needs of identified students will be met.

4. Gifted Secondary students in HCDSB are not currently provided with appropriate programming outside of AP or IB programs, where these are available.

- This was demonstrated in the 2018 Gifted Student Survey, in which many students indicated a complete lack of Gifted programming, that their teachers were not even aware of their Gifted identification, and/or that they had never met their Special Education Resource Teacher (SERT), etc., Students in the Academic stream made multiple references to the lack of challenge and ease of getting good marks.
- Gifted IEPS typically include an “accommodation” of enrichment, with no specifics or details and no goals. If anything, an attachment may be provided which provides in very generalized terms, not specific to the individual student, how the curriculum *may* be differentiated by depth and/or breadth.
- Between us (Jessica and Maria), we have met with Special Education Department Heads to discuss opportunities for Gifted students at three of the nine high schools in our Board. Consistently, the options presented have been extracurricular in nature such as school clubs, leadership opportunities and math contests. These are fantastic opportunities, but they do not meet the Ministry’s definition of a special education program which requires “continuous assessment and evaluation”, “special objectives” and an “outline of educational services”.
- These options also do not address the risk of boredom and disengagement that occurs by spending the school day in a classroom environment that is not stimulating for the Gifted student. When pressed for options, the alternatives provided by staff included special programming in the morning before school started or at lunch time; given those options, it is not difficult to understand, as often stated by senior staff, why Gifted students in high school do not want “special programming”.
- Maria Lourenco also shared the experience of her Gifted child in high school in a delegation to the Board on May 1, 2018. Her child was enrolled in AP and when seeking additional enrichment (that was clearly still needed even within the more rigorous AP course), the parents were told that AP was “the enrichment” provided to Gifted students at that school and that it was sufficient, without consideration to the demonstrated needs of the individual student.

The above experiences would suggest that the Board has learned nothing from the various Tribunal cases in which the Board was found to be in violation of the Education Act as well as previous Tribunal orders.

5. Past Tribunal decision (see **APPENDIX A**) noted that, in accordance with section 21 of the Education Act, the student is entitled to a Catholic education., and in accordance with subsection 8 (3) of the Education Act, the student is entitled to appropriate special education programs and services. It noted and concurred that under Ontario law, the student and the parents do not have to make a choice between these entitlements. Failure to provide appropriate programming violates the rights of Gifted students, as well as the Education Act, and most important of all, fails our Catholic Gifted students.

Under the Act, the Ministry of Education is responsible for ensuring that all exceptional children in Ontario have available to them appropriate special education programs and services without payment of fees. As noted and evidenced in previous Tribunal decisions, the Ministry requires Boards to purchase programming from another Board if it cannot provide the appropriate programming.

6. Acceleration is a form of educational intervention in which students move through the curriculum at a faster than typical pace. Research shows that acceleration is the most effective intervention for Gifted students. ([A Nation Deceived - Summary](#) , [A Nation Deceived - Report](#), [A Nation Empowered - Report](#)). Advanced Placement (AP) and the International Baccalaureate (IB) Program are two of the many forms of acceleration. In these programs, students cover more than the current year's curriculum such that they are learning university level content by Grade 12, sometimes Grade 11. Please see **Appendices B** and **C** for more information on Acceleration.

7. Research also shows that Gifted students not only succeed but thrive when they are with like-minded and like ability peers. Inclusion for Gifted students is being with their like-minded and like ability peers, whether or not they are their "same age" peers.

<https://www.davidsongifted.org/Search-Database/entry/A10487>

8. AP (as well as IB) is an accelerated program. AP already exists in three secondary schools in HCDSB, each in a different municipality, almost equidistance apart. The AP program already attracts Gifted students as well as exceptionally bright and/or highly motivated and focused students. (The criteria for a Gifted identification is the 98th percentile of intellectual functioning). It provides an ideal curriculum, pace and environment for Gifted students to succeed and thrive. Additionally, students remain with their same age as well as like ability and like minded peers, negating the social concerns often cited (and equally disputed) to exist when Gifted students are placed with older students.

9. The Ministry provides school boards with funding for special education programs and services through the Special Education Grant. However, the Ministry also explicitly states the “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.**” (p.2, *A Guide to the Special Education Grant, The Ministry of Education*). It is not unusual for school boards across the province to show a “deficit” in their “Special Education budget”. Halton Catholic boasts that it has one of the smallest deficits in its special education budget.

10. The cost of providing transportation to AP programs for all secondary Gifted students in HCDSB is estimated by staff in a report dated May 1, 2018 to be \$188,000 annually, representing less than 0.045% of the Board’s \$420 million budget – not 5%, or 0.5%, but **less than 0.045% or 1/2,000th of the Board’s annual budget.**

A revised Budget was presented at the December 18th Board meeting. The revised Budget did not include the cost of providing the approved transportation to AP for Gifted students but instead reflected:

- a new, \$90,000 / year expense for a "Job Evaluation Officer", an administrative position previously voted down during the June 2018 budget approval process
- a projected decrease in annual transportation costs of \$350,000
- projected Special Education savings of \$800,000 compared to the original budget
- an overall budget surplus of \$196,000

11. The Ministry recognizes “equity” as providing students what they need to be successful, NOT providing every student with the same opportunities. The Ministry’s 2017 Special Education Policy and Resource Guide states the Ontario government’s “commitment to enabling all students to reach their potential”, and cites “ensuring equity, with its focus on providing the best possible learning opportunities and supports for students who may be at risk of not succeeding”, as a particularly important goal, fundamental to special education programs. (pg. 2).

On page 6, the Ministry references the guiding principles first outlined in “Education for All”, which “All educators need to consider...in their program planning”, including “**Fairness is not sameness**”, which the Ministry explains as follows: “Treating all children exactly the same means that children who need accommodations or modifications to the program in order to succeed will be disadvantaged. **Some students require more or different support than others in order to work at a level appropriate to their abilities and needs.**”

In conclusion, the Halton Catholic District School Board has a legal obligation to provide appropriate programming to its secondary Gifted students. Advanced Placement (AP) programs are available throughout the Board and provide an appropriate option for many Gifted students. HCDSB has the funds available in its budget to facilitate access to the AP programs for Gifted students. Requiring this accommodation to be made available to all students as a condition of being available to Gifted students, is in direct contradiction to the Ministry's description of equity in education and could in fact be perceived as a violation of this principle and discrimination towards Gifted students.

