

REGULAR BOARD MEETING AGENDA

Date: Tuesday, February 5, 2019
Time: 7:30 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

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1. Call to Order	
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15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer (M. Duarte)	

Prayer: Love One Another as I Have Loved You

Leader: We pray with humble hearts in the name of God, who is Creator, Redeemer, and Sanctifier of the world. Let us bow our heads and pray for God's mercy. *(pause)* Creator God, You are the giver of all gifts, yet we sometimes fail to show gratitude, care, or respect for all you have created, and so we pray:

All: Creator of all, help us be humble stewards of all your gifts.

Leader: Lord Jesus, you gave sight to the blind, yet we often choose not to see, and so we pray:

All: Christ, our Lord and brother, give us new eyes to see.

Leader: Sanctifier, Spirit of God, you inspired the prophets to speak for those who sometimes could not speak for themselves, and so we pray:

All: Spirit of God, give us inspiration and a strong voice to speak on behalf of those who are marginalized or forgotten.

Leader: God, our Creator, Redeemer, and Sanctifier, we gather as your children and as brothers and sisters to one another. We ask you to create in us new hearts, to open our eyes, and to make us one in your love. We ask this in the name of Jesus Christ, our Savior and Redeemer.

All: Amen.

Lector: Let us listen attentively to the Word of God from the Gospel of Luke.

"There was once a rich man who dressed in the most expensive clothes and lived in great luxury every day. There was also a poor man named Lazarus, covered with sores, who used to be brought to the rich man's door, hoping to eat the bits of food that fell from the rich man's table. Even the dogs would come and lick his sores. The poor man died and was carried by the angels to sit beside Abraham at the feast in heaven. The rich man died and was buried, and in Hades, where he was in great pain, he looked up



and saw Abraham, far away, with Lazarus at his side. So he called out, 'Father Abraham! Take pity on me, and send Lazarus to dip his finger in some water and cool off my tongue, because I am in great pain in this fire!' But Abraham said, 'Remember, my son, that in your lifetime you were given all the good things, while Lazarus got all the bad things. But now he is enjoying himself here, while you are in pain. Besides all that, there is a deep pit lying between us, so that those who want to cross over from here to you cannot do so, nor can anyone cross over to us from where you are.' The rich man said, 'Then I beg you, father Abraham, send Lazarus to my father's house, where I have five brothers. Let him go and warn them so that they, at least, will not come to this place of pain.' Abraham said, 'Your brothers have Moses and the prophets to warn them; your brothers should listen to what they say.' The rich man answered, 'That is not enough, father Abraham! But if someone were to rise from death and go to them, then they would turn from their sins.' But Abraham said, 'If they will not listen to Moses and the prophets, they will not be convinced even if someone were to rise from death.'"

Lector: The Word of the Lord.

All: Thanks be to God.

(Allow a moment of silence.)

Leader: Are we too selfish or possibly too proud to see a person in need, even if she or he is right in front of us? Is it because that person is of a different race or a different religion? Is it because that person is poor or homeless? Is it because of that person's social status or sexual orientation? Does our own attitude of self-sufficiency and our unwillingness to walk in another person's shoes blind us to the dignity of the person who is different from us? Let Jesus speak to us today as he spoke to his disciples. In the Gospel of John, Jesus says: "I give you a new commandment: love one another. As I have loved you, so you should also love one another. This is how all will know that you are my disciples" (John 13:34–35).

All: They will know we are Jesus' disciples by our love for one another. Alleluia!



MINUTES OF THE BOARD MEETING

Date: January 15, 2019
 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
 V. Iantomasi (via telephone)

Student Trustees: W. Charlebois D. Herrero

Trustees Excused : S. Mazza

Senior Staff: S. Balogh R. Merrick
 C. Cipriano L. Naar
 J. Crowell J. O'Hara
 P. Daly, Secretary of the Board T. Overholt
 C. McGillicuddy A. Prkacin

Also Present: L. Beraldo-Turner, Acting President, Halton OECTA Secondary
 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 (D. Herrero)

The meeting opened at 7:30 p.m. with a prayer led by D. Herrero.

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:

Acting Superintendent of Education

Tim Overholt appointed as Acting Superintendent of Education, School Services effective January 7, 2019 with an end date to be determined.

Acting Elementary Principal

Suzanne Rossini appointed as Acting Elementary Principal at St. Anthony of Padua Catholic Elementary School effective January 7, 2019 with an end date to be determined.

Acting Secondary Vice Principal

John Quinlan appointed as Acting Vice Principal St. Ignatius of Loyola Catholic Secondary School effective January 7 to 31, 2019.

Resignation

Kathryn Gallinger resigned effective January 4, 2019. R. Negoj resigned effective February 19, 2019.

Hiring

Krystin Doucette and Jennifer Vaughan hired as probationary teachers effective January 7, 2019. Shannon Prychidny hired as a probationary teacher effective January 15, 2019.

Retirements

Rosemary Marquis retired December 31, 2018. Constance Kowalski and Richard Szostakowski will retire January 31, 2019.

Acting Consultant -Special Education (0.5)

Ashley Flis appointed as Acting Consultant- Special Education (0.5) effective January 14, 2019 with an end date of June 28, 2019.

2. Approval of the Agenda

#22/19

Moved by: M. Duarte

Seconded by: J. O'Hearn-Czarnota

RESOLVED, that the agenda be approved.

The Chair called for a vote on **#22/19** and it **UNANIMOUSLY CARRIED**.

3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

4. Presentations

There were no presentations.

5. Delegations

There were no delegations.

5.1 Declined Delegations

The Chair informed the Board that one (1) delegation was declined for the January 15, 2019 meeting.

6. Approval of Minutes**6.1 Minutes of the December 18, 2018 Regular Board Meeting
#23/19****Moved by:** B. Agnew**Seconded by:** P. Murphy**RESOLVED**, that the minutes of the December 18, 2018 Regular Board Meeting be approved.The Chair called for a vote on **#23/19** 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 Policy I-07 Protection of Privacy (N. Guzzo)****#24/19****Moved by:** N. Guzzo**Seconded by:** T. O'Brien**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-07 Protection of Privacy be approved as amended.The Chair called for a vote on **#24/19** and it **UNANIMOUSLY CARRIED**.**8.2 Policy II-39 Progressive Discipline & Safety in Schools Code of Conduct -
Suspension and Expulsions (N. Guzzo)****#25/19****Moved by:** N. Guzzo**Seconded by:** B. Agnew**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.The Chair called for a vote on **#25/19** and it **UNANIMOUSLY CARRIED**.**8.3 Policy V-17 Request for Promotion and Distribution of Program/Activity Related
Materials through Board Schools (N. Guzzo)****#26/19****Moved by:** N. Guzzo**Seconded by:** H. Karabela**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.The Chair called for a vote on **#26/19**:

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

The motion **CARRIED**.

8.4 Extended French at St. Matthew Catholic Elementary School (H. Karabela) #27/19

Moved by: H. Karabela

Seconded by: J. O'Hearn-Czarnota

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.

#27/19 (AMENDMENT)

Moved by: B. Agnew

Seconded by: N. Guzzo

BE IT RESOLVED, that the Halton Catholic District School Board will postpone phasing out the Extended French Immersion program at St. Matthew Catholic Elementary School for the 2019-2020 school year until the 2020-2021 school year and that staff provide a thorough and complete report outlining the root drivers of the capacity issues and other factors that contributed to this decision.

The Chair called for a vote on **#27/19 (AMENDMENT)**:

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

The motion **CARRIED**.

#27/19 (AS AMENDED)

Moved by: H. Karabela

Seconded by: J. O'Hearn-Czarnota

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 postpone phasing out the Extended French Immersion program at St. Matthew Catholic Elementary School for the 2019-2020 school year until the 2020-2021 school year and that staff provide a thorough and complete report outlining the root drivers of the capacity issues and other factors that contributed to this decision.

The Chair called for a vote on **#27/19 (AS AMENDED)**:

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

The motion **CARRIED**.

8.5 Amendment to Resolution 233/18 - Transportation (N. Guzzo)**#28/19****Moved by:** N. Guzzo**Seconded by:** M. Duarte

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.

#28/19 (AMENDMENT 1)**Moved by:** N. Guzzo**Seconded by:** M. Duarte

BE IT RESOLVED, that the HCDSB provide transportation to identified gifted students with an Individualized Education Plan (IEP) to an AP Program if one is not available in their catchment area if requested;

BE IT FURTHER RESOLVED, that that resolution #233/18 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.

The Chair called for a vote of **#28/19 (AMENDMENT 1)**:

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

The motion **CARRIED**.

#28/19 (AMENDMENT 2)**Moved by:** P. Murphy**Seconded by:** B. Agnew

BE IT FURTHER RESOLVED, that Resolution #233/18 remain on hold pending a staff report on the Vision for Student Transportation in Ontario report assisting the Board of Trustees in understanding what impact transportation will have on funding.

The Chair called for a vote of **#28/19 (AMENDMENT 2)**:

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

The motion **CARRIED**.

#28/19 (AS AMENDED)

Moved by: N. Guzzo

Seconded by: M. Duarte

BE IT RESOLVED, that the HCDSB provide transportation to identified gifted students with an Individualized Education Plan (IEP) to an AP Program if one is not available in their catchment area if requested;

BE IT FURTHER RESOLVED, that that resolution #233/18 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.

BE IT FURTHER RESOLVED, that Resolution #233/18 remain on hold pending a Staff Report on the Vision for Student Transportation in Ontario report assisting the Board of Trustees in understanding what impact transportation will have on funding.

The Chair called for a vote of **#28/19 (AS AMENDED)**:

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

The motion **CARRIED**.

8.6 Proposed 2019 Facility Renewal Projects (R. Merrick)

#29/19

Moved by: P. Murphy

Seconded by: H. Karabela

RESOLVED, that the Halton Catholic District School Board authorize staff to proceed with the proposed 2019 facility renewal projects.

The Chair called for a vote on **#29/19** and it **UNANIMOUSLY CARRIED**.

#30/19

Moved by: M. Duarte

Seconded by: V. Iantomasi

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.

The Chair called for a vote on **#30/19** and it **UNANIMOUSLY CARRIED**.

8.7 SEAC Membership 2018-2022 (C. Cipriano)

Superintendent Cipriano to look into both student and indigenous representation on SEAC.

#31/19

Moved by: T. O'Brien

Seconded by: B. Agnew

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.

The Chair called for a vote on **#31/19** and it **UNANIMOUSLY CARRIED**.

9. Staff Reports**9.1 Future Halton Catholic District School Board Secondary School Design Budget (R. Merrick)**

Staff proposes 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.

10. Information Items**10.1 Student Trustees Update (D. Herrero)**

Student Trustees Charlebois and Herrero will be attending the OCSTA Seminar taking place January 18-19, 2019.

Student Trustee applications for 2019-2020 have been released.

Senate moving forward with plans for indigenous awareness. Ideas and budget will be reviewed with Superintendent McGillicuddy.

10.2 School Educational Field Trips (L. Naar)

School trips were provided as information.

Staff confirmed that schools would work with families to provide provisions for students with accessibility needs.

10.3 Construction Report - St. Mark Catholic Elementary School (R. Merrick)

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

10.4 Our Catholic Schools; A Framework for Reflection (L. Naar)

The 2019 Our Catholic Schools: A Framework for Reflection document will be presented to school administrators as a tool to strengthen the Catholic character of 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 resource's and program initiatives, and Strategic Plan priorities in support of the vibrant Catholic education system in Halton.

10.5 SEAC Motion to Provide Information (C. Cipriano)

Trustees were provided with information on the role and mandate of the Special Education Advisory Committee (SEAC).

11. Miscellaneous Information**11.1 Minutes of the December 11, 2018 Policy Committee Meeting**

Minutes of the December 11, 2018 Policy Committee Meeting was received as information.

12. **Correspondence**
 - 12.1 **Association for Bright Children of Ontario**
 - 12.2 **L. Ferry**
 - 12.3 **J. Lim & M. Lourenco**
 - 12.4 **L. Lim-Tran**
 - 12.5 **M. & D. Nosella**
 - 12.6 **T. Renton**

Correspondence was provided as information.

Trustee O'Brien referred to the correspondence from Mr. & Mrs. Nosella and began a discussion of clustered classrooms for secondary gifted students.

C. Cipriano to provide new Trustees the results of a survey from gifted secondary students regarding their satisfaction with the gifted programming. As per Board resolution a parent survey is being developed as to their satisfaction with gifted programming.

The following motion was made by Trustee O'Brien:

WHEREAS; *the Student Achievement and School Board Governance Act stipulates that every school board shall deliver effective and appropriate education programs to its pupils;*

BE IT RESOLVED, *that at the February 2019 SEAC meeting the benefits of clustered classrooms for secondary gifted students be discussed and a report with recommendations be forwarded to the Board of Trustees.*

A point of order was made that the motion would need to be brought forward at the February 5, 2019 Board meeting as a notice of motion.

13. **Open Question Period**

No questions were submitted.

14. **In Camera**

#32/18
Moved by: P. Murphy
Seconded by: B. Agnew
RESOLVED, *that the meeting move in-camera.*

The Chair called for a vote on **#32/18** and it **UNANIMOUSLY CARRIED.**

The meeting moved back in-camera at 9:57 p.m.

The meeting moved out of in-camera at 11:08 p.m.

15. **Resolution re Absentees**

#33/18
Moved by: N. Guzzo
Seconded by: B. Agnew

RESOLVED, that Student Trustee Mazza be excused from the meeting.

The Chair called for a vote on **#33/18** and it **UNANIMOUSLY CARRIED**.

16. Adjournment and Closing Prayer (B. Agnew)

#34/18

Moved by: B. Agnew

Seconded by: N. Guzzo

RESOLVED, that the meeting adjourn.

The Chair called for a vote on **#34/18** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 11:09 p.m. with a prayer led by Trustee Agnew.

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. Negoï	To Be Determined
November 20, 2018	Response to Delegation	RESOLVED , that the Halton Catholic District School Board request Senior Staff to conduct a survey of the parents of students currently enrolled or identified as gifted at our Board as to their satisfaction of programming available to their students.	C. Cipriano	To Be Determined
January 15, 2019	Amendment to Resolution #233/18	<p>BE IT RESOLVED, that the HCDSB provide transportation to identified gifted students with an Individualized Education Plan (IEP) to an AP Program if one is not available in their catchment area if requested.</p> <p>BE IT FURTHER RESOLVED, that this resolution #233/18 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;</p> <p>Continued on next page...</p>	Senior Staff	To Be Determined

		<p>BE IT FURTHER RESOLVED, that this motion would be pending approval and sustainability through the Board's budget.</p> <p>BE IT FURTHER RESOLVED, that Resolution #233/18 remain on hold pending a Staff Report on the Vision for Student Transportation in Ontario report assisting the Board of Trustees in understanding what impact transportation will have on funding.</p>		
January 15, 2019	Extended French at St. Matthew Catholic Elementary School	<p>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;</p> <p>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;"</p> <p>BE IT RESOLVED, that the Halton Catholic District School Board will postpone phasing out the Extended French Immersion program at St. Matthew Catholic Elementary School for the 2019-2020 school year until the 2020-2021 school year and that staff provide a thorough and complete report outlining the root drivers of the capacity issues and other factors that contributed to this decision.</p>	Senior Staff	

OUTSTANDING POLICY ITEMS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS

Regular Board Meeting

Action Report

Future Halton Catholic District School Board Secondary School Design Budget	Item 8.1
February 5, 2019	

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 resolutions are respectfully submitted for Trustee consideration and approval to proceed with the design process for a new Catholic secondary school to accommodate future secondary student enrolment across Halton Region.

Resolution#:

Moved by:

Seconded by:

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#:

Moved by:

Seconded by:

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



Regular Board Meeting

Action Report

Appointment to SEAC	Item 8.2
Tuesday, February 5, 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 Special Education Advisory committee [SEAC].

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 (SEAC). 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

The Learning Disabilities Association of Halton (LDAH) submitted a letter of nomination attesting that T. Beattie meets all the legal requirements for appointment to SEAC as representative for LDAH.

Comments

SEAC, at its January 30, 2019 meeting, were presented with the nomination of Tammy Beattie as representative for the Learning Disabilities Association of Halton on the Board's Special Education Advisory Committee.



Conclusion

The following recommendation for appointment to SEAC is submitted to the Board for trustee consideration.

Recommendation

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

Resolution#:

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board *approve the appointment of T. Beattie to SEAC as representative for the Learning Disabilities Association of Halton effective February 2019 until November 2022*

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

Religious Education Resource Selection	Item 9.1
Tuesday, February 5, 2019	

Alignment to Strategic Plan

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

Purpose

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

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

Background Information

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



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

In the 2014-2015 school year, the Halton Catholic District School Board purchased the **Grade One, Growing in Faith, Growing in Christ, Comprehensive Resource Package** to support the implementation of the *Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8: Religious Education* in September of 2015. In the 2015-2016 school year, the Halton Catholic District School Board purchased the **Grade Two and Grade Three, Growing in Faith, Growing in Christ, Comprehensive Resource Package** to support the implementation of the *Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8: Religious Education* in September of 2016. The **Grade Four, Growing in Faith, Growing in Christ, Comprehensive Resource Package** was purchased in the 2016-2017 school year, for implementation in September, 2017. The **Grade Five, Growing in Faith, Growing in Christ, Comprehensive Resource Package** was purchased in the 2017-2018 school year, for implementation in September, 2018. The resource has proven to be a rigorous and engaging program that exhibits the qualities described by the Ontario and Western Bishops in their statement below:

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

It is recommended that the Halton Catholic District School Board continue with the implementation of the **Growing in Faith, Growing in Christ** resource by purchasing the Grade Six Comprehensive Resource Package for implementation in September 2019. The proposed publication dates for the resource by Grade Level are as follows:



Grade	Print Resources	Digital Resources
1	April 2015 (purchased)	August 2015 (purchased)
2	August 2015 (purchased)	December 2015 (purchased)
3	April 2016 (purchased)	August 2016 (purchased)
4	April 2017	August 2017 (purchased)
5	May 2018	August 2018 (purchased)
6	May 2019	August 2019
7	May 2020	August 2020
8	May 2021	August 2021

Comments

The components of the Grade 6 program include:

Teacher Resource

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

Student Book

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



Multi-Media/Interactive Elements

- Songs with instrumental tracks, lyrics, and scores
- Interactive activities
- Google Earth Faith Journeys
- Extended Image Gallery for projects
- Audio playback for the student resource
- Videos
- Home Portal
- Parish Portal

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

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

EXPENDITURE SUMMARY:

Product Description	Quantity	Print/Digital (Full Implementation)	Total
Full Teacher Resource digital for Grade Six Classes	118	\$995.00 each	\$117,410
Student Resource (both print and digital copies of Grade Six)	2439	\$53.15 each	\$129,632.85
PRODUCT TOTAL			\$247,042.85
ESTIMATED SHIPPING & HANDLING**			954.97



Conclusion

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

Recommendation

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

Resolution#:

Moved by:

Seconded by:

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

Report Prepared by:

T. Durham
Curriculum Consultant

Report Submitted by:

A. Prkacin
Superintendent, Curriculum Services

Report Approved by:

P. Daly
Director of Education and Secretary of the Board



Appendix A

With regard to the “*Growing in Faith, Growing in Christ*” Religious Education resource materials, the Assembly of Catholic Bishops of Ontario (ACBO) conducted a *Request for Proposal* (RFP) process. The RFP asked various publishers to propose a Religious Education resource package. The evaluation of the RFP took into account the materials proposed as well as the price for the materials. Through the evaluation process the ACBO selected Pearson Education Canada as the provider for these materials.

1. An RFP was conducted.
2. The intent of the RFP was to select Religious Education resource materials/program that all Ontario Catholic school boards must abide by should they choose to purchase the program.
3. The Assembly of Catholic Bishops of Ontario have chosen and approved the Religion program, “*Growing in Faith, Growing in Christ*” as the only resource to be used in Catholic schools in Ontario and as such, the HCDSB does not have the option to seek other resource materials.
4. The Religious Education Resource materials selected through the RFP process was specific to the publisher and an alternative supplier does not exist.

