

**REGULAR BOARD MEETING
 AGENDA**

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

	Pages
1. Call to Order	
1.1 Opening Prayer, National Anthem and Oath of Citizenship (D. Herrero)	
1.2 Motions Adopted In-Camera	
1.3 Information Received In-Camera	
2. Approval of the Agenda	
3. Declarations of Conflict of Interest	
4. Presentations	
5. Delegations	
6. Approval of Minutes	
6.1 Minutes of the February 19, 2019 Regular Board Meeting	1 - 4
7. Business Arising from Previous Meetings	
7.1 Summary of Outstanding Items from Previous Meetings	5 - 7
8. Action Items	
8.1 Policy IV-06 School Sites and Facilities (N. Guzzo)	8 - 14
8.2 Policy IV-07 Alternative Arrangements for School Facilities (N. Guzzo)	15 - 18
8.3 Policy IV-08 School Sites and Operating Budget (N. Guzzo)	19 - 23
8.4 Policy V-03 Photography, Advertising and Sales Representatives (N. Guzzo)	24 - 28
8.5 Policy V-09 Public Concerns Complaints Process (N. Guzzo)	29 - 35
9. Staff Reports	
10. Information Items	
10.1 Student Trustees Update (D. Herrero)	

10.2	School Educational Field Trips (C. McGillicuddy)	36 - 40
10.3	Extended French Update (P. Daly)	41 - 62
10.4	Milton #3 Catholic Secondary School Public Information Meeting (F. Thibeault)	63 - 68
11.	Miscellaneous Information	
11.1	Minutes of the January 8, 2019 Policy Committee Meeting	69 - 72
11.2	Minutes of the January 30, 2019 SEAC Meeting	73 - 98
12.	Correspondence	
12.1	M. Lourenco	99 - 106
13.	Open Question Period	
14.	In Camera	
15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer (V. Iantomasi)	

MINUTES OF THE REGULAR BOARD MEETING

Date: February 19, 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 J. O’Hearn-Czarnota
N. Guzzo T. O’Brien
V. Iantomasi

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

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

Also Present: A. Bartucci, Communications Officer, Strategic Communications Services
A. Lofts, Senior Manager, Financial Services
N. March, President, Halton OECTA Elementary
S. Peeksker, Metroland Media
A. Swinden, Manager, Strategic Communications Services
F. Thibeault, Senior Manager, Planning and Assessment Services

Recording Secretary: R. Di Pietro

1. Call to Order

The Chair called the meeting to order.

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

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

1.2 Motions Adopted In-Camera

A motion regarding property was adopted in-camera.

1.3 Information Received In-Camera

The following information was received in-camera:

Summer School Principals – 2019

Marie Murad appointed Elementary Summer School Principal – 2019. Gino DeLuca and Paul Nalli appointed as Secondary Summer School Principals – 2019. Mark Freeman's term as Secondary Summer School Principal renewed for 2019.

Acting Department Head, Religion/Social Science/Humanities

Angela Brayson appointed as Acting Department Head, Religion/Social Science/Humanities at Jean Vanier Catholic Secondary School effective February 4, 2019.

Teacher Hiring

Clarisa Morales and Cody Thurlow hired as probationary teachers effective February 1, 2019. Maddison Medeiros-Furtado and Jessica Naim hired as probationary teachers effective February 4, 2019. Chantel Conway hired as a probationary teacher effective February 11, 2019. Sandra Clark hired as a probationary teacher effective February 12, 2019 and Anita Niksic hired as a probationary teacher effective February 15, 2019.

Resignation

Annamaria Vetrone resigning effective August 31, 2019.

2. Approval of the Agenda**#42/19**

Moved by: M. Duarte

Seconded by: B. Agnew

RESOLVED, that the agenda be approved.

The Chair called for a vote on **#42/19** 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.

6. Approval of Minutes**6.1 Minutes of the February 5, 2019 Regular Board Meeting****#43/19**

Moved by: M. Duarte

Seconded by: H. Karabela

RESOLVED, that the minutes of the February 5, 2019 Regular Board Meeting be approved.

The Chair called for a vote on **#43/19** 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.

Timelines to be determined.

8. Action Items**8.1 Religious Education Resource Selection (A. Prkacin)**

#44/19

Moved by: M. Duarte

Seconded by: J. O'Hearn-Czarnota

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* in the amount of \$247,042.85.

The Chair called for a vote on **#44/19** and it **UNANIMOUSLY CARRIED**.

9. Staff Reports

There were no staff reports.

10. Information Items**10.1 Student Trustees Update (W. Charlebois)**

2018-19 Student Senators who came to observe Board meeting and considering a Student Trustee position were welcomed.

Student Senate has debriefed on See the Problem Be the Solution Bullying Campaign.

The indigenous initiatives continue to be discussed among Student Senate.

Student Trustees will be attending the OSTA AECO Board Council Conference from February 22 – 24, 2019.

Application process for Student Trustee elections is underway.

10.2 School Educational Field Trips (J. Crowell)

School trips were provided as information.

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

A construction update was provided for St. Nicholas Catholic Elementary School.

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

A construction update was provided for St. Mark Catholic Elementary School.

10.5 Construction Report - Assumption Catholic Secondary School (R. Merrick)

A construction update was provided for Assumption Catholic Secondary School.

10.6 Halton Student Transportation Services (HSTS) 2017-18 Annual Report

A summary of the 2017-2018 report was provided.

11. Miscellaneous Information

There was no miscellaneous information.

12. Correspondence

There was no correspondence.

13. Open Question Period

The Chair opened the floor to Student Senate questions in regards to the role of Student Trustee.

14. In Camera

There was no follow-up In-Camera session.

15. Resolution re Absentees

There were no absentees.

16. Adjournment and Closing Prayer (N. Guzzo)

#45/19

Moved by: J. O'Hearn-Czarnota

Seconded by: B. Agnew

RESOLVED, that the meeting adjourn.

The Chair called for a vote on **#45/19** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 8:15 p.m. with a prayer led by Trustee Guzzo.

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	Business Services	To Be Determined
November 20, 2018	Response to Delegation	<i>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.</i>	C. Cipriano	Survey – April 2019
January 15, 2019	Amendment to Resolution #233/18	<p><i>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.</i></p> <p><i>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;</i></p> <p><i>Continued on next page...</i></p>	Senior Staff	Policy Agenda - April 2019

		<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	Information Report - March 5, 2019

OUTSTANDING POLICY ITEMS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS



Policy IV-06 School Sites and Facilities Criteria	Item 8.1
March 5, 2019	

Alignment to Strategic Plan

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

Purpose

To provide for the consideration of the Policy Committee revisions to *Policy IV-06 School Sites and Facilities Criteria* as recommended by staff.

Background Information

Senior staff has reviewed *Policy IV-06 School Sites and Facilities Criteria*, and has identified areas of improvement where further expansion and clarification on certain policy directions could be improved having regard to recent site purchases, emerging trends, and alternative accommodation needs for the Board’s growth areas.

As per the above, staff have undertaken amendments to the policy that have the effect of accomplishing the following improvements and clarifications:

- a) Addition of an **“Applications and Scope”** section, which was absent from previous iterations.
- b) Clarification of related **“References”** to the policy, and clarification of appropriate sections under the Education Act, the Planning Act, and Ontario Regulation 20/98: Education Development Charges.
- c) Minor housekeeping amendments, clarification, and additional details provided within the **“Requirements for School Sites”** section – specifically:
 - a. Expansion of school organization types added to accommodate different local needs, and provides for more options when reviewing development needs. Added combined elementary and secondary panel models.
 - b. More direction on maximum school site sizes for elementary and secondary schools, based on total number of pupil capacity. Sizes taken directly from Table 1 and Table 2 from Ontario Regulation 20/98.
 - c. Clarification of opportunities where reduction in site sizes are appropriate and can be explored.



- d) Housekeeping amendments and expanded list of the **“Site Criteria for School Sites”** section, used when reviewing school sites at the development review stage.
- e) Housekeeping amendments to **“Early Identification of School Sites”** section.
- f) Housekeeping amendments and clarified list of **“Responsibilities of Vendor”** section.

Conclusion

Policy IV-06 School Sites and Facilities Criteria was presented at the Policy Committee Meeting on February 26, 2019, with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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

Resolution#:	<i>Moved by:</i>
	<i>Seconded by:</i>
Resolved , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy IV-06 School Sites and Facilities Criteria</i> be approved as amended.	

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

School Sites and Facilities Criteria	
Adopted: February 28, 1984	Last Reviewed/Revised: March 5, 2019
Next Scheduled Review: 2021-2022	
Associated Policies & Procedures: N/A	

Purpose

It is the policy of the Halton Catholic District School Board to meet the following school site criteria and standards, to the extent possible, when identifying and acquiring new school facilities/sites.

Application and Scope

Both the Planning Services and Facility Management Services departments are responsible to implement this policy. The policy applies to all school site purchases, and identifies the necessary physical attributes and locational criteria to meet future student accommodation needs within the Region of Halton and its communities.

References

[Section 195 and 196 of the Education Act](#)

[Section 51 \(24\) \(j\) of the Planning Act](#)

[Ontario Regulation 20/98: Education Development Charges](#)

Requirements

Requirements for School Sites:

1. The size and shape of school sites must be able to house the desired school facility size for the area and associated outdoor facilities.
2. Schools can be organized in the following grade distributions depending on the sustainable long-term pupil accommodation needs for a community:
 - i. Junior Kindergarten to Grade 8;
 - ii. Grade 9 to Grade 12;

- iii. Junior Kindergarten to Grade 12; and,
 - iv. Grade 7 to Grade 12.
3. The maximum size of an elementary school site should not exceed the site areas in relation to the facility pupil capacity as reflected in Section (5) Table 1 of Ontario Regulation 20/98, which reads:

Table 1: Maximum Elementary School Site Area (Ac)

NUMBER OF PUPILS	MAXIMUM AREA (ACRES)
1 TO 400	4 acres
401 TO 500	5 acres
501 TO 600	6 acres
601 TO 700	7 acres
701 OR MORE	8 acres

4. The maximum size of a secondary school site should not exceed the site areas in relation to the facility pupil capacity as reflected in Section (5) Table 2 of Ontario Regulation 20/98, which reads:

Table 2: Maximum Secondary School Site Area (Ac)

NUMBER OF PUPILS	MAXIMUM AREA (ACRES)
1 TO 1000	12 acres
1001 TO 1100	13 acres
1101 TO 1200	14 acres
1201 TO 1300	15 acres
1301 TO 1400	16 acres
1401 TO 1501	17 acres
1501 OR MORE	18 acres

5. Staff has the discretion to reduce the size of a school site where there are opportunities for shared uses with contiguous lands, such as (but not limited to) parks and other municipal or publicly owned facilities.
6. The shape of the site should be essentially rectangular and configured in such as way so as to allow the full utilization of the site for school buildings and related educational, play, recreational and athletic facilities.

7. In the event a school site is irregular in shape whereby its developability and site efficiency is hindered, the size requirements as identified in Table 1 or Table 2 may be required to increase in order to adequately accommodate a school facility.

Site Criteria for School Sites:

8. The site criteria for school sites shall be as follows:
 - i. The site should be located central to the communities and neighbourhoods it will serve, and have regard to the future catchment area in order to place the school within the shortest walking distance for the majority of students.
 - ii. The site should have access to active transportation routes, corridors, and infrastructure to reduce vehicular dependant modes of transportation.
 - iii. An elementary school site should have a frontage along a collector road to accommodate both the personal and public transportation needs of the school.
 - iv. A secondary school site should have two frontages, along an arterial and collector road to best accommodate both the personal and public transportation needs of the school.
 - v. The site must have adequate frontage such that appropriate traffic designs and vehicular movements can be controlled. In the event that a school site is irregular in shape, the frontage requirements may increase to accommodate traffic circulation needs.
 - a) Elementary schools – 145 metre frontage
 - b) Secondary schools – 220 metre frontage
 - vi. When the Board is to acquire a site from a developer through a municipal development application, the site must have access to Municipal services such as water, sanitary and storm sewer, natural gas and hydro at the lot line to supply the construction of the proposed facility and its intended use.
 - vii. The site should be adjacent or nearby other public facilities in order to achieve a “campus effect” and to provide coordinated services and avoid duplication of services. Public facilities include but are not limited to municipal parks, community centres, libraries, other schools, and arenas.
 - viii. The site is to be a safe distance from physical and environmental hazards of all kinds, on-site, and adjacent to the site so as to ensure student safety.
 - ix. The site must exclude any archaeologically significant lands.
 - x. The site is to be unencumbered by natural features that would have the effect or reducing the developability of the site.
 - xi. The site is to be free from noxious gases and fumes.
 - xii. The site should avoid being adjacent to a high voltage hydropower line right of way or a natural gas station, wherever possible.

- xiii. The site should be easily drained and free from underground water problems and other underground or soil conditions, which would present construction difficulties.

Early Identification of School Sites:

- 9. To ensure the provision of adequate services to pupils, school sites should be identified and secured at an early date in the planning approvals process.
 - i. The number, size requirements, and site characteristics of elementary and secondary school site(s) will be identified when a secondary plan is circulated to the Board.
 - ii. The Board will cooperate with the municipality in an attempt to locate a school site adjacent to municipal parkland, or other services that have synergy with a school use.
 - iii. The precise size, shape and location of the school site(s) will be identified when the Tertiary Plan or Draft Plan of Subdivision is developed and circulated.
 - iv. Title to the school site(s) shall be transferred to the Board by entering into an agreement with the vendor as a condition of Draft Plan Approval of the subdivision.
 - v. The vendor shall supply the Board with all engineering reports and soil tests conducted by the owner in order to ensure that school facility can be constructed. In the event of a dispute, the Board may perform its own studies prior to Draft Plan Approval.

Responsibility of the Vendor:

- 10. The Vendor shall be required to perform the following on behalf of the Board:
 - i. Construct and maintain on the school site a sign of a type approved by the Board advising prospective home purchasers of school accommodation in the neighbourhood. The sign will be placed in a clearly visible location.
 - ii. Ensure that all planning permissions are available to fully permit the construction of school, which includes but is not limited to the Official Plan and Zoning By-law requirements of the in-effect municipal plans and by-laws.
 - iii. Provide an environmental soil test suitable to the Board.
 - iv. Provide archaeological clearances from the Ministry of Tourism Culture and Sport.
 - v. Provide testing of underground water and soil conditions relevant to school construction and provide results.
 - vi. Construct the necessary temporary and permanent fencing as determined by the Board along all boundaries of the schools site(s) where required.
 - vii. Carry out and provide all necessary storm water management studies. The Board must be satisfied that the storm water plans are compatible with school use, and do not impede the development of the site.
 - viii. Grade the site as necessary and establish adequate ground cover for the expected period between acquisition and construction of the school building.

- ix. Unless otherwise permitted by the Board, no fill or other materials shall be stockpiled on the future school site.
- x. Provide all other reports, data or other information available on the site.

Legal Requirements:

- 11. The Board's actions shall conform to the requirements of the Planning Act and the Education Act or as the same may be amended from time to time. If anything within this policy is inconsistent with the Acts or Regulations of the Province of Ontario, the Acts and Regulation shall take precedent.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



<p>Policy IV-07 Alternative Arrangements for School Facilities</p>	<p>Item 8.2</p>
<p>March 5, 2019</p>	

Alignment to Strategic Plan

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

Purpose

To provide for consideration of the Policy Committee the staff recommendation to not make any revisions to *Policy IV-07 Alternative Arrangements for School Facilities* at this time.

Moreover, staff is also advising the Policy Committee that this Policy, which is directly associated to Ontario Regulation 20/98: Education Development Charges (EDC), may require amendments following the Ministry of Education’s review of the EDC legislation.

Background Information

The Staff would like to advise the Policy Committee that as of October 12, 2018, the requirement for this policy framework may no longer be required in the current legislative framework of Ontario Regulation 20/98: Educational Development Charges.

This requirement has since been removed from the regulation following the interim amendments made as of the Province of Ontario’s review of Education Development Charges. As such, it is uncertain which changes may come as part of the final iteration of O. Reg. 20/98.

This said, staff is currently recommending that *Policy IV-07 Alternative Arrangements for School Facilities* remain unchanged; and in effect until the new legislation and more information is released by the Province of Ontario following its review of Educational Development Charges.

Conclusion

Policy IV-07 Alternative Arrangements for School Facilities was presented at the Policy Committee Meeting on February 26, 2019, with a recommendation that it be forwarded to the Board of Trustees for approval.



Recommendation

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

Resolution#:

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy IV-07 Alternative Arrangements for School Facilities* be approved as reviewed.

