

**REGULAR BOARD MEETING  
 REVISED AGENDA**

Date: Tuesday, May 21, 2019  
 Time: 7:30 pm  
 Location: Catholic Education Centre - Board Room  
 802 Drury Lane  
 Burlington, Ontario

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1. Call to Order	
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## MINUTES OF THE REGULAR BOARD MEETING

Date: May 7, 2019  
 Time: 7:30 pm  
 Location: Catholic Education Centre – Board Room  
 802 Drury Lane, Burlington, ON

Trustees: B. Agnew H. Karabela  
 M. Duarte P. Murphy, Vice Chair of the Board  
 N. Guzzo (via telephone) J. O’Hearn-Czarnota  
 V. Iantomasi T. O’Brien

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

Trustees Excused: P. DeRosa, Chair of the Board

Senior Staff: S. Balogh C. McGillicuddy  
 C. Cipriano R. Merrick  
 J. Crowell L. Naar  
 P. Daly, Secretary of the Board J. O’Hara  
 A. Lofts, Treasurer of the Board A. Prkacin

Also Present: C. Abrahams, Senior Manager, Capital Projects, Facility Management Services  
 A. Bartucci, Communications Officer, Strategic Communications  
 L. Beraldo-Turner, President, OECTA Halton Secondary Unit  
 M. Bhambra, 2019-20 Student Trustee  
 D. Caratao, 2019-20 Student Trustee  
 J. Chanthavong, Senior Manager, Financial Services  
 R. Cilliers, Metroland Media  
 L. Keating, Acting Chief Officer, Research & Development  
 N. March, President, OECTA Halton Elementary Unit  
 K. Ongaro, Human Resources Analyst, Human Resources Services  
 F. Thibeault, Senior Manager, Planning and Assessment Services  
 D. Suan, 2019-20 Student Trustee  
 A. Swinden, Manager, Strategic Communications  
 S. Viana-Azevedo, President, CUPE 5200

Recording Secretary: R. Di Pietro

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### 1. Call to Order

In the absence of the Chair, Vice Chair Murphy presided over the meeting.

#### 1.1 Opening Prayer, National Anthem and Oath of Citizenship (D. Herrero)

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

#### 1.2 Motions Adopted In-Camera

There were no motions adopted in-camera.

### **1.3 Information Received In-Camera**

The following information was received in-camera:

#### Secondary School Vice Principal

Catherine Serafim appointed as Secondary School Vice Principal effective September 1, 2019.

#### Elementary School Principals

Chris Tilley and Anna Marie Toltl appointed as Elementary School Principals effective September 1, 2019.

#### Elementary School Vice Principals

Martin Simon and Ann Marie Melchionna appointed as Elementary School Vice Principals effective September 1, 2019.

#### Department Heads

Vito Battaglia, Lindsay Cheal, Laura Daly, Roberto DiDiodato, Gabriel Goulart, John Heaney, Simona Horvat, Justin Ieraci, Natalie Jones, Ryan Latimer, Melissa Moore, Anthony Pugliese, Claudio Sartori, Andrew Saulez, Michael Sluski and Teresa Tomaro appointed as Department Head effective September 1, 2019 for a period of up to four (4) years.

#### Acting Department Heads

Angela Brayson, Melissa Collver, Denise Grightmire and John Kosir appointed as Acting Department Heads effective September 1, 2019 for a period of up to one (1) year.

#### Special Education Consultants

Ashley Flis and Jennifer Thompson appointed as Special Education Consultants effective September 1, 2019 for a period of up to three (3) years with the possibility of a one (1) year extension.

#### Night School Principal – 2019/2020 School Year

Gino DeLuca's term as Night School Principal extended for the 2019-2020 School Year.

#### Retirements

Natalie Banton, Sandra Beauchesne, Cathy Boiago, Catherine Brezina, Kelley Carter, Brenda Cosulich, Patricia Donnelly, Santia Graci, Sarah Harper, Michael Jenny, Michael MacDonald, Elizabeth MacIntyre, Theresa Merritt and Louis Nagy retiring effective June 30, 2019. Carol Halls retiring effective May 31, 2019.

#### Resignations

Jennifer Gauthier resigning effective May 18, 2019. Natasha Croskell and Jennifer Proc resigning effective August 31, 2019.

## **2. Approval of the Agenda**

The following was added to the agenda:

10.14 Mission Trips (W. Charlebois)

**#73/19****Moved by:** V. Iantomasi**Seconded by:** H. Karabela**RESOLVED**, that the agenda be approved as amended.

The Chair called for a vote on **#73/19** and it **UNANIMOUSLY CARRIED**.

**3. Declarations of Conflict of Interest**

Trustee O'Brien declared a conflict of interest with information item 10.5 - Budget Report for September 1, 2018 to February 28, 2019.

Trustee O'Brien declared a conflict because salary and benefits for teachers are mentioned. His wife is a teacher with the Board.

**4. Presentations****4.1 2018 - 2019 Bullying Prevention Awards - See the Problem, Be the Solution (J. Crowell on behalf of T. Pinelli)**

The award-winning students and schools of the 2018 - 2019 Bullying Prevention Awards - See the Problem, Be the Solution were recognized.

St. Joan of Arc Catholic Elementary School - Best Original Poster  
Jean Vanier Catholic Secondary School - Best Original Song  
Holy Trinity Catholic Secondary School - Best Original Video

**5. Delegations****5.1 French Programming (N. Cambone)**

Ms. Cambone presented a delegation regarding French Programming.

**5.2 French Programming (M. Campos)**

Mr. Campos presented a delegation regarding French Programming.

**6. Approval of Minutes****6.1 Minutes of the April 2, 2019 Regular Board Meeting****#74/19****Moved by:** B. Agnew**Seconded by:** M. Duarte**RESOLVED**, that the minutes of the April 2, 2019 Regular Board Meeting be approved.

The Chair called for a vote on **#74/19** and it **UNANIMOUSLY CARRIED**.

**6.2 Minutes of the April 9, 2019 Special Board Meeting****#75/19****Moved by:** V. Iantomasi**Seconded by:** J. O'Hearn-Czarnota**RESOLVED**, that the minutes of the April 9, 2019 Special Board Meeting be approved.

The Chair called for a vote on **#75/19** and it **UNANIMOUSLY CARRIED**.

**7. Business Arising from Previous Meetings**

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

**8. Action Items**

**8.1 Response to Delegations (P. Murphy)**

**#76/19**

**Moved by:** M. Duarte

**Seconded by:** V. Iantomasi

**RESOLVED**, that the delegation from Ms. N. Cambone regarding French Programming be received as information.

The Chair called for a vote on **#76/19**:

<b>IN FAVOUR</b>	<b>ABSTAIN</b>
B. Agnew	N. Guzzo
W. Charlebois (non-binding)	
M. Duarte	
D. Herrero (non-binding)	
V. Iantomasi	
H. Karabela	
S. Mazza (non-binding)	
T. O'Brien	
J. O'Hearn-Czarnota	

The motion **CARRIED**.

**#77/19**

**Moved by:** J. O'Hearn-Czarnota

**Seconded by:** V. Iantomasi

**RESOLVED**, that the delegation from Mr. M. Campos regarding French Programming be received as information.

The Chair called for a vote on **#77/19** and it **UNANIMOUSLY CARRIED**.

**8.2 Rescind - Policy I-13 Appointment of Architect (N. Guzzo)**

**#78/19**

**Moved by:** N. Guzzo

**Seconded by:** B. Agnew

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-13 Appointment of Architect be rescinded.

The Chair called for a vote on **#78/19**:

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

The motion **CARRIED**.

### 8.3 Policy I-43 Use of Technology and Digital Citizenship (N. Guzzo) #79/19

**Moved by:** N. Guzzo

**Seconded by:** B. Agnew

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-43 Use of Technology and Digital Citizenship be approved as amended.

#### #79/19 (AMENDMENT)

**Moved by:** H. Karabela

**Seconded by:** V. Iantomasi

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-43 Use of Technology and Digital Citizenship be approved as amended and include that parents shall be given a notice to sign when students are issued an email for the first time and be informed as to the platforms the students will be using and have access to. This will be required in Kindergarten to Grade three (3).

The Chair called for a vote on **#79/19 (AMENDMENT)**:

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

The motion **CARRIED**.

#### #79/19 (AS AMENDED)

**Moved by:** H. Karabela

**Seconded by:** V. Iantomasi

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-43 Use of Technology and Digital Citizenship be approved as amended and include that parents shall be given a notice to sign when students are issued

an email for the first time and be informed as to the platforms the students will be using and have access to. This will be required in Kindergarten to Grade three (3).

The Chair called for a vote on **#79/19 (AS AMENDED)**:

<b>IN FAVOUR</b>	<b>OPPOSED</b>
W. Charlebois (non-binding)	B. Agnew
M. Duarte	N. Guzzo
D. Herrero (non-binding)	J. O'Hearn-Czarnota
V. Iantomasi	
H. Karabela	
S. Mazza (non-binding)	
T. O'Brien	

The motion **CARRIED**.

**8.4 Policy II-07 The School Day (Daily Session) - Elementary & Secondary (N. Guzzo) #80/19**

**Moved by:** N. Guzzo

**Seconded by:** M. Duarte

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-07 The School Day (Daily Sessions) - Elementary and Secondary be approved as amended.

The Chair called for a vote on **#80/19** and it **UNANIMOUSLY CARRIED**.

Trustee Mazza left the meeting at 9:21 p.m.

**8.5 Uniform Supplier Contract Extension (A. Lofts) #80/19**

**Moved by:** N. Guzzo

**Seconded by:** M. Duarte

**RESOLVED**, that the Halton Catholic District School Board authorize staff to extend the current contract with the uniform supplier for one year to December 31, 2020, to allow for further review of Policy II-41 School Uniform Dress Code – School Dress Code.

The Chair called for a vote on **#80/19** and it **UNANIMOUSLY CARRIED**.

**9. Staff Reports**

**9.1 2019 Education Development Charges (EDC) By-Law Amendment (A. Lofts)**

Staff provided recommendation of amendments to the 2018 EDC By-law to extend the term and increase the residential and non-residential rates in accordance with the recent amendments to Ontario Regulation 20/98.

**10. Information Items****10.1 Appointment of 2019 - 2020 Student Trustees (C. McGillicuddy)**

The following were the results of the election for the 2019 – 2020 Student Trustees:

Burlington: Dylex Suan  
North Halton: Davin Caratao  
Oakville: Malika Bhambra

**10.2 Student Trustees Update (D. Herrero)**

The following information was provided:

- Current and new student trustees will be attending the OCSTA AECO AGM from May 23-26, 2019.
- Applications for 2019-20 student senators are under review by current and new student trustees.
- Student Trustees will be attending Walk with Jesus on May 9, 2019.