Therefore, the HCDSB is proceeding in full compliance with our purchasing policies and procedures.

Publishing companies are moving away from their past practices of creating competing resources in many subject areas. Instead, they are beginning to select particular subject areas in which to focus their production upon. This transition is occurring as a response to today’s fiscal realities. Publishers cannot afford to produce resources that do not sell and Boards have limited funds with which to compete. Therefore, companies are beginning to prefer to publish in niche markets or pre-bid on contracts, as was done in the case of Religion. This is especially the case in regards to producing Catholic resources, which is a smaller market within the field of education.

The Board commits to compliance with federal, provincial and municipal legislation and all other laws without qualification or evasion. The document *Guidelines for Approval of Textbooks, 2008*, issued by the Minister of Education, under the authority of the Education Act, containing excerpts from the Education Act, Chapter E.2, R.S.O. 1990, as amended, and from Regulation 298, directs textbook developers and publishers to refer to section 5 of this document, which states that textbooks being developed for approval for use in Ontario schools must meet the criteria of section 4 (see attached Appendix B).

Pearson is producing the only Canadian resource in Religion that is in compliance with all of these directives. The resource addresses 100% of the Curriculum expectations in the *Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8: Religious Education, 2012*, beyond the required 85%. In addition to meeting the Religion expectations, this resource complies with all Ontario Ministry of Education policies including assessment, FNMI perspectives, Differentiated Instruction, Inquiry and Spec Ed policies. It also links directly and specifically to cross curricular expectations in Ontario. This resource is replacing the Canadian Conference of Catholic Bishops resource in Canada. Other provinces in Canada that offer Catholic Education are also purchasing it. Pearson provides other provinces with an addendum that links their curricula with the resource but its foundation is the Ontario curriculum.

The *Education Commission of the Assembly of Catholic Bishops of Ontario (ACBO)* monitors, through the *Institute for Catholic Education (ICE)*, the development of curriculum and Catholic resources in English for



Catholic schools. The Institute for Catholic Education ensures that Catholic curriculum and materials fall within the parameters established by the Ministry of Education. Therefore, in purchasing the Pearson resource, commissioned, vetted and approved through the ACBO and held to the standards of the Ministry of Education requirements for textbooks, the HCDSB is assured that it is in compliance with provincial legislation, without qualification or evasion, as per its policy.

The Ministry of Education grants to Catholic Boards the right to establish and maintain programs and courses of study in Religious Education for pupils in all schools under its jurisdiction. (1997, c. 31, s. 28). Catholic Canon law states that the Church has the right to establish Catholic schools, and the Catholic faithful should help maintain and promote these schools (Canon 800). A Catholic school is defined in Canon law as one under the authority of the competent ecclesiastical authority or acknowledged by the same (Canon 803). The Diocesan Bishop has the right to watch over and inspect any Catholic school within his territory (Canon 806). According to Canon 775, the Diocesan Bishop is also responsible for preparing standards for catechetical instruction within his diocese. He must ensure that resources are available and, if necessary, prepare a catechism or some other suitable textbook concerning aspects of our faith (Canon 775). The Bishops specifically commissioned this resource to align perfectly with the Ontario curriculum, which they also commissioned, to meet their mandate of providing suitable religious instruction and resources firmly founded on the catechism, the General Directory for Catechesis and the Ontario Catholic Graduate expectations. Therefore, in purchasing this resource the HCDSB is assured that it is in compliance with all other laws without qualification or evasion.

Co-operative purchasing opportunities as mentioned in the policy, were not possible. Last year, Pearson was approached to see if any 'bargains' could be made about pricing. Pearson was adamant that this was the best pricing they could offer and confirmed that all Boards would be subject to the same pricing regardless of quantity of purchase. There would be no special pricing or deals negotiated outside of the stated pricing. Pearson committed to fairness, transparency, and consistency in pricing to all its customers including those in other provinces.

There is no need therefore, for Boards to pool their monies as larger purchases do not affect the price. Furthermore, Boards have different needs according to their populations, regions and resources. For example, some Boards do not have the access to technology that other Boards have and therefore, do not want the digital product. Other Boards had different purchasing cycles.

Therefore, in purchasing this resource, the HCDSB is adhering to its purchasing policies and procedures in regards to co-operative purchasing.

At an estimated cost of \$300,000 per grade, the total cost for eight grades will be **\$2,400,000**. It should be noted that this is an estimated cost; so far, the purchase of three grades has come in under \$300,000 (Grade 1 was approximately \$270,000 and Grades 2 and 3 are each approximately \$250,000). If this trend continues, the cost will be lower than \$2,400,000. This is a significant sum of money, but it represents Fair Market Value with the cost of core resources in other subject areas in Ontario. For example, to buy all the components of the Teacher Resources for a Grade One Math program from Nelson Education Canada that matches all components of the Teacher Resource provided by Pearson (i.e. Big book, Posters, Print resources, Blackline Masters, Combined Grades Supplements, CD-DVD) costs \$902.13. This price does not include a digital platform as Nelson does not provide the same.



Pearson's price for the same materials plus an extensive digital platform, home and parish access, and professional development modules is \$995. Nelson does not offer Grade One texts, but the Grade Three Math text without a digital platform costs \$51.50 whereas the Gr. 3 Pearson text, with an extensive digital platform costs \$52.95. There are numerous similar examples from other publishing companies in other subject areas that demonstrate that Pearson's pricing is reasonable and competitive with the pricing of the educational publishing industry in general. As well, we must consider that in our Board there hasn't been a full religion program purchase in in twenty-three years.

Therefore, the Halton Catholic District School Board has rigorously followed its competitive purchasing policy, as it has acquired the *Growing in Faith, Growing in Christ* resource in an open and transparent manner intended to obtain maximum value from the expenditure of public funds.



Appendix B

Section 4. Requirements for Approval of Textbooks by the Ministry

Textbooks, as defined above in section 3, may be approved by the Ministry of Education for use in Ontario schools if they successfully meet all of the following requirements and criteria.

Eligibility Requirements

Congruence with Curriculum Policy

- a) The content must be consistent with that in one or more elementary subjects or secondary courses described in Ontario curriculum policy documents, or with that in one or more Kindergarten learning areas, and must support at least 85 per cent of the expectations for a Kindergarten learning area, an Elementary subject in a specific grade, or a secondary course (i.e., a course in a specific grade in a Secondary subject/discipline).
- b) In the case of a series, at least one title in the series must support at least 85 per cent of the expectations for a Kindergarten learning area, an elementary subject in a specific grade, or a secondary course. Individual titles in a series that do not support 85 per cent of the expectations for a learning area, subject, or course are not eligible for evaluation.
- c) If non-print material (for example, a CD-ROM or manipulative material) makes up part of a textbook, and if the whole textbook package of which it is a part supports at least 85 per cent of the expectations for a Kindergarten learning area, an elementary subject in a specific grade, or a secondary course, this material will be eligible for consideration and will be included in the evaluation.
- d) A multimedia package that supports at least 85 per cent of the expectations for a Kindergarten learning area, an elementary subject in a specific grade, or a secondary course will also be considered to be a textbook and will be eligible for evaluation.

Conformity to Ministry Policy on Placement of URLs

If URLs are provided for student use in student textbooks, they must only be URLs for websites of the federal, provincial, and/or territorial governments of Canada. These URLs are permitted in order to allow for links in student textbooks to current information, while also ensuring content reliability. If cited, such URLs will be placed in the area of the textbook from the table of contents through to the glossary and/or index. *All other URLs for student use must be placed in the teacher's guide that accompanies the student textbook.*

For the purpose of acknowledgement of sources used in student textbooks (e.g., a poem, short story, cartoon, photograph), including Canadian government sources, a publisher may be required, through licensing agreements, to cite the URL of the copyright holder. To meet such requirements, the URL of the copyright holder must be cited and must be placed only in the acknowledgement section of the textbook.



Provision of a Teacher's Resource Guide

Textbooks must be accompanied by a teacher's resource guide. This guide must be provided in both languages of instruction (English and French) if the textbook is translated.

Canadian Orientation

The content must have a Canadian orientation. It must acknowledge Canadian contributions and achievements and use Canadian examples and references wherever possible. It must use Canadian spelling conventions and SI units (units of measurement of the *Système international d'unités*, or International System of Units) for measurement references. The vocabulary and examples should be familiar to Canadians.

Canadian Product

Textbooks must be manufactured in Canada and, wherever possible, are to be written, adapted, or translated by a Canadian citizen or citizens or by a permanent resident or residents of Canada.

Evaluation Criteria

Content / Quality

The content must be of sound scholarship and must have contemporary relevance. The information must be presented in adequate depth and sophistication for the grade or learning area/subject/course and build on students' previous knowledge and skills. Graphics, such as charts, diagrams, and illustrations and photos should be used where appropriate to support students' understanding of the content.

Reference to Use of Technology

The content must reflect uses of technology related to the Kindergarten learning area, elementary subject, or secondary course, where appropriate, and allow students to use and develop these skills.

Health and Safety

Attention to safe practices must be evident through appropriate warnings and information; portrayal of people in learning, working, and playing situations; and the suitability of the learning activities.

Environmental Responsibility

The content must reflect concepts of environmental responsibility, where appropriate, within the context of the Kindergarten learning area, elementary subject, or secondary course.

Language Level

The language used must be appropriate for the reading level of the grade for the elementary subject or secondary course, or for the Kindergarten program. The material must also be written in a style appropriate for the learning area/subject/discipline. Language, symbols, and technical terms that are subject- or discipline specific must be used in contexts that students would understand.

Instructional and Assessment Strategies

The content must support a broad range of instructional strategies and learning styles. The activities must be appropriate for the skills and knowledge described in the curriculum or learning expectations. The activities must also provide opportunities for students to engage in higher-order thinking and problem solving, to apply concepts and procedures, and to communicate their understanding. There should be a range of tasks – that is, open-ended tasks, teacher-directed tasks, and tasks for students to do



independently. The content and activities should be appropriate for students from diverse backgrounds and at different levels of physical ability. It should include, as appropriate, ways of helping students make connections within and between the strands of the subject or course, or within and between learning areas in Kindergarten, and between the subject/course content and the community and workplace. The connections between instructional strategies and assessment should be meaningful and should be consistent with the assessment strategies for the subject or course.

Bias

The content must be free from racial, ethno-cultural, religious, regional, gender-related, or age-related bias; bias based on disability, sexual orientation, socioeconomic background, occupation, political affiliation, or membership in a specific group; and bias by omission. The material should present more than one point of view, and be free from discriminatory, exclusionary, or inappropriately value-laden language, photographs, and illustrations.

Format

Suitability for Student Use

Textbooks must be intended primarily for use by students, rather than for use by teachers. The Organization should be logical and easy to follow to promote ease of comprehensibility.

Durability

Textbooks must be constructed of high-quality materials sufficiently durable to support frequent use by many students. For print materials, the size, weight, and shape of the textbook should be such that the textbook is easily transported.

Approved School Educational Trips

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

Dated: Tuesday, February 5, 2019

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Elementary						
St. Luke CES Oakville, ON	8	23	Ottawa, ON	Over the duration of the trip, students will participate in various educational, social, and spiritual activities to foster responsibility, collaboration, initiative, and self-regulation. In addition, students will participate in a variety of activities that will enrich their knowledge of Canadian history and politics. Preparation will be on-going throughout the school year in connection to units of study in language, history, the arts, and religious education. There will be daily prayers, and will attend mass at Notre Dame Cathedral.	Monday, June 10 – Wednesday, June 12, 2019	~\$640
St. Nicholas CES Oakville, ON	7	44	Camp Tanamakoon Huntsville, ON	A visit to Camp Tanamakoon offers an opportunity for students to see firsthand how and why they must be stewards of creation and protect the living earth that God created. Travelling together to an offsite location fosters solidarity among the students and allows them to uphold and understand the human dignity of all people while interacting and living together. Daily prayers and faith reflections allow the student to thank God for all His amazing creations.	Tuesday, June 11 – Friday June 14, 2019	~\$370.00
St. Nicholas CES Oakville, ON	8	48	Ottawa, ON	This travel opportunity to Ottawa offers students experience the Gospel values in the Focus on Faith theme of Solidarity for Grade 8. Students have the chance to view their faith in terms of its preservation and manifestation through Canadian historical context. The opportunity to delve deeper into the Canadian context of Catholicism is a natural outcome of the excursion. Students will attend Mass at Notre Dame Cathedral.	Monday, June 03 – Wednesday, June 5, 2019	~\$556.00
St. Vincent CES Oakville, ON	8	20	Ottawa, ON	This excursion to Ottawa provides St. Vincent Grade 8 students opportunities to enhance both our faith and Catholic Values as the students see firsthand God's wonderful creations in the many cultural activities and historic sites visited by the students in an alternative setting to the classroom. The students will have the opportunity to attend mass at the Notre Dame Basilica.	Wednesday, May 15 – Friday, May 17, 2019	~\$635.00
Queen of Heaven CES Milton, ON	8	78	Ottawa, ON	The grade 8 trip to Ottawa will enhance both faith and Catholic values as the students witness firsthand God's wonderful creations and the many cultural activities and historic sites in our Nation's capital. Students will be visiting such places as the Supreme Court of Canada and the Canadian War Museum just to name a few. Staff and students will participate in daily prayer and attend Mass at Notre Dame Cathedral.	Wednesday, June 12 – Friday, June 14, 2019	~\$611.00

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Elementary						
St. Benedict CES, Milton, ON	7	97	Camp Brebeuf Rockwood, ON	This trip encompasses aspects of the grade 7 Geography and History programme, the science programme the physical and outdoor education programme, aspects of the arts/dance/drama programme, and the religion programme. At this Catholic camp, students will have a chance to pray and meditate with each other, their teachers and their counsellors. The students will be exposed to daily prayer/meditation in the outdoor chapel, as a part of their activities and games, and before all meals and bedtime. The students will participate in many team building activities and games, both outdoors and in. They will spend time playing a variety of games and participate in various activities.	Wednesday, May 15 – Friday, May 17, 2019	~\$175.00

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Secondary						
St. Thomas Aquinas CSS Oakville, ON	12	30	Algonquin Park South Rivers, ON	At the core of the St. Thomas Aquinas CSS Catholic athletic program, the focus is on engaging and cultivating students to be responsible and collaborative contributors to the school life and to the global work around them. This trip allows students to continue in their development of a healthy lifestyle and participation in a variety of outdoor activities that have the potential to engage students' interest throughout their lives. This Outdoor education trip will offer us a unique opportunity to actively live out this principle of collaboration and servant leadership in the natural environment that God has created. Students will participate in daily prayer and reflection.	Tuesday, May 7 – Saturday, May 11, 2019	~365.00
Jean Vanier CSS Milton, ON	11-12	40	Ontario Student Leadership Conference, Niagara Falls, ON	The Ontario Student Leadership Conference brings together the best variety of thought leaders, entertainers, speakers and educators, who take time to meet, teach and speak with our youth. The students attending are mentors and students of service. This leadership conference provides a unique opportunity for students to truly understand servant leadership and what it means to be able to help others. Students will leave after 11:00 am on Sunday giving them time to attend morning mass. Students and staff will participate in morning and evening prayers.	Sunday, November 3 – Wednesday, November 6, 2019	~\$353.34

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Secondary						
Jean Vanier CSS Milton, ON	11-12	80	YLCC Leadership Training Centre Orillia, ON	Students of Jean Vanier have a unique opportunity to share their understanding of mentorship and Catholic leadership guided by Gospel values. The goal of our trip and the Mentorship Program is to create a culture of service and servant leadership. It is a foundational piece of the Jean Vanier Catholic School Community. The leadership program at YLCC will teach the students how to be effective and productive mentors by developing their skills as servant leaders. While at the camp, students will participate in daily prayer, liturgy and opportunities for reflection and dialogue with peers.	Thursday, May 16 – Friday, May 17, 2019	~\$163.56



Regular Board Meeting

Information Report

2019-2020 Budget Estimates Schedule, Objectives and Consultation	Item 10.3
February 5, 2019	

Alignment to Strategic Plan

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

Purpose

To provide the Board of Trustees with information on the Ministry's invitations to Education Funding consultations and the 2019-2020 Budget Estimates schedule, objectives, and consultation approach.

Comments

1. Ministry of Education Invitation to 2019-2020 Education Funding Consultation (Appendix A)

On November 16, 2018, the Ministry of Education invited boards to provide feedback on 2019-2020 Education Funding through electronic submission. This engagement was to allow school boards the opportunity to provide input on the Grants for Student Needs (GSN) and other education funding sources for the 2019-2020 school year.

The Education Funding Engagement Guide identified four (4) areas as having the potential to make more efficient use of education funding:

- Efficient Price Setting – Exploring other areas where funding could be tied to ratios, such as staffing ratios, capacity, etc.;
- Outcomes-Based Funding – Tying funding to performance metrics;
- Accountability and Value for Money – Identifying non-core funding and making strategic choices; and
- Other Education Funding Efficiencies – Looking at duplications and inefficiencies in the funding formula.

Written responses were provided to the Ministry from the Council of Directors of Education (CODE) and Council of Senior Business Officials (COSBO), as well as various trustee associations and union groups.



2. Ministry of Education Invitation to Hiring Practices and Class Sizes Consultation (Appendix B)

On January 23, 2019, Ministry Memorandum 2019: B03 invited boards to provide feedback on hiring practices and class sizes through electronic submission. The due date for submissions is February 22, 2019. This consultation would affect the 2019-2020 GSN funding formula, as well as Ontario Regulations 274/12 and 132/12.

The hiring practice considerations identified include:

- Providing for teacher mobility;
- Interviewing the most qualified candidates;
- Determining the basis for hiring; and
- Applying hiring practices across the system.

The class size considerations identified include:

- Hard caps on class sizes;
- Board-wide average class sizes;
- Kindergarten classroom staffing; and
- Overall class sizes.

In addition to invitations for written submissions, the Ministry of Education is conducting a number of face-to-face consultations with various trustee associations and union groups.

The Ministry has yet to communicate feedback from the 2019-2020 Education Funding consultation; however, it is expected that the GSN will be released by the end of March.

3. Budget Schedule (Appendix C)

Appendix C is a timeline for the Board's Budget Estimates. The Budget Estimates process for 2019-2020 began in November 2018 with the Ministry of Education's invitation to provide input on 2019-20 Education Funding.

Staff have continued working on the 2019-2020 Budget Estimates process, building on cost savings and revenue increase opportunities identified as part of last year's Budget Estimates. The environmental scan outlined in Section 5 of this report will form the foundation for the Trustee Budget Consultation Sessions, which are being scheduled for mid March and end of April, 2019.

The other key steps in the development of the 2019-2020 Budget include:

- The review of 2018-2019 departmental budgets (all non-salary/non-benefits) and development of 2019-2020 departmental (all non-salary/non-benefits) budgets during February 2019;
- The review of 2018-2019 salary and benefits budgets and development of 2019-2020 salary and benefit budgets during April 2019 (based on the March 31, 2019 enrolment count date);
- Regular meetings with Senior Staff, discussing the 2019-2020 budget development; and



- Regular Budget Estimates updates provided to the Board of Trustees culminating with the final Budget Estimates report submitted for Board's approval on June 18, 2019.

The Budget Estimates for 2019-2020 are due to the Ministry by June 28, 2019. The budget process and timelines are also listed on the Halton Catholic District School Board's public website and can be accessed at <http://www.hcdsb.org/Board/Financial/Pages/default.aspx>. The school community, Catholic ratepayers, staff and the public are encouraged to participate in the Budget process by responding to the online survey, which will open mid February 2019. An email communication will be sent out in advance.