APPENDIX A

Case 2010 ONSET1 June 9:

The student testified that [the student] hasn't yet been exposed to any math gifted programming. The student testified that working in a group with other very bright and gifted students who are interested in math would be fun and something that the student would really enjoy. The student testified that [the student] benefits from learning with other students, especially with those who have unique strengths such as creativity, from whom the student could learn. The student went on to state that [the student] would like the math program to be more advanced. The student would like to do the Grade 10 course faster, so that [the student] can start Grade 11. The student understands math quickly and wants to learn new things.

Regarding the possible placement options for meeting the student's gifted strengths, Superintendent testified that the HCDSB could look at telescoping the Grade 10/11 math course. She stated that she believed that there could be an opportunity created for the student to work during the school day with peers who are interested in and advanced or gifted in math.

The Tribunal recommends that the IPRC convened as a follow up to this hearing include in its statement of decision the following programming options to meet the student's identified gifted needs:

- a) Accelerating the curriculum to enable the student to make faster progress in math.
- b) Providing the student with appropriate enrichment opportunities within the math curriculum.
- c) Providing the student with a regularly time-tabled opportunity to work with other gifted and high achieving math students, such as in a cluster or withdrawal program.

Case 2010 ONSET2 November 18:

Tribunal did not find that the HCDSB is in full compliance with the Tribunal's decision and orders. The Tribunal finds no evidence demonstrating that the HCDSB has considered all of the Tribunal's recommendations in its programming decisions

The Tribunal urged implementation of the existing Tribunal decision and orders and to consider the recommendations when determining how to provide the programming and accommodations.

Case 2011 ONSET1 April 15:

Another appeal was made as HCDSB was not providing the said programming and accommodations to meet the student's needs as a Gifted student. It was also stated that the parents were not prepared to accept the HCDSB's offer of a transfer to the Public system in order receive a credible gifted program. Parents further stated that making their child forfeit a Catholic education is a violation of their child's legislated rights.

Tribunal noted the Board's testimony that the student will not have access to a differentiated gifted program for Grade 12 Functions and Calculus and that the only form of enrichment would be a participation in a math contest if the student so chooses. Tribunal did not accept that this is an appropriate way for a school board to comply with its duties, as set out in subsection 170 (1) (7) of the Education Act, regarding the board's obligation to provide, in accordance with the regulations, special education programs and special education services for its exceptional pupils.

Tribunal in the end ultimately required the Board to put the Gifted student in a taxi to attend Gifted program courses at another board's secondary school. This order came after repeated appeals about inadequate programming to meet the student's giftedness.

APPENDIX B

A NATION DECEIVED

Executive Summary

A Nation Deceived: How Schools Hold Back America's Brightest Students

Nicholas Colangelo, Susan G. Assouline, Miraca U. M. Gross

America's schools routinely avoid academic acceleration, the easiest and most effective way to help highly capable students. While the popular perception is that a child who skips a grade will be socially stunted, fifty years of research shows that moving bright students ahead often makes them happy.

Acceleration means moving through the traditional curriculum at rates faster than typical. The 18 forms of acceleration include grade-skipping, early-entrance to school, and Advanced Placement (AP) courses. It is appropriate educational planning. It means matching the level and complexity of the curriculum with the readiness and motivation of the student.

Students who are moved ahead tend to be more ambitious, and they earn graduate degrees at higher rates than other students. Interviewed years later, an overwhelming majority of accelerated students say that acceleration was an excellent experience for them. 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.

For the first time, this compelling research is available to the public in a bold new initiative to get these findings into the hands of parents, teachers, and principals. The report is available at no cost to schools, the media, and parents requesting copies.

You'll find information about entering school early, skipping grades in elementary school, the Advanced Placement program, and starting college ahead of time. You'll read the comments of accelerated students, Deans of Colleges of Education, a school superintendent, and a school board member. Every sentence in this volume is culled from the research of America's leading education experts. If you'd like more research information, see Volume II of this report.

With all this research evidence, why haven't schools, parents, and teachers accepted the idea of acceleration? *A Nation Deceived* presents these reasons for why schools hold back America's brightest kids:

- Limited familiarity with the research on acceleration
- Philosophy that children must be kept with their age group
- Belief that acceleration hurries children out of childhood
- Fear that acceleration hurts children socially
- Political concerns about equity
- Worry that other students will be offended if one child is accelerated.

This report shows that these reasons are simply not supported by research. By distributing thousands of copies and launching a public-awareness campaign, the *Nation Deceived* report provides teachers and parents the knowledge, support, and confidence to consider acceleration.

The cost of the report, both online and print, has been covered by the John Templeton Foundation. *A Nation Deceived* hopes to change the conversation about educating bright children in America. This website has been established to encourage dialogue across the nation.

We invite you to learn more about why acceleration is so important for America's children. For further information, [download the report](#).

The Connie Belin & Jacqueline N. Blank International
Center for Gifted Education and Talent Development
College of Education, The University of Iowa
600 Blank Honors Center
Iowa City, Iowa 52242-0454
800.336.6463
<http://www.education.uiowa.edu/belinblank>

APPENDIX C

A Nation Empowered

Evidence Trumps the Excuses Holding Back America's Brightest Students

What Do We Need to Know About Academic Acceleration and Gifted Students?

