

**REGULAR BOARD MEETING
AGENDA**

Date: Tuesday, September 3, 2019
Time: 7:30 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

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1. Call to Order	
1.1 Opening Prayer, National Anthem and Oath of Citizenship (M. Bhambra)	
1.2 Motions Adopted In-Camera	
1.3 Information Received In-Camera	
2. Approval of the Agenda	
3. Declarations of Conflict of Interest	
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10. Information Items	
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13.	Open Question Period	
14.	In Camera	
15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer (P. DeRosa)	

STUDENT MENTAL HEALTH

Natalie and Paul Pierre

OBJECTIVE

We request the Board of Trustees direct the Halton Catholic District School Board to deliver mental health programming directly to students

STATISTICS

- ▶ In any given year, 1 in 5 people in Canada will personally experience a mental health problem or illness. (CMHA)
- ▶ By age 40, about 50% of the population will have or have had a mental illness.(CMHA)
- ▶ Suicide is the second leading cause of death in young people aged 15-29 years old (World Health Organization [WHO], 2014)
- ▶ Young people aged 15 to 24 are more likely to experience mental illness and/or substance use disorders than any other age group. (CAMH)
- ▶ 34% of Ontario high-school students indicate a moderate-to-serious level of psychological distress (symptoms of anxiety and depression). 14% indicate a serious level of psychological distress (CAMH).
- ▶ For every adolescent suicide death, there are likely to be 10 - 40 suicide attempts (Hooven et al., 2010)
- ▶ Suicide attempts and severe suicidal ideation can have serious consequences, including considerable psychological suffering, increased risk for subsequent suicide attempt(s) and death. Importantly, suicidal behaviours also have profoundly negative consequences on family members, and the medical, financial and emotional costs to communities impacted by suicide are also substantial (Lindqvist et al., 2008)
- ▶ Mental Illness and Addiction: Facts and Statistics: <https://www.camh.ca/en/driving-change/the-crisis-is-real/mental-health-statistics>

CAUSES OF MENTAL DISTRESS

- ▶ Major loss (i.e., break up or death)
- ▶ Public humiliation
- ▶ Peer or social pressure
- ▶ Severe chronic pain/medical condition
- ▶ Substance use
- ▶ Impulsiveness/aggressiveness
- ▶ Family history of suicide

*(American Academy of Pediatrics)

STIGMA

Learning, sharing and talking about mental health helps to reduce stigma. When students understand that many people experience mental health difficulties, they learn they are not alone and are more likely to seek help early when problems arise.

WHY SCHOOLS?

Schools are uniquely positioned to provide students with mental health education, giving students the tools they need to navigate mental health problems they may encounter, and learning to recognize when a friend or loved one might be struggling.

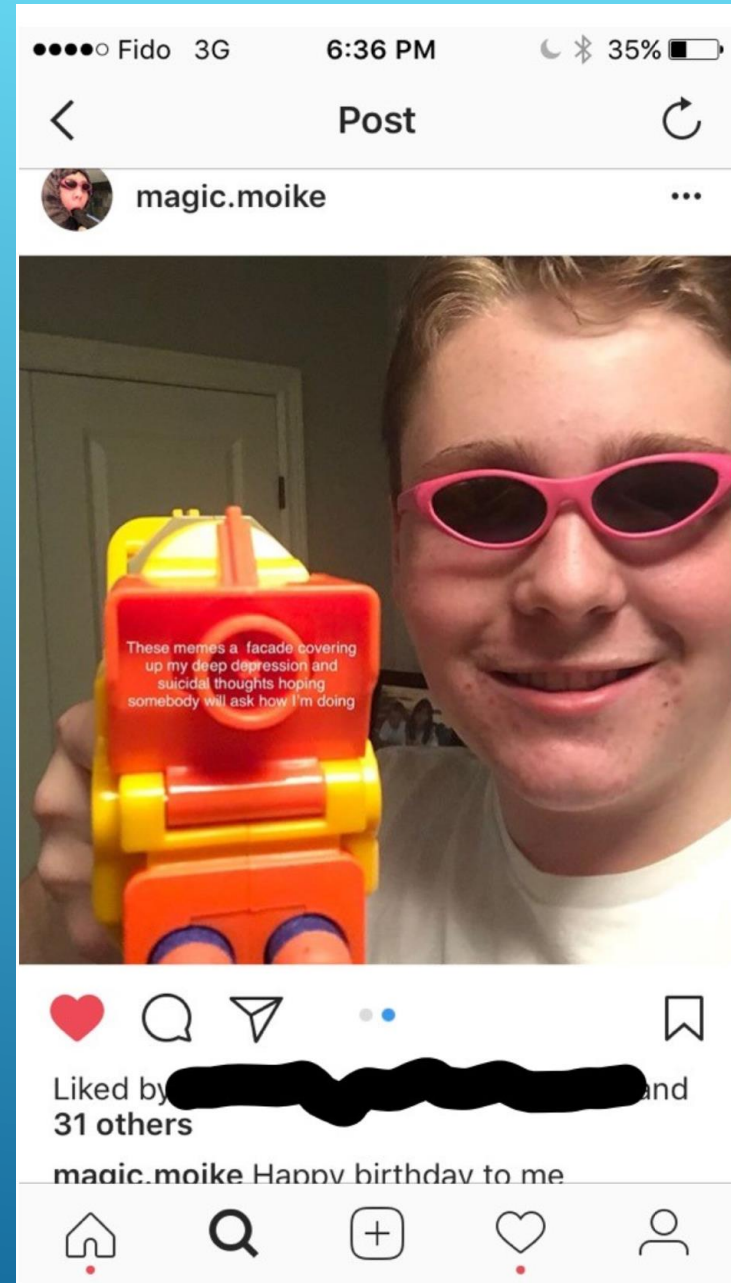
- ▶ 70% of mental health problems have their onset during childhood or adolescence (CAMH).
- ▶ If students are empowered with knowledge, and dialogue is encouraged, students will have the freedom to open up about what they are going through and know where and how to get the support they need.
- ▶ Addressing and supporting mental health early on in life is critical.
- ▶ School-based mental health education provides support and resources for young people, who otherwise may feel isolated.
- ▶ School-based programs help to ensure that school is a haven rather than a source of stress.
- ▶ Peer support works because people who have experience with mental health problems and illnesses can offer support, encouragement, and hope to each other.

MENTAL HEALTH EDUCATION IS JUST AS IMPORTANT AS PHYSICAL HEALTH EDUCATION

Incorporating mental health education into the school curriculum helps all students by:

- ▶ Learning to recognize when a friend or loved one might be struggling
- ▶ Understanding how to optimize and maintain good mental health throughout life
- ▶ Understanding mental disorders and their treatments
- ▶ Decreasing stigma
- ▶ Enhancing help-seeking efficacy (knowing when and where to get help, having the skills necessary to promote self-care and how to obtain good care)

MIKE'S LAST BIRTHDAY
NOVEMBER 4, 2017





"These memes a façade covering up my deep depression and suicidal thoughts hoping somebody will ask how I'm doing"



Liked by  and
31 others

magic.moike Happy birthday to me



1 explicit cry for help on a private social media account

33 students liked it

How many missed opportunities

Many will struggle for the rest of their lives

We need to give our students the tools

WHAT OTHERS EDUCATORS ARE DOING

- ▶ **Other school boards in Ontario** teach mental health directly to their students
- ▶ **Quebec** - Partners for Life is a depression awareness program for youth offered in Quebec secondary schools. Sessions use an interactive, youth-friendly approach to enable students to recognize the signs of depression, substance abuse and suicidal behaviour, and to know what they can do to get help for themselves or for friends.
- ▶ **British Columbia** - B.C. students benefit from school-based mental health programs focused on prevention, wellness promotion and early intervention.
- ▶ **New York, Florida and Virginia**, have passed legislation requiring school boards provide mental health education in addition to physical health education

ADDITIONAL RESOURCES

- ▶ Existing curriculum : <http://teenmentalhealth.org/schoolmhl/wp-content/uploads/2015/09/Mental-Health-High-School-Curriculum-Guide.pdf>
- ▶ Ontario program in Health and Physical Education:
<http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>
- ▶ Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-being, 2013
(www.edu.gov.on.ca/eng/document/reports/SupportingMinds.pdf)
- ▶ Teacher's Guide: <https://www.camh.ca/-/media/files/guides-and-publications/tami-teachers-guide.pdf>
- ▶ Mental Health Commission of Canada <http://canwetalk.ca/wp-content/uploads/2016/03/COOR-79I-2016-03-CWT-lesson-plans.pdf>

SOCIAL MEDIA AND ARTIFICIAL INTELLIGENCE

- ▶ Researchers at Massachusetts Institute of Technology's Computer Science and Artificial Intelligence Laboratory, developed a machine-learning model that can predict whether people are depressed based on the audio features and text transcriptions of their spoken interactions.
- ▶ A team from the University of Vermont and the University of Michigan demonstrated they can use machine learning to identify anxiety and depression in young children through patterns of their speech.
- ▶ Scientists at New York University found they can use a machine-learning program to distinguish the voices of individuals with post-traumatic stress disorder.
- ▶ Facebook, began using machine learning in 2017 to scan posts and flag users at risk of suicide

What are we waiting for?

Objective

Thank you, Trustees and Board employees, for your time and attention this evening. The purpose of our delegation tonight is to ask the Board of Trustees to direct the Halton Catholic District School Board to implement and deliver a mental health program directly to students.

Statistics

- ▶ In any given year, 1 in 5 people in Canada will personally experience a mental health problem or illness. (CMHA)
- ▶ By age 40, about 50% of the population will have or have had a mental illness. (CMHA)
- ▶ Suicide is the second leading cause of death in young people aged 15-29 years old (World Health Organization [WHO], 2014)
- ▶ Young people aged 15 to 24 are more likely to experience mental illness and/or substance use disorders than any other age group. (CAMH)
- ▶ 34% of Ontario high-school students indicate a moderate-to-serious level of psychological distress (symptoms of anxiety and depression). 14% indicate a serious level of psychological distress (CAMH).
- ▶ For every adolescent suicide death, there are likely to be 10 - 40 suicide attempts (Hooven et al., 2010)
- ▶ Suicide attempts and severe suicidal ideation can have serious consequences, including considerable psychological suffering, increased risk for subsequent suicide attempt(s) and death. Importantly, suicidal behaviours also have profoundly negative consequences on family members, and the medical, financial and emotional costs to communities impacted by suicide are also substantial (Lindqvist et al., 2008)
- ▶ Mental Illness and Addiction: Facts and Statistics: <https://www.camh.ca/en/driving-change/the-crisis-is-real/mental-health-statistics>

Causes of Mental Distress

Most mental health distress/disorders are caused by a combination of multiple genetic and environmental factors including but not limited to:

- ▶ Major loss (i.e., break up or death)
 - ▶ Public humiliation
 - ▶ Peer or social pressure
 - ▶ Substance use
 - ▶ Severe chronic pain, medical conditions
 - ▶ Impulsiveness/aggressiveness
 - ▶ Family history of suicide
- *(American Academy of Pediatrics)

Stigma

Talking, sharing and learning about mental health helps to reduce stigma. When students understand that many people experience mental health difficulties, they learn they are not alone and are more likely to seek help early when problems arise.

Why schools?

Schools are uniquely positioned to provide students with mental health education, giving students the tools they need to navigate mental health problems they may encounter, and learning to recognize when a friend or loved one might be struggling.

- ▶ 70% of mental health problems have their onset during childhood or adolescence (CAMH).
- ▶ If students are empowered with knowledge, and dialogue is encouraged, students will have the freedom to open up about what they are going through and know where and how to get the support they need.
- ▶ Addressing and supporting mental health early on in life is critical.
- ▶ School-based mental health education provides support and resources for young people, who otherwise may feel isolated.
- ▶ School-based programs help to ensure that school is a haven rather than a source of stress.
- ▶ Peer support works because people who have experience with mental health problems and illnesses can offer support, encouragement, and hope to each other.

Mental Health education is just as important as physical health education

Incorporating mental health education into the school curriculum helps all students by:

- ▶ Learning to recognize when a friend or loved one might be struggling
- ▶ Understanding how to optimize and maintain good mental health throughout life
- ▶ Understanding mental disorders and their treatments
- ▶ Decreasing stigma
- ▶ Enhancing help-seeking efficacy (knowing when and where to get help, having the skills necessary to promote self-care and how to obtain good care)

Photos – Mike’s last Birthday Nov. 4, 2017

Our son was a grade 12 student at Corpus Christi High School in Burlington when he died by suicide in November 2017. Our family, friends, and many members of the community have been devastated.

Mike liked doing all the things that teenagers do. He loved cars, history, playing hockey and joking with friends. The day before he took his life, he went to the school dance, took a university campus tour, worked a few hours at his part-time job and then got together with some buddies for a few hours. Anyone observing him would see a healthy kid heading to adulthood.

On his birthday, shortly before Mike ended his life, he posted a message to a small group of friends using a secret social media account. 33 students liked Mike’s post about his feelings of depression and suicide. They didn’t understand the significance of the message from their happy, good-humoured friend until it was too late. I can’t begin to describe the loss, devastation and guilt.

What other Boards, Provinces and US States are doing

- Quebec - Partners for Life is a depression awareness program for youth offered in Quebec secondary school. Sessions use an interactive, youth-friendly approach to enable students to recognize the signs of depression, substance abuse and suicidal behaviour, and to know what they can do to get help for themselves or for friends.
- British Columbia - B.C. students benefit from school-based mental health programs focused on prevention, wellness promotion and early intervention.
- Other school boards in Ontario, including those with less funding and less students at risk teach mental health to their students
- New York, Florida and Virginia, have passed legislation requiring school boards provide mental health education in addition to physical health education

Additional Resources

There is a wealth of high-quality material available and programming is implementation ready.

- Existing curriculum : <http://teenmentalhealth.org/schoolmhl/wp-content/uploads/2015/09/Mental-Health-High-School-Curriculum-Guide.pdf>
- Ontario program in Health and Physical Education: <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

- Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-being, 2013 (www.edu.gov.on.ca/eng/document/reports/SupportingMinds.pdf)
- Teacher's Guide: <https://www.camh.ca/-/media/files/guides-and-publications/tami-teachers-guide.pdf>
- Mental Health Commission of Canada <http://canwetalk.ca/wp-content/uploads/2016/03/COOR-79I-2016-03-CWT-lesson-plans.pdf>

Social Media and Artificial Intelligence

Several researchers are creating artificial-intelligence tools to identify individuals with mental-health issues who might otherwise fail to receive help.

What are we waiting for?

I stand before you a changed person. My family aches, our friends, Mike's friends and the community are forever different in a way we never imagined. This type of loss and suffering is life changing, the pain is profound and ever present. Let's use this opportunity to connect, to share and to educate.

Thank you for having the courage to listen. Now I ask you to have the courage to stand up and support our students.