4. Budget Objectives (Appendices D and E)

The Budget will be prepared with the following main considerations:

1. The provincial economic outlook outlined in Section 5 of this report will need to be considered as part of the development of the Board's Budget Estimates.
2. Appendix D outlines a list of budget objectives previously developed and amended by Trustees as appropriate.
3. All budget objectives need to be considered as part of the development of the Board's Budget Estimates. These objectives represent the guidelines for developing the 2019-2020 Budget and allocating funds to the various expense categories based on identified needs.
4. The Budget Estimates objectives and priorities must be aligned to the Board's Strategic Directions for 2019-2020, a snapshot of which has been included in Appendix E.

5. 2019-2020 Budget Environmental Scan (Preliminary)

In the 2018 Ontario Economic Outlook and Fiscal Review, Honourable Victor Fedeli, Minister of Finance highlighted the province's focus to eliminate the provincial deficit and identify four percent (4%) savings across the province. While there has not been any details on how this will affect the Education Sector specifically, reductions in funding are expected for the 2019-20 budget process. An update will be provided to the Board of Trustees as more sector specific information becomes available.

Next Steps

The next steps in the budgeting process include:

- Staff will review prior year budgets, staffing levels, and projected enrolment from February to April, and identify budget pressures in light of the Education Funding consultation.
- Senior Staff will meet regularly to review the budget process.
- Public input and consultation through an online survey will be available from February 15 to 28, 2019.
- Trustee/Senior staff budget sessions will be scheduled for March 19 and April 30 2019 to discuss budget challenges and priorities.



- The 2019-2020 Grants for Student Needs are expected to be released at the end of March, and a report to Trustees will be presented at the April 2, 2019, Regular Board Meeting.
- Budget presentations to the Special Education Advisory Committee (SEAC) are scheduled for February 25, 2019 and May 27, 2019.
- Budget update reports will be presented to Trustees during May and June, before presenting the final Budget Estimates at the June 18, 2019, Regular Board Meeting for Board approval.

Conclusion

Staff have begun the 2019-2020 Budget Estimates preparation process, in anticipation of the release of the GSN at the end of March 2019. The anticipated decreased funding will present budget challenges; however, the Board is committed to maintaining Halton Catholic District School Board's reputation for quality education combined with offering dynamic programming in safe and effective learning environments. Staff will provide updates to the Board as new information becomes available.

Report Prepared by: J. Chanthavong
Manager, Budget and Capital

Report Reviewed by: A. Lofts
Senior Manager, Financial Services

Report Submitted by: R. Negoï
Superintendent of Business Services and Treasurer of the Board

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

Ministry of Education

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2



November 16, 2018

Dear Colleagues,

This is an invitation to our education partners to provide your input on education funding for the upcoming 2019–20 school year through written electronic submissions.

The government has announced its intention to seek greater accountability and value for money as part of the line-by-line review of government expenditures. Consistent with this goal, the ministry is seeking feedback from our education partners as a starting point to education funding reform.

Attached is the Education Funding Engagement Guide. This guide is structured around four areas that the ministry has identified as having the potential to make more efficient use of education funding.

- Efficient Price Setting;
- Outcomes-Based Funding;
- Accountability and Value-for-Money; and
- Other Education Funding Efficiencies.

The ministry is interested in receiving your responses to the questions in the guide and your suggestions about the topics highlighted. You are also welcome to share your insight about other topics within the funding formula that you feel deserve consideration for this or future planning cycles.

To ensure that your feedback is taken into consideration, please forward your submission by **Friday, December 14, 2018** to: EDULABFINANCE@ontario.ca.

Your participation in this exercise is greatly appreciated as we work toward the government's goal of ensuring that public spending provides best value.

Original signed by

Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division

2019-20 Education Funding Guide

In June 2018, Ontario elected a government committed to restoring accountability and trust in Ontario's public institutions and finances.

Since coming to office, we have taken a number of positive steps to improve our province's education system. Currently, we are engaging in broad public consultations that will ensure that everyone interested has an opportunity to provide feedback and help shape the future of education in Ontario.

I believe educating our children is the most important job in the world. Here at the Ministry of Education we are committed to working together to achieve student success, while spending taxpayer dollars efficiently and with greater accountability. We are also looking to our education partners to provide input on how we can achieve these efficiencies throughout the sector.

Together, we will prepare Ontario students for success, improve their academic achievement and equip them with the tools they need to face the realities of today and the possibilities of the future.

Sincerely,

The Honourable Lisa Thompson,
Minister of Education

Each year, using the expertise and insight of our partners, the ministry works to address funding challenges and opportunities for Ontario's students and families. Using this engagement guide, we are again requesting feedback that will help us to deliver vital education programs and services efficiently.

Ontario's education system is strong in large part because of the leadership and advocacy of our school boards and education stakeholders. As Deputy Minister, I look forward to further strengthening our partnership and working collaboratively on behalf of students.

Thank you in advance for sharing your valuable insights and ideas as part of this year's education funding engagement.

Sincerely,

Nancy Naylor
Deputy Minister of Education

Introduction

The government recently released a line-by-line review of government spending, *Managing Transformation - A Modernization Action Plan for Ontario*, undertaken by Ernst & Young LLP. The review reveals rapid expenditure growth across key sectors and public programs under the previous government. The review was based on analysis of government financial and program data, and builds on the work of Ontario's Auditor General and the Financial Accountability Officer.

The government is committed to improving accountability and making efficient and effective use of taxpayer dollars. The EY review outlined an objective of efficiency gains in the order of four cents on the dollar to be found in the governments' expenditures. As such, the government will be looking to our partners in the education sector to find efficiencies and improve accountability.

As Ontario's deficit has ballooned to \$15-billion, the line-by-line review recommends a number of large-scale opportunities to transform programs and services to ensure sustainability and value for money. This discussion guide will ask questions about how to start thinking about education funding reform in Ontario, including more efficient price setting and outcomes-based funding.

For more information about the current education funding model, please see the [2018-19 Education Funding](#) page of the Ministry of Education's website.

About this Engagement

Education partners are being provided with an opportunity to submit feedback about education funding, through written electronic submissions, on the following four topics:

- Efficient Price Setting;
- Outcomes-Based Funding;
- Accountability and Value-for-Money; and
- Other Education Funding Efficiencies.

You may also submit feedback on education funding topics not outlined in this guide. In order to ensure your feedback is considered, please forward your electronic submission by **Friday, December 14, 2018** to: EDULABFINANCE@ontario.ca arranged by topic.

Should you have any questions about this engagement guide, please send them to: EDULABFINANCE@ontario.ca.

Other Education Engagements

The government has recently embarked on the largest education consultation in Ontario's history and is inviting everyone – parents, students, educators and interested individuals or organizations – to provide feedback on the education system in Ontario. The consultation includes open submissions, an online survey and telephone town halls.

For more information, please visit the consultation [website](#).

Efficient Price Setting

The modern role of the ministry is as a system funder and steward. One of the best ways to ensure strong delivery of service and return on investment is to set efficient prices. Parts of the Grants for Student Needs (GSN) are already consistent with the concept of efficient price, for example, class size funding based on averages and funding based on the efficient use of space.

Considerations

1. Are there areas of the GSN which currently use efficient price setting which could be re-evaluated for further efficiencies?
2. Are there allocations of the GSN which currently do not use efficient price setting, but should be considered for reform?

Outcomes-Based Funding

Outcomes-based funding is intended to aid students by encouraging schools to focus more on providing supports and clearing the obstacles that prevent some students from achieving their full potential and graduating.

Although the GSN was not designed as an outcomes-based model, portions of it could be targeted to reducing gaps in student outcomes, which could result in better and more equitable results for students and their families.

Considerations

1. Are there areas of the GSN which could be reformed to an outcomes-based model (e.g. Learning Opportunities Grant)? How would the outcome be measured?
2. How can the funding model do a better job of indicating whether the investments made have maximized returns in achievement?

Accountability and Value-For-Money

The ministry is focused on ensuring that taxpayers get the best possible service for their money. It is also focused on ensuring that funding is being used for its intended purpose. With limited resources, it means keeping the focus on key priorities and making strategic choices about how best to use resources to improve student achievement.

Considerations

1. Are there parts of the funding formula that are not core to the delivery of education in Ontario? If so, what are they?
2. Should the government explore ways for alternative access to non-core programming?
3. Should the ministry undertake a review of targeted areas of the funding formula to increase accountability and value-for-money? If so, what are they?

Other Education Funding Efficiencies

The ministry continues to evaluate opportunities to streamline, review and strategically bundle education funding – both in the GSN and through other transfer payments – that support the delivery of education in Ontario.

Considerations

1. Are there areas of overlap or duplication within the GSN? If so, what are they?
2. Are there areas of overlap or duplication with other funding streams (e.g. Education Programs – Other, other ministries, other levels of government)? If so, what are they?

Conclusion

As all effective organizations do, we must continue to look for best practices in managing resources and continue to work collaboratively to develop future strategies for achieving greater efficiencies. Going forward, program funding in the education sector will need to be managed carefully with the goal of preparing Ontario students for success, improving their academic achievement and equipping them with the tools needed to enter the working world.

Thank you for taking the time to read this guide, and we look forward to receiving your submission.

Ministry of Education
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2019: B03

MEMORANDUM TO: Directors of Education
Association des directions et directions adjointes des écoles franco-ontariennes
Catholic Principals' Council of Ontario
Council of Ontario Directors of Education
Ontario Principals' Council

FROM: Martyn Beckett
Assistant Deputy Minister
Student Achievement Division

Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division

DATE: January 23, 2019

SUBJECT: Hiring Practices and Class Size Engagements

This is an invitation to you, our education partners, to provide your input on Ontario's teacher hiring practices (Ontario Regulation 274/12 – *Hiring Practices*) and class sizes in Ontario, the latter as a follow up to our earlier education funding engagement.

Attached are the Ontario School Board Hiring Practices Consultation Paper and the Class Size Engagement Guide. These documents are intended to support stakeholders in understanding the government's objectives and assist in the development of stakeholder submissions, while focused on specific topics the ministry is seeking input on.

We are committed to discussing teacher hiring practices and class size options in Ontario, with education stakeholders through an engagement process that allows stakeholders to provide the benefit of their expertise, experience, and ideas.

The ministry is interested in receiving your responses to the questions in the guides and your suggestions about the topics highlighted. To ensure that your feedback is taken into consideration, please forward your electronic submission by **February 22, 2019** as follows:

Class Size: EDULABFINANCE@ontario.ca

Hiring Practices: PTPSB@ontario.ca

In addition to the written submissions, the ministry has begun in person conversations with the trustees' associations, teacher federations and other education sector unions to receive their feedback on these topics.

Your participation in this exercise is greatly appreciated as we work toward the government's goal of ensuring that public spending provides best value.

Original signed by:

Original signed by:

Martyn Beckett
Assistant Deputy Minister
Student Achievement Division

Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division

cc: Association des conseils scolaires des écoles publiques de l'Ontario
Association des enseignantes et des enseignants franco-ontariens
Association franco-ontarienne des conseils scolaires catholiques
Canadian Union of Public Employees
Educational Workers' Alliance of Ontario
Elementary Teachers' Federation of Ontario
Ontario Catholic School Trustees' Association
Ontario Council of Education Workers
Ontario English Catholic Teachers' Association
Ontario Public School Boards' Association
Ontario Secondary School Teachers' Federation
Regional Managers, Regional Offices, Field Services Branch
School Business Officials
Unifor

Ontario School Board Hiring Practices

Hiring Practices – Consultation Paper

MESSAGE FROM THE MINISTER OF EDUCATION

Dear partners,

In June 2018, Ontario elected a government committed to restoring accountability and trust in Ontario's public institutions and finances.

Ontario's Government for the People has just concluded the largest public consultation on education in the province's history. This comprehensive education consultation had participation from parents, students, educators, employers and organizations from across Ontario.

We have also recently concluded this year's consultation on education funding reform. The feedback we received will help us to deliver vital education programs and services efficiently.

At the Ministry of Education we are committed to working together with our education partners to achieve student success. We continue to look to our education partners to provide input on how we can achieve greater efficiencies and accountability throughout the sector and, through this guide, we are seeking your input on teacher hiring practices in Ontario.

Our Government looks forward to working with all of you.

Sincerely,

The Honourable Lisa Thompson
Minister of Education

Hiring Practices – Consultation Paper

INTRODUCTION

The Ministry of Education recognizes teachers as the single most important out-of-the-home factor in student success. This is supported by research that suggests that what teachers know and are able to do is crucial to student learning. As such, teacher quality is paramount in ensuring students are able to succeed in the classroom.

Prior to 2012, hiring practices and the transparency of hiring practices varied across school boards.

Ontario Regulation 274/12 – Hiring Practices (O. Reg. 274/12) came into effect September 2012. The regulation sets mandatory terms and conditions that all school boards who employ Ontario English Catholic Teachers' Association (OECTA), Elementary Teachers' Federation of Ontario (ETFO) or Ontario Secondary School Teachers' Federation (OSSTF) members (i.e. English language school boards) must follow when hiring long-term occasional and permanent teachers.

The Regulation, which is complemented by local collective agreement language, requires these school boards to:

- maintain a roster of occasional teachers (OTs) and establish a separate long-term occasional (LTO) teachers' list and rank OTs based on their seniority on the OT and LTO lists
- post long-term occasional teacher positions on their website
- conduct debrief interviews with unsuccessful candidates when requested
- only hire teachers to LTO and permanent positions from the LTO teachers' list (or OT roster), based on qualifications and seniority, giving due regard for the provision of the best possible program, safety and well-being of students, as required under Ontario Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools — General).

The purpose of O. Reg. 274/12 was to bring greater transparency, fairness, consistency, and accountability to school board hiring practices of teachers. However, since its implementation, stakeholders, including parents, principals, directors of education and teachers, have raised concerns about the regulation. As boards make hiring decisions under the Regulation, we have been told that student success may be negatively impacted and there have been some unintended consequences, such as increased principal workload and classroom teacher turnover, which impact consistency in the classroom.

ABOUT THIS CONSULTATION

Education partners and stakeholders are being given an opportunity to provide feedback about O. Reg. 274/12 via consultation to address concerns shared with the Ministry of Education. We would like feedback on the following principles, with a lens to having quality teaching in the classroom for all students:

- transparency
- consistency
- clarity
- diversity & equity
- reducing administrative burden

Stakeholders and partners are encouraged to send written feedback (see Appendix 1 for template) to PTPSB@Ontario.ca by February 22nd, 2019.

CONSIDERATIONS

Providing for Teacher Mobility

Currently, if a permanent teacher relocates to another school board they lose all of their accumulated seniority and have to begin as a daily OT in the new school board. As a result, it can take the relocating teacher a number of years before they are able to secure a permanent teaching position in their new school board. Permanent teachers could see this as a barrier to relocating. This is because school boards can only hire teachers for permanent teaching positions from their OT roster and LTO list. As such, relocating permanent teachers must first apply and be interviewed for placement on the school board's roster of occasional teachers.

Per the Regulation, a teacher is placed on a school board's OT roster and ranked by their seniority as an OT in that particular school board. Once they have been hired, they must teach at least 20 days over a ten-month period to be eligible to interview for the LTO list. When that school board hires for a LTO or permanent position, the board must interview and offer the position to the five teachers with the highest seniority with the appropriate qualifications in their school board. Following the completion of a four-month (80 instructional days) LTO assignment, without an unsatisfactory evaluation, the teacher is eligible to apply for inclusion on the LTO list and then for permanent teaching positions. However, there is variation across teacher federations; for example, the regulation does not apply to Association des enseignantes et des enseignants franco-ontariens (AEFO).

Discussion Questions:

1. What changes could be made to O. Reg. 274/12 to provide greater mobility for relocating occasional and permanent teachers or principals and vice-principals returning to teaching?
2. Is there a need to have both an OT roster and LTO list, or could these be merged together to create one without hindering clarity and transparency?
3. How could teaching experience be made portable for hiring purposes (i.e. recognizing all teaching experience, not just experience with a particular board)?

Interviewing the Most Qualified Candidates

For any LTO or permanent teaching position, under the current regulation, a school board must interview the five teachers from the LTO list who (i) are the most senior, (ii) have the required qualifications for the position and (iii) have agreed to be interviewed. If a teacher meets or exceeds the qualifications for the position, but is not part of the five most senior teachers, they would not qualify for an interview (unless all five of the interviewed candidates did not accept the position after it was offered to them). As such, the opportunity to hire this qualified candidate, and impact student learning in a positive way, would be missed.

Discussion Questions:

1. Would increasing the current cap of five teachers to, for example, eight, result in any meaningful and helpful change? Or would this just increase the administrative burden of principals and school boards and add to teacher churn for time to fill vacancies during the school year?
2. If interview list caps were removed altogether, how should interviews be structured?
3. Currently the regulation lists three elements used to select interviewees. What elements would you like to see in a regulation for selecting a group of interviewees that would maintain consistency and transparency?

Hiring Practices – Consultation Paper

Determining the Basis for Hiring

O. Reg. 274/12 requires school boards to organize their OT roster and LTO list based on the date each teacher was hired. When a teaching position becomes available, school boards must interview and hire candidates that have the highest seniority on the OT roster and LTO list.

Consistent and transparent hiring practices are important; however, the ministry has heard concerns about hiring that is heavily based on seniority, including:

- Seniority-based hiring values only time spent on a list. It does not value quality of teaching, commitment to students, experience/time spent in a particular school, or suitability for the particular assignment.
 - Examples of situations we have heard include schools looking for teachers with qualifications in music, math, physical education, indigenous languages, or to recruit based on diversity, but these might not be the teachers with the most seniority.

Discussion Questions:

1. How can the current focus on seniority-based hiring be changed so that hiring practices consider impact on student success, quality of teaching, diversity and transparency, while remaining consistent and fair?
2. How can hiring practices that are not seniority-based prevent bias from entering the hiring process?
3. Other than seniority, what components would you like to see in hiring practices for teachers?

Applying Hiring Practices Across the System

Currently, the application of the Regulation's sections is determined by the position to which the teacher is applying. For example, sections 10 to 15 of the Regulation apply to the hiring of occasional teachers in bargaining units represented by OECTA, while members belonging to AEFO are exempt from the Regulation altogether. As such, even though there is a regulation intended to standardize hiring practices across the province, hiring practices look different depending on which position the teacher is applying to.

Discussion Questions:

1. Can a consistent set of hiring practices work effectively across the province?
 - If yes, why?
 - If no, why not?
2. Could there be a parallel set of hiring practices for vice-principals who return to bargaining units?
3. What hiring practice criteria can work if applied across the province (e.g. minimum posting requirements)?

CONCLUSION

As all organizations do, the government must continue to look for innovative best practices that will help us meet our organizational goals of preparing students for success while in K-12 classrooms and following graduation. One way of doing this is to look at the ways we are currently working on meeting our goals and identify opportunities to improve current practices.

Thank you for your interest in this important matter. We look forward to receiving your feedback.

Hiring Practices – Consultation Paper

Appendix 1 – Feedback Form

This is the feedback form that will be used to frame feedback about Ontario Regulation 274/12 – Hiring Practice. Please submit feedback to PTPSB@Ontario.ca by February 22nd, 2019.

Ontario Regulation 274/12 – Hiring Practice Feedback Form
<p>Name:</p> <p>Title (if applicable):</p> <p>Organization (if applicable):</p>
<p>Providing for Teacher Mobility</p> <p><u>Guiding Questions</u></p> <ul style="list-style-type: none">• What changes could be made to O. Reg. 274/12 to provide greater mobility for relocating occasional and permanent teachers or principals and vice-principals returning to teaching?• Is there a need to have both an OT roster and LTO list, or could these be merged together to create one without hindering clarity and transparency?• How could teaching experience be made portable for hiring purposes (i.e. recognizing all teaching experience, not just experience with a particular board)?
<p>Feedback:</p>
<p>Interviewing the Most Qualified Candidates</p> <p><u>Guiding Questions</u></p> <ul style="list-style-type: none">• Would increasing the current cap of five teachers to, for example, eight, result in any meaningful and helpful change? Or would this just increase the administrative burden of principals and school boards and add to teacher churn for time to fill vacancies during the school year?• If interview list caps were removed altogether, how should interviews be structured?• Currently the regulation lists three elements ((i) are the most senior, (ii) have the required qualifications for the position and (iii) have agreed to be interviewed) used to select interviewees. What elements would you like to see in a regulation for selecting a group of interviewees that would maintain consistency and transparency?
<p>Feedback:</p>

Hiring Practices – Consultation Paper

Determining the Basis for Hiring

Guiding Questions

- How can the current focus on seniority-based hiring be changed so that hiring practices consider impact on student success, quality of teaching, diversity and transparency, while remaining consistent and fair?
- How can hiring practices that are not seniority-based prevent bias from entering into the hiring process?
- Other than seniority, what components would you like to see in hiring practices for teachers?