- Acceleration works. An extensive research base supports acceleration for gifted students.
- Well-researched methods have been developed for systematically evaluating a candidate for acceleration and guiding teachers, counselors, administrators, parents, and the student through the process.
- Acceleration can be provided in a variety of ways, including content acceleration (where a student studies advanced content in only one subject), grade skipping, curriculum compacting, and dual enrollment in high school and college. Therefore, acceleration can be tailored to the academic and social needs of the individual student.
- Acceleration supports the social and emotional development of students by placing them with other like-minded students.
- Acceleration provides academic challenges and stimulation, which are needed for continuous development of students' abilities.
- Acceleration is an inexpensive educational option.
- Resources for making decisions about acceleration are available at www.accelerationinstitute.org

Questions Schools Should Ask if a Student is Being Considered for Acceleration

- **Essential Question #1:** Have we assessed the student's ability correctly so that we know this child is really ready for an advanced, fast-paced curriculum?
- **Essential Question #2:** Given the results of our assessment, what might be the best form of acceleration for this student?
- **Essential Question #3:** In a few cases, acceleration has not been effective. What can we do as a school to ensure a successful acceleration of this student?

For more information and to order the report, *A Nation Empowered: Evidence Trumps the Excuses Holding Back America's Brightest Students*, visit www.nationempowered.org



From: jessica lim [REDACTED]
Sent: January 10, 2019 7:02 PM
To: DeRosa, Peter <DeRosaP@hcdsb.org>; Murphy, Patrick <MurphyP@hcdsb.org>; Agnew, Brenda <AgnewB@hcdsb.org>; lantomasi, Vincent <lantomasiV@hcdsb.org>; obrient@hcdsb.org; ohearn-czarnotaj@hcdsb.org; Duarte, Marvin <DuarteM@hcdsb.org>; Guzzo, Nancy <GuzzoN@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>
Cc: DiPietro, Rosie <DiPietroR@hcdsb.org>
Subject: Student letter regarding Gifted Transportation

Please see below a letter from my daughter. We ask that the Chair of the board include it as correspondence in the January 15th Board meeting package.

January 10, 2019

Dear Trustees,

For the past year, whenever the topic of high school options arose, I never knew what to think. Since Grade 6, I had thought that I would have to switch to the Public board to continue receiving special programming. But thanks to my mom and many parents speaking up for our needs, I began to have some hope. Although there have been many sleepless nights not knowing what is in the future, my peers and I were thrilled and relieved when we heard that we were able to get transportation to the program that we believed would meet our needs.

When I left the November 20th board meeting, I was so excited to plan my high school courses and options. I happily registered for the AP program at Holy Trinity, but now that I've heard that the transportation may be taken away, I am back to feeling hopeless. While it breaks my heart knowing that some of you don't support Gifted students' right to appropriate programming, what saddens me most is the fact that some of you may have no idea what Catholic Education means to me.

My Catholic Education blessed me with teachers who hold students to a standard of respect and commitment, in an environment where virtues and values were shared among us. They have taught me to keep God at the center of my life in any given situation. Not only have Catholic school years taught faith to me, but they have also have given to me the opportunities and confidence to share my faith with others. Attending Catholic schools has taught to me the teachings of the Church regarding social justice and the dignity of all people. The things I have been taught are very important to me because they have been made more meaningful in the way they are presented through Jesus' eyes in every aspect of school life. And, throughout the learning experience it also reminded me that all knowledge is from God.

Catholic Education that I have received so far made me a more complete person. Not only am I prepared academically, but I am also prepared with my faith to face adolescent years to form my future. But to be honest, I am afraid. I am so afraid what those years up ahead may be like in Public high school where prayers and learning cannot take place together with my teachers and peers. Catholic schools are the only places that can bind faith, knowledge and service together to further develop me as a whole person.

I can understand why you would think that providing transportation for only Gifted students seems unfair, but Gifted students have IEPs proving their identification as exceptional learners and that they require more of an academic challenge. As a Gifted student, I feel that the AP program would meet my needs of academic challenge, and 20 other students in my Gifted class feel the same way. Since last year, my class talked about high school transition and started our visits to Holy Trinity where our most suitable program is offered. Two months ago was my fifth visit to the school, and we actually got to participate in both Academic and AP level English and Math classes. This experience further confirmed that AP is exactly what I need for my learning to continue, and I am very upset that I keep visiting such a wonderful school knowing that I may not be able to attend.

How do I know that AP is right for me? It wasn't until I came to the gifted program that I finally understood what being challenged really meant. It was then that I also realized how I used to doodle, tune out, and read to occupy myself in mainstream classes. Once I started at St. Andrew's Gifted program, it was no longer just contents covered in classes anymore. In the Gifted program, students explore topics in depth, and have opportunities to experiment with their capabilities, at a pace that works best for us, with increased breadth. I feel very secure in my learning environment where risk taking is encouraged. This is a very important factor for Gifted learners, as many of us tend to be perfectionists. Had I stayed in a regular class, I would probably be a very complacent learner who wouldn't know how to reach my full potential. Now, I'm more confident, and feel more comfortable expressing my thoughts and ideas. Through the endless number of enrichment activities and collaborative work, both inside and outside of the class, I am now a better-rounded student who isn't afraid to share my talents. Being with like-minded kids is one of the main reasons why I love being in the gifted program and want to be in a similar program for high school, like AP.

But, some of my classmates and I won't have access to that type of programming if the transportation is taken away. Our only other option to attend Gifted/AP programming in high school would be through the Public board.

Catholic Education means carrying Christ in my heart in each and every part of my life, and I do not want to do it alone in a school where I can't even say Jesus' name. But I shouldn't have to give up on my right to enriched learning to continue Catholic Education. I don't want to be forced to choose one or the other.

Sincerely,

Leah Lim-Tran

From: Mary Nosella [REDACTED]
Sent: January 10, 2019 2:55 PM
To: DeRosa, Peter <DeRosaP@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>
Cc: Murphy, Patrick <MurphyP@hcdsb.org>; Agnew, Brenda <AgnewB@hcdsb.org>; Iantomasi, Vincent <IantomasiV@hcdsb.org>; Obrient@hcdsb.org; Ohearn-czarnotaj@hcdsb.org; Duarte, Marvin <DuarteM@hcdsb.org>; Guzzo, Nancy <GuzzoN@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; [REDACTED]
Subject: [<EXTERNAL>] Gifted Student Transportation to AP
Importance: High

Good afternoon Board of Trustees and the Secretary of the Board,

Please include this correspondence in the January 15th Board meeting package.