MINUTES OF THE REGULAR BOARD MEETING

Date: June 18, 2019
 Time: 7:30 p.m.
 Location: Catholic Education Centre - Board Room
 802 Drury Lane, Burlington, ON

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

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

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

Also Present: S. Viana-Azevedo, President CUPE 5200
 J. Chanthavong, Senior Manager, Financial Services
 S. Jayaraman, Senior Manager, Human Rights & Equity
 L. Keating, Acting Chief Officer, Research & Development
 D. Suan, 2019-20 Student Trustee
 A. Swinden, Manager, Strategic Communications
 F. Thibeault, Senior Manager, Planning Services

Recording Secretary: R. Di Pietro

1. Call to Order

The Chair called the meeting to order.

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

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

1.2 Motions Adopted In-Camera

Motions regarding property were adopted in-camera.

1.3 Information Received In-Camera

The following information was received in-camera:

Acting Elementary Vice Principal- Lumen Christi Catholic Elementary School

Margaret Warmels appointed as Acting Elementary Vice Principal at Lumen Christi Catholic Elementary School effective June 4, 2019 to June 30, 2019.

Elementary Principal – Camp Summerland - 2019

Daniela Attardo appointed as Elementary Principal, Camp Summerland for summer 2019.

Acting Curriculum Coordinator

Melissa Carnelos appointed as Acting Curriculum Coordinator effective September 1, 2019 to December 2019.

Acting Department Head Religion/Social Science/Humanities - Corpus Christi Catholic Secondary School

Rita Tassone appointed as Acting Department Head, Religion/Social Science/Humanities effective September 1, 2019 for a period of up to one (1) year.

Elementary Vice Principal - St. Dominic Catholic Elementary School

Paula Durand appointed as Elementary Vice Principal effective September 1, 2019.

Retirements

Paul Deoni, Patrick Dowds, Jody Fuller, Michael Kelly, Martha McCarthy, Mary Pocsai and Patricia Robinson retiring effective June 30, 2019.

2. Approval of the Agenda

It was requested that the following be added to the agenda as an action item:

Paperless Initiative (T. O'Brien on behalf of Student Trustee Mazza)

#100/19

Moved by: T. O'Brien

Seconded by: V. Iantomasi

RESOLVED, that the agenda be approved as amended.

The Chair called for a vote on **#100/19** and it **UNANIMOUSLY CARRIED**.

3. Declarations of Conflict of Interest

Trustee O'Brien declared a conflict of interest with agenda item 8.9 - 2019-20 Budget Estimates – Final.

Teacher's salaries are included in Budget Estimates. Trustee O'Brien's wife is a teacher with the Board therefore declared conflict.

4. Presentations

There were no presentations.

5. Delegations

There were no delegations.

6. Approval of Minutes**6.1 Minutes of the June 4, 2019 Regular Board Meeting****#101/19**

Moved by: M. Duarte

Seconded by: T. O'Brien

RESOLVED, that the minutes of the June 4, 2019 Regular Board Meeting be approved.

The Chair called for a vote on **#101/19** and it **UNANIMOUSLY CARRIED**.

7. Business Arising from Previous Meetings

7.1 Summary of Outstanding Items from Previous Meetings

There were no outstanding items.

8. Action Items

8.1 Clustered and Accelerated Classes in Secondary Schools (H. Karabela)

#102/19

Moved by: H. Karabela

Seconded by: V. Iantomasi

RESOLVED, that senior staff examine the feasibility of clustered classes and/or accelerated learning opportunities in secondary schools (that currently have the Advanced Placement (AP) Programme) and prepare a staff report to the Board in September 2019.

The Chair called for a vote on **#102/19** and it **UNANIMOUSLY CARRIED**.

8.2 Policy I-30 Video Surveillance (N. Guzzo)

#103/19

Moved by: N. Guzzo

Seconded by: V. Iantomasi

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-30 Video Surveillance be approved as amended.

The Chair called for a vote on **#103/19** and it **UNANIMOUSLY CARRIED**.

8.3 Policy II-45 Equity and Inclusive Education (N. Guzzo)

#104/19

Moved by: N. Guzzo

Seconded by: J. O'Hearn-Czarnota

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-45 Equity and Inclusive Education be approved as amended.

The Chair called for a vote on **#104/19**:

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

The motion was **DEFEATED**.

8.4 Policy II-51 Optional French Programming (Early French Immersion and Extended French) (N. Guzzo)

#105/19

Moved by: N. Guzzo

Seconded by: H. Karabela

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-51 Optional French Programming (Early French Immersion and Extended French) be approved at first reading.

#105/19 (AMENDMENT 1)

Moved by: T. O'Brien

Seconded by: H. Karabela

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-51 Optional French Programming (Early French Immersion and Extended French) be approved at first reading and include under 5. - Withdrawal from Program, insert the following after the word staff – (example – The development of the Individual Education Plan (IEP) with program accommodation and modification with the classroom teacher and/or Special Education Resource Teacher (SERT)).

The Chair called for a vote on **#105/19 (AMENDMENT 1)**:

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

Amendment (1) was **DEFEATED**.

#105/19 (AMENDMENT 2)

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 II-51 Optional French Programming (Early French Immersion and Extended French) be approved at first reading and include under Requirements 1.54 – When deciding to phase out an optional French Program from the Halton Catholic District School Board (either Early French Immersion or Extended French) a report be brought to Trustees for review and approval.

The Chair called for a vote on **#105/19 (AMENDMENT 2):**

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

Amendment (2) was **DEFEATED**.

The Chair called for a vote on **#105/19** and it **UNANIMOUSLY CARRIED**.

**8.5 Policy II-52 Student Use of Service Animals in Schools (N. Guzzo)
#106/19**

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-52 Student Use of Service Animals in Schools be approved at first reading.

The Chair called for a vote on **#106/19** and it **UNANIMOUSLY CARRIED**.

**8.6 Policy V-01 Use of School Grounds and Community Use of School Facilities
(N. Guzzo)
#107/19**

Moved by: N. Guzzo

Seconded by: J. O'Hearn-Czarnota

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy V-01 Use of School Grounds and Community Use of School Facilities be approved as amended.

The Chair called for a vote on **#107/19** and it **UNANIMOUSLY CARRIED**.

**8.7 Policy V-18 Community Engagement & Public Consultation (N. Guzzo)
#108/19**

Moved by: N. Guzzo

Seconded by: J. O'Hearn-Czarnota

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 second and third reading.

The Chair called for a vote on **#108/19** and it **UNANIMOUSLY CARRIED**.

**8.8 2019 Capital Priorities List Submission (A. Lofts)
#109/19**

Moved by: P. Murphy

Seconded by: V. Iantomasi

RESOLVED, that the Halton Catholic District School Board approve the proposed ranking of the 2019 Capital Priorities Business Case Submission as follows:

RANKING 2019 CAPITAL PRIORITIES PROJECT LIST

1. Milton #3 Catholic Secondary School
2. Milton #10 'Cobben' Catholic Elementary School, with Child Care/HUB/EarlyON Centre
3. North Oakville CE#4 or CE#5 Catholic Elementary School
4. Vision Georgetown CES, with Child Care/HUB/EarlyON Centre
5. Holy Cross CES rebuild, with Child Care/HUB/EarlyON Centre
6. St. Dominic CES partial rebuild

RESOLVED, that the Board authorize staff to submit the Board's 2019 Capital Priorities Business Case Submission to the Ministry of Education for funding consideration as outlined in the relevant Ministry memorandum(s);

RESOLVED, that the Board authorize staff to make necessary minor modification to the rankings and project scope whereby the contents and details of the memorandum would necessitate changes to the proposed 2019 Capital Priorities Project List;

The Chair called for a vote on **#109/19** and it **UNANIMOUSLY CARRIED**.

**8.9 2019-20 Budget Estimates - Final (A. Lofts)
#110/19**

Moved by: P. Murphy

Seconded by: M. Duarte

RESOLVED, that the Halton Catholic District School Board approve the 2019-20 Budget Estimates in the amount of \$428,758,303.

The Chair called for a vote on **#110/19**:

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

The motion **CARRIED**.

8.10 2019-20 Internal Audit Plan (A. Lofts)**#111/19****Moved by:** J. O'Hearn-Czarnota**Seconded by:** P. Murphy**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Audit Committee to approve the Internal Audit Plan for 2019-20.The Chair called for a vote on **#111/19** and it **UNANIMOUSLY CARRIED**.**8.11 2018-19 Year End Audit Planning Report from KPMG (A. Lofts)****#112/19****Moved by:** N. Guzzo**Seconded by:** P. Murphy**RESOLVED**, that the Halton Catholic District School Board approve the External Auditor's 2018-2019 Year-End Audit Planning Report.The Chair called for a vote on **#112/19** and it **UNANIMOUSLY CARRIED**.

Trustee Agnew joined the meeting at 8:44 p.m.

8.12 New Paperless Initiative for the HCDSB (T. O'Brien)**#113/19****Moved by:** T. O'Brien (on behalf of Student Trustee Mazza)**Seconded by:** V. Iantomasi**WHEREAS**, cutting down trees for paper is a detrimental action towards the environment since it has reached a critical state due to the amount of carbon emissions in the atmosphere;**WHEREAS**, the Halton Catholic District School Board (HCDSB) recognizes the increasing presence of technology in the workplace and wants to ensure our students and staff are equipped to achieve throughout their entire life;**WHEREAS**, our Catholic faith calls us to be stewards of the earth and do everything we can to protect our common home;**WHEREAS**, going paperless would create a more accessible environment for students in the HCDSB;**WHEREAS**, the HCDSB recognizes the importance of strategic planning for the future;**BE IT RESOLVED**, that the Halton Catholic District School Board devise a strategy to greatly reduce the paper usage in our schools, administrative buildings and learning centres by 2024.**#113/19 (AMENDMENT)****Moved by:** T. O'Brien**Seconded by:** V. Iantomasi**WHEREAS**, cutting down trees for paper is a detrimental action towards the environment since it has reached a critical state due to the amount of carbon emissions in the atmosphere;

WHEREAS, the Halton Catholic District School Board (HCDSB) recognizes the increasing presence of technology in the workplace and wants to ensure our students and staff are equipped to achieve throughout their entire life;

WHEREAS, our Catholic faith calls us to be stewards of the earth and do everything we can to protect our common home;

WHEREAS, going paperless would create a more accessible environment for students in the HCDSB;

WHEREAS, the HCDSB recognizes the importance of strategic planning for the future;

BE IT RESOLVED, that the Halton Catholic District School Board devise a strategy to greatly reduce the paper usage in our schools, administrative buildings and learning centres by 2024.

BE IT FURTHER RESOLVED, that a staff report be presented to Trustees by December 17, 2019

The Chair called for a vote on **#113/19 (AMENDMENT)** and it **UNANIMOUSLY CARRIED**.

#113/19 (AMENDMENT 2)

Moved by: N. Guzzo

Seconded by: B. Agnew

WHEREAS, cutting down trees for paper is a detrimental action towards the environment since it has reached a critical state due to the amount of carbon emissions in the atmosphere;

WHEREAS, the Halton Catholic District School Board (HCDSB) recognizes the increasing presence of technology in the workplace and wants to ensure our students and staff are equipped to achieve throughout their entire life;

WHEREAS, our Catholic faith calls us to be stewards of the earth and do everything we can to protect our common home;

WHEREAS, going paperless would create a more accessible environment for students in the HCDSB;

WHEREAS, the HCDSB recognizes the importance of strategic planning for the future;

BE IT RESOLVED, that the Halton Catholic District School Board devise a strategy to greatly reduce the paper usage in our schools, administrative buildings and learning centres by 2024.

BE IT FURTHER RESOLVED, that a staff report be presented to Trustees by December 17, 2019;

BE IT FURTHER RESOLVED, that a paperless initiative be included in the next Strategic Plan.

The Chair called for a vote on **#113/19 (AMENDMENT 2):**

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

Amendment 2 **CARRIED.**

#113/19 (AS AMENDED)

Moved by: N. Guzzo

Seconded by: B. Agnew

WHEREAS, cutting down trees for paper is a detrimental action towards the environment since it has reached a critical state due to the amount of carbon emissions in the atmosphere;

WHEREAS, the Halton Catholic District School Board (HCDSB) recognizes the increasing presence of technology in the workplace and wants to ensure our students and staff are equipped to achieve throughout their entire life;

WHEREAS, our Catholic faith calls us to be stewards of the earth and do everything we can to protect our common home;

WHEREAS, going paperless would create a more accessible environment for students in the HCDSB;

WHEREAS, the HCDSB recognizes the importance of strategic planning for the future;

BE IT RESOLVED, that the HCDSB devise a strategy to greatly reduce the paper usage in our schools, administrative buildings and learning centres by 2024.

BE IT FURTHER RESOLVED, that a staff report be presented to Trustees by December 17, 2019;

BE IT FURTHER RESOLVED, that this initiative be included in the next Strategic Plan.

The Chair called for a vote on **#113/19 (AS AMENDED)** and it **UNANIMOUSLY CARRIED.**

9. Staff Reports

There were no staff reports.

10. Information Items

10.1 Student Trustees Update (D. Herrero)

Student Trustees participated in the Halton Catholic Children's Education Foundation (HCCEF) Golf Tournament.

The 2019-20 Student Trustees have chosen Student Senate who will begin on September 2, 2019.

The 2018-19 Student Trustees were thanked for all their hard work and dedication.

10.2 School Educational Field Trips (L. Naar)

School trips were provided as information.

10.3 Milton #3 Catholic Secondary School Status Update (A. Lofts)

Trustees were updated on the status of the planning approval process for the Milton #3 Catholic Secondary School project.

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

An update was provided on the construction at Assumption Catholic Secondary School.

10.5 Construction Report - Bishop P.F. Reding Catholic Secondary School (R. Merrick)

An update was provided on the construction at Bishop P.F. Reding Catholic Secondary School.

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

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

10.7 Budget Report for Sept 1, 2018 to May 31, 2019 (A. Lofts)

A budget report for the nine (9) months ending May 31, 2019 was provided.

10.8 Capital Projects Report as at May 31, 2019 (A. Lofts)

Trustees informed of the preliminary cost of capital projects and land as of May 31, 2019.

10.9 Long Term Capital Plan (LTCP) Update - Final Report (A. Lofts)

The finalized 2019 LTCP reflecting community feedback was provided.

10.10 Halton Student Transportation Services (HSTS) Update - Bell Time Efficiency Study

Staff was asked to be mindful of the importance of communication to parents.

Staff confirmed that every effort is made to avoid repeated changes and that they try to keep changes within 10 – 15 minutes.

11. Miscellaneous Information

11.1 Minutes of the Audit Committee of November 15, 2018

The minutes of the November 15, 2018 Audit Committee meeting were provided as information.

11.2 Minutes of the April 8, 2019 CPIC Meeting

Minutes of the April 8, 2019 CPIC meeting were provided as information.

11.3 Minutes of the May 14, 2019 Policy Committee Meeting

Minutes of the May 14, 2019 Policy Committee meeting were provided as information.

12. Correspondence**12.1 M & D Nosella****12.2 ABC Ontario**

Correspondence provided as information.

13. Open Question Period

No questions were submitted.

14. In Camera**#114/19**

Moved by: M. Duarte

Seconded by: J. O'Hearn-Czarnota

RESOLVED, that the meeting move in-camera.

The Chair called for a vote on **#114/19** and it **UNANIMOUSLY CARRIED**.