**10.3 School Educational Field Trips (J. Crowell)**

School trips were provided as information.

**10.4 Release of the 2019-20 Grants for Student Needs (GSN) (A. Lofts)**

Information regarding the release of the 2019-20 GSN's were provided.

The province has announced a number of changes for the education sector. Following the mid-May release of the 2019-20 EFIS Estimates and the 2019-20 Technical Paper, staff will incorporate changes and provide Trustees with the 2019-20 GSN impact to the Board

**10.5 Budget Report for September 1, 2018 to February 28, 2019 (A. Lofts)**

The percentages received/spent for the period from September 1, 2018, to February 28, 2019, are consistent with the prior year and fall within the expected range. Revenues and expenses to date appear reasonable and aligned with the revised budget.

Staff will continue to monitor and control expenses against the 2018-19 Revised Budget to achieve a balanced position for the 2018-19 Year-End.

**10.6 Capital Projects Report as of February 28, 2019 (A. Lofts)**

Trustees provided the preliminary cost of capital projects and land as of February 28, 2019. Staff to continue to monitor the capital projects budgets and EDC shortfall.

**10.7 Long Term Facility Renewal Strategy (R. Merrick)**

A report outlining a comprehensive school renewal plan to improve school facility conditions throughout the Board to provide a learning environment that supports the educational needs of students and staff was provided. The Long-Term Facility Renewal Strategy focuses on a 5-year planning window (2020 to 2024) and identifies school facilities where investment is required to renew facility conditions.

**10.8 Long Term Capital Plan (LTCP) Update (Draft Report) (A. Lofts)**

The draft 2019 LTCP was provided for review.

**10.9 PowerSchool EDGE Conference 2019 (J. O'Hara)**

Joe O'Hara, Executive Officer, Human Resources Services and Katie Ongaro, Human Resources Analyst represented the Halton Catholic District School at this year's PowerSchool EDGE conference. The conference provided them with the opportunity to network with other

School Board Administrators within Canada and the United States as well as receive information about upcoming software developments.

**10.10 Extensive Trip Advisory Committee (ETAC) Trip Proposals (J. Crowell)**

Secondary school ETAC submissions were provided as information.

**10.11 Construction Report – St. Nicholas Catholic Elementary School (R. Merrick)**

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

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

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

**10.13 Construction Report – Assumption Catholic Secondary School (R. Merrick)**

A construction update was provided for Assumption Catholic Secondary School.

**10.14 Mission Trips (W. Charlebois)**

The Director explained that in the past a number of secondary schools ran mission trips to the Dominican Republic. Due to violent incidents in the area, the Board decided back in 2014 to no longer participate with a commitment to revisit.

Currently St. Thomas Aquinas Catholic Secondary School is developing a mission trip submission for review by ETAC and the Director of Education. Mission trips to Northern Ontario are also being looked into.

**11. Miscellaneous Information**

**11.1 Minutes of the February 26, 2019 Policy Committee Meeting**

Minutes of the February 26, 2019 Policy Committee meeting were provided as information.

**11.2 Minutes of the March 4, 2019 CPIC Meeting**

Minutes of the March 4, 2019 CPIC meeting were provided as information.

**11.3 Minutes of the March 25, 2019 SEAC Meeting**

Minutes of the March 25, 2019 SEAC meeting were provided as information.

**12. Correspondence**

There was no correspondence.

**13. Open Question Period**

No questions were submitted.

Trustee Guzzo disconnected from the meeting.

**14. In Camera**

**#81/19**

**Moved by:** T. O'Brien

**Seconded by:** M. Duarte

**RESOLVED**, that the meeting move in-camera.

The Chair called for a vote on **#81/19** and it **UNANIMOUSLY CARRIED**.

The meeting moved back in-camera at 9:25 p.m.

The meeting moved out of in-camera at 10:30 p.m.

**15. Resolution re Absentees**

**#82/19**

**Moved by:** B. Agnew

**Seconded by:** H. Karabela

**RESOLVED**, that Trustee DeRosa be excused from the meeting.

The Chair called for a vote on **#82/19** and it **UNANIMOUSLY CARRIED**.

**16. Adjournment and Closing Prayer (J. O'Hearn-Czarnota)**

**#83/18**

**Moved by:** B. Agnew

**Seconded by:** J. O'Hearn-Czarnota

**RESOLVED**, that the meeting adjourn.

The Chair called for a vote on **#83/18** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 10:32 p.m. with a prayer led by Trustee O'Hearn-Czarnota.

\_\_\_\_\_  
Secretary of the Board

\_\_\_\_\_  
Chair

## MINUTES OF THE SPECIAL BOARD MEETING

Date: May 14, 2019  
Time: 6:30 pm  
Location: Catholic Education Centre – Board Room  
802 Drury Lane, Burlington, ON

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

Student Trustees: W. Charlebois

Trustees Excused: J. O'Hearn-Czarnota

Senior Staff: C. Cipriano A. Lofts, Treasurer of the Board  
P. Daly, Secretary of the Board R. Merrick

Also Present: M. Bhambra, 2019-20 Student Trustee  
F. Thibeault, Senior Manager, Planning and Assessment Services  
B. Teichman, Counsel, Overland LLP  
A. Swinden, Manager, Strategic Communications

Recording Secretary: R. Di Pietro

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### 1. Call to Order

#### 1.1 Opening Prayer, National Anthem and Oath of Citizenship (P. DeRosa)

The meeting opened with a prayer led by Chair DeRosa.

### 2. Approval of the Agenda

#### #84/19

**Moved by:** V. Iantomasi

**Seconded by:** M. Duarte

**RESOLVED**, that the agenda be approved.

The Chair called for a vote on **#84/19** and it **UNANIMOUSLY CARRIED**.

### 3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

### 4. Action Items

#### 4.1 2019 Education Development Charges (EDC) By-Law Amendment (A. Lofts)

##### #85/19

**Moved by:** P. Murphy

**Seconded by:** M. Duarte

**BE IT RESOLVED**, that a separate public meeting is not required regarding the proposed amendment to the 2018 EDC By-law; and,

**THAT**, the Halton Catholic District School Board enact a by-law which will amend the 2018 EDC By-law to apply to the development of land in the Region of Halton;

**THAT**, the amending EDC By-law be in the form attached hereto and that it amend the Board's 2018 EDC By-Law in the following respects:

Section 9 be revised to read as follows:

Subject to the provisions of this by-law, an education development charge per dwelling unit shall be imposed upon the designated categories of residential development and the designated residential uses of land, buildings or structures, including a dwelling unit accessory to a non-residential use, and, in the case of a mixed-use building or structure, upon the dwelling units in the mixed-use building or structure. The education development charge per dwelling unit shall be in the following amounts for the periods set out below:

(i)	May 19, 2019 to July 3, 2019:	\$2,569.00;
(ii)	July 4, 2019 to July 3, 2020:	\$2,869.00;
(iii)	July 4, 2020 to July 3, 2021:	\$3,169.00;
(iv)	July 4, 2021 to July 3, 2022:	\$3,469.00;
(v)	July 4, 2022 to July 3, 2023:	\$3,648.00;

Section 12 be revised to read as follows:

Subject to the provisions of this by-law, an education development charge per square foot of gross floor area of non-residential development shall be imposed upon the designated categories of non-residential development and the designated non-residential uses of land, buildings or structures and, in the case of a mixed-use building or structure, upon the non-residential uses in the mixed-use building or structure. The education development charge per square foot of gross floor area shall be in the following amounts for the periods set out below:

(i)	May 19, 2019 to July 3, 2019:	\$0.61 per square foot;
(ii)	July 4, 2019 to July 3, 2020:	\$0.64 per square foot;
(iii)	July 4, 2020 to July 3, 2021:	\$0.67 per square foot;
(iv)	July 4, 2021 to July 3, 2022:	\$0.70 per square foot;
(v)	July 4, 2022 to July 3, 2023:	\$0.74 per square foot;

Section 21 be revised to read as follows:

This by-law shall expire five years after the date it comes into force unless it is repealed at an earlier date.

The Chair called for a vote on **#85/19** and it **UNANIMOUSLY CARRIED**.

**5. In-Camera**

There was no in-camera session.

**6. Resolution re Absentees**

**#86/19**

**Moved by:** P. Murphy

**Seconded by:** N. Guzzo

**RESOLVED**, that Trustee O'Hearn-Czarnota be excused from the meeting.

The Chair called for a vote on **#86/19** and it **UNANIMOUSLY CARRIED**.

**7. Adjournment and Closing Prayer (B. Agnew)**

**#87/19**

**Moved by:** V. Iantomasi

**Seconded by:** H. Karabela

**RESOLVED**, that the meeting adjourn

The Chair called for a vote on **#87/19** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 6:48 p.m. with a prayer led by Trustee Agnew.

\_\_\_\_\_  
Secretary of the Board

\_\_\_\_\_  
Chair



**BUSINESS ARISING FROM PREVIOUS MEETINGS**

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
May 1, 2018	Transportation to AP and/or IB Programs for Gifted Students in the HCDSB Secondary Schools	Staff Report on A New Vision for Transportation.	Business Services	To Be Determined
April 9, 2019 (Policy)		<b>BE IT RESOLVED</b> , that Resolution#28/19 be returned to the regular board meeting of May 21, 2019 for deliberation contingent on staff reports that include transportation equity; ministry guidelines/requirements for gifted students programming and meeting their needs; and funding being provided in advance of that Board meeting.	Senior Staff	June 4, 2019

**OUTSTANDING POLICY ITEMS**

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS



Policy V-15 Environmental Stewardship	<b>Item 8.1</b>
Tuesday, May 21, 2019	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy V-15 Environmental Stewardship*, as presented.

### Background Information

*Policy V-15 Environmental Stewardship* was established in May 2010 to promote environmental stewardship within the context of our Catholic faith in all educational programs, activities and operational procedures.

As part of the Board's 3-year review cycle of policies, Board staff conducted a review of *Policy V-15 Environmental Stewardship*. Minor amendments have been recommended to the policy, specifically, the Principles & Requirements have been revised, along with the addition of the References.

### Conclusion

*Policy V-15 Environmental Stewardship* was presented at the Policy Committee Meeting on May 14, 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:

<b>Resolution#:</b>	<i>Moved by:</i> <i>Seconded by:</i>
<b>Resolved</b> , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy V-15 Environmental Stewardship</i> be approved as amended.	