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Alternative Arrangements for School Facilities	
Adopted: May 18, 1999	Last Reviewed/Revised: March 3, 2019
Next Scheduled Review: 2021-2022	
Associated Policies & Procedures: N/A	

Purpose

To set out the Halton Catholic District School Board's intention to consider possible alternate arrangements for the accommodation of elementary and secondary school pupils to the conventional process under which a school site is acquired and a stand-alone school is built on it.

Application and Scope

This policy applies to all new elementary and secondary schools being contemplated by the Board.

Principles

- A number of legislative provisions encourage school boards to consider alternative arrangements for the accommodation of students and the Board has determined that these possibilities should be explored.
- The Board recognizes that alternative arrangements can provide an opportunity to improve service delivery and peak enrolment capacity, reduce duplication of public facilities, maximize the effective use of available dollars, and reduce site size requirements. These may include a variety of acquisition strategies such as forward buying, options, purchases, lease buy-back, sites exchanges and joint venture partnerships.
- The Board shall retain sufficient governance authority over the facility to ensure that it is able to deliver the appropriate educational program to its pupils and to ensure that its identity, ambiance and integrity are preserved. All arrangements must be consistent with the Mission and set of Governing Values of the Board.
- The Board must be responsive to the needs of the system as perceived by the extended educational community.
- Prior to approving any new school accommodation, the Board will ensure that it has reviewed a full report setting out the possible arrangements that have been considered.

- The Board will consider possible arrangements with municipalities, school boards or other persons or bodies in the public or private sector, including arrangements of a long-term or cooperative nature, which would provide accommodation for the new elementary school pupils and new secondary school pupils who are resident pupils of the Board, subject to the principles and requirements as set out in this and other Board policy.
- The arrangements must be cost effective and advantageous for the Board compared to other possible arrangements including an acquisition of a school site and the construction of a free-standing building.
- The arrangement shall comply with any guidelines issued by the Ministry of Education.
- The Board may enter into lease arrangements respecting school facilities intended to be used to accommodate peak enrolment, but shall not enter into such arrangements respecting school facilities that are necessary to accommodate long-term enrolment unless the arrangements could result in ownership at the Board's discretion.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Policy IV-08 School Sites and Operating Budgets	Item 8.3
March 5, 2019	

Alignment to Strategic Plan

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

Purpose

To provide for consideration of the Policy Committee the staff recommendation to not make any revisions to *Policy IV-08 School Sites and Operating Budgets* at this time.

Moreover, staff is also advising the Policy Committee that this Policy, which is directly associated to Ontario Regulation 20/98: Education Development Charges (EDC), may require amendments following the Ministry of Education’s review of the EDC legislation.

Background Information

The Staff would like to advise the Policy Committee that as of October 12, 2018, the requirement for this policy framework may no longer be required in the current legislative framework of Ontario Regulation 20/98: Educational Development Charges.

This requirement has since been removed from the regulation following the interim amendments made as of the Province of Ontario’s review of Education Development Charges. As such, it is uncertain which changes may come as part of the final iteration of O. Reg. 20/98.

This said, staff is currently recommending that *Policy IV-08 School Sites and Operating Budgets* remain unchanged and in-effect until the new legislation and more information is released by the Province of Ontario following its review of Educational Development Charges.

Conclusion

Policy IV-08 School Sites and Operating Budgets was presented at the Policy Committee Meeting on February 26, 2019, with a recommendation that it be forwarded to the Board of Trustees for approval.



Recommendation

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

Resolution#:

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy IV-08 School Sites and Operating Budgets* be approved as reviewed.

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

School Sites and Operating Budget	
Adopted: May 18, 1999	Last Reviewed/Revised: March 3, 2019
Next Scheduled Review: 2021-2022	
Associated Policies & Procedures: N/A	

Purpose

To set out the Board's intention to conduct an annual review of operating budget savings that could be applied to reduce the growth related net education land costs.

Application and Scope

The process set out under this policy will be conducted annually as part of the preparations leading to setting of the annual budget estimates for the Board.

Principles

- Under the General Legislative Grant Regulation, only a surplus from the non-classroom part of the estimates is eligible to be used to acquire school sites.
- If a review of the estimates has identified an operating budget saving that could be available to reduce education land costs, the Board will consider applying this saving to implement a reduction in the “growth related net education land cost” and the education development charge that may be levied by the Board.
- Where there has been or it appears that there will be surplus in the non-classroom part of the estimates of the Board in a fiscal year, a clear record will be kept of the Board's decision as it relates to this surplus.
- The application of this policy shall comply with any guidelines issued by the Ministry of Education.
- The application of this policy shall take into consideration any changes in Legislation or Regulation that may affect its implementation.
- Prior to finalizing the annual budget estimates, the Board shall review the operating budget for savings that could be applied to growth related net education land costs.
- Where there has been or it appears that there will be surplus in the non-classroom part of the estimates of the Board in the fiscal year, the Board shall determine whether all, part, or none of

the surplus will be designated as available for the purpose of acquiring school sites by purchase, lease, or otherwise.

- Where there has been or it appears that there will be surplus in the non-classroom part of the estimates of the Board in a fiscal year, the Board shall pass a motion substantially in the form attached as *Appendix "A"* to this policy.
- Where there has been or it appears that there will be surplus in the non-classroom part of the estimates of the Board in a fiscal year, reasons for the decision related to this surplus shall be included in the motion or as part of the public record related to the motion.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

APPENDIX “A”

Halton Catholic District School Board

Board Motion Pursuant to the Policy entitled “School Sites – Operating Budget Surplus” Concerning the Use of Operating Budget Surpluses for the Acquisition of School Sites

Whereas it appears that there will be a surplus in the non-classroom part of the budget in the amount of \$X;

Moved that:

1. The Board will designate \$Y as available for the purpose of acquiring school sites by purchase, lease or otherwise;
2. The Board’s reason for so deciding are as follows:



<p>Policy V-03 Photography, Advertising and Sales Representatives</p>	<p>Item 8.4</p>
<p>March 5, 2019</p>	

Alignment to Strategic Plan

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

Purpose

To provide for the consideration of the Policy Committee revisions to *Policy V-03 Photographs, Advertising and Sales Representatives* as recommended by staff.

Background Information

Policy V-03 Photographs, Advertising and Sales Representatives was created in 1972, and was reviewed in 2001 and 2009.

The following amendments are recommended:

- A number of associated policies and procedures were added, in addition to adding Ontario Regulation 298 as a reference.
- Adding “Definitions” to enhance the application and scope of this policy
- Updating language and the addition of bullet points under “Principles” and “Requirements” to better address the current process at HCDSB.
- Deletion of preferences towards local businesses as this is in conflict with the Broader Public Sector Procurement Directive and Procurement Trade Agreements that discourage local business preferences.

In light of these changes, *Policy V-03 Photographs, Advertising and Sales Representatives* should also reflect a name change to *Policy V-03 Photography, Advertising and Sales Representatives*.



Conclusion

Policy V-03 Photography, Advertising and Sales Representatives was presented at the Policy Committee Meeting on February 26, 2019, with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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

Resolution#:	<i>Moved by:</i>
	<i>Seconded by:</i>
Resolved , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy V-03 Photographs, Advertising and Sales Representatives</i> name be changed to <i>Policy V-03 Photography, Advertising and Sales Representatives</i> , and be approved as amended.	

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Photography, Advertising and Sales Representatives	
Adopted: October 17, 1972	Last Reviewed/Revised: March 3, 2019
Next Scheduled Review: 2021-2022	
Associated Policies & Procedures: I-21 Corporate and Community Investment in Education VI-85 Corporate and Community Investment in Education I-25 Purchasing VI-11 Purchasing II-45 Equity and Inclusive Education VI-54 Equity and Inclusive Education V-17 Request for Promotion and Distribution of Program/Activity Related Materials Through School Board VI-40 Request for Promotion and Distribution of Program/Activity Related Materials Through School Board	

Purpose

To establish a system protocol in respect to photography, advertising and sales representatives.

Application and Scope

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

References

[Ontario Regulation 298](#)

Definitions

Advertising - may involve items such as yearbook advertisements, special event programs, fun fair sponsorships, partnerships, donor recognition, athletic uniforms and T-shirts.

Photography – the practice of taking and processing photographs, particularly for the purpose of generating revenue.

Sales Representative - a person or agent designated by a company to solicit business on its behalf.

Principles

The Halton Catholic District School Board:

- recognizes that no advertisement shall be placed in a school, on school property or announced to the pupils without the consent of the Board (*Regulation 298 Section (24)*);
- makes explicit its position that students and families in our school system are not to be exploited for commercial purposes;
- acknowledges that class photographers, First Communion and individual photographers are permitted on school premises at the discretion of the principal;
- recognizes that while photography sessions may be permitted by a school, parents/guardians are under no obligation to purchase any such photographs;
- expects that all class, or group, photos are to reflect the equitable and inclusive environment of our schools; and
- expects all service providers to follow the Board's direction on providing an equitable and inclusive environment for all our students and staff.

Requirements

The Halton Catholic District School Board:

- will notify parents and/or guardians of all photography of their children/wards taken on school premises;
- requires that all materials approved for distribution will be in keeping with the Board's Mission and Values Statements and will not be in contravention of any Board policy;
- requires that electronic communication be governed by the appropriate Information Technology policies and will be consistent with this policy;
- requires that all agents and sales representatives wishing to present and/or advertise their products to a school must first obtain approval from the Principal. System-wide advertising requires approval from the Director of Education; and,
- requires that any use of the Board logo, in part or in full, is prohibited in conjunction with commercial logos and advertisements without the approval of the Superintendent of Business Services and Treasurer



Policy No. V-03 | Photography, Advertising and Sales Representatives

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Policy V-09 Public Concerns/Complaints Process	Item 8.5
March 5, 2019	

Alignment to Strategic Plan

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

Purpose

To provide for the consideration of the Policy Committee revisions to *Policy V-09 Public Concerns Complaints Process* as recommended by staff.

Background Information

Policy V-09 Public Concerns Complaints Process was adopted in January 2016 and has been reviewed in keeping with the current policy review cycle. Minor changes were made to the policy, which include rewriting the Application and Scope for better flow and consistency. References were updated for accuracy and the words “concerns/complaints” were corrected throughout.

Conclusion

Policy V-09 Public Concerns/Complaints Process was presented at the Policy Committee Meeting on February 26, 2019, with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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

Resolution#:	<p>Moved by:</p> <p>Seconded by:</p>
<p>Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy V-09 Public Concerns/Complaints Process</i> be approved as amended.</p>	



Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Public Concerns/Complaints Process	
Adopted: January 19, 2016	Last Reviewed/Revised: March 3, 2019
Next Scheduled Review: 2021-2022	
Associated Policies & Procedures: N/A	

Purpose

The Halton Catholic District School Board (HCDSB) is committed to encouraging a strong relationship with parents, students and community. The HCDSB is committed to addressing public concerns/complaints in a fair, transparent, respectful and effective manner.

Application and Scope

This policy applies to all parent(s)/guardian(s), adult learners or ratepayers that have a concern/complaint regarding a school related issue or any Board operating policy. All concerns/complaints raised by employees shall be reviewed by the Board's Human Resources Department, in accordance with relevant Board policies.

References

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

[Education Act](#)

Principles

- The HCDSB is a model learning community, widely recognized as distinctively Catholic, providing exceptional education while nurturing the call to love and to serve as a people of faith, living out God's plan.
- The HCDSB is guided by their approved Governing Values Our Catholic Faith, The Whole Child, Excellence in Learning, Relationships and Partnerships and The Importance of Contributing to Our Communities while addressing public concerns/complaints.

- The HCDSB believes that the process of public concerns/complaints is an opportunity to improve relationships with our parents, students and community. Persons who make a complaint shall be free from reprisal.
- It is the practice of the HCDSB that public concerns/complaints and questions should be dealt with at the level closest to the issue.
- All information shared is bound by the *Municipal Freedom of Information and Protection of Privacy Act* as governed by legislation in Ontario ensuring confidentiality is maintained by all parties concerning student and personnel matters.
- The HCDSB believes that the tracking and written documentation during an investigation process is important to ensuring all concerns/complaints are dealt with in a timely, responsible and fair manner.
- The *Education Act* requires trustees to entrust the day-to-day management of the Board to its staff through the Director of Education, when parent(s)/guardian(s) or individual members of the public raise concerns/complaints, it is the staff that will investigate, manage and provide resolutions to the identified issue in a timely manner in accordance with relevant Board policies. Concerns/Complaints regarding Board operating policies may be addressed with members of senior staff or a trustee.

Requirements

Guidelines for All

Only those concerns/complaints will be considered by Board staff where the complainant or inquirer provides their name and contact information for correspondence purposes.

Parent(s)/guardian(s), adult learners or ratepayers will be directed, as appropriate, to address concerns/complaints at the level at which the concern/complaint originates.

Guidelines for Trustees

When a Trustee receives a concern/complaint from a parent(s)/guardian(s), adult learner or ratepayer, the Trustee shall review the process as outlined in this guide with the individual and direct them to contact the appropriate staff. The process will allow the parent(s)/guardian(s), adult learner or ratepayer to engage in communication with the most appropriate staff member.

Where a Trustee has an inquiry regarding a school related matter which was initially brought to their attention by a parent(s)/guardian(s), adult learner or ratepayer, the Trustee is directed to contact the Superintendent for that family of schools or area of responsibility.

Guidelines for Principals

Where a concern/complaint is raised by a parent(s)/guardian(s), adult learner or ratepayer the Principal will consult with the Family of Schools Superintendent, as appropriate, and endeavour to resolve the issue at the local level in accordance with Board policies.

Where a concern/complaint cannot be resolved locally to the satisfaction of the parent(s)/guardian(s), adult learner or ratepayer, the Principal will refer the matter to the Family of Schools Superintendent.

Guidelines for Superintendents

Where a matter cannot be resolved at the school level, the Family of Schools Superintendent will consult with the Principal regarding the concern/complaint and endeavour to resolve the issue in accordance with Board policies. The Superintendent will inform the parent(s)/guardian(s), adult learner or ratepayer of the resolution to the matter.

Where requested, Superintendents will apprise respective Trustees, as appropriate, of the resolution of a particular matter which was initially brought to the Trustee's attention by a parent(s)/guardian(s), adult learner or ratepayer.

Where a Superintendent is unable to satisfy the concern/complaint, he/she shall advise the Director of Education of the matter.

If a parent/guardian has a concern/complaint about a school matter, the following procedures for review of the issue are available to the parent/guardian.

Step 1: Review of the Issue with the Child's Teacher

The parent/guardian should review a concern/complaint or issue with the classroom teacher at a mutually convenient time.

Step 2: Review by the School Principal

If the parent/guardian and the teacher are not able to resolve the issue, the parent/guardian may request that the matter be reviewed by the school principal (or designate). The principal (or designate) will review the issues and work to resolve the matter as quickly as possible.

Step 3: Review by the Superintendent of Education

If the parent/guardian and the school principal are not able to resolve the issue, the parent/guardian may request that the matter be reviewed by the school's Superintendent of Education. The Superintendent will review the matter as it relates to established policies and procedures and will respond to the parent/guardian about his/her concern/complaint.

Step 4: Review by Director of Education

If the parent(s)/guardian(s) and the School Superintendent are not able to resolve the issue, the parent(s)/guardian(s) may request the matter be reviewed by the Director of Education. The Director of Education (or designate) will review the matter and respond to the parent(s)/guardian(s) about the concerns/complaints.

Representative of the Parent(s)/Guardian(s):

From time to time, the parent/guardian may believe or feel that they need support in order that they can adequately address their child's interests. This support may be necessary while parents/guardians are attending meetings with the staff employed by the Board.

Parents/guardians have the right to have a representative of their choosing in attendance at meetings with staff, subject to any limitations established in these procedures. Any costs/expenses associated with such a representative are the responsibility of the parents/guardians.

Principals, staff and parents/guardians will be notified in advance of a meeting as to who is anticipated to be in attendance.

A representative supporting the parents/guardians must agree, at the outset of or in advance of the meeting, to respect and maintain the confidentiality of any matter discussed at a meeting between parents/guardians and staff.

Matters that should not be discussed with Staff

Although the subject matter of meetings between parents/guardians and staff (including meetings at which a representative or a parent/guardian is present) may be fairly broad, these meetings will generally relate to the education of the parents'/guardians' child at the school in question. However, there are certain matters that staff are unable to discuss with parents or guardians.

Such matters that cannot be discussed include, for example, personal details or disciplinary measures concerning other student(s), and personal details related to staff or performance issues related to staff.

In the event that discussion cannot be limited to the subject matter that led to the meeting (generally the education of the parents'/guardians' child at the school in question), as necessary, staff will bring closure to any meeting which becomes a discussion of personal details concerning other students or personal details about staff or issues relating to staff performance.