The meeting moved back in-camera at 9:30 p.m.

The meeting moved out of in-camera at 10:15 p.m.

15. Resolution re Absentees

There were no absentees.

16. Adjournment and Closing Prayer (N. Guzzo)**#115/19**

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that the meeting adjourn.

The Chair called for a vote on **#115/19** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 10:16 p.m. with a prayer led by Trustee Guzzo.

Secretary of the Board

Chair

MINUTES OF THE SPECIAL BOARD MEETING

Date: June 27, 2019
 Time: 7:30 p.m.
 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

Trustees Excused T. O'Brien J. O'Hearn-Czarnota

Senior Staff: J. Crowell R. Merrick
 P. Daly, Secretary of the Board L. Naar
 A. Lofts

Also Present: L. Beraldo-Turner, Acting President, OECTA Secondary
 D. Suan, 2019-20 Student Trustee
 T. Hambly, Acting President, OECTA Elementary
 A. Swinden, Manager, Strategic Communications

Recording Secretary: R. Di Pietro

1. Call to Order

The Chair called the meeting to order.

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

The meeting opened at 6:00 p.m. with a prayer led by Chair DeRosa.

2. Approval of the Agenda

#116/19

Moved by: P. Murphy

Seconded by: M. Duarte

RESOLVED, that the agenda be approved.

The Chair called for a vote on **#116/19** and it **UNANIMOUSLY CARRIED**.

3. Declarations of Conflict of Interest

There were no conflicts of interest.

4. Action Items

4.1 2019-20 Budget Estimates - Amended (A. Lofts)

Trustees were provided information on the amended budget.

No motion was put forward to amend the budget therefore the budget estimates approved at the June 18, 2019 Board meeting be submitted to the Ministry of Education on June 28, 2019.

The amendments noted within the report will be included in the Revised Budget Estimates and submitted to the Ministry of Education in December 2019.

5. In-Camera

There was no follow-up in-camera session.

6. Resolution re Absentees

#117/19

Moved by: M. Duarte

Seconded by: B. Agnew

RESOLVED, that Trustees O'Brien and O'Hearn-Czarnota be excused from the meeting.

The Chair called for a vote on **#117/19** and it **UNANIMOUSLY CARRIED**.

7. Adjournment and Closing Prayer (P. Murphy)

#118/19

Moved by: P. Murphy

Seconded by: M. Duarte

RESOLVED, that the meeting adjourn.

The Chair called for a vote on **#118/19** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 7:00 p.m. at with a prayer led by Vice Chair Murphy.

Secretary of the Board

Chair

BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
June 18, 2019	Clustered and Accelerated Classes in Secondary Schools	Staff Report	C. Cipriano	September 17, 2019
June 18, 2019	Paperless Initiative	Staff Report	P. Daly	December 17, 2019

OUTSTANDING POLICY ITEMS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
June 18, 2019	Policy IF-51 – Optional French Programming (early French Immersion and Extended French	2 nd and 3 rd Reading	N. Guzzo	September 17, 2019
June 18, 2019	Policy IF-52 – Student Use of Service Animals in Schools	2 nd and 3 rd Reading	N. Guzzo	September 17, 2019

Approved School Educational Trips

ALL PROPOSED TRIPS HAVE BEEN REVIEWED PRIOR TO APPROVAL, AND ARE CONSISTENT WITH BOARD POLICY

Dated: Tuesday, September 3, 2019

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Elementary						
St. John Paul II CES, Oakville	7	92	Camp Muskoka, Bracebridge, ON	The Grade 7 overnight camping trip to Camp Muskoka is an opportunity for students to be together and participate in class community building. Students will demonstrate the practice of inclusion by being given the opportunity to work together and support one another through team building activities while challenging themselves. This trip supports the Grade 7 Focus on Faith theme of Human Dignity. Staff and students will participate in daily prayers.	Monday, September 30 – Wednesday, October 2, 2019	~\$325.00
St. Christopher CES Burlington	8	55	Camp Brebeuf	The purpose of this trip is to enhance and supplement the grade 8 Religion, Language, Phys. Ed and Dramatic Arts program while building both co-operation and leadership skills, with a series of curriculum based activities. Students will participate in various activities such as: high ropes, outdoor survival hiking and exploration. Students and staff will participate in a liturgy and daily prayer	Wednesday, October 9 – Friday, October 11, 2019	~\$195.00
Lumen Christi CES Milton	7	59	Camp Brebeuf	Through a series of curriculum based activities, a liturgy and daily prayers the trip will enhance and supplement Confirmation Preparation, the Grade 7 Religion, Physical Education, and Dramatic Arts program, while building leadership skills. Additional, developing learning skills, such as the importance of effective communication and listening skills, the ability to work together and cooperate with one another to accomplish a common goal, while growing in confidence and self-worth will further benefit the participating students	Tuesday, September 24- Wednesday, September 25, 2019	~\$95.00

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Secondary						
St. Thomas Aquinas CSS Oakville, ON	12	45	Algonquin Park South River, ON	The St. Thomas Aquinas Healthy Living and Outdoor Activities trip will provide students the opportunity to witness the natural beauty that God has created. This trip motivates students to become discerning believers as stewards of God's creations. Students will participate in daily prayer, lead a chapel service in the outdoors and practice Christian Meditation in God's environment. The whole student (spiritual, emotional, physical, mental) will be developed alongside promoting our Catholic Faith Community. Students will at Saturday night Mass at St. Matthew Parish.	Sunday, October 6, 2019 – Thursday, October 10, 2019	~\$365.00



International Baccalaureate (IB) Program Evaluation	Item 10.3
September 3, 2019	

Alignment to Strategic Plan

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

Purpose

The purpose of this report is to update the Board of Trustees on the findings of the 2019 Evaluation of the International Baccalaureate (IB) Programme at St. Thomas Aquinas Catholic Secondary School, conducted by the IB World Schools Department.

Background Information

The International Baccalaureate (IB) Programme offers a high quality and challenging educational program to schools worldwide. The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better, more peaceful intellectual understanding and respect. For nearly 50 years, the IB Programme continues to encourage students across the world to become active, compassionate and lifelong learners in a globalized 21st century setting.

St. Thomas Aquinas Catholic Secondary School received accreditation to offer the IB Diploma Programme for Grades 11 and 12 students in March 2012. Since that time the IB Programme at St. Thomas Aquinas C.S.S. has continued to flourish, allowing students to develop intellectually, personally, emotionally and spiritually. There are over 270 students in both the pre-IB (170 - Grades 9 and 10), and the IB Programme (100 - Grades 11 and 12) enrolled for the 2019-2020 school year. Furthermore, St. Thomas Aquinas C.S.S. students continue to excel in the academic achievements as summarized in the table below itemizing the subject results.

Grade 11 and 12 Results

Subject Group	2019 Avg Grade St. Thomas Aquinas	2019 Avg Grade Worldwide	2018 Avg Grade St. Thomas Aquinas	2018 Avg Grade Worldwide
English Lang & Lit HL	5.67	4.96	5.45	4.99
French B SL	5.47	5.03	5.94	5.01
Spanish SL	4.78	4.96	4.62	4.95
Economics SL	4.73	4.65	3.69	4.68
History Europe HL	5.12	4.77	4.48	4.72
Biology HL	5.00	4.33	4.53	4.34
Biology SL	5.71	4.17	6.20	4.22
Chemistry HL	4.72	4.50	3.82	4.45
Chemistry SL	4.75	4.00	4.62	3.98
Physics SL	6.06	4.03	5.07	4.05
Mathematics SL	5.02	4.18	4.90	4.26

*Note: HL – High Level
SL – Standard Level



Each IB World School is regularly evaluated to ensure that the standards and practices of its IB programme are being maintained. Evaluation takes place at least once every five years. As part of the process, the school engages in a self-study that is a key element in the school's continual improvement. During the 2018-2019 academic year, St. Thomas Aquinas Catholic Secondary School's IB Programme underwent a thorough self-study process conducted by the IB World Schools Department, resulting in the evaluation report (Appendix A).

Comments

The evaluation reviewed the school's adherence to the following Programme standards and practices:

- Standard A: Philosophy - The school's educational beliefs and values reflect the IB Philosophy;
- Standard B: Organization - The school's organization in terms of leadership, structure, resources and support, endorse the successful implementation of the IB Programme;
- Standard C: Curriculum - The school's collaborative planning, written curriculum, teaching/learning strategies, and assessment practices, reflect the IB Philosophy.

The IB Programme at St. Thomas Aquinas C.S.S. was congratulated on a strong programme implementation. The evaluation found that the programme was in conformance with the IB Programme standards and practices, and as such, did not identify any matters to be addressed. The following areas of programme implementation were identified as strengths in the evaluation report:

- A strong understanding of the IB Diploma Programme within the St. Thomas Aquinas C.S.S. community;
- A strong connection between the beliefs and values of St. Thomas Aquinas C.S.S. and the IB Philosophy;
- A strong practice of collaborative planning.

Conclusion

As we continue to move forward, the recommendations provided have been incorporated in future action plans in order to support the school in its continued implementations and enhancement of the IB programme. St. Thomas Aquinas C.S.S. looks forward to making an even greater contribution to the IB community in years to come.

The following recommendation as were outlined as possible next steps:

- Connect with the broader IB global community. This will allow members of the St. Thomas Aquinas C.S.S. staff to share best practices, eg as site visitors, examiners, and members of curriculum review.
- Share with other IB school communities the wonderful things that are happening through networking and local associations.
- Consider presenting at an International Baccalaureate conference.

There is definitely a very strong program implementation at St. Thomas Aquinas C.S.S. that will be shared internally across the IB community that there is expertise in meeting the standards and practices.



Please note that the next IB Program Evaluation will be in 2024, and St. Thomas Aquinas C.S.S. is expected to provide evidence that the recommendations have been adopted.

Report Prepared by: A. Montanari
IB Coordinator – Vice Principal
St. Thomas Aquinas Catholic Secondary School
T. Pinelli
Superintendent of Education

Report Submitted by: T. Pinelli
Superintendent of Education

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

Evaluation report

IB World Schools Department

Report on the school evaluation

Name of head of school	Mr Paul Di Ianni		
Name of school	St. Thomas Aquinas Roman Catholic Secondary School	IB school code	004828
Date	20 March 2019	IB programme	DP

Dear Head of School,

Thank you for completing the self-study process for programme evaluation. The IB recognizes that this process requires considerable time and effort from the entire school community. We appreciate the effort that you have made and hope that the insights gained along the way will be valuable in further developing your programme.

The aim of this evaluation is for the IB to ensure that the standards and practices of the programme are being maintained. The IB is aware that for each school the implementation of an IB programme is a journey, and that the school will meet these standards and practices to varying degrees along the way.

The present report is based on the analysis of the self-study questionnaire and supporting documents.

The report is structured according to the document titled *Programme standards and practices*.

The report includes the following:

- feedback on the self-study process
- commendations for school practices that address the Programme standards and practices in ways that solve challenges faced by the school and/or outstanding implementation
- recommendations for the school on further developing the programme
- matters to be addressed (MTBAs) that identify areas within a school's practice which, if not addressed immediately, will jeopardize the integrity of the programme and thus the school's entitlement to be considered an IB World School
- findings that describe the practices at the school that led to the commendations, recommendations or MTBAs
- indication of the evidence to be provided by the school in case of MTBAs
- a conclusion for each standard.

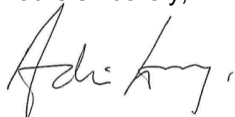
Outcome of the evaluation process of your school

Based on the findings included in the report, the IB has not identified any matters to be addressed. The recommendations provided here should be incorporated into your action plan. At your next programme evaluation in 2024 the IB will expect the school to provide evidence that these have been addressed.

We trust the information found in this report will support the school in its continued implementation and enhancement of the IB programme.

We wish you continued success with the implementation of the IB Programme. We hope the self-study process has been beneficial and will lead to an even stronger programme implementation. We appreciate the contribution your school makes to the IB community and look forward even greater engagement in the coming years.

Yours sincerely,



Adrian Kearney

Director of IB World Schools

Process of the school's self-study

	Reader
Timeline: The self-study took place over at least 12 months.	15 months
Stakeholders involved: Those involved in the organization and implementation of the programme contributed to this process: members of the governing body, administrators, teaching and non-teaching staff, students and parents.	Yes
Gathering evidence: The self-study is evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review.	Yes
Reflection in teams: Meetings were organized, allowing time for reflection, discussion and collation of evidence.	Yes
The levels of implementation of practices: The school has provided descriptors for assessing the practices.	Yes

Section A: Philosophy

Standard A

The school's educational beliefs and values reflect IB philosophy.

Practice 1	The school's published statements of mission and philosophy align with those of the IB.
Findings of the reader	<ul style="list-style-type: none"> • The school's statements of mission and philosophy include references that the school: <ul style="list-style-type: none"> ○ values education that goes beyond academic development ○ encourages awareness beyond the individual and his or her immediate community ○ aligns with other elements of the IB mission statement. • The school has published statements of mission and philosophy: <ul style="list-style-type: none"> ○ on its website.
Support in IB Documentation	<p><i>What is an IB education? (2015).</i></p> <p><i>The Diploma Programme: From principles into practice (2015).</i></p>

Practice 2	The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
Findings of the reader	<ul style="list-style-type: none"> • The school's action plan is driven by practices and programme requirements included in the Programme standards and practices • The self-study recognizes that the school's philosophy believes in a partnership between school, home and church to value the unique strengths of all students in the IBDP programme and in their self-building. The school's community values collaboration amongst staff and opportunities for reflection to improve classroom practice. The school values the uniqueness of each person and is dedicated to life-long learning, personal development, and spiritual growth.
Support in IB Documentation	<p><i>What is an IB education? (2015).</i></p> <p><i>"Understanding IB philosophy" and "Becoming an IB world school" in The Diploma Programme: From principles into practice (2015)</i></p> <p>IB videos available at http://blogs.ibo.org/ibtv/</p>

Practice 3	The school community demonstrates an understanding of, and commitment to, the programme(s).
Findings of the reader	<ul style="list-style-type: none"> • Parents' and students' comments show understanding of and support to the DP based on the documentation submitted. The self-study concludes that parents perceive the IBDP programme as being more challenging and rewarding than the Ontario Secondary school programme. The parent community is actively involved in interaction with the school through parent-teacher meetings, communication with the IBDP guidance counsellor as well as the IBDP coordinator. • Student and parent feedback from graduating IBDP students reinforce the positive work completed at the school. Parents feel that their child is very well prepared for the transition to post-secondary. • The IBDP staff review the data on a yearly basis and analyse the feedback from parents,
Commendation(s)	All groups within the school community demonstrate wide understanding of, and commitment to, the DP.
Support in IB Documentation	<p><i>What is an IB education? (2015).</i></p> <p><i>The Diploma Programme: From principles into practice (2015).</i></p> <p>IB videos available at http://blogs.ibo.org/ibtv/ or http://blogs.ibo.org/</p>