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

Our 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. As such we were delighted, ecstatic in fact, to hear that the Board had passed the motion to provide transportation to the AP program for those outside the catchment areas and as a result our daughter has applied to AP at Holy Trinity Catholic High school.

What is disconcerting is that we have just been informed, **and not by the Board or any staff member**, that the transportation is once again at issue. This is especially troubling given that the applications to high schools have already been submitted and we have proceeded on the basis of the motion being passed. There has been no indication that this would be up for discussion once again, and it appears that the new members of the Board, many of whom our household campaigned and voted for, are seeking to set aside this decision. The lack of transparency and parent consultation is alarming and highly prejudicial to our children.

Given that there are no self-contained, gifted, clustered classes available in the Oakville Catholic Board, we had no choice but to look at the AP and IB Programs available to meet our daughter's needs, the needs that were clearly recommended and encouraged by the IPRC 4 years ago. If the decision is overturned, our daughter and many of her classmates will be faced with no transportation and will likely leave the Board. We've explained to our daughter that without transportation we may need to look at these programs offered through the HDSB. This is beyond upsetting to her and neither she, nor we, believe this is a decision we should have to make. As her parents, we 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 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.

We have taught our children that it is admirable to finish what they've started and what they've committed to. I would like to be able to say that this Board will do likewise. 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.

Regards,
Mary and Dino Nosella

Theresa Renton



January 10, 2019

Halton Catholic District School Board
802 Drury Lane
Burlington, ON
L7R 2Y2

Dear Mr. Pat Daly, Director of Education and Secretary of the Board, and Trustees of HCDSB,

Accompanying this letter is the [Change.org](#) petition results highlighting 358 signatures from concerned parties supporting the continuance of the Extended French Program at Saint Matthew Catholic School in Oakville. This public petition was referenced during the November 6 and December 18 delegations, and support the community's continued assertion that the Board honour their stated commitments pertaining to stakeholder consultation on programming changes. Please add this letter as well as the petition to the correspondence section of the January 15, 2019 Board Meeting Agenda.

As a strong stakeholder community, we are appealing to you to support the upcoming motion to delay phasing out the Extended French Program at Saint Matthew Catholic School. The key benefits of of voting to delay the phase out include:

- the opportunity for multi stakeholder engagement and collaboration (i.e. parent community, staff, Trustees)
- transparency and understanding on root cause drivers of capacity constraints within the school (that continue to remain unanswered)
- restored faith that you as new Trustees remain true to the promises you made to the public when running for the Board positions you now hold

As a community we believe this proposed delay will enable you to dig deeper into numerous issues raised during both delegations, and develop fact based long term strategies to benefit the entire Oakville Elementary School Community.

Thank you for your consideration.

Sincerely yours,

Theresa Renton

On Behalf of Saint Matthew Catholic School Concerned Parents

petition_signatures_jobs_13768090_20181212012723

Name	City	Province	Postal Code	Country	Signed On
Maria Liao	Oakville			Canada	2018-10-29
Liliana Carreon	Oakville		L6m1x5	Canada	2018-10-29
Theresa Renton	Oakville		L6M2C3	Canada	2018-10-29
Zsuzsanna Nucara	Oakville		L6M0G5	Canada	2018-10-29
Titsa Starogiannis	Oakville		L6M 1G3	Canada	2018-10-29
Kristy Baggetta	Oakville		L6k1m5	Canada	2018-10-29
Amy Zwarich	Oakville		L6m 1z6	Canada	2018-10-29
Mara Cipolla	Oakville		L6M	Canada	2018-10-29
Sibel Yardimoglu	Oakville		L6M	Canada	2018-10-29
Elaine Smith	Oakville		L6M	Canada	2018-10-29
Adriana Rubach	Oakville		L6H	Canada	2018-10-29
Sam Cipolla	Oakville		L6M	Canada	2018-10-29
Lisa Hotchkiss	Oakville			Canada	2018-10-29
Natalie Larade	Port Hood		B0E2W0	Canada	2018-10-29
Sam Riccio	Oakville		L6M	Canada	2018-10-29
Magdalena Mullins	Hamilton		L8g5h4	Canada	2018-10-29
Claudia Canessa	Oakville		L6M 3W7	Canada	2018-10-29
Susan Sebastianutti	Ancaster		L9G	Canada	2018-10-29
Suzanne Nagy	Oakville		L6M3E2	Canada	2018-10-29
maria markandonis	Etobicoke		M9B	Canada	2018-10-29
Hariklia Sotiropoulod	Toronto		M8V	Canada	2018-10-29
Anita Carlyle	Oakville		L6M 3R5	Canada	2018-10-29
Chris DRAGANIDIS	Toronto		M9P	Canada	2018-10-29
Denise Tanaka	Aurora		L4G7T9	Canada	2018-10-29
Adriana Medeiros Maranhão Cavalcanti	Recife			Brazil	2018-10-29
Paula Kerr	Oakville		L6m 2c3	Canada	2018-10-29
Maria Kavouris	Coquitlam		V3B	Canada	2018-10-29
Kamer Yardimoglu	Oakville		L6M 3V7	Canada	2018-10-29
Ana-Maria Contulescu	Dollard-des-ormeaux			Canada	2018-10-29
Anna Sapa	Oakville		L6K	Canada	2018-10-29
Egdy Zambrano	Oakville		L6M	Canada	2018-10-29
Michelle Smith	Oakville		L6M	Canada	2018-10-29
Sherry Covert	Oakville		L6M	Canada	2018-10-29
Cheryl Burton	Oakville		L6M 4X9	Canada	2018-10-29