Role of Trustees

Parents or guardians may contact trustees at any time. Trustees will facilitate the communication process between the parent/guardian and the appropriate staff and provide information and direction. Trustees shall direct the parent or guardian to the process which should be followed in resolving any concerns/complaints; or to the appropriate person; or step in the process (dependent on the steps the parents/guardians have already undertaken to resolve the concerns/complaints at the time the trustee is contacted) but shall not act as a representative of the parents or guardians.

Role of Catholic School Councils

Catholic School Councils were established to advise principals on matters such as the school curriculum and code of student behaviour. They are not forums to discuss individual parent/guardian-teacher-student issues. Any of these matters brought to a Catholic school council member or any Catholic school council meeting will be referred immediately to the principal. For further information on the role of Catholic School Councils, please refer to the Board's Public Website by clicking [here](#).



APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

Approved School Educational Trips

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

Dated: Tuesday, March 5, 2019

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Elementary						
St. Andrew CES Oakville	8	75-100	Camp Muskoka Education Leadership Centre, Bracebridge, ON	Students will have an opportunity to participate in activities from program streams designed to complement the Ontario Curriculum. Our religious and moral responsibilities, as stewards of the earth will be incorporated as ecological liturgy. Students will participate in daily prayers at all meals as well as the liturgy.	Tuesday, May 21 – Friday, May 24, 2019	~\$417.00
St. Luke CES Oakville	7	21	Camp Muskoka Education Leadership Centre, Bracebridge, ON	This trip will enhance both our Faith and Catholic Values and reinforce the curriculum, as the students see firsthand God's wonderful creations through many activities. The students will have the opportunity to experience and understand our responsible stewardship of our earth. Students will also build stronger relationships with their peers. Students will participate in daily prayer and Grace before meals.	Wednesday, May 29 – Friday, May 31, 2019	~ \$375.00
Queen of Heaven CES, Milton	7	60	Camp Muskoka Education Leadership Centre, Bracebridge, ON	This trip to Camp Muskoka will offer the student a chance to immerse themselves in activities that will develop their understanding of Human Dignity. They will focus on how to work together as a grade 7 group and appreciate how their differences can be embraced. These activities will help them understand the importance of community and who they want to be within their school, Church and home as a vested member. This will help them foster stronger relationships and develop faith and trust amongst one another. Staff and students will participate in daily prayer.	Wednesday, June 12 – Friday, June 14, 2019	~ \$265.00
Guardian Angels CES Milton	7	66	Camp Brebeuf Rockwood, ON	The grade 7 trip integrates the Focus on Faith theme of "Human Dignity" as they explore the question "Who am I? and deepen their relationship with God and others. In addition to allowing the students to experience the feeling of closeness to God in nature, history and geography of the area, and respect for the outdoor culture, this trip provides time to build community among students. This is a camp that places our faith as the main focus-prayers in the morning, before meals and before bed. Young people today need to develop the essential skills of human interaction and team building. They need to be challenged to see Jesus in each other through various group activities that will engage in.	Monday, May 6 – Wednesday, May 8, 2019	~ \$205.00

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Elementary						
Holy Rosary CES Milton	8	47	Quebec City, QC	This excursion provides the students with opportunities to augment their studies in religion, history, geography, and French. It will expose them to Canadian and bilingual culture. They will be able to work to develop community bonds and strengthen relationships. This trip supports the curriculum in the classroom. Through exploration activities, tours and discussions, student will have the opportunity to reflect upon our Catholic values and faith, realizing that they are embedded in all we do and who we are. With Christ the centre of our lives, an integral part of the trip encompasses daily prayers and touring Sainte-Anne-de-Beaupre Basilica with a student-led prayer service.	Tuesday, June 18 – Friday, June 21, 2019	~\$590.00
St. Peter CES, Milton	8	50	Ottawa, ON	The purpose of this trip is to enhance and supplement the grade 8 curriculum. Canada’s Parliamentary system, Aboriginal, English and French cultures will all be explored. Students will also be encouraged to practice conversational French. The students will celebrate the Eucharist at Notre Dame Cathedral. The staff and students will be meeting three times a day to reflect on the opportunity to transfer their classroom learning in some real-life applications while giving thanks to God for their blessings and share meals together.	Wednesday, June 12 - Friday, June 14, 2019	~\$550.00
Our Lady of Peace CES, Oakville	7	40	Camp Couchiching Longford Mills, ON	The trip will promote Focus on Faith theme, Human Dignity, through community and collaborative experience. Students will learn effective communication, decision making, problem solving, time and resource management skills. The students will learn how to work effectively as an interdependent team member, while fostering acceptance and appreciation for one another and the environment they are in. They will have an opportunity to work as a team during outdoor physical education activities that teaches self-discipline, perseverance and goal setting. They will gain an understanding of the importance of fair play, co-operation and respectful behaviour while in a new physical environment. Through daily prayers and liturgies, the students will learn the importance of respecting the outdoor space as sacred and divine, provided to us by the Creator.	Tuesday, June 4 – Thursday, June 6, 2019	~\$210.00
Holy Rosary CES, Milton	7	48	Camp Tanamakoon Huntsville, ON	Camp Tanamakoon provides opportunities for outdoor education, team building, leadership development and co-operative learning experiences. The trip has been designed to assist students in their physical, emotional, academic, and spiritual development. Through discussions and journaling, they will have an opportunity to reflect upon our Catholic values and faith, realizing that they are embedded in all they do, being the foundation on which they build community support their interactions with their peers. Daily prayer and grace before all meals are led by students and teachers as they gather together.	Tuesday, May 28 – Friday, May 31, 2019	~\$410.00

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Secondary						
St. Ignatius of Loyola CSS Oakville	9 – 12	5	OFSAA Alpine Skiing Blue Mountain, ON	The St. Ignatius of Loyola Alpine Ski Team will be competing in the OFSAA 2019 Alpine Skiing event. This tournament provides for fitness, sportsmanship, and an opportunity to display, by behavior and attitude, how our Christian virtues are manifested during competition and after. The students and staff will participate in daily prayers.	Sunday, February 24, 2019 – Tuesday, February 26, 2019	~\$100.00
St. Thomas Aquinas CSS Oakville	11	100	Youth Leadership Camps Canada Oro-Medonte, ON	The YLCC program aligns with the Catholic Graduate Expectations: Students will learn to become effective communicators by honing their skills to become empathetic advisors who respect and value all students as equals in the eyes of God. They will learn to improve their skills in becoming reflective, creative and holistic thinkers by helping Grade 9s solve problems, and make responsible decisions with an informed moral conscience. Students will participate in Grace before meals, and start Tuesday morning with opening prayers.	Tuesday, May 21 – Wednesday, May 22, 2019	~\$125.00
Christ the King CSS Georgetown	10-12	120	YLCC Leadership Training Centre Orillia, ON	Through an application and interview process, grade 10 and 11 students will be selected to join the CtK Mentor Program. The newly selected mentors will be involved in several leadership activities and workshop opportunities offered during semester two, prior to leaving for Mentor Camp. Mentor Camp will provide an opportunity for the newly selected 2019-20 mentors to bond with each other and gain valuable team work experience. The students will also travel through several training workshops which will help prepare them to be the best mentor they can be for our new grade 9 students. Students will be reminded to attend Mass on Saturday night at 5:00 pm. Staff and Students will participate in daily prayers	Sunday, May 5 – Monday, May 6, 2019	~\$150.00
Assumption CSS Burlington	9 – 12	35	Model UN Conference Toronto, ON	Assumption students will participate in a Model UN Conference and hear lectures from individuals involved in global action and governance. This is an opportunity for students to practically apply the learning of their everyday classwork into real situations. Students will exercise literacy skills in presenting resolutions and position papers, in addition to using critical thinking skills. Students and staff will participate in a commissioning ceremony and daily prayers and reflections.	Wednesday, April 24 – Friday, April 26, 2019	~\$395.00
Notre Dame CSS, Burlington	12	48	Brantford, ON	This two-day overnight graduation retreat is titled “Stealing Home” and is offered to graduating Notre Dame students. On this retreat, the focus is God in their future. It is to help them see that through their faith, and their Catholic education, that their hearts have been “well packed” for the journey ahead. Through ongoing prayer service, the students begin to understand the greater call that God has for them. This retreat also helps teens to know they are not alone. Through meaningful conversations and groups, they learn that many other people have the same challenges in their lives, leading to a greater compassion for others.	Wednesday, May 22 – Thursday, May 23, 2019	~\$100.00

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Secondary						
Holy Trinity CSS, Oakville	10 & 11	70	Camp Tawingo Leadership Development Camp Huntsville, ON	Holy Trinity Catholic Secondary School is continuing to build a leadership program that will continue to create a caring community. Training our future mentors and providing them with the skills, attitudes and values to accomplish this are vital to their success. Camp Tawingo will work with us to craft a new program that builds on what was established last year, that meets our expectations and standards and also provides a perfect environment to facilitate it. this is also an opportunity to students to view the beauty of god's creation and participate in daily prayer, reflections and a commissioning service and liturgy.	Wednesday, May 22 – Friday, May 24, 2019	~\$250.00
Jean Vanier CSS Milton	9-12	40	Camp Tawingo Huntsville, ON	The Sr. Girls Ruby team will experience a unique learning opportunity. They will be able to prep for their upcoming season effectively, create strong team connections, gain leadership through sessions with the Camp Tawingo staff and have a special opportunity to deepen their faith through prayer and liturgy. Students will be informed of the Sunday evening Mass in Milton.	Friday, April 12 – Sunday, April 14, 2019	~\$99.00
Corpus Christi CSS Burlington	10 & 11	14	OFSAA Senior Girls' Volleyball Windsor & Amherstburg, ON	The Senior Girls' volleyball team will be participating in the Provincial Championships in Amherstburg/Windsor. It is team practice to say the Hail Mary Prayer prior to each game and at the Banquet we will say Grace before Meals. It is the expectation that students will attend Mass with their families at their local parish on Saturday evening. Focus is based on the Common Good as individuals and as a team. In a social setting, we will respect ourselves, one another, our opponents, referees and all the people we come in contact with throughout the weekend. We will reflect on the gifts that God has given us as individuals that have come together to form a strong team.	Sunday, March 3 – Wednesday, March 6, 2019	~\$150.00
Notre Dame CSS, Burlington	9-12	17	OFSAA Provincial Swim Meet Toronto, ON	This OFSAA Swimming Championship is a two-day event that will offer Notre Dame students a unique opportunity to actively live out Christian principles of collaboration and servant leadership in a sometimes challenging and competitive environment. A focus will be on engaging and cultivating athletes to be responsible and collaborative contributors exploring the importance of fostering a positive, healthy self-esteem physically, intellectually, spiritually and socially. The team will eat meals together and will always say grace before meals, as well as praying prior to the competition.	Tuesday, March 5 – Wednesday, March 6, 2019	~\$75.00

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Secondary						
Christ the King Georgetown	9-12	8	OFSAA Provincial Swim Meet Toronto, ON	Students, in accordance with the developmental assets that we seek to encourage in our students, have been a member of a team, practicing and competing 2-5 time a week. This championship is a celebration of their achievements, commitment, and progress as a team, giving them an opportunity to celebrate their achievements, and to continue learning to be a member of a team. Each night the team will come together to reflect on their day, their season, their accomplishments, and the great talents they have been blessed with. The OFSAA championships will allow students to grow as collaborative contributors and Catholic leaders	Monday, March 4 – Wednesday, March 6, 2019	~\$155.00
Corpus Christ CSS Burlington	12	14	OFSAA Senior Boys' AA Basketball Championships Timmins, ON	The Senior Boys' Basketball team will be participating in the Provincial Championships in Timmins. It is the expectation students will attend Mass with their families at their local parish on Saturday evening. It is a team practice to say the Our Father Prayer prior to each game and at the Banquet we will say the Grace before Meals. We will take care of our well-being and develop as a cohesive team within a competitive environment that will remain peaceful and stable. We will reflect on the gifts that God has given us as individuals that have come together to form a strong cohesive team.	Sunday, March 3 – Thursday, March 7, 2019	~\$250.00
St. Thomas Aquinas CSS, Oakville, ON	9-12	8	OFSAA Provincial Swim Meet Toronto, ON	The St. Thomas Aquinas Swim Team will be participating in the Provincial Championships. The team will pray before our meals together and thank God for the gifts he has given us. The focus of religious values of the Championship is on the Common Good. As individuals and as a team, in a social setting, we will respect ourselves, one another, other competitors, our officials and volunteers, our competition and all others we come interact with. We will reflect on the individual gifts that God has given us that have allowed us to develop as successful competitors and as a team.	Tuesday, March 5 - Wednesday, March 6, 2019	~30.00



Extended French Update	Item 10.3
March 5, 2019	

Alignment to Strategic Plan

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

Purpose

The purpose of this report is to provide Trustee with an overview of senior staff's program review strategy for French Programming in the Town of Oakville that was presented at the Regular Meeting of the Board on October 16, 2018.

The report also seeks to demonstrate what actions have been undertaken by senior staff to meet the direction given by the Board of Trustees through Board Resolution #27/19 to delay implementation of the strategy by one (1) year.

Background

- 1) Information Report 10.12, "Supporting Optional French Programming" from the October 16, 2018, Regular Meeting of the Board.

Comments

On October 16, 2018, senior staff presented to the Board of Trustees its strategy for ensuring the optimal program delivery strategy, program school locations, and elementary Family of Schools networks for the two (2) optional French programs offered at the Board, being the Extend French and Early French programs. For your convenience, the report is attached as Appendix A.

The goal of the strategy was to ensure both program's long-term sustainability, as well as the sustainability of all other programs offered to the pupils of the Board.

The call for this strategy came as a result of Board Resolution #204/17, which ratified the Early French Immersion Program and Extended French Program as permanent offerings of the Board.

As a result, staff completed the task of aligning these programs in such a way that will reduce future program location changes and disruptions; ensuring the long-term sustainability of the optional French Programs; and ensuring that the appropriate supports are available for the success of the optional and regular stream programs.

In pursuing the aforementioned goal, staff created a total of seven (7) criteria that would determine the program locations and realignment. The criteria and what they sought to accomplish are as follows:



1. Ensure that the Early French Immersion and Extended French programs are located in schools that can accommodate the program over the long-term, minimizing if not eliminating future relocations;
2. Ensure that the location of the Early French Immersion and Extended French programs do not adversely affect the Regular Track program, creating future pressures that require unnecessary boundary reviews;
3. Align optional French Program Elementary Boundaries where possible with the ultimate secondary school Family of School boundaries, allowing for more consistency in enrolment distribution and transportation distribution between French and Regular Track programs;
4. Relocate programs to schools that have surplus space, and minimize the use of portable classrooms to accommodate students;
5. Where feasible, increase the number of locations that the Extended French Program is offered to increase the equity of access to students of the Board;
6. When relocating and introducing new locations for the Extended French Program, cluster the Family of Schools to reduce the amount travelled, and create neighbourhood scale areas; and
7. When relocating a program, allow existing students to complete their studies.

The sections that follow will summarise the strategy that was presented to the Board of Trustees on October 16, 2018, further rationale to why this approach was pursued, and the ultimate outcome following the resolution made by the Board of Trustees to defer the implementation by one (1) year.

Town of Oakville Strategy presented on October 16, 2018:

In its review of the French program offerings in the Town of Oakville, staff underlined the Town had the highest number of optional French Program locations. Table 1 below identified the previous optional French Program offerings and their Family of Schools alignment as of September 2018-19.

Table 1: 2018-2019 Optional French Program Delivery in Town of Oakville

EARLY FRENCH IMMERSION PROGRAM	Elementary Schools	Family of Schools	Extended French Program Elementary	Extended French Program Secondary	SEC. Trans.
St. Mary CES	Holy Family CES	Holy Trinity CSS	St. Marguerite d'Youville CES	Holy Trinity CSS	Y
	St. Marguerite d'Youville CES		St. Bernadette CES	St. Ignatius of Loyola CSS	N
	St. Gregory the Great CES				
	Our Lady of Peace CES				
	St. Michael CES	St. Ignatius of Loyola CSS	St. Matthew CES	St. Ignatius of Loyola CSS	Y
	St. Andrew CES				
	St. Matthew CES				
	St. Teresa of Calcutta CES				
	St. Bernadette CES				
	St. Joan of Arc CES				
	St. John Paul II CES				
	St. Mary CES	St. Thomas Aquinas CSS	St. Nicholas CES	St. Thomas Aquinas CSS	Y
	St. Dominic CES				
	St. Luke CES				
St. Vincent CES					



As noted above, all three (3) secondary schools in the Town of Oakville offer the Extended French Program, and four (4) elementary schools that offer the Extended French Program. Only one (1) elementary school offered the Early French Program, being St. Mary Catholic Elementary School.

No changes were proposed for the Early French Program and it was indicated that it would remain at St. Mary School for the long-term. Albeit there are future enrolment pressures that may materialize due to future development, staff will review redirecting the Saw-Whet Neighbourhood growth area to another nearby school that is currently underutilized.