Practice 4	The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
Findings of the reader	<ul style="list-style-type: none"> The school refers to the development of international-mindedness and the attributes of the IB learner profile in its published documents.
Support in IB Documentation	<p><i>What is an IB education? (2015).</i></p> <p><i>“Education for intercultural understanding” and “IB learners and the IB learner Profile” in The Diploma Programme: From principles into practice (2015)</i></p> <p>IB videos available at http://blogs.ibo.org/ibtv/ or http://blogs.ibo.org/</p> <p><i>“Towards a profile of a holistically educated student—the student profile” in the position paper Holistic education: An interpretation for teachers in the IB programme by John Hare</i> http://blogs.ibo.org/positionpapers/files/2010/09/Holistic-education_John-Hare.pdf</p> <p><i>The IB learner profile in review: Resources for reflection for reflection on the PRC.</i></p>

Practice 5	The school promotes responsible action within and beyond the school community.
Findings of the reader	<ul style="list-style-type: none"> The CAS outline shows that different members of the school community are involved in the CAS activities, as advisers or supervisors. The CAS outline shows promotion of activities within and beyond the school community.
Support in IB Documentation	<p><i>“Breadth and balance” and “A holistic educational experience” in The Diploma Programme: From principles into practice, (2015).</i></p> <p><i>“Aims”, “Learning outcomes” and “Experiential learning sections” in: Creativity, activity, service guide</i></p> <p><i>Learning stories: A global learning story about responsible action.</i></p>

Practice 6	The school promotes open communication based on understanding and respect.
Findings of the reader	<ul style="list-style-type: none"> Interactions and communications with different stakeholders are open and frequent, through newsletters, meetings, publications, website, email, etc.
Support in IB Documentation	<i>“IB learners” and “Teaching and learning in the IB” in What is an IB education?” (2015)</i>

Practice 7	The school places importance on language learning, including mother tongue, host country language and other languages.
Findings of the reader	<ul style="list-style-type: none"> • The school provides support for students who are not proficient in the language of instruction. • The school encourages opportunities for maintaining mother tongues. • The school supports learning of regional language and culture.
Support in IB Documentation	<p><i>“Global contexts for education” in What is an IB education?</i></p> <p><i>“Education for intercultural understanding ”and “Language learning” in The Diploma Programme: From principles into practice, (2015)</i></p> <p><i>Guidelines for developing a school language policy.</i></p> <p><i>Learning in a language other than mother tongue in IB programmes</i></p> <p><i>Learning stories: Involving parents in the maintenance and development of students’ mother tongues and Learning stories: A learning story about how a school’s language policy supports multilingualism in a culturally diverse community.</i></p>

Practice 8	The school participates in the IB world community.
Findings of the reader	<ul style="list-style-type: none"> • One staff member is an IB educator (examiner). • Staff members have attended IB professional development activities during the period under review.
Recommendations	<ul style="list-style-type: none"> • The school develops and implements strategies to further participate in the IB world community.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	<p><i>“Professional development opportunities offered by the IB” in The Diploma Programme: From principles into practice, (2015).</i></p> <p><i>Learning stories: A learning story about inclusive education, global engagement and schools working together to create a better world.</i></p> <p><i>IB World, and virtual resources such as IB Global Engage and the IB blogs available at www.ibo.org</i></p>

Practice 9+9a+9b	<p>The school supports access for students to the IB programme(s) and philosophy.</p> <ol style="list-style-type: none"> The school provides for the full Diploma Programme and requires some of its student body to attempt the full diploma and not only individual diploma courses. The school promotes access to the diploma and diploma courses for all students who can benefit from the educational experience they provide. The school has strategies in place to encourage students to attempt the full diploma.
Findings of the reader	<ul style="list-style-type: none"> The school provision allows for the completion of the full diploma (that is, number and level of subjects). The registration of candidates in the period under review shows that the school has registered Diploma candidates every year. The school has been proactive in the promotion of the DP among students through different activities. The school promotes “student voices” to assist in the promotion of IBDP. The two years prior to the DP are considered or advertised as part of an adequate preparation for it.
Commendation(s)	The school only offers the full IBDP programme and incorporates students in the promotion of the IBDP.
Support in IB Documentation	<p><i>“Learning diversity and inclusion” in The Diploma Programme: From principles into practice (2015)</i></p> <p><i>Rules for IB World Schools: Diploma Programme.</i></p> <p><i>Guide to school authorization: Diploma Programme,</i> http://ibo.org/globalassets/publications/become-an-ib-school/dp-guide-school-authorization-en.pdf</p> <p><i>Current Assessment procedures for the Diploma Programme.</i></p>

Conclusion of the IB

Based on the analysis of the self-study questionnaire and the supporting documents:

Standard A		
The school’s educational beliefs and values reflect IB philosophy.		
	School’s conclusion	IB conclusion
School’s progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> No recommendations were made from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section B: Organization

Standard B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the IB programme(s).

Practice 1	The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).
Findings of the reader	<ul style="list-style-type: none"> The governing body is regularly and formally informed about the ongoing implementation and development of the Diploma Programme (DP). The school leadership team works in collaboration with the school superintendent who oversees the IBDP programme. The school principal and IBDP coordinator maintain consistent contact with the school SO to ensure she is informed of school progress, concerns or questions coming from the community.
Support in IB Documentation	<i>"Becoming an IB world school" and "School leadership" in The Diploma Programme: From principles into practice (2015)</i>

Practice 2	The school has developed a governance and leadership structure that supports the implementation of the programme(s).
Findings of the reader	<ul style="list-style-type: none"> Descriptions of the structure and role of the governing body and pedagogical leadership team indicate responsibilities for supporting the implementation of the DP.
Commendation(s)	The governance and the leadership structure supports all aspects of the implementation of the DP.
Support in IB Documentation	<i>"IB learners and the IB learner profile" in The Diploma Programme: From principles into practice (2015)</i>

Practice 3	The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).
Findings of the reader	<ul style="list-style-type: none"> The pedagogical leadership team has defined roles and responsibilities, which are evident in the organization chart.
Support in IB Documentation	<i>"The role of the Diploma Programme coordinator" in The Diploma Programme: From principles into practice, (2015)</i>

Practice 4	The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.
Findings of the reader	<ul style="list-style-type: none"> • The DP coordinator role has release time that seems to be consistent with the number of DP students. • There is evidence that the DP coordinator has resources to support his responsibilities. • Additional responsibilities assigned to the DP coordinator are compatible with leave sufficient time for the coordinator responsibilities.
Support in IB Documentation	<p><i>“The role of the programme coordinator” in Towards a continuum of international education, (2015)</i></p> <p><i>Current Assessment procedures for the Diploma Programme.</i></p>

Practice 5a	The school has an admissions policy that clarifies conditions for admission to the school and the Diploma Programme.
Findings of the reader	<ul style="list-style-type: none"> • The admissions policy includes clear reference to the admission of students into the DP. Students are welcomed into the preparatory IBDP Grade 10 and must then complete the application process which requires reference letters and parental feedback. • The school only offers the full IBDP.
Support in IB Documentation	<p><i>“Student selection process” in The Diploma Programme: From principles into practice, (2015)</i></p> <p><i>“Access” and “Building an accessible programme” in The Diploma Programme: From principles into practice, (2015)</i></p>

Practice 5b	The school develops and implements a language policy that is consistent with IB expectations.
Findings of the reader	<ul style="list-style-type: none"> • The language policy includes: <ul style="list-style-type: none"> ○ the school language philosophy ○ the school language profile ○ support for mother tongues ○ support for students who are not proficient in the language of instruction ○ learning of the regional language and culture ○ a selection of languages in group 1 and group 2 courses that reflects the needs of students ○ strategies to support all teachers in their contribution to the language development of students. • The policy is regularly revised and includes different stakeholders. It is widely communicated.
Support in IB Documentation	<p><i>“Multilingualism and intercultural understanding” in What is an IB education? (2015)</i></p> <p><i>“Language options and language support” in The Diploma Programme: From principles into practice, (2015)</i></p> <p><i>Guidelines for developing a school language policy.</i></p> <p><i>Learning in a language other than mother tongue in IB programmes.</i></p> <p><i>Guidance for the support of mother tongue in the Diploma Programme.</i></p> <p><i>Language and learning in IB programmes.</i></p> <p><i>Learning stories: A learning story about how a school’s language policy supports multilingualism in a culturally diverse community.</i></p> <p><i>Learning stories: A learning story about the role of the mathematics teacher as a language teacher.</i></p>

Practice 5c	The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.
Findings of the reader	<ul style="list-style-type: none"> • The inclusion education/special educational needs policy makes clear reference to the DP. • The policy is regularly revised (yearly) and includes different stakeholders. It is widely communicated.
Commendation(s)	The school has developed the context to implement an inclusive programme with policies and practices that effectively support students with special needs.
Support in IB Documentation	<p><i>"Learning diversity and inclusion" in Diploma Programme: From principles into practice (2015)</i></p> <p><i>Current Handbook of procedures for the Diploma Programme.</i></p> <p><i>Support areas in the PRC.</i></p> <p><i>Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes.</i></p> <p><i>Candidates with assessment access requirements.</i></p> <p><i>Meeting student learning diversity in the classroom.</i></p> <p><i>Learning stories: A learning story about inclusive education, global engagement and schools working together to create a better world.</i></p> <p><i>Learning stories: Developing policies, procedures and practices to meet student learning diversity.</i></p> <p><i>Learning stories: "An International Baccalaureate education for all".</i></p>

Practice 5d	The school has developed and implements an assessment policy that is consistent with IB expectations.
Findings of the reader	<ul style="list-style-type: none"> • The assessment policy includes <ul style="list-style-type: none"> ○ a philosophy of assessment that supports student learning ○ understanding of the use of DP assessment criteria ○ processes for recording and reporting DP assessment ○ frequency of formative and summative assessment ○ how the school combines DP assessment with national requirements. The policy is regularly revised and includes different stakeholders. It is widely communicated. • The document is very clear and detailed, with an emphasis on the type of assessment, roles and responsibilities of both students and teachers. It is well aligned with the school's ethos. • The school may think of including in the assessment policy processes for standardization of assessment of students' work.
Commendation(s)	The school has created a clear assessment policy, aligned with both the IB philosophy and the school's ethos, that clearly indicates roles and responsibilities throughout the school community.
Support in IB Documentation	<p><i>"Assessment for learning" and "Informed by assessment" in The Diploma Programme: From principles into practice (2015).</i></p> <p><i>Diploma Programme assessment: Principles and practice.</i></p> <p><i>Guidelines for developing a school assessment policy in the Diploma Programme.</i></p>

Practice 5e	The school has developed and implements an academic honesty policy that is consistent with IB expectations.
Findings of the reader	<ul style="list-style-type: none"> • The academic honesty policy includes clear reference to conduct in all forms of assessment related to the DP. • The policy includes monitoring processes and sanctions. • The policy includes clear reference to resources that support the policy (software to check plagiarism). • The policy is regularly revised and widely communicated.
Support in IB Documentation	<p><i>“Academic honesty” in The Diploma Programme: From principles into practice, (2015)</i></p> <p><i>Academic honesty in the Diploma Programme.</i></p> <p><i>Academic honesty in the IB educational context.</i></p> <p><i>Effective citing and referencing.</i></p> <p><i>Are you completing your IB assignments honestly?</i></p>

Practice 5f	The school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the Diploma Programme.
Findings of the reader	<ul style="list-style-type: none"> • The self-study and the policies demonstrate how much the school respects and puts emphasis on the importance of assessment.
Commendation(s)	The school dignifies IB regulations in its policies and in its conduct of assessment.
Support in IB Documentation	<p><i>Current Assessment procedures for the Diploma Programme.</i></p> <p><i>“Academic honesty” in The Diploma Programme: From principles into practice (2015)</i></p>

Practice 6	The school has systems in place for the continuity and ongoing development of the programme(s).
Findings of the reader	<ul style="list-style-type: none"> • The school’s action plan includes clear timelines, accountabilities and outcomes regarding the ongoing development of the DP.
Support in IB Documentation	<i>“Staffing”, “Professional development”, “Resources”, and “Programme structures (scheduling)” in The Diploma Programme: From principles into practice (2015)</i>

Conclusion of the IB

Based on the analysis of the self-study questionnaire and the supporting documents:

Standard B1		
The school's leadership and administrative structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> No recommendations were made from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section B: Organization

Standard B2: Resources and support

The school's resources and support structures ensure the implementation of the IB programme(s).

Practice 1+1a+1b	<p>The governing body allocates funding for the implementation and ongoing development of the programme(s).</p> <ol style="list-style-type: none"> The allocation of funds includes adequate resources and supervision for the creativity, action, service (CAS) programme and the appointment of a CAS coordinator. The allocation of funds includes adequate resources to implement the theory of knowledge course over two years.
Findings of the reader	<ul style="list-style-type: none"> The school budget and the description of the programme show a reasonable allocation of funds so that: <ul style="list-style-type: none"> IB fees can be paid DP courses and the core are offered according to the IB requirements ongoing professional development can take place meeting time is facilitated there is a CAS coordinator the CAS programme described in the outline can be implemented theory of knowledge (TOK) is taught over the two years of the Diploma Programme (DP).
Support in IB Documentation	<p><i>Current Assessment procedures for the Diploma Programme.</i></p> <p><i>DP subject guides</i></p> <p><i>Creativity, activity, service guide</i></p> <p><i>Theory of knowledge guide</i></p> <p><i>Extended essay guide</i></p> <p><i>IB professional development calendar at www.ibo.org</i></p>

Practice 2	The school provides qualified staff to implement the programme(s).
Findings of the reader	<ul style="list-style-type: none"> • The turnover of staff is addressed so that the implementation of the programme is not affected. • The school provides qualified staff to implement the DP.

Practice 3+3a	<p>The school ensures that teachers and administrators receive IB-recognized professional development.</p> <p>a. The school complies with the IB professional development requirement for the Diploma Years Programme at authorization and at evaluation.</p>
Findings of the reader	<ul style="list-style-type: none"> • The school demonstrates that staff participation in IB-recognized professional development meets the requirements for evaluation. • The school's action plan demonstrates ongoing commitment to professional development.
Support in IB Documentation	<i>IB professional development calendar at www.ibo.org</i>

Practice 4	The school provides dedicated time for teachers' collaborative planning and reflection.
Findings of the reader	<ul style="list-style-type: none"> • The school's meeting schedule shows collaborative planning times for DP teachers in both horizontal and vertical teams. • The school emphasizes the fact that they have created an environment which promotes and encourages collaborative planning practices. The self-study mentions that the administrative team has provided the time and financial resources which allow for professional development in the St. Thomas Aquinas community.

