

**REGULAR BOARD MEETING
AGENDA**

Date: Tuesday, September 17, 2019
 Time: 7:30 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

	Pages
1. Call to Order	
1.1 Opening Prayer, National Anthem and Oath of Citizenship (D. Caratao)	
1.2 Motions Adopted In-Camera	
1.3 Information Received In-Camera	
2. Approval of the Agenda	
3. Declarations of Conflict of Interest	
4. Presentations	
4.1 Pathways (C. McGillicuddy)	
5. Delegation	
5.1 Policy II-51 Optional French Programming (Early French Immersion and Extended French) (C. Settimi)	1 - 21
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6. Approval of Minutes	
6.1 Minutes of the September 3, 2019 Regular Board Meeting	23 - 29
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7.1 Summary of Outstanding Items from Previous Meetings	30 - 30
8. Action Items	
8.1 Response to Delegations	
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8.3 Policy II-51 Optional French Programming (French Immersion and Extended French) (N. Guzzo)	35 - 40
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8.5	Policy III-15 Workplace Violence (N. Guzzo)	46 - 52
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10.	Information Items	
10.1	Student Trustees Update (D. Caratao)	
10.2	School Educational Field Trips	
10.3	Strategic Plan 2016-2021: Director's Report to Trustees - Year Three of Implementation (P. Daly, L. Keating)	80 - 132
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14.	In Camera	
15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer (B. Agnew)	

Good evening. Thank you for this opportunity to address and provide my views on Policy II-51 Optional French Programming (Early French Immersion and Extended French). My name is Christina Settimi. I am the mother of two children enrolled at St. Mary CES – my son is in grade 3 FI and his younger sister is in Senior Kindergarten. At the outset, I would like to state that our experience with the FI program and St. Mary in general has been extremely positive. The teachers, the quality of the education and the level of French instruction that he has received so far have all been superb. As a result, we are eager and hopeful for his younger sister to join him in the FI program next year. My family is so grateful that the Trustees voted to make FI a permanent program at the HCDSB and appreciate all of the work that the Trustees and the Board staff are doing to develop and support French language programs at the HCDSB.

In furthering that goal, the importance of Policy II-51 cannot be understated. This is a critical opportunity for you, the Trustees, to not only bring transparency to the administrative process and promote goodwill amongst stakeholders, but also to chart a course of action for the Board and define the limits within which it can exercise judgment.

With that said, while I think that Policy II-51 is both a necessary and welcome addition, I believe it falls significantly short of achieving what it ought to achieve and does nothing to address the serious deficiencies with the current delivery and administration of Optional French programs by HCDSB and, specifically the EFI program. In my view these are (i) the lack of access to French language programming; and (ii) relatedly, the need to align programming for French language families.

Equitable Access to French Language Programming

As you have been made aware by previous delegations and by the data that has been presented by Board staff, there is a high and growing demand for FI programming at the HCDSB and this trend is expected to continue for the foreseeable future. Board staff has presented enrolment data for the 2019-2020 school year showing that, as of June 2019, there were 108 students left on the FI waitlists (compare this to the mere 15 students on the waitlists for the Extended French programs). That's 108 students in YOUR Board who have a desire and, in fact, a right, to access French Immersion programming but are being denied. Yet, notwithstanding this fact, Policy II-51 does not reflect a positive commitment by the HCDSB to expand the program to ensure equitable and inclusive access to FI by our students.

The FI program has been offered by HCDSB since 2013 and has been a permanent program for nearly 2 years. While I do appreciate and recognize that the Board has taken certain measures to align Optional French programs, it perplexes me that, despite clear demand and high waitlists in three of the four Regional offerings, there have been no efforts made to expand the EFI program beyond two 23 student classes at each Regional site. Staffing challenges are routinely cited by the Board as the limiting factor. Yet, neighboring Boards, both Catholic and Public, have managed to expand their French Immersion programs – some with even earlier entry points than Grade 1 – and have been offering French Immersion programming for decades, despite facing

the same struggles regarding staffing and accommodation. Why is this? HWCSB added 2 new EFI sites for 2019.¹ WCDSB, whose EFI program is even younger than ours, has established a formal expansion plan for their program, adding 2 new sites for 2019, 2 more for 2020 and has identified an additional expansion site.² TCDSB added 5 new French Immersion sites in 2017 and another 5 in 2018 and has extended its recruiting to Quebec to find qualified teachers.³ Other Catholic Boards are making it work. Why can't we? Why doesn't the Board have a strategy in place for expanding the programming and for recruiting and retaining French teachers? We are already years behind our neighbouring Boards and the gap only keeps widening.

In Halton, our public counterpart, the HDSB, has unlimited enrollment in its EFI program. That is a huge inequity in programming for Halton students. Our students are being placed at a significant disadvantage relative to their public counterparts.

I would also like to point out that, despite the so-called "staffing crisis", and despite the increasing demand for French Immersion vs. Extended French, and despite the reams of evidence that were presented by delegates in 2016 and 2017 on the benefits of Early French Immersion vs. Extended French, the Board has inexplicably created yet another Extended French site for 2019 at Our Lady of Peace. As of June, 2019, there were only 15 students enrolled in the program. 15! That's half a class. This is a complete waste of resources that could have and should have been used to support an expansion of the EFI program at a new site. If there is truly a "staffing crisis" then it is incumbent on the Board to be strategic about maximizing French teacher resources. You cannot be wasting those resources by running programs at half-capacity.

I would like to remind the Trustees that on November 21, 2017, you passed Resolution #204/17 which requires that the Board make EFI and FI to grade 12 strategic priorities, including a setting a plan of action for the programs at their current or GREATER capacity.

Policy II-51, as drafted, will not help to achieve this objective. The language used in the policy – "where possible", "where feasible", "will be considered" – gives the Board de facto unfettered discretion to make significant, high-impact changes to the delivery of FSL programming – and leaves you, the Trustees, with little oversight or authority to define the limits of that discretion. As drafted, Policy II-51 simply maintains the status quo and enables the Board to continue to fall back on the "staffing crisis" narrative.

Rather than addressing accessibility measures, the focus of Policy II-51 appears to be primarily on the Director's discretion to relocate programming. Program relocation is only one strategy for dealing with accommodation and enrolment pressures, but it is far from the only one. Moreover, relocation will do absolutely nothing to address the current unmet demand for FI.

¹ <https://www.hwcsb.ca/learn/frenchimmersion/>

² <https://www.wcdsb.ca/wp-content/uploads/sites/36/2017/03/FI-Review-Final-Board-Report.pdf>

³ <https://www.thestar.com/news/gta/2018/05/18/french-teachers-in-high-demand-as-popularity-of-immersion-programs-soars.html>

Relocation of a program due to accommodation pressures is a band-aid solution and should not be the priority. At a minimum Policy II-51 should explicitly state that, to address enrolment pressures, portables, boundary changes and opening new French Immersion sites are contemplated before any other accommodation solution. Shuffling programming between sites doesn't address the real problem, which is that there simply aren't enough spaces being offered.

I am particularly troubled by how little oversight Policy II-51 gives the Trustees with respect to delivery of Optional French Programming at HCDSB. I appreciate that the role of the Board of Trustees is governance, but, in my view, ensuring delivery and access to quality and in-demand educational programming is NOT an operational decision. The express roles of the Trustees are to *“deliver effective and appropriate education programs to its pupils”* and to *“develop, monitor and evaluate the effectiveness of policies to promote the Board's goals”*. Your role is to represent your constituents and to ensure that that our voices are heard. You were voted in by us. You work for us. Policy II-51 gives the Trustees no say or opportunity to vote on significant changes regarding Optional French programming, including program phase-out. How can you fulfill your mandate if there are no mechanisms in place to hold the Board accountable to your own resolutions and the Board's strategic plan?

Trustees, other Boards are maintaining these programs and are expanding them to additional schools. In 2018, the Federal Government announced the 2018-2023 *Action Plan for Official Languages* with a commitment to provide \$500 million in new funding to support French language learning – this is nearly FOUR times the amount of funding allocated by the Federal government in 2017 when the FI program was first made permanent.⁴ The Ministry of Education is taking action on the supply, recruitment and retention of FSL teachers.⁵ HCDSB is projected to receive a Language Grant of \$8,841,022 for 2019-2020 to support delivery of Optional French programming (a 4.43% increase over the 2018-2019 revised estimates).⁶ Despite provincial budget cuts, HCDSB is projected to receive 2M more in total funding for 2019-2020 than in 2018-2019. Moreover, provincial budget cuts did not impact the additional funds received per student enrolled in an Optional French program (\$383.11 per student enrolled in FI, starting in grade 1 and \$343.46 per student enrolled in EF, starting in grade 5).

This is the perfect time to review, renew and strengthen HCDSB's commitment to French Immersion programming and to take affirmative action to provide the French language learning opportunities that HCDSB families want and deserve.

Aligning FI Programming for Families

⁴ <https://www.canada.ca/en/canadian-heritage/services/official-languages-bilingualism/official-languages-action-plan/2018-2023.html>

⁵ <https://www.youtube.com/watch?v=cLbTr4rDyN4> and <https://on.cpf.ca/cpf-ontario-welcomes-education-ministers-commitment-to-meet-growing-demand-for-fsl-teachers/>

⁶ <http://www.edu.gov.on.ca/eng/funding/1920/GSNProjection2019-20.PDF>. Despite provincial budget cuts, HCDSB is projected to receive 2M more in total funding for 2019-2020 than in 2018-2019. Moreover, provincial budget cuts did not impact the additional funds received per student enrolled in an Optional French program (\$383.11 per student enrolled in FI, starting in grade 1 and \$343.46 per student enrolled in EF, starting in grade 5).

The second major shortcoming of Policy II-51, in my view, is that it contains no mechanisms to accommodate or align programming for families.

Because HCDSB places a cap on French immersion enrolment numbers and because program allocations are determined by random lottery, it is critical that any Policy include mechanisms to support and accommodate FSL families. In particular, I urge the Board to adopt a “sibling rule” which gives admission priority to younger siblings of children enrolled in Optional French programming.

Board staff argues that providing an advantage to families is not “equitable”. I strongly disagree with this proposition. In fact, I would argue the opposite: it is far less equitable to deny children within the same family unit equal educational opportunities, than it is to align programming for families.

Siblings who are denied access to the same educational opportunities are placed at a disadvantage relative to one another. This promotes division and disruption within the family unit, often leading to resentment and jealousy, which puts children at greater risk of stresses from ruptured relationships and the upheaval of family life. Is this equitable?

Policy II-51 ignores the very real and significant hardships that are faced by families having their children in different language streams and/or potentially attending different schools altogether. These include: (i) significant logistical pressures for families who may not be able to juggle having children at different schools; (ii) educational disparity between family members; and (iii) hindering families becoming fully immersed in a single school community. The current Registration system of a random lottery with no family accommodation measures has and will continue to lead to inequitable and sometimes non-sensical results (like this year’s situation of one twin being accepted into EFI and the other being denied). How is this equitable?

The Catechism teaches us that family is the “principal cell or building block of human society” and that “[a]uthority, stability, and a life of relationships within the family constitute the foundations for freedom, security, and fraternity within society” (2207). Giving siblings a shared experience bonds them and creates a closer relationship to each other and also to their communities, be it the school community or otherwise. Studies show that children can have a positive impact on their younger sibling’s academic performance by being role models, sharing knowledge about school and teachers and assisting with homework.⁷

The importance of giving siblings a shared experience is reflected in the French immersion policies and administration of our neighbouring Boards. For illustration purposes, the following table sets out the admission policies of our neighbouring Boards that, like HCDSB, implement a capped enrolment and/or lottery allocation system for EFI.