As for the Extended French Program in Oakville, it was indicated by staff that there were misalignments between the elementary and secondary Extended French Program Family of Schools. This means that a school that fell within the Regular Track boundary of its home secondary school was being directed to another secondary school out of catchment for the Extended French Program. Students would therefore continue their secondary school studies outside of their secondary school community.

Accordingly, there was an opportunity to enhance the delivery model and sustainability of the optional French Program by undertaking the following initiatives:

1. Re-align Extended French Program Family of Schools to better align with Secondary Family of Schools;
2. Introduce a new Extended French Program location east of Sixteen Mile Creek, in the Holy Trinity Family of Schools area;
3. Re-locate an Extended French Program west of Sixteen Mile Creek, in the St. Ignatius of Loyola Family of Schools, to a school with declining enrolment and to the north of Upper Middle Drive;
4. Reduce transportation distances and costs for students attending the Extended French Program in Oakville;
5. Reduce portable usage to accommodate the program; and,
6. Increase accessibility and equity to the program in being more dispersed in the Town.

As per Table 2, staff re-aligned the elementary and secondary Extended French Program Family of Schools delivery to be more sustainable, efficient, and effective. The changes that were to take effect on September 2019-2020 were to be as follows:

1. New Extended French Program introduced at Our Lady of Peace , which will service St. Andrew and St. Michael schools;
2. New Extended French Program introduced at St. Joan of Arc, which will service St. Mary and St. John Paul II schools;
3. St. Bernadette Extended French Program Family of Schools realigned to include St. Matthew and St. Teresa of Calcutta schools; and,
4. Existing program at St. Matthew School will be phased out, and existing students will be grandfathered.
5. Secondary Extended French Program Family of Schools re-aligned with Regular Track Family of Schools.

Following the presentation of the report to the Board of Trustees, staff proceeded to notify the community of the upcoming changes that would be taking effect for new registrants in Grade 1 and Grade 5 for the Early French and Extended French programs, respectively, for the 2019-2020 school year.



Table 2: 2019-2020 Initial Optional French Program Delivery in Town of Oakville

EARLY FRENCH IMMERSION PROGRAM	Elementary Schools	Family of Schools	Extended French Program Elementary	Extended French Program Secondary	SEC. Trans.
St. Mary CES	Our Lady of Peace CES	Holy Trinity CSS	Our Lady of Peace CES	Holy Trinity CSS	Y
	St. Andrew CES				
	St. Michael CES				
	Holy Family CES				
	St. Gregory the Great CES				
	St. Marguerite d'Youville CES				
	St. Matthew CES	St. Ignatius of Loyola CSS	St. Bernadette CES	St. Ignatius of Loyola CSS	Y
	St. Teresa of Calcutta CES				
	St. Bernadette CES				
	St. Joan of Arc CES				
	St. John Paul II CES				
	St. Mary CES	St. Thomas Aquinas CSS	St. Nicholas CES	St. Thomas Aquinas CSS	Y
	St. Dominic CES				
	St. Luke CES				
	St. Nicholas CES				
St. Vincent CES					

Further Supporting Rationale for Implemented Strategy for the Town of Oakville:

Based on the criteria set out previously (page 2), the following were key consideration made by staff when reviewing locations for the Extended French Program in the Town of Oakville which were drawn from the October 16, 2018, Information Report. Accordingly, Extended French Programs in Oakville were intended to be realigned to accomplish the following criteria:

1. Ensure that the Early French Immersion and Extended French programs are located in schools that can accommodate the program over the long-term, minimizing if not eliminating future relocations;

Following Board Resolution #204/17, senior staff now had certainty that both French programs would continue to operate in perpetuity. With this certainty, staff could now review how to best deploy the program throughout the schools in the Town of Oakville, while ensuring that once the program has been sited, that it could remain at that location for the long-term, avoiding any future relocations.

Accordingly, staff reviewed the Long-Term Capital Plan to create options to provide more equitable access to the Program in the Town of Oakville. The following were elements staff was seeking in identifying a long-term locations for the program:

- Schools that had space immediately available to accommodate the program.
- Schools that were projected to have a stable enrolment over the long-term in the regular track stream.
- Where possible, identify schools that did not have any new development located within their catchment area, or planned to be re-directed to the school.



2. Ensure that the location of the Early French Immersion and Extended French programs do not adversely affect the Regular Track program, creating future pressures that require unnecessary boundary reviews;

The locations selected by senior staff to deliver the Extended French program would not have required a future boundary review due to over-utilization. Furthermore, none of the options required a boundary review to relocate Regular Track students to accommodate the French Programs.

Note there may be a future boundary/accommodation reviews to further distribute the regular track program and improve utilization over the long-term, as was indicated in the Long-Term Capital Plan.

3. Align optional French Program Elementary Boundaries where possible with the ultimate secondary school Family of School boundaries, allowing for more consistency in enrolment distribution and transportation distribution between French and Regular Track programs;

Prior to the re-alignment of Extended French feeder schools, three (3) schools in the Holy Trinity Family of Schools boundary were being directed to St. Ignatius of Loyola, outside of their immediate community.

The ultimate distribution will align the Extended French Family of Schools with the Secondary Family of Schools.

This excludes St. Gregory the Great School, as it is a split school at the regular track level as well. Once the second North Oakville Elementary school is opened, the boundaries will be re-aligned to address this issue.

4. Relocate programs to schools that have surplus space, and minimize the use of portable classrooms to accommodate students;

The program was located in schools with surplus space, and schools that would not require the use of portable classrooms to accommodate the program over the long-term.

Elementary schools in the areas north of the QEW within the St. Ignatius of Loyola and Holy Trinity family of schools have and are projected to continue to have a significant amount of available surplus space.

In acknowledgement of this, an opportunity to locate the program in schools that have available space and remove portables from schools with over-utilization was made available. This would prioritize having students housed in permanent facilities.

In the final outcome, St. Bernadette School was selected as the preferred school to serve the Extended French in the Glen Abbey Area as it could house the program without the need for portables, and also has a sustainable Regular Track enrolment.

St. Matthew School was not selected as the second Extended French School in the St. Ignatius of Loyola School boundary as the program increased created an unnecessary reliance on portable classrooms. With the relocation of the program, the school would operate just above 100% capacity with the Regular Track program over the long-term.



St. Joan of Arc School was selected as the second location in the St. Ignatius of Loyola Family of Schools given the presence of several surplus classrooms that could easily accommodate the program immediately and over the next 15 years, improving the utilization of the school over the long-term. This is also a location where the public board has a number of French schools, where the presence of a Catholic French Program in the area may improve student retention. Lastly, this would better serve the neighbourhoods in northwest Oakville.

Our Lady of Peace School was selected as the new location for the Holy Trinity Family of Schools given this was the location identified in the Oakville Northeast Pupil Accommodation Review (PAR) that was the most appropriate to house the new program. This decision is also supported by the school having a healthy regular track program to help sustain the program. Locating the program here would also have the effect of increasing the utilization of Our Lady of Peace School to a sustainable level of approximately 85% over the long-term.

St. Marguerite d'Youville School would continue to operate the program for similar reasons listed for Our Lady of Peace School.

5. *Where feasible, increase the number of locations that the Extended French Program is offered to increase the equity of access to students of the Board;*

Previously, there were three (3) schools that offered Extended French within the geographic area north of the QEW. Two (2) were located in the St. Ignatius of Loyola Family of Schools boundary, and one (1) located in the Holy Trinity family of schools boundary.

The alignment proposed by staff contained four (4) schools that offer Extended French, divided between both Family of Schools.

Each Extended French school has three (3) feeder schools contributing to the enrolment of the program, providing greater accessibility to the program.

Lastly, the schools are now better aligned to Oakville neighbourhoods making the distance to travel to the program more equitable to all students comparatively to the previous alignments.

6. *When relocating and introducing new locations for the Extended French Program, cluster the Family of Schools to reduce the amount travelled, and create neighbourhood scale areas; and*

Previously, St. Matthew and St. Bernadette Schools (both located within the Glen Abbey Neighbourhood) were drawing their Extended French students from schools well outside of their immediate neighbourhood.

The new alignment has clustered Extended French family of schools in such a way to replicate the scale of a neighbourhood school. This has effectively reduced travel times on buses, and increases the walkability to schools.

7. *When relocating a program, allow existing students to complete their studies.*

All existing students attending the program have been grandfathered.



Board Resolution #27/19 – One (1) year deferral:

On January 16, 2019, as a result of concerns expressed by the St. Matthew School community in requesting more time to adjust to the relocation of the Extended French Program, the Board resolved through resolution #27/19 to pursue the following:

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.

In acknowledgement of the concerns from the parent community and the above resolution, senior staff proceeded with deferring the implementation of the ultimate Extended French Immersion boundary alignment in the Town of Oakville by one (1) year, and incorporating a transition year for the St. Matthew School Extended French Community.

The lottery for the Extended French and Early French Programs was released to the community on November 14, 2018, and closed on November 19. Given that the lottery process had been completed prior to the Board resolution, senior staff opted to allow parents to retain their seat, and to not re-initiate the process in order to defer the implementation by one (1) year. Re-initiating the process would have been too disruptive to the school community.

Accordingly, parents with students in Grade 4 that were previously part of the St. Matthew Extended French Program Family of Schools were given the option to either continue with the seat they gained through the lottery process at St. Bernadette School or Our Lady of Peace School, or to remain at St. Matthew School for the 2019-20 school year.

The interim Extended French program deployment for the 2019-2020 school year is as follows:

- 1) St. Matthew School will accommodate Grade 5 students for the Extended French Program for the 2019-20 school year. Parents from the following schools will be given the option to continue for Grade 5:
 - i. St. Andrews Catholic Elementary School
 - ii. St. Matthews Catholic Elementary School
 - iii. St. Teresa of Calcutta Catholic Elementary School
- 2) St. Joan of Arc School will have one (1) Extended French Program Grade 5 classroom introduced, and will now accommodate student from the following schools;
 - i. St. Joan of Arc Catholic Elementary School
 - ii. St. John Paul II Catholic Elementary School
 - iii. St. Mary Catholic Elementary School
- 3) St. Bernadette School will continue to accommodate the Extended French Program, and will now accommodate students from the following schools:



- i. St. Bernadette Catholic Elementary School
 - ii. St. Matthew Catholic Elementary School
 - iii. St. Teresa of Calcutta Catholic Elementary School
- 4) Our Lady of Peace School will have one (1) Extended French Program Grade 5 classroom introduced, and will now accommodate student from the following schools;
 - i. Our Lady of Peace Catholic Elementary School
 - ii. St. Andrew Catholic Elementary School
- 5) St. Michael Catholic Elementary School St. Marguerite d'Youville School will continue to accommodate the Extended French Program, and will accommodate students from the following schools:
 - i. Holy Family Catholic Elementary School
 - ii. St. Gregory the Great Catholic Elementary School
 - iii. St. Marguerite d'Youville Catholic Elementary School
- 6) All students attending the Grade 5 to Grade 8 Extended French Program for the 2019-2020 will receive transportation until their graduation, insofar as they respect the Family of School alignments listed above.

Starting in 2020-2021, senior staff will fully implement the intended Extended French Program as illustrated in Table 2 of this report.

It should be noted that due to the additional deferral of one (1) to fully implement the plan, as well as the overlap in transportation grandfathering within the former St. Matthew Family of Schools and the new St. Bernadette and Our Lady of Peace Family of Schools, there will be additional transportation costs realized in each of the next four (4) school years.

This interim solution and the final solution are now fully implemented. Parents have been notified of both plans, and have been given ample notice.

Conclusion

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

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

In light of Board Resolution #27/19 and parent concerns from the St. Matthew School community, the phase out of the Extended French Program is being delayed by one (1) year, and will commence as of September 2020. Parents have been notified, and classrooms have now been organised in preparation for September 2019.



Report Prepared by: Senior Staff

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

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



Regular Board Meeting

Information Report

Supporting Optional French Programming

Item 10.12

October 16, 2018

Alignment to Strategic Plan

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

Purpose

The purpose of this report is to outline the strategies undertaken by staff to support the long-term sustainability, stability, and success of the Boards optional Extended French and Early French Immersion Programs and prioritizing the provision of the necessary supports for student academic achievement for all Board programs.

Comments

The optional Extended French Program was first introduced in 1986. The program's locations have expanded and retracted based on demand over time, and have also been relocated due to accommodation pressures, or the introduction of new programs.

The optional Early French Immersion Program was first piloted/introduced to the Board in 2013 in each of the four (4) municipalities of Halton. The initial schools where the program was introduced included: Sacred Heart of Jesus Catholic Elementary School (CES) in Burlington; St. Mary CES in Oakville; St. Brigid CES in Halton Hills; and St. Peter CES in Milton.

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

Following Board Resolution #204/17, which ratified the Early French Immersion Program and Extended French Program as permanent offerings of the Board, staff completed the task of aligning these programs in such a way that will reduce future program location changes and resulting disruptions, ensuring the long-term sustainability of the optional French Programs; and ensure that the appropriate supports are available for the success of the optional and regular stream programs.

The program locations have been realigned to accomplish the following:

1. Ensure that the Early French Immersion and Extended French programs are located in schools that can accommodate the program over the long-term, minimizing if not eliminating future relocations;
2. Ensure that the location of the Early French Immersion and Extended French programs do not adversely affect the Regular Track program, creating future pressures that require unnecessary boundary reviews;



3. Align optional French Program Elementary Boundaries where possible with the ultimate secondary school Family of School boundaries, allowing for more consistency in enrolment distribution and transportation distribution between French and Regular Track programs;
4. Relocate programs to schools that have surplus space, and minimize the use of portable classrooms to accommodate students;
5. Where feasible, increase the number of locations that the Extended French Program is offered to increase the equity of access to students of the Board;
6. When relocating and introducing new locations for the Extended French Program, cluster the Family of Schools to reduce the amount travelled, and create neighbourhood scale areas; and
7. When relocating a program, allow existing students to complete their studies.

The following sections outline the changes that have been implemented by for the 2018-19 school year by Municipality.

City of Burlington:

There are no current plans to relocate the Early French Immersion or Extended French programs or undertake any program expansions in the City of Burlington. The programs are presently sustainable and are located in schools that can accommodate the enrolment being generated by the respective programs. In the event greater demand is generated in Burlington, additional locations will be explored for their viability and sustainability. The following is the current Early French Immersion Program and Extended French Program delivery model for Burlington:

Table 1: Optional French Program Delivery in Burlington

EARLY FRENCH IMMERSION PROGRAM	Elementary Schools	Family of Schools	Extended French Program Elementary	Extended French Program Secondary	SEC. Trans.
Sacred Heart of Jesus CES	Ascension CES	Assumption CSS	St. Gabriel CES	Notre Dame CSS	N
	Holy Rosary CEs				
	St. Patrick CES				
	St. Paul CES				
	St. Raphael CES				
	Sacred Heart of Jesus CES	Corpus Christi CSS			N
	St. Anne CES				
	St. Christopher CES				
	St. Elizabeth Seaton CES				
	Canadian Martyrs CES	Notre Dame CSS			Y
	St. Gabriel CES				
	St. Mark CES				
St. Timothy CES					



Town of Oakville:

The Town of Oakville presently has the highest number of optional French Program locations, as the demand in the municipality has been consistently present. Table 2 below identifies the current optional French Program offerings and their Family of Schools alignment as of September 2018-19.

Table 2: 2018-2019 Optional French Program Delivery in Town of Oakville

EARLY FRENCH IMMERSION PROGRAM	Elementary Schools	Family of Schools	Extended French Program Elementary	Extended French Program Secondary	SEC. Trans.
St. Mary CES	Holy Family CES	Holy Trinity CSS	St. Marguerite d'Youville CES	Holy Trinity CSS	Y
	St. Marguerite d'Youville CES				
	St. Gregory the Great CES				
	Our Lady of Peace CES				
	St. Michael CES	St. Ignatius of Loyola CSS	St. Bernadette CES	St. Ignatius of Loyola CSS	N
	St. Andrew CES				
	St. Matthew CES				
	St. Teresa of Calcutta CES	St. Ignatius of Loyola CSS	St. Matthew CES	St. Ignatius of Loyola CSS	Y
	St. Bernadette CES				
	St. Joan of Arc CES				
	St. John Paul II CES				
	St. Mary CES				
	St. Dominic CES	St. Thomas Aquinas CSS	St. Nicholas CES	St. Thomas Aquinas CSS	Y
	St. Luke CES				
	St. Nicholas CES				
St. Vincent CES					

As noted above, all three (3) secondary schools in the Town of Oakville offer the Extended French Program, and four (4) elementary schools that offer the Extended French Program.