Report Submitted and  
Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>Environmental Stewardship</b>	
<b>Adopted:</b> May 4, 2010	<b>Last Reviewed/Revised:</b> May 21, 2019
<b>Next Scheduled Review:</b> 2021-2022	
<b>Associated Policies &amp; Procedures:</b> N/A	

## Purpose

To ensure that all staff and students of the Halton Catholic District School Board promote and follow a path of environmental stewardship within the context of our Catholic faith in all educational programs, activities and operational procedures.

## Application and Scope

This policy applies to all staff and students in the Halton Catholic District School Board.

## References

[Laudato Si](#)

[Strategy for a Waste-Free Ontario: Building the Circular Economy](#)

[Made in Ontario Environment Plan](#)

## Principles

As followers of Jesus Christ, the Halton Catholic District School Board supports the promotion of core values of honesty, integrity, responsibility, caring, equity, dedication, and respect for self, others, and the environment.

In accordance with church teaching and papal encyclicals, the Halton Catholic District School Board is committed to:

- maintaining respect for human life within society, from conception to natural death;
- asserting the dignity of the person;
- recognizing the unique mission of the family where one is trained in love of neighbour and respect for nature;

- creating an awareness that creation is God's gift to his people. As God's people, we are called to be stewards in this regard;
- promoting environmental literacy in all staff and students;
- providing leadership for developing a knowledge of and respect for the balance between Earth's ecosystems and human impact on them;
- promoting life-long learning about our earth linking environmental education to different areas of the curriculum;
- encouraging active, responsible citizenship emphasizing care and protection of the environment; and
- promoting critical thinking skills and a culture of inquiry in each classroom.

Therefore, the Board will maintain a management team that will facilitate following strategies within available resources:

- in cooperation with the home, parish, Catholic School Councils, local organizations and the educational community, promote environmental values and literacy for all staff and students which acknowledge the environmental principles of:
  - protecting the biosphere,
  - sustainable use of natural resources,
  - reduction and disposal of waste,
  - responsible use of energy, and reduction of risk to health and safety
- provide appropriate curricular resources and in-services that support the environmental principles for studies both in school and in the outdoors;
- use purchasing practices that evaluate the acquisition and disposal of products according to the following criteria:
  - Reduce
  - Reuse
  - Recycle, and whenever possible, select products and services that meet the above criteria and are environmentally friendly, or
  - alternately, refuse products
- model environmentally appropriate practices by staff and students, including teaching students how to minimize their ecological footprint on the Earth;
- promote federal, provincial, regional, civic, school and family initiatives that acknowledge environmental principles;
- provide a work environment for all staff and students that meets government and environmental protection and health and safety regulations and codes;

- base the design and construction of new facilities and renovations on environmental principles, including sustainability and environmental impact.

## Requirements

- I. The Halton Catholic District School Board, under the direction of the Director of Education, will form a system-wide Environmental Stewardship Committee to provide advice and direction to the Board in implementing the Requirements listed in this policy. The committee membership will consist of administration, trustee(s), parents, teachers and other community stakeholders as deemed appropriate by the Director of Education.

- II. **Focus Area A: Teaching and Learning**

Strategy:

Continue on-going programs to increase student knowledge and develop skills and perspectives that foster environmental stewardship of God's gifts of nature.

Board Responsibility:

- use relevant curriculum resource documents to support implementation of revised curricula, as appropriate;
- support staff and students in linking environmental knowledge and related skills and activities to the teachings of the worldwide Catholic community and other diverse communities, including First Nation, Métis, and Inuit peoples, and to principles of responsible citizenship.

School Responsibility:

- to provide opportunities for students to acquire knowledge and skills related to environmental education in all subject areas, and encourage them to apply their knowledge, and critical thinking skills to determine the impact and action required to evaluate and respond to environmental issues through action-based projects;
- to challenge students to develop critical thinking skills in systems thinking and futures thinking that they will need to become discerning, active citizens.

- III. **Focus Area B: Student Engagement and Community Connections**

Strategy:

Build student capacity to take action on environmental issues.

Board Responsibility:

- engage student leaders in the design and delivery of environmental education projects at the Board level;
- share school and student projects across the Board that demonstrate engagement in environmental stewardship;

- encourage environmental learning for all students inside and outside the classroom;
- support students, on a system-wide basis, as they develop skills and act as decision-makers to effect positive environmental change;
- encourage the study and application of sound scientific principles of investigation and analysis.

School Responsibility:

- to engage student leaders in the design and delivery of environmental education at the school level;
- to encourage students to enrich their learning by using information technology to access resources, connect with others, and create e-communities that focus on environmental issues;
- to encourage action research that promotes partnerships and the innovative implementation of environmental education concepts and principles;
- to create opportunities for students to address environmental issues in their homes, in their local communities, or at the global level;
- to work with their Catholic School Councils in promoting environmental education;
- to encourage students to plan environmental education activities for all students;
- to encourage all students to participate in environmental education activities on school grounds.

IV. **Focus Area C: Environmental Leadership**

Strategy:

Continue to increase the extent to which environmental education is integrated into Board policies, procedures, and strategic plan.

Board Responsibility:

- develop or revise a Board environmental education procedure(s) that promotes environmental literacy and environmentally responsible management practices;
- in connection with the Board's policy development and implementation process:
  - maintain a system-wide environmental education and management committee;
  - embed environmental education as a priority in the Board's strategic plan;
  - develop and implement a plan/procedure for integrating sustainable environmental practices into each of the Board's operational services;
  - develop an environmental action plan that is annually reviewed, renewed, and communicated to all Board employees and trustees;



- review existing Board recognition programs for opportunities to include acknowledgment of responsible environmental leadership;
- integrate in-service opportunities related to environmental education into staff development for all employee groups;
- focus energy and environmental management practices to better support students and school initiatives;
- provide resources for schools to engage in environmental practices and initiatives;
- participate in partnerships with other community, municipal and regional organizations in regards to environmental projects and initiatives; and
- encourage all Board personnel, CPIC (Catholic Parent Involvement Committee), students, parents and Catholic School Councils to adopt and promote environmentally appropriate practices.

School Responsibility:

- to create or revise an implementation plan that aligns with the Board environmental education policy;
- to adopt environmentally responsible management practices that are consistent with Board policy and consider the advice of members of the school community on these matters;
- to encourage staff to develop knowledge and skills related to environmental education, responsible environmental practices and encourage mentoring opportunities;
- to facilitate sharing of staff expertise and knowledge through existing networks.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_

*Chair of the Board*



Policy V-18 Community Engagement & Public Consultation	<b>Item 8.2</b>
Tuesday, May 14, 2019	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy V-18 Community Engagement & Public Consultation* at first reading.

### Background Information

The Halton Catholic District School Board (HCDSB) is committed to enhancing our ongoing communication with parents, students, staff, and members of the broader community. This commitment is outlined in our current [multi-year strategic plan](#) as a system priority to ensure that communication is clear, transparent and responsive to our stakeholders.

*Policy V-18 Community Engagement & Public Consultation* has been created to ensure consistency in the provision of effective, meaningful consultation with our community.

### Conclusion

*Policy V-18 Community Engagement & Public Consultation* was presented at the May 14, 2019 Policy Committee Meeting with a recommendation that it be forwarded to the Board of Trustees for approval at first reading. *Policy V-18 Community Engagement & Public Consultation* will then be forwarded for stakeholder input and returned to the June 11, 2019 Policy Committee Meeting for further deliberation.



## 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 V-18 Community Engagement & Public Consultation* be approved at first reading.

Report Submitted and

N. Guzzo

Approved by:

Chair of the Policy Committee

<b>Community Engagement &amp; Public Consultation</b>	
<b>Adopted:</b> Date: May 21, 2019	<b>Last Reviewed/Revised:</b> Date
<b>Next Scheduled Review:</b> 2021-2022	
<b>Associated Policies &amp; Procedures:</b> <a href="#">I Governance of Policy</a> <a href="#">I-06 Delegation to the Board</a> <a href="#">I-07 Protection of Privacy</a> <a href="#">VI-81 Privacy Procedure</a> <a href="#">I-09 School Accommodation Review – Consolidation and Closure</a> <a href="#">VI-35 School Accommodation Review – Consolidation Closure</a> <a href="#">I-15 School Name Selection</a> <a href="#">I-29 School Boundary Review Process</a> <a href="#">VI-88 School Boundary Review Process</a> <a href="#">I-37 Community Planning &amp; Facility Partnerships</a> <a href="#">VI-78 Community Planning &amp; Facility Partnerships</a> <a href="#">I-44 Strategic Planning Process</a> <a href="#">II-41 School Uniform Dress Code/School Dress Code</a> <a href="#">V-04 School Fundraising Activities</a> <a href="#">VI-59 School Fundraising Activities</a> <a href="#">VI-46(e) Monitoring &amp; Feedback on Accessible Customer Service</a> <a href="#">VI-54 Equity &amp; Inclusive Education</a> <a href="#">VI-58 Parent Notification System</a> <a href="#">VI-63 Social Media Procedure</a>	

## Purpose

To provide a framework and a model for community engagement and public consultation across the Halton Catholic District School Board (HCDSB).

## Application and Scope

This policy pertains to all school and board community engagement practices that apply to HCDSB internal and/or external stakeholders.

## References

[Halton Police – School Board Protocol](#)

[International Association for Public Participation \(IAP2\)](#)

## Definitions

**Community Engagement** – an interaction process between HCDSB and its internal and/or external stakeholders that provides an opportunity to share information, gather feedback and inform decision-making. The level of engagement undertaken depends on the goal: *inform, consult, involve, or collaborate*.

**Inform** – sharing of information with stakeholders to increase awareness and understanding.

**Consult** – gathering feedback from stakeholders on policies, options and/or decisions.

**Involve** – working with stakeholders to ensure feedback is understood and reflected in the options developed and/or decisions made.

**Collaborate** - engaging a group or advisory committee of stakeholders to work together to develop options and solutions. As much as possible, the advice, feedback and/or recommendations will be incorporated into final decision.

**Stakeholder** – any individual or group who can affect or is affected by decisions made by HCDSB.

**Internal Stakeholders** – staff, students, parents/guardians, and trustees.

**External Stakeholders** – including, but not limited to, parishes, Catholic ratepayers, community partners and organizations, Ministry of Education and other government ministries, municipalities, etc.

## Principles

At HCDSB, we value relationships and partnerships, recognizing that student success and well-being are reflective of the healthy and vibrant partnerships we hold with staff, parents, parishes and members of the broader community.

At HCDSB, we are committed to effective public participation that provides a means for facilitating understanding; incorporating stakeholder feedback into decisions that affect them; and improving decision-making. This includes:

- relaying accurate, timely information on matters affecting stakeholders;
- providing open, inclusive, and meaningful feedback mechanisms that encourage two-way communications with our stakeholders;
- ensuring equity of opportunity and access by identifying and removing barriers to engagement;

- sharing results of feedback collected through public consultation to foster a culture of transparency and trust.