Daniel Carroll	Oakville		L6M	Canada	2018-10-29
Dale Rosha	Burlington		L7M	Canada	2018-10-29
Brian Carley	Oakville		L6H	Canada	2018-10-29
Yves Duchesneau	Lévis		G7A0P6	Canada	2018-10-29
Nina Alexander	Burlington			Canada	2018-10-29
Joseph De Filippis	Oakville		L6M	Canada	2018-10-29
Stefania Capelo	Oakville		L6M	Canada	2018-10-29
Mason Carr	Fredericton			Canada	2018-10-29
Ivan Rados	Oakville		L6M	Canada	2018-10-29
Norys Loreto	Oakville			Canada	2018-10-29
Emilia Camastro	Oakville		L6m0j5	Canada	2018-10-29
Rachel Andreopoulos	Oakville		L6M	Canada	2018-10-29
Linda Rados	Oakville		l6h 6t1	Canada	2018-10-29
Ilva Braho	Oakville		L6M 4V8	Canada	2018-10-29
George Starogiannis	Oakville			Canada	2018-10-29
Paul Lacivita	Woodbridge		L4H	Canada	2018-10-29
Lisa Toris	Oakville		L6M 1E1	Canada	2018-10-29
Mihaela Pavaluca	Bucharest			Romania	2018-10-29
Dr Melanie Castelhana	London		EC2V	UK	2018-10-29
Jessie Mac Kinnon	Waltham			US	2018-10-29
Alin Vaduva	Oakville		L6K	Canada	2018-10-29
Margie Knott	Oakville		L6M 1A7	Canada	2018-10-29
Maryann Iannace	Oakville		L6M	Canada	2018-10-29
Cathy Laretei	Oakville		L6M 1A6	Canada	2018-10-29
Oana Pluta	Oakville		L6M 3N8	Canada	2018-10-29
Shannon Martin	Burlington		L7L	Canada	2018-10-29
Stephanie Smith	Oakville		L6M	Canada	2018-10-29
Stephanie Carreiro	Oakville		L6M	Canada	2018-10-29
Jane Clark	Tampa	Florida	33604	US	2018-10-29
Chris Schultz	Oakville		L6M 2C3	Canada	2018-10-29
Stephanie Yamakami	Oakville		L6H	Canada	2018-10-29
Lori Lawlor	Aurora		L4G	Canada	2018-10-29
Tricia Dantes	Burlington		L7S	Canada	2018-10-29
Rasha Zidan	Oakville			Canada	2018-10-29
Dave Mason	Oakville		L6M	Canada	2018-10-29
Sylvia Piccolo	Oakville		L6m 1h6	Canada	2018-10-29

Jennifer Dobrovnik	Oakville		L6M	Canada	2018-10-29
AM Atkinson	Oakville			Canada	2018-10-29
Judy Cipolla	Toronto		M8V	Canada	2018-10-29
Robinson Rey	Oakville		L6M	Canada	2018-10-29
Norela Avila	Oakville		L6M	Canada	2018-10-29
Inka Ellenbrand	Oakville		L6m	Canada	2018-10-29
Rafael Caballero	Oakville		L6M 3Z7	Canada	2018-10-29
Paul Piroli	Oakville		L6H	Canada	2018-10-29
Judy Edwards	Oakville		L6M3X4	Canada	2018-10-29
Judy Stonebanks	Oakville		L6M3X8	Canada	2018-10-29
Irene Lalonde	Scarborough		M1E	Canada	2018-10-29
Fil DeStefano	Oakville		L6M1H3	Canada	2018-10-29
Linamaria Garcia	Oakville		L6M	Canada	2018-10-29
Florinela Baci-David	Oakville		L6H	Canada	2018-10-29
Marco Hernandez	Oakville		L6M5J8	Canada	2018-10-29
Arisa D	Toronto		M5H	Canada	2018-10-29
Lauren Pope	Oakville		L6M 1B4	Canada	2018-10-29
Tony Hurtado	Oakville		L6M2C5	Canada	2018-10-29
Christine Ermarkaryan	Oakville		L6L6G4	Canada	2018-10-29
Tanja Atanasova	Oakville			Canada	2018-10-29
Sebastian Becerra	Oakvill		L6M0H8	Canada	2018-10-29
Sandra Duff	Oakville		L6m	Canada	2018-10-29
Jennifer Bourbara	Oakville		L6M1h8	Canada	2018-10-29
Gaby Bourbara	Oakville		L6M 1H8	Canada	2018-10-29
Constanza Bermeo	Oakville		L6M 4Y5	Canada	2018-10-29
Jordi Espanyo	Oakville		L6m2h7	Canada	2018-10-29
Adriana Picon	Oakville		L6M	Canada	2018-10-29
Andrea DeMichele	Oakville		L6m 0g9	Canada	2018-10-29
Monica Chiella	Etobicoke		M9A	Canada	2018-10-29
Silvia Moscato	Oakville		L6M	Canada	2018-10-29
Michelle oryschak	Oakville			Canada	2018-10-29
Holly Darby	Oakville		L6M	Canada	2018-10-29
Rosa Verrico	Oakville		L6M 3L4	Canada	2018-10-29
Dania Obeid	Toronto		M5R	Canada	2018-10-29
Daniela Frey	Oakville		L6L	Canada	2018-10-29
Shereen Zreak	Oakville		L6M	Canada	2018-10-29