In reviewing Table 2, it is apparent that there are misalignments between the elementary and secondary Extended French Program Family of Schools. Accordingly, there was an opportunity to enhance the delivery model and sustainability of the optional French Program by undertaking the following initiatives:

1. Re-align Extended French Program Family of Schools to better align with Secondary Family of Schools;
2. Introduce a new Extended French Program location east of Sixteen Mile Creek, in the Holy Trinity Catholic Secondary School (CSS) Family of Schools area;
3. Re-locate an Extended French Program west of Sixteen Mile Creek, in the St. Ignatius of Loyola CSS Family of Schools, to a school with declining enrolment and to the north of Upper Middle Drive;
4. Reduce transportation distances and costs for students attending the Extended French Program in Oakville;
5. Reduce portable usage to accommodate the program; and,
6. Increase accessibility and equity to the program in being more dispersed in the Town.



As per Table 3, staff re-aligned the elementary and secondary Extended French Program Family of Schools delivery to be more sustainable, efficient, and effective. The changes that take effect for September 2019-2020 are as follows:

1. New Extended French Program introduced at Our Lady of Peace CES, which will service St. Andrew CES and St. Michael CES;
2. New Extended French Program introduced at St. Joan of Arc CES, which will service St. Mary CES and St. John Paul II CES;
3. St. Bernadette CES Extended French Program Family of Schools realigned to include St. Matthew CES and St. Teresa of Calcutta CES; and,
4. Existing program at St. Matthew CES will be phased out, and existing students will be grandfathered.
5. Secondary Extended French Program Family of Schools re-aligned with Regular Track Family of Schools.

Table 3: 2019-2020 Optional French Program Delivery in Town of Oakville

EARLY FRENCH IMMERSION PROGRAM	Elementary Schools	Family of Schools	Extended French Program Elementary	Extended French Program Secondary	SEC. Trans.
St. Mary CES	Our Lady of Peace CES	Holy Trinity CSS	Our Lady of Peace CES	Holy Trinity CSS	Y
	St. Andrew CES				
	St. Michael CES				
	Holy Family CES				
	St. Gregory the Great CES				
	St. Marguerite d'Youville CES				
	St. Matthew CES	St. Ignatius of Loyola CSS	St. Bernadette CES	St. Ignatius of Loyola CSS	Y
	St. Teresa of Calcutta CES				
	St. Bernadette CES				
	St. Joan of Arc CES				
	St. John Paul II CES				
	St. Mary CES	St. Thomas Aquinas CSS	St. Nicholas CES	St. Thomas Aquinas CSS	Y
	St. Dominic CES				
	St. Luke CES				
St. Vincent CES					

Our Lady of Peace CES was selected as the new location for the Holy Trinity Family of Schools for several reasons: 1) this was the location identified in the Oakville Northeast Pupil Accommodation Review (PAR) that was the most appropriate to house the new program; 2) Our Lady of Peace CES has a healthy regular track program to help sustain the program; and 3) this would have the effect of increasing the utilization of Our Lady of Peace CES to a sustainable level of approximately 85% over the long-term.

St. Bernadette was selected as the location to remain in the St. Ignatius of Loyola Family of Schools given its sustainable Regular Track enrolment and overall utilization housing the program, being contained within the school.



St. Matthew CES was not selected as the second location in the St. Ignatius of Loyola Family of Schools as the presence of the Extended French program has increased utilization at the school to creating an unnecessary reliance on portable classrooms. The school will operate just above 100% capacity with the Regular Track program over the long-term. The overutilization at the school can be redirected to surplus classrooms to the north of Upper Middle Road.

St. Joan of Arc CES was selected as the second location in the St. Ignatius of Loyola CSS Family of Schools given the presence of several surplus classrooms that could easily accommodate the program currently, and over the next 15 years. This program will improve the utilization of the school over the long-term. Furthermore, this is a location where the public board has a number of French schools. The presence of a Catholic French Program in the area may improve student retention.

With the adjusted elementary Extended French Program Family of Schools alignments, all elementary Extended French Program Family of Schools have been aligned to coincide with the Secondary Extended French Program Family of Schools.

The Early French Immersion Program will remain at St. Mary CES for the long-term. Albeit there are future enrolment pressures that may materialize due to future development, staff will review redirecting the Saw-Whet Neighbourhood growth area to another nearby school that is currently underutilized.

For additional information on the future projections of these new alignments, as well as the Extended French Elementary and Secondary Family of Schools maps, please refer to Appendix A.

Town of Milton:

The Town of Milton has been in the process of growing its French Program offerings over the last fifteen (15) years. Given the accelerated and rapid growth of Milton, the Extended French Program and Early French Immersion Program have been relocated a number of times. Table 4 below identifies the current optional French Program offerings and their Family of Schools alignment as of September 2018-2019:

Table 4: 2018-2019 Optional French Program Delivery in Town of Milton

EARLY FRENCH IMMERSION PROGRAM	Elementary Schools	Family of Schools	Extended French Program Elementary	Extended French Program Secondary	SEC. Trans.
St. Benedict CES	Holy Rosary CES	Bishop P.F. Reding CSS	Holy Rosary CES	Bishop P.F. Reding CSS	Y
	Our Lady of Victory CES				
	St. Anthony of Padua CES				
	St. Peter CES				
	Guardian Angels CES	Jean Vanier Catholic Secondary School	St. Benedict CES		N
	Lumen Christi CES				
	Our Lady of Fatima CES				
	Queen of Heaven CES				
	St. Benedict CES				
St. Scholastica CES					



Since the last change in program delivery in 2014, the Town of Milton has continued to grow in a number of areas but has also stabilized in a number of other schools between Derry Road and Louis St. Laurent Avenue. Unfortunately, St. Benedict CES can no longer accommodate the optional programs, as the school has reached full utilization.

This said, instead of relocating both programs to St. Scholastica CES, which currently has adequate space, staff has instead opted to relocate the Extended French Program to schools that have stable enrolment, whereby the program will have greater longevity and sustainability, and that have consideration for the future Milton #3 CSS Family of Schools.

With regards to the Early French Immersion Program, there is presently no school that can fully accommodate the program within the school and allotted portable capacity, and will therefore be relocated and phased into St. Scholastica CES. If the Board is successful in acquiring funding for the Milton #10 CES in 2020, there will be an opportunity to retain the program at St. Scholastica over the long-term.

Accordingly, there was an opportunity to enhance the delivery model and sustainability of the optional French Program in the Town of Milton by undertaking the following key initiatives:

1. Introduce a new Extended French location at Our Lady of Fatima, one (1) of the future Milton #3 CSS elementary schools, which has space to accommodate the program over the long-term;
2. Re-locate the Extended French Program of St. Benedict CES to Lumen Christi CES within the Jean Vanier CSS Family of School, which has space to accommodate the program over the long-term;
3. Relocate the Early French Immersion Program to St. Scholastica CES, which has room to accommodate the program over the short-term;
4. Reduce portable usage to accommodate the program where feasible;
5. Increase accessibility and equity to the program in being more dispersed in the Town, and have one (1) location per Family of Schools; and,
6. Align Elementary Extended French Family of Schools to, the best extent possible, future Secondary Family of Schools boundaries for future synergies.

As per Table 5, staff re-aligned the elementary Extended French Program Family of Schools delivery to be more sustainable, efficient, and effective. The location of the Early French Immersion Program has also been altered.

The changes that take effect for September 2019-2020 are as follows:

1. New Extended French Program Programs introduced at Our Lady of Fatima CES, which will service Guardian Angels CES and St. Scholastica CES;
2. New Extended French Program introduced at Lumen Christi CES, which will service Queen of Heaven CES, and St. Benedict CES;
3. New Early French Immersion Program introduced at St. Scholastica CES, which will serve all of the Town of Milton;
4. Extended French Program and Early French Immersion Program at St. Benedict will be phased out, and existing students will be grandfathered; and,
5. Secondary Extended French Program Family of School re-aligned with Regular Track Family of Schools.



Table 5: 2019-2020 Optional French Program Delivery in Town of Milton

EARLY FRENCH IMMERSION PROGRAM	Elementary Schools	Family of Schools	Extended French Program Elementary	Extended French Program Secondary	SEC. Trans.
St. Scholastica CES	Holy Rosary CES	Bishop P.F. Reding CSS	Holy Rosary CES	Bishop P.F. Reding CSS	Y
	Our Lady of Victory CES				
	St. Anthony of Padua CES				
	St. Peter CES				
	Lumen Christi CES	Jean Vanier Catholic Secondary School	Lumen Christi CES		N
	Queen of Heaven CES				
	St. Benedict CES				
	St. Scholastica CES	Future Milton #3 CSS (JEAN currently)	Our Lady of Fatima CES		
	Our Lady of Fatima CES				
Guardian Angels CES					

Note: St. Benedict and St. Peter will continue to phase out their Early French Immersion Program, and current students shall be grandfathered.

Our Lady of Fatima CES was selected as the recipient of the optional Extended French program for Jean Vanier CSS, and the future Milton #3 CSS, Family of Schools given its long-term stable utilization. The school has already reached its peak enrolment and is now beginning to decline into its stable enrolment. Over the long-term, the school will no longer need portable classrooms.

Lumen Christi CES was selected as the recipient of the Extended French program for Jean Vanier CSS given it is the only school with adequate portable capacity to house the program over the long-term. Both Queen of Heaven and St. Benedict CES don't have the available space to accommodate the program over the short and long-term. Lumen Christi CES has the capacity to hold the enrolment over the long-term.

With the proposed realignments, all Elementary Extended French Family of Schools will be aligned with the current and future Secondary Family of Schools.

The Early French Immersion Program will be relocated and phased into St. Scholastica CES. If the Milton #10 Catholic Elementary School can open in time for the 2020 school year, the program will be able to remain at the school over the long-term. Maintaining pressure at this school will also accelerate opening the future Milton #9 CES in 2022 as well.

For additional information on the future projections of these new alignments, as well as the Extended French Elementary Family of School maps, please refer to Appendix B.

Town of Halton Hills:

The Town of Halton Hills has been witnessing a gradual increase in its Early French Immersion Program, combined with a decline in demand for the Extended French program over the same period of time. Over the last two (2) years, Holy Cross Catholic Elementary School has been unsuccessful in attaining the necessary number of Grade 5 Extended French Program students to start a class.



Compounded with this, the Town has also been witnessing a steadily increasing Regular Track enrolment at all four (4) schools in Georgetown, resulting in program moves and boundary reviews over the last five (5) years to accommodate growth. In 2016, the Georgetown Boundary Review was implemented. In 2017, the Extended French Program was relocated to St. Catherine of Alexandria given increasing enrolment pressures.

In 2018, Georgetown was again unsuccessful in securing funding for a new elementary school to address enrolment pressures. With Vision Georgetown Secondary Plan approved and anticipated to begin yielding students as early as 2021, there is a growing need for additional accommodations.

Given the limited existing physical accommodations, staff was required to develop a French Program Delivery model that could meet the present demand for programming in light of limited space, as well as offer a program that is sustainable and effective.

Table 6 below identifies the current optional French Program offerings and their Family of Schools alignment as of September 2018-19:

Table 6: 2018-2019 Optional French Program Delivery in Town of Halton Hills

EARLY FRENCH IMMERSION PROGRAM	Elementary Schools	Family of Schools	Extended French Program Elementary	Extended French Program Secondary	SEC. Trans.
St. Brigid CES	Holy Cross CES	Christ the King CSS	Holy Cross CES	Christ the King CSS	Y
	St. Francis of Assisi CES				
	St. Joseph CES				
	St. Brigid CES				
	St. Catherine of Alexandria CES		St. Catherine of Alexandria CES		

Note: St. Brigid will continue to phase out their Extended French Program, and students shall be grandfathered.

As per Table 6, staff re-aligned the elementary Extended French Program Family of School and Early French Immersion Program delivery model in the Town of Halton Hills to be more sustainable, efficient, and effective. The changes that take effect for September 2019-2020 are as follows:

1. Consolidate the Extended French Program Family of Schools to St. Francis of Assisi CES, the most central location in Georgetown which has available space in the short and long-term, requiring the fewest portable classrooms; and,
2. Split the Early French Immersion Program between St. Brigid and St. Catherine of Alexandria, following a middle school model.

As of September 2019, the Early French Immersion Program will be distributed between St. Catherine of Alexandria, which will offer Grades 1-5, and St. Brigid, which will offer Grades 6-8. There are equal transportation synergies between the two schools given their proximity, whereby the transportation routes can be shared, hence beneficial for siblings.



Although it would have been ideal to house the entire program at one school, there is not a single location in Georgetown that could fully house the program without requiring a significant boundary review, which would displace a number of Regular Track Students that presently attend their neighbourhood school within a walking distance. Splitting the program ensures sustainability of all Board programs offered in Georgetown, and ensures equity.

Table 6: 2018-2019 Optional French Program Delivery in Town of Halton Hills

EARLY FRENCH IMMERSION PROGRAM	Elementary Schools	Family of Schools	Extended French Program Elementary	Extended French Program Secondary	SEC. Trans.
St. Catherine CES (Grade 1-5) St. Brigid CES (Grade 6-8)	Holy Cross CES	Christ the King CSS	St. Francis of Assisi CES	Christ the King CSS	Y
	St. Francis of Assisi CES				
	St. Joseph CES				
	St. Brigid CES				
	St. Catherine of Alexandria CES				

St. Francis of Assisi CES was selected as the long-term Extended French School given its centrality to the Town of Halton Hills. It is also the school which has the greatest amount of transportation, as it covers the rural areas of Halton Hills. In having both the Rural transportation and Extended French Transportation at this school, there are synergies and cost savings.

For additional information on the future projections of these new alignments, as well as the Extended French Elementary Family of Schools maps, please refer to Appendix C.

Notification to Parents:

Given the number of changes that will be taking effect for the 2019-2020 school year, Curriculum and Communication Services have identified the following dates to inform parents of the new Family of Schools and delivery model for the French Program:

Early French Program Notifications:

Week of October 15, 2018: An email will be sent to all parents in our system with children in Senior Kindergarten. The email will contain details about the registration process, and a link to a webinar with general information for parents.

Thursday, November 1, 2018: A reminder email will be sent to all parents in our system with children in Senior Kindergarten.



Wednesday, November 14, 2018: An email will be sent to all parents in our system with children in Senior Kindergarten – to remind them that the online Early French Immersion Program registration will close on November 19th.

Extended French Program Notifications:

Week of October 15, 2018: An email will be sent to all parents in our system with children in Grade 4. The email will contain details about the registration process, and a link to a webinar with general information for parents.

Thursday, November 1, 2018: A reminder email will be sent to all parents in our system with children in Grade 4.

Wednesday, November 14, 2018: An email will be sent to all parents in our system with children in Grade 4 – to remind them that the online Extended French registration will close on November 19th.

Conclusion

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

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

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

Report Prepared by: Senior Staff

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

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

2019-2020 French Program Delivery in Town of Oakville

ExFI at BERN (2 classes), JOFA (1 class), OLPO (1 class) and MARG (1 class) - MATT phase out, phase in at JOFA and OLPO

DESCRIPTION

1. In 2019, new ExFI Gr. 5 programs created at OLPO (servicing ANDR, OLPO and MICH) and JOFA (servicing MARY, JOFA, POPE), with a grade added each year. Each school will have a 1 class cap.

2. In 2019, ExFI program at MATT will be phased out. Existing students at MATT will remain at school until graduation. New ExFI students in MATT will attend BERN.

Issue: MARY to exceed portable capacity from 2026 to 2031.
Issue: Long-term school utilization rates decreasing to ~65% at POPE, MOTH, HLYF, MARG. While JOFA enrolment increases, it still remains near 65% over the long-term.