Feedback:

Applying Hiring Practices Across the System

Guiding Questions

- Can a consistent set of hiring practices work effectively across the province? If yes, why? If no, why not?
- Could there be a parallel set of hiring practices for vice-principals who return to bargaining units?
- What hiring practice criteria can work if applied across the province (e.g. minimum posting requirements)?

Feedback:

Class Size Engagement Guide

In June 2018, Ontario elected a government committed to restoring accountability and trust in Ontario's public institutions and finances.

Ontario's Government for the People has just concluded the largest public consultation on education in the province's history. This comprehensive education consultation had participation from parents, students, educators, employers and organizations from across Ontario.

We have also recently concluded this year's consultation on education funding reform. The feedback we received will help us to deliver vital education programs and services efficiently.

At the Ministry of Education we are committed to working together with our education partners to achieve student success. We continue to look to our education partners to provide input on how we can achieve greater efficiencies and accountability throughout the sector and, through this guide, we are seeking your input on kindergarten to grade 12 class sizes in Ontario.

Our Government looks forward to working with all of you.

Sincerely,

The Honourable Lisa Thompson,
Minister of Education

About this Engagement

Class size changes potentially affect students and those working in the education sector. We are committed to discussing class size options, with education stakeholders through an engagement process that allows stakeholders to provide the benefit of their expertise, experience, and ideas. This guide is intended to support stakeholders in understanding the government's objectives and assist in the development of stakeholder submissions.

In order to ensure your feedback is considered, please forward your electronic submission by February 22, 2019 to: EDULABFINANCE@ontario.ca.

If you have questions about this engagement, please send them to: EDULABFINANCE@ontario.ca.

Background on Class Size in Ontario

The Class Size regulation made under the *Education Act* (O. Reg. 132/12) governs class sizes in elementary and secondary panels. The funded class size average, or student to educator ratio, is the key driver of funding for each panel and is designed to support boards in meeting regulated class sizes.

The Pupil Foundation Grant, along with the Teacher Qualifications and Experience allocations, are the foundational allocations within the Grants for Student Needs that support the staffing of classroom teachers and Early Childhood Educators (ECEs). The ministry provides the framework, funding, and flexibility needed to support school boards in meeting class size requirements for all grades across the province, but class organization remains a local school board responsibility.

As educator staffing costs represent approximately 80 per cent of the Grants for Student Needs allocation, the province's current fiscal circumstances require an examination of whether changes to class size would allow school boards to deliver better value for government investment.

Current Class Size Model

PANEL	Summary of Regulatory Requirements (O. Reg. 132/12) ¹
ELEMENTARY	
Kindergarten	<ul style="list-style-type: none">• The maximum board-wide average class size is 26.• All school boards have a class size limit of 29 students.• Up to 10% of kindergarten classes of a board may exceed the class size limit and have up to 32 students under certain conditions².

¹ This provides a general overview of the Regulation only. The regulation contains further details, including definitions of key terms. Stakeholders should consult the text of the regulation.

² If purpose-built accommodation is not available (this exception will sunset after 2021–2022); If a program will be negatively affected (e.g., French immersion); or where compliance will increase kindergarten/Grade 1 combined classes.

PANEL	Summary of Regulatory Requirements (O. Reg. 132/12) ¹
	<ul style="list-style-type: none"> The funded average class size is 25.57.
Grades 1-3	<ul style="list-style-type: none"> At least 90 per cent of primary classes of a board must have 20 or fewer students. All school boards have a class size limit of 23 students. The funded average class size is 19.8.
Grades 4-8	<ul style="list-style-type: none"> Maximum board-wide average class size is 24.5, except for certain boards identified in the class size regulation. The regulation provides for a 5-year transition period, beginning in 2017, at the end of which the maximum board-wide average class size for all board would be 24.5 or lower. The funded average class size is 23.84.
Mixed Grade	<ul style="list-style-type: none"> All mixed-grade classes consisting of primary grade students (includes kindergarten) combined with students from junior-intermediate grades (grades 4 to 8) must have 23 or fewer students.
SECONDARY	
Grades 9-12	<ul style="list-style-type: none"> The maximum board-wide average class size is 22. The funded average class size is 22.0.

Hard Caps and Board-Wide Average Class Sizes

The ministry has heard, in previous education funding engagements that implementing hard caps on class sizes (as currently done in kindergarten and grades 1-3) is expensive and difficult for school boards to manage. It has been suggested that board-wide class size averages offer more flexibility for classroom organization and allows for more efficient use of board funds.

For Consideration:

1. Should the regulation continue to set hard caps on class sizes? Why or why not?
2. If hard caps are to be set out in regulation, what is an appropriate class size limit?
3. If hard caps were removed from regulation, what would be an appropriate mechanism to set effective class sizes?
4. Are board-wide averages appropriate to set effective class sizes? Why or why not?
5. Other than hard caps and board-wide averages, is there a different model for setting effective class size that the ministry should consider?

Kindergarten Classroom

The kindergarten maximum average class size requirement of 26 students on a board-wide basis results in an average child to educator ratio of 13:1. Most kindergarten classes are staffed with two qualified educators – a teacher and an ECE.

Ontario Reg 224/10, under the *Education Act*, contains an exception to this requirement. A board is not required to have an ECE in a kindergarten class if there are fewer than 16 kindergarten students in the class. This exception may be applied to one class per school per stream (i.e., one exception is allowed for English classes and one exception for French immersion classes per school). Boards must hire an ECE for all kindergarten classes if there is another class in the same school and the same track with more than 30 students.

For Consideration:

1. What are the implications of the present 'two educator' model for:
 - a. Student outcomes?
 - b. Educator workload and working conditions?
 - c. Value-for-money?
2. Are there other models the ministry should consider?

Overall Class Size

There is little expert consensus on whether and how educational outcomes are affected by class size. The average class size for OECD countries and partner countries/economies in PISA 2015 ranged from less than 20 students in a classroom (e.g. Belgium and Finland) to 40 students or more (e.g. Vietnam, CABA (Argentina), B-S-J-G (China), and Turkey). The relatively larger classroom sizes in Asian countries and their high average student performance is often cited as an example that high performance is possible in larger classrooms (OECD, 2012 and 2016).

Ontario currently has one of the lowest student to teacher ratios among the provinces in Canada with restrictions on class sizes. Yet, when Ontario is compared to all other provinces regarding international testing, PISA 2015, Ontario is statistically performing as follows:

Mathematics: Lower than British Columbia and Quebec, the same as Alberta and Prince Edward Island and above Nova Scotia, New Brunswick, Manitoba, Newfoundland and Labrador, and Saskatchewan.

Reading: The same as Alberta, British Columbia, Nova Scotia and Quebec, and above Manitoba, New Brunswick, Newfoundland and Labrador, Prince Edward Island and Saskatchewan.

Science: Lower than Alberta, British Columbia and Quebec, the same as Nova Scotia and Prince Edward Island and above Manitoba, New Brunswick, Newfoundland and Labrador, and Saskatchewan.

For Consideration:

1. To ensure quality education, for each panel, what class size would be considered too large or too small? Why?
 - a. kindergarten
 - b. grades 1-3
 - c. grades 4-8
 - d. grades 9-12
2. Do changes to class size, in the range of 1-6 students, affect educator workload and working conditions?
 - a. If so, do these effects have an impact on students' learning outcomes?
 - b. How could such effects be mitigated?
3. Is there any other feedback that you think should be considered that has not been addressed so far?

Conclusion

Ontario has a world-class publicly funded education system but others are quickly catching up. Through these types of engagements, the ministry challenges the status quo and seeks opportunities to do things better for the children in the Province of Ontario.

Thank you for taking the time to read this guide. We look forward to your feedback.

Halton Catholic District School Board
2019-20 Budget Estimates Schedule

Date	Completed	Item	Description of Activity
September 28th	✓	Ministry Memorandum 2018:SB17	District School Board Enrolment Projections for 2019-20 to 2022-23 memorandum issued
November 16th	✓	ADM Memorandum	Ministry invitation for 2019-20 Education Funding feedback
November 23rd	✓	Ministry Memorandum 2018:SB17	District School Board Enrolment Projections for 2019-20 to 2022-23 submitted to the Ministry
January 23rd	✓	Ministry Memorandum 2019:B03	Ministry invitation for Hiring Practices and Class Size Engagement
January 28th	✓	Budget Estimates Schedule & Objectives	Discuss 2019-20 Budget Estimates Schedule & Objectives at Administrative Council
February 4th		Budget Process Memorandum	Distribute the 2019-20 Budget Process Memorandum to Superintendents, Senior Managers, Managers
February 4th		Departmental Budget Reviews	Distribute Budget Input Package to Departments
February 5th		Budget Estimates Schedule & Objectives	Present 2019-20 Budget Estimates Schedule & Objectives and Provincial Consultation to the Board
February 15th		Public Consultation (Online Survey)	Open online survey on 2019-20 Budget Estimates Process
February 15th		Departmental Budget Reviews	Receive Budget Submissions from Departments (by this date)
February 25th		Budget Update	Budget Estimates Update (Administrative Council) / Discussion and Approval of Departmental Submissions
February 25th		SEAC Budget Presentation	Presentation on Budget Process to Special Education Advisory Committee
February 28th		Public Consultation (Online Survey)	Close online survey on 2019-20 Budget Estimates Process
March 1st		Departmental Budget Reviews	Complete Budget Review Meetings with Departments (by this date)
March 8th		Budget Survey	Review and collate results of online budget survey
March 11th		Budget Survey	Review budget survey results at Administrative Council
March 19th		Trustee Budget Working Session #1	2019-20 Budget Estimates: Trustee/Senior Staff Budget Working Session
March 19th		Budget Update	Present the Board of Trustees the results of the Online Survey
March 29th		Salary and Benefits Budget	Salary and FTE staffing "snapshot" from HR/Payroll System (base for 2019-20 Budget)
March 29th		School Budgets	Development of School Budgets Based on Forecasted Enrolment
March 29th		Ministry Memorandum 2019:TBD	Release of the Grants for Student Needs (GSN)
April 1st		Budget Update	Budget Estimates Update (Administrative Council)
April 2nd		Ministry Memorandum 2019:TBD	Board Report - Release of the Grants for Student Needs (GSN)
April 12th		Salary and Benefits Budget	Send FTE staffing reports to Superintendents for review and confirmation
April 19th		Salary and Benefits Budget	Complete Review of Benefits Budget (Financial Services and Human Resources)
April 19th		Salary and Benefits Budget	Receive FTE staffing confirmations (by this date)
April 22nd		Salary and Benefits Budget	Discuss Salary and Benefits Budget at Administrative Council
April 26th		Salary and Benefits Budget	Complete Salary and Benefits Budget
April 30th		Trustee Budget Consultation Session #2	2019-20 Budget Estimates: Trustee/Senior Staff Budget Consultation Session
May 3rd		Release of EFIS Forms and Technical Paper	Release of EFIS Forms and Instructions and GSN Technical Paper
May 3rd		Ministry Training Session	Ministry Training on 2019-20 Estimates EFIS changes
May 6th		Budget Update	Budget Estimates Update (Administrative Council)
May 13th		Budget Update	Budget Estimates Update (Administrative Council)
May 21st		Budget Update	Present the Board of Trustees with a Budget Update
May 27th		SEAC Budget Presentation	Present Special Education Funding / Budget Challenges and Priorities - SEAC
June 3rd		Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
June 4th		Budget Estimates Report (Draft)	Present Budget Estimates Draft Report to the Board
June 10th		Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
June 18th		Budget Estimates Report (Final)	Final Budget Estimates Report to the Board for Approval
June 21st		Budget Estimates Report (Final)	Post Final Budget Report on Public Website
June 28th		Ministry Memorandum 2019	Submission of Budget Estimates to the Ministry (EFIS)
June 28th		Budget Estimates Report (Final)	Submission of Budget Estimates to OCSTA (EFIS)

Note 1: Items highlighted "yellow" are to be confirmed in terms of date or title.

Note 2: Items highlighted in "green" are Board meetings.

2019-20 Budget Objectives

In aligning with Halton Catholic District School Board's Strategic Plan of

- **Achieving:** Meeting the needs of all learners,
- **Believing:** Celebrating our Catholic faith and aspiring to be models of Christ,
- **Belonging:** Embracing relationships and sustaining safe, welcoming schools,
- **Foundational Elements:** Optimizing organizational effectiveness, the following are the Budget Objectives for the 2019-20 School Year:

1. ACHIEVING: To allocate resources so that all students have an equitable educational opportunity, while implementing all programs funded by the Ministry of Education.

Resources are allocated on an equitable basis, striving to provide equal opportunity. Funds will be allocated to implement and support programs funded by the Ministry of Education.

2. ACHIEVING: To explore opportunities for efficiencies and re-allocate savings to front-line resources for students.

Staff will present Trustees with options to reduce expenses so that savings can be focused on front-line resources for students.

3. ACHIEVING: To provide funds for professional development opportunities.

Funds are provided for all staff, trustees and the members of the Catholic School Councils.

4. ACHIEVING: To continue the Adult and Continuing Education Programs.

The Adult and Continuing Education programs will continue to be self-sustaining.

5. BELIEVING: To provide programs which instill a stronger sense of belonging and higher levels of spiritual engagement for all our students and staff.

These programs include activities to promote the Home, School, Parish connections in our school communities, as well as a faith formation focus on staff, students and community through the Catholic Learning Environment and the Catholic Curriculum. These programs also include support for Faith formation, Religious Education Courses, Focus on Faith Initiatives, Chaplaincy services, student centered experiences, and Christ-centered staff development.

6. BELIEVING: To continue the development of partnerships and cost-sharing initiatives where these are consistent with our Catholic mandate and where such partnerships can be shown to make meaningful and cost-effective contributions towards our mission.

This will be done in collaboration with other Boards, Municipalities and other agencies.

7. BELONGING: To provide a safe environment for all students and staff.

Initiatives include building renewal, school condition improvements and health & safety projects.

8. BELONGING: To continue to emphasize the involvement of the school community.

The Board will continue to encourage dialogue with its Catholic School Councils.

9. BELONGING: To provide a range of placements for Special Education Students as required by the Ministry of Education.

The Board will continue to review placement options for identified students and to provide those that are most suited to the needs of those students in accordance with legislative guidelines.

10. FOUNDATIONAL ELEMENTS: *To align the budget with the Board's Vision Statement and Strategic Priorities.*

Funds are aligned with strategies and programs that will increase the sense of Achieving, Believing, Belonging for all of our students and staff, in accordance with the Board's strategic plan.

11. FOUNDATIONAL ELEMENTS: *To maintain a Board Working Funds Reserve while achieving a balanced budget.*

The Board continue to maintain a Working Funds Reserve while developing a balance budget.

12. FOUNDATIONAL ELEMENTS: *To implement changes in employee compensation as approved by the Board.*

Appropriate adjustments are provided in accordance with legislation and collective agreements.

13. FOUNDATIONAL ELEMENTS: *To implement all capital projects approved by the Board.*

Staff will review the long term capital plan for all capital projects.

14. FOUNDATIONAL ELEMENTS: *To conform to budget restrictions in accordance with the Education Act and Regulations.*

This will include providing a balanced budget and ensuring that the enveloping provisions related to Special Education, Learning Opportunities, Pupil Accommodation, Indigenous Education and Governance and Administration, are complied with.

15. FOUNDATIONAL ELEMENTS: *To develop and maintain accountability frameworks as required by the Ministry of Education.*

This will be done in cooperation with the Ministry of Education to ensure that the Board meets or exceeds the requirements.

STRATEGIC PLAN 2016-2021



Achieving: Meeting the needs of all learners



01 Educational experiences and opportunities are differentiated to support all learners.

02 Teachers and learners are collaborating in innovative school and classroom communities that encourage student engagement, learning and achievement.

03 We hold high expectations for all learners.

Believing: Celebrating our Catholic faith & aspiring to be models of Christ



01 All learners experience a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations.

02 Our schools foster the relationship between home and parish.

03 Staff and students are discerning believers, formed in the Catholic faith community, who model Christ in their actions.

Belonging: Embracing relationships & sustaining safe, welcoming schools



01 Schools and workplaces are safe and welcoming for all, cultivating a positive sense of belonging and well-being.

02 Relationships with all educational partners are nurtured and supported.

03 Students are service-minded global citizens, engaged and empowered to be leaders in their communities.

Foundational Elements: Optimizing organizational effectiveness



01 Improved access to services and supports for students and schools.

02 Communication is clear, transparent and responsive.

03 Results-based accountability and evidence-informed decision-making are the standard approaches to planning and improvement efforts.

04 Stewardship of resources optimizes human, financial, physical and material assets.

05 Proactive recruitment, talent growth and succession planning are aligned to student and system needs.



Regular Board Meeting

Information Report

Milton #3 Catholic Secondary School Update	Item 10.4
February 5, 2019	

Alignment to Strategic Plan

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

Purpose

To update the Board of Trustees on the status of the planning approval process for the Milton #3 Catholic Secondary School project (the Mazmik Site), and to inform Trustees of the upcoming Public Information Meeting (PIM) to communicate to the wider community of the new school proposal.

The report also serves to update Trustees on strategies being explored by Facility Management Services and Planning Services to accommodate secondary school students in the Town of Milton in wait for the opening of the new school, and upcoming capital priorities funding.

Background Information

- 1) Information Report 10.3, "Milton #3 Catholic Secondary School Business Case Submission" from the November 6, 2018, Regular Meeting of the Board.
- 2) Information Report 10.9, "Planning Services Work Plan for 2018-19" from the October 2, 2018, Regular Meeting of the Board.
- 3) Action Report 8.2, "2018 Long-Term Capital Plan (LTCP)" from the June 5, 2018, Regular Meeting of the Board.

Comments

On September 18, 2018, the Board was successful in acquiring a parcel of raw development lands to accommodate the construction of the Board's third Catholic Secondary School in the Town of Milton. Following the acquisition of the lands, Board staff immediately initiated the works required to prepare the lands to permit a secondary school.

With regards to the Capital funding for the project, staff is still working towards securing the necessary funds to begin construction.

Staff has submitted the Milton #3 Catholic Secondary School project three (3) consecutive times for funding approval in the latest Capital Priorities Grant programs. In all three (3) attempts, the Board has been unsuccessful in receiving the funding.



As discussed at the November 6, 2018, report to Board, there are no indications as to when the next round of capital funding priorities would be circulated by the Ministry. As a result, staff informed Trustees that they would submit an urgent Business Case for this project to the Ministry.

On December 13, 2018, staff submitted an Urgent Capital Priority Submission to the Ministry of Education in hopes that the submission will accelerate the process of receiving the necessary funding approvals to begin construction, and therefore open the school in time for September 2021, as well as provide an update to the Ministry of the urgent need.

Once the new program is announced, staff will return to Trustees to approve the priority ranking of projects. Staff will be recommending this project as their first priority.

MILTON #3 - DEVELOPMENT APPLICATION SUBMISSION & PUBLIC INFORMATION MEETING

On December 20, 2018, the Board submitted an application to the Town of Milton for a Draft Plan of Subdivision, a Local Official Plan Amendment, and Zoning By-law Amendment. The purpose of the applications is to permit the development of a secondary school, which is presently not permitted under the current Official Plan designation and Zoning By-law, and to sever the lands to create a school block (see Appendix A).

On January 11, 2018, the Board was notified by the Town of Milton that the submission had received “complete application” status, initiating the approvals process and timeline (see Appendix B).