## Requirements

### I. Sharing Information with Stakeholders

Accurate, timely information will be relayed about changes to policies, programs, legislation, decisions, or issues requiring immediate attention.

- New policies or changes to current policies will be shared with stakeholders in accordance with *Policy I – Governance of Policy*.
- Information around the implementation of new programs will be shared in advance of implementation with stakeholders (staff, parents, trustees) who are directly impacted.
- Stakeholders directly impacted by potential changes to existing programs will be notified that the program is under review, and will be provided with pertinent information as it becomes available, and prior to a decision being made.
- Changes to legislation will be shared in advance of implementation with stakeholders who are directly impacted.
- Decisions that directly impact on the day-to-day activities or operations at the school and/or system level will be shared with stakeholders in advance of implementation. Details around the implementation of decisions will be communicated as they become available.
- Issues requiring immediate attention, such as lockdowns, emergencies, school closures, power outages, etc., will be communicated in accordance with the applicable policy, procedure, protocol or practice.

### II. Engaging Stakeholders in a Public Consultation Process

HCDSB will notify internal and external stakeholders of consultation opportunities in a manner that is consistent, timely and transparent.

- All system-level public consultations will include a plan that provides:
  - a. the purpose of the consultation;
  - b. the desired outcomes (goals);
  - c. the Stakeholder Decision Impact & Communication Matrix (Appendix A), which lists stakeholder groups impacted and the level of engagement (inform, consult, involve, or collaborate);
  - d. a description of the communications methodology, timelines and strategies.
- All reports emanating from a public consultation process will contain a summary of the process and a summary of feedback received, with a description of any steps taken to address public concerns in arriving at a recommendation.
- All active public consultations will be posted on a designated Public Consultation page on the HCDSB website.



APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*

## Levels of Engagement



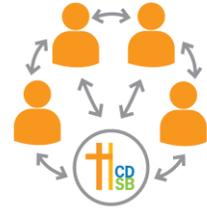
### Inform



### Consult



### Involve



### Collaborate

	Inform	Consult	Involve	Collaborate
GOAL	Increase awareness and understanding.	Gather feedback on policies, options and/or decisions.	Work together to ensure feedback is understood and reflected in the options developed and/or decisions made.	Work together to develop options and solutions.  As much as possible, the advice, feedback, and/or recommendations are incorporated into final decision.
EXAMPLES	Email Website Media Social media	Surveys  Focus groups	Town halls  Public information sessions	Advisory committees  School Boundary Review Committees  Accommodation Review Committee

\*Adapted from IAP2 Public Participation Spectrum.

## Stakeholder Decision Impact & Communication Matrix

Stakeholder Group	Level of Engagement			
	Inform	Consult	Involve	Collaborate
	SAMPLE			



<p>2019-2020 Trade Missions: Ontario Association of School Districts International (OASDI) and Canadian Association of Public Schools – International (CAPS-I)</p>	<p><b>Item 9.1</b></p>
<p>Tuesday, May 21, 2019</p>	

### Alignment to Strategic Plan

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

### Purpose

The purpose of this report is to share information about Halton Catholic District School Board’s (HCDSB) requested attendance at upcoming Trade Missions: Milan, Italy and Istanbul, Turkey which are recommend by the Ontario Association of School Districts International (OASDI) – *Appendix A*; and Santiago, Chile, and Hanoi/Ho Chi Minh, Vietnam which are recommended by the Canadian Association of Public Schools – International (CAPS-I) – *Appendix B*.

HCDSB is a member of OASDI, a non-profit association which represent over 30 public school boards that host international students, who offer programing from elementary through to high school graduation. OASDI is committed to advocacy and promotion of international education programs in Ontario public schools.

HCDSB is also a member of CAPS-I which is a non-profit association compromised of over 130 publicly funded school districts. All member Boards of CAPS-I offer established international student programs for various grade levels ranging from elementary through to high school graduation. CAPS-I schools set the standard for quality international student programs in Canada.

### Background Information

International Education provides tremendous benefits to our Board. Students in the 21st Century are required to be global citizens and to understand the challenges and rewards that result from living in different parts of the world. According to the Government of Canada Foreign Affairs, Trade and Development, “International” education is critical to Canada’s success and fully supports and encourages, provinces and individual educational Institutions to promote International Studies. These opportunities provide student pathways to post secondary and transition to temporary and permanent residents of Canada.



## Comments

As part of the HCDSB International Education Strategy, it is our goal to recruit students from around the world, to avoid a singular region.

The 2019/2020 OASDI trade mission to Milan and Istanbul (November 18-21, 2019) and the 2019/2020 CAPS-I trade missions to Santiago, Chile (October 23-24, 2019) and Hanoi/Ho Chi Minh, Vietnam (January 12-16, 2020) will provide a superb opportunity to develop and establish business relationships with selected top-quality agencies and government officials and gain up-to-date information for this market. The goal is to establish new partnerships and explore HCDSB's presence in South America and Asia. It will also give us an opportunity to strengthen and network with the local Canadian Embassy officials that have already been met at other events. At our HCDSB booth, we proudly display our Board promotional video, and answer questions with regard to the programs and opportunities in our secondary schools. Our focus always features our Catholic faith and values interwoven with the outstanding academic results.

## Conclusion

This year, the HCDSB has seen a decrease in the number of International Students attending our system because of global trends and issues. This International Students provide immense value to our students and school communities. Our approach in recruiting International Students is supporting declining enrollment in certain secondary schools, as well as, enriching the diversity and promotion of global education. This request is in alignment with the HCDSB International Education Strategy, to recruit students from around the world and avoiding a singular region.

## Recommendation

The following recommendation will be presented for the consideration at the June 4, 2019 Regular Board Meeting:

**Resolution#:**

*Moved by:*

*Seconded by:*

**Resolved**, that the Halton Catholic District School Board approve the request for travel outside of Canada by one senior staff member to attend the OASDI Trade Mission November 18-21, 2019 and the CAPS-I Trade Missions October 23-24, 2019 and January 12-16, 2020.

**Item 9.1 |** 2019-2020 Trade Missions: Ontario Association of School Districts International (OASDI) and Canadian Association of Public Schools – International (CAPS-I) Trade Missions



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**Report Prepared by:** T. Pinelli  
Superintendent of Education, School Services

**Report Submitted by:** T. Pinelli  
Superintendent of Education, School Services

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



MILAN



ISTANBUL

**Milan & Istanbul - November 18 - 21, 2019**

Ontario Association of School Districts International (OASDI) is pleased to invite you to apply for the 2019 Trade Mission to **Milan, Italy** and **Istanbul, Turkey**.

The 2019 OASDI Trade Mission provides a superb opportunity to develop and establish business relationships with carefully selected top-quality agencies and high-level officials, and gain up-to-date information about recent industry developments.

**WHY ATTEND?**

- explore and empower market presence in **Western Europe** and **Turkey**
- strengthen current partnerships and establish new ones
- meet **owners** and **executives** of **24 quality pre-selected agencies** from **Italy, France, Switzerland, Benelux** and **Turkey**
- network with Canadian Embassy and Consulate officials

**ITINERARY:**

**November 18** - Day 1 - Welcome dinner

**November 19** - Day 2 - Business day - Milan, Italy

**November 20** - Day 3 - Travel day - Milan to Istanbul\*

**November 21** - Day 4 - Business day - Istanbul, Turkey

*Itinerary are subject to change*

*\*Individual arrangements*

**REGISTRATION DEADLINE:**

Please express your interest by **May 16, 2019**.

**PRICE INCLUDES:**

- pre-selection and recruitment of education agencies
- 4-star meeting venues with internet connection
- welcome dinner at a traditional Italian restaurant
- presentations by Canadian Embassy and Consulate officials
- 12 one-on-one meetings with agencies from **Italy, France, Switzerland** and **Benelux**
- 12 one-on-one meetings with agencies from **Turkey**
- meals and refreshments during business days
- networking cocktail receptions
- complete event management
- handbook featuring agency profiles with pictures
- additional agent contacts from waitlist (if applicable)

**PRICE EXCLUDES:**

- airfare to and from Europe/Asia
- accommodation arrangements
- local travel arrangements and airport transfers
- meals and refreshments during travel days

**PRICE:**

- Price per one representative: **\$5,950 CAD**
- Price per one additional representative\*: **\$650 CAD**

*\*Representatives of the same school district will share the same table and meeting schedule with agencies.*





**Santiago, Chile - October 23-24, 2019**

Canadian Association of Public Schools - International (CAPS-I) is pleased to invite you to apply for the 2019 Trade Mission to **Santiago, Chile**.

The **2019 CAPS-I Trade Mission** provides a superb opportunity for well-established, urban ISPs to explore and establish business relationships with carefully screened top-quality agencies and high-level officials, and gain up-to-date information about recent industry developments.

### WHY ATTEND?

- explore and empower market presence in **Latin America**
- strengthen current partnerships and establish new ones
- meet **owners and executives** of **15 quality pre-selected agencies** from **Argentina, Bolivia, Chile, Paraguay, Peru** and **Uruguay**
- network with Canadian Embassy officials

### ITINERARY:

**October 23** - Day 1 - Welcome dinner and briefing

**October 24** - Day 2 - Business day

*Itinerary subject to change*

For event information and to apply, please contact:  
Ms. Bonnie McKie, CAPS-I Executive Director  
e: info@caps-i.ca, p: 403-608-8231

*Event organized in cooperation with BONARD (formerly StudentMarketing)*

# BONARD

### PRICE INCLUDES:

- pre-selection and recruitment of education agencies
- 5-star meeting venue with internet connection
- welcome dinner and briefing
- presentation by Canadian Embassy officials
- 15 one-on-one meetings with agencies from **Chile and surrounding countries**
- meals and refreshments during the business day
- networking cocktail reception
- complete event management
- handbook featuring agency profiles with pictures
- additional agent contacts from waitlist (if applicable)

### PRICE EXCLUDES:

- airfare to and from Chile
- accommodation arrangements
- local travel arrangements and airport transfers
- meals during travel days

### PRICE:

- Price per one representative: **\$4,300 CAD**
- Price per one additional representative\*: **\$350 CAD**

*\*Representatives of the same school district will share the same table and meeting schedule with agencies.*





HO CHI MINH CITY



Appendix B

HANOI



HCMC & Hanoi, Vietnam - January 12-16, 2020

Canadian Association of Public Schools - International (CAPS-I) is pleased to invite you to apply for the 2020 Trade Mission to **Ho Chi Minh City** and **Hanoi, Vietnam**.