Program	FBC	Port. Cap.	Total	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032						
St. Joan of Arc CES ExFI 5-8 (Phase in) 1 class cap	RT	547	276	823	454	431	379	351	324	313	302	286	286	283	285	287	289	289	289					
					FI																			
					ExFI																			
	St. John Paul II CES	RT	570	276	846		29	57	84	98	91	80	71	69	68	69	70	70	70	70				
						FI																		
						ExFI																		
St. Mary CES FI 1-8		RT	599	276	875	481	474	500	509	527	540	557	567	596	598	597	595	585	569	556				
						FI																		
						ExFI																		
	St. Bernadette CES ExFI 5-8	RT	504	276	780	334	343	357	337	336	333	321	325	324	322	319	320	320	320	320				
						FI																		
						ExFI																		
St. Teresa of Calcutta CES		RT	533	276	809	368	358	348	333	324	312	308	313	316	317	317	317	316	316	316				
						FI																		
						ExFI																		
	St. Matthew CES ExFI 5-8 (Phase out)	RT	363	138	501	317	335	362	395	425	411	410	408	407	398	391	384	381	378	378				
						FI																		
						ExFI																		
Our Lady of Peace CES ExFI 5-8 (Phase In) 1 class cap		RT	478	276	754	418	363	345	332	323	319	316	313	312	315	316	315	315	315	315				
						FI																		
						ExFI																		
	St. Michael CES	RT	268	184	452	287	257	258	253	246	245	245	239	240	240	238	236	233	232	231				
						FI																		
						ExFI																		
St. Andrew CES		RT	573	276	849	687	666	679	680	675	675	672	660	657	660	655	647	641	633	630				
						FI																		
						ExFI																		
	St. Marguerite D'Youville CES ExFI 5-8	RT	504	276	780	353	305	287	262	248	249	240	235	232	238	238	238	238	238	238				
						FI																		
						ExFI																		
Holy Family CES		RT	314	230	544	121	97	98	91	85	72	66	64	61	66	66	65	65	65	65				
						FI																		
						ExFI																		
	St. Gregory the Great CES	RT	671	276	947	403	665	921	1119	1290	1471	1597	1774	1898	2009	2136	2266	2369	2479	2547				
						FI																		
						ExFI																		

2nd North Oakville CES opens 3rd North Oakville CES opens 4th North Oakville CES opens

2019-2020 French Program Delivery in Town of Halton Hills

ALEX EFI (1-5), BRID EFI (6-8), FRAN ExFI (5-8) - EFI grandfathering at BRID, ExFI grandfathering at ALEX

DESCRIPTION

1. ExFI phased out from HLYC.
 2. In 2019, entire ExFI program relocates from ALEX to FRAN. Existing ALEX ExFI grandfathered.
 3. In 2019, FI (Gr 1) will be offered at ALEX, with a grade added each year to Gr 5. FI (Gr 6-8) to remain at BRID. Existing students in FI (Gr 2-5) at BRID to remain at school until graduation.
 Issue: Accommodation pressures continue to exist at HLYC.
 Issue: BRID to face accommodation pressure from 2022 if VG #1 CES not opened.

School	Program	FBC	Port. Cap.	Total	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032			
Holy Cross CES ExFI 5-8 (Phase out)	RT	455	0	455	404	448	456	479	478	483	493	490	480	475	479	470	466	463	460			
	FI																					
	ExFI							47	22	0	0	0	0	0	0	0	0	0	0	0	0	0
	SE																					
	Total				451	470	456	479	478	483	493	490	480	475	479	470	466	463	460			
	Available Pupil Places				4	-15	-1	-24	-23	-28	-38	-35	-25	-20	-24	-15	-11	-8	-5			
	Portable Classrooms Required				0	1	1	2	1	2	2	2	2	1	2	1	1	1	1			
Percent Utilization				99%	103%	100%	105%	105%	106%	108%	108%	106%	104%	105%	103%	102%	102%	101%				
St. Francis of Assisi CES ExFI 5-8 (Starting 2019)	RT	363	138	501	358	318	311	311	330	332	325	318	307	291	281	280	277	274	269			
	FI																					
	ExFI							27	51	72	94	90	86	85	83	80	80	79	79	79	79	
	SE							6	6	4	4	4	4	4	4	4	4	4	4	4	4	4
	Total				364	351	366	387	428	426	415	407	394	375	365	363	360	356	352			
	Available Pupil Places				-1	12	-3	-24	-65	-63	-52	-44	-31	-12	-2	0	3	7	11			
	Portable Classrooms Required				1	0	1	2	3	3	3	2	2	1	1	0	0	0	0			
Percent Utilization				100%	97%	101%	107%	118%	117%	114%	112%	109%	103%	100%	100%	99%	98%	97%				
St. Brigid CES FI 1-5 (Grandfathering only) FI 6-8 ExFI 5-8 (Phase out)	RT	573	345	918	624	621	639	622	801	986	1183	1387	1582	1698	1818	1938	2060	1987	1884			
	FI							231	232	226	199	165	127	131	134	130	127	126	125	124	124	
	ExFI							51	25	0	0	0	0	0	0	0	0	0	0	0	0	
	SE							10	6	7	8	8	8	8	8	8	8	8	8	8	8	8
	Total				916	883	871	829	974	1120	1322	1529	1720	1834	1952	2070	2192	2119	2016			
	Available Pupil Places				-343	-310	-298	-256	-401	-547	-749	-956	-1147	-1261	-1379	-1497	-1619	-1546	-1443			
	Portable Classrooms Required				15	14	13	12	18	24	33	42	50	55	60	66	71	68	63			
Percent Utilization				160%	154%	152%	145%	170%	196%	231%	267%	300%	320%	341%	361%	383%	370%	352%				
St. Catherine of Alexandria CES FI 1-5 (Phase in) ExFI 5-8 (Grandfathering only)	RT	622	276	898	624	615	628	649	672	664	650	647	624	611	601	589	575	568	561			
	FI							51	100	145	189	233	230	228	227	226	226	226	226	226		
	ExFI							52	63	63	36	0	0	0	0	0	0	0	0	0	0	
	SE																					
	Total				676	729	791	831	861	896	880	875	851	838	827	815	801	794	787			
	Available Pupil Places				-54	-107	-169	-209	-239	-274	-258	-253	-229	-216	-205	-193	-179	-172	-165			
	Portable Classrooms Required				3	5	8	10	11	12	12	11	10	10	9	9	8	8	8			
Percent Utilization				109%	117%	127%	134%	138%	144%	142%	141%	137%	135%	133%	131%	129%	128%	127%				
St. Joseph (A) CES	RT	386	184	570	331	302	301	297	283	280	272	268	269	266	265	263	262	260	260			
	FI																					
	ExFI																					
	SE																					
	Total				331	302	301	297	283	280	272	268	269	266	265	263	262	260	260			
	Available Pupil Places				55	84	85	89	103	107	114	118	117	120	121	123	124	126	126			
	Portable Classrooms Required				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Percent Utilization				86%	78%	78%	77%	73%	72%	70%	69%	70%	69%	69%	68%	68%	67%	67%				

Vision Georgetown #1 CES opens (2018 LTCP)

Vision Georgetown #2 CES opens (2018 LTCP)



Milton #3 Catholic Secondary School Update: Public Information Meeting (PIM)	Item 10.4
March 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 update Trustees on the Public Information Meeting (PIM) that occurred on February 13, 2019.

The report also serves to notify the Board of the upcoming Statutory Public Information Meeting that will be occurring at the Town of Milton City Council on March 25, 2019.

Background Information

- 1) Information Report 10.4, “Milton #3 Catholic Secondary School Update” from the February 5, 2018, Regular Meeting of the Board.
- 2) Information Report 10.3, “Milton #3 Catholic Secondary School Business Case Submission” from the November 6, 2018, Regular Meeting of the Board.
- 3) Information Report 10.9, “Planning Services Work Plan for 2018-19” from the October 2, 2018, Regular Meeting of the Board.
- 4) Action Report 8.2, “2018 Long-Term Capital Plan (LTCP)” from the June 5, 2018, Regular Meeting of the Board.

Comments

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.

On January 11, 2019, the Board was notified by the Town of Milton that the submission had received “complete application” status, initiating the approvals process and timeline. Staff anticipates comments in early March.



As part of the application, the Town of Milton requested that the Board submit a Public Engagement Strategy, and that the Board host a Public Information Meeting (PIM) prior to the Town's statutory Public Meeting. A notification was sent to surrounding neighbours, Grade 6 to Grade 10 students in the Town of Milton, local councillors and politicians, and media outlets.

On February 13, 2019, the Board hosted the PIM at Jean Vanier Catholic Secondary School. At the meeting, the Board's consultant provided a brief presentation of the subject applications, which then was followed by an informal town hall format to allow members of the public to ask questions regarding the application to members of Board staff and consultants.

Twenty (20) members of the public attended the event. Also in attendance were the Ward 4 Town Councillor Sameera Ali and Ward 3 Regional Councillor Mike Cluett. Attached as Appendix A are the Meeting Minutes of the PIM.

On February 13, 2019, the Town of Milton notified staff that the Statutory Public Information Meeting is scheduled for March 25, 2019. Attached as Appendix B is the notification with all pertinent information.

For additional information on the materials presented and the information panels that were displayed at the PIM and information circulated to the Board, please see the following links:

1. Public Information Meeting information post ([click here](#))
2. Notice of Statutory Public Information Meeting post ([click here](#))
3. Milton #3 CSS: Mazmik Site web-page ([click here](#))
4. School Planning web-site ([click here](#))

Members of the public may 'Follow' the School Planning website to receive ongoing notifications and updates on all School Planning related matters, such as: Long-Term Capital Plan; Boundary/Accommodation Reviews; School Site Preparation Projects; and Capital Priorities Submissions.

Staff will also continue to provide ongoing updates to the Board of Trustees at Regular Meetings of the Board as the planning application process advances.

Conclusion

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

On February 13, 2019, as part of the Board's public engagement strategy a Public Information Meeting (PIM) was held at Jean Vanier Catholic Secondary School to inform and discuss with the public the development applications before the Town of Milton.

The Statutory Public Information Meeting will be held at the Town of Milton on March 25, 2019. Staff will circulate information pertaining to this meeting as it becomes available.



Report Prepared by: F. Thibeault
Senior Manager, Planning Services

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

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

- MEETING MINUTES -

PROJECT: **Halton Catholic District School Board – Milton #3 CSS – Public Information Open House**

Louis St. Laurent Ave @ Kennedy Circle Extension

DATE: February 13th, 2019

PRESENT:

Jeff Kenny, Strategy 4 Inc for HCDSB	S4i (JK)
Frederick Thibeault, HCDSB	HCDSB (FT)
Ryan Merrick, HCDSB	HCDSB (RM)
Courtney Abrahams, HCDSB	HCDSB (CA)
Andrea Swindon, HCDSB	HCDSB (AS)
Dhilan Gunasekara, HCDSB	HCDSB (DS)
Pat Daly, HCDSB	HCDSB (PD)
Rudy Stawarek, HCDSB	HCDSB (RS)
Patrick Murphy, HCDSB Trustee	HCDSB (PM)
Marvin Duarte, HCDSB Trustee	HCDSB (MD)

CIRCULATION: F. Thibeault, R. Merrick, C. Abrahams, A. Swindon, D. Tregunno, M. Kuchma.

FROM: Jeff Kenny

SUBJECT: **Draft Plan, Official Plan Amendment & Zoning Amendment for 3rd Milton Catholic Secondary School.**

NUMBER OF PAGES: 2 – pages

NEXT MEETING: Statutory Public Information Meeting @ Town Council Chambers – Monday March 25th, 2019

ITEM	ACTION	DESCRIPTION
0.1	Info	<p>The purpose of this meeting was to introduce the public to the subject applications and provide an overview of the reasons for the proposal as well as to solicit opinions and questions on the proposed lot creation, OPA and ZBL Amendments.</p> <p>The evening commenced at 6:50 PM with a presentation. Approximately 20 – 25 individuals passed through the room over the course of the evening, not all at once. Individuals included members of the general public, school board parents, Ward 1 Town Councillor Sameera Ali, and ward 3 Regional Councillor Mike Cluett.</p> <p>Frederick Thibeault provided an overview of enrollment pressures and the land acquisition process.</p> <p>Jeff Kenny provided an overview of the OPA, ZBL & linked these to the draft</p>

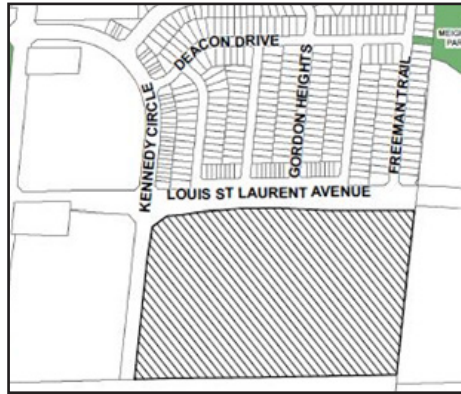
plan. JK discussed the residual lands as not being a part of this application. JK provided a brief summary of the natural heritage blocks proposed on the draft plan.

- 0.2 Individual #1 - An individual at the meeting indicated she was opposed to the development because it brings another school to the Louis St. Laurent Ave corridor. She indicated this would be a traffic problem.
- HCDSB (FT)
- FT provided a comprehensive overview of the strength of the proposed location as it relates to the elementary feeder schools to provide enrollment for the new secondary school.
 - FT provided an overview of the way in which the new secondary school would draw down enrollment in the two existing secondary schools.
 - FT reminded the group that boundary review would take place in conjunction with the drawing down of enrollment at the two existing secondary schools in Milton.
 - FT reminded the group that there is a planned 4th proposed secondary school in the Phase 4 urban expansion lands which will be constructed as development phasing proceeds.
- 0.3 Group Discussion - Following the presentation the information open house portion of the evening proceeded. Comments were raised on the following items:
- Timing for the school to start construction & open.
 - Questions related to ministry funding and timing.
 - Adequacy of the proposed parking supply.
 - Management of the existing floodplain.
 - Urgency and the need for another secondary school in Milton
 - The importance of having an additional playfield similar to Jean Vanier
 - Impacts to school community if school opening is delayed.

Public Meeting - Louis St. Laurent Avenue/ Future Kennedy Circle Extension

TOWN FILES: 24T-18002/M, LOPA-06/18 and Z-08/18

In accordance with the provisions of the Planning Act, members of the public are invited to attend the Statutory Public Meeting to consider the draft plan of subdivision, local official plan amendment and zoning by-law amendment application for lands located along the south side of Louis St. Laurent Avenue, west of Thompson Road South at the future Kennedy Circle extension, legally described as Part Lot 8, Concession 4 NS (Trafalgar), Milton.




Town Council to the Environment and Land Tribunals Ontario.


If a person or public body does not make oral submissions at a public meeting, or make written submissions to the Town of Milton before the draft plan is approved and/or zoning by-law is passed, the person or public body may not be added as a party to the hearing of an appeal before the Environment and Land Tribunals Ontario, unless in the opinion of the Tribunal, there are reasonable grounds to add the person or public body as a party.


If you have received this notice as an owner of a property and the property contains seven (7) or more residential units, the Town of Milton requires that you post this notice in a location that is visible to all the residents.


At this time there are no other Planning Act development applications pertaining to these property.

Public Meeting

 **25** Monday, March 25, 2019

 **Beginning at 7:00 pm**
The meeting is taking place at Council.

 **Town Hall**
Council Chambers - 2nd Floor
150 Mary Street, Milton ON

 If you would like to address Council as a delegate, please register by 10:00 am on the day of the meeting at www.milton.ca/Delegate.

Planning Reports will also be available concurrently on the Council Calendar of the Town's website at www.milton.ca.

No decision about these applications have been made. The staff report prepared for this public meeting does not include a recommendation on the application at this time. A recommendation report will be presented to Town Council in the future.

If you wish to be notified of the adoption of the official plan and zoning by-law amendments, you must make a written request to the Director, Development Review, Planning and Development Department, 150 Mary Street, Milton ON L9T 6Z5.

The public may view a copy of the proposed draft plan of subdivision, local official plan and zoning by-law amendment at the Planning and Development Department between 8:30 am and 4:30 pm, Monday through Friday.

You can also access the Town of Milton's website for more information about this application which contains additional material. To access this information, please go to www.milton.ca/Build.

Any questions or concerns relating to this application may be directed to Mollie Kuchma, Planner, Development Review, at 905-878-7252 x2398 or via email at Mollie.Kuchma@milton.ca.

Legal Notices Required Under the Planning Act:

If a person or public body does not make oral submissions at a public meeting or make written submissions to the Town of Milton before the draft plan is approved and/or zoning by-law is passed, the person or public body is not entitled to appeal the decision of

Personal information is collected under the authority of the Planning Act, R.S.O. 1990, c.P. 13 and may be contained in an appendix to a staff report, published in the meeting agenda, delegation list and/or the minutes of the public meeting and made part of the public record. The Town of Milton collects this information in order to make informed decisions on the relevant issues and to notify interested parties of Council's decisions. It may also be used to serve notice of an Environmental and Land Tribunals Ontario hearing. Names and addresses contained in submitted correspondence and other information will be available to the public, unless the individual expressly requests the Town to remove their personal information. The disclosure of this information is governed by the Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c.M. 56. Questions about this collection and disclosure should be directed to the Planner listed above.

Barbara Koopmans, Commissioner
Planning & Development Department
Town of Milton
150 Mary Street
Milton, ON
L9T 6Z5

Proposal:

The property owner, Halton Catholic District School Board has submitted applications for a proposed new secondary school. The balance of the lands are to remain vacant until such time as future development is proposed. An official plan amendment is required to redesignate the lands as institutional and a zoning by-law amendment is required to permit the development of the secondary school on the subject lands.

Provide Comments:

Members of the public are invited to obtain information, make a verbal presentation and/or written submission to identify issues of concern and/or express view in support of, or in opposition to this application. A copy of the associated planning report will be available for public review on March 18, 2019 in the Clerk's Division at Town Hall.