Practice 5+5a+5b+5c	<p>The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).</p> <p>a. The laboratories and studios needed for group 4 and group 6 subjects provide safe and effective learning environments.</p> <p>b. There are appropriate information technology facilities to support the implementation of the programme.</p> <p>c. The school provides a secure location for the storage of examination papers and examination stationery with controlled access restricted to senior staff.</p>
Findings of the reader	<ul style="list-style-type: none"> • Facilities described indicate that the school addresses the identified needs to enhance the implementation of the DP. • The school has described the location for the storage of examination papers and stationery that aligns with IB expectations.
Support in IB Documentation	<p>Relevant DP subject guides and teacher support materials.</p> <p>Current Assessment procedures for the Diploma Programme.</p>

Practice 6+6a	<p>The library/multimedia/resources play a central role in the implementation of the programme(s).</p> <p>a. The library/media centre has enough appropriate materials to support the implementation of the Diploma Programme.</p>
Findings of the reader	<ul style="list-style-type: none"> • The self-study recognizes that the library has a comprehensive collection of resources on diverse topic areas available to support the implementation of the IBDP. The collection includes print and electronic materials, and is based on the offered course requirements. Resources are continuously examined and reviewed to ensure that the most relevant information is available through various platforms. • The school also indicates that the librarian is IB trained and supports students and teachers in many facets of the IBDP including, but not limited to: citation and research in-services.
Commendation(s)	<p>The librarian's role includes responsibilities related to the development and support of the DP in all areas, especially in those related to academic honesty.</p> <p>The librarian has attended IB workshops to be familiar with the DP courses and core.</p>
Support in IB Documentation	<p><i>Relevant DP subject guides and teacher support materials.</i></p> <p><i>Learning stories: An IB educator's story about the role of librarians in multilingual learning communities.</i></p>

Practice 9+9a	<p>The school has systems in place to guide and counsel students through the programme(s).</p> <p>a. The school provides guidance to students on post-secondary educational options/counsellor.</p>
Findings of the reader	<ul style="list-style-type: none"> • The school has an advisor on post-secondary education. • Students are provided with support on the choice of DP courses that address their interests and talents. • Students are provided with support and guidance on post-secondary education.
Commendation(s)	<p>The school has a system of counselling connected with local organizations that provides DP students with detailed support.</p>
Support in IB Documentation	<p><i>"Counsellor" in The Diploma Programme: From principles into practice (2015)</i></p>

Practice 10+10a+10b+10c	<p>The student schedule or timetable allows for the requirements of the programme(s) to be met.</p> <ol style="list-style-type: none"> The schedule provides for the recommended hours for each standard and higher level subject. The schedule provides for the development of the theory of knowledge course over two years. The schedule respects concurrency of learning in the Diploma Programme.
Findings of the reader	<ul style="list-style-type: none"> The student schedule shows the allocation of 150 hours for each standard level (SL) subject. The student schedule shows the allocation of 240 hours for each higher level (HL) subject, distributed over two years. The student schedule demonstrates that TOK is taught for 100 hours over two years. The student schedule respects concurrency of learning. The CAS programme starts when the DP courses start and is developed over 18 months.
Support in IB Documentation	<p><i>“Programme structures (scheduling)” in The Diploma Programme: From principles into practice (2015)</i></p> <p><i>Current Assessment procedures for the Diploma Programme.</i></p> <p><i>Concurrency of learning in the IB Diploma Programme and Middle Years Programme, by Roger Marshman</i> https://blogs.ibo.org/positionpapers/files/2010/09/Concurrency-of-learning_Roger-Marshman2.pdf</p>

Practice 12	<p>The school allocates resources to implement the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay for all students, depending on the programme(s) offered.</p>
Findings of the reader	<ul style="list-style-type: none"> The school process submitted by the school for the completion of the extended essay (EE), is consistent with IB regulations.
Support in IB Documentation	<p><i>DP subject guides Extended essay guide</i></p>

Conclusion of the IB

Based on the analysis of the self-study questionnaire and the supporting documents:

Standard B2		
The school's resources and support structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section C: Curriculum

Standard C1: Collaborative planning

Collaborative planning and reflection supports the implementation of the IB programme(s).

Practice 1+1a+1b	<p>Collaborative planning and reflection addresses the requirements of the programme(s).</p> <ol style="list-style-type: none"> Collaborative planning and reflection includes the integration of theory of knowledge in each subject. Collaborative planning and reflection explores connections and relations between subjects and reinforces knowledge, understanding and skills shared by the different disciplines.
Findings of the reader	<ul style="list-style-type: none"> There are meetings scheduled to plan collaboratively within the same subject, across subjects and the core. The self-study identifies that IBDP teachers meet regularly to discuss CAS, TOK, EE and curriculum goals. Teachers' schedule provides opportunities for collaborative work inside departments, both horizontally and vertically. The self-study also mentions that IBDP staff meetings include an agenda with learning goals and success criteria.
Support in IB Documentation	<p><i>"Collaborative planning" and "Concurrency of Learning" in The Diploma Programme: From principles into practice (2015)</i></p>

Practice 2	Collaborative planning and reflection takes place regularly and systematically.
Findings of the reader	<ul style="list-style-type: none"> The self-study shows systematic meetings aimed at collaborative planning, as well as reflection and dedicated time for the planning of the DP.

Practice 3	Collaborative planning and reflection addresses vertical and horizontal articulation.
Findings of the reader	<ul style="list-style-type: none"> The self-study mentions meetings within subjects and across subjects. They indicate horizontal or vertical articulation as an objective.
Support in IB Documentation	<i>“Induction of students: Providing students with a smooth transition into the Diploma Programme” in The Diploma Programme: From principles into practice, (2015)</i>

Practice 4	Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences. Question B2.3
Findings of the reader	<ul style="list-style-type: none"> The self-study identifies that the IBDP teachers annually review students' final scores and discuss next steps to ensure programme requirements are continuously met and improved upon. Graduates and parents are asked to provide reflective feedback and the data is shared with IBDP staff. The school mentions that intentionally planned subject department meetings also provide opportunities for teachers to review and share best practices.

Practice 5	Collaborative planning and reflection is based on agreed expectations for student learning.
Findings of the reader	<ul style="list-style-type: none"> The self-study identifies that the collaborative planning approach allows staff to set up expectations that are differentiated between classes. These meetings focus on encouraging students to look at ideas or issues from multiple perspectives. The self-study also mentions that through collaboration teachers have an opportunity to discuss best practices in their classes. In these discussions, the focus is dedicated to methods on how to differentiate instructions and on assessment methodologies.

Practice 9	Collaborative planning and reflection addresses the IB learner profile attributes. Check coherence with practices A4, C4.11, C3.16
Findings of the reader	<ul style="list-style-type: none"> The self-study clearly shows that collaboration is a key word in the school community, and that every aspect of the IB Learner Profile is discussed regularly.
Commendation(s)	Teachers have formally established time to discuss how to enhance the development of international-mindedness and the IB learner profile attributes and follow up on peer recommendations.
Support in IB Documentation	<i>The IB learner profile in review: Resources for reflection.</i>

Conclusion of the IB

Based on the analysis of the self-study questionnaire and the supporting documents:

Standard C1		
Collaborative planning and reflection supports the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> No recommendations were made from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section C: Curriculum

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Practice 1+1a+1b+1c+1d	<p>The written curriculum is comprehensive and aligns with the requirements of the programme(s).</p> <ol style="list-style-type: none"> The curriculum fulfills the aims and objectives of each subject group and the core. The curriculum facilitates concurrency of learning. The curriculum is balanced so that students are provided with a reasonable choice of subjects. The school develops its own courses of study for each subject on offer and for theory of knowledge.
Findings of the reader	<ul style="list-style-type: none"> The school offers a reasonable choice of subjects for its students and adapts it to the students' needs. The self-study identifies the following subjects that were added or removed during the period under review: <ol style="list-style-type: none"> Math HL was added for the 2018-2019 school year because both students and parents requested this option. Spanish ab initio was removed from course selection from the 2017-2018 IBDP option sheet due to low numbers and interest. The school also says that IBDP music has been offered as an arts option; however, the interest in the programme has been minimal. Theatre as a Group 6 subject is discussed and considered for the future.
Support in IB Documentation	<p><i>"Programme structures (scheduling)", "Unit planning", and "Planning a Diploma Programme course" in The Diploma Programme: From principles into practice, (2015)</i></p> <p><i>DP subject guides</i></p> <p><i>Creativity, activity, service guide</i></p> <p><i>Theory of knowledge guide</i></p> <p><i>Extended essay guide</i></p>

Practice 2	The written curriculum is available to the school community.
Findings of the reader	<ul style="list-style-type: none"> The self-study indicates that the IBDP written curriculum is available through the IB curriculum link on the institutional website. Students receive course outlines from each IBDP teacher. The subject outlines are developed by each subject group. IBDP teachers have access to <i>My IB</i> and use it to be posted on any changes in their subjects' curriculum.
Support in IB Documentation	<p><i>DP subject guides</i></p> <p><i>Creativity, activity, service guide</i></p> <p><i>Theory of knowledge guide</i></p> <p><i>Extended essay guide</i></p>

Practice 4	The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.
Findings of the reader	<ul style="list-style-type: none"> The self-study shows that the school has raised the introduction and reinforcement of ATL skills that will develop the whole students, as an important topic. Therefore, opportunities to develop ATL skills occur in the classroom in various ways: through online forums, oral and written communication tasks or collaborative note-taking (communication) as examples. Teachers also reinforce good research skills in the classroom across subject areas, by teaching how to gather and synthesize research to arrive at an informed and balanced argument, as well as through exposure to several citation conventions (research). Opportunities to develop ATL skills occur in the classroom through a purposeful integration of TOK concepts and the development of challenging inquiry questions (thinking).
Recommendations	<ul style="list-style-type: none"> Teachers continue to work on their courses of study to include the knowledge, concepts, skills and attitudes that students need to develop over time.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	<p><i>DP subject guides</i></p> <p><i>Creativity, activity, service guide</i></p> <p><i>Theory of knowledge guide</i></p> <p><i>Extended essay guide</i></p>

Practice 5	The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.
Findings of the reader	<ul style="list-style-type: none"> The CAS outline and the samples show that the school emphasizes the importance of service learning.
Commendation(s)	CAS samples evidence student agency and ownership.
Support in IB Documentation	<i>Creativity, activity, service guide</i>

Practice 9	The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).
Findings of the reader	<ul style="list-style-type: none"> The self-study indicates that: <ol style="list-style-type: none"> The IBDP coordinator shares IBDP updates through staff meetings, emails and subject specific meetings with IBDP teachers. All teachers are on <i>My IB</i> and access the PRC. The IBDP coordinator collects coordinator notes and makes them available for staff. Department meetings are used to review and update the written curriculum. IBDP teachers use professional development opportunities and internal student product to inform and guide classroom adjustments. IBDP staff are encouraged and provided with opportunities to attend subject specific roundtables to support classroom practice. Staff are also provided with opportunities to access additional IB training with a focus on specific course components like internal assessment and ATL training.
Commendation(s)	The school has a systematic and regular review cycle to incorporate developments in the DP.
Support in IB Documentation	<i>Current Coordinator's notes to be aware of DP courses' review cycle.</i>

Practice 10	The written curriculum integrates the policies developed by the school to support the programme(s).
Findings of the reader	<ul style="list-style-type: none"> The documentation submitted identifies that the course outlines include information from the IBDP assessment policy. The student handbook refers to the academic honesty policy that is also addressed at grade level assemblies and reviewed in the classroom. The IB special education policy allows the accommodation of IBDP students, based on a similar process determined by the school board and IBDP regulations.
Recommendations	<ul style="list-style-type: none"> The school further looks for ways to integrate the institutional policies into the written curriculum.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No

Conclusion of the IB

Based on the analysis of the self-study questionnaire and the supporting documents:

Standard C2		
The school's written curriculum reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> No recommendations were made from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section C: Curriculum

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Practice 2	Teaching and learning engages students as inquirers and thinkers.
Findings of the reader	<ul style="list-style-type: none"> The self-study identifies efforts made by teachers to engage all students as inquirers and thinkers, such as: 1. presenting rich open tasks to work on collaboratively; 2. outlining steps/process to gain an understanding of the task at hand; 3. asking questions which provoke/encourage investigation and curiosity; 4. making accommodations for different learning styles in the classroom; 5. providing varied assessment pieces (communication, written task, presentation); 6. encouraging the reflective practice.
Support in IB Documentation	<p><i>"Teaching and learning in the IB" in What is an IB education? (2015)</i></p> <p><i>"Approaches to teaching and learning in the Diploma Programme" in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>"Inquiry-based learning" in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>"Conceptual understanding" in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>"Teaching and learning in context" in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>"Teaching focused on effective teamwork and collaboration" in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>"Differentiated learning" in The Diploma Programme: From principles to practice (2015)</i></p>

Practice 7	Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.
Findings of the reader	<ul style="list-style-type: none"> The self-study recognizes that the DP students come from various ethnic backgrounds; however, English has been the language of instruction from their early schooling years for the overwhelming majority of them. The school receives some English language learners and the school provides ESL teacher support as required. ESL students receive instructional and assessment accommodations as required by their learning needs. The ESL teacher is available to support classroom teacher needs in both the IBDP and the preparatory classes. Students receive special education support as per their individualized education plans. Teachers are asked to facilitate instructional and assessment accommodations as required.
Support in IB Documentation	<p><i>“Teaching and learning in the IB” in What is an IB education? (2015)</i></p> <p><i>“Approaches to teaching and learning in the Diploma Programme” in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>“Inquiry-based learning” in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>“Conceptual understanding” in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>“Teaching and learning in context” in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>“Teaching focused on effective teamwork and collaboration” in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>“Differentiated learning” in The Diploma Programme: From principles to practice (2015)</i></p>

Practice 13	Teaching and learning engages students in reflecting on how, what and why they are learning.
Findings of the reader	<ul style="list-style-type: none"> The self-study mentions that teachers actively engage in reflective practice across all subject areas. An example can be seen in the English classroom: <ol style="list-style-type: none"> the teacher asked the students to write an English essay reflection after the completion of specific written assignment. The self-study emphasizes that teachers across all subjects use various strategies to ensure students gain ownership of their learning, including – but not limited to - the use of exit cards, peer assessments, student mark exemplars, and teacher modelled exemplars shared with their classes.
Support in IB Documentation	<p><i>“Teaching and learning in the IB” in What is an IB education? (2015)</i></p> <p><i>“Approaches to teaching and learning in the Diploma Programme” in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>“Inquiry-based learning” in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>“Conceptual understanding” in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>“Teaching and learning in context” in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>“Teaching focused on effective teamwork and collaboration” in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>“Differentiated learning” in The Diploma Programme: From principles to practice (2015)</i></p>

Conclusion of the IB

Based on the analysis of the self-study questionnaire and the supporting documents:

Standard C3		
Teaching and learning reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development

Section C: Curriculum

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice 1+1a	<p>Assessment at the school aligns with the requirements of the programme(s).</p> <p>a. Assessment of student learning is based on the objectives and assessment criteria specific to each subject.</p>
Findings of the reader	<ul style="list-style-type: none"> The calendar of school deadlines for student submission of assessment components demonstrates: <ol style="list-style-type: none"> an understanding of IB deadlines. a balance to avoid student overload at certain times of the year.
Support in IB Documentation	<p><i>“Assessment for learning” in The Diploma Programme: From principles to practice (2015)</i></p> <p><i>“Informed by assessment” in “The Diploma Programme: From principles to practice (2015)</i></p> <p><i>Guidelines for developing a school assessment policy in the Diploma Programme.</i></p> <p><i>DP subject guides</i></p> <p><i>Theory of knowledge guide</i></p> <p><i>Extended essay guide</i></p>

Practice 2	The school communicates its assessment philosophy, policy and procedures to the school community.
Findings of the reader	<ul style="list-style-type: none"> The school's assessment policy is available to the whole community of stakeholders on the school's website.