⁷ <https://www.iser.essex.ac.uk/research/publications/working-papers/iser/2014-40.pdf>

Board	Enrollment Cap	Sibling Rule
HCDSB	Yes, 184 total spaces	No
PDSB	Yes 25% of the total annual Gr. 1	Yes: “Students who have older siblings in the elementary French Immersion program (grades 1-7 FRENCH IMMERSION) as of September 2012 would not be included in the randomized selection process provided that the sibling was still in French Immersion and that they apply online by the deadline. Upon registration younger siblings would be automatically accepted into the French Immersion program.” ⁸
TCDSB	Yes	Yes: “Admission shall be administered by the following considerations: a) Priority 1: Resident pupils who are applying to the French Immersion Program who have a sibling enrolled in the same French Immersion School who will be returning the next year...” ⁹
HWCDsb	For year one (JK) French only. No cap for Year 2 (SK) entry, which is the main entry point for the program.	Yes: “Spaces are allotted for students turning 4 years of age during the current year on a first come, first served basis as outlined below: 1. Catholic students who live in the immediate boundary of the French Immersion Catholic Elementary School. 2. Catholic students who live in the French Immersion boundary of the Catholic French Immersion school, and who have a sibling already attending the French Immersion Program at the school. 3. Catholic students who live in the French Immersion boundary of Catholic French Immersion School 4. Catholic students who live outside both school boundaries.” ¹⁰
WCDSB	Yes	Yes: “Once a family wins the lottery, all subsequent siblings in the family are guaranteed a place in the program if they self-identify at the time of each sibling’s registration.” ¹¹
YCDSB		Yes: “Following January 25th, 2018, applications received by that date, will be prioritized as follows: - Siblings of students presently in the French Immersion program. - SK students in FI schools, or living in the English boundary of the FI school (Except for St. Brendan, St. Mark and single track FI schools)” ¹²
DPCDSB	Yes	Yes, for same-age/same-grade siblings: “In the case of an application by same-age/same-grade siblings, the parent guardian shall submit one application <u>per</u> same-age/same-grade sibling.” ¹³

⁸http://www.peelschools.org/parents/programs/french/Documents/Application%20Registration%20for%20FI%20and%20EF%20Programs_CISS_15.pdf

⁹<https://www.tcdsb.org/Board/Policies/Documents/SP02.pdf>

¹⁰<https://stjs.hwcdsb.ca/282177--French-Immersion-Kindergarten-Registration-2019?fileID=381712>

¹¹<https://www.wcdsb.ca/wp-content/uploads/sites/36/2017/03/Parent-French-Immersion-Information-Brochure.pdf>

¹²<http://sjw.ycdsb.ca/wp-content/uploads/sites/80/2017/11/SJW-FI-Parent-Night2017.pptx>

¹³ 2019-20 French Immersion Information Session Presentation

As you can see, a majority of the neighbouring Boards which have a FI enrolment cap explicitly give enrolment priority to siblings. For Boards that do not have a sibling policy – like HDSB and YRDSB – there are typically other mechanisms in place, like uncapped enrolment, to facilitate equitable access to programming. Some Boards, like TDSB¹⁴, HWDSB¹⁵ and WRDSB¹⁶ have sibling rules AND unlimited enrolment because they recognize the importance of keeping families together. Of the Boards that I reviewed, HCDSB was the ONLY Board that has both capped enrolment and no mechanisms whatsoever to accommodate families. This is NOT equitable.

There are other benefits to a “family acceptance”, besides educational parity for siblings. Having all family children enrolled in Optional French programming reinforces the French education and contributes to a greater connection with the language. Moreover, attrition is less likely from students who have an older sibling enrolled in the program and whose families have already demonstrated a commitment to the program. These factors will only strengthen and support the sustainability of Optional French programming.

If the Board has any desire at all to support its families and strengthen the Optional French programs, a sibling policy is a necessary tool for achieving that objective.

Board Staff raises concerns about overcrowding and accommodation pressures at the optional program school and/or a drain on regular track programming should a sibling policy be implemented. Before you make your decision, I urge the Trustees and the Policy Committee to investigate past and projected sibling enrolments per annum to determine, statistically, how many program spaces are actually being taken up by siblings in any given year.

If it is determined that a full sibling priority policy as proposed is not presently supported, then I implore the Board to consider interim measures *until such time* as other accommodation mechanisms can be implemented. One such mechanism could include, for example, a grandfather clause for siblings of students currently enrolled in Optional French programs. Another option could be to return to a First-Come, First-Serve (“FCFS”) method of determining program allocations. A FCFS system is not inherently less fair than a random selection process. In fact, I would argue that a FCFS system actually does a better job of allocating spaces to families that are truly committed to the program versus, a lottery system, which attracts speculative applicants taking a “wait and see” approach.

¹⁴ “The Board supports a Sibling Rule which ensures that children with siblings in the French program in the school and who will be in attendance the following year will have a priority placement”. Source:

<http://ppf.tdsb.on.ca/uploads/files/live/91/1751.pdf>

¹⁵ “Grade 1 siblings entering French Immersion may attend the same school as their older sibling currently in French Immersion, space permitting. Applicants with siblings who will attend FI at the school in 2019-20 will be offered a placement prior to the random selection process.” Source: <https://www.hwdsb.on.ca/wp-content/uploads/2018/09/FrenchImmersionBooklet-2018-WEB.pdf> and <https://www.hwdsb.on.ca/fessenden/files/2018/01/French-Immersion-Procedure.pdf>

¹⁶ “Students who live within the boundary of the neighbourhood school, or who have an older sibling attending a French Immersion school, are considered “home” students for the purpose of Grade 1 French Immersion registration. Students in these situations have priority for entry into the Grade 1 French Immersion class if they register by January 31. All registrations after February 1 are accepted on a first-come, first-served basis”. Source: <https://www.wrdsb.ca/french/faq/>

Speaking for my own family, it is extremely important to us that that our children be afforded the same educational opportunities and that we are able to fully engage with and become part of the fabric of the school community. My daughter has been hearing about the French Immersion program from her brother for 3 years now and she's so enthusiastic and excited about joining the program next year. She will be devastated if she is denied that opportunity and my husband and I will be put in the undesirable position of having to decide between a Catholic education and a French Language education for her. And, make no mistake, enrolling her in Ecole Forest Trail is an option that we will consider. This is not a choice that we should have to make.

FI families have demonstrated a commitment to having their children learn French in effective, accessible programs. We expect our commitment to be matched by the Board. HCDSB has NOT been meeting that expectation and, as currently drafted, Policy II-51 will do nothing to change that.

Concluding Remarks:

Trustees, I am asking you tonight to recognize that additional work needs to be done to meet the high demand for EFI in our Board. Too many students who wish to access the EFI program are being denied. We should not and cannot be shortchanging our students by making them choose between a Catholic education or an accessible French program in the public system or to move out of Halton altogether to obtain a comparable level of Catholic and Early FI education that is being offered by neighbouring Boards.

My expectation from HCDSB is that our children will have the same, if not better, opportunities to learn French that are enjoyed by other children across the province and country. I strongly urge you to support expanding the EFI program to give HCDSB children the highest possible academic achievement in French and to ensure that the Optional French Language policy under consideration include mechanisms that allow you to hold the Board accountable to deliver equitable, accessible and inclusive French language programming for all students that want it.

In the meantime, I urge the Trustees and the Board to adopt mechanisms that will accommodate families within the same school and language programs, namely, a sibling enrollment priority policy or, at the very least, a flexible boundary policy. Children within the same family unit should not be subjected to educational disparities, and parents should not be presented with additional obstacles and hardships that will arise from having their children being denied accommodation in the same school. Failure to consider and implement any measures at all to accommodate families ignores the significant commitment that these families have already made to the program and in support of French-language learning at HCDSB.

Thank you sincerely for taking the time to hear my concerns this evening. I welcome further discussion as this matter is extremely important to my family and our community.

Policy II-51: Optional French Programming

Delegation to the Halton Catholic District School Board

September 17, 2019

Christina Settimi

Policy II-51: It Comes up Short

- ▶ Need to address lack of access to French Immersion Programming
- ▶ Need to align programming for and provide supports for FSL Families

Equitable Access to French Language Programming

Extended French			
School	Class 1	Class 2	Wait List
St. Gabriel	23	22	0
Holy Rosary (M)	30		10
Lumen Christi	20	21	0
Our Lady of Fatima	24	23	0
Our Lady of Peace	15		0
St. Bernadette	29		1
Joan of Arc	29		0
St. Marguerite	28		2
St. Nicholas	28		1
St. Matthew	30		8

Early Immersion			
School	Class 1	Class 2	Wait List
St. Catherine of Alexandria	23	22	0
St. Mary	23	23	35
St. Scholastica	23	23	53
Sacred Heart of Jesus	23	23	20

Source: June 11, 2019 Policy Committee Meeting Action Report, Item 4.4

Board Resolution #204/17

BE IT RESOLVED, that the Halton Catholic District School Board make the four (4) school Early French Immersion pilot a permanent program in addition to the existing Extended French and CORE French programs at the Halton Catholic District School Board;

BE IT FURTHER RESOLVED, that staff provide Trustees with a multi-year recruitment plan that satisfies our needs for French teachers.
Trustee Danko proposed the following amendment:

BE IT FURTHER RESOLVED, that the Halton Catholic District School Board continues to offer transportation to students enrolled in Early French Immersion;

BE IT FURTHER RESOLVED, that the next strategic planning cycle that the Halton Catholic District School Board makes Early French Immersion and French Immersion to grade 12 both strategic priorities where the Director of Education will propose a plan for Early French Immersion from grade 1 – 8 and French Immersion to grade 12 at its current or greater capacity.

Role of the Board of Trustees

The Role of the Board of Trustees

As outlined in the [Education Act](#), elected school boards are responsible for:

- Promoting student achievement and well-being
- Promoting a positive school climate and the prevention of bullying
- Ensuring effective stewardship of the Board's resources
- Delivering effective and appropriate education programs to its pupils
- Developing, monitoring and evaluating the effectiveness of policies to promote the Board's goals
- Developing a multi-year plan aimed at achieving the Board's goals
- Annually reviewing the multi-year plan with the Director of Education
- Monitoring and evaluating the performance of the Director of Education

Funding for FSL Programming

May 2019

Projected Grants for Student Needs for the 2019-20 School Year

(46) Halton Catholic DSB

Grants for Operating and Other Purposes ¹	2015-16 Actuals	2016-17 Actuals	2017-18 Actuals	2018-19 Revised Estimates ²	2019-20 Projections ²
1. Pupil Foundation Grant	172,785,021	178,810,144	188,206,457	200,150,407	190,516,879
2. School Foundation Grant	21,036,146	21,719,086	22,544,153	23,453,883	24,238,420
3. Special Education Grant	40,605,096	42,123,681	43,772,182	46,914,812	48,653,108
4. Language Grant	6,667,758	7,305,348	7,775,563	8,466,120	8,841,022
5. Indigenous Education Grant	179,380	348,036	377,237	294,466	301,008
6. Geographic Circumstances Grant	-	-	52,902	54,093	44,398
7. Learning Opportunities Grant	2,436,271	2,835,211	6,457,481	5,980,584	2,504,614
8. Safe and Accepting Schools Supplement	526,757	545,065	571,756	605,740	627,102
9. Continuing Education and Other Programs Grant	2,094,081	2,227,997	2,205,274	2,160,136	2,554,167
10. Cost Adjustment and Teacher Qualifications and Experience Grant	30,013,183	28,052,680	28,846,509	27,862,116	40,285,966
11. Student Transportation Grant	6,932,619	7,206,378	7,662,434	8,210,055	9,491,386
12. Declining Enrolment Adjustment	-	-	-	-	-
13. School Board Administration and Governance Grant	8,663,890	9,037,151	9,546,152	10,708,117	10,762,567
14. School Operations Allocation	30,684,805	31,585,708	32,836,991	34,874,483	36,072,853
15. School Renewal Allocation (excluding GPL)	4,299,852	4,345,496	4,430,977	4,630,882	4,746,500
16. Interest Expense	9,545,363	9,208,148	8,630,315	8,025,635	7,546,183
17. Non-Permanently Financed Capital Debt	47,375	47,375	47,375	47,375	47,375
18. TOTAL FUNDING³	336,517,597	345,397,504	363,963,758	382,438,905	387,233,547

<http://www.edu.gov.on.ca/eng/funding/1920/GSNProjection2019-20.PDF>

FSL Funding cont'd

- ▶ **Grant for Student Needs (GSN):** FSL Allocation in the Language Grant supports additional funding for Optional French Students

Average daily length of program		Allocation per pupil enrolled in the program
20 – 59 minutes	Core, Grades 4 to 8	\$300.59
60 – 149 minutes	Extended, Grades 4 to 8	\$342.46
150 minutes or more	Immersion, JK/SK, Grades 1 to 8	\$383.11

Supporting FSL Families

Family in the Catholic Faith

- ▶ *2207 The family is the original cell of social life. It is the natural society in which husband and wife are called to give themselves in love and in the gift of life. Authority, stability, and a life of relationships within the family constitute the foundations for freedom, security, and fraternity within society. The family is the community in which, from childhood, one can learn moral values, begin to honor God, and make good use of freedom. Family life is an initiation into life in society.*