As part of the application, the Town of Milton requested that the Board submit a Public Engagement Strategy. As part of the strategy, the Town recommends that the applicant host a Public Information Meeting (PIM) prior to the Town’s statutory Public Meeting. The PIM is intended to allow the public to engage with the applicant, and ask questions in an informal setting.

As such, the summary of actions to be completed by staff as part of its public engagement strategy is as follows:

- 1) Host a Public Information Meeting (PIM) at Jean Vanier Catholic Secondary School on February 13th, 2019, to discuss the application with invitees.
- 2) Inform the Town of Milton constituency of the development application, and the upcoming PIM meeting through the following channels:
 - a. Mail out to Town of Milton residents that live within 200 metres of the subject property. This is a Town standard requirement (see Appendix C);
 - b. Email parents of students presently attending Grades 6 to 10 in Milton (see Appendix D);
 - c. Notification to Trustees of PIM (see Appendix E);
 - d. Board and School website updates ([School Planning Website](#));
 - e. Press release; and
 - f. Social Media Posts.
- 3) Signage posted on site (as per Town requirements)

Also note that as per the Town requirements discussed in Appendix B, there will be similar forms of communications sent to their constituency, such as: local newspaper advertisements; mail outs; Town website (<https://www.milton.ca/en/Build/DMBowes.asp#HCDSB>); and signage.



At the PIM, the Board's consultant will provide a brief presentation of the subject applications, followed by an informal town hall format to allow members of the public to ask questions regarding the application.

Board staff will also be present to discuss any details pertaining to the school opening and timelines, however, the intent of the meeting is primarily to discuss the applications before the Town of Milton.

Discussions pertaining to the capital priorities funding, future boundary reviews, and temporary accommodation strategies will be deferred to a later time when more information is available.

We invite Board Trustees to attend the Public Information Meeting on February 13, 2019, at Jean Vanier Catholic Secondary School to be briefed on the application, and to discuss this with those in attendance.

Conclusion

Staff continues to advance the process of preparing the Milton #3 Catholic Secondary School site for the construction of a new secondary school.

As part of staff's public engagement strategy and Town of Milton approval process, staff have organised a Public Information Meeting to inform the public of the development application presently before the Town of Milton. The meeting is taking place on February 13, 2019, at Jean Vanier Catholic Secondary School.

Staff continues to review temporary accommodation strategies for the Milton secondary panel in wait for the funding and construction of the Milton #3 Catholic Secondary School. Staff will keep Trustees apprised of any developments on the above matters.

Report Prepared by:

F. Thibeault
Senior Manager, Planning Services

Report Submitted by:

R. Negoï
Superintendent of Business Services and Treasurer of the Board

R. Merrick
Superintendent of Facility Services

Report Approved by:

P. Daly
Director of Education and Secretary of the Board




MILTON

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

Phone 905-878-7252
www.milton.ca

January 11, 2019

Mr. Jeff Kenney
Strategy 4 Inc.
2620 Bristol Circle, Suite 100
Oakville ON L6H 6Z7

Dear Sir:

Re: COMPLETE APPLICATION

Application for a Draft Plan of Subdivision, Official Plan and Zoning Amendments

Owner: *Halton Catholic District School Board*

Location: CON 4 NS PT LOT 8 RP 20R10164 Town of Milton

Files: 24T-18002/M, Z-08/18 & LOPA-06/18

The purpose of this letter is to acknowledge receipt of the above noted application on December 20, 2018 and to confirm that the application was deemed "complete" under the *Planning Act* on January 11, 2019. As a result, the Planning and Development Department has begun processing and circulating the application. Please note that it may be determined through the processing of this application that additional documentation is required. Staff will notify you if and when supplementary information is necessary. The file number noted above has been assigned to this application and should be quoted in all related correspondence. A receipt acknowledging payment of your application fee in the amount of \$98,049.26 is enclosed for your records. The balance of the fees has been forwarded to the Region of Halton and Conservation Halton in conjunction with the circulation of the application package.

In May 2018, Council Staff Report ES-007-18 was presented to Council. Through the tabling of this Report, Council directed staff to enhance public notification for all development applications with the following updates being approved through Official Plan Amendment No. 52 in September 2018:

- All applications will receive a public notice advertisement placed in the local newspaper a minimum of twenty (20) days prior to the public meeting;
- Notice by direct mail to property owners within a 200 metre circulation of a development application in the urban area, and 300 metres in the rural area;
- All public notices will appear on a dedicated landing page on the Town's website, as well as the online event calendar and the myMILTON mobile app.; and
- Development notice signage will be placed on the subject property for all development applications, in accordance with the Planning Act.

Subsequently, the Town's User Fee By-law was amended to include an advertising administration fee of \$467.69 plus HST. Please forward a cheque in the amount of \$528.49 payable to the Town of Milton as soon as possible. The cost of the actual ad will be invoiced to the property owner directly from our Finance Department once the advertisement has been published in the Milton Canadian Champion.

Under the requirements of the Planning Act, the applicant is required to post signs along the frontages of the subject property to provide notification of the application to the public. The signs must be posted on site as soon as possible. Upon installation of the sign, please forward a digital image confirming the placement of the sign to debbie.johnson@milton.ca.

Listed below is the site-specific details you are required to put on the signage:

Signs Details

A change has been proposed for this site.

A development application has been submitted to amend the Official Plan and Zoning By-law to allow a secondary school on a portion of these lands. The balance of the property will be developed in the future

Proposal Summary:

Massing Model/Map: Required by Applicant (2D/3D concept drawing showing street names in colour)

Size: 12.14ha lot

Use: Institutional (Secondary) School

Parking: 225 spaces

Site Address Louis St. Laurent Avenue

Applicant: Halton Catholic District School Board

Application File: 24T-18002/M, Z-08/18, LOPA-06/18

Agent: Strategy 4 Inc.

Phone: 905-829-2544

Online: www.milton.ca/en/Build/DM.asp

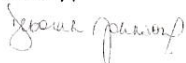
Public Meeting: A meeting has not been scheduled.
Details will be posted here and online
as they become available.

Please send a pdf version of the signage before having it installed for approval. Should you have any questions or concerns, please feel free to contact me directly.

The required public meeting regarding your application will be scheduled to be held by Town Council after the public information centre. You will be provided with the occupants addressing once the advertising fee has been submitted. You will be notified of the meeting details as part of the public notification process. We will also advise you if any problems or concerns arise during the course of processing this development application.

Please direct any inquiries regarding these applications to Mollie Kuchma, Planner at 905-878-7252, ext. 2312 or vial email at mollie.kuchma@milton.ca.

Sincerely,



Deborah Johnson
Planning Administrator - Development Review

Encls.

Notice of Public Information Meeting

Draft Plan of Subdivision, Official Plan Amendment & Zoning By-Law Amendment

Town File NO: 24T-18002M, Z-08/18 & LOPA-06/18

You are invited to attend a drop in, public information meeting hosted by the Halton Catholic District School Board on:

Wednesday
February 13th, 2019

6:30 – 8:30 PM

Jean Vanier Catholic Secondary School
1145 Bronte Street South, Milton
Cafeteria



The purpose of the Public Information Meeting is to provide an informal opportunity for members of the public to obtain information about the planning applications filed by the Halton Catholic District School Board. Members of the HCDSB's Planning and Facilities Departments, the consulting team and Town staff will be on hand to answer questions. The meeting will be an open house style and no formal presentation will be given.

The purpose of the application is to subdivide the subject site to create a school block for the purpose of a new Catholic Secondary School and amend the current Official Plan Designation and Zoning By-law to permit a secondary school use.

The Town will hold a separate information meeting at Town Hall at a later date. Notice of the statutory public meeting to consider the proposed applications will be sent to you at a later date.

For more information, please contact
Frederick Thibeault, Senior Manager of Planning Services
(905) 632-6300
ThibeaultF@hcdsb.org

Dated: January 21st, 2019

Thibeault, Frederick

To: Gligoric, Juliana
Subject: RE: Email to Milton Parents: Public Information Meeting - Milton #3 Planning Application

Subject: Public Information Meeting: Application for a 3rd Catholic Secondary School in Milton

Dear Parents and Guardians,

You are receiving this email because you have one or more children enrolled in a Halton Catholic school in the Town of Milton.

We are writing to let you know about an upcoming Public Information Meeting we are hosting to share information with Milton community members about the planning applications we have submitted to the Town of Milton for a third Catholic secondary school in Milton.

The planning application process is the first step we must take before we can build a new Catholic secondary school to meet the needs of families in the growing community of Milton.

Public Information Meeting Details

DATE: **Wednesday, February 13, 2019**
TIME: **6:30 – 8:30 PM**
PLACE: **Jean Vanier Catholic Secondary School (Cafeteria)**
 1145 Bronte Street South, Milton

This information session will be held in open house format, with a brief presentation, followed by opportunities to ask questions of staff.

PLEASE NOTE: **We will not be discussing future boundary options** for the new Milton #3 Catholic Secondary School at this meeting. We will look at school boundaries at a later point in time through the Board Boundary Review Process, once we have received all approvals to proceed with the construction of this new school.

Interested in attending? Register here!

All parents and families are welcome to attend. Please take a moment to [register here](#).

Questions?

If you have any questions about this public information meeting, or would like more information, please contact Frederick Thibeault, Senior Manager of Planning Services (ThibeaultF@hcdsb.org).

Thank you for your interest and support as we plan for our future Milton #3 Catholic Secondary School. We hope to see you on February 13th!

Halton Catholic District School Board

Thibeault, Frederick

From: Daly, Patrick
Sent: January 25, 2019 5:40 PM
To: Murphy, Patrick; Duarte, Marvin
Cc: DeRosa, Peter; Thibeault, Frederick; Swinden, Andrea
Subject: FW: NOTICE OF PUBLIC INFORMATION CENTER - HALTON CATHOLIC DISTRICT SCHOOL BOARD
Attachments: PIM - Notification (003).pdf
Categories: CS - Boyne East Secondary (MAZMIK+ALT)

Good afternoon Patrick and Marvin,

At the February 5, 2019, we will share some information with the Board of Trustees about the recent applications made to the Town of Milton for the Milton #3 Catholic Secondary School Site, as well as an upcoming Public Information Meeting.

As a requirement of the Town, we are asked to host a Public Information Meeting as part of this application process. The purpose of the meeting is to inform the public of the Board's planning applications, which seek to subdivide the subject site to create a school block for the purpose of a new Catholic Secondary School and amend the current Official Plan Designation and Zoning By-law to permit a secondary school use.

I am passing along for your information a mailing notice that will be circulated to Milton homes over the next few days. The notice is informing residents about an upcoming Public Information Meeting we are hosting on February 13, 2019. This information has also been posted on the Town of Milton website at:

<https://www.milton.ca/en/Build/DMBowes.asp#HCDSB>

The Public Information Meeting will provide an informal opportunity for members of the public to gather information about the planning applications filed by the Board through an open house format.

As Milton Trustees, you are certainly welcome and encouraged to attend the meeting.

Again, more information will be provided at the February 5th meeting, but I wanted you to have this notice in case you receive any calls from Milton constituents.

Pat



Regular Board Meeting

Information Report

Parent Reaching Out (PRO) Grants for Schools	Item 10.5
February 5, 2019	

Alignment to Strategic Plan

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

Purpose

Strong parent engagement is an important factor and direct link to student achievement. The Ministry of Education provides opportunities for all School Councils to apply for Parent Reaching Out (PRO) Grants each year to enhance and improve Parent Engagement in schools.

Background Information

The Ontario government has offered Parent Councils the opportunity to apply for PRO Grants since 2006. These grants promote parent engagement at the local, regional and provincial levels. The grants are intended to assist parents in finding ways of involving more parents in their own community in supporting student achievement and wellbeing. There are two types of grants:

- One in which only School Councils can apply.
- One in which parent organizations, Parent Involvement Committees, publically funded school boards, non-profit organizations and postsecondary institutions operating in Ontario can apply.

The maximum grant a school project can be awarded is \$1000.

Over the years, School Councils of the Halton Catholic District School Board have been very successful in securing these PRO Grants.

Comments

The 2018-2019 approved PRO Grants have been released by the Parent and Community Engagement Office (PECO) of the Ministry. This year 44 school projects from our Catholic School Councils have been approved for a total of **\$43,550** (*Appendix A*). The projects awarded are varied in topic and based upon school needs. Various topics related to Parent Engagement include Helping Parents Understand and Support Student Mental Health and Well Being, Promoting Resiliency in



Children, Engaging Transitioning Parents, Social Media and Parents and Being Mindfully Active in the 21st Century to name a few.

School Councils will be required to provide a report back to the Ministry confirming expenditure of grant funds as well as results that were achieved to enhance parent engagement. Funds will need to be expended by June 19, 2019.

Conclusion

Attached is a list of the successful School Council Pro Grants for the 2018-2019 school year for the Halton Catholic District School Board.

Report Prepared by: J. Crowell
Superintendent of Education

Report Submitted by: J. Crowell
Superintendent of Education

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

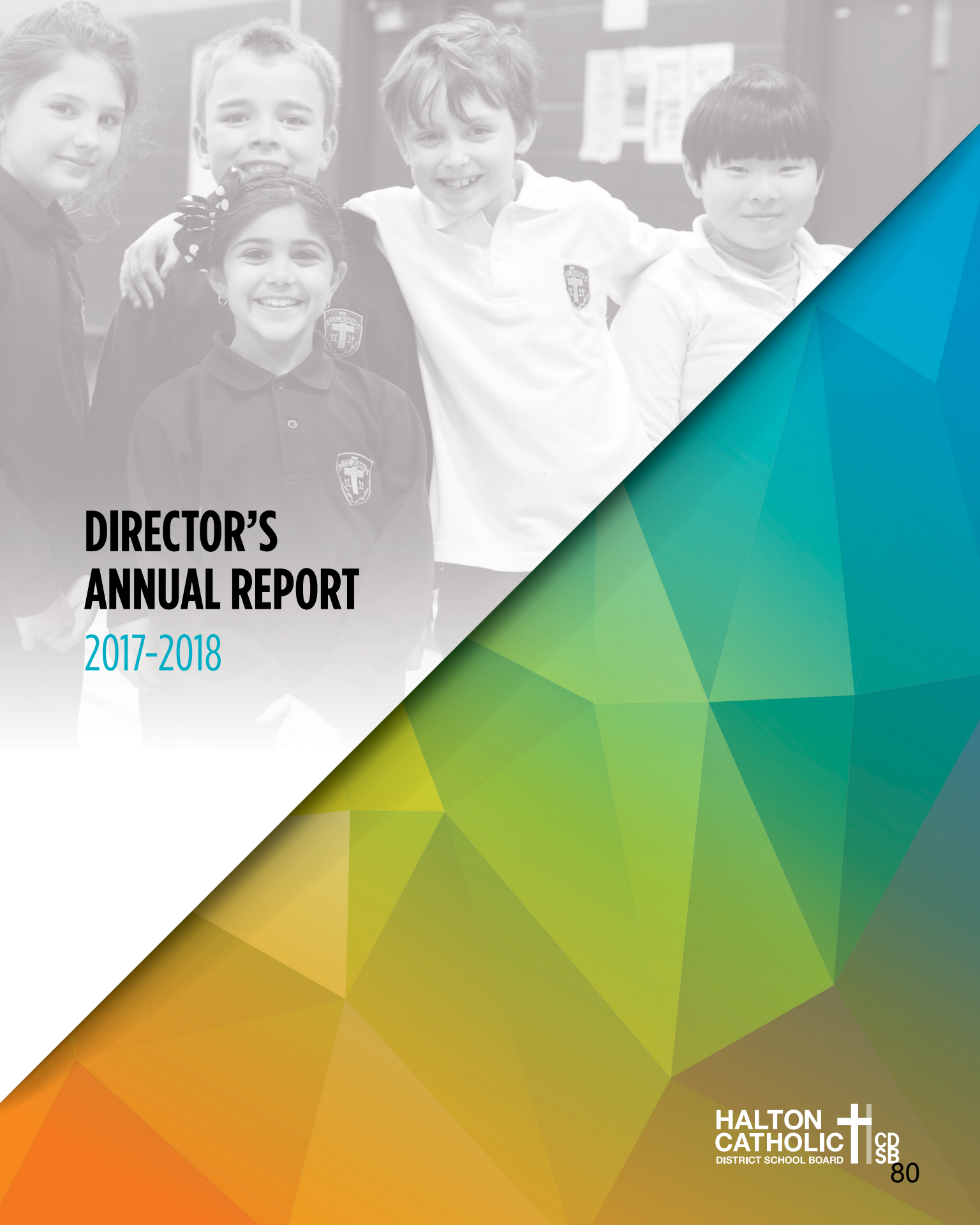
2018-19 Parents Reaching Out (PRO) Grants for School Councils**Halton CDSB**

School Name	Project Title	Amount
Assumption Roman Catholic SS	Parent Support for Student Well-Being	\$ 1,000
Bishop Paul Francis Reding SS	Raising Positive Resilient and Happy Kids	\$ 1,000
Canadian Martyrs S	Moving Together	\$ 1,000
Christ the King Catholic SS	Mental Health Speaker	\$ 1,000
Corpus Christi Catholic SS	Informed Parents Lead to Healthy Children	\$ 1,000
Guardian Angels Catholic E S	An Evening of STEAM	\$ 1,000
Holy Cross Catholic S	Math and Physical Literacy Night	\$ 1,000
Holy Family S	Mental Health and Wellness - Helping Parents Identify Signs of Concern	\$ 1,000
Holy Rosary Sep S	Tools to Overcome Stress and Anxiety	\$ 1,000
Holy Rosary Sep S	Healthy Active Living	\$ 1,000
Holy Trinity Catholic SS	Pathways to the Future: A Post-Secondary Destinations Night	\$ 1,000
Lumen Christi Catholic Elementary School E S	Family Math Night	\$ 1,000
Notre Dame Roman Catholic SS	Meeting the Challenges of Technology	\$ 1,000
Our Lady of Fatima C Elem S	Parent Child Engagement	\$ 1,000
Our Lady of Peace S	Helping Our Kids Embrace Failure - A Key for Mental Wellness	\$ 800
Our Lady of Victory S	Making Connections With Our Ingenious Heritage	\$ 1,000
Queen of Heaven Elementary CS	Educate, Promote and Celebrate a Diverse and Inclusive School Community	\$ 1,000
St Andrew Catholic S	Family Numeracy Night	\$ 1,000
St Bernadette Sep S	Coding for the 21st Century	\$ 1,000
St Brigid S	Promoting Inclusion and Well-Being	\$ 1,000

School Name	Project Title	Amount
St Dominics Sep S	Healthy Living	\$ 1,000
St Francis of Assisi Sep S	Full STEAM Ahead Fair	\$ 1,000
St Gabriel S	Parenting Through the Storm	\$ 1,000
St Joan of Arc Catholic E S	Working Together as a Community	\$ 1,000
St Johns Sep S	Healthy Eating Workshop	\$ 1,000
St Joseph's S	Understanding Behaviour	\$ 1,000
St Luke E S	Healthy Active Family Lifestyle	\$ 1,000
St Marks Sep S	STEAM Night for Parents	\$ 1,000
St Matthew's S	Family Math Games Night	\$ 1,000
St Michaels Sep S	Financial Literacy	\$ 1,000
St Patrick Sep S	Family Fitness Night	\$ 1,000
St Paul S	Healthy Mind and Body	\$ 1,000
St Peters S	Family Wellness Fair	\$ 1,000
St Raphaels Sep S	Family Game Night	\$ 1,000
St Thomas Aquinas Roman Catholic SS	Starts With Me - Mental Health Awareness	\$ 750
St Timothy Sep S	Digital Parents Night	\$ 1,000
St Vincent's CS	Technology and Kids	\$ 1,000
St. Anne Catholic E S	Parent Involvement Workshop	\$ 1,000
St. Anthony of Padua C Elem S	Celebrating Inclusion	\$ 1,000
St. Benedict Elementary CS	Interactive STEM Evening	\$ 1,000
St. Christopher C Elem S	Making the Right Choices	\$ 1,000
St. Gregory the Great (Elem)	An Interactive Family Problem-Solving Night	\$ 1,000
St. Mary C Elem S	Family Math Night	\$ 1,000
St. Teresa of Calcutta E S	Everyday Math Literacy Family Night	\$ 1,000
Total		\$ 43,550

Summary of PRO Grant Topics

PRO Grant Topics	Number of Applications
Health and Wellness	13
Parenting	9
Mathematics/Numeracy	9
Science, Technology and Math/ Digital Citizenship	8
Inclusion	3
Other	2



**DIRECTOR'S
ANNUAL REPORT**
2017-2018

DIRECTOR'S MESSAGE



It is my distinct pleasure to present the Director's Annual Report for the 2017-2018 school year.