Ali Salarian	Oakville		L6M2C9	Canada	2018-10-29
Julia Lisboa	Oakville		L6M	Canada	2018-10-29
Lauren Lombard	Oakville		L6M	Canada	2018-10-29
Olivia Gawronska	Oakville		L6M	Canada	2018-10-29
Alix Drapack	Toronto		M6C	Canada	2018-10-29
Martina Brown	Oakville		L6j5s9	Canada	2018-10-29
Robin Hogan	Toronto		M4M	Canada	2018-10-29
Giuliana Sam	Oakville		L6M 2C5	Canada	2018-10-29
Jody Lombard	Oakville		L6M	Canada	2018-10-29
Maryna Salagub	Toronto		M6G	Canada	2018-10-29
Mary Barbiero	Oakville		L6M 1A5	Canada	2018-10-29
Joseph Nucara	Oakville		L6M0G5	Canada	2018-10-29
Diego Salazar	Toronto		M6G	Canada	2018-10-29
Jessica higgins	Mississauga			Canada	2018-10-29
Stephen Holland	Oakville		L6m2c6	Canada	2018-10-29
Lyndsay Bensen	Carlisle			Canada	2018-10-29
Anoosh Merzoian	Mississauga		L5L	Canada	2018-10-29
Denise Beairsto	Halifax		B4B	Canada	2018-10-29
Erika Maginn	Mississauga		L4y 1t8	Canada	2018-10-29
SELMA YUVARLAK	Mersin			Turkey	2018-10-29
Caroline Higgins	Mississauga			Canada	2018-10-29
Roger Kaprielian	Toronto		M6G	Canada	2018-10-29
En Bilgi	Mersin			Turkey	2018-10-29
Juliana Santamaria	Toronto		M6M	Canada	2018-10-29
Sergio Lopez	Toronto		L6M	Canada	2018-10-29
George Pezoulas	Eganville		K0j1t0	Canada	2018-10-29
Alex Castro	Oakville		L6M1X8	Canada	2018-10-29
Elizabeth Guay	Courtice		L1E	Canada	2018-10-29
Luciano De Michele	Oakville		L6m1h8	Canada	2018-10-29
Karen Oreskovich	Niagara Falls		l2j1g1	Canada	2018-10-29
Craig MacDonell	Fort McMurray		t9h4m6	Canada	2018-10-29
Judy Ambler	Oakville			Canada	2018-10-29
Angelo De Michele	Oakville		L6m 0g9	Canada	2018-10-29
Nelyest Lampo	Toronto		M6N	Canada	2018-10-29
Gloria Awodeyi	Toronto		M9P	Canada	2018-10-29
Loretta Ashley-Smith	Burlington		L7L	Canada	2018-10-29

Milka MacFarlane	Oakville		L6M1J8	Canada	2018-10-29
Vanessa Copeland				Canada	2018-10-29
Mike Copeland	Oakville		L6M	Canada	2018-10-29
Erin Kraftcheck	Oakville		L6M	Canada	2018-10-29
megan dore	Calgary		t2a2t1	Canada	2018-10-29
Simone Zambelli	Oakville		L6M	Canada	2018-10-29
Luiz Zambelli	Oakville		L6M	Canada	2018-10-29
Flavia Barbosa	Oakville		L6m3w2	Canada	2018-10-29
karina Silva	Oakville		L6H	Canada	2018-10-29
jonathan wylde	oakville		l6m4z5	Canada	2018-10-29
Fabiana Bricio	Oakville		L6J6P2	Canada	2018-10-30
Maria Sousa	Oakville		L6m1j2	Canada	2018-10-30
Kelly Maganti	Oakville		L6M1J3	Canada	2018-10-30
Luciana Schaustz	Oakville		L6J3N4	Canada	2018-10-30
Roy Tang	Oakville		L6M	Canada	2018-10-30
Julie Melo	Oakville		L6L	Canada	2018-10-30
Dawn Donohoe	Oakville		L6M	Canada	2018-10-30
Jane Cipolla	Toronto		M6J	Canada	2018-10-30
Rosa Leilane Steinberg	Oakville Canada		L5J	Canada	2018-10-30
Hania Ward	Oakville		L6M3W9	Canada	2018-10-30
Chiara Covone	Ile perrot		J7v	Canada	2018-10-30
Juliana Berrio	Oakville		L6m 3t2	Canada	2018-10-30
Emily Diaz Urbina	Oakville		L6M3N2	Canada	2018-10-30
Lina Pelaez	Oakville		L6M0G6	Canada	2018-10-30
Kristina Ward	Oakville		L6M 3W9	Canada	2018-10-30
Claudia Eller	Mississauga		L5M	Canada	2018-10-30
Donna Matas	Oakville		L6K	Canada	2018-10-30
Camila Rebouças Wagner	Oakville		L6H 7J1	Canada	2018-10-30
Angie Lo	Oakville		L6M	Canada	2018-10-30
Deborah Noble	Richmond Hill		L4E	Canada	2018-10-30
Mary Beth Moses	Oakville		L6L	Canada	2018-10-30
Mireille Alashram	Oakville		L6M	Canada	2018-10-30
Stephanie Galvan	Oakville		L6M 2A1	Canada	2018-10-30
Jenifer Horvat	Leatherhead	England	KT229QW	UK	2018-10-30
Maria de Lourdes Cavalcanti	Milan		20128	Italy	2018-10-30
Melis Erdoğan	Ankara			Turkey	2018-10-30

Andrea Lisboa	Oakville		L6M	Canada	2018-10-30
Nancy Benyo	Oakville		L6M	Canada	2018-10-30
Siew Beifuss	Burlington		L7M	Canada	2018-10-30
Kelly McGhee	Burlington		L7M0N3	Canada	2018-10-30
oleg Volochkov	OSHAWA		L1G	Canada	2018-10-30
Irene Butkovic	Toronto		M6N	Canada	2018-10-30
Margaret Mascarenhas	North York		L3T	Canada	2018-10-30
Luis Iratchet	Toronto		M6M	Canada	2018-10-30
Eddy Leverock	Oakville		L6H	Canada	2018-10-30
lisa feeney	Mississauga		L5A	Canada	2018-10-30
Erica Piccolo	London		N6J	Canada	2018-10-30
Mike Renton	Oakville		L6M	Canada	2018-10-30
Elisa Brown	Oakville		L6m2b7	Canada	2018-10-30
Anna Pitts	Oakville		L6M	Canada	2018-10-30
Bridget Sun	Oakville		L6m 2m8	Canada	2018-10-30
Lisa Des Vignes	Oakville		L6M	Canada	2018-10-30
Lucia Orozco	Oakville		L6M	Canada	2018-10-30
Evelyne Borwankar	Oakville		L6M	Canada	2018-10-30
Paula Martins	Burlington		L7n2s2	Canada	2018-10-30
Diane Beaton	Port Hood		BOE 2W0	Canada	2018-10-30
Sabrina Chabot	Oakville		L6M	Canada	2018-10-30
JENIFER D'MELLO	Toronto		M6G	Canada	2018-10-30
Shelley MacDonald	Lower Sackville		B4C	Canada	2018-10-30
Bill Sotiropoulos	Toronto		M8Y3C4	Canada	2018-10-31
Lulit Gualu	Hamilton		L7S	Canada	2018-10-31
Hector Alejandro Sanchez	Oakville		L6K	Canada	2018-10-31
Rosalba Montes	Toronto		MR4 2J3	Canada	2018-10-31
Theresa Crilly	Burlington		L7M	Canada	2018-10-31
Ann Crilly	Oakville		L6M	Canada	2018-10-31
Sarah Mcgrath	Oakville		L6M	Canada	2018-10-31
Ashli MacInnis	Toronto		M6b	Canada	2018-10-31
Kristy Turgeon	Oakville		L6M	Canada	2018-10-31
Nita Hayward	Mississauga		L5N	Canada	2018-10-31
Tash Robinson	Chicago		60626	US	2018-10-31
Yvonne Unruh	Rock wood		N0B 2K0	Canada	2018-10-31
Lorie Gordon	Mississauga		L5L	Canada	2018-10-31