Catechism of the Catholic Church, http://www.vatican.va/archive/ENG0015/_P7T.HTM

Board	Cap	Sibling Policy
HCDSB	Yes (184 spaces)	None
PDSB	Yes (25% Gr. 1 enrollment)	<i>“Students who have older siblings in the elementary French Immersion program (grades 1-7 FRENCH IMMERSION) as of September 2012 would not be included in the randomized selection process provided that the sibling was still in French Immersion and that they apply online by the deadline. Upon registration younger siblings would be automatically accepted into the French Immersion program</i>
TCDSB	Yes	<i>“Admission shall be administered by the following considerations: Priority 1: Resident pupils who are applying to the French Immersion Program who have a sibling enrolled in the same French Immersion School who will be returning the next year...”</i>
HCDSB	Yes, for JK entry. Not for SK entry pt.	<i>Spaces are allotted for students turning 4 years of age during the current year on a first come, first served basis as outlined below: 1. Catholic students who live in the immediate boundary of the French Immersion Catholic Elementary School. 2. <u>Catholic students who live in the French Immersion boundary of the Catholic French Immersion school, and who have a sibling already attending the French Immersion Program at the school.</u> 3. Catholic students who live in the French Immersion boundary of Catholic French Immersion School 4. Catholic students who live outside both school boundaries</i>
WCDSB	Yes	<i>Once a family wins the lottery, all subsequent siblings in the family are guaranteed a place in the program if they self-identify at the time of each sibling’s registration</i>
YCDSB	Unknown	<i>Following January 25th, 2018, applications received by that date, will be prioritized as follows: 1) Siblings of students presently in the French Immersion program...</i>
DPCDSB	Yes	<i>In the case of an application by same-age/same-grade siblings, the parent guardian shall submit one application <u>per</u> same-age/same-grade sibling</i>

How to Support FSL Families

- ▶ Sibling Policy
- ▶ Flexible Boundaries (automatic) to permit siblings to attend same school
- ▶ Interim Measures:
 - ▶ First Come, First Serve System
 - ▶ Grandfathering

Concluding Remarks

- ▶ Provide equitable access to programming that HCDSB families want and deserve
- ▶ Support FI Families and recognize the commitment they have made to FSL learning
- ▶ Don't put families in a position where they have to choose between educational programming and faith-based learning. HCDSB students deserve both

Thank You

Sibling Policy – 11-52

- The Catholic Boards at Toronto, Peel and York, with exceptional density of students compared to Halton, have come to solutions over 8 yrs ago – why has not Halton?
- A sibling policy is logical and sensible, ethical and most important, moral in the spirit on the Bible and the teachings of Jesus
- Why are we battling each other when a sensible plan as such, keeps us stronger against the growing popular opinion that there should be only one, non-secular school system?
- We are trying to keep our family united in the Catholic faith, as our previous generations both here and overseas suffered aggression, stereotypes, hatred. With our non action on this issue, you are showing us the door and adding another nail in the coffin of the separate school system; namely, being a proud Catholic
- Do Fr. Allen and Pr. Joseph, and His Eminence Bishop Crosby receive a copy of the minutes of this meeting? If not they should.

MINUTES OF THE REGULAR MEETING

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

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

Student Trustees: M. Bhambra D. Suan
 D. Caratao

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

Also Present: S. Alum, Manager, Energy & Environmental, Facility Management Services
 A. Bartucci, Communications Officer, Strategic Communications
 R. Cilliers, Metroland Media
 A. Cross, Senior Manager, Financial Services
 J. Gligoric, Junior Communication Officer, Strategic Communications
 A. Swinden, Manager, Strategic Communications
 F. Thibeault, Senior Manager, Planning Services
 S. Viana-Azevedo, President CUPE 5200

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 (M. Bhambra)

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

1.2 Motions Adopted In-Camera

There were no motions adopted in-camera to be read in public session.

1.3 Information Received In-Camera

The following information was received in-camera:

Acting Department Head English/ESL/Moderns – St. Ignatius of Loyola Catholic Secondary School

Stephanie Di Gennaro appointed as Acting Department Head English/ESL/Moderns effective September 1, 2019 to approximately May 7, 2020.

Elementary School Vice Principal – St. Brigid Catholic Elementary School

Genevieve Butt appointed as Elementary School Vice Principal effective September 1, 2019.

Secondary School Principal – Corpus Christi Catholic Secondary School

Kathleen Moro appointed as Secondary School Principal effective September 1, 2019.

Acting Curriculum Consultant – Curriculum Services

Kristen Davison appointed as Acting Curriculum Consultant effective September 1, 2019 to December 31, 2019.

Acting Elementary Principal and Vice Principal – Guardian Angels Catholic Elementary School

Chris Hawken Appointed as Acting Elementary Principal effective September 1, 2019. Kevin Brady appointed as Acting Elementary Vice Principal effective September 3, 2019 with an end date to be determined.

Retirements

Lindsey Beaudoin, Thomas Kochanka, Renata Kotwinski, Teresa Kruitila-Seyffert, Sandra Miller, Paschal O’Sullivan and Dolores Wilson retired effective June 30, 2019. Jeannette Szpiiech retired effective July 31, 2019. Anna Smith retired effective August 31, 2019.

Resignations

Claudia Amendola, Shannon Brodie, Paul Dilanni, Lindsay Johnston, Pierre Lambert, Judith Pace and Kelly Scullino resigned effective August 31, 2019.

Teacher Hiring

Emma Anifowose, Emilia Boruszkowska, Delia Caughlin, Patricia Dal Ben, Francesca D’Alfonso, Andrea Daly, Dina Dametto, Christian DeAngelis, Ramona Fernandes, Christine Gaudet, Robb Gendron, Christina Green, Thomas Gronau, Victoria Jankowski, Alexander Klutt, Susan Kurian, Michaela Langdon, Sarah Logozzo, Adriaana Makariak, Jennifer Marino, Natasha Melo, Danielle Miron, Zofia Mulica, Uzoma Onuoha, Nena Pacheco, , Kyla Robertson, Tylar Rosa, Patricia Sikorski, Brittany Smith, Sarah Smyth, Lyndsay Stewart, Dylan Swan, Nicole Trefethen, Mary Turnbull, Gabriella Varas Maria Watts and Daniela Zicarelli hired as probationary teachers effective September 1, 2019.

Marta Passarelli and Katherine Chastven hired as probationary teachers effective February 3, 2020.

2. Approval of the Agenda

The following was added to the agenda:

11.2 Transportation and Bus Schedules (N. Guzzo)

#119/19

Moved by: N. Guzzo

Seconded by: H. Karabela

RESOLVED, that the agenda be approved as amended.

The Chair called for a vote on **#119/19** and it **UNANIMOUSLY CARRIED**.

3. Declarations of Conflict of Interest

There were no conflicts on interest declared.

4. Presentations

4.1 Robotics at Holy Trinity Catholic Secondary School

Team 3161 – Tronic Titans made a presentation to the Board.

5. Delegations

5.1 Student Mental Health (Mr. & Mrs. Pierre)

A delegation was presented to the Board, which spoke to:

- unique perspective on student mental health;
- indicators for at-risk students;
- Communications channels;
- Programs to help students identify and engage professional supports;
- Resources and education available;
- Embedding mental health awareness strategies into educational programming.

6. Approval of Minutes

6.1 Minutes of the June 18, 2019 Regular Board Meeting

#120/19

Moved by: H. Karabela

Seconded by: V. Iantomasi

RESOLVED, that the minutes of the June 18, 2019 Regular Board Meeting include under **8.9 -2019-20 Budget Estimates – Final** the following:

- Passed on a deficit budget
- A recovery plan was submitted
- Amount of recovery plan is \$570,000.

The Chair called for a vote on **#120/19**:

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

The motion **FAILED**.

A correction was made to the minutes.

#121/19

Moved by: P. Murphy

Seconded by: N. Guzzo

RESOLVED, that the minutes of the June 18, 2019 Regular Board Meeting be approved.

The Chair called for a vote on **#121/19**:

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

The motion **CARRIED**.

6.2 Minutes of the June 27, 2019 Special Board Meeting

An amendment was made to the minutes.

#122/19

Moved by: P. Murphy

Seconded by: M. Duarte

RESOLVED, that the minutes of the June 27, 2019 Special Board Meeting be approved as amended.

The Chair called for a vote on **#122/19**:

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

The motion **CARRIED**.

7. Business Arising from Previous Meetings

7.1 Summary of Outstanding Items from Previous Meetings

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

8. Action Items**8.1 Response to Delegation****#123/19****Moved by:** P. Murphy**Seconded by:** J. O'Hearn-Czarnota**RESOLVED**, that the Halton Catholic District School Board accept the delegation and forward to our Mental Health Advisory Steering Committee for review and consideration as they finalize the Board's 2019-2020 Mental Health and Well Being Strategy.**#123/19 (AMENDMENT)****Moved by:** B. Agnew**Seconded by:** N. Guzzo**BE IT RESOLVED**, that the Halton Catholic District School Board accept the delegation regarding **Student Mental Health** and have a staff report forthcoming in conjunction with our Mental Health Advisory and Steering Committee and that this report addresses the concerns and suggestions identified in the delegation for the Boards 2019-2020 Mental Health and Well Being Strategy.The Chair called for a vote on **#123/19 (AMENDMENT)** and it **UNANIMOUSLY CARRIED**.**#123/19 (AS AMENDED)****Moved by:** P. Murphy**Seconded by:** J. O'Hearn-Czarnota**BE IT RESOLVED**, that the Halton Catholic District School Board accept the delegation regarding Student Mental Health and have a staff report forthcoming in conjunction with our mental health advisory and steering committee review and that this report addresses the concerns and suggestions identified in the delegation for the Boards 2019-2020 Mental Health and Well Being Strategy.The Chair called for a vote on **#123/19 (AS AMENDED)** and it **UNANIMOUSLY CARRIED**.**9. Staff Reports****10. Information Items****10.1 Student Trustees Update (M. Bhabra)**

August 29, 2019 - International student event took place at St. Thomas Aquinas Catholic Secondary School where Student Trustees and Senators welcomed new international students.

September 10, 2019 – Scheduled Student Senate meeting where discussions regarding *See the Problem, Be the Solution* bullying prevention campaign will commence.

September 24, 2019 - Student Trustees will be attending the OCSTA Regional Meeting.

October 17 – 20, 2019 – Student Trustees will be attending the OSTA - AECO Fall General Meeting.

10.2 School Educational Field Trips (S. Balogh)

School trips were provided as information.

10.3 International Baccalaureate (IB) Program Evaluation (T. Pinelli)

The evaluation reviewed the school's adherence to the programme's philosophy, organization and curriculum. The program is doing well and all recommendations and expansion will be considered.

10.4 Summer 2019 – School Facilities Update (R. Merrick)

The Board was informed of the school statuses for the start of the 2019-2020 school year and the maintenance and construction projects completed during July and August of 2019.

Staff addressed questions regarding late penalties to developers.

Student Trustee Bhabra left meeting at 9:54 p.m.

#124/19

Moved by: N. Guzzo

Seconded by: H. Karabela

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

The Chair called for a vote on **#124/19** and it **UNANIMOUSLY CARRIED**.

10.5 School Drinking Water Lead Content Test Results 2019 (R. Merrick)

The results of the 2019 lead content in Halton Catholic schools was shared.

11. Miscellaneous Information**11.1 Minutes of the May 27, 2019 SEAC Meeting**

The minutes of the May 27, 2019 were provided as information.

11.2 Transportation and Bus Schedules (N. Guzzo)

Parent concerns regarding bus schedules and transfers from the Clearview area to St. Thomas Aquinas Catholic Secondary School were brought forward and discussed.

#125/19

Moved by: N. Guzzo

Seconded by: H. Karabela

RESOLVED, that the meeting move past 10:30 p.m.

The Chair called for a vote on **#124/19** and it **UNANIMOUSLY CARRIED**.

Staff spoke to student safety and that it is always the first priority. Staff to look into supervision at transfer sites.

12. Correspondence

There was no correspondence.

Student Trustees Caratao and Suan left the meeting at 10:50 p.m.

13. Open Question Period

QUESTION ONE

Why is the Assumption renovation so far behind where the Board expected and why was there not more accurate communication to families about the progress?

Weather and permits were factors in the project falling behind schedule. Construction is currently ongoing and separated from the students.

Parents provided email updates from the school principal on what would be available to students.

QUESTION TWO

Does the School Board have any legal budget allocated for tribunal cases and if so, how much?

There is no allocated budget for tribunal cases.

#126/19

Moved by: T. O'Brien

Seconded by: H. Karabela

RESOLVED, that the meeting move past 11:00 p.m.

The Chair called for a vote on **#126/19**. The vote was not unanimous therefore the motion **FAILED**.

#127/19

Moved by: V. Iantomasi

Seconded by: H. Karabela

RESOLVED, that the meeting adjourn.