Practice 3	The school uses a range of strategies and tools to assess student learning.
Findings of the reader	<ul style="list-style-type: none"> The self-study recognizes that teachers in Ontario refer to the "Growing Success" document to support student achievement. This document recommends for teachers to utilize a variety of assessment strategies for evaluation purposes. Teachers are reminded to utilize triangulation of data to assess student performance: <ol style="list-style-type: none"> observations, conversations and products. IBDP teachers also use assessed IB exemplars provided in the PRC to inform assessment practices for students and teachers.

Practice 4	The school provides students with feedback to inform and improve their learning.
Findings of the reader	<ul style="list-style-type: none"> The self-study indicates that IBDP staff use timely and descriptive feedback to support instructional practices in their classrooms. The triangulation of data supports assessments through various mediums in the classroom such as observations, conversations and product driven tasks. Other examples of assessment strategies can be assistance in providing authentic feedback to students, use of exit tickets, peer assessment or self-reflection writing pieces.
Recommendations	<ul style="list-style-type: none"> Teachers further incorporate formative assessment in their practices and provide feedback to their students to improve their learning.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No

Practice 5	The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
Findings of the reader	<ul style="list-style-type: none"> The IBDP department use the ManageBac software system to record progress of student's CAS work. The school states that all student progress is recorded in ManageBac through the following forms: <ol style="list-style-type: none"> reflections, photos, video, blogs, YouTube, videography.
Recommendations	<ul style="list-style-type: none"> The school ensures that the recording of student progress supports the IB assessment philosophy and all the IB requirements.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No

Practice 6	The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
Findings of the reader	<ul style="list-style-type: none"> The self-study mentions that the school has the following processes to report on the assessment of the DP to parents that are aligned with its assessment policy: <ol style="list-style-type: none"> Parent information evenings are held throughout the school year to outline the goals and expectations of the IBDP programme. Progress reports are distributed 6 weeks after the start of the semester. The progress reports provide a summary of each student's classroom progress. Parent teacher interviews are held once each semester prior to midterms being distributed. Interviews are held in October and March of the school year. Midterm marks: <ul style="list-style-type: none"> Mid- to late November & mid-April. Final term marks - Beginning of February for semester 1 courses and end of June for semester 2 courses. The school uses the Trillium software system to collect IB converted grades. Report cards and transcript requests are run through the Trillium system. The CAS experiences may be reported to parents through parent-teacher interview night or through an information letter that the coordinator distributes to parents outlining the expectations for CAS activities. CAS promotion is shared during IBDP guidance presentations and CAS activities are also shared on the school website, twitter accounts and school Facebook account.
Commendation(s)	The school report system includes opportunities for continuous dialogue around student learning and progress.

Practice 7	The school analyses assessment data to inform teaching and learning.
Findings of the reader	<ul style="list-style-type: none"> • The school has submitted the analysis of the examination results within the period under review and the actions taken consequently. • The self-study indicates that the school administration reviews the accuracy of predicted grades and final exam outcomes on a yearly basis. Conversations are completed with staff to address any concerns and staff are provided with opportunities through PD sessions to adjust instructional and assessment practices. • After each exam session, teachers are provided with subject reports as a support in adjusting or maintaining classroom practices. Consistency in assessment among various subject areas has been addressed. Internal moderation of assessments is also very important for the IBDP department. Consistency across all subject areas continues to be a goal for IBDP teachers.
Commendation(s)	The school has established a yearly analysis of the assessment data and teachers work collaboratively to provide solutions to ensuing challenges

Practice 8	The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
Findings of the reader	<ul style="list-style-type: none"> • The self-study indicates that all subject areas within the IBDP use a variety of assessment tools to promote meaningful student reflection including: <ol style="list-style-type: none"> 1. peer editing, self-assessment, conversations with student, 1:1 meeting.

Practice 9	The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.
Findings of the reader	<ul style="list-style-type: none"> • The school has submitted a process for the completion of the extended essay that is consistent with IB regulations.
Support in IB Documentation	<i>Extended essay guide</i>

Conclusion of the IB

Based on the analysis of the self-study questionnaire and the supporting documents:

Standard C4		
Assessment at the school reflects IB assessment philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Shows satisfactory development



Summer 2019 – School Facilities Update	Item 10.4
Tuesday, September 3, 2019	

Alignment to Strategic Plan

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

Purpose

To inform the Board of school statuses for the start of the 2019-20 school year and the maintenance and construction projects completed during July and August of 2019.

Background Information

The Facility Management Services department had an extremely busy summer of 2019, with cleaning the Board’s 57 school facilities and completing numerous maintenance and construction projects. Over \$30 million in renewal projects were undertaken, with an aim to improve school conditions and enhance the learning environment for students, staff and community user groups. Furthermore, over \$36 million in new construction projects were undertaken. The following sections summarize the work that was completed during July and August of 2019. Subsequent reports to the Board containing more details of the projects will be presented at future Meetings of the Board this fall.

Comments

Summer Cleaning

All schools throughout the Board underwent a thorough cleaning over the summer and were ready for students and staff on September 3, 2019. Over 350,000 m² of school space was cleaned in the months of July and August, with life safety system checks and maintenance repairs executed on items requiring attention. The Board also hosted over 125 summer camps and user groups throughout the summer at various facilities in all four municipalities of Halton Region.



Portable Classrooms

To accommodate enrolment pressures across the Board, portable classrooms were re-allocated across the Board’s 57 school sites. A total of 19 portable classrooms were relocated and 27 new portable classrooms were installed. All relocated and new portable classrooms are now installed, cleaned and ready for students and staff on September 3, 2019.

Additional portable classrooms may be added in September, if student enrolment increases. Final portable classroom counts, as well as surplus classroom data, will be presented in a subsequent report to the Board at a future meeting this fall.

St. Mark Catholic Elementary School Building Addition & Renovation

Construction works continued at St. Mark CES to finalize the recent building addition and renovation to the school facility. Flooring and lockers were replaced and the washrooms were fully renovated. A new entry way was also fabricated at the front of the school. Landscaping improvements were also made to finalize the new addition and renovation project.



St. Mark CES New Flooring and Lockers



St. Nicholas Catholic Elementary School

Construction continued throughout the summer at St. Nicholas CES, in Oakville. The vast majority of the masonry work is now complete and crews are proceeding to fabricate the roof. Interior and site works will continue throughout the fall. We are looking forward to the opening of the new St. Nicholas School facility in January 2020.

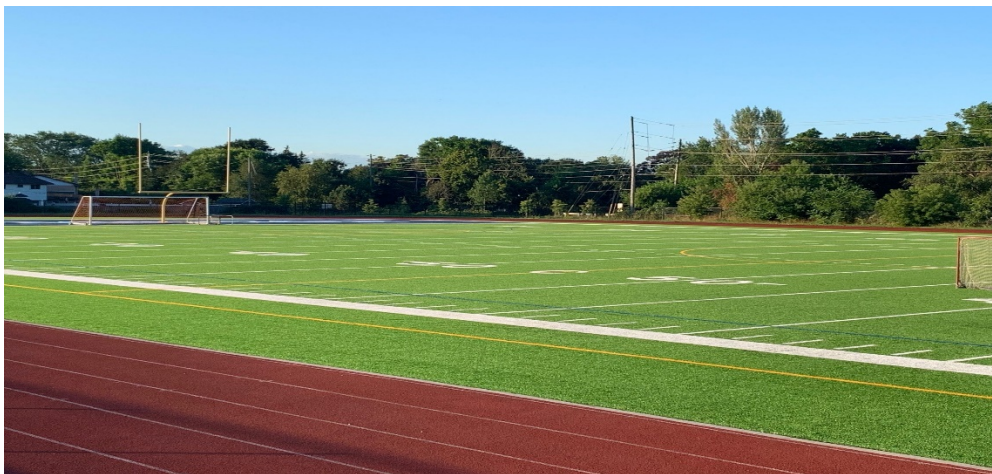


St. Nicholas CES Roof

Assumption Catholic Secondary School Building Addition & Renovation

The interior of Assumption CSS was fully renovated throughout the Spring and Summer of 2019. New mechanical equipment and lighting were installed to create an improved learning environment for students and staff. Work on the new addition will continue into the fall and will open as sections are approved for occupancy. Interim spaces have been setup throughout the school to provide services for students. Equipment and supplies from the Assumption CSS temporary location on Headon Road have been relocated back to the Woodward Avenue facility and are ready for staff and students.

The artificial turf sports field at Assumption CSS was replaced and is also ready for students and staff.



Assumption CSS Artificial Turf Sports Field



Bishop P.F. Reding Catholic Secondary School Building Addition

Site works at Bishop P.F. Reding CSS commenced to accommodate the new building addition for the school. The building addition will encompass 29 classrooms, a 4th gymnasium, a new cafeteria and a 4-room child care centre. Servicing improvements were needed on all four sides of the building to accommodate the new addition and were completed in the summer of 2019. New curbing and paving were also installed to improve parking and site traffic flow.

Difficulties were encountered with the granular base of the artificial turf field. Remedial measures are now being installed and the field is expected to be ready by late September. Provisions have been made to play at neighbouring municipal fields in the interim.



Bishop P.F. Reding CSS New Services and Parking Lot to Accommodate Addition

School Renewal Projects

Large-scale school refresh projects were undertaken at the following schools:

- Notre Dame CSS
- Canadian Martyrs CES
- St. Gabriel CES

Heating, ventilation and air-conditioning (HVAC) systems were overhauled with many heat pumps, boilers and chillers replaced. Other building components were replaced, including exterior doors, lockers, flooring, washroom tiles/partitions and stair treads. The schools were painted with vibrant updated colours, including interior walls and exterior cladding and trim.

The lighting systems at several schools were fully retrofitted with an LED lighting package. Existing fluorescent fixtures were removed and replaced with LED fixtures throughout the school. LED lights are approximately 30% more energy efficient than traditional fluorescent lighting as they give off much



less heat. The lighting systems are also equipped with a full controls package, including daylight sensors, to further optimize the energy efficiency of the system.

Commissioning work on the lighting and HVAC systems is still ongoing, as well as some minor repair works throughout the schools. However, these outstanding items will not impact school operations for the 2019-20 school year.

The Library Resource Centre was also relocated to dedicated space at Notre Dame CSS. The newly renovated space will allow central library resources to be efficiently distributed to schools across the Board.

The artificial turf sports field at Notre Dame CSS was replaced and is ready for student and staff.

More details on the school refresh projects, including photos and financial data, will be presented in a subsequent report to the Board at a future Meeting of the Board this fall.



Notre Dame CSS Library Resource Centre



Notre Dame CSS New Lockers



St. Gabriel CES Newly Constructed Office

Asphalt Replacement and Repairs

As part of the Board's ongoing maintenance program for its school grounds, 8 schools had large areas of asphalt replaced during the summer of 2019. More than 14,500 m² of asphalt was replaced to create safer conditions at the following schools:

- Canadian Martyrs CES, Burlington
- Guardian Angels CES, Milton
- Holy Family CES, Oakville
- Our Lady of Victory CES, Milton
- St. Dominic CES, Oakville
- St. Gabriel CES, Burlington
- St. Joseph CES, Halton Hills
- St. Matthew CES, Oakville

Kindergarten Outdoor Learning Playspaces

Natural kindergarten outdoor learning playspaces were installed to replace traditional plastic and metal play structures at Holy Cross CES and St. Dominic CES. The outdoor natural playspaces support an inquiry and play-based curriculum by providing the children a variety of sensory experiences, as well as the opportunity to develop gross and fine motor skills. Examples of natural play features include fallen tree climbers, grass, mulch, sand, log seating, and generous amounts of planted materials.



Holy Cross CES Natural Kindergarten Playspace



St. Dominic CES Natural Kindergarten Playspace

Conclusion

The Facility Management Services department had an extremely busy summer of 2019, with cleaning the Board's 57 school facilities and completing several renewal projects. Subsequent reports to the Board containing more details of the projects will be presented at future Meetings of the Board this fall.



Report Prepared by:

C. ABRAHAMS
SENIOR MANAGER, CAPITAL PROJECTS

S. ALLUM
MANAGER, SCHOOL ENERGY AND ENVIRONMENTAL

J. DUFFIELD
MANAGER, SCHOOL CAPITAL AND RENEWAL

R. MERRICK
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

Report Submitted by:

R. MERRICK
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

Report Approved by:

P. DALY
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



School Drinking Water Lead Content Test Results 2019

Item 10.5

Tuesday, September 3, 2019

EXECUTIVE SUMMARY:

This Report summarizes the results of the drinking water sampling testing conducted from May through July 2019 at all the Board's schools. All drinking water testing was performed by an independent and qualified testing laboratory. Based on the test results, the Board is in compliance with the requirements of the newly amended *Safe Drinking Water Act*, Regulation 243/07.

Between May 2017 and July 2019, approximately 1,000 drinking fixtures were sampled for lead across the Board. As a result, all water fixtures meant for drinking or food preparation at every school in the Board have now been tested.

A summary of the 2019 drinking water testing results have been posted on the Board's public website. For the 2019-2020 school year, the Board will continue to flush the drinking water fixtures in its schools per the requirements of Ontario Regulation 243/07.

Alignment to Strategic Plan

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

Purpose

To provide the Board with information on the *Safe Drinking Water Act*, Regulation 243/07, and report the 2019 drinking water lead content results for the Board's schools.

Background Information

The purpose of the *Safe Drinking Water Act*, Regulation 243/07, is to provide increased protection for children vulnerable to the effects of lead, particularly children under 18 years of age.

Ontario Regulation 243/07 came into effect on June 7, 2007 for Schools, Private Schools and Day Nurseries and was amended on December 14, 2009 (O. Reg. 417/09). In an attempt to further reduce children's exposure to lead in drinking water, the Ministry of Environment and Climate Change (MOECC) further amended Regulation 243/07 on July 1, 2017, significantly increasing the scope of testing required by school boards and other facilities serving children under the age of 18, such as childcares.



Per the amended Regulations, a minimum of one third of all fixtures used for drinking water in an elementary school or childcare must be tested in each of 2017, 2018 and 2019, and be fully completed by January 1, 2020. For secondary schools, all drinking water fixtures must be tested before January 1, 2022. In accordance with the Regulation, testing must take place between May 1st and October 31st, each year.

The basic reporting structure remains the same under the amended Regulation 243/07. When a drinking water fixture is tested and is found in excess of the standards set forth in the regulation (greater than 10 micrograms/L of lead), a Notice of Exceedance with any remedial actions is sent by the Board to the Regional Health Department, the Ministry of Education, the MOECC, and all other stakeholders. Depending on the nature of the exceedance, remedial actions may include flushing the school's fixtures on a daily basis (instead of weekly, which is the minimum requirement for all schools), or replacing the fixture entirely and conducting further testing.

If a drinking water fixture is found to be below 1 microgram/L of lead on the "standing" sample, the amended regulations now permit the fixture to be removed from the school's flushing plan. The MOECC added this provision under the Regulation to conserve water and balance out the higher water consumption (and cost) from the increased amount of testing.