Nicola Russell	Oakville		L6M	Canada	2018-10-31
Denise Kaltekis	Etobicoke		M9A	Canada	2018-10-31
Donald Marlow	Knightstown		46148	US	2018-10-31
Deby Starogiannis	Oakville		L6H	Canada	2018-10-31
Daniel Pharand	Oakville		L6M	Canada	2018-10-31
Paola Ghegin	Toronto		M8V	Canada	2018-11-01
Kenan Cangirli	Windsor		N8P	Canada	2018-11-01
Pat MacDonald	Okotoks		T1S	Canada	2018-11-01
Carmen O'Brien	Burlington		L7M	Canada	2018-11-01
Patricia E Talbot	Hamilton		L8R	Canada	2018-11-01
Mark Philibert	Oakville		L6M 1G1	Canada	2018-11-01
Elena Trunova	Oakville		L6M	Canada	2018-11-01
Nilda Cakmak	Oakville		L6M 3T9	Canada	2018-11-01
Viviana Montejo	Oakville		L6M 1Y8	Canada	2018-11-01
Diane Cobb	Stratford		N5A6W9	Canada	2018-11-01
Sue Hearn	Mississauga		L5J	Canada	2018-11-01
Gayane Hovhannisyan	Toronto		M5G	Canada	2018-11-01
Danielle MacDonald	Halifax		B3M	Canada	2018-11-02
Orla Hart	Oakville		L6m	Canada	2018-11-02
Laurel MacDonald	Halifax		B3S	Canada	2018-11-02
Kristy Calzonetti	Etobicoke		M9R	Canada	2018-11-02
Cecilia Minetto	Oakville		L6M	Canada	2018-11-02
William Hart	Oakville		L6M 2G1	Canada	2018-11-03
Julija Skribana	Toronto		M5S	Canada	2018-11-03
Sandra Moreira	Etobicoke		M9B	Canada	2018-11-03
Linda Thompson	Oakville		L6M 1K9,	Canada	2018-11-03
Kamilla Walker	Oakville		L6h	Canada	2018-11-03
Elena Ivachtchenko	Etobicoke		M9R	Canada	2018-11-03
Elena Serova	Toronto		M9N	Canada	2018-11-03
Dana Reinke	Oakville		L6H	Canada	2018-11-03
Kerry Reinke	Oakville		L6H	Canada	2018-11-03
Laura McCabe	Oakville		L6H 3A7	Canada	2018-11-03
Ronelio Basua	Oakville		L6M	Canada	2018-11-03
Ethan C	Oakville		L6H6Z1	Canada	2018-11-03
Ruby Salazar	Oakville		L6M 3K3	Canada	2018-11-03
Maria Ledezma	Oakville		L6M3Y7	Canada	2018-11-03

Amy Allen	Toronto		M6J	Canada	2018-11-03
Anna Radice	Oakville		L6M 1A9	Canada	2018-11-03
Marcela Rodriguez	Mississauga		L5N8H1	Canada	2018-11-03
Mirko Atanasov	Oakville		L6M	Canada	2018-11-03
Emily Cross	Oakville		L6M	Canada	2018-11-04
Haidan Wang	Oakville		L6M2A3	Canada	2018-11-04
Isabella Carbonari	Port Colborne		L3K	Canada	2018-11-04
Maria Diradourian	Buenos Aires		1425	Argentina	2018-11-04
Christine Finan	Oakville		L6M 5X4	Canada	2018-11-04
Gerry and maeve Finan	Maple		L6A	Canada	2018-11-04
Donna De Zotti	Mississauga		L5R	Canada	2018-11-04
Jackie Derezycky	Mississauga		L5M	Canada	2018-11-04
Jesslyn Conway	Newton	Massachu	2458	US	2018-11-04
Silvia Maria Asoletti	Oakville		L6h 3m9	Canada	2018-11-04
William Finan	Oakville		L6L5X4	Canada	2018-11-04
Susan Espinoza	Oakville		L6M1X9	Canada	2018-11-04
Tiffany Rotondi	Etobicoke		M9C 4L4	Canada	2018-11-05
Jose Navarro	Oakville		L6M	Canada	2018-11-05
Alaz Yardimoglu	Oakville		L6M	Canada	2018-11-05
Hussam Haddad	Oakville		L6L	Canada	2018-11-05
Izabelle Wint	Oakville		L6M	Canada	2018-11-05
Mia Reynolds	Oakville		L6M	Canada	2018-11-05
Abby Hennessy	Oakville		L6M	Canada	2018-11-05
Damaris Cornielle	Oakville		L6M 1B1	Canada	2018-11-05
Michael Bury	Oakville		L6M 1G6	Canada	2018-11-05
January Bury	Oakville		L6M	Canada	2018-11-05
Agnes Xie	Oakville		L6H	Canada	2018-11-05
Xinyao Du	Oakville		L6H	Canada	2018-11-05
Bonnie du	Oakville		L6m1b2	Canada	2018-11-05
ping XU	Oakville		L6H	Canada	2018-11-05
Ying Zhang	Oakville		L6H	Canada	2018-11-05
Liliana Osorio	Oakville		L6H	Canada	2018-11-05
Lan Luan	Oakville		L6H OM4	Canada	2018-11-05
Ginger Jiang	Mississauga		L6M 1H3	Canada	2018-11-05
maria wang	Oakville		L6M	Canada	2018-11-05
Li Guo	Burlington		L7L	Canada	2018-11-05