The Chair called for a vote on **#127/19** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 11:00 p.m. with a prayer led by Chair DeRosa.

Secretary of the Board

Chair



BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
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
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Policy I-19 Occupational Health and Safety	Item 8.2
September 17, 2019	

Alignment to Strategic Plan

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

Purpose

To approve *Policy I-19 Occupational Health and Safety*, as presented.

Background Information

The Occupational Health and Safety Act Section 25 (j) states that School Boards are required to “prepare and review at least annually a written Occupational Health and Safety Policy” and Section 25 (k) requires the employer to post a copy of the policy in a conspicuous location in the workplace.

The Occupational Health and Safety Policy must include the employer’s commitment to preventing occupational illness and injury in the workplace as well as their responsibility to implement and maintain a safe and healthy work environment. The policy must also include supervisor and worker responsibility statements as they pertain to health and safety in the workplace. Supervisors have the responsibility to ensure that safe and healthy work conditions are maintained in their work areas. Workers have the responsibility to work safely and in accordance with both legislated and employer procedures.

As per legislated requirements, this policy will be reviewed, revised if necessary and dated within a twelve (12) month period. Copies will be provided to each site and supervisors will be responsible for posting the policy annually in a conspicuous location in the workplace.

The Executive Officer of Human Resources and Human Resources Services Management staff have reviewed the policy and recommends that associated Policies and Procedures be added to the policy. There are also some minor housekeeping changes.

Conclusion

Policy I-19 Occupational Health and Safety was presented at the Policy Committee Meeting on September 10, 2019 with a recommendation that it be forwarded to the Board of Trustees for approval.



Recommendation

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

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board *accept the recommendation of the Policy Committee that Policy I-19 Occupational Health and Safety, be approved.*

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Occupational Health & Safety	
Adopted: September 26, 1995	Last Reviewed/Revised: September 17, 2019
Next Scheduled Review: 2021-2022	
Associated Policies & Procedures: VI-79 Indoor Air Quality Investigation Process VI-92 Roof Access Procedures II-12 Management of Aggressive Student Behaviours Within Our Schools III-15 Workplace Violence III-16 Workplace Harassment VI-04 Complaints Resolution Process: Workplace Harassment/Violence	

Purpose

The Halton Catholic District School Board is dedicated to providing a safe working environment for its workers/employees. All workers/employees of the Board must be committed to an objective of reducing the risk of injury and illness.

Application and Scope

This policy applies to all workers/employees within the jurisdiction of the schools of the Halton Catholic District School Board.

Principles

It is in the best interest of all workers/employees to consider health and safety in every activity. Commitment to health and safety must form an integral part of the Halton Catholic District School Board and its workers/employees.

Requirements

- The Halton Catholic District School Board is committed to taking every reasonable precaution for the protection of all workers/employees.
- The Halton Catholic District School Board is responsible for providing adequate training for workers/employees in their specific work tasks to protect their health and safety.

- Supervisors at all levels will be accountable for the health and safety of workers/employees under their supervision.
- Supervisors at all levels are responsible to ensure that machinery, equipment and work methods are safe and that workers/employees perform their duties in compliance with legislation and established safe work practices and procedures.
- Supervisors shall advise a worker/employee of the existence of any potential or actual danger to the health and safety of the worker/employee of which the supervisor is aware.
- Supervisors shall take every reasonable precaution for the protection of workers/employees.
- Workers/supervisors must receive adequate training in their specific work tasks to protect their health and safety.
- Every worker/employee must protect her or his own health and safety by working in compliance with the legislation and with safe work policies, procedures and practices established by the Board.
- Workers/employees are required to report, immediately, unsafe or unhealthy situations to their immediate supervisor or designate.
- This policy will be reviewed on an annual basis and posted in all Board locations in accordance with the Occupational Health and Safety Act.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



<p>Policy II-51 Optional French Programming (French Immersion and Extended French)</p>	<p>Item 8.3</p>
<p>September 17, 2019</p>	

Alignment to Strategic Plan

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

Purpose

To approve *Policy II-51 Optional French Programming (French Immersion and Extended French)*, as presented, at second reading.

Background Information

At the April 9, 2019 Policy Committee Meeting Trustees presented a draft policy regarding Optional French Programming at the Halton Catholic District School Board as an information item.

Policy II-51 Optional French Programming (Early French Immersion and Extended French) was revised by staff and presented at the May 14, 2019 Policy Committee meeting as a discussion item.

Following further input and suggested revisions by Trustees *Policy II-51 Optional French Programming (Early French Immersion and Extended French)* was returned to the June 11, 2019 Policy Committee meeting as an action item and forwarded to the June 18, 2019 Board Meeting for approval at first reading.

Policy II-51 Optional French Programming (Early French Immersion and Extended French) was forwarded for stakeholder consultation from June 19, 2019 - August 9, 2019. The feedback received through the stakeholder consultation process was provided for review and consideration by the Policy Committee, at the September 10, 2019 Policy Committee Meeting, and revisions were made to the policy as part of the discussion.

Revisions to *Policy II-51 Optional French Programming (Early French Immersion and Extended French)* were also made to remove the word “early” from the title and body of the policy, as well the acronyms have been adjusted accordingly. The word “early” was used as a designation intended to indicate that the Immersion program began in an earlier grade than Extended French. This was an important term throughout the pilot process; however, this designation is no longer relevant, as French Immersion is currently being offered from Grades 1 through 7. These programs are

described on the HCDSB website, which explain the differences between French Immersion and Extended French.

In light of these changes, *Policy II-51 Optional French Programming (Early French Immersion and Extended French)* should also reflect a name change to *Policy II-51 Optional French Programming (French Immersion and Extended French)*.

Conclusion

Policy II-51 Optional French Programming (French Immersion and Extended French) was presented at the Policy Committee Meeting on September 10, 2019, with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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

Resolution#:

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy II-51 Optional French Programming (Early French Immersion and Extended French)* name be changed to *Policy II-51 Optional French Programming (French Immersion and Extended French)*, and be approved at second reading.

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Optional French Programming (French Immersion and Extended French)	
Adopted: June 18, 2019	Last Reviewed/Revised: Date
Next Scheduled Review: 2021-2022	
Associated Policies & Procedures: VI-53 Optional French Programming I-04 Cross Boundary School Attendance I-22 Admission to Schools Elementary and Secondary VI-19 Admission to Schools Elementary and Secondary I-29 School Boundary Review Process VI-88 School Boundary Review Process II-24 Home to School Transportation V-18 Community Engagement and Public Consultation Policy	

Purpose

This policy is in keeping with the strategic plan linked to Achieving: Meeting the needs of all learners, to increase the opportunities for students to gain experience, skills and knowledge needed for success.

The Halton Catholic District School Board endeavors to allow all students to have the opportunity to learn French, become functionally proficient and to experience the richness and beauty of French Catholic culture.

Application and Scope

This policy applies to elementary schools of the Halton Catholic School Board that offer optional French program (French Immersion (FI), and Extended French programs (EF) and all secondary schools that offer the optional Extended French (EF) program.

References

[Education Act](#)

[A Framework for French as a Second Language in Ontario Schools, JK-Grade 12, 2013](#)

Definitions

Extended French (EF) - develops functional proficiency in students through the provision of a significant amount of curriculum with French as the second language of instruction with students entering grade 5 in their September start date.

French Immersion (FI) - develops functional proficiency in students through the provision of a significant amount of curriculum with French as the second language of instruction with students entering grade 1 in their September start date.

Consultation - gathering feedback from stakeholders on policies, options and/or decisions.

Principles

1. Delivery of French language programs will be considered in the Strategic Plan and Long-Term Capital Plan (LTCP) and as a demonstrated/identified need arises.

Requirements

1. Expansion/Location/Relocation of Optional French Program(s):

- 1.1. Where feasible and staffing permits, an increase of program offering of optional French Programs will occur.
- 1.2. Relocation of current programs must include consultation with the communities being affected
- 1.3. Whenever possible, changes to program locations will be communicated to parents and guardians one academic year in advance of implementation.
- 1.4. The following criteria can be used to determine a location/relocation for an optional French Program:
 - 1.4.1. Relocate optional French Programs to schools that have surplus space and have a stable regular track enrolment that can sustain the program.
 - 1.4.2. To the extent possible, ensure that the optional French Programs are in schools that can accommodate the program over the long-term, minimizing, if not eliminating, any future relocations.
 - 1.4.3. Ensure the location of the optional French programs do not adversely affect the Regular Track program.
 - 1.4.4. Align optional French Program Elementary Boundaries where possible with the ultimate secondary school Family of School Boundaries.

- 1.4.5. To the extent possible, ensure that optional French Programs are reasonably centrally located to the schools they serve.
- 1.4.6. Where feasible, when phasing in, relocating, and/or expanding to new locations for the optional French Programs, cluster the family of schools to create neighborhood scale areas.
- 1.5. When optional French Programs are being relocated, phased in, phased out, split into multiple locations, and/or expanded into new locations, the following shall apply:
 - 1.5.1. When relocating and phasing in an existing optional French Program into another location, the existing students can complete their studies at their current location until graduation. The relocation and selection of a new site is an administrative decision made by the Director of Education as per Section 3 of this policy.
 - 1.5.2. The introduction and phase in of a new optional French Program location and creation of a new family of schools for the program to expand services is an administrative decision made by the Director of Education as per Section 3 of this policy.
 - 1.5.3. When a portion and/or an entire optional French Program and its existing students are proposed to be relocated to another site for accommodation purposes, a full boundary review process is required as per the requirements of Operating Policy I-29 School Boundary Review Process. The final school boundary review accommodation plan is to be approved by the Trustees.
 - 1.5.4. When deciding to eliminate an Optional French Program from the Halton Catholic District School Board (either French Immersion or Extended French), a report will be brought to the trustees for review and a vote for final approval.

2. The Director of Education has the discretion and responsibility to:

- 2.1. Relocate an optional French program in an elementary or secondary school where the need arises.
- 2.2. Identify new locations where optional French programs can be offered.
- 2.3. Where changes are made to location and family of schools for optional French Programs, the Director will bring an information report to the Board of Trustees for the purpose of due notification, feedback, and input.

3. Registrations:

- 3.1. All entry requirements and class sizes are listed in *Procedure VI-53 Optional French Programming*.
- 3.2. Will take place annually at the discretion of the Superintendent of Curriculum Services in consultation with the Senior Administrative team. Parents are to be notified of registration dates by the beginning of the academic year, or earlier.

- 3.3. To facilitate meeting staffing needs, and in order to ensure all students will be given placement who apply, all students must be registered for EFI and EF programs by December 1st. It should be noted that where an optional French program still has remaining spaces, Curriculum Services has the discretion to extend the registration period
- 3.4. Registration will occur on line or at the school if required.
- 3.5. A random selection (lottery) will occur to determine which students will gain access to the program as well as the order on the waitlist should one exist.
- 3.6. The registration process for the optional French Programs shall be made available to the public.

4. Entry Requirements

- 4.1. All entry requirements and class sizes are listed in *Procedure VI-53 Optional French Programming*.

5. Withdrawal from Program

- 5.1. Where the needs of a student may be best served by withdrawal from the program, such withdrawal may take place after following the implementation of reasonable intervention strategies by school staff. Conferences with parent(s) /guardian(s) and students to discuss progress options and future implications shall be conducted prior to withdrawal.

6. Transportation

- 6.1. All transportation requirements are outlined in *Policy II-24 Home to School Transportation*.
- 6.2. Provision of transportation for pupils attending an optional French program will be in accordance with the transportation policy. The placement of a pupil under this policy does not constitute commitment of the Board to provide transportation.

7. Specific to Secondary schools:

- 7.1. For the municipalities of Milton and Burlington, the regular stream secondary school boundary is one and the same as the Extended French boundary. As such, although students are permitted to attend the program, they will not be offered transportation if they reside outside the designated school boundary.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Policy II-52 Student Use of Service Animals in Schools	Item 8.4
September 17, 2019	

Alignment to Strategic Plan

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

Purpose

To approve *Policy II-52 Student Use of Service Animals in Schools*, as presented, at second and third reading.

Background Information

At the May 15, 2019 Policy Committee meeting Trustees were notified of the Draft PPM release on April 1, 2019 directing school boards to write and implement a policy regarding Service Animals in Schools.

Policy II-52 Student Use of Service Animals in Schools was presented at the June 11, 2019 Policy Committee Meeting as an action item and was forwarded to the June 18, 2019 Board Meeting for approval at first reading.

Policy II-52 Student Use of Service Animals in Schools was forwarded for stakeholder consultation from June 19, 2019 - August 9, 2019. The feedback received through the stakeholder consultation process was provided for review and consideration by the Policy Committee, at the September 10, 2019 Policy Committee Meeting.