POLICY COMMITTEE MEETING MINUTES

Date: January 8, 2019
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

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

Staff Present P. Daly, Director of Education
S. Balogh, Superintendent of Education, School Services
J. Crowell, Superintendent of Education, School Services
S. Vieira, Manager, Privacy and Records Information Management
A. Swinden, Manager, Strategic Communications

Recording Secretary J. Neuman

1. Call to Order

1.1 Opening Prayer (B. Agnew)

The meeting began at 7:00 p.m. with a prayer led by B. Agnew.

2. Approvals

2.1 Approval of Agenda

P#10/19

Moved by: M. Duarte

Seconded by: T. O'Brien

That, the agenda be approved.

CARRIED

2.2 Declaration of Conflict of Interest

There were no conflicts of interest declared

2.3 Approval of Minutes (December 11, 2018)

P#11/19

Moved by: M. Duarte

Seconded by: H. Karabela

That, the minutes of the Policy Committee Meeting held on December 11, 2018 be approved, as submitted.

CARRIED

3. Action Items

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

P. Daly noted the change in the policy, regarding legal council only as it relates to the Policy Committee.

P#12/19

Moved by: T. O'Brien

Seconded by: M. Duarte

That, the Policy Committee recommends that Policy I Governance of Policy, be forwarded, along with amendments, to the January 15, 2019 Regular Board Meeting for approval.

Discussion ensued. Questions regarding costs incurred due to requesting legal opinion were asked and answered. Concerns were raised regarding the change.

The chair called for a vote. **P#12/19** was **DEFEATED**

In favour	Opposed
	T. O'Brien
	H. Karabela
	P. De Rosa
	P. Murphy
	M. Duarte
	B. Agnew
	J. O'Hearn-Czarnota
	V. Iantomasi

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

S. Vieira shared the revisions to the policy. References were updated, removal of repetitions. It was noted that procedures have been revised accordingly.

P#13/19

Moved by: V. Iantomasi

Seconded by: J. O'Hearn-Czarnota

That, the Policy Committee recommends that Policy I-07 Protection of Privacy, be forwarded, along with amendments, to the January 15, 2019 Regular Board Meeting for approval.

Questions regarding source of changes and legal implications; content redundancy, and implementation in procedures; and notice and disclosure were asked and answered.

Discussion ensued regarding the development of policies and procedures. The names of the administrators on the Policy Working Group will be provided to trustees.

The chair called for a vote, **P#13/19 CARRIED**.

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

J. Crowell shared the revisions to the policy. Noted bulk of changes reflect Smoke Free Ontario Act and Cannabis Legislation; references were in line with template; duplications were removed.

P#14/19

Moved by: B. Agnew

Seconded by: V. Iantomasi

That, the Policy Committee recommends that Policy II-39 Progressive Discipline & Safety in Schools Code of Conduct – Suspension and Expulsions be forwarded, along with amendments, to the January 15th, 2019 Regular Board Meeting for approval.

It was noted that the edits in language aligned to PPM 145. The word “disability” will be placed back into the policy on page 3 of the policy.

The chair called for a vote, **P#14/19 CARRIED**.

In favour	Opposed	Abstained
P. Murphy	T. O'Brien	H. Karabela
P. De Rosa		
M. Duarte		
B. Agnew		

In favour	Opposed	Abstained
J. O'Hearn-Czarnota		
V. Iantomasi		

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

S. Balogh shared the revisions to the policy. Minimal changes regarding students.

P#15/19

Moved by: M. Duarte

Seconded by: H. Karabela

That, the Policy Committee recommends that Policy V-17 Request for Promotion and Distribution of Program/Activity Related Materials Through Board Schools, be forwarded, along with amendments, to the January 15, 2019 Regular Board Meeting for approval.

Questions regarding program approval; distribution were asked and answered.

The chair called for a vote, **P#15/19 CARRIED.**

In favour	Opposed	Abstained
T. O'Brien		V. Iantomasi
H. Karabela		
P. Murphy		
P. De Rosa		
M. Duarte		
B. Agnew		
J. O'Hearn-Czarnota		

4. Discussion Items

4.1 Policy Development - Optional Programs (H. Karabela)

It was proposed that a policy be written regarding Optional Programs in the Board.

Discussion ensued. It was recommended that the Board Strategic Plan should be conferred if the policy is to be developed. Trustees offered suggestions and voiced concerns.

This item will be returned to next policy meeting agenda for further discussion.

5. Information Items

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

5.2 -New- Procedure VI-51 Privacy Breach Procedure (S. Vieira)

5.3 Rescind Procedure VI-93 Cross Panel Sharing of Student Information (S. Vieira, S. Balogh)

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

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

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

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

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

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

5.10 Procedure VI-61 Recognition and Acknowledgement of Dignitaries, Board Officials at Board and School Events (P. Daly, S. Balogh)

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

5.12 Upcoming Agenda Items (February 12, 2019 Policy Committee Meeting) (S. Balogh)

5.12.1 Policy I-30 Video Surveillance (S. Vieira; F. Thibeault)

5.12.2 Policy I-43 Use of Technology and Digital Citizenship (A. Prkacin)

5.12.3 Policy IV-06 School Sites and Facilities Criteria (R. Negoj, F. Thibeault, R. Merrick)

- 5.12.4 Policy IV-07 Alternative Arrangements for School Facilities (R. Negoï, F. Thibeault, R. Merrick)
- 5.12.5 Policy IV-08 School Sites and Operating Budget (R. Negoï, F. Thibeault)
- 5.12.6 Policy V-03 Photographs, Advertising and Sales Representatives (R. Negoï)
- 5.12.7 Policy V-09 Public Concerns Complaints Process (P. Daly, S. Balogh)
- 5.12.8 Information Items
 - 5.12.8.1 Procedure VI-83 Video Surveillance Procedure (S. Vieira, F. Thibeault)
 - 5.12.8.2 Procedure VI-52 After Hours School Paid Camp Activities (S. Balogh, R. Negoï)
 - 5.12.8.3 Procedure VI-36 Police Record Check - Goods and Services Providers (R. Negoï, D. Tkalcic)
 - 5.12.8.4 Procedure VI-50 Technological Education Service (R. Negoï)

The procedures were reviewed with Trustees and questions were asked and answered.

The upcoming agenda items were noted.

Updated flow chart was noted.

6. Miscellaneous Information

There were no miscellaneous items.

7. In Camera

There were no in camera items.

8. Motion to Excuse Absent Committee Members

All Trustees were present

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

P#16/19

Moved by: M. Duarte

Seconded by: P. Murphy

That the meeting adjourn.

CARRIED

P. De Rosa closed meeting with prayer at 9:15 p.m.

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: January 30, 2019
 Time: 7:00 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

Members Present B. Agnew (Chair) J. Lim
 M. Arteaga C. Parreira
 D. Bardon R. Quesnel
 R. Barreiro L. Stephenson
 N. Guzzo Y. Taylor
 D. Hotopeleanu (Vice Chair)

Staff Present C. Cipriano, Superintendent of Special Education Services
 P. Daly, Director
 W. Reid-Purcell, Special Education Coordinator

Members Excused M. Arnold
 M. Duarte
 A. Louca-Ricci
 H. Karabela
 M. Lourenco
 P. Moran
 D. Rabenda
 T. Veale

Members Absent
 Recording Secretary J. Crew

1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer

The meeting opened at 7:01 p.m. with a prayer led by C. Cipriano.

1.2 Approval of Agenda

Moved by: B. Agnew

Seconded by: D. Hotopeleanu

RESOLVED, that the agenda be accepted as received.

CARRIED

1.3 Welcome / Introductions

C. Cipriano began by introducing himself; P. Daly introduced himself; SEAC members went around the table, introducing themselves and provided some background information around their interests in Special Education.

2. Actions to be taken

2.1 Election of SEAC Chair

C. Cipriano called for nominations for Chair of the Special Education Advisory Committee for the term January 2019 to December 2019.

*RECOMMENDATION**Moved by: R. Barreiro**Seconded by: C. Parreira**That, B. Agnew be nominated for Chair of the Special Education Advisory Committee for the term of January 2019 to December 2019.*

B. Agnew accepted the nomination.

C. Cipriano called for other nominations; no other nominations were received.

B. Agnew was acclaimed Chair.

2.2 Election of Vice SEAC Chair

C. Cipriano called for nominations for Vice Chair of the Special Education Advisory Committee for the term January 2019 to December 2019.

*RECOMMENDATION**Moved by: B. Agnew**Seconded by: N. Guzzo**That, D. Hotopeleanu be nominated for Vice Chair of the Special Education Advisory Committee for the term of January 2019 to December 2019.*

D. Hotopeleanu accepted the nomination.

C. Cipriano called for other nominations; no other nominations were received.

D. Hotopeleanu was acclaimed Vice Chair.

C. Cipriano turned the meeting over the B. Agnew and D. Hotopeleanu

2.3 Minutes of the November 26, 2018 SEAC Meeting

*Moved by: D. Hotopeleanu**Seconded by: R. Barreiro**RESOLVED, that the minutes of the November 26, 2018 SEAC Meeting be approved as presented.*The Chair called for a vote and the motion *CARRIED*.

3. Presentations

2.1 SEAC Training / Orientation (C. Cipriano)

C. Cipriano welcomed everyone and explained that the presentation would review SEAC's mandates, obligations and expectations and provide some information specific to our Board; the presentation is attached.

Hardcopies of the Special Education Plan and prayer were provided to members.

C. Cipriano explained that the Ministry usually presents when a new SEAC committee is formed, currently ministry travel is on hold. An information session will be arranged with the ministry when possible.

The presentation 'Effective Practices for SEAC Members and SEAC Meetings' originally scheduled for Monday, January 28 has been rescheduled to Monday, February 25. The February 25th SEAC meeting will also include a Budget 101 session presented by our Business Services staff.

4. Action and Information Items

4.1 Nomination re: LDAH (Chair)

B. Agnew announced that a nomination had been received from the Learning Disabilities Association of Halton (LDAH) for T. Beattie to represent their association on SEAC. The LDAH nomination will go to the Board meeting on Tuesday, February 5th for trustee approval.

4.2 Spirit of Inclusion Sub Committee (Chair)

B. Agnew explained the SEAC Spirit of Inclusion award and read the criteria for nomination of the award. Annually, a selection subcommittee is formed to select the elementary and secondary recipient. The subcommittee consists of 4 or 5 SEAC members; the subcommittee will meet before the end of February. **An email will be sent out to seek volunteers to be on this year's committee.**

5. Communications to SEAC

5.1 **Superintendent's Report**

C. Cipriano provide updates on:

Bell Let's Talk Day: happening today and tomorrow with staff and students promoting positive mental health and wellbeing in our schools; lots of school level tweeting and social media

Applied Suicide Intervention Skills Training (ASIST): Social Workers and Psychology staff are facilitating ASIST training this week to teachers and other support workers in the system

Roots of Empathy: the Ministry has now approved funding so new staff will be trained to facilitate this in more schools

Mental Health and Addictions Nurses: now support elementary students with tier 3 mental health and addiction issues

Attendance App: has been developed with our IT and Research departments to support habitual absenteeism

EQAO: teleconference today with all Special Education Superintendents and SEAC representatives from across the province. Discussed changes to measurement of assessment, specifically to the denominator change. Students who are new to Ontario curriculum or on Alternative Learning expectations will not be part of the denominator in reporting EQAO to the province

Psychology Department: have started the contract assessments, we are hoping to clear a significant number of psychological assessments on our waitlist; there is a back log due to challenges in hiring, this challenge is across the province

Blind Low Vision: Board has purchased a software program called Tactile View to make tactile diagrams for students who are blind/low vision

Special Equipment Amount (SEA): 2 SEA Technology Showcase evenings will be held for the parent community on March 27th at Corpus Christi CSS and April 3rd at Jean Vanier CSS from 6 pm to 8pm. Student showcases will be part of the evening event; a save the date flyer will be sent out

Educational Assistants: All of our EAs will be involved in specific PD workshops on Friday, Feb. 1st: SEA Team will be providing training on Boardmaker On-line; Speech Language Workshops; Wellness session; and Every Day fitness for EAs. CUPE 5200 are sharing the costs of this PD

PEERS Pilot at Christ the King CSS: was completed and was successful; our Behaviour Analysts are involved in data wrap up and planning for the 2019-2020 school year; and coordinating with Humber and George Brown College for placement of students in September of 2019

ABA for All: we are looking at the feasibility of running another ABA for All for our entire team in 2019

Post-Secondary Transitions: we participated in our second Ministry meeting for the Pilot to Support Transitions to Post-Secondary Pathways for students with Developmental Disabilities. We also continue to work with the Halton Transition Advisory Committee to continue the work that supports post-21 transitions of students into the community

Inspire Accessibility Showcase 2019: HCDSB will be hosting the annual showcase at Jean Vanier on Saturday, May 4th

5.2 Trustee Reports

N. Guzzo noted that the newly elected Board consists of new members with the exception of one incumbent; there have been 2 meetings so far; trustees are happy to work in conjunction with SEAC. The lines of communication are open to SEAC if there are ever any questions.

8. Next Agenda: Meeting Monday, February 25, 2019

The agenda will include Special Education Budget 101, Alison Morse's **presentation** 'Effective Practices for SEAC Members and SEAC Meetings'

9. Adjournment

9.1 Resolution re Absentees (Chair)

Moved by: J. Lim

Seconded by: L. Stephenson

RESOLVED, that M. Arnold, M. Duarte, A. Louca-Ricci, H. Karabela, M. Lourenco, P. Moran, D. Rabenda, R. Quesnel, T. Veale be excused. *CARRIED*

9.2 Adjournment and Closing Prayer (Chair)

Moved by: C. Parreira

Seconded by: N. Guzzo

RESOLVED, that the meeting adjourn.

CARRIED

The meeting adjourned at 8:14 p.m. with a prayer led by the Chair.

SEAC Orientation January 2019

Welcome Package

- Welcome email package sent January 21st provided links for reference and review
- Whenever possible SEAC has opted to go paperless
- Wireless connection is available in the Boardroom on the 'guest' network
- Meeting package is emailed prior to each meeting; hardcopies of the agendas are provided at meetings
- Copies of the SEAC prayers were distributed; these will be utilized at each SEAC meeting; electronic copies were included in the welcome email
- Copies of the Special Education Plan (SEP) were distributed; direct link to SEP also included in the welcome email



Ministry of Education

Achieving Believing Belonging

The Education Act

SEAC 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” (Section 11 (1))”

Requirements set out in [Ontario Regulation 464/97: Special Education Advisory Committees](#)

- provide important advice on special education to their local board or school authority.
- comprises trustees and representatives of local associations and community members that further the interests and well-being of exceptional children or adults.
- make recommendations to their board on any matter affecting the establishment, development and delivery of special education programs and services for exceptional students.
- must be established at each school board and school authority in Ontario



Ministry of Education Website:

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/seac/index.html>

- [Introduction to Special Education Advisory Committee \(SEAC\)](#)
- [SEAC Conference 2015](#)
- [Introduction to Special Education in Ontario](#)
- [SEAC Membership](#)
- [Roles and Responsibilities](#)
- [Orientation and Training](#)
- [Rules and Procedures for SEAC Meetings](#)
- [Questions and Answers](#)



Roles and Responsibilities

A SEAC

- May make recommendations to the district school board or school authority respecting matters affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board.
- Is provided with the opportunity to participate in the annual review of the board's [Special Education Plan](#).
- Participates in the board's annual budget process as it relates to special education.
- Reviews the financial statements of the board as they relate to special education
- SEAC has the right to make presentations to the Board in support of any recommendations they make. SEAC should also have opportunities to comment on policies or programs that will impact students with special education needs, and make presentations to any related committees.