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.

This report highlights just a few examples of the great work that took place last year across our system as staff continued to make progress towards the goals established in our current multi-year plan: Focus on Our Students: Strategic Plan 2016-2021 (bit.ly/HCDSB-Strategic-Plan).

The Director's Report to Trustees – Year 2 of Implementation, available online at: <http://bit.ly/Year2Report-StrategicPlan>, provides a comprehensive list of all the initiatives undertaken as we worked towards our strategic plan during the 2017-2018 school year.

The report is structured around the four strategic priorities in our multi-year strategic plan:

- 1. Achieving:** Meeting the needs of all learners
- 2. Believing:** Celebrating our Catholic faith & aspiring to be models of Christ
- 3. Belonging:** Embracing relationships & sustaining safe, welcoming schools
- 4. Foundational Elements:** Optimizing organizational effectiveness

The Director's Annual Report provides a snapshot of some of the great things happening across our school district. The real story of accomplishment, however, is captured daily within the walls of our schools and workplaces through the many individual successes that are celebrated by students, staff, and members of our Catholic learning communities.

Sincerely,

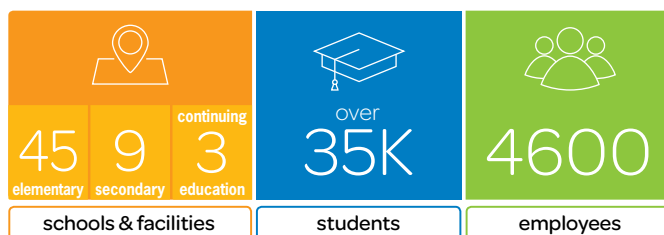
A handwritten signature in black ink, appearing to read 'Pat Daly', written in a cursive style.

Pat Daly
Director of Education

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ABOUT HCDSB



Achieving Believing Belonging

Our Mission

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

Our Vision

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

Our Values

At the Halton Catholic District School Board, we value:

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

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

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

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

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

MULTI-YEAR STRATEGIC PLAN

STRATEGIC PLAN 2016-2021



To view our complete
Strategic Plan, please visit:
bit.ly/HCDSB-Strategic-Plan



View our Strategic Plan Monitoring Reports:

Year 1

bit.ly/Year1Report-StrategicPlan

Year 2

bit.ly/Year2Report-StrategicPlan



Achieving: Meeting the needs of all learners

- 01 Educational experiences and opportunities are differentiated to support all learners.
- 02 Teachers and learners are collaborating in innovative school and classroom communities that encourage student engagement, learning and achievement.
- 03 We hold high expectations for all learners.

Believing: Celebrating our Catholic faith & aspiring to be models of Christ

- 01 All learners experience a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations.
- 02 Our schools foster the relationship between home and parish.
- 03 Staff and students are discerning believers, formed in the Catholic faith community, who model Christ in their actions.

Belonging: Embracing relationships & sustaining safe, welcoming schools

- 01 Schools and workplaces are safe and welcoming for all, cultivating a positive sense of belonging and well-being.
- 02 Relationships with all educational partners are nurtured and supported.
- 03 Students are service-minded global citizens, engaged and empowered to be leaders in their communities.

Foundational Elements: Optimizing organizational effectiveness

- 01 Improved access to services and supports for students and schools.
- 02 Communication is clear, transparent and responsive.
- 03 Results-based accountability and evidence-informed decision-making are the standard approaches to planning and improvement efforts.
- 04 Stewardship of resources optimizes human, financial, physical and material assets.
- 05 Proactive recruitment, talent growth and succession planning are aligned to student and system needs.

Meeting the needs of all learners

At HCDSB, we value excellence in learning and are committed to providing exceptional education by meeting the learning needs of all learners so that they may realize their full God-given potential.

We will prepare all students to be ready for success in their chosen pathway
– apprenticeship, college, university, community living or the workplace.

We know that for today's students, success in their future requires a different set of skills and knowledge than may have been needed in the past.

As we pursue the goal of success for students, our understanding of student achievement must include not only the acquisition of literacy and numeracy skills, but must also ensure the development of critical thinking skills, independent inquiry skills, superior communication skills, and a highly developed capacity for collaborative work if our students are going to be sufficiently adaptable and flexible to adjust to new technologies, emerging opportunities, and challenges yet unknown.

Our Goals Under the Priority of Achieving:

1. Educational experiences and opportunities are differentiated to support all learners.
2. Teachers and learners are collaborating in innovative school and classroom communities that encourage student engagement, learning and achievement.
3. We hold high expectations for all learners.

ADDITIONAL QUALIFICATION COURSES



In 2017, the Halton Catholic District School Board (HCDSB) was accredited by the Ontario College of Teachers (OCT) as a provider of the Religious Education in Catholic Schools: Part I Additional Qualification (AQ) Course.

These courses meet the OCT AQ course requirement of 125 hours. During the Fall, 2017, we began offering Religious Education in Catholic Schools, Part I to permanent or occasional teachers employed by HCDSB.

During the 2017-2018 school year, 39 HCDSB permanent and occasional teachers successfully completed the Religious Education in Catholic Schools, Part I AQ course. An additional 100 HCDSB teachers successfully completed a Religious Education AQ course offered by other educational institutions.

*NOTE: In 2018, HCDSB was accredited by the OCT as a provider of the Religious Education in Catholic Schools: Part II AQ Course. Currently both Part I and Part II Religious Education AQ Courses are offered annually in the Fall, Winter and Spring sessions.

ONGOING PROFESSIONAL LEARNING IN SCHOOLS

During the 2017-2018 school year, Curriculum Itinerants and Consultants supported over 6,000 teachers through their work in schools. We held more than 400 learning sessions, facilitating workshops at divisional meetings, staff meetings, “Lunch and Learns”, and “Twilight” sessions.

We know collaboration and professional learning influence instructional practice and have a direct impact on student achievement. As a Catholic learning community committed to our Gospel values, we are committed to providing ongoing professional learning opportunities for staff that will ultimately enhance student learning.



6,000
teachers



400
learning sessions



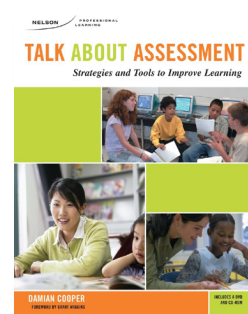
OUR RENEWED MATH STRATEGY

Elementary

During the second year of implementation of the Renewed Math Strategy (RMS), HCDSB continued to focus on delivering responsive instruction that meets the needs of all our learners.

In 2017-18 we provided three system RMS learning sessions for elementary teachers that focused on:

- The development of a school-based 'data literacy story' to better understand our student learning needs
- The instructional use of assessment practices in order to be responsive to the learning needs of students with Damian Cooper
- Knowing how to support students with Learning Disabilities.



A Math Monitoring Research Project was initiated with five schools involving teachers, administrators and marker students with the intentional support of the math consultant, itinerant teachers and Student Achievement Officer (Ministry of Education). A 6-week learning cycle was implemented to monitor the learning of marker students in grades 4, 5, 6, focusing on multiplicative thinking. Professional learning and monitoring sessions helped to determine the impact of administrator leadership moves, teacher instructional moves, and on-going itinerant and consultant support.

Secondary

At the secondary school level, RMS began to focus on John Hattie's teaching strategies and is centred around the question: How will changing our practice as teachers impact the applied level learner?

Secondary school teachers collaborate in Professional Learning Communities (PLCs) with a focus on Hattie's strategies and how to embed these strategies in their daily practice.

JOHN HATTIE'S TOP 10 TEACHING STRATEGIES

- | | |
|-------------------------------------|------------------------------------|
| 1. Direct Instruction | 6. Teaching Problem Solving Skills |
| 2. Note Taking & Other Study Skills | 7. Reciprocal Teaching |
| 3. Spaced Practice | 8. Mastery Learning |
| 4. Feedback | 9. Concept Mapping |
| 5. Teaching Metacognitive Skills | 10. Worked Examples |

21ST CENTURY TEACHING AND LEARNING

Digital Learning in Our Catholic Classrooms

At HCDSB, teachers and learners collaborate in innovative school and classroom communities that encourage student engagement, learning and achievement. Teachers incorporate digital resources into their lessons where appropriate, and students use digital resources to demonstrate learning.

The 21st Century Global Competencies are very much aligned with the Ontario Catholic School Graduate Expectations (<http://iceont.ca/resources/ontario-catholic-school-graduate-expectations/>).



Collaborative Inquiry

Robots, 3D printing, flexible seating, Brightspace portfolio, video, environmental sensors, knowledge building software, online documents, and app creation were just some of the tools that were explored by our collaborative inquiry teams to help them build a deeper understanding of how to incorporate global competencies into their teaching practice.

50 educators and over **900** students were involved in these collaborative inquiry projects. The projects delved into questions concerning topics such as perseverance/resilience; self-regulation/self-directed learning; problem-solving; making connections; visible learning; collaboration; student engagement; and inquiry learning. Many groups collaborated across grade levels and divisions, subjects, and across elementary and secondary panels. Teams reported overwhelmingly positive responses in terms of both student and educator learning.



HALTON CATHOLIC ATHLETIC ASSOCIATION (HCAA)

In September, 2017, Halton Catholic school sports teams began to compete in the Halton Catholic Athletic Association (HCAA), a new athletic league that oversees extra-curricular athletic programs and sporting events for our Board.

The HCAA offers a total of 21 sports at the secondary level and 4 sports at the elementary level, giving students the opportunity to compete against other students and schools in their municipalities.

At the secondary level, playing regulations were updated to best fit the needs of our students, which resulted in athletes having the opportunity to now play two sports in one season! Adding to the excitement were regular opportunities for HCDSB schools to compete amongst each other and advance to the post season Golden Horseshoe Athletic Conference (CHAC) and the Ontario Federation of School Athletic Associations (OFSAA) championships. Congratulations to HCAA and our HCDSB student athletes on a fantastic inaugural year!

Learn more: <https://hcaa.ca/>

CROSS COUNTRY

In 2017, we changed the venue for our annual Cross Country Meet from Bronte Provincial Park in Oakville to Kelso Conservation Area in Milton.

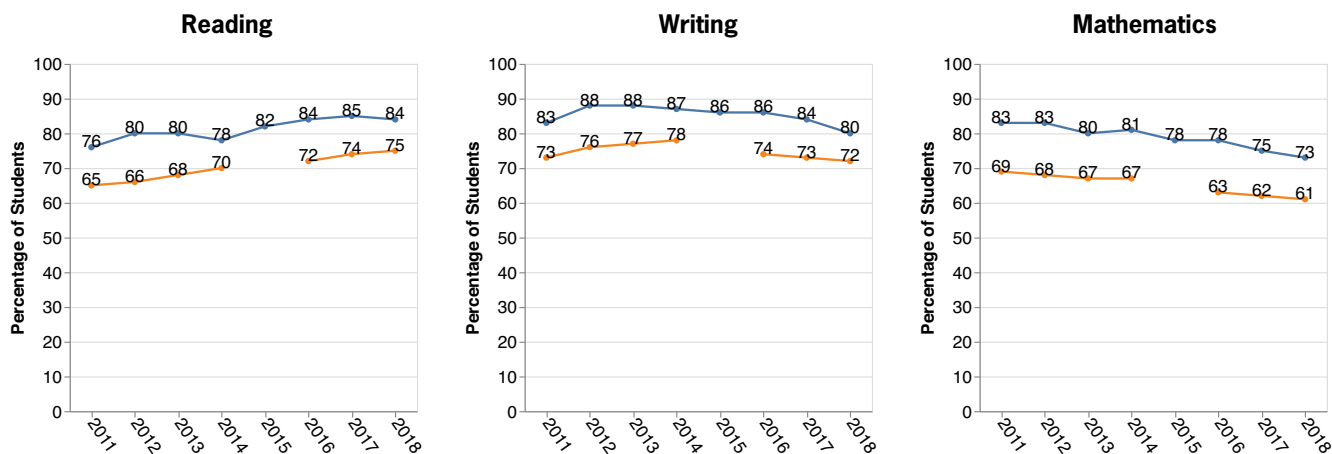
More than 10,000 elementary students had the opportunity to compete against other students and schools within their own municipalities, with the chance to advance to compete against the best athletes from other HCDSB municipalities in the HCAA System Championships.



2017-18 EQAO RESULTS

Primary Division (Grades 1-3)

● HCDSB ● Province

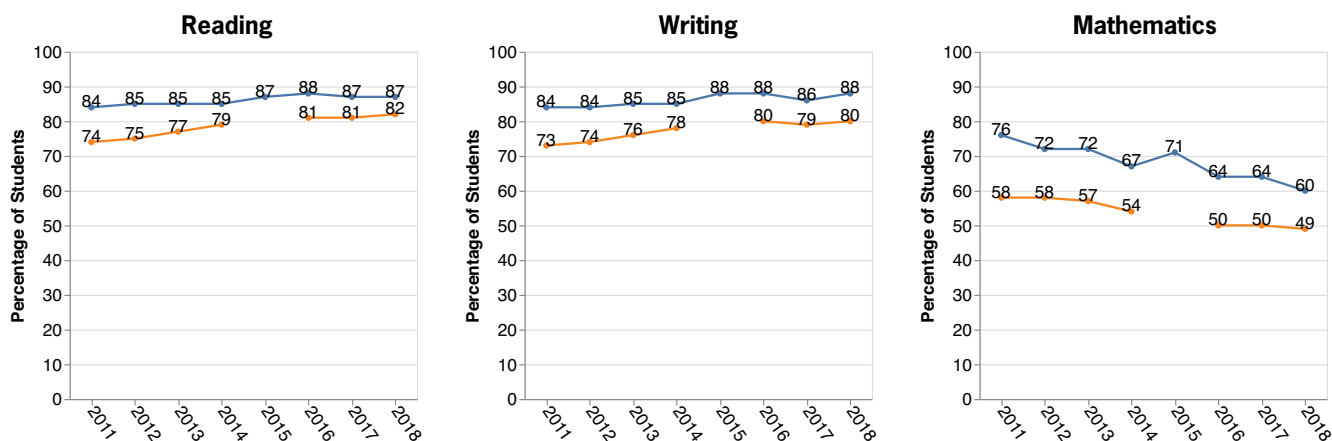


Primary student achievement on the EQAO assessment can be measured through the percentage of Grade 3 students achieving the Provincial Standard (Level 3 or 4) in Reading, Writing, and Mathematics.

- The average percentage of Grade 3 students who were at or above the Provincial Standard in Reading, Writing, and Mathematics on the 2017-18 EQAO assessment was 79%. Grade 3 Assessments indicate that 84% of students in Reading, 80% of students in Writing, and 73% of students in Mathematics met or exceeded the provincial standards.

Junior Division (Grades 4-6)

● HCDSB ● Province

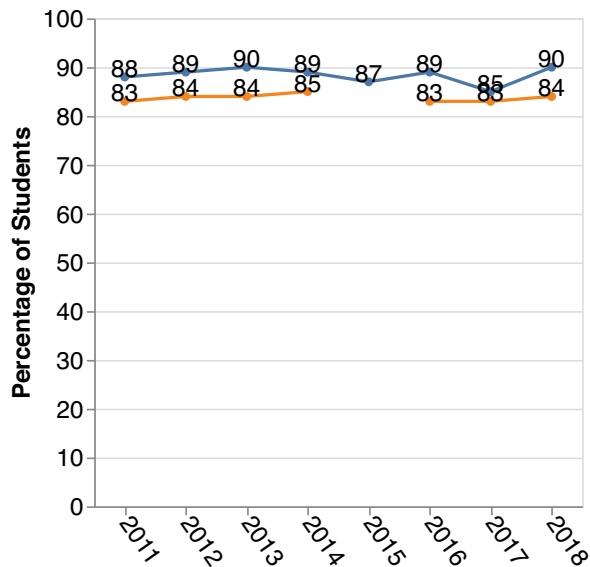


Junior student achievement on the EQAO assessment can be measured through the percentage of students achieving the Provincial Standard (Level 3 or 4) in Reading, Writing, and Mathematics.

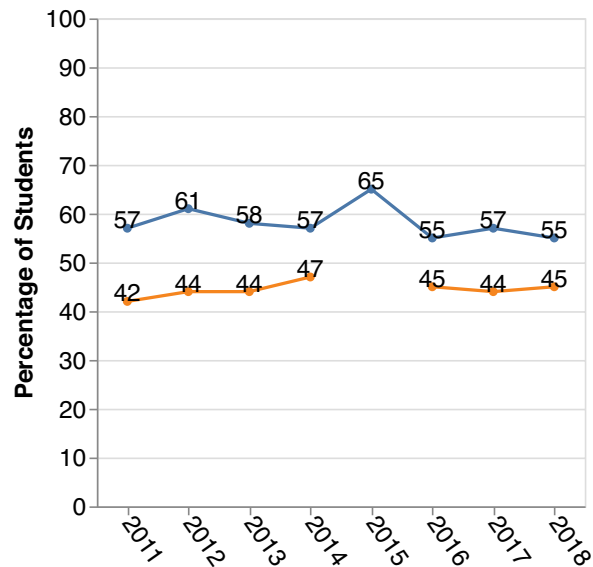
- The average percentage of Grade 6 students who were at or above the Provincial Standard in Reading, Writing, and Mathematics on the 2017-18 EQAO assessment was 78%. Grade 6 Assessments indicate that 87% of students in Reading, 88% of students in Writing, and 60% of students in Mathematics met or exceeded the provincial standards.

Please note that provincial EQAO data for the Primary (Grades 1-3) and Junior (Grades 4-6) Divisions, as well as the Grade 9 Assessment of Academic and Applied Mathematics was not available for the 2014-2015 year.

Grade 9 Assessment of Academic Mathematics



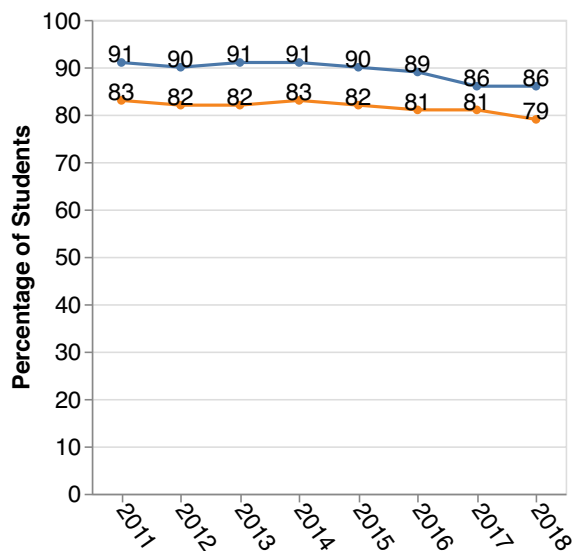
Grade 9 Assessment of Applied Mathematics



Grade 9 student achievement on EQAO for 2017-18 can be measured by the percentage of students achieving the Provincial Standard (Level 3 or 4) in the Grade 9 Academic and Applied Mathematics assessments.

- 90% of Grade 9 students enrolled in Academic Math at HCDSB were at or above the Provincial Standard in the Grade 9 Assessment of Mathematics.
- 55% of Grade 9 students enrolled in Applied Math at HCDSB were at or above the Provincial Standard in the Grade 9 Assessment of Mathematics.