On September 9, 2019, the Ministry of Education released [Policy/Program Memorandum \(PPM\) 163, School Board Policies on Service Animals](#) as an update of the draft PPM that was issued in the Spring of 2019. *Policy II-52 Student Use of Service Animals in Schools* was updated to include PPM 163 in the References section and in the Requirements.

Conclusion

Policy II-52 Student Use of Service Animals in Schools was presented at the Policy Committee Meeting on September 10, 2019, with a recommendation that it be forwarded to the Board of Trustees for approval.



Recommendation

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

Resolution#:

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy II-52 Student Use of Service Animals in Schools* be approved at second and third reading.

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Student Use of Service Animals in Schools	
Adopted: June 18, 2019	Last Reviewed/Revised:
Next Scheduled Review: 2022-2023	
Associated Policies & Procedures:	

Purpose

This policy recognizes that students with diverse learning needs may require, at times, services and accommodations to their program to allow them to access education. In addition to accommodations and services that can be utilized through human resources, technology, behaviour plans and strategies, students may at times require the need of a service animal to support their medical, behaviour or academic needs. This policy outlines the expectations and process for schools to adhere to when considering admittance and integration of a service animal into the school environment for the benefit of a student.

Application and Scope

This policy applies to all individuals of the Board who may be involved in the integration of a service animal into schools, including parents/guardians, principals, teachers and Board personnel who may have duties and/or responsibilities under this policy.

References

[Education Act](#)

[Ontarians with Disabilities Act \(2001\)](#)

[Blind Person's Rights Act](#)

[Special Education in Ontario, Kindergarten to Grade 12 – Policy and Resource Guide, 2017](#)

[Policy/Program Memorandum \(PPM\) 163, School Board Policies on Service Animals](#)

Definitions

Service Animal – means a certified animal that provides supports relating to a student's disability or medical related need(s) to assist that student in meaningfully accessing education.

Certified – means both the animal and handler have had training from a recognized Canadian training institution and the animal is registered as such in Canada.

Handler – The student with the disability or medical related need(s) for whom the certified service animal is performing services and who is managing and is responsible for the certified service animal's performance of those services. It is the expectation of the Board that the student utilizing a certified service animal will be the service animal's Handler.

Principles

- All students with exceptionalities, disabilities or medical related need(s) shall receive appropriate special education programs and services and have regular opportunities with their peers, to enjoy the life of the school, and to participate in local community activities.
- To access education, students may at times require accommodations, modifications and/or services to allow for this access, including service animals.
- Building on student independence must be the underlying consideration when considering appropriate accommodations, modifications and services.
- Schools recognize that student independence increases when accommodations, modifications and services are least intrusive.
- Any determination on appropriate accommodations, modifications and services must be made on a case by case basis, based on the individual needs of each student.
- Parents and School/Board Staff should work collaboratively when requests are made for the consideration of Service Animals to support students in schools.
- Procedures and Practices in the determination of whether to approve requests for Service Animals must be consistent and transparent to allow for meaningful consideration of requests for service animals to accompany students in school.
- School staff should consider the collection and review of data, when available, to help determine the appropriateness of utilizing service animals for students.
- The health, safety and any other appropriate concerns of other students and staff shall be considered when considering the approval for a service animal for students.
- Clear, timely and appropriate communication must be provided to school communities when service animals are approved to accompany students in schools.
- The Board must work collaboratively with Halton Student Transportation Systems (HSTS) when reviewing and considering students with service animals and how they can access board transportation.
- Requests for the use of a service animal should be approved when school/board staff have determined that it is the best accommodation to support the student's demonstrated disability or medical related needs.

Requirements

- The Board must develop an Administrative Procedure supporting the directive and principles outlined in this policy and PPM 163 - School Board Policies on Service Animals, and ensure comprehensive communication of the procedures to appropriate stakeholders.
- The Board must develop a process for data collection and to collect data regularly to help inform the policy and make amendments as appropriate.
- The Board must communicate to Principals and appropriate staff the expectations and directives in both the Policy and Administrative Procedure.
- Parents considering the use of a service animal for their child will be directed by school staff to this policy and accompanying administrative procedure for direction.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Policy III-15 Workplace Violence	Item 8.5
September 17, 2019	

Alignment to Strategic Plan

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

Purpose

To approve *Policy III-15 Workplace Violence*, as presented.

Background Information

The Occupational Health and Safety Act, 2010 states that school boards are required to review annually, and revise if necessary its policy on Workplace Violence.

The Executive Officer of Human Resources and Human Resources Services Management staff have reviewed *Policy III-15 Workplace Violence* and recommend that apart from minor housekeeping, no changes to the policy for the 2019-2020 school year.

Conclusion

Policy III-15 Workplace Violence was presented at the Policy Committee Meeting on September 10, 2019, with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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

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



Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Workplace Violence	
Adopted: June 29, 2010	Last Reviewed/Revised: September 18, 2018
Next Scheduled Review: 2019-2020	
Associated Policies & Procedures: VI-04 Complaints Resolution Process: Workplace Discrimination/ Harassment/Violence III-05 Employee Assault II-39 Progressive Discipline and Safety In Schools VI-44 Progressive Discipline and Safety in Schools	

Purpose

To ensure that the environment of the Halton Catholic District School Board in which its employees work and its students learn is free of workplace violence as defined under the *Occupational Health and Safety Act*.

Application and Scope

This policy applies to all Board employees, trustees and other users of the Board’s facilities, such as members of consultative committees, parents, volunteers, permit holders, contractors and employees of other organizations not related to the Board but who nevertheless work on or are invited onto Board premises. This policy also covers workplace violence by such persons which are proven to have repercussions that adversely affect the Board’s learning and working environment.

The rights of students to a respectful working and learning environment, free from violence, are dealt with under other appropriate policy, legislation or regulations including, but not limited to, the *Education Act*, Ontario Schools Code of Conduct and codes of behaviours.

References

[Occupational Health and Safety Act](#)

[Education Act](#)

[Ontario Schools Code of Conduct](#)

Definitions

Workplace Violence - Workplace Violence means:

- a) the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker;
- b) an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker; and
- c) a statement or behaviour that is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

Workplace - The Workplace is any place where employees perform work or work-related duties or functions. Schools and school-related activities, such as extra-curricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions fall within the scope of this policy.

Principles

The Halton Catholic District School Board is committed to providing a safe working environment in which all employees are treated with respect and dignity, safe from violence and harassment.

It is the policy of the Board to ensure conduct in its workplaces is in accordance with the gospel values of Jesus Christ, the Board's Mission and Vision Statement, and Guiding Principles.

This policy is intended to provide greater awareness of the value of establishing and maintaining respectful working and learning environments.

The Board will assess the risks of workplace violence that may arise from the nature of the workplace, in accordance with the provisions of the *Occupational Health and Safety Act*.

Requirements

1. Information and Instruction with Respect to Workplace Violence:

- a) The Board will provide an employee with,
 - i. information and instruction that is appropriate for the employee on the contents of the policy and program with respect to workplace violence; and
 - ii. any other prescribed information or instruction.
- b) The information provided to an employee may include personal information related to a risk of workplace violence from a person with a history of violent behaviour if,
 - i. the employee can be expected to encounter that person in the course of his or her work; and

- ii. the risk of workplace violence is likely to expose the employee to physical injury.
- c) The Board will not disclose more personal information than is reasonably necessary to protect the employee from physical injury.

2. Domestic Violence:

- a) The Board will take every reasonable precaution to protect an employee from domestic violence, if aware, that is likely to expose an employee to physical injury that may occur in the workplace.

3. Assessment of the Risks of Workplace Violence:

- a) The Board will assess the risks of workplace violence that may arise from the nature of the workplace, the type of work or the conditions of work.
- b) The Board will reassess the risks of workplace violence as often as necessary to ensure that the related policy and the related program continue to protect employees from workplace violence.
- c) The assessments and reassessments shall take into account:
 - i. circumstances that would be common to similar workplaces;
 - ii. circumstances specific to the workplace; and
 - iii. any other prescribed elements.
- d) Circumstances that would be common to schools of the Board are:
 - i. the existence of potential risks due to interactions with the public, students, parents and employees; and
 - ii. the existence of protocols between the Board and the police force on its territory.
- e) Circumstances specific to a school are:
 - i. the school safety plan;
 - ii. the provisions of the lockdown plan of the school;
 - iii. the relationship between the school and the local police.
- f) The Board shall advise the local committee or the local health and safety representative of the results of the assessment and reassessment, and provide a written copy to same.
- g) If there is no local committee or the local health and safety representative, the Board will advise the employees of the results of the assessment and reassessment and, if the assessment or reassessment is in writing, will provide written copies on request.

4. Program to Implement the Policy with Respect to Workplace Violence:

- a) The Board will develop and maintain a program to implement the policy with respect to workplace violence.
- b) Without limiting the generality of paragraph a) above, the program will;

- i. include measures to take and procedures to follow in order to control risks of workplace violence identified in the risk assessment that is required under section 3, as likely to expose an employee to physical injury;
- ii. include measures to take and procedures to follow in order to summon immediate assistance when workplace violence occurs or is likely to occur;
- iii. include measures that employees must take and procedures that they must follow to report incidents of workplace violence to the Board or their supervisor;
- iv. set out how the Board will investigate and deal with incidents or complaints of workplace violence, then subsequently act in a fair and timely manner; and
- v. include any prescribed elements.

5. Posting of the Policy:

- a) The policy and procedures concerning workplace violence will be posted in a conspicuous place at the workplace.

6. Review of the Policy:

- a) The Board will review the policy with respect to workplace violence as often as is necessary, but at least annually.

7. Duties of the Supervisor:

The supervisor will advise an employee of the existence of any potential or actual danger to the health and safety of the employee of which the supervisor is aware, or ought to be aware, including personal information, related to a risk of workplace violence from a person with a history of violence behaviour if,

- a) the employee can be expected to encounter that person in the course of his or her work; and
- b) the risk of workplace violence is likely to expose the employee to physical injury.

8. Duties of the Board:

The Board will inform and communicate with the appropriate Union leader should a threat or act of serious and/or violent nature be made towards one of its members.

9. Duties of the Employee:

The employee shall advise the Board or the supervisor of any incident or risk of workplace violence of which he or she is aware.

10. Reprisal:

This policy prohibits reprisals against individuals, acting in good faith, who report incidents of workplace violence or act as witnesses. The Board will take all reasonable and practical measures to prevent reprisals, threats of reprisal, or further violence. Reprisal is defined as any act of retaliation, either direct or indirect.



Policy No. III-15 | Workplace Violence

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____

Chair of the Board



Policy III-16 Workplace Discrimination and Harassment	Item 8.6
September 17, 2019	

Alignment to Strategic Plan

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

Purpose

To approve *Policy III-16 Workplace Discrimination and Harassment*, as presented.

Background Information

Policy III-16 Workplace Harassment is reviewed on an annual basis. The Ontario Occupational Health and Safety Act requires that employers implement specific workplace harassment policies and procedures, and ensure that incidents and complaints of workplace harassment are properly investigated. Similarly, the Ontario Human Rights Code requires employers to ensure the workplace is free from harassment on a number of prescribed and prohibited grounds. Staff have worked with the Board's Legal Council to combine *Policy III-06 Harassment* with *Policy III-16 Workplace Harassment* into the revised *Policy III-16 Workplace Discrimination and Harassment*. All aspects of the Harassment Policy have been incorporated into the revised Workplace Discrimination and Harassment Policy so that we adhere to both pieces of Provincial Legislation.

In light of these changes, *Policy III-16 Workplace Harassment* should also reflect a name change to *Policy III-16 Workplace Discrimination and Harassment*.

Conclusion

Policy III-16 Workplace Discrimination and Harassment was presented at the Policy Committee Meeting on September 10, 2019, with a recommendation that it be forwarded to the Board of Trustees for approval.



Recommendation

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

Resolution#:

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy III-16 Workplace Harassment* name be changes to *Policy III-16 Workplace Discrimination and Harassment*, and be approved as amended.

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Workplace Discrimination and Harassment	
Adopted: June 29, 2010	Last Reviewed/Revised: October 18, 2016
Next Scheduled Review: 2018-2019	
Associated Policies & Procedures: VI-04 Complaints Resolution Process Workplace Discrimination/Harassment/Violence I-36 Trustee Code of Conduct I-43 Use of Technology and Digital Citizenship VI-62 Use of Technology and Digital Citizenship II-39 Progressive Discipline & Safety in Schools Code of Conduct - Suspensions & Expulsions VI-44 Progressive Discipline and Safety in Schools	

Purpose

To uphold Halton Catholic District School Board's commitment to providing an environment free of discrimination and harassment for all its employees, stakeholders and students, where all individuals are treated with respect and dignity, can contribute fully and have equal opportunities.