The **2020 CAPS-I Trade Mission** provides a superb opportunity to develop and establish business relationships with carefully selected top-quality agencies and high-level officials, and gain up-to-date information about recent industry developments.

**WHY ATTEND?**

- explore and empower market presence in Vietnam
- strengthen current partnerships and establish new ones
- meet **owners and executives of 40 quality pre-selected agencies** from **Ho Chi Minh City, Hanoi** and **adjacent cities**
- network with Canadian Embassy and Consulate officials

**ITINERARY:**

**January 12** - Day 1 - Welcome dinner - Ho Chi Minh City

**January 13** - Day 2 - Business day - Ho Chi Minh City

**January 14** - Day 3 - Free day to follow up with agents\*

**January 15** - Day 4 - Travel day - Ho Chi Minh City - Hanoi

**January 16** - Day 5 - Business day - Hanoi

*Itinerary subject to change  
\*Individual arrangements*

For event information and to apply, please contact:  
Ms. Bonnie McKie, CAPS-I Executive Director  
e: info@caps-i.ca, p: 403-608-8231

**PRICE INCLUDES:**

- pre-selection and recruitment of education agencies
- 5-star meeting venues with internet connection
- welcome dinner and briefing
- presentations by Canadian Embassy & Consulate officials
- 20 one-on-one meetings with agencies from HCMC
- 20 one-on-one meetings with agencies from Hanoi and adjacent cities
- meals and refreshments during business days
- networking cocktail receptions
- complete event management
- handbook featuring agency profiles with pictures
- additional agent contacts from waitlist (if applicable)

**PRICE EXCLUDES:**

- airfare to and from Vietnam
- accommodation arrangements
- local travel arrangements and airport transfers
- meals during travel and free days

**PRICE:**

- Price per one representative: **\$4,750 CAD**
- Price per one additional representative\*: **\$700 CAD**

*\*Representatives of the same school district will share the same table and meeting schedule with agencies.*

*Event organized in cooperation with BONARD (formerly StudentMarketing)*

**BONARD**



**Approved School Educational Trips**

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

Dated: Tuesday, May 21, 2019

**Listed by Destination**

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
<b>Elementary</b>						
St. Raphael CES, Burlington	7	25	Camp Tanamakoon Huntsville, ON	The students will have the opportunity to build on leadership and team building skills. Students will participate in outdoor experiential learning in support of the Ontario Curriculum Expectations as part of Creating Pathways to Success and Environmental Education. Staff and students will participate in daily prayer and reflection.	Monday, September 23 - Friday, September 27, 2019	~\$465.00
St. Vincent CES, Oakville	7	42	Camp Tanamakoon Huntsville, ON	Our trip to Camp Tanamakoon has been carefully planned to encourage the social, emotional and physical development of the students. The activities that students will participate in focus on both academic and recreational pursuits; both facets encourage independence and self-confidence while at the same time emphasizing the growth of social skills through the development of group living and learning. There are scheduled times for reflection and prayer every day as students discuss their shared experiences with each other.	Monday, September 23 - Friday, September 27, 2019	~\$400.00



2019-20 Budget Estimates Update: Grants for Student Needs (GSN) - Revenue	Item 10.3
May 21, 2019	

### Alignment to Strategic Plan

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

### Purpose

To provide the Board with an update on forecasted Grant for Student Needs (GSN) revenues for the 2019-20 Budget.

### Background Information

- 1) Information Report 10.4, “Release of the 2019-20 Grants for Student Needs (GSN)” from the May 7, 2019 Regular Meeting of the Board.
- 2) Information Report 10.7, “2019-20 Budget Survey Results” from the March 19, 2019, Regular Meeting of the Board.
- 3) Information Report 10.3, “2019-2020 Budget Estimates Schedule, Objective and Consultation” from the February 5, 2019, Regular Meeting of the Board.

### Comments

The Ministry announced the release of the GSN on Friday, April 26, 2019, and on Friday, May 10, made the Education Financial Information System (EFIS) available, which is used to calculate and confirm the Halton Catholic District School Board’s (HCDSB) 2019-20 estimated revenues.

Additional publications and reporting instruments expected but not released at this time include 2019-20 Technical Paper, Grants for Student Needs – Legislative Grants for the 2019–2020 School Board Fiscal Year regulation, and 2019-20 Priorities and Partnerships Fund (PPF) HCDSB funding allocation.

Without the Technical Paper, it is difficult to fully assess the 2019-20 GSN calculated by EFIS. Areas of the GSN funding that are unclear include: staffing ratios for planning time teachers and student success teachers, teacher qualification and experience benchmarks, and attrition protection funding.



HCDSB's Operating Allocation increased by \$3.9 million when compared to the 2018-19 Revised Estimates; however, on an average daily enrolment (ADE) basis, revenues decreased from \$10,381/ADE to \$10,228/ADE which represents approximately \$5.6 million. Currently, staff is examining expenses and updating the EFIS reporting tool to provide Trustees with a complete overview of the 2019-20 Budget.

### **Additional Highlights from HCDSB's 2019-20 Revenue Analysis**

#### **I) Negative Impact on HCDSB's Revenue**

- **Pupil foundation grant decreased approximately \$401/ADE**
  - **Change in Early Childhood Educators (ECEs) funding ratio from 1.14 FTE to 1.0 FTE**
    - Kindergarten classrooms remain at the current level of 25.57 Average Daily Enrolment (ADE); however, funding for ECE lowered to 1.0 FTE
  - **Change in Grade 4 to 8 classroom teacher funding ratio from 23.84 ADE to 24.5 ADE**
  - **Change in Grade 9 to 12 classroom teacher funding ratio from 22 ADE to 28 ADE**
  - **2020-21 Provincial e-learning courses resulting in the removal of Secondary Programming amount**
    - Province is planning centralized delivery of e-learning beginning in 2020-21 resulting in the elimination of the secondary programming amount, which was included in the Pupil Foundation grant
  - **OFFSET by additional \$87.32 per ADE as part of the Pupil Foundation Grant to support supply costs of ECE**
- **Learning Opportunities Allocation decreased by approximately \$97/ADE**
  - **Due to the elimination of the Local Priorities funding that originally resulted from the 2017-2019 Collective Agreement Extensions**

#### **II) Positive Impact on HCDSB's Revenue**

- **Teacher and ECE Qualification Allocation increased by approximately \$271/ADE**
  - **Attrition Protection Funding**
    - Four-year funding to protect frontline teachers impacted by the changes resulting from increased classroom size and/or e-learning
  - **Science, Technology, Engineering and Math (STEM) and Specialized Programming Funding**
    - 5% of attrition protection funding to further support STEM and specialized programming in the secondary panel



- **Special Education Allocation increased by approximately \$21/ADE**
  - **Special Education: Differentiated Special Ed Needs Amount (DSENA)**
    - Increase of 5% or \$820,000
  - **Special Education: Applied Behaviour Analysis and Training additional funding**
    - Increase of 100% to the existing allocation amount
- **Language Allocation increased by approximately \$13/ADE**
  - As a result of increased weighted enrolment of English as a second language students;
- **Transportation allocation increased by approximately \$29/ADE**
  - \$800,000 Stabilization funding for boards that run efficient transportation operations
  - 4% enhancement to the Student Transportation Grant
- **School Operations increased by approximately \$9/ADE**
  - 2% cost benchmark increase to non-staff component of School Operations grant to assist in commodity price changes (i.e. electricity, natural gas, insurance, etc.)

Staff will continue to examine enrolment projections until the final budget is presented. Therefore, the above revenue estimates are subject to change as a result of enrolment adjustments

## Conclusion

Staff has presented the impact of the funding changes for the 2019-20 school year. The expenses are currently being examined to determine the overall budgetary impact on HCDSB. Staff will present budget findings and recommend solutions at upcoming Trustee meetings.

- Report Prepared by:** J. Chanthavong  
Senior Manager, Financial Services
- Report Reviewed by:** A. Lofts  
Superintendent of Business Services and Treasurer of the Board
- Report Submitted by:** A. Lofts  
Superintendent of Business Services and Treasurer of the Board
- Report Approved by:** P. Daly  
Director of Education and Secretary of the Board



16 <sup>th</sup> Annual Safe School Initiatives Seminar: Reboot 2019: Preventing Targeted School Violence & Lessons Learned	<b>Item 10.4</b>
May 21, 2019	

### Alignment to Strategic Plan

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

### Purpose

To provide information to the Board regarding the attendance of Halton Catholic District School Board (HCDSB) staff at the 2019 Safe Schools Initiative Seminar at the University of Buffalo in March 2019.

### Background Information

In response to the Columbine tragedy in 1999, the U.S. Secret Service National Threat Assessment Centre (NTAC) began conducting research, training, and consultation on threat assessment and the prevention of various forms of school violence. In 2002, NTAC published the “Safe School Initiative” which was the basis for threat assessment models in schools across North America. Following the recent incident in Parkland, FL, NTAC has released a new document on Threat Assessment that was shared at this conference.

### Comments

The Safe Schools Initiative Seminar took place on March 21<sup>st</sup>, 2019 at the University of Buffalo, New York. Jeff Crowell attended the Seminar in his capacity as Superintendent of Education and Safe Schools, along with Clark McDougall in his capacity as Secondary Vice-Principal and Violent Threat Risk Assessment (VTRA) trainer. The purpose for our attendance was to learn about recent research with regards to threat assessment, and to continue to foster relationships with Halton Regional Police, who also sent a contingency. The keynote speakers were the former principal from Columbine High School and Special Agents from the U.S. Secret Service, who provided insight as well as validating the work the HCDSB has already done in implementing a Board-wide Threat Risk Assessment Protocol. There was also an opportunity to participate in an interactive Case Study facilitated by Law Enforcement Officers and Secret Service Agents.

***SSS National Threat Assessment Center (NTAC: SA Bullwinkel)***

- *Identifying potential threats and students who may be exhibiting concerning behaviors*
- *Investigating and gathering information on the background and behaviors of concerning students*



### **NTAC – Case Examples & Interactive Case Study**

*The interactive case study highlights the information and key investigative themes presented during the morning session. This session will reinforce the best practices for the prevention of targeted school violence found in the publication “ENHANCING SCHOOL SAFETY USING A THREAT ASSESSMENT MODEL: An Operational Guide for Preventing Targeted School Violence.”*

### **Leadership Lessons from Columbine and Beyond (Frank DeAngelis)**

*This presentation will provide a personal overview of the tragic event at Columbine High School through its aftermath, revealing the leadership lessons learned, all while in the focus of intense international attention. Mr. DeAngelis will provide invaluable insights into managing the after-crisis with students, staff members, community members and never-ending media attention.*

Each of the sessions attended were informative and reinforced the continued efforts of our School Board to ensure we have members of our school communities who are trained in identifying worrisome behavior and assessing threats. This also aligns with our Board Strat Plan under the Pillar “Belonging”, as we are working to ensure that schools are safe and welcoming for all, cultivating a positive sense of well-being.