OSSLT: Percentage of Fully-Participating, Successful, and First-Time Eligible Students



- OSSLT results indicate that 86% of the Board's fully participating, and first-time eligible secondary students who wrote the test successfully completed the assessment.
- OSSLT was conducted in the Spring of 2018 by the Education Quality and Accountability Office (EQAO) and is based on the expectations for reading and writing across all core subjects in the Ontario Curriculum, up to the end of Grade 9.

STUDENT EXCELLENCE AT HCDSB

On Monday, April 30, 2018, the Halton Catholic District School Board held its 30th Annual Student Awards of Excellence Ceremony at Corpus Christi Catholic Secondary School in Burlington.

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

The Spirit of Inclusion Award was created by the Special Education Advisory Committee (SEAC). It is presented each year to one elementary student and one secondary student who has demonstrated a commitment to school activities and are actively involved in their school community, making their peers feel valued and respected.



Megan Divecha
Assumption C.S.S.



Paige Cranstone
Ascension C.E.S.



Payton Biliato
Holy Rosary (B) C.E.S.



Sean Reynolds
St. John (B) C.E.S.



Leona Baltazar
St. Patrick C.E.S.



Abby Starr
St. Paul C.E.S.



Jacob Hall
St. Raphael C.E.S.



Justin Dainton
Corpus Christi C.S.S.



Emily Dephoure
Sacred Heart of Jesus C.E.S.



Andrea Rodin
St. Anne C.E.S.



Lily Adkins-White
St. Elizabeth Seton C.E.S.



Juliana Rasile
St. Christopher C.E.S.



Sarah Kerrigan
Notre Dame C.S.S.



Jaime Truong
Canadian Martyrs C.E.S.



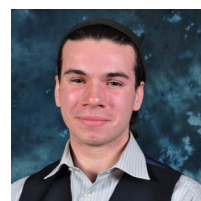
Madisson Fonseca
St. Gabriel C.E.S.



Rachel Heaney
St. Mark C.E.S.



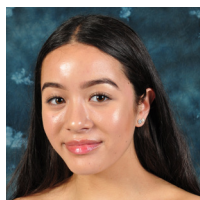
Kyra Giancaterino
St. Timothy C.E.S.



Nathan Hayhurst
Thomas Merton C.C.E.



Benjamin C. Sabourin
Christ the King C.S.S.



Meaghan DeVera
Holy Cross C.E.S.



Rosalba Sgambelluri
St. Brigid C.E.S.



Sarah Colavecchia
St. Catherine of Alexandria C.E.S.



Grace Dale
St. Francis of Assisi C.E.S.



Abigail Scott
St. Joseph Acton C.E.S.



Matthew Torres
Holy Rosary (M) C.E.S.



Laura Fox
Our Lady of Victory C.E.S.



Farah Istefan
St. Anthony of Padua C.E.S.



Gabriel Murray
St. Peter C.E.S.



Nicholas Cabral
Jean Vanier C.S.S.



Hannah Mazzei
Guardian Angels C.E.S.



Emily Schmandra
Lumen Christi C.E.S.



Matthew Folia
Our Lady of Fatima C.E.S.



Hailey Diamantopoulos
Queen of Heaven C.E.S.



Irmtraud Bwanga
St. Benedict C.E.S.



Inis Muhametaj
Holy Trinity C.S.S.



Stefania Curitti
Holy Family C.E.S.



Andrew Palucci
Our Lady of Peace C.E.S.



Lara Dawood
St. Andrew C.E.S.



Reese Bolland
St. John (O) C.E.S.



Claire Gamble
St. Marguerite d'Youville C.E.S.



Kierstyn O'Sullivan
St. Michael C.E.S.



Deanna Ciaccia
St. Teresa of Calcutta C.E.S.



Julia Halwa
St. Bernadette C.E.S.



Brianna Campbell
St. Gregory the Great C.E.S.



John Hoang
St. Joan of Arc C.E.S.



Noah Nishizaki
St. John Paul II C.E.S.



Julia Meze
St. Mary C.E.S.



Michael Ivancic
St. Matthew C.E.S.



Henry Mann
St. Thomas Aquinas C.S.S.



Adriana Baric
St. Dominic C.E.S.



Alicia Dos Santos
St. James C.E.S.



Katelyn Aldridge
St. Joseph (O) C.E.S.



Bianca Bansa
St. Luke C.E.S.



Claire Maloney
St. Vincent C.E.S.

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



Teagan Duplantis
Our Lady of Victory C.E.S.



Serena Bando
Bishop P. F. Reding
C.S.S.

Photos not available for the following recipients of the Student Award of Excellence

Hanbyoul Agatha Park, Bishop P. F. Reding C.S.S.
Lucia Di Censo, St. Ignatius of Loyola C.S.S.



LET'S TALK ABOUT PATHWAYS!

At HCDSB, we are committed to preparing all students for success and supporting the needs of 21st Century learners in their chosen pathway – apprenticeship, college, university, community living or the workplace.

During the 2017-2018 school year, our Student Success and Pathways team developed a series of online recorded presentations to support students and their parents as they made decisions to support their educational journey and career pathway.

In the recorded presentations, elementary students were introduced to Pathways as a main pillar of student success, and were presented with the programs offered in our schools: Specialist High Skills Major (SHSM), Ontario Youth Apprenticeship Program (OYAP), Dual Credits, and various specialty programs.

Secondary students and those selecting their courses for grade 11 were encouraged to explore the online tool: *myBlueprint* to engage in the process of setting goals, recording their activities and planning their future. The recorded presentations were available on the Board's YouTube channel, shared on social media and sent directly through email to HCDSB parents.

Learn more: <https://studentsuccess.hcdsb.org/>



FULL S.T.E.A.M. AHEAD FOR NOTRE DAME!

In October 2017, a group of teachers at Notre Dame Catholic Secondary School came together to begin a S.T.E.A.M. Club. Inspired by the success of the S.T.E.M. Club in place since 2009 at Bishop Reding Catholic Secondary School, the initiative was introduced at Notre Dame with the goal to increase cross-curricular connections and engage students in the areas of science, technology, engineering, arts and mathematics.

There was an overwhelming response from the student body and within a matter of weeks, Notre Dame was running a club with over 70 students and 8 teachers!

In February 2018, the club assisted a pilot project with the St. Mark Catholic Elementary School parent council running a S.T.E.A.M. night for grades 1-8 students. Student teams organized 10 S.T.E.A.M. related activities for elementary students, ranging from computer coding to making lava lamps.

There were over 100 attendees, and the momentum continued just a few days later when the club ran a Board-wide S.T.E.A.M. conference for grades 7 and 8 students. Over 70 parents and students attended the event!

The Notre Dame S.T.E.A.M. club continues to focus on group projects such as:

- Renewable energy and the Notre Dame electric car;
- Biotechnology experiments;
- Horticulture and growing sustainable food sources through technology;
- Computer science and coding contests;
- An all-female application development team to compete at the Technovation Challenge.



Celebrating our Catholic faith and aspiring to be models of Christ

At HCDSB, we are committed to being a model learning community, widely recognized as distinctively Catholic.

Our distinctiveness as a Catholic school district is reflected in the curriculum that is delivered through a lens of faith; through the vibrant partnership that exists between school, home and parish; and in the many ways in which our staff and students know, live and express their faith in action.

Our Goals Under the Priority of Believing:

1. All learners experience a Catholic learning environment rooted in Gospel values and the Ontario Catholic School Graduate Expectations.
2. Our schools foster the relationship between home and parish.
3. Staff and students are discerning believers, formed in the Catholic faith community, who model Christ in their actions.



CELEBRATING OUR FAITH IN ACTION AT THE 9TH ANNUAL WALK WITH JESUS

Each year, HCDSB joins school boards across the province of Ontario in celebrating Catholic Education Week. The annual celebration acknowledges our faith and dedication to Catholic education on a province-wide scale. This year's theme was "Renewing the Promise", held from May 7-11, 2018.

On Thursday, May 10, 2018, HCDSB students and staff from each of our schools walked in solidarity at the Mattamy National Cycling Centre (Milton Velodrome) during the 9th Annual Walk With Jesus.

Highlights of the Walk With Jesus (WWJ)

- Outstanding musical performances provided by Jean Vanier secondary students, Lumen Christi's Glee Club, Our Lady of Victory's School of Rock, and Sacred Heart of Jesus' Glee Club.
- Our Halton Catholic community took part in an opening Liturgy led by Father Andrij, followed by a Celebration of the Eucharist, led by Father John Van Hees to acknowledge our Catholic faith as a system.
- Students and staff were able to share their photos and experiences throughout the day on Twitter and join the conversation with the hashtag #HCWWJ.



Elementary and secondary finalists of the 5th annual Keeping Christ in Christmas contest, including from left to right: Tara Hambly, Vice-President, Halton OECTA Elementary Association; Nina March, President, Halton OECTA Elementary Association; and Lorain Beraldo-Turner, Vice-President, Halton OECTA Secondary Association.

KEEPING CHRIST IN CHRISTMAS

In November, 2017, we launched our 5th annual Keeping Christ in Christmas student contest. Halton Catholic elementary and secondary school students were invited to submit work that best described the theme of the contest, and describe in their individual submissions, how we can all do our part to keep Christ in Christmas.

Through their continued partnership and support of the contest, Halton OECTA Elementary Association and the Halton OECTA Secondary Association generously donated the top prizes.

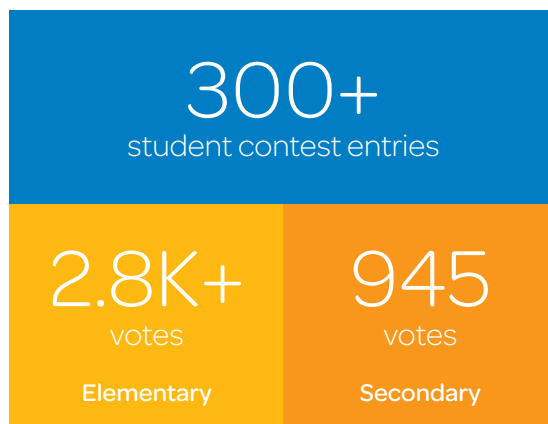




Julia Godden, a Grade 8 finalist of the Keeping Christ in Christmas contest from St. Joseph Catholic Elementary School in Acton.

Quick Facts about the Contest:

- The response of our Halton Catholic school communities was outstanding, with over 300 submissions of traditional artwork, original songs, and short videos.
- New this year ~ a total of four (4) student groups were included in the judging process and were reviewed separately, according to group: Kindergarten – Grade 3 (Primary), Grades 4-6 (Junior), Grades 7-8 (Intermediate), and Grades 9-12 (Secondary).
- All twelve (12) student finalists of the 2017 Keeping Christ in Christmas contest were recognized at the December 19, 2017 Board Meeting. The four (4) top winners across all categories, with the highest number of votes in the elementary and secondary divisions were announced on December 19th, and awarded with the top prizes.



STRENGTHENING THE HOME SCHOOL PARISH CONNECTION AT HCDSB

“...are called not only to create an authentic faith community in the school but also to bring that community into communion with the parish and the wider Church community.”

~ This Moment of Promise



During the 2017-2018 school year, we established a Home School Parish Steering Committee with a mandate to foster the relationship between home, school and parish. The committee includes a Parent Representative, the Vicar of Education, the Dean of Halton, a Parish Minister, a Teacher, a School Administrator, a Superintendent, the Board's Religion Consultant, and the Board's System Chaplaincy Leader.

One of the first activities that the Home School Parish Committee planned was a brainstorming session with various partners in our HCDSB Catholic Education Community. This day of conversation took place in April, 2018, and generated a wide variety of ideas, currently being used to determine a plan of engagement moving forward for each parish and family of school community.

RENEWING THE PROMISE

During the 2017-2018 school year, HCDSB participated in a provincial conversation on Catholic education, organized and facilitated through the Institute for Catholic Education (ICE).

Each of the 29 Catholic school boards in Ontario were invited to send a Board team to the Catholic Education Symposium 2017, which took place November 14-15, 2017.

In preparation for the ICE Symposium, we engaged the members of our HCDSB community to reflect upon the value of Catholic education. The feedback we gathered was shared with the HCDSB team, who then shared it at the provincial symposium.

Following the Catholic Education Symposium, the Association of Catholic Bishops of Ontario (ACBO) released *Renewing the Promise: A Pastoral Letter for Catholic Education*.

Learn more: bit.ly/HCDSB-RenewingThePromise



Road to Emmaus, artwork by Daniel Bonnell.



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



SPORTS EQUIPMENT DRIVE TO SUPPORT INDIGENOUS COMMUNITY IN NORTHERN ONTARIO

Seven schools across the region of Halton participated in an annual **Sports Equipment Drive on November 3rd, 2017, donating sports equipment to an Indigenous community in northern Ontario.**

The drive was organized by Holy Trinity Catholic Secondary School in Oakville, inviting students, staff and families to donate items during the month of October. The sports drive focused on building community and strengthening relationships, which was possible through the hard work and dedication of 7 Halton school communities, along with the Ontario Provincial Police (OPP) and Winch group who spearheaded the event.

The event was a huge success, collecting hundreds of items that were delivered by the OPP to Indigenous communities in northern Ontario. The school communities that participated and donated items included: Holy Trinity Catholic Secondary School, St. Christopher Catholic Elementary School, St. Ignatius of Loyola Catholic Secondary School and St. Thomas Aquinas Catholic Secondary School.

Through the generous donations of students, staff, and families across Halton, an entire OPP trailer was filled with sports equipment donations for Indigenous youth in need.





Embracing relationships and collective responsibility, sustaining safe and welcoming schools

As a Catholic school district, we understand the importance of creating a sense of belonging for all members of our community – students, staff, parents, and community partners.

Students are most successful when they feel they belong, when they feel safe, and when they are fully engaged in authentic and relevant learning experiences.

We know that student achievement improves when parents play an active role in their children's education.

Staff engage with students, with parents, and with each other in a nurturing and caring environment to enhance learning and improve student achievement.

Our Catholic schools are integral to our local communities. Our schools belong, and our students achieve when they benefit from active engagement with community partners, local business, and public institutions.

Our Goals under the Priority of Belonging:

1. Schools and workplaces are safe and welcoming for all, cultivating a positive sense of belonging and well-being.
2. Relationships with all educational partners are nurtured and supported.
3. Students are service-minded global citizens, engaged and empowered to be leaders in their communities.

SCHOOL CLIMATE

At HCDSB, we want our schools to be safe and welcoming places where students and staff can feel comfortable enough to learn and to work.

The School Climate Surveys are conducted every two years to gather information from students, parents and staff, to help us create and sustain safe and welcoming schools.

- From October 5 through November 16, 2017, all grades 4 to 12 students were invited to participate in the School Climate Survey for students.
- We invited parents to participate in the School Climate Survey from April 3 through April 30, 2018.
- The School Climate Survey for staff was available from February 12 through March 9, 2018.

The infographic below depicts responses received through the School Climate Survey for Students:

● Positive sense of belonging in school

Grade 4-6



84.6% of grade 4-6 students have a positive sense of belonging at school

Grade 7-8



79.1% of grade 7-8 students have a positive sense of belonging at school

Grade 9-12



71.58% of grade 9-12 students have a positive sense of belonging at school

● Feel safe at school



68.4% of grade 4-6 students feel safe at school



69.33% of grade 7-8 students feel safe at school



68.75% of grade 9-12 students feel safe at school

View the overall Board results of the 2017 School Climate Student Survey:
bit.ly/2017SchoolClimateStudentSurveyResults



MENTAL HEALTH STRATEGY 2017-2020

HCDSB is committed to the mental health and well-being of all of its students. As a Catholic school system, we value 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. We believe that student engagement, academic success and student mental health and well-being are closely entwined and that positive mental health is a shared responsibility, and therefore our Mental Health Strategy has been developed in consultation with students, parents, staff and our community partners.

Our Mental Health Strategy

- to ensure our schools are safe, engaging, welcoming and inclusive;
- to support our students in a manner which recognizes them as individuals capable of reaching their full potential;
- by providing education for our staff to increase their mental health literacy;
- by providing evidence-based and evidence-informed programming to meet the needs of our students;
- to ensure collaboration with our community partners to assist us in meeting the needs of our students.

For more information about the Halton Catholic District School Board's Mental Health Strategy and initiatives, please visit our website: bit.ly/HCDSB-MentalHealth

BULLYING PREVENTION & SAFE SCHOOLS

HCDSB students once again joined forces during the 2017-2018 school year to raise awareness around bullying through the 'See the Problem, Be the Solution' school challenge (#STPBTS).

A lot of work goes into this student-led initiative, and our HCDSB student leaders are instrumental to the success of this annual project to promote safe, welcoming, and inclusive learning environments for everyone.

Students in grades 4-12 were invited to develop creative posters, songs and videos that convey the theme of respect, and promote healthy relationships, positivity and inclusion in our schools.

On April 5th, 2018, our Halton Catholic community gathered in Jean Vanier Catholic Secondary School's theatre to showcase the finalist submissions and announce the winners in each category.

Gala Highlights

- 37 elementary schools and 7 secondary schools submitted entries.
- New this year ~ students across HCDSB were invited to vote online for their favourite entries during the month of March.
- Guest speaker, Stu Saunders, Founder and Executive Director of Youth Leadership Camps Canada (YLCC) delivered an inspirational message, encouraging students to become their best selves, to chase their dreams, and set positive examples in their school.





ROOTS OF EMPATHY

Fostering Empathy in Kindergarten

During the 2017-2018 school year, we piloted the Roots of Empathy program in 9 Kindergarten classrooms across our school district.

Roots of Empathy is an international, evidence-based classroom program designed to:

- Foster the development of empathy;
- Develop emotional literacy;
- Reduce levels of bullying, aggression and violence, and promote children's pro-social behaviours.

Learn more about the program: <https://rootsofempathy.org/>



Roots of Empathy
Racines de l'empathie

INDIGENOUS EDUCATION



HCDSB Indigenous Education Advisor Receives Canada 150 Sesquicentennial Award!

In 2017, our HCDSB Indigenous Education Advisor, Sherry Saevil, was honoured with a Canada 150 Sesquicentennial Award.

The award was presented to 15 Canadians who positively impact and influence our community.

Sherry is a highly esteemed Indigenous leader both within the Halton Catholic community, and across the province. We are proud to have Sherry on our Halton Catholic team, and are pleased to acknowledge and celebrate the many contributions she makes as an Indigenous Canadian woman, influential educator, and passionate advocate for truth and reconciliation.

WELCOME CENTRE

Settlement and Multicultural Services

Our HCDSB Settlement and Multicultural Team served 1,114 new clients through the Welcome Centre during the 2017-2018 school year.



More than 80 youth sessions were organized and facilitated with over 6,000 youth participants! A number of information sessions were delivered to newcomer parents on a variety of topics, including our Canadian culture, our education system, Ontario’s health care, and the process of becoming a Canadian Citizen.

The Settlement Team also coordinated different cultural activities for Black History Month, Asian Heritage Month, Family Day, Christmas and Easter celebrations.

Our newcomer youth had the opportunity to get more involved in the community, participating in leadership programs, volunteering and cross-cultural learning activities. Our goals are to connect our newcomers to each other and to members of the HCDSB community who are already established, to promote cultural knowledge and integrate all communities into one healthy, vibrant diverse society.





Optimizing organizational effectiveness

A key understanding that emerged through the strategic planning process was a recognition that a number of underlying Foundational Elements serve as the building blocks for organizational effectiveness and efficacy in all areas.

We are committed to creating optimal conditions for success by focussing our efforts on enhancing these elements. By doing so, we facilitate success in each area of priority – Achieving, Believing and Belonging – which will ultimately improve student achievement and well-being.