The Workplace Discrimination and Harassment Policy is guided by the Ontario Human Rights Code and the Occupational Health and Safety Act.

Application and Scope

This policy applies to all Board employees, trustees and other users of the Board's facilities, such as members of consultative committees, parents, volunteers, permit holders, contractors and employees of other organizations not related to the Board but who nevertheless work on or are invited onto Board premises. This policy addresses workplace harassment and discrimination from all sources including third parties, supervisors, employees, students, parents and members of the public.

The rights of students to a respectful working and learning environment, free from discrimination and harassment, are protected under other appropriate policy, legislation or regulations including, but not limited to, the *Education Act*, Ontario Schools Code of Conduct and codes of behaviours.

This policy applies to the workplace. The Board's workplace is any place where employees perform work or work-related duties or functions. Schools and school-related activities, such as extra-curricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions fall within the scope of this policy.

References

[Human Rights Code](#)

[Occupational Health and Safety Act](#)

[Education Act](#)

[Ontario Schools Code of Conduct](#)

Definitions

Protected Grounds of Discrimination - Protected grounds as set out in applicable human rights legislation (Human Rights Code Part I Section 5 (1)).

Discrimination - Discrimination includes, but is not limited to, a differential act, system or behaviour which differentiates between individual or groups, imposes a disadvantage or withholds an advantage on the basis of any protected ground in the Ontario Human Rights Code (The Code). It may involve direct actions, or it may involve rules, practices or procedures that appear neutral, but disadvantage certain groups of people.

Workplace Harassment -

- engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome, or
- workplace sexual harassment.

Harassment typically involves a pattern of comment or conduct that occurs over time. However, a single incident or a serious nature may be sufficient to constitute harassment.

Harassment may include slurs, epithets, threats, derogatory comments or visual depictions, unwelcome jokes and teasing. Harassment can be verbal, visual, by conduct, or in the written word.

Workplace Sexual Harassment -

- engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or
- making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

Examples of discrimination or harassment or sexual harassment include (but are not limited to):

- Epithets, remarks, jokes or innuendos related to a person's race, gender identity, gender expression, sex, disability, sexual orientation, creed, age, or any other ground
- Display or distribution of offensive or racist pictures, graffiti or other derogatory material.

- Singling out a person for humiliating or demeaning “teasing” or jokes because they are a member of a Code-protected group
- comments about a person’s dress, speech or other practices that may be related to their sex, race, gender identity or creed.
- Sexual advances or requests for sexual favours which are known or ought reasonably to have been known by the person making the advances to be unwelcome.
- Sexually oriented remarks or behaviours which are known or ought reasonably to have been known by the person making the remarks and/or engaging in the behaviour to be unwanted or unwelcome.
- The display of sexually explicit or exploitative pictures, cartoons or jokes within the Board premises or on Board property or the telling of jokes of a sexual nature.

However, the standard exercise of supervisory responsibilities, including training, evaluation, counseling, and discipline when warranted, does not constitute workplace discrimination or harassment.

Principles

The Halton Catholic District School Board expects that conduct in its workplaces shall be in accordance with the gospel values of Jesus Christ, the Goals of Education and the Board’s Mission Statement.

The Halton Catholic District School Board is committed to providing a learning and working environment that is safe and inclusive of the needs and well-being of the individual employee and student.

The Board will not tolerate, condone or ignore any workplace discrimination or harassment.

Where any employee of the Board is found to have violated this Policy, they may be disciplined, up to and including termination of employment.

Requirements

1. Information and Instruction with Respect to Workplace Discrimination and Harassment:

- a) The Board will provide employees with,
 - i. Information and training that is appropriate for employees on the contents of the policy and program with respect to workplace discrimination and harassment; and
 - ii. Any other prescribed information

2. Procedure to Implement the Policy with Respect to Workplace Discrimination and Harassment:

- a) The Board has developed a procedure to implement the policy with respect to workplace harassment. Refer to *Administrative Procedure VI-04 Complaints Resolution Process - Workplace Discrimination Harassment Violence* for more information.
- b) Without limiting the generality of paragraph a) above, the procedure includes:
 - i. Measures and procedures for employees to report incidents of workplace discrimination or harassment to a person other than the employer or supervisor, if the employer or supervisor is the alleged harasser;
 - ii. How incidents or complaints of workplace discrimination or harassment will be investigated and dealt with;
 - iii. How information obtained about an incident or complaint of workplace discrimination or harassment, including identifying information about any individuals involved, will not be disclosed unless the disclosure is necessary for investigating, taking corrective action, or by law; and
 - iv. How an employee who has allegedly experienced workplace discrimination or harassment and the alleged harasser (if an employee of the Board) will be informed of the results of the investigation and of corrective action that has been, or will be taken.

3. Dissemination of the Policy:

The policy and procedures concerning workplace discrimination and harassment will be posted at a visible place in the workplace.

The Director of Education, through Human Resources will ensure that new employees receive a copy of this policy and ensure that it will be highlighted at orientations for new principals and supervisors and at parent meetings.

All principals must review this policy and association Administrative Procedure VI-4 Complaints Resolution Process on an annual basis with all staff at the start of each school year. The principal must ensure that all teaching and support staff in the building who may be absent on the day of the review of the policy, review the policy and procedure as soon as possible.

4. Review of the Policy:

- a) The Board will review the policy with respect to workplace harassment as often as is necessary, but at least annually.

5. Duties of the Supervisor:

The Board strives to maintain an environment respectful of human rights and free of objectionable behaviour for all persons served by it. It must be ever vigilant of anything that might interfere with this duty. The Board expects that all persons in its learning/working environment will:

- Be aware and sensitive to issues of harassment;

- Support individuals who are, or have been targets of harassment;
- Prevent harassment through training;
- Take all allegations of harassment seriously and respond promptly;
- Provide positive role models; and not demonstrate, allow or condone behaviour contrary to the policy, including reprisals.

6. Role and Responsibilities:

All employees of the Board are expected to uphold and abide by this policy and maintain an environment respectful of human rights and free of discrimination and harassment for all persons served by it.

The Board will investigate and deal with all complaints or incidents under this policy in a fair and timely manner. Information about a complaint or incident will not be disclosed except to the extent necessary to protect workers; to investigate the complaint or incident; to take corrective action; or as otherwise required by law.

All employees, and in particular, principals, managers and supervisors have the additional responsibility to act immediately on observations or allegations of discrimination or harassment and should address potential problems before they become serious. All employees are encouraged to report workplace harassment and discrimination to the appropriate person.

7. Reprisal:

This policy prohibits reprisals against individuals, acting in good faith, who report incidents of workplace discrimination or harassment, participate in an investigation and/or act as witnesses. The Board will take all reasonable and practical measures to prevent reprisals, threats of reprisal, or further harassment. Reprisal is defined as any act of retaliation, either direct or indirect.

8. Complaints:

All employees have a right to claim and enforce their right to a workplace free of discrimination and harassment and are entitled to have access to the complaint procedures. Every attempt should be made to resolve matters through an information resolution. In order to resolve workplace harassment, supervisory and managerial personnel must address and attempt to resolve complaints under this policy and procedure in a timely fashion and keep records of complaints and any subsequent response or action taken. Refer to *Administrative Procedure VI-04 Complaints Resolution Process - Workplace Discrimination Harassment Violence* for more information.

9. Attendant Procedures:

The Director of Education shall establish administrative procedures relative to the complaint process in collaboration with Human Resources Services.

The Executive Officer, Human Resources Services shall be responsible for implementing and monitoring this policy and its attendant administrative procedures.



APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Policy III-06 Harassment	Item 8.7
Tuesday, May 7, 2019	

Alignment to Strategic Plan

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

Purpose

To rescind *Policy III-06 Harassment*.

Background Information

Policy III-06 Harassment was initially adopted in June 1991, and was last reviewed in September 2017.

Upon review of the policy, it is evident that *Policy III-06 Harassment* duplicates much of the content of the *Policy III-16 Workplace Discrimination and Harassment*. The Ontario Occupational Health and Safety Act that require employers to implement specific workplace harassment policies and procedures, and ensure that incidents and complaints of workplace harassment are properly investigated. Similarly, the Ontario Human Rights Code requires Employers to ensure the workplace is free from harassment on a number of prescribed and prohibited grounds. Staff have worked with the Board’s Legal Council to ensure all aspects of aspects of the Harassment Policy have been incorporated into the revised Workplace Harassment Policy so that our requirements under both pieces of Provincial Legislation is adhered to.

Therefore, it is recommended that *Policy III-06 Harassment* be rescinded and *Policy III-16 Workplace Discrimination and Harassment* be used in its place.

Conclusion

Policy III-06 Harassment was presented at the Policy Committee Meeting on September 10, 2019, with a recommendation that it be forwarded to the Board of Trustees to be rescinded.



Recommendation

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

Resolution#:

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy III-06 Harassment* be rescinded.

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Harassment	
Adopted: June 25, 1991	Last Reviewed/Revised: September 19, 2017
Next Scheduled Review: Rescinded September 17, 2019	
Associated Policies & Procedures: VI-04 Complaints Resolution Process Workplace Harassment/Violence	

Purpose

To ensure that the environment of the Halton Catholic District School Board in which its employees work and its students learn is free from harassment related to any grounds identified in the Human Rights Code that include, but are not limited to, workplace sexual, racial, and/or ethno-cultural harassment.

Application and Scope

This policy applies to all personnel working within the jurisdiction of the Halton Catholic District School Board, to all students in attendance in Board schools, and to all visitors, guests and volunteers to our schools.

References

Human Rights Code

Principles

- The Halton Catholic District School Board expects that conduct within our schools shall be in accordance with the gospel values of Jesus Christ, the Goals of Education and Board's Mission Statement.
- The Halton Catholic District School Board is committed to providing a learning and working environment that is safe, harmonious and sensitive to the needs and well-being of the individual employee and student.
- The Board will not tolerate any discrimination or harassment contrary to the Human Rights Code against any employee, student or visitor in the course of any of the Board's operations.

The normal proper exercise of supervisory responsibilities including training, evaluation,

counselling and discipline when warranted, does not constitute harassment.

- Workplace Harassment is defined as a course of vexatious comment or conduct, which is known or ought to reasonably be known by the perpetrator to be unwelcome and includes Workplace Sexual Harassment. Harassment may, dependent on the circumstances, consist of a single action or a series of incidents.

EXAMPLES OF SEXUAL HARASSMENT MAY INCLUDE THE FOLLOWING:

- Sexual advances or requests for sexual favours, which are known, or ought reasonably to have been known by the person making the advances to be unwelcome.
- Sexually oriented remarks or behaviours, which are known, or ought reasonably to have been known by the person making the remarks and/or engaging in the behaviour to be unwanted or unwelcome.
- The display of sexually explicit or exploitative pictures, cartoons, or jokes within the Board premises or on Board property or the telling of jokes of a sexual nature.
- Conduct involving unwanted or unnecessary physical contact or comment with a sexual innuendo that might be expected to cause discomfort, offence or humiliation.
- A reprisal for the rejection of a sexual advance or a request for sexual favours where the reprisal is made or threatened by a person in a position to grant, confer or deny a benefit, privilege or advancement.

SEXUAL HARASSMENT DOES NOT INCLUDE:

- An occasional or appropriate comment, which a reasonable person in the circumstance, would not take to have an unwelcome sexual connotation.
- Relationships between consenting adults, which are voluntary. However, when such a relationship ends, continued unwanted attention may constitute sexual harassment.
- Conduct, which both parties find acceptable such as: an occasional compliment or remark of a non-sexual nature, voluntary relationships to which neither party objects.

RACIAL/ETHNO-CULTURAL HARASSMENT USUALLY INVOLVES:

Written, verbal and/or physical actions which express negative attitude, derogation and/or hatred for a person or group of persons based on their race, ancestry, place of origin, colour, ethnic origin, citizenship or creed. Racial/ethno-cultural harassment can be overt or subtle, intentional or unintentional, and may include but is not limited to, the following behaviours:

- Physical or verbal abuse or threat.
- Demeaning comments, jokes, remarks, innuendoes or taunting about a person or group of persons race ancestry, place of origin, citizenship or creed, which are known or ought reasonably to be known, to be unwelcome.
- Display or distribution of racist pictures, graffiti or other derogatory material.
- Practical jokes or insulting gestures based on racial or ethnic grounds, which are known or

ought reasonably to be known to be unwelcome.