In addition, the key learnings from this conference will be helpful in working with our community partners (Halton Regional Police, Halton Children’s Aid Society, Halton Health, and others) to revise and update our current community Threat Risk Assessment Protocol.

### **Conclusion**

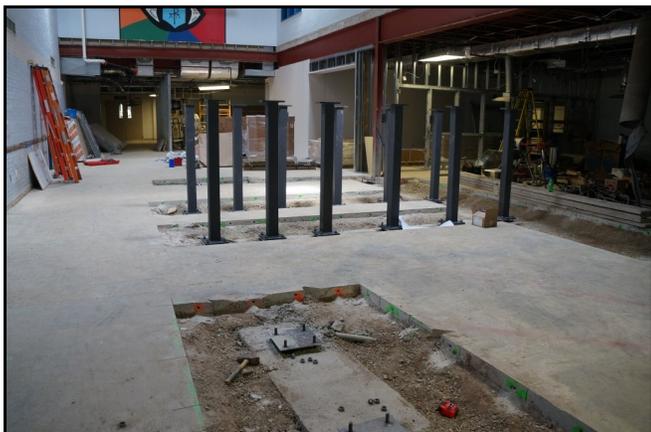
In our priority area of Belonging, we are committed to ensuring our schools are safe, and that we have staff that are trained to identify and assess threatening behaviour. The sessions and information gathered at the Safe Schools Initiative Seminar helped to ensure we have the most current information and research and will inform our annual strategic priorities for 2019-20.

**Report Prepared by:** Jeff Crowell  
Superintendent of Education

**Report Submitted by:** Jeff Crowell  
Superintendent of Education

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

## Construction Report 10.5 - April 2019



### **Construction Update**

- The pictures above were taken on May 15, 2019. The top-left picture shows structural steel installed in the old Library. The top-right picture shows demolition of the cafeteria nearing completion. The bottom-left picture shows lockers installed on the second floor. The bottom-right picture shows boilers in place in the mechanical room.
- Work completed included cafeteria demolition, locker installation and mechanical room demolition.

### **Schedule Update**

- Foundations and site services.
- Installation of heat pumps and fire alarm system.
- Load bearing masonry walls.

If you have any comments or questions about the new school, please contact Stephany Balogh, Superintendent of Education, at (905) 632-6300 ext. 120 or e-mail [baloghs@hcdsb.org](mailto:baloghs@hcdsb.org). For school construction information contact Ryan Merrick, Superintendent, Facility Management Services, at (905) 632-6300 ext. 171 or e-mail [merrickr@hcdsb.org](mailto:merrickr@hcdsb.org).

**Construction Report 10.6 - April 2019**



**Construction Update**

- The pictures above were taken on May 15, 2019. The top-left picture shows an aerial view of the jobsite. The top-right picture shows masons working on the change room area. The bottom pictures show ongoing structural steel installation.
- Work completed included electrical duct bank, some floor slabs and structural steel.

**Schedule Update**

- Completion of concrete floor slabs.
- Installation of structural steel.
- Installation of second floor precast concrete slabs.

If you have any comments or questions about the new school, please contact Toni Pinelli, Superintendent of Education, at (905) 632-6300 ext. 181 or e-mail [pinellit@hcdsb.org](mailto:pinellit@hcdsb.org). For school construction information contact Ryan Merrick, Superintendent, Facility Management Services, at (905) 632-6300 ext. 171 or e-mail [merrickr@hcdsb.org](mailto:merrickr@hcdsb.org).

## POLICY COMMITTEE MEETING MINUTES

Date: April 9, 2019  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

Members Present P. DeRosa H. Karabela  
M. Duarte P. Murphy  
N. Guzzo T. O'Brien  
V. Iantomasi J. O'Hearn-Czarnota  
William Charlebois, Oakville Student Trustee

Staff Present P. Daly, Director of Education  
C. Cipriano, Superintendent of Education, Special Education Services  
J. Crowell, Superintendent of Education, School Services  
A. Lofts, Superintendent, Financial Services  
R. Merrick, Superintendent Facilities Services  
D. Tkalcic, Manager, Purchasing Services  
A. Swinden, Manager, Strategic Communications  
S. Vieira, Manager, Privacy and Records Information Mgmt.

Regrets B. Agnew  
S. Balogh, Superintendent of Education, School Services

Recording Secretary J. Neuman

### 1. Call to Order

#### 1.1 Opening Prayer (N. Guzzo)

The meeting began at 7:10 p.m. with a prayer led by Nancy Guzzo.

### 2. Approvals

#### 2.1 Approval of Agenda

The following amendments were made to the agenda:

Item 4.4 – deferred to May 14, 2109 Policy Committee Meeting

Item 4.5 – deferred to May 14, 2019 Policy Committee Meeting

Item 8.1 – to be discussed as an Information Item

#### **P#27/19**

**Moved by:** T. O'Brien

**Seconded by:** M. Duarte

**That,** the agenda be approved as amended.

**CARRIED**

#### 2.2 Approval of Minutes (February 26, 2019)

##### **P#28/19**

**Moved by:** P. DeRosa

**Seconded by:** M. Duarte

*That*, the minutes of the Policy Committee Meeting held on February 26, 2019 be approved, as submitted. **CARRIED**

**3. Declarations of Conflict of Interest**

There were no Conflicts of Interest declared.

**4. Action Items**

**4.1 RESCIND - Policy I-13 Appointment of Architect (R. Merrick)**

R. Merrick shared rationale for rescinding Policy I-13 Appointment of Architect.

**P#29/19**

**Moved by:** P. Murphy

**Seconded by:** T. O'Brien

*That*, the Policy Committee recommends that Policy I-13 Appointment of Architect be forwarded to the May 7, 2019, Regular Meeting of the Board to be rescinded.

Discussion ensued. Questions regarding architectural selection committee, and the procurement act were asked and answered. Policy I-25 Purchasing and Administrative Procedure VI-11 Purchasing were referenced. Staff committees were noted.

The Chair returned to main motion. **P#29/19 CARRIED.**

In Favour	Opposed	Abstain	Absent
T. O'Brien	V. Iantomasi		B. Agnew
P. Murphy	H. Karabela		
J. O'Hearn-Czarnota			
W. Charlebois (non-binding)			
M. Duarte			
P. De Rosa			

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

A. Prkacin shared rationale for amendments to the policy and creating Administrative Procedure VI-62 Use of Technology and Digital Citizenship.

**P#30/19**

**Moved by:** M. Duarte

**Seconded by:** P. Murphy

*That*, the Policy Committee recommends that Policy I-43 Use of Technology and Digital Citizenship be forwarded, along with amendments, to the May 7, 2019 Regular Board Meeting for approval.

Discussion ensued. Questions regarding parental consent in the elementary level were asked and answered. Notification to parents will be shared as part of the annual family consent form. It was noted that the option to opt out is available through a conversation with the school principal.

**P#31/19**

**Moved by:** H. Karabela

**Seconded by:** T. O'Brien

*That*, the policy be amended to include the following wording: parents shall give active consent annually and at the beginning of the school year, in elementary schools, to the technology and email accounts for elementary students to participate in technology/emails

Discussion ensued.

The Chair called for a vote. **P#31/19 was DEFEATED.**

In Favour	Opposed	Abstain	Absent
T. O'Brien	P. Murphy		B. Agnew
V. Iantomasi	J. O'Hearn-Czarnota		
H. Karabela	W. Charlebois (non-binding)		
	M. Duarte		
	P. De Rosa		

The Chair returned to main motion. **P#30/19 CARRIED**

In favour	Opposed	Abstain	Absent
P. Murphy	T. O'Brien		B. Agnew
J. O'Hearn-Czarnota	V. Iantomasi		
W. Charlebois (non-binding)	H. Karabela		
M. Duarte			
P. De Rosa			

#### 4.3 Policy II-07 The School Day-Teaching Day-Elementary & Secondary (A. Prkacin)

A. Prkacin noted minor changes to the policy.

**P#32/19**

**Moved by:** P. Murphy

**Seconded by:** T. O'Brien

**That,** the Policy Committee recommends that Policy II-07 The School Day (Daily Sessions) - Elementary and Secondary, be forwarded, along with amendments, to the May 7, 2019 Regular Board Meeting for approval.

Discussion ensued. Questions regarding elementary balanced school day; and school closure due to inclement weather were asked and answered.

The Chair returned to main motion. **P#32/19 UNANIMOUSLY CARRIED**

In favour	Opposed	Abstain	Absent
T. O'Brien			B. Agnew
V. Iantomasi			
H. Karabela			
P. Murphy			
P. De Rosa			
M. Duarte			
W. Charlebois (non-binding)			
J. O'Hearn-Czarnota			

#### 4.4 Policy II-12 Management of Aggressive Student Behaviour within Our Schools (C. Cipriano)

Deferred to May 14, 2019 Policy Committee Meeting

#### 4.5 Policy V-01 Use of School Grounds and Community Use of School Facilities (R. Merrick)

Deferred to May 14, 2019 Policy Committee Meeting

**5. Discussion Items**

**5.1 ~NEW~ Policy V-18 Community Engagement & Public Consultation (A. Swinden, P. Daly)**

A. Swinden shared the information included in in the new policy.

Discussion ensued. Comments were made regarding content. Definition of “consult” will be adjusted to remove the word reaction. Policy will be returned to next meeting as an Action item.

**5.2 Transportation to Specialized Programs (N. Guzzo)**

N. Guzzo asked trustees to consider requesting staff to review Transportation to Specialized Programs for three specific factors:

1. Equity among gifted students to attend AP programs
2. Meeting Ministry requirements for gifted students needs
3. Financial – does it fit in budget

The current Special Education Plan was noted. Discussion ensued regarding creating a policy based on the plan.

Ministry requirements were noted.

It was suggested to return to the resolution on Nov 18, 2018; and rescind based on affordability and ministry funding at an upcoming Board Meeting.

**P#33/19**

**Moved by:** V. Iantomasi

**Seconded by:** M. Duarte

**That,** Resolution#28/19 be returned to the regular board meeting of May 21, 2019 for deliberation contingent on staff reports that include transportation equity; ministry guidelines/requirements for gifted students programming and meeting their needs; and funding being provided in advance of that Board Meeting.

Discussion ensued. A Special Education survey was noted.