Our Goals under the Priority of Foundational Elements:

1. Improved access to services and supports for students and schools.
2. Communication is clear, transparent and responsive.
3. Results-based accountability and evidence-informed decision-making are the standard approaches to planning and improvement efforts.
4. Stewardship of resources optimizes human, financial, physical and material assets.
5. Proactive recruitment, talent growth and succession planning are aligned to student and system needs.

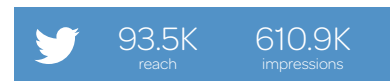
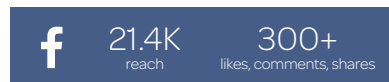


PROACTIVE RECRUITMENT

Our Human Resources Services staff were busy during the 2017-2018 school year!

- Staff recruitment teams attended 15 Recruitment Fairs across Ontario, New Brunswick, Nova Scotia, and Quebec.
- In addition to posting job opportunities on our Board website, on *Apply to Education* and other recruitment platforms, we also started sharing job postings through targeted social media ads.
- We also implemented a continuous recruitment process to keep supply lists replenished for Occasional Teachers, Early Childhood Educators and Educational Assistants to meet our growing system needs.

We had a **47% increase** in hiring during the 2017-2018 school year with **728 new hires**.





MARCH 2018



JUNE 2018



AUGUST 2018

OUR GROWING COMMUNITY - ST. SCHOLASTICA

During the 2017-18 school year, we completed construction of our newest school. St. Scholastica Catholic Elementary School, in Milton, opened its doors to students and staff in September, 2018. The school is located on Whitlock Avenue, east of Bronte Street and south of Louis St. Laurent.



6.94
acres



671
student spaces



LONG TERM CAPITAL PLAN

Following many months of planning and consultation, in June, 2018, the Halton Catholic District School Board approved the 2018 Long-Term Capital Plan.

The Long-Term Capital Plan (LTCP) is a comprehensive planning tool that presents detailed enrolment projections and school utilization for a 15-year period.

The 2018 LTCP, developed in collaboration with our Planning Services and Facility Management Services, will be used to:

1. Identify enrolment pressures and suggest mechanisms for addressing accommodation issues such as:
 - School Boundary Reviews
 - School additions and renovations
 - Pupil Accommodation Reviews
 - Propose new schools
2. Identify potential community planning and facility partnership opportunities.
3. Identify future capital projects and potential future school closure and consolidation projects.

Visit bit.ly/HCDSB-LTCP2018 to view the full 2018 LTCP.

ENERGY CONSERVATION & ENVIRONMENTAL STEWARDSHIP

The Halton Catholic District School Board is committed to environmental stewardship. From the installation of energy boards at our schools, to educating our students about the importance of preserving our planet, we do our part to ensure a safe, sustainable future for generations to come.

Eco-Friendly Schools

During the 2017-2018 school year, 27 schools from the Halton Catholic District School Board received an EcoSchools certification!

Ontario EcoSchools is an environmentally-educative program that aims to help school communities across the province to develop their ecological literacy and environmental practices. The ultimate goal of the program is for school communities to reduce their eco-footprints, and to teach staff, students and parents to become environmentally responsible citizens.

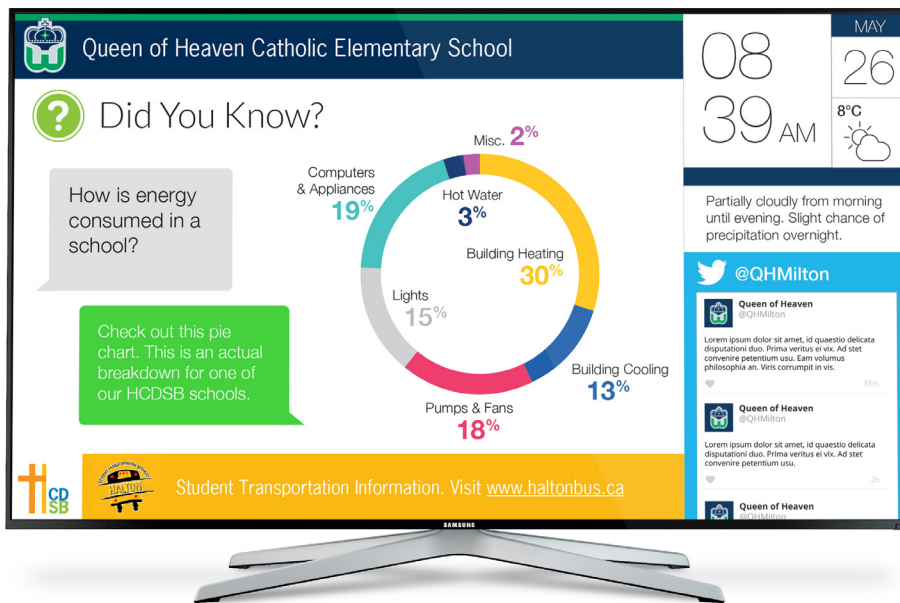
Overall, 3 schools were awarded Bronze certification, 6 schools were awarded Silver certification, 16 schools were awarded Gold certification, and 2 schools were awarded Platinum certification.



Green Station Turned into Mobile Charging Area

In another example of ongoing sustainability initiatives at the HCDSB, the Green Station in the atrium at Jean Vanier Catholic Secondary School was redeveloped into a mobile device charging area. Getting its power from newly installed solar panels on the roof of the school, the charging area contains both USB and wireless docks that will recharge a phone or mobile device. Students have been encouraged to view the energy data that is displayed on the Green Station TV monitor.

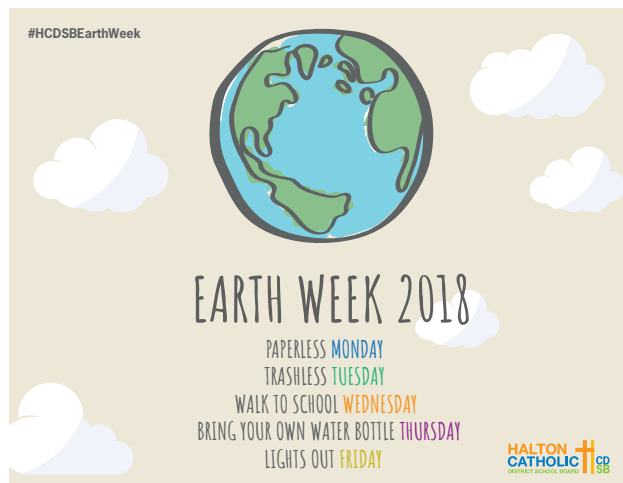
Learn more: <http://bit.ly/HCDSB-EnergyandEnvironment>



Energy Boards

Energy boards have been installed in each of our school and work sites, providing an at-a-glance look at the current energy usage, and featuring updates and tips to encourage energy conservation.

HCDSB Earth Week



Each year, students, staff and families are invited to participate in Earth Week, during the month of April.

Our schools participated in various activities to raise awareness about conserving the environment. Activities include: Paperless Monday, Trashless Tuesday, Walk to School Wednesday, Bring Your Own Water Bottle Thursday, and Lights Out Friday.

Students, staff, parents and members of our broader community participate by joining the conversation on Twitter, using the hashtag: **#HCDSBEarthWeek**.

Visit bit.ly/HCDSB-EarthWeek to view the PDF.

RESEARCH BASED ACCOUNTABILITY

In 2017-18, our Research and Development Services collected and evaluated data on more than **21,000** students across the spectrum of our Achieving, Believing and Belonging strategic priorities.

Specific initiatives include:

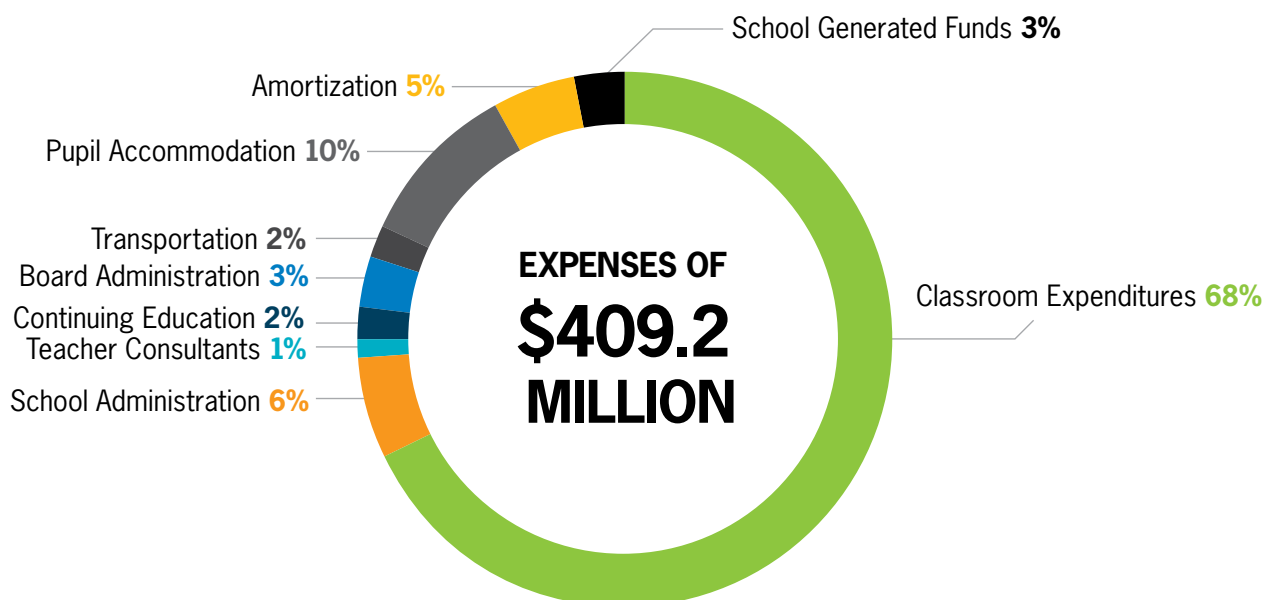
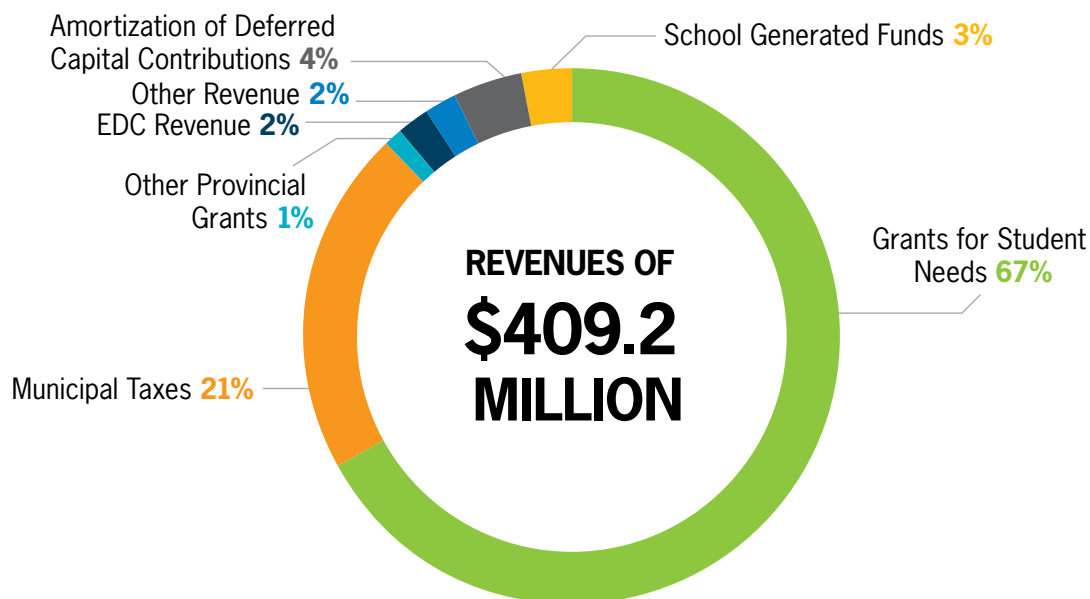


We received a total of **45,000+** survey responses from students, staff, parents, and other HCDSB stakeholders were collected, analyzed, and reported.

We collected **4,873** survey responses from staff, **17,146** responses from parents and **1,747** responses from community stakeholder groups who participated in board or school community consultation surveys.

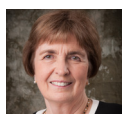
In addition to tracking and evaluating strategic priorities, program evaluation and professional development, our Research team also reviews, evaluates and monitors research projects led by external partners. In 2017-2018, academic partners included the University of Toronto, Western University, and Brock University, and community partners included Our Kids Network and the Ministry of Education through the *Managing Information for Student Achievement (MISA)* initiative.

2017-2018 FINANCIAL INFORMATION



Learn more: <http://bit.ly/HCDsB-Budget>

BOARD OF TRUSTEES 2017-2018



Diane Rabenda
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Arlene Iantomasi
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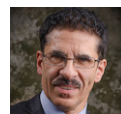
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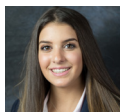
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STUDENT TRUSTEES 2017-2018

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



Christina Atrach
North Halton Student Trustee
Christ the King Catholic Secondary School



Anamaria Barbul
Oakville Student Trustee
Holy Trinity Catholic Secondary School



Ingrid Schwecht
Burlington Student Trustee
Assumption Catholic Secondary School

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Catholic Education Centre

802 Drury Lane, Burlington, Ontario, L7R 2Y2

TEL: 905-632-6300 TOLL-FREE: 1-800-741-8382 FAX: 905-333-4661

EMAIL: comments@hcdsb.org

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MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: November 26, 2018
 Time: 7:00 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

Members Present	B. Agnew (Chair)	H. Karabela
	R. Barreiro	M. Lourenco
	L. Currie	R J. Parisi
	D. Hotopeleanu	R. Quesnel
	A. Iantomasi	D. Rabenda

Staff Present

C. Cipriano, Superintendent of Special Education Services
 W. Reid-Purcell, Special Education Coordinator
 A. Bator, Special Education Consultant
 V. Goodwin- Duncan, Special Education Consultant
 L. Keating, Chief Officer Research and Development

Members Excused

L. Cipparrone
 L. Stephenson

Members Absent

K. Bivand
 C. Parreira
 S. Trites

Recording Secretary J. Crew

1. Call to Order
 The Chair called the meeting to order.

1.1 Opening Prayer
 The meeting opened at 7:02 p.m. with a prayer led by the Chair.

1.2 Approval of Agenda
Moved by: J. Parisi
Seconded by: R. Quesnel
RESOLVED, that the agenda be accepted as received. *CARRIED*

2. Staff Presentation re: Delegation to the Board
 The Chair welcomed L. Keating, Acting Chief Officer Research and Development.
 C. Cipriano explained the purpose of the presentation was to answer concerns that had been raised; speak to gaps in the November 20th 2018 *Gifted Student Survey Results* delegation to the Board; and ensure SEAC's voice is heard moving forward.

C. Cipriano, Superintendent Special Education Services, L. Keating, Chief Officer Research and Development; and W. Reid-Purcell, Special Education Coordinator presented staffs' response. A copy of the presentation is attached.

2.1 Staff Presentation re: Delegation to the Board

Moved by: A. Iantomasi
Seconded by: R. Quesnel

RESOLVED, that the staff presentation re: delegation to the Board be provided 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 the Special Education Advisory Committee.

The Chair called for a vote and the motion *CARRIED*.

A proposed statement regarding an official notice from ABC Ontario was directed, due to the nature of the allegations, to be submitted to the Board as a formal letter from ABC Ontario.

3. Actions to be taken

3.1 Minutes of the November 12, 2018 5:30 pm SEAC Meeting

Moved by: D. Rabenda
Seconded by: D. Hotopoleanu

RESOLVED, that the minutes of the November 12, 2018 SEAC Meeting be approved as presented.

The Chair called for a vote and the motion *CARRIED*.

3.2 Minutes of the November 12, 2018 7:00 pm SEAC Meeting

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

RESOLVED, that the minutes of the November 12, 2018 SEAC Meeting be approved as amended.

The Chair called for a vote and the motion *CARRIED*.

4. Declarations of Conflict of Interest

No conflicts of interest were declared.

5. Business Arising from Previous Meetings

Review of SEAC Soundbytes: samples were distributed of SEAC Soundbytes, a proposed tentative schedule was agreed upon:

December: Students with Special Needs and the Christmas Holidays

January: World Down Syndrome Day (Halton Down Syndrome Association)

February: Mental Health and Special Education

March: Transition Planning

April: What is VOICE?

May: Challenging Behaviour (Autism Ontario)

June: Special Education Guide (J. Parisi to draft)

6. Action and Information Items

6.1 SEAC Discussion Items (B. Agnew)

B. Agnew discussed a request at the November meeting for a SEAC discussion item to be added to the agenda. It was noted that it was unclear if this was a onetime request or a request for a standing item moving forward. M. Lourenco responded that her request was for a standing item.

Members discussed adding 'SEAC Discussion' as a standing agenda item. Discussion included a review of the reasons for previously removing this as a standing item. Members concluded that 'SEAC Discussion' items would be added to agendas, on an as needed basis.

It was determined that SEAC Discussion items to be added to agendas be submitted 10 days prior to the SEAC meeting, in conjunction with Association, Sub-Committee and Communication Reports. Sufficient time will be allocated on agendas accordingly.

6.2 SEAC Webinar Preparation (B. Agnew)

Members agreed to table the webinar preparations for now and provide the new SEAC Committee with the information prepared to date. Members were invited to add any additional information, they felt was relevant, to the PowerPoint presentation that had been sent out after the November meetings.

7. Communications to SEAC

7.1 **Superintendent's Report**

C. Cipriano provide updates on:

ILAUGH Workshop: a Deaf Hard of Hearing teacher and a Speech Language Pathologist attended a workshop on the ILAUGH social thinking intervention model. Staff learned about the skills and concepts an individual must process to have successful social interactions and engage in effective social communication. (Each letter of ILAUGH represents one of the six key areas of the framework.)

FASD Awareness Project: is being piloted at St. Christopher with student ambassadors; activities include learning about different exceptionalities

Highlights from SEA: putting Board Maker activities on student IPADs to replace some physical file folders; using the smart boards for morning routines (calendar, weather) as well as other activities to practice life skills; creating google docs for students who participate in co-op so that they can share reflections with both their parents and teachers; first issue of SEA Breeze Newsletter has been released

York/Osgoode Hall: On Thursday, October 11th, our Special Education Consultants, Coordinator and C. Cipriano attended the annual Osgoode Hall Legal Issues in Special Education

Parent Information Meeting for Students with Special Needs Entering the Kindergarten Program: will be held on Wednesday, February 13, 2019 at St. Benedict CES in Milton

Advertisement inviting additional Special Education Associations to nominate individuals to sit on SEAC: went out in the Metro Land newspapers this past Thursday; the communication also included a request for community members at large to self-nominate

7.2 Trustee Reports

D. Rabenda reported that the new Board of Trustees begins on December 1st, the inauguration will take place on Tuesday December 4th at Jean Vanier Catholic Secondary School.

H. Karabela noted that she put forth the motion for transportation for Gifted; going forward she will be happy to see motions put forward; five out of nine trustees voted in favour of the motion.

A. Iantomasi added that J. Crowell, former Principal St. Catherine of Alexandria CES in Georgetown, has been appointed as Superintendent of Education, School Services.

8. Next Agenda: Meeting Monday, January 28, 2019

The agenda will include SEAC Training and Orientation for the 2014-2018 SEAC Committee.

9. Adjournment

9.1 Resolution re Absentees (Chair)

Moved by: L. Currie*Seconded by:* D. Hotopeleanu*RESOLVED, that L. Cipparrone, L. Stephenson be excused. CARRIED*

9.2 Adjournment and Closing Prayer (Chair)

Moved by: L. Currie*Seconded by:* A. Iantomasi*RESOLVED, that the meeting adjourn. CARRIED*

The meeting adjourned at 8:46 p.m. with a prayer led by the Chair.

The Chair noted that L. Cipparrone passed on heartfelt thanks to SEAC.

B. Agnew expressed her thanks to everyone.

R. Quesnel thanked B. Agnew for her leadership.

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.