In preparation for the changes to the *Safe Drinking Water Act*, Board staff commissioned surveys to be performed at every school in early 2017. The surveys document all sources of water in the school on a floor plan, and – to the greatest extent possible – classify which water sources are used for drinking water or food preparation. Only these "qualified" drinking fixtures are to be tested under the *Safe Drinking Water Act*. Conversely, non-qualified fixtures have been identified with a "Handwash Only" sign to inform school staff and students that these fixtures will not be tested within the aforementioned testing period. Facility Management Services staff continue to update these floor plans on a regular basis to ensure the proper fixtures are being flushed, at the required frequency.

Lastly, the amended regulations include additional requirements for custodians to record their flushing activities. These flushing logs are administered and maintained by Facility Management Services staff to ensure their accuracy.



Comments

As in previous years, Facility Management Services staff work in cooperation with the Halton Region Health Department, the Ministry of the Environment, Conservation and Parks (MECP), and the Ministry of Education to ensure that drinking water standards are maintained at all of our schools. Furthermore, Facility Management Services has coordinated with the various childcare operators to ensure their minimum testing requirements were also achieved.

In 2019, Facility Management Services also received approval from the MECP to reduce the annual water sampling at 15 schools to once every three years. Only schools where all drinking fixtures have been tested, and where no exceedances have been found, are eligible to be put on a reduced sampling plan. Please see Appendix A for the schools approved by the MECP for reduced sampling.

Consequently, samples were taken at drinking water fixtures in all of the Board's elementary and secondary schools that remain on an annual testing cycle, from May to July 2019. All water samples were then sent to Maxxam Analytics Inc. of Mississauga for lead content testing. The laboratory testing indicated that the lead content of the drinking water samples were in compliance with the *Safe Drinking Water Act*, Ontario Regulation 243/07, except for the fixtures at the schools listed in *Table 1*. At these schools, the quantity of fixtures noted in *Table 1* exceeded the provincial drinking water quality standard for lead of 10 micrograms/L. In every case, a Notice of Exceedance was sent out by Board staff, and remedial actions and re-testing followed thereafter as directed by the Halton Region Health Department.



Table 1 - Schools with Exceeded Samples in 2019

SCHOOL	NATURE OF EXCEEDANCE	REMEDIAL ACTION
Notre Dame Catholic Secondary School	1 of 13 fixtures exceeded on the “standing” sample in 2019.	Exceeded fixture is a drinking fountain. Fixture removed from service immediately after exceedance was registered. Fixture removed completely in July 2019.
St. Joseph (Acton) Catholic Elementary School	1 of 2 fixtures exceeded on the “standing” sample in 2019.	Exceeded fixture is a classroom sink that can be used for drinking. The fixture was replaced immediately and re-sampled. Lead concentration in the re-sample was significantly lower than the previous test, and well below the exceedance threshold. As a precaution, this fixture will be flushed daily for the next 24 months during periods of occupancy.
St. Ignatius of Loyola Catholic Secondary School	1 of 2 fixtures exceeded on the “standing” sample in 2019.	Exceeded fixture is a classroom sink that can be used for drinking. The fixture was replaced immediately, and to be flushed daily for the next 24 months during periods of occupancy.

The following schools will have daily flushing activities in 2019-20:

Table 2 - Schools with Daily Flushing for 2019-20 School Year

SCHOOL	EXCEEDANCE HISTORY	FLUSHING REQUIREMENTS
Bishop P.F. Reding Catholic Secondary School	Exceeded standard on a flushed sample in 2015 & 2017. Exceeded on a standing sample in 2018.	Flush all plumbing daily for another 12 months minimum.
St. Joseph (Acton) Catholic Elementary School	Exceeded standard on a standing sample in 2019.	Partial daily flush for another 24 months minimum.
St. Ignatius of Loyola Catholic Secondary School	Exceeded standard on standing samples in 2017, 2018 & 2019.	Partial daily flush for another 24 months minimum.
St. Patrick Catholic Elementary School	Exceeded standard on standing sample in 2018.	Partial daily flush for another 12 months minimum.

All other schools will be on a weekly flushing schedule for the 2019-20 school year.



When the 2019 drinking water testing results are combined with the results from the previous two years, the Board has surpassed the regulatory requirements, as shown in Table 3.

Table 3 – To-Date Completion of Lead Testing at Drinking Fixtures

TYPE	REG. REQUIREMENT BY 2019	BOARD TO-DATE COMPLETION %
Elementary	100% of drinking water fixtures tested	100% of drinking water fixtures have been tested
Secondary	60% of drinking water fixtures tested	100% of drinking water fixtures have been tested

Now that 100% of the drinking fixtures have been tested at every school in the Board, regulations specify that future drinking water sampling (2019-20 and beyond) is to be carried out in similar fashion as prior to the 2017 regulation changes: 1 sample per year per school, or 1 sample every 3 years at the schools approved for reduced testing.

Refer to Appendix B for a cumulative summary of the 2017-2019 drinking water testing.

Conclusion

In accordance to the *Safe Drinking Water Act*, Ontario Regulation 243/07, drinking water testing was completed at all required schools in May through July 2019. The Board is in compliance with the requirements of the *Safe Water Drinking Act* and it is not necessary for the Board to supply alternate drinking water sources or install filters for lead in the schools. The Board will flush the drinking water at every school as per Regulation 243/07 for the 2019-20 school year. A cumulative summary of the 2017 through 2019 drinking water testing can be found in Appendix B of this Report, and is posted on the Board’s public website.

Report Prepared by: S. ALLUM
MANAGER, SCHOOL ENERGY AND ENVIRONMENTAL

Report Submitted by: R. MERRICK
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

Report Approved by: P. DALY
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



Appendix A - Schools Approved for Reduced Water Testing

1	Canadian Martyrs Catholic Elementary School
2	Guardian Angels Catholic Elementary School
3	Holy Cross Catholic Elementary School
4	Our Lady of Peace Catholic Elementary School
5	Queen of Heaven Catholic Elementary School
6	St. Andrew Catholic Elementary School
7	St. Brigid Catholic Elementary School
8	St. Benedict Catholic Elementary School
9	St. Catherine of Alexandria Catholic Elementary School
10	St. John (Burlington) Catholic Elementary School
11	St. John Paul II Catholic Elementary School
12	St. Mary Catholic Elementary School
13	St. Nicholas Catholic Elementary School
14	St. Paul Catholic Elementary School
15	St. Peter Catholic Elementary School



Appendix B – SCHOOL DRINKING WATER TESTING SUMMARY

SCHOOL	CHILD CARE (Y/N)	# OF EXCEEDANCES (IN 2019)	REMEDIATION ACTIONS	FLUSHING FREQUENCY (2019-2020)	TOTAL NO. OF DRINKING FIXTURES	TOTAL NO. OF FIXTURES TESTED	PERCENTAGE OF FIXTURES TESTED
ASCENSION	N	0		WEEKLY	10	10	100%
ASSUMPTION	N	0		WEEKLY	18	18	100%
BISHOP P.F. REDING	Y	0		DAILY	35	35	100%
CANADIAN MARTYRS	N	0		WEEKLY	18	18	100%
CHRIST THE KING	N	0		WEEKLY	30	30	100%
CORPUS CHRISTI	N	0		WEEKLY	31	31	100%
GUARDIAN ANGELS	N	0		WEEKLY	17	17	100%
HOLY CROSS	N	0		WEEKLY	12	12	100%
HOLY FAMILY	N	0		WEEKLY	9	9	100%
HOLY ROSARY (B)	N	0		WEEKLY	21	21	100%
HOLY ROSARY (M)	N	0		WEEKLY	16	16	100%
HOLY TRINITY	N	0		WEEKLY	34	34	100%
JEAN VANIER	N	0		WEEKLY	24	24	100%
LUMEN CHRISTI	N	0		WEEKLY	22	22	100%
NOTRE DAME	N	1	FIXTURE REMOVED ENTIRELY	WEEKLY	32	32	100%
OUR LADY OF FATIMA	N	0		WEEKLY	23	23	100%
OUR LADY OF PEACE	Y	0		WEEKLY	12	12	100%
OUR LADY OF VICTORY	N	0		WEEKLY	12	12	100%
QUEEN OF HEAVEN	N	0		WEEKLY	12	12	100%
SACRED HEART OF JESUS	N	0		WEEKLY	16	16	100%
ST. ANDREW	N	0		WEEKLY	16	16	100%
ST. ANNE	N	0		WEEKLY	11	11	100%
ST. ANTHONY OF PADUA	N	0		WEEKLY	19	19	100%
ST. BENEDICT	N	0		WEEKLY	17	17	100%
ST. BERNADETTE	Y	0		WEEKLY	15	15	100%
ST. BRIGID	Y	0		WEEKLY	15	15	100%
ST. CATHERINE OF ALEXANDRIA	N	0		WEEKLY	18	18	100%
ST. CHRISTOPHER	Y	0		WEEKLY	15	15	100%
ST. DOMINIC	N	0		WEEKLY	23	23	100%
ST. ELIZABETH SETON	N	0		WEEKLY	16	16	100%
ST. FRANCIS OF ASSISI	N	0		WEEKLY	12	12	100%
ST. GABRIEL	N	0		WEEKLY	25	25	100%
ST. GREGORY THE GREAT	Y	0		WEEKLY	22	22	100%
ST. IGNATIUS OF LOYOLA	N	1	FIXTURE FLUSHED DAILY, REPLACED & RE-TESTED	DAILY/WEEKLY	28	28	100%
ST. JAMES	N	0		WEEKLY	12	12	100%
ST. JOAN OF ARC	N	0		WEEKLY	16	16	100%
ST. JOHN (B)	N	0		WEEKLY	9	9	100%
ST. JOHN PAUL II	N	0		WEEKLY	21	21	100%
ST. JOSEPH (A)	N	1	FIXTURE FLUSHED DAILY, REPLACED & RE-TESTED	DAILY/WEEKLY	10	10	100%
ST. LUKE	Y	0		WEEKLY	12	12	100%
ST. MARGUERITE D'YOUVILLE	Y	0		WEEKLY	16	16	100%
ST. MARK	Y	0		WEEKLY	17	17	100%
ST. MARY	N	0		WEEKLY	16	16	100%
ST. MATTHEW	N	0		WEEKLY	9	9	100%
ST. MICHAEL	N	0		WEEKLY	12	12	100%
ST. PATRICK	N	0		DAILY/WEEKLY	11	11	100%
ST. PAUL	N	0		WEEKLY	11	11	100%
ST. PETER	N	0		WEEKLY	10	10	100%
ST. RAPHAEL	N	0		WEEKLY	13	13	100%
ST. SCHOLASTICA	N	0		WEEKLY	17	17	100%
ST. TERESA OF CALCUTTA	N	0		WEEKLY	19	19	100%
ST. THOMAS AQUINAS	N	0		WEEKLY	26	26	100%
ST. TIMOTHY	Y	0		WEEKLY	16	16	100%
ST. VINCENT	N	0		WEEKLY	15	15	100%
TOTAL		3		TOTALS	944	944	100%

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: May 27, 2019
 Time: 7:00 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

Members Present	B. Agnew (Chair)	J. Lim
	M. Arnold	M. Lourenco
	D. Bardon	P. Moran
	T. Beattie	R. Quesnel
	M. Duarte	D. Rabenda
	D. Hotopeleanu (Vice Chair)	L. Stephenson
	H. Karabela	Y. Taylor
		T. Veale

Staff Present C. Cipriano, Superintendent of Special Education Services
 W. Reid-Purcell, Special Education Coordinator
 D. Kollee, Chief Speech Language Pathologist
 A. Jones, Manager, Educational Assistants

Members Excused R. Barreiro
 M. Arteaga
 A. Louca-Ricci

Members Absent N. Guzzo
 C. Parreira

Recording Secretary A. Hughes
 J. Crew

1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer

The meeting opened at 7:04 p.m. with a prayer led by the Chair.

1.2 Approval of Agenda

Moved by: M. Duarte

Seconded by: L. Stephenson

RESOLVED, that the agenda be accepted as received.

CARRIED

2. Presentations

2.1 EA Allocation Process Presentation (C. Cipriano, W. Reid-Purcell, A. Campopiano)

B. Agnew introduced Allan Campopiano, Research Analyst with HCDSB. W. Reid-Purcell began the presentation by explaining the components of the EA Allocation Process. The presentation is attached.

A. Campopiano performed a live example of the algorithm simulation by using fake raw data to demonstrate rubric mapping.

It was noted that the EA Allocation sharing with parents will be reviewed in the Fall.

3. Actions to be taken

3.1 Minutes of the April 24, 2019 SEAC Meeting

Moved by: D. Rabenda

Seconded by: P. Moran

RESOLVED, that the minutes of the April 24, 2019 SEAC Meeting be approved as presented.

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

4. Declarations of Conflict of Interest

No conflicts of interest were declared.

5. Business Arising from Previous Meetings

B. Agnew noted there is a need to revisit business arising items such as webinars to determine how SEAC would like to communicate to the community.

6. Action and Information Items

6.1 Special Education Plan (W. Reid-Purcell)

W. Reid-Purcell reviewed suggestions and questions put forth from the April SEAC meeting.

6.2 Accessibility Plan (B. Agnew)

The Accessibility Plan was distributed to SEAC in the meeting package. B. Agnew asked if there were any questions or comments regarding the plan. SEAC was informed of the Accessibility Plan's function, and that it is reviewed and updated on an annual basis by an Accessibility Plan Committee. It was noted that there is a form in the plan to provide feedback.

C. Cipriano will provide information to schools to inform parents of the plan and the feedback form.

B. Agnew currently represents SEAC on the Accessibility Plan committee, and asked if another member of SEAC would like to step into the role.

6.2 Photography Guidelines (B. Agnew)

Policy No. V-03 - Photography, Advertising and Sale Representatives was updated to include photography. The update was the result of concerns shared by parents around setting up school photos in an inclusive way.

B. Agnew proposed that SEAC would create photo guidelines with helpful tips to be sent to schools. B. Agnew will send an email to see who would like to participate.

7. Communications to SEAC

7.1 Special Education Plan

C. Cipriano provided updates on:

Student Transitions: Staff met the Transitions to School for Children with Special Needs Committee to continue our collaboration. On May 9th we participated in professional learning e-community meetings as part of the Ministry of Education's Pilot to Support Transitions to Postsecondary Pathways.

Inspire AccessAbility Showcase: HCDSB hosted this year's Inspire AccessAbility Showcase at Jean Vanier CSS on May 4th. This event provided families of students with developmental disabilities access to a variety of informative community resources.

Structured Teaching Classes (STC): A second STC class will be opened in September 2019 at Holy Rosary ECS. An open house was held last Thursday May 23rd for parents of potential students.

Gifted Open Houses were held during Catholic Education Week. Students and parents had an opportunity to visit our elementary gifted classrooms.

The Parent Gifted Surveys (Elementary and Secondary) will be shared at the June 4th Board meeting and at the June 17th SEAC meeting.

ABA for All Bonanzas: Are going extremely well. We have had a greater than expected interest shown by our community members, including several other school boards.