The chair called a vote. **P#33/19 UNANIMOUSLY CARRIED**

In favour	Opposed	Abstain	Absent
J. O’Hearn-Czarnota			B. Agnew
W. Charlebois (non-binding)			
M. Duarte			
P. De Rosa			
P. Murphy			
H. Karabela			
V. Iantomasi			
T. O’Brien			

**5.3 Policy II-41 School Uniform Dress Code - School Dress Code (J. O’Hearn-Czarnota)**

J. O’Hearn-Czarnota recommended that two suppliers be offered to parents as an option when purchasing uniforms for students.

Discussion ensued. The Competitive Bid Process was explained. Previous staff reports and delegations information was requested for review by trustees. It was noted that the current uniform provider contract expires Dec. 31, 2019. The timeline and requirements for the Request for Proposal (RFP) process were

explained. It was recommended that a Request for Information (RFI) be issued first to determine interest and then launch RFP process accordingly. It was determined that further discussion is required. Stakeholder input was discussed.

**P#34/19**

**Moved by:** J. O’Hearn-Czarnota

**Seconded by:** T. O’Brien

**That,** the Policy Committee recommends to the next Board Meeting, May 7, 2019, that Trustees extend current contract with uniform supplier for one year (to December 31, 2020), to allow for further review of Policy II-41 School Uniform Dress Code - School Dress Code.

The chair called for a vote. **P#34/19 CARRIED**

In favour	Opposed	Abstain	Absent
T. O’Brien	V. Iantomasi		B. Agnew
H. Karabela			
P. Murphy			
P. De Rosa			
M. Duarte			
W. Charlebois (non-binding)			
J. O’Hearn-Czarnota			

**6. Information Items**

- 6.1 ~New~ Procedure VI-62 Use of Technology and Digital Citizenship (A. Prkacin)**
- 6.2 ~New~ Procedure VI-63 Social Media (A. Swinden)**
- 6.3 Procedure VI-49 Use of School Facilities Election Day (R. Merrick)**
- 6.4 ~New~ Procedure VI-64 Community Use of School Facilities (R. Merrick)**

Procedures were presented as information and discussed.

**P#35/19**

**Moved by:** V. Iantomasi

**Seconded by:** H. Karabela

**That,** the meeting be extended by 30 minutes.

**UNANIMOUSLY CARRIED**

Items 6.3 & 6.4 were deferred to May Policy Committee Meeting

**6.5 2018-2019 Policy Committee Work Plan (P. Daly)**

P. Daly shared the Policy Committee Work Plan, and noted that the work plan will be revised and returned to the next Policy Committee Meeting.

**6.6 Policy Development - Optional Programs (H. Karabela)**

H. Karabela shared the rationale for developing the policy. It was noted that while HCDSB has several optional programs the policy is specific to Early and Extended French Immersion.

Discussion ensued. Amendments were recommended. Staff were asked to report back on current enrollment data, waitlists, number of hours students do not have qualified French Immersion instruction due to teacher absence, etc.

It was noted that there is currently a staff shortage for French programming. Functional proficiency in French and Bilingual French teaching were clarified.

**P#36/19**

**Moved by:** T. O'Brien

**Seconded by:** H. Karabela

**That,** the meeting be extended by 30 minutes.

The chair called for a vote. **P#36/19 UNANIMOUSLY CARRIED**

In favour	Opposed	Abstain	Absent
J. O'Hearn-Czarnota			B. Agnew
W. Charlebois (non-binding)			
M. Duarte			
P. De Rosa			
P. Murphy			
H. Karabela			
V. Iantomasi			
T. O'Brien			

Suggested to include in policy one year notice to parents of any changes to programming.

It was determined that staff write the policy based on the framework presented and return to trustees at the May 14, 2019 Policy Committee Meeting as a discussion item.

**6.7 Upcoming Agenda Items (May 14, 2019)**

**6.7.1 Policy I-30 Video Surveillance (F. Thibeault, S. Vieira, R. Merrick)**

**6.7.2 Policy I-33 Classroom Observations by External Third Party Professionals (C. Cipriano)**

**6.7.3 Policy II-02 Educational Assistants (C. Cipriano)**

**6.7.4 Policy II-10 Releasing Pupils from School (J. Crowell)**

**6.7.5 Policy II-19 Educational Field Trips (S. Balogh)**

**6.7.6 Policy II-35 Access to School Premises (S. Balogh, R. Merrick, C. Cipriano)**

**6.7.7 Policy V-15 Environmental Stewardship (S. Allum, R. Merrick, A. Prkacin)**

**6.7.8 Information Items**

**6.7.8.1 Procedure VI-83 Video Surveillance Procedure (F. Thibeault, S. Vieira, R. Merrick)**

**6.7.8.2 Procedure VI-48 Protocol with External Agencies for the Provision of Services by Regulated Health Professionals, Social Service Professionals, and Paraprofessionals (PPM 149) (C. Cipriano)**

**6.7.8.3 Procedure VI-70 Educational Field Trips (S. Balogh)**

**6.7.8.4 Procedure VI-07 Transportation of Students in Private Vehicles Driven by Other Students (S. Balogh, Business Services)**

**6.7.8.5 Procedure VI-07(a) School Bus Accident Procedure (S. Balogh, Business Services)**

**6.7.8.6 Procedure VI-14 Transportation of Students in Private Vehicles Driven by Volunteer Drivers (S. Balogh, Business Services)**

**6.7.8.7 Procedure VI-30 Access to School Premises (S. Balogh, R. Merrick, C. Cipriano)**

**7. Miscellaneous Information**

There were no miscellaneous items.

**8. In Camera**

**8.1 Policy Development - Optional Programs (H. Karabela)**

Discussed as Information Item 6.6 above.

**9. Motion to Excuse Absent Committee Members**

**P#37/19**

**Moved by:** M. Duarte

**Seconded by:** J. O'Hearn-Czarnota

**That,** *Trustee B. Agnew be excused.*

**CARRIED**

**10. Motion to Adjourn/ Closing Prayer (V. lantomasi)**

**P#38/19**

**Moved by:** H. Karabela

**Seconded by:** T. O'Brien

**That** *the meeting adjourn.*

**CARRIED**

V. lantomasi closed meeting with prayer at 11:00 pm

**From:** Maria Lourenco [REDACTED]  
**Sent:** May 17, 2019 4:51 PM  
**To:** DeRosa, Peter; Daly, Patrick  
**Cc:** Murphy, Patrick; Guzzo, Nancy; Marvin Duarte; [KarabelaH@hcdsb.org](mailto:KarabelaH@hcdsb.org); Agnew, Brenda; Iantomasi, Vincent; Murphy, Patrick; [ohearn-czarntaj@hcdsb.org](mailto:ohearn-czarntaj@hcdsb.org); Jessica Lim  
**Subject:** Fw: Resolution #233/18 - Transportation to AP for Gifted Students / aka "Transportation to Specialized Programs"

Dear Chair DeRosa,

I am following up on your communication to me below, in which you assured me that the matter of "Resolution #233/18 - Transportation to AP for Gifted Students" would be "on the agenda for discussion" at the April 9th Policy Committee meeting and that "at that meeting, we will consider all pertinent factors related to this motion".

In fact, the agenda item was titled "Transportation to Specialized Programs", a description which completely overlooks the rationale for the original motion which was to provide access to appropriate programming for special education secondary students with a Gifted identification, who may otherwise only be able to access Academic programming without enrichment or extensions to the curriculum. In addition, none of the pertinent factors were discussed as had been promised, and instead Trustees asked for yet *another* staff report.

In addition, at the April 9th meeting, when Trustees tried to initiate discussion of whether the HCDSB was currently meeting the needs of its secondary Gifted students, they were told that they were getting "off track" of the agenda item. If this agenda item was intended to discuss Resolution #233/18 and its subsequent amendments, which is unclear from its title, **the question of whether Gifted students' needs are being met in HCDSB is not only completely relevant, but is in fact central to the discussion.**

Resolution #233/18 was approved by the previous Board of Trustees following months of delegations and correspondence about this issue, a Staff Report and much discussion and input from staff at several board meetings, and ultimately, a delegation which presented Trustees with a detailed overview of the results of a Gifted Student Survey which clearly identified significant issues in meeting the needs of HCDSB Gifted secondary students.

In January, prior to an amendment being passed to put Resolution #233/18 "on hold", Jessica Lim asked to present a 10 minute delegation to the Board to provide an overview of the delegations and correspondence from the past year. Ms. Lim was denied that opportunity.

Throughout the deliberations, we have heard a number of alarming and erroneous - and in fact, dangerous - statements made with respect to Gifted students; including but not limited to: (i) Gifted students are not at increased risk for mental health issues, and (ii) equity is achieved by treating Gifted students the same as all other students....

We realized that we needed to take a step back and provide some education with respect to the characteristics of Gifted students, why they are at risk, and what the research says about appropriate and effective - and inexpensive - programming options for them. We shared our presentation at SEAC where it was well received and generated thoughtful discussion about programming changes for these

students at the secondary level. We asked to bring our presentation to the May 21st Board meeting. We were denied that opportunity.

In the meantime, Trustees have asked for additional input from staff through another Staff Report which will undoubtedly generate a discussion between staff and Trustees only.

**Why is the voice of Gifted students and their parents continually being muted and dismissed in this process?**

One of the obstacles in this process has been concerns that funding cuts would make this proposal financially unsustainable, despite being relatively insignificant in the overall budget and despite the Ministry mandate to meet the needs of these students. One of the amendments to the original resolution put the motion 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".

We now know what impact transportation will have on funding:

**transportation funding for HCDSB is projected to increase \$1.3 million or almost 16% to \$9.5 million for the 2019-2020 school year.**

The report on a Vision for Student Transportation was a deliverable that was due more than 6 months ago, promised by the previous provincial government who were defeated in a provincial election two months after the consultation on student transportation ended; an election that was called barely a month after the end of that consultation period. **The report is not coming.** In following up with the current government as to the status of the report, it was pointed out to me that both Special Education and Transportation funding were increased throughout the province. This would seem to indicate a commitment to these initiatives by the current government, despite cuts to other areas.

ABC Ontario has prepared a report to address the issues requested by Trustees at the April 9th Policy Committee to be addressed by staff. We hope that you can find 10 minutes to review the attached report to ensure that you are considering all of the relevant factors and perspectives of all stakeholders - including the Ontario Ministry of Education - as you make decisions that will impact the future of Catholic Gifted students in Halton.