- Exclusion, avoidance or condescension because of race or ethno-cultural background.
- Negative remarks about a racial/ethno-cultural group in the presence of any individual, whether a member of a group or not, which creates a poisoned environment, or a series of individual incidents which, when viewed in totality, can be seen to have a negative impact upon an individual or group.

DUTY TO COMMUNICATE:

All principals must review this policy and associated Administrative Procedure VI-04 Complaint Resolution Process on an annual basis with staff at the start of each school year. The principal must ensure that all teaching and support staff in the building who may have been absent on the day of the review of the policy, review the policy and procedure at a later date.

Requirements

- The Director of Education shall establish administrative procedures relative to the complaint process.
- The Executive Officer, Human Resources Services shall be responsible for implementing and monitoring this policy and its attendant administrative procedures.



<p>Clustered Classes and Accelerated Learning Opportunities</p>	<p>Item 9.1</p>
<p>September 17, 2019</p>	

Alignment to Strategic Plan

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

Purpose

Over the past several years, The Board of Trustees have received and reviewed several delegations and Staff Reports with respect to Gifted students and what experiences and opportunities exist for secondary gifted learners. At the June 18th, 2019 Regular Board meeting, a motion was passed by the Board of Trustees requesting 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”. This report is collaboration of Program Services (Special Education, Student Success, and Curriculum), Research Development Services, Business and Planning Services and Academic Services.

Background Information and Comments

Advanced Placement (AP) Classes

Advanced Placement (AP) courses offer University level content to students at the Grade 12 level in selected subjects. The student is free to select which of the subjects available at the high school they wish to study at the pre-AP and AP level. Students in AP and Pre-AP study topics in greater depth, enhancing their intellectual development. AP provides students with an opportunity for learning that goes beyond facts and figures with rich course material, classroom discussion and demanding assignments to help children develop the knowledge and the critical thinking skills expected of university bound students. In grade 12 students may elect to write the college board AP exam which is scheduled during the first two weeks of May each year, which, based on the mark achieved, may give the student advanced standing in a university program. Any student in the board may choose to write the college board AP exam, regardless of their enrollment in Grade 12 AP or whether they attend an AP Secondary School.



Pre -Advanced Placement (AP) Classes

Pre-AP is an advanced series of courses for students to help begin preparing for university and is designated to be a rigorous preparation for AP courses in Grade 12. The courses are intended to be challenging. Students are not required to enroll or complete Pre-AP courses in order to enroll in an AP course in Grade 12 or write the AP Exam.

Advanced Placement (AP) at HCDSB

Advanced Placement (AP) and Pre-AP classes are offered at two (2) of our Secondary Schools – Assumption Catholic Secondary School and Bishop P.F. Reding Catholic Secondary School, while Pre-AP classes are offered at Holy Trinity Catholic Secondary School with the goal of Advanced Placement (AP) classes beginning at Holy Trinity Catholic Secondary School for the 2020/2021 School year.

With respect to Gifted students at these schools and enrollment in the AP classes, very few gifted students register in the Pre-AP or AP courses at Assumption and Bishop Reding Catholic Secondary Schools. Typically, the number of Gifted Students enrolled in AP courses are in the range of zero (0) to four (4) students registered in a specific course. This profile is based on the various courses offered at each site in the last two (2) years.

With regard to writing of the AP College Bound exam, every year, several Grade 12 regular stream students that attend non AP Schools in both HCDSB and HDSB initiate and make arrangements on their own to write the AP College Board Final Examinations at one of our AP sites. These students request and arrange to take the various exams at our two (2) accredited secondary schools. The school's AP Coordinator will order the exam materials, provide information regarding the date and time, and collect the exam fees that are paid by the student.

While the option to write the AP college exam is available to all students of the board, in the past two (2) years, no HCDSB gifted student who attends any of our other non-AP School has requested to do so despite the option for any student in the board to write the exam, regardless of their home school.

Clustered Classes

The term clustered class is a description, which speaks to an individual Board's decision to leverage expertise of staff in particular school sites to provide interested, gifted, and/or high achieving students with specific learning opportunities, such as Advanced Placement (AP), International Baccalaureate (IB), Special High Skills Major (SHSM) or STEM (Science, Technology, Engineering and Math).

Although many school districts use the terms “gifted classes” and “clustered classes” interchangeably, they represent very distinct types of learning opportunities and have very different legal requirements in terms of staffing and student enrollment. Clustered classes are not placements, as defined by the Ministry of Education and cannot therefore be considered Special



Education classes for those identified as Gifted. The term clustered class is not a Ministry of Education definition for a particular type of program or class.

The Ministry identifies five (5) placements in the range of placements, which move along a continuum of least restrictive to most restrictive. Within the five (5) placements, two (2) are recognized as Special Education Classes. They are A *Special Education Class with Partial Integration* and a *Special Education Class Full-Time* and are defined below.

Special Education Class with Partial Integration: The student is placed by the Identification Placement and Review Committee (IPRC) in a special education class where the student-teacher ratio conforms to the standards in O. Reg 298, section 31, for at least 50 percent of the school day, but is integrated with a regular class for at least one instructional period daily.

Special Education Class Full time: The student is placed by the IPRC in a special education class, where the student-teacher ratio conforms to the standards in O. Reg. 298, section 31, for the entire school day.

According to regulation 298 Operation of Schools- General, under Appointment of Teachers, s 19 (4) and s. 19 (6) “an agreement under subsection (3) respecting the assignment or appointment of a teacher to teach a division or to teach a subject for which he or she does not hold a qualification... shall not be made so as to permit a teacher... to be appointed to, teach or be placed in charge of a special education program or class.”

For a school district to remain compliant with the regulation, the establishment of a “gifted class” for “gifted students” would require either a *Special Education Class with Partial Integration* or a *Special Education Class Full-time*. In either case, the class size would have to conform to the standards and the teacher would have to have the necessary qualifications (Special Education and Subject expertise), as defined by the Education Act. The creation of “Clustered Classes” would not necessitate the same requirements with respect to teacher qualifications or class sizes, however, it would also not be considered a special education class.

Considering the Halton Catholic DSB has an enrollment of secondary gifted students of less than 300, creating one of the 2 placements as defined above, could only be sustained within one centralized location, to allow students a robust level of secondary course options. Each student attending would have to be identified gifted and be IPRCd into the class. All subject teachers would have to be special education teachers, as defined by regulation 298.

With respect to clustered classes; should the board decide to create an additional clustered class at secondary sites where Advanced Placement (AP) classes are already in existence, there would be a duplication of enriched classes, drawing on the same high achieving students. In addition, there would be inequity among Halton Catholic DSB’s secondary schools with some schools having both AP and other types of clustered classes.



Accelerated Learning

There is no official description of “Accelerated Learning” in Secondary Schools in the Education Statutes and Regulations of Ontario. While Accelerated learning can generally refer to moving through courses and/or material more quickly – examples include skipping courses/grades, and completing courses online, for the purposes of this report, we will refer to “Accelerated Learning” in Secondary Schools as students who achieve more than eight (8) credits per grade, per school year.

All day school students attending any of our Secondary Schools are eligible to earn eight (8) credits during the regular school day over the course of a single school calendar year. This number includes any day school e-Learning courses taken through the Board or other Boards via the e-Learning Consortium. The Ministry of Education is currently developing new regulations and programming for e-Learning in Ontario slated to take effect in September 2020. There are no details available at this time about those new regulations and/or programming nor whether these e-credits could be taken in addition to the 8 regular in-school credits a student can take in a school year.

All students attending any of our Secondary Schools may earn additional credits either in a regular classroom environment or on-line at Night School and/or during Summer School. Students are also eligible to receive credit for prior learning via the Prior Learning Assessment and Recognition (PLAR) process. These opportunities allow for a student to achieve more than 8 credits in a school year.

Review of the Research and Literature on Clustered and Accelerated Classes in Secondary Schools by HCDSB Research and Development Services

Contents:

- 1) Satisfaction with AP and IB programming at the HCDSB: Students and parents
- 2) Interest in Accelerated programming at the HCDSB: Parents only
- 3) Interest in attending “regional type classes”: Students and parents
- 4) Cluster-Grouping Classrooms: Overview of literature

The data for items 1, 2 and 3 are based on results from two surveys administered at the HCDSB, described below. Though data were also collected from parents with children in elementary school, the data presented here reflect the views for secondary students and parents only. Information for item 4 is based on a literature review performed by RADS staff.



Gifted Student Survey – February 2018

Between January 16th and February 9th, 2018, all secondary gifted-identified HCDSB students were invited to participate in an online survey. This survey was developed to capture the perceptions, opinions, and satisfaction levels of gifted-identified students in three programs: regular academic stream, Advanced Placement (AP), and International Baccalaureate (IB). In total, 195 of the 241 gifted-identified students completed the survey (81% response rate). The respondents were distributed evenly among programs: 56% of respondents were enrolled in the regular academic stream, 31% in the AP program, and 13% in IB.

Gifted Parent Survey – May 2019

At the Regular Board Meeting held on November 20, 2018, the Board of Trustees approved a motion to conduct a survey of parents with students identified as Gifted. The online survey, developed by Research & Development Services and Special Education Services, was sent to eligible parents to complete between Wednesday April 24th and Wednesday May 8th, 2019. A total of 484 survey links were sent out, and 227 completed survey responses were received (47% response rate). Relevant survey results are summarized below.

Satisfaction with AP and IB programming at the HCDSB: Students and parents

STUDENTS

Students, regardless of their stream, were mostly satisfied with their courses including selection, pace, schedule, instruction and material/content. Overall, rates of dissatisfaction ranged between 10-15% for all students, regardless of stream. Satisfaction with courses overall were 71.7%, 74% and 76.2% for AP, IB and Academic, respectively. Two key exceptions were that IB students expressed a great deal of dissatisfaction with the course selection (64%) and AP students expressed dissatisfaction with the schedule of their courses (22%).

The consistency in satisfaction ratings across these different program options likely reflects how well these programs meet the different personality, motivation, and priorities of our students, which is consistent with the literature. There is no universally accepted definition for gifted, meaning data to date almost certainly involves a heterogeneous group of learners with different abilities, priorities, social functioning, motivation and learning paths (Gagné, 2007; Thomas, 2018).

PARENTS

75% of all respondents indicated that they were either satisfied or very satisfied with their child's courses overall, in their respective programs. Broken down by program, satisfaction with courses was rated as 80%, 68% and 28% for students in academic, AP and IB streams, respectively.



Though courses not being challenging enough was identified as an issue for parents of children in the academic stream, courses being too challenging was a concern for AP stream parents, and lack of selection was the primary concern of parents with students in the IB program. This suggests, similar to the student data, that these streams offer a variety of benefits and challenges, to meet the needs of all learners.

1) Interest in Accelerated programming at the HCDSB: Parents only

Accelerated learning (AL) generally refers to moving through courses and/or material more quickly – examples include skipping courses/grades, and completing courses online. At the HCDSB, the AP program represents the main type of AL currently available to our students. Please note: Only parents of gifted students were asked this question.

Results: 31% of respondents indicated they would want their child to be enrolled in an AL program if it were available; 35% were unsure and 34% indicated they were not interested in AL for their child. Parents who indicated that they would choose or might consider choosing accelerated programming expressed three main concerns: (1) more programming options; (2) current programming not meeting their child’s needs; (3) their child’s social functioning.

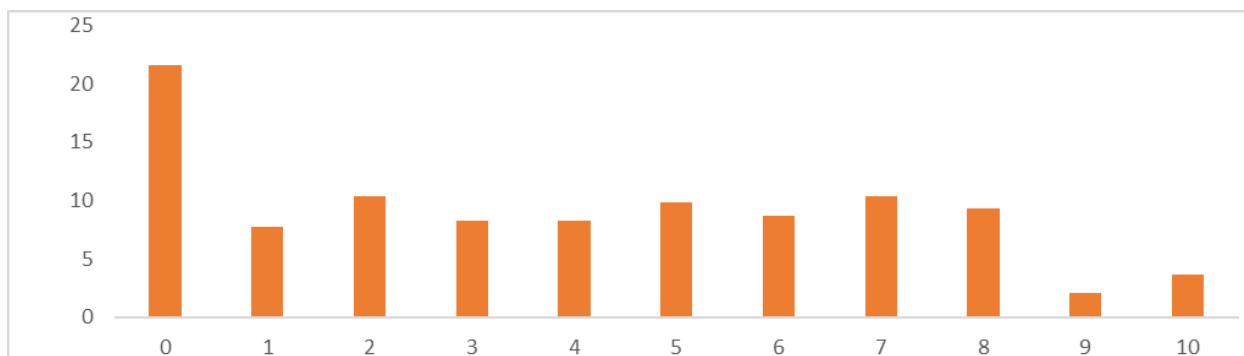
2) Interest in attending “regional type classes”: Students and parents

STUDENTS

Students were asked how likely they would be to enrol in a Gifted program that groups them with their high-ability peers, if it meant they would have to travel to another school (on a moveable scale of 1 – 10); see Figure 1 below. Responses suggested that 56% would be unlikely to move (0-4), while 34% would be likely to move (6-10) and 10% were neutral (5). Almost 22% indicated a definitive “no” (0), while only 3.6% indicated a definitive “yes” (10).