Itinerant SERTs and EAs: Have completed the Registered Behaviour Technician (RBT) Professional Development. We will be having a celebration to acknowledge their commitment and success in completing this P.D.

Educational Assistants: C. Cipriano introduced A. Jones, Manager of Educational Assistants. The Managers of Educational Assistants, continue to work with our HR partners to facilitate weekly interview sessions to increase our EA supply list.

Speech and Language: As part of Halton Fetal Alcohol Spectrum Disorders (FASD), HCDSB co-facilitated a training for the Children's Aid Society (CAS) workers to support individuals with FASD. HCDSB hosted the Stay, Play, Talk Conference on May 17 with many participants from various district school boards and community agencies.

SEA /Assistive Technology: AT and mobility claims increased this year. Data continues to be collected and devices are currently being ordered to support students transitioning from elementary to secondary in September.

C. Cipriano shared a story regarding a student identified blind/low vision utilizing an App called PIXPRO Remote Viewer on her iPad during a school trip to a Blue Jays game. The app displayed the Jumbotron on her IPAD enriching her experience.

Staff Mental Health Survey: A survey went out to staff system wide to gain a better understanding of staff's mental health literacy in our system.

Service Animal Policy: A working group has been established to help develop HCDSB's Service Animal Policy and Procedure, as per a Ministry mandate.

IEP Engine Update: The training continues for the new IEP Writer. Staff are working to replace the IEP Engine by mid to late June.

Special Education Consultants: K. McCarthy won the OCASE Outstanding Administrator of Special Education Award.

Life Skills Prom: Was held at Jean Vanier CSS on May 23rd for all Life Skills students in the Board. It was a great night.

National Accessibility Week: Takes place the week of May 26th to June 1st. M. Arnold added that Easter Seals is encouraging Wednesday May 29th as Wear Red day to show support.

Dr. Joanne Foster: Presented to all Elementary SERTS and Gifted SETS on May 14th, on “Fostering Kids Success”.

7.2 Trustee Reports

M. Duarte provided updates on:

- Trustees attended the OCSTA AGM & Conference in Toronto from April 25th - 27th
- M. Duarte attended the SEA Inspire showcase on May 4th at Jean Vanier CSS
- Catholic education week was May 5th to May 10th
- Trustees attended the official blessing of St Scholastica CES in Milton on May 7th
- Trustees are visiting and supporting school events in May
- HCDSB hosted a community planning and facility partnership public meeting on May 15th
- Council of Chairs meeting was held in Milton at St Scholastica on May 22nd
- HCDSB Life Skills prom was held in Milton at Jean Vanier on May 23rd
- Policies reviews include Community Engagement, currently out for feedback
- Uniform contract is being extended for one more year so the policy can be reviewed
- Budget information should be available soon
- CPIC nominations are coming out June 4th
- ABA Bonanza’s that are happening across the board

B. Agnew added that she attended the ABA Bonanza at St. Gabriel CES and encouraged everyone to get out and attend one if possible

7.3 Association Report – ABC Ontario

ABC Ontario (M. Lourenco)

M. Lourenco provided information on the ABC Hamilton Picnic on June 2nd; Joanne Foster Presentation on June 3rd; and the ABC Ontario Halton Chapter Annual Picnic on June 8th. Details are outlined in the attached ABC association report.

M. Lourenco provided a report on ABC Ontario’s response to queries on Gifted Programming and a motion on transportation. Details are outlined in the attached report.

7.3.1 Gifted Presentation (April SEAC Meeting)

Moved by: M. Lourenco

Seconded by: T. Beattie

RESOLVED, that SEAC supports the request of ABC Ontario to present the Gifted presentation from the April 24th SEAC meeting to the Board of trustees at the June 4th regular meeting of the Board.

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

The recommendation will go forth to the Board of Trustees

7.4 Communication Report – CPIC

Covered in 7.2

8. Next Agenda: Meeting Monday, June 17, 2019

The agenda will include Budget Presentation and Year in Review Presentation.

9. Adjournment

9.1 Resolution re Absentees (Chair)

Moved by: D. Rabenda

Seconded by: H. Karabela

RESOLVED, that be excused. **CARRIED**

9.2 Adjournment and Closing Prayer (Chair)

Moved by: P. Moran

Seconded by: M. Arnold

RESOLVED, that the meeting adjourn.

CARRIED

The meeting adjourned at 10:07 p.m. with a prayer led by the Chair.

Building Independence in Students with Special Education Needs

*Achieving the Highest Level of Independence Possible
Leading to Better Opportunities Post 21*



Camillo Cipriano, Superintendent of Special Education

Wendy Reid-Purcell, Coordinator of Special Education

Allan Campopiano, Research Analyst, Research and Development Services

May 27, 2019

The 4 Components of the EA Allocation Process

The Moral Imperative

The Independence Rubric

The Algorithm

The Narrative: EAs in Reserve



The Moral Imperative of Building Independence: What Does the Research Say?

The largest majority of our students with Special Education needs are in regular classrooms

There is an “art” to providing adult support to these students

Our goal is for each student to be an integral member of the classroom, where their membership is valued and where *if* they require adult support, it is planned, purposeful and smart

What Does the Research Say?



- ✓ Effective adult support requires the most nuanced and careful action and at times, *inaction*.
- ✓ Too often adult support can be invasive and intensive.
- ✓ This type of support draws undue attention to the student receiving the support and interferes with natural interaction with other students.

What Does The Research Say?

- ✓ In order to BUILD Independence we must have an intentional plan for fading support.
- ✓ Fading support means systematically reducing the type and level of support given to a student.
- ✓ Research tells us that assigning an adult as the primary support without a plan to fade, leads to dependence on a type of support that simply will not exist in these students' homes or communities when they leave school.

What does the Research Say?

- ✓ Support that encourages independence and interdependence best prepares our students for life outside of school and gives them access to greater opportunities whether in an independent living situation, a job, or the type of group home they may access.



Learning Knows No Bounds



Halton Catholic's EA Allocation Process



A Process Which Balances a Finite Number of Human Resources and Assessed Student Needs in a Framework of “Smart Support”, Which Places a High Value on Helping Students Achieve ***Their*** Highest Level of Independence.

Independence Rubric

Areas	Subsections
Health/Medical	<ul style="list-style-type: none"> - Lifting/Transferring/Positioning - Catheterization - Nursing Care - Seizures
Safety	<ul style="list-style-type: none"> - Self-Injurious - Behavior Injurious to Others - Support to Self-regulate - Use of Alternative Learning Environment <p>*Safety Plan/ Indicator Response Plan*</p>
Adaptive Functioning	<ul style="list-style-type: none"> - Toileting - Feeding - Mobility - Dressing - Personal Hygiene
Communication	
Social/Emotional	
Academic	
Community/Leisure/Work	



The EA Allocation Algorithm

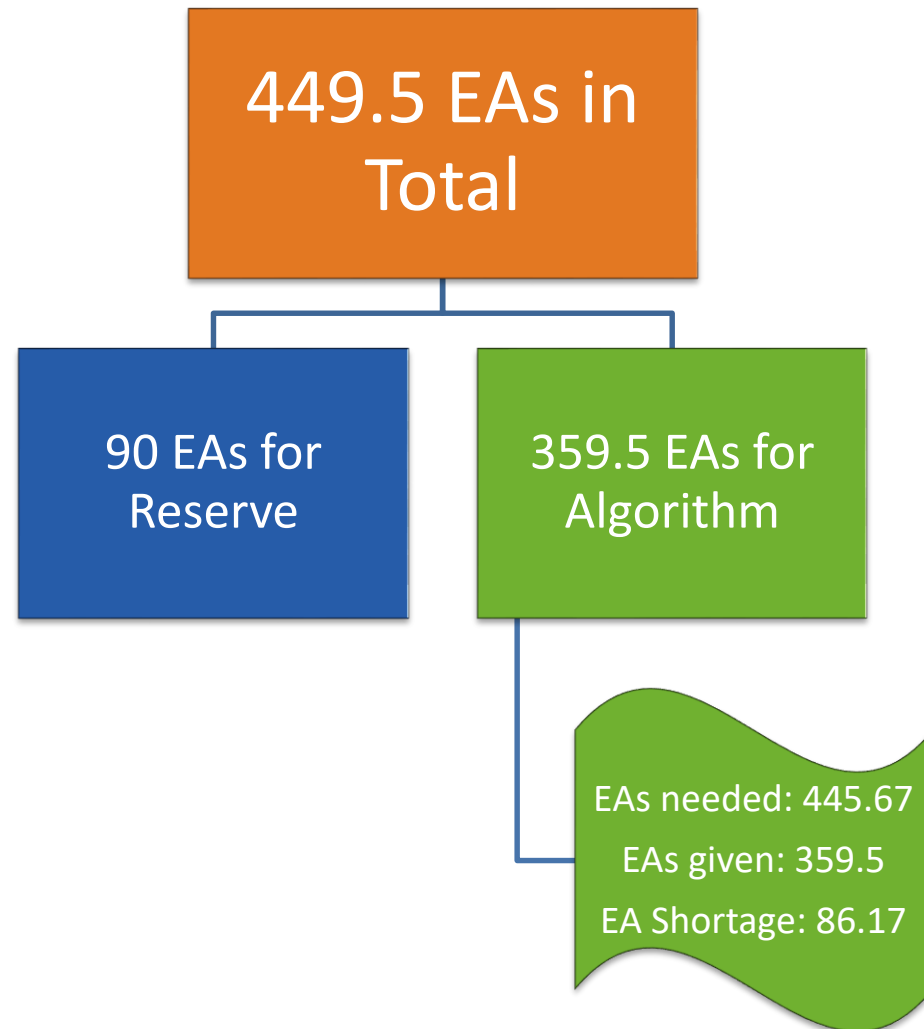


The Narrative: 90 EAs in Reserve

Areas of Reserve	Rational
Special Incidence Portion (SIP) Claims	To support a number of students who require and qualify for support above what their Independence Rubric generates – 55.5 this year
Interpreters for the Blind	For students who require additional support for physical navigation and brailing – 2.5 this year
Essential Skills Classes for those with Mild Intellectual Disabilities (MID)	For each of our 4 classes to support the delivery of double doses of language and numeracy instruction – 4 this year
Itinerant EAs	To support the Itinerant Team model which serves our most complex students in the system – 10 this year
The Human Element	A number held out to address the needs of students for whom the Independence Rubric does not fit – 18 this year



830 Students Generated an Independence Rubric



We Would Need **86.17** More EAs to Give Students What Their Independence Rubric Generated

Over 120 new students, requiring some level of EA support registered for September 2019

Only 5 students currently receiving EA support are leaving our system

We work hard to move all students up to the next level of independence each year, but we are still short on actual support required

Questions Comments Thoughts



Special Education Advisory Committee (SEAC)

Association Report

Association:	ABC Ontario - Halton
Representatives:	Maria Lourenco & Jessica Lim
Meeting Date:	May 27, 2019
Upcoming Events or Conferences	
Website links/Brochure /Flyer attachments:	ABC Report on Transportation Motion
New Initiatives:	
Other Information:	<p>The attached report was prepared by ABC Ontario and provided to the HCDSB Board of Trustees in response to queries about ministry guidelines/requirements for gifted students' programming and meeting their needs, transportation equity and equity among Gifted students to attend AP programs, as well as transportation funding.</p> <p>The information was sought in relation to a motion passed by the previous Board which approved transportation for Gifted students to access AP Programs (#233/18), which was subsequently put on hold by the new Board of Trustees (#28/19). The "hold" motion is awaiting further deliberation leaving Gifted students in a state of uncertainty regarding their program options for September.</p> <p>ABC Ontario has requested that these motions be discussed at SEAC where a recommendation can then be made to the Board.</p>

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 1/2000th** 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 thatall 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 students 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 21st 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 9th 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.

Special Education Advisory Committee (SEAC)

Association Report

Association:	ABC Ontario – Halton Chapter
Representatives:	Maria Lourenco & Jessica Lim
Meeting Date:	May 27, 2019
Upcoming Events or Conferences	<p><u>June 2nd : 3pm – 6pm - 1st ABC Hamilton Picnic</u> William Connell City Wide Park West 5th Hamilton ON (Rain Date: June 23rd)</p> <p>June 3rd : 7:30 pm – Joanne Foster presents : <u>The Most Pressing Concerns and Questions of Parents of Gifted Learners</u> River Oaks Community Centre 2400 Sixth Line, Oakville</p> <p>June 8th : 11:00 am – 2:00 pm - <u>Halton Chapter Annual Picnic</u> Lowville Park – further details to follow</p>
Website links/Brochure /Flyer attachments:	See attached
New Initiatives:	

Hamilton 1st Bright Children Family Picnic

Where: William Connell City Wide Park
West 5th, Hamilton, On.

When: June 2nd (rain day June 23rd)

Time: 3 pm to 6 pm

Organized by : Cécile Santos-Ayrault,
ABC's seac rep. for HWDSB

RSVP before May 25th by email to:
cecile_ayrault@hotmail.com

Come meet and mingle with
ABC Ontario families during
a fun afternoon.





**The Association for Bright Children of Ontario
Presents**

An event for parents and educators

Dr. Joanne Foster

“The Most Pressing Concerns and Questions of Parents of Gifted Learners.”

Dr. Joanne Foster reveals some of the most pressing concerns about children’s and teens’ well-being, and several of the most often-asked questions—in particular, those relating to eight areas of focus: 1) health and happiness, 2) productivity, 3) coping mechanisms, 4) academic strengths and weaknesses, 5) creative expression, 6) relationships, 7) emotional literacy, and 8) sense of self.

Dr. Joanne Foster is an expert in gifted education and child development, and she is a multiple award-winning author. Her newest book (July, 2019) is [*ABCs of Raising Smarter Kids: Hundreds of Ways to Inspire Your Child*](#). She wrote [*Bust Your BUTS: Tips for Teens Who Procrastinate*](#) (recipient of a 2018 Benjamin Franklin Award), and [*Not Now, Maybe Later: Helping Children Overcome Procrastination*](#). She is co-author (with Dr. Dona Matthews) of [*Beyond Intelligence: Secrets for Raising Happily Productive Kids*](#) and [*Being Smart about Gifted Education*](#). Dr. Foster conducts teacher-training workshops; does podcasts; writes a column for [*The Creativity Post*](#); gives presentations to educators and parent organizations in local, national, and international forums; and serves on advisory committees concerning children’s education and optimal development. Her work focuses on supporting and encouraging children’s well-being—including their intelligence, creativity, productivity, and self-confidence. To learn more or to contact Dr. Foster, go to www.joannefoster.ca

Monday, June 3rd, 2019

7:30pm (Doors open 7:15)

**River Oaks Community Centre
2400 Sixth Line, Oakville**

The event is free, however donations to ABC will be gratefully accepted.

The Association for Bright Children of Ontario / Société pour enfants doués et surdoués de l'Ontario is an all-volunteer, provincially incorporated registered charity, with many chapters across Ontario. It is dedicated to providing information, advocacy and support to parents of bright and gifted children and adolescents through networking, an annual conference and local workshops. It offers the parents' voice to local school boards, educators, professional groups and the Ontario Ministry of Education.