Anabella Perez	Mansfield	Massachu	2048	US	2018-11-05
Harry Qin	Toronto		M6K	Canada	2018-11-05
Zhengming Zhang	Oakville		L6M1H3	Canada	2018-11-05
Hardy Zhang	Oakville		L6M 1H3	Canada	2018-11-05
Michelle Dai	Oakville		L6H	Canada	2018-11-05
Qiulin Xu	Oakville		L6H	Canada	2018-11-05
Ying Liang	Oakville		L6M	Canada	2018-11-05
Bidan Fang	Toronto		M6C	Canada	2018-11-05
Nanguan Du	Oakville		L6H	Canada	2018-11-05
Mei Jiang	Toronto		M3J	Canada	2018-11-05
Mireille Maalouf	Burlington		L7S	Canada	2018-11-05
A.G Benga	Oakville		L6K 3P1	Canada	2018-11-05
Sofia Olguin	Oakville		L6M4Z6	Canada	2018-11-05
Amily Zhang	Oakville		L6M1H3	Canada	2018-11-05
Li Fan	Oakville		L6M	Canada	2018-11-05
Liliane Moarkech	Oakville		L6H	Canada	2018-11-05
Jose Maalouf	Burlington		L7M	Canada	2018-11-05
Nanguan Du	Oakville		L6M 1B2	Canada	2018-11-05
Elie abiraad	Mississauga		L5b	Canada	2018-11-05
Ivanna Navarrete	Toronto		M6P	Canada	2018-11-05
Jean Paul Sabat	Oakville		L6H 3T4	Canada	2018-11-05
charbel Bassil	mississauga		L5L 2M2	Canada	2018-11-06
Jasmine Xia	Oakville		L6H3M6	Canada	2018-11-06
Vivian Li	oakville		L6S	Canada	2018-11-06
Yu Feng	Brookline	Massachu	2445	US	2018-11-06
Corinne Diab Abou Elias	Bikfaya			Lebanon	2018-11-06
Minghui Dai	Oakville		L6H	Canada	2018-11-06
Jianming Pang	Oakville		L6H	Canada	2018-11-06
Antonio Figarella	Oakville		L6M	Canada	2018-11-06
Isabel-Susana Matany-de-Figarella	Oakville		L6M5J7	Canada	2018-11-06
Cristiane Lobo	Oakville		L6M	Canada	2018-11-07
May Xie	Oakville		L6H 1Z7	Canada	2018-11-07
Оксана Ряховская	Москва			Russia	2018-11-07
Melina Spyropoulos	Oakvilld		L6m0n9	Canada	2018-11-07
Adrienne Barton	Oakville		L6M	Canada	2018-11-08
Nancy Rafuse	Calgary		T1Y4L8	Canada	2018-11-10

Stuart Wilkie	Oakville		L6M 2C8	Canada	2018-11-10
Maria Fernanda Ledezma	Oakville		L6M0X6	Canada	2018-11-10
Christina Lee-Yow	Ramallah			Palestine	2018-11-12
Ying Liang	Oakville		L6M	Canada	2018-11-13
Kim Slamka	Etobicoke		M9C	Canada	2018-11-13
Jasmine F	Kissimmee		34741	US	2018-11-13
Vincent Perriard	Oakland		94611	US	2018-11-13
Avigayl Costilla	Toronto		M6G	Canada	2018-11-13
Terrence Pilgrim	Braintree		2184	US	2018-11-13
Edhai Rodriguez	Los Angeles		90003	US	2018-11-13
Herm Wiebe	Swift Current		S9H 3G4	Canada	2018-11-14
Milena Wilson	Oakville		L6M	Canada	2018-11-14
Cassandra Cartwright	Sherwood Park		T8C 1ah3	Canada	2018-11-14
Xinyi Wang	Davis		93117	US	2018-11-14
WALDEMAR LAYER	EDMONTON		T6W 2J8	Canada	2018-11-14
Harman Chohan	Edmonton		T6T0m4	Canada	2018-11-14
Taylor Blackburn	Amherstburg		N9V 3G9	Canada	2018-11-14
Galina Tsozik	Regina		S4S	Canada	2018-11-14
Hussain Yaqoobi	Salt Lake City		84107	US	2018-11-15
Manon Gobeil	St-Charles		P0M2W0	Canada	2018-11-15
Jenifer Cornejo	Sacramento		95823	US	2018-11-15
Redi Bajri	Lasalle		H8N	Canada	2018-11-15
Sherrri Cascadden	Windsor		N8W	Canada	2018-11-15
Ruby Genevieve	Riverside		92509	US	2018-11-16
Bhavesh Patel	Mount Laurel	New Jerse	8054	US	2018-11-16
Dylan O'Donnell	Athens		45701	US	2018-11-16
Meagan Brown	Regina		S4R	Canada	2018-11-17
Thomas Henrickson	Cleveland		44192	US	2018-11-17
Derrick Vivarais	Clarence Creek		K0A1N0	Canada	2018-11-17
Cherrylyn Pelandiana	Saskatoon		S7M	Canada	2018-11-17
Kelsey Dunham	Saskatoon		S7J	Canada	2018-11-17
Mha Nel	Kelowna		V1Y	Canada	2018-11-17
Audrey Moise	Far Rockaway		11691	US	2018-11-17
Laura Chantharangsri	Winnipeg		R2P	Canada	2018-11-17
Luke Saurber	Oxford		45056	US	2018-11-17
Carolina La Rotta	Oakville		L6K	Canada	2018-11-23