**If you would prefer a verbal review of this information or have any additional questions, we would be happy to meet with any of you individually or collectively.**

Thank you for your time and consideration  
Maria & Jessica

**Please include this correspondence in the May 21st Board report including the attached report.**

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ABC ONTARIO RESPONSE TO HCDSB TRUSTEE REQUEST FOR FURTHER INFORMATION WITH  
RESPECT TO RESOLUTION #28/19

The following information is provided by ABC Ontario in response to resolution #33/19 passed at the Halton Catholic District School Board (HCDSB) Policy Committee Meeting held on April 9, 2019:

*"Be it resolved that Resolution #28/19 be returned to the regular board meeting of May 21, 2019 for deliberation contingent on staff reports that include transportation equity, ministry guidelines/requirements for gifted students programming and meeting their needs and funding being provided in advance of that board meeting."*

**FUNDING – BY THE NUMBERS**

- Transportation Funding for HCDSB has increased by **\$1.3 million** or **15.6%** to **\$9,491,396** for 2019-2020
- cost to transport Gifted students to AP across the region estimated at **\$188,000** per May 1, 2018 Staff Report; less than **0.05% or 1/2000<sup>th</sup>** of HCDSB's total 2019-2020 Grants for Student Needs
- Special Education funding for HCDSB has increased by **\$1.7 million** or **3.7%** to **\$48,653,108** in 2019-2020
- cost of bussing Gifted students to AP is **0.39%** of the total 2019-2020 Special Education budget
- **"School boards have the ability to use other allocations of the Grants for Student Needs to support students with special education needs. The goal is to ensure equity in access to learning for all students with special education needs"** (2018-2019 Education Funding: A Guide to the Special Education Grant, pg. 2)
- Gifted students are the second largest exceptionality in HCDSB, comprising approximately **12%** of all special education students and generating very little in incremental costs

ABC ONTARIO RESPONSE TO HCDSB TRUSTEE REQUEST FOR FURTHER INFORMATION WITH  
RESPECT TO RESOLUTION #28/19

- Gifted secondary students currently generate **no incremental costs** and comprise approximately **12%** of all HCDSB secondary special education students and **6%** of ALL HCDSB special education students
- HCDSB loses **\$10,611** in funding for every Gifted student who leaves due to inadequate programming
- retaining **18 students** who might otherwise leave HCDSB in 2019 would pay for the cost of Gifted transportation to AP
- ABC knows of at least 11 such students leaving HCDSB in June, for total lost funding of at least **\$116,721** – more than **60%** of the projected cost of the requested transportation
- at a loss of 10 students per year, HCDSB secondary schools are short at least 40 Gifted students (grades 9 to 12) at any given time – or **\$424,440 in lost funding per year** – more than double the cost of providing transportation to Gifted students to access AP programming

**HCDSB is actually losing money by not providing access to appropriate programming for Gifted students, despite funding increases in both the Transportation and Special Education budgets**

ABC ONTARIO RESPONSE TO HCDSB TRUSTEE REQUEST FOR FURTHER INFORMATION WITH  
RESPECT TO RESOLUTION #28/19

*Unless otherwise indicated, the information in the following two sections is taken from the Ontario Ministry of Education's 2017 Policy and Resource Guide, "Special Education in Ontario, Kindergarten to Grade 12" ("the Guide"), with further references to specific, governing legislation or other Ministry documents where applicable.*

**MINISTRY REQUIREMENTS WITH RESPECT TO MEETING THE NEEDS OF GIFTED STUDENTS**

The Ontario Ministry of Education does not specifically dictate how school boards must meet the needs of Gifted students, or students with any other identified exceptionality. However, they are very clear that Boards must meet the unique needs of all exceptional learners and all students requiring special education programs and services.

- "The Ontario government is committed to enabling all students to reach their potential, and to succeed." (p. 2)
- "It also recognizes that **among children and youth who are at risk of not succeeding are those with special education needs.**" (p. 2)
- the Guide is "designed to aid those committed to helping children in Kindergarten and **students from Grades 1 to 12** achieve their full potential in life" (p. 3)
- "The Education Act...Subsection 8(3) states that ....all exceptional children in Ontario **(shall)** have available to them....appropriate special education programs and services without payment of fees" (pg. A2)
- "The Education Act identifies five categories of exceptionalities or exceptional students...these broad categories are designed to address the wide range of conditions that may affect a student's ability to learn, and....that can lead to particular types of learning difficulties" (pg. A14)
- Giftedness is one of three "Intellectual" exceptionalities identified by the Ministry (pg. A16)

ABC ONTARIO RESPONSE TO HCDSB TRUSTEE REQUEST FOR FURTHER INFORMATION WITH  
RESPECT TO RESOLUTION #28/19

- “School boards have the authority to use their total GSN (Grants for Student Needs) funding allocation – the SEG (Special Education Grant) and other GSN grants – to meet their **responsibility to provide programs and/or services for student who have special education needs**” (pg. A24)
- “The Education Act and the regulations made under its authority are the main source of the legal responsibilities pertaining to special education. They provide comprehensive procedures....for **the placement of those students in educational settings where the special education programs and services appropriate to students’ needs can be delivered**” (pg. 4)
- Section 1(1) of the Education Act defines a **special education program** as “an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil” (pg. C9)

**Nowhere in the Education Act, the regulations made under the Act, policy/program memoranda or ministry policy documents does it indicate that a special education program must be staffed by Special Education teachers, run, overseen or administered by the Special Education Department or even funded through Special Education funding.**

- “Our shared beliefs....All educators need to consider these principles in their program planning. The guiding principles (include):
  - Each student has his or her own unique patterns of learning
  - **Successful instructional practices are founded on evidence-based research, tempered by experience**
  - Fairness is not sameness (pg. 5)

ABC ONTARIO RESPONSE TO HCDSB TRUSTEE REQUEST FOR FURTHER INFORMATION WITH  
RESPECT TO RESOLUTION #28/19

**There is no evidence-based research to support that Ontario curriculum Academic courses are sufficiently challenging for Gifted students or that their needs can be adequately addressed with such courses. There is however much evidence-based research to support the efficacy and cost effectiveness of acceleration and ability based grouping practices such as clustering.**

- **“It is mandatory for all schools to provide, or purchase from another board, special education programs and services for their exceptional students.** Subsection 170(1) states: Every board shall....provide or enter into an agreement with another board to provide in accordance with the regulations special education programs and special education services for its exceptional pupils”. (pg. A2)
- The Ministry provides a range of placement options that school boards may consider for exceptional students, however also states that **“other options exist to meet the student’s needs, and parents and school board staff are encouraged to explore them.”** (pg. D10)
- The Royal Commission on Learning was established by the Province of Ontario “to ensure that Ontario’s youth are well prepared for the challenges of the 21<sup>st</sup> century”. Recommendation #34 was **“That in addition to gifted programs, acceleration, based on teacher assessment, challenge exams, and/or appropriate measures become widely available as an important option for students”**

**Halton District, York Region and York Catholic School Boards provide Pre—AP/AP programming as a gifted placement option and provide transportation; Dufferin Peel Catholic does the same for IB. AP and IB programs are forms of acceleration.**

ABC ONTARIO RESPONSE TO HCDSB TRUSTEE REQUEST FOR FURTHER INFORMATION WITH  
RESPECT TO RESOLUTION #28/19

**EQUITY**

The motion requesting a staff report speaks to “Transportation Equity” and the April 9<sup>th</sup> Policy Committee meeting minutes speak to “Equity among Gifted students to attend AP programs”. Certainly there are many different angles through which to examine the equity of providing transportation to Gifted students to access accelerated programming through pre-AP and AP courses.

**How can the Halton Catholic DSB justify transportation to entirely optional elementary French programming, and deny transportation to programming which, based on evidence based research and expert opinion, has the appropriate elements to meet the needs of students with an identified Gifted exceptionality?**

- “Provincial education priorities are defined in Achieving Excellence”.....Of particular importance, however, is the goal of ensuring equity” (p. 2)
- the focus of **ensuring equity** is “on providing the **best possible learning opportunities and supports for students who may be at risk of not succeeding**” (p. 2)
- “the fundamental principle driving this work is that every student has to opportunity to succeed, regardless of....intellectual ability...or other factors”. (pp. 2-3)

**Catholic Gifted students who do not live in the catchment area for an AP or IB school, and do not have access to safe, reliable and timely transportation to a Catholic secondary school offering AP or IB programming are at a disadvantage to Catholic Gifted students who do. This is inequitable.**

ABC ONTARIO RESPONSE TO HCDSB TRUSTEE REQUEST FOR FURTHER INFORMATION WITH  
RESPECT TO RESOLUTION #28/19

- Ontario's Equity Action Plan (2017) states that: All students deserve to have every opportunity to reach their full potential and succeed personally and academically, with access to rich learning experiences that provide a strong foundation of confidence that continues throughout their lives (Introduction); and furthermore,
- Not only do persistent achievement gaps continue to exist, but **even academically successful students do not always feel included in their school community or proud of who they are**. This can have long-term negative impacts in other areas, such as health, well-being, economic self-sufficiency and participation in society. (pg. 4)
- "Our shared beliefs....All educators need to consider these principles in their program planning. The guiding principles (include):
  - Each student has his or her own unique patterns of learning
  - Successful instructional practices are founded on evidence-based research, tempered by experience
  - **Fairness is not sameness (pg. 5)**
- "Fairness is not sameness" was first described in the Ministry document "Education for All" as follows: "**Treating all children exactly the same means that children who need accommodations or modifications to the program in order to succeed will be disadvantaged. Some students require more or different support than others in order to work at a level appropriate to their abilities or needs**".

In the Ministry's Policy and Program Memorandum 119, "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools" (2013), the Ministry defines Equity as follows: "A condition or state of fair, inclusive, and respectful treatment of all people. **Equity does not mean treating people the same without regard for individual differences.**"

ABC ONTARIO RESPONSE TO HCDSB TRUSTEE REQUEST FOR FURTHER INFORMATION WITH  
RESPECT TO RESOLUTION #28/19

In the "Discussion Paper on a new vision for student transportation in Ontario" (December 2017) the Ministry states that:

- "Transportation should be as supportive of student success and well-being as possible"
- The final report was to support "the education goals outlined in "Achieving Excellence: A Renewed Vision for Education in Ontario"; again, that the Ministry places particular importance on the goal of **ensuring equity** which it defines as "providing the **best possible learning opportunities and supports for students who may be at risk of not succeeding**"

***Special education students, including those identified as Gifted are, by definition, at risk of not succeeding.***

- Additionally, the discussion paper also focussed on four pillars, including "equity in transportation services", described as **accessibility of transportation services "to all those students who require them to be successful"** (pg. 11)
- In reviewing equity in transportation the consultation process was to consider the "comparability of service to other Ontario jurisdictions", "whether all Ontario students are receiving the transportation services they need" and whether "the transportation system adequately takes into account the diverse needs of different types of students"

**These Ministry statements support the idea of transportation as a resource to provide access to appropriate learning opportunities for students with special education needs, including students identified as Gifted. They also support the importance of ensuring equity between different school boards and districts within the province.**