SEAC Meetings

Achieving Believing Belonging

HCDSB SEAC Members

- Associations Representatives: 6 representatives, 5 alternate representatives
- Community members at large: 2 representatives, 2 alternate representatives
- Trustees: 2 representatives, 2 alternate representatives
- HCDSB's 2018-2022 SEAC is currently comprised 10 voting members and 9 alternate members
- Alternate members: can ensure that a voting member is available in the absence of the SEAC member
- Nominations from additional associations are encouraged



SEAC Meeting Overview

- 10 meetings per year (September to June)
- Agendas are provided prior to each meeting
- *Subcommittee, Association and Communication* reports: templates for reports to be included on the agenda are distributed prior to each meeting, reports to be add to the agenda must be submitted 10 days in advance of the meeting. Items for 'SEAC Discussion' must also be submitted in the same timeframe.
- A majority of the members of a SEAC is a quorum; a vote of a majority of the members present at a meeting is necessary to bind the committee; quorum is over 50 percent
- An annual calendar is drafted to include mandatory annual items and SEAC goals / objectives / interests
- Meeting evaluations are conducted periodically in a: Stop / Start / Continue format



Principles and Rules at SEAC Meetings

- The fundamental essence of a meeting is the equality of the members to initiate ideas, to oppose ideas, and to do so without coercion
- Courtesy and respect for others are demanded
- All members have equal rights, privileges and obligations
- Members have a right to information to help inform decisions
- Members have rights to an efficient meeting
- Each representative (or alternate in a member's absence) is entitled to one vote
- The Chair may vote with the other members of the committee; any motion on which there is an equality of votes is lost
- The majority must be allowed to rule
- The minority have rights that must be respected



The Right to Information

- A meeting generally trades nothing except information. It is the currency by which decisions are made and appropriate and reliable information must be available to help make effective decisions
- Each member in a meeting must have factual information upon which to make informed decisions
- Information can be provided in many formats such as presentations, Superintendent reports, Trustee reports, Association, Communication and Sub-committee reports



Courtesy and Respect

- The right of a member to hold their own opinion
- It may be swayed through information and logical argument, but never ridiculed through words or actions of other members
- Members' opinions must be respected and afforded the courtesy of a hearing



Right to an Efficient Meeting:

- Members are entitled to an organized and efficient meeting
- Members have a right to an agenda and to have that agenda followed
- members must maintain adherence to the subject of debate or may be called to order if their words are not germane to the subject



Absenteeism

- Members who are unable to attend a SEAC member should inform the Chair, the Recording Secretary and their Alternate Representative, as applicable
- An absenteeism motion is put forth at each meeting to excuse members who have informed of their absence



Election and Role of Chair

At HCDSB the election of a Chair and Vice Chair takes place annually in January.

The role of the Chair is to:

- Preside / maintain control of the meeting
- Ensure that due process and the rules are followed in an efficient manner
- Take care to permit meaningful debate that is courteous and respectful
- Work with administration staff to develop the agenda



Special Education Plan (SEP)

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 is submitted to the Ministry of Education annually, by July 31st of each year
- Submission includes a report identifying areas that have been amended; the report is signed by the Director of Education
- The plan is posted on the website the link: <https://www.hcdsb.org/Programs/SpecialEducation/Documents/HCD%20Special%20Education%20Annual%20Plan.pdf> is submitted to the Ministry
- Boards can take 2 years to do a complete review of the Special Education Plan



Special Education Budget

Special Education Budget

O. Reg. 464/97 12. (2,3) The board shall ensure that its special education advisory committee is provided with the opportunity to participate in the board's annual budget process under section 231 of the Act, as that process relates to special education; and is provided with the opportunity to review the financial statements of the board, prepared under section 252 of the Act, as those statements relate to special education.

- Business Services staff will provide a budget '101' introduction session at the February 25, 2019 SEAC meeting
- A presentation on the Special Education budget is planned for the May 27, 2019 SEAC meeting



Foundational Assumptions

Achieving Believing Belonging

HCDSB Foundational Assumptions

In the HCDSB, all decisions are grounded in the following five foundational assumptions:

- *All* students can learn
- *Teachers* have the greatest influence over student learning
- We can all be *more* than what we currently are
- *Support* and professional development are required to be so
- This is best accomplished in *partnership* with parents



Questions?

Achieving Believing Belonging

From: Maria Lourenco [REDACTED]
Sent: March 1, 2019 1:24 PM
To: DeRosa, Peter <DeRosaP@hcdsb.org>
Cc: Karabela, Helena <KarabelaH@hcdsb.org>; obrient@hcdsb.org; Guzzo, Nancy <GuzzoN@hcdsb.org>; Murphy, Patrick <MurphyP@hcdsb.org>; Duarte, Marvin <DuarteM@hcdsb.org>; ohearn-czarnotaj@hcdsb.org; Agnew, Brenda <AgnewB@hcdsb.org>; lantomasi, Vincent <lantomasiV@hcdsb.org>; Daly, Patrick <DalyP@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>; [REDACTED] President ABC Ontario <president@abcontario.ca>
Subject: Re: [<EXTERNAL>] Resolution #233/18 - Transportation to AP for Gifted Students

To: Peter DeRosa, Chair, Halton Catholic DSB
Pat Daly, Director and Secretary, Halton Catholic DSB

I am following up as I have not received answers to any of the questions in the two e-mails below. In the meantime, I have some additional questions. Please include this e-mail as correspondence in the March 5th board package, in lieu of the two previous e-mails, which are incorporated in the thread below.

My two additional questions are with respect to what will be considered when reviewing the amendment to motion #233/18 - Transportation to AP for Gifted Students. I have added these two questions to the original e-mail below so all the questions regarding the amended motion are in one place.

The questions are:

Under Fairness & Equity:

Will the review consider the equitable treatment of Gifted students requesting transportation to access programming that meets their exceptional needs compared to students currently receiving transportation to access entirely optional programs (ie. Elementary Extended French / French Immersion)?

Under Financial Sustainability:

Will the Board compare the cost of providing transportation to AP for Gifted students to the cost of providing transportation to entirely optional programs (ie. Elementary Extended French / French Immersion)?

Will the Board consider the most economical alternative of providing the requested transportation and work with all possible partners, including taxi companies and local transit systems to find the most economical option?

With respect to the last question, it is worth noting that Burlington City Council is looking to increase ridership on Burlington Transit and just yesterday voted in favour of Burlington Transit working with school boards to develop a fare strategy for students. This is an opportunity to

also discuss special runs on city buses to efficiently transport secondary students to the AP (and other) programs at Assumption, which could be considered for other municipalities as well.

I await answers to the amended list of questions, originally submitted on February 15th, regarding the amendment of January 15th to motion #233/18 regarding Transportation to AP for Gifted Students, originally passed by the Board on November 20th, 2018.

I also await answers regarding the Board's policy for correspondence to be included in Board reports, as per my e-mail below dated February 19th.

Thanks
Maria

From: Maria Lourenco [REDACTED]
Sent: February 19, 2019 11:09 PM
To: DeRosa, Peter
Cc: KarabelaH@hcdsb.org; obrient@hcdsb.org; Guzzo, Nancy; Murphy, Patrick; Marvin Duarte; ohearn-czarnotaj@hcdsb.org; Agnew, Brenda; Iantomasi, Vincent; Daly, Patrick; DiPietro, Rosie; [REDACTED] President ABC Ontario
Subject: Re: [<EXTERNAL>] Resolution #233/18 - Transportation to AP for Gifted Students

Dear Chair DeRosa,

Thank you for your response. I am not sure what communication you are referring to that I should have received from the Director's Office as your e-mail below is the first response I have received to my correspondence dated February 15th. I appreciate you taking the time to get back to me.

Can you please direct me to the Board Policy that states that in order for correspondence to be included in the Board Agenda package, that it must be received prior to the package being posted? That is my understanding of your statement below however I am not aware that this is Board policy.

In fact, I have in the past asked for clarification on the criteria for including correspondence in the Board report and the information provided was not clear but did indicate that correspondence had to be addressed to both the Chair and the Secretary of the Board and/or specifically request to be included in the report, though timelines were not provided. I have also in the past suggested that the Board create a policy for Correspondence in order to provide clarity and ensure fair and consistent treatment of all stakeholders; I most recently submitted this recommendation as feedback to the Delegation Policy. This feedback, which is a matter of public record, suggested that the Board create either a separate policy for Correspondence or combine both into a "Public Consultation" policy, however this feedback was ignored. In the absence of a clear policy, one should be able to rely on precedence and over the past year, the Board has, in several instances, published correspondence received days after the board

package was posted online. For example, in the June 5th, 2018 report, two of the four items of correspondence published, both of which expressed opposition to the board properly enforcing its Delegation Policy, were received up to the day before the Board meeting, or a full three days after the Board package was posted.

Thank you for "duly noting" my comments and concerns, however, I have requested and expect to receive direct answers to the questions posed. I might also remind you that I ask these questions as an HCDSB parent and ratepayer, and Director of ABC Ontario, representing and advocating for Gifted students across the province; a stakeholder wearing several hats, all of which you and your colleagues have been elected to represent. When Trustees immediately defer their response and position to the Board administration, it raises serious concerns about Trustees' objectivity and representation.

Obviously, inclusion in the February 19th Board report is moot at this point. However, I expect there is plenty of time to include *this* correspondence in the March 5th, 2019 Board report, which should also provide sufficient time to provide direct answers to the specific questions asked regarding a resolution passed at the January 15th, 2019 Board meeting.

Sincerely,
Maria Lourenco

From: DeRosa, Peter <DeRosaP@hcdsb.org>
Sent: February 19, 2019 6:08 PM
To: Maria Lourenco
Subject: RE: [<EXTERNAL>] Resolution #233/18 - Transportation to AP for Gifted Students

Dear Mrs. Lourenco,

Thank you for your email. As you have been informed through the Director's Office, your email was received after the Board Agenda package was posted, and therefore will not be included as correspondence on the agenda. That said, your email has been shared with all Trustees. Your comments and concerns with respect to this matter are duly noted.

Regards,

Peter DeRosa
Chair of the Board

From: Maria Lourenco <[REDACTED]>
Sent: Friday, February 15, 2019 7:52 PM
To: Daly, Patrick <DalyP@hcdsb.org>; DeRosa, Peter <DeRosaP@hcdsb.org>
Cc: Murphy, Patrick <MurphyP@hcdsb.org>; Guzzo, Nancy <GuzzoN@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; obrient@hcdsb.org; Agnew, Brenda <AgnewB@hcdsb.org>; Duarte, Marvin

<DuarteM@hcdsb.org>; ohearn-czarnotaj@hcdsb.org; lantomasi, Vincent <lantomasiV@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>; [REDACTED]

Subject: [<EXTERNAL>] Resolution #233/18 - Transportation to AP for Gifted Students

To: Patrick Daly, Director of Education, Halton Catholic DSB
Peter DeRosa, Chair of the Board, Halton Catholic DSB

As you are aware, at the January 15th Board meeting, Trustees approved an amendment which put the original motion #233/18 to provide Transportation to Gifted students to AP programming, “on hold” pending further review, the details of which were vague, with no specific timeline provided for said review. In particular, the “hold” was approved “pending a Staff Report on the Vision for Student Transportation in Ontario”, with Trustees knowing full well that the report from the Ministry was due in the Fall of 2018, that there have been no Ministry updates with respect to this initiative, and that the installation of a new government further jeopardizes the conclusion of this Ministry study.

The amendment as written and approved serves to put the resolution duly passed by the Board in November 2018, on hold, potentially, and very likely, indefinitely.

What action is the Board taking to determine the status of the Ministry’s report on the “Vision for Student Transportation”?

What will the Board do if the Ministry abandons this report? Leave the resolution on hold forever?

How has the original resolution, or the amendment, been communicated to families of Gifted students in our Board? As the parent of a Gifted student I have received no communication whatsoever regarding either the original resolution or the amendment.

The Board needs to recognize the incredible uncertainty and stress that this situation creates for families of Gifted students, particularly those in Grade 8. They are completely in the dark as to what will be available in September, many having already applied to AP programs in Halton Catholic, and paid registration fees at the respective schools. While Superintendent Cipriano indicated, at the January 15th board meeting, that students could apply to AP programs at any time, including up to September, this directly conflicts with the information on the school websites of all three HCDSB schools offering AP programming.

<http://www.gobluego.ca/advanced-placement-ap/>

<http://www.holytrinityoakville.ca/timelines-application/>

<http://www.werbr.ca/pre-ap-timeline-surveys-and-report-card-submissions/>

This is not a reasonable, fair or equitable way to treat families of Gifted students.

Many have already given up on Halton Catholic and applied to the public board and certainly many of the recent discussions regarding Gifted students have not fostered a positive impression of Halton Catholic's views regarding the needs of these students, despite being identified by the Ministry to be at risk of not succeeding.

This situation is quite simply unacceptable.

With respect to the amendment itself, the wording raises many questions as to how this process will unfold.

Policy Committee Role

The amendment states that the resolution will be "sent back" to the Policy Committee "in consultation with Business Services".

- the resolution did not originate at Policy Committee nor has it ever been discussed there (to my knowledge) nor does the Policy Committee have the power to pass binding resolutions on the Board (notwithstanding that it is a committee of the whole), simply to make recommendations to the Board with respect to Policies which are of a governance nature
- similarly Business Services are not normally part of the policy making process nor do they typically attend Policy Committee meetings, so it is unclear what their role would be here
- please clarify the process that will be applied here, and how it is consistent with current Governance policies and established practices

"Fairness and Equity"

The amendment states that the motion would be revised so that it is "fair and equitable".

The intention of the original motion was to provide access to appropriate programming for Gifted secondary students given the lack of Gifted specific programming in Halton Catholic secondary schools.

- how will fairness and equity be determined?
- will the review give consideration to the Board's mandate under the Education Act to provide appropriate programming, including a range of placements, to students identified as Gifted?
- will the review consider the equitable treatment of Gifted students compared to students with other exceptionalities and/or unidentified students receiving special education services?
- will the review consider the opportunities available to Halton Catholic Gifted secondary students relative to opportunities in other boards, including our co-terminus board (Halton District)?
- will the review consider the equitable treatment of Gifted students requesting transportation to access programming that meets their exceptional needs compared to

students currently receiving transportation to access entirely optional programs (ie. Elementary Extended French / French Immersion)?

Financial Sustainability

The amendment states that the "motion would be pending approval and sustainability through the Board's budget".

- how does the Board define, and how will it determine “sustainability through the Board’s budget”?
- will the Board consider the lost grants for these Gifted students who leave our Board for programming elsewhere?
- will the Board consider the *incremental* costs of existing Gifted programming as a proportion of total Special Education spending , relative to the number of Gifted students (including twice exceptional) as a proportion of all special education students in Halton Catholic?
- will the Board consider the cost of transportation for Gifted students relative to the current budget surplus?
- will the Board consider the cost relative to other budget priorities, particularly those with no direct benefit to students, such as the recently approved “job evaluation officer” position?
- will the Board consider the cost of transportation for Gifted students relative to the potential costs, including legal fees, of families who may request a Special Education Tribunal?
- will the Board compare the cost of providing transportation to AP for Gifted students to the cost of providing transportation to entirely optional programs (ie. Elementary Extended French / French Immersion)?
- will the Board consider the most economical alternative of providing the requested transportation and work with all possible partners, including taxi companies and local transit systems to find the most economical option?

Thank you for your time. I am requesting and will appreciate direct answers to the various questions above.

Please include this correspondence in the board report for the February 19th meeting.

Maria Lourenco

From: DiPietro, Rosie <DiPietroR@hcdsb.org>
Sent: January 17, 2019 3:20 PM
To: 'Maria Lourenco'
Cc: Daly, Patrick
Subject: RE: [<EXTERNAL>] Gifted Transportation Motion

Point well taken, Maria. Here you go.

Amendment to Resolution #233/18:

BE IT RESOLVED, that the HCDSB will 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 this resolution 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.

Take care,

Rosie

-----Original Message-----

From: Maria Lourenco [REDACTED]
Sent: January 16, 2019 1:49 PM
To: DiPietro, Rosie <DiPietroR@hcdsb.org>
Cc: Daly, Patrick <DalyP@hcdsb.org>
Subject: Re: [<EXTERNAL>] Gifted Transportation Motion

Hi Rosie;

I have some questions regarding the motion but need to know exactly what was approved in order to ensure I am asking the right questions and not missing anything.

Also, waiting until the next board report is published would preclude me from submitting correspondence regarding that motion for the next meeting, or at least I would be operating a little in the dark with respect to the final wording of the motion.

Is the motion not public information given that it was approved at the public meeting last night?

Thanks

> On Jan 16, 2019, at 1:41 PM, DiPietro, Rosie <DiPietroR@hcdsb.org> wrote:

>

> Good afternoon Maria,

>

> The January 15, 2019 resolution regarding Transportation to AP will be available on Friday, February 1, 2019 on our public website when I post the February 5, 2019 Regular Board meeting package.

>

> Take care,

>

> Rosie

>

> Rosie Di Pietro

> Executive Assistant to the Director of Education Halton Catholic

> District School Board

>

> 802 Drury Lane, Burlington, ON L7R 2Y2

> (905) 632-6314, ext. 115 | dipietror@hcdsb.org

>

> Achieving Believing Belonging www.hcdsb.org

>

>

> -----Original Message-----

> From: Maria Lourenco [REDACTED]

> Sent: January 16, 2019 11:30 AM

> To: DiPietro, Rosie <DiPietroR@hcdsb.org>

> Subject: [<EXTERNAL>] Gifted Transportation Motion

>

> Hi Rosie,

>

> Could you forward me the full wording of the motion that was passed last night with respect to putting transportation to Gifted students to AP programs on hold?

>

> Thanks

> Maria