Figure 1: Likelihood of enrolling in a gifted program requiring extensive travel

Percent of respondents





Sliding scale 0 (Not at all likely) to 10 (Very likely)

For students both likely and unlikely to want specialized programming, social factors were the top reasons cited – respondents wanted to stay with their peers. Students who indicated they were more likely to move schools indicated a preference to stay with their like-ability peers, while those who indicated a preference to stay in their home school indicated a desire to stay with their mixed-ability peers. In fact, more than 50% of respondents indicated they wanted to stay with their peers/friends, regardless of stream.

Regarding specialized programs (e.g. courses for gifted students), less than 20% of students in the academic stream indicated they would prefer this, compared to 22-28% in AP and 32-36% in IB streams. This suggests that the vast majority of students (64-83%) did not want to be in programs specifically designed for gifted students. Of note, less than 4% (n=7) expressed concern that they did not have access to program information before they entered high school and that this may have influenced their decision.

PARENTS

Ninety-one parents responded to the question of whether they would consider clustered programming for their child in secondary school, defined as gifted students placed with their high academic achievement peers in a classroom that would provide differentiated learning opportunities. The survey indicated that this option would likely be offered at select schools, and could necessitate transportation to schools outside of their child's neighbourhood. With the above description provided, only 30% of parents would choose clustered programming; 46% stated maybe, and 24% stated they would not.

Together, these results suggest that grouping gifted children exclusively with their like-ability peers, especially if it means going to a school outside of their neighbourhood, is not a preferred option for gifted students or their parents.

3) Cluster-Grouping Classrooms: Overview of literature

At the HCDSB, we have used the term “clustered” to describe classes that would group gifted children together, and which could require students to attend a school that is outside of their boundary. In the literature, this model is usually referred to as “self-contained” classrooms while “cluster-grouping” is commonly used to describe a strategy where 3-10 high ability, high achieving, or gifted students are placed in a regular classroom with a teacher who has either received training or has a desire to differentiate curriculum and instruction for these ‘target’ students (Brulles & Winebrenner, 2011; Matthews et al., 2013). This cluster-grouping model is generally viewed as less disruptive than fully segregated, self-contained classrooms. To adopt a cluster-grouping approach to teaching, there should be a clear need for differentiated curriculum; the label of ‘gifted’ is not sufficient to implement cluster-grouping classrooms (Biddick, 2009) and the curriculum should be customized to the learners’ needs (Rogers, 2007). This model provides the ability to socialize with like-ability peers, while maintaining connections with non-gifted classmates (Brulles & Winebrenner, 2011; Teno, 2000) and



avoiding the stigma attached to specialized classes (Biddick, 2009). Cluster grouping provides gifted students the opportunity to select more challenging activities and produce more in-depth, quality products because they are working with like-ability peers in the classroom environment (Teno, 2000; Brulles et al., 2012). This model expands upon the current IEP model at the HCDSB, by grouping high achieving students in the same classroom and providing customized learning opportunities above and beyond the regular curriculum.

Research on student outcomes, both gifted and non-gifted, also strongly supports the critical importance of positive peer and teacher-student relationships. Our students have told us that social functioning is important to them, particularly in high school, as 50% of respondents in our 2018 Student Survey indicated peer relationships as a motivating factor in choosing their courses/programs. Gifted students who feel disengaged from students and staff and/or who feel like they don't belong are more likely to drop out of high school (Hansen & Johnston Toso, 2007; Zabloski, 2010). In fact, The Search Institute®, a well-respected advocacy group for children and youth, states that “*After decades of forming hypotheses, conducting surveys, crafting and rewriting definitions, analyzing data, and writing journal articles, {we} have arrived at a surprisingly simple conclusion: nothing—**nothing**—has more impact in the life of a child than positive relationships.*” (<https://www.searchinstitute.org/new-research-report/>). This conclusion is based on research involving more than 5 million youth (Scales & Pekel, 2018), and is consistent with data in adults that poor social functioning can adversely affect well-being (Hawley & Capitano, 2015).

A focus on diversity of options, individualized support, grouping children by achievement and promoting positive relationships are fiscally responsible and effective strategies, allowing students to attend their neighbourhood school and choose the path that best meets their individual needs and goals. Overall, the literature is consistent with our survey results, and the conclusions in this report, that in a board where we offer a variety of options and support for high-ability learners, self-contained classrooms (e.g. regional secondary gifted class) are neither necessary nor sufficient to meet the diverse needs of our gifted learners.



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TRANSPORTATION

With the introduction of clustered classes and accelerated learning as a Board offered program, there will be additional transportation costs that will be incurred to accommodate the student body.

The below summary provides two (2) scenarios that were reviewed by senior staff in collaboration with the Halton Student Transportation Services consortium to determine the additional transportation costs associated to this initiative pending the preferred delivery method.

To determine the costs associated to transportation, HSTS used the existing number of Elementary Self-Contained Gifted Students by grade as of September 2019, which are currently enrolled at the Board. HSTS has also assumed a similar geographic displacement for the proposed clustered program. The data is listed in Table 1 below:

Table 1: September 2019 – Self-Contained Gifted Students by Grade

AREA	Grade 5	Grade 6	Grade 7	Grade 8	Total
Oakville	22	21	15	9	67
Burlington	3	5	7	8	23
Halton Hills		3	2	1	6
Milton	5	13	5	9	32
Grand Total	30	42	29	27	128

Scenario 1: Programs located at existing AP Schools

The following assumptions were made in developing this scenario:

- 1) Locate program at schools with an existing Advanced-Placement program, and mimic similar service areas, which are defined as follows:
 - a. Bussing for all Grade 9-12 Gifted students from Milton and Halton Hills directed to Bishop P.F. Reding Catholic Secondary School;
 - b. Bussing for all Grade 9-12 Gifted students from Oakville directed to Holy Trinity Catholic Secondary School; and,
 - c. Bussing for all Grade 9-12 Gifted students from Burlington directed to Assumption Catholic Secondary School.

Based on the above, the following sections provide a breakdown of the transportation needs by the designated AP School geographic service area.

Town of Oakville – Holy Trinity CSS Location

Currently there are 67 students enrolled in Gifted Classes in Grades 5-8.

- 1) 33 students are in Holy Trinity Catholics Secondary School boundary
- 2) 16 students are in St Thomas Aquinas Catholics Secondary School boundary
- 3) 18 students are in St Ignatius of Loyola Catholics Secondary School boundary



Item 9.1 | Clustered Classes and Accelerated Learning Opportunities

Yellow bus requirements would be:

- 1) 1 big bus; and,
- 2) 1 mini bus.

Note: that there are sharing opportunities with White Oaks High School through run sharing/student transfers.

City of Burlington – Assumption CSS Location

Currently there are 23 students enrolled in Gifted Classes Grades 5-8.

- 1) 6 students are in Assumption Catholics Secondary School boundary (AP school)
- 2) 14 students in Notre Dame Catholics Secondary School boundary
- 3) 3 students in Corpus Christi Catholics Secondary School boundary.

Yellow bus requirements would be:

- 1) 0 big bus; and,
- 2) 2 mini buses.

Note: there are sharing opportunities with Nelson High School through run sharing/student transfers.

Halton North (Milton and Halton Hills) – Bishop P.F. Reding CSS Location

Currently there are 38 students enrolled in Gifted Classes Grades 5-8.

- 1) 14 students are in Bishop Reding Catholics Secondary School boundary (AP school)
- 2) 18 students are in Jean Vanier Catholics Secondary School boundary
- 3) 6 students are in Christ the King Catholics Secondary School boundary

Yellow bus requirements would be:

- 1) 1 big bus; and,
- 2) 1-2 mini buses (Acton and Georgetown).

Note: there are sharing opportunities with Craig Kielburger High School for students from Acton and Georgetown through run sharing/student transfers.

Scenario 1 Costs

Based on the above defined needs by AP School areas, HSTS attributed the additional costs that would be required to service these students. Note that a price has been provided if these students were all provided bussing, as well as an alternative approach if Transit Passes were provided (B) instead (note Halton Hills does not have municipal transit and would need to be bussed).

In summary, additional bussing costs (A) would equate to \$317,257 per year with the addition of two (2) big busses and four (4) mini-buses. If transit (B) is pursued, there would be an annual cost of \$109,492 for the program.

Table 2: Transportation Costs for Scenario 1

AREA	School Bus	Bussing Cost (A)	Transit	Transit/Bus Cost (B)
Oakville	1 big bus, 1 mini bus	\$104,288	24 passes @ \$82.40/month	\$23,731
Burlington	2 mini buses	\$101,225	17 passes @ \$75.00/month	\$15,300



AREA	School Bus	Bussing Cost (A)	Transit	Transit/Bus Cost (B)
Milton	1 big bus	\$54,243	18 passes @ \$60.00/month	\$12,960
Halton Hills	1 mini bus	\$57,501	Not Available	\$57,501
TOTAL	2 big/4 mini buses	\$317,257		\$109,492

Scenario 2: Program located within a central location of the Board

The following assumptions were made in developing this scenario:

- 1) Locate program at a central school within the Region, which also has the necessary room to accommodate students without the need to introduce a significant number of portable classrooms.

Given the above, Corpus Christie Catholic Secondary School was selected as the preferred candidate to house the program for its location and available pupil spaces. Presently as of September 2019, there are 1,097 students, resulting in a utilization of 93%.

Service Parameters & Transportation requirements:

The following service parameters were used to define the routes and determine bussing needs for the 126 students that would be eligible for transportation under this scenario (note these align with HSTS and Board policies and procedures):

- 1) Runs not to exceed 60 minutes
- 2) Distance to stop not to exceed 600 metres
- 3) Bell times at Corpus Christi remain (8:15 – 2:20)

Based on the parameter, HSTS developed routes for students based on their geographic location. Table 3 below provides the vehicles that will be required to accommodate the service, as well as other pertinent information on the route.

Table 3: Transportation Costs for Scenario 1

Yellow Bus	Vehicle Type	Max Travel Time	Average Travel Time	Average Distance to Stop
Oakville	3 big buses	60 minutes	35 minutes	240 metres
Burlington	1 big bus	56 minutes	27 minutes	310 metres
Milton	2 big buses	58 minutes	37 minutes	340 metres
Halton Hills	2 mini buses	59 minutes	44 minutes	150 metres

Scenario 2 Costs

Similar to Scenario 1, there is only an opportunity to rely on transit passes for the City of Burlington given the amount of time required to travel for students, resulting in much fewer transportation savings.

In summary, additional bussing costs (A) would equate to \$438,000 per year with the addition of six (6) big busses and two (2) mini-buses. If transit (B) is pursued, there would be an annual transportation cost of \$402,517 for the program.

**Table 4: Transportation Costs for Scenario 1**

AREA	School Bus	Bussing Cost (A)	Transit	Transit/Bus Cost (B)
Oakville	3 big buses	\$161,028	Not available	\$161,028
Burlington	1 big bus	\$53,483	20 passes @ \$75.00/month	\$18,000
Milton	2 big buses	\$108,486	Not available	\$108,486
Halton Hills	2 mini buses	\$115,003	Not available	\$115,003
TOTAL	6 big/2 mini buses	\$438,000		\$402,517

Conclusion

In reviewing the student and parent surveys, along with Ontario regulations regarding identification and placements, the following are the Board staff's recommendations for consideration:

- That the Board not pursue a regional secondary gifted class, as our student and parent surveys tell us that the majority of students have a wide range of priorities for the secondary school years, ranging from more programming options to more integration and social skills, and prefer to remain in their home schools, wherever possible. Furthermore, the limited number of gifted secondary students who may consider choosing this option, would result in a small cohort of students, limiting the number of optional classes they could enroll in.
- That each individual student, along with his/her parents be encouraged to make individual decisions, from a range of options that best meet their individual preferences, addressing areas of both strength and need
- That the Board not pursue creating clustered classes at sites where AP already exists, as AP is a clustered class by its definition, and as indicated, would draw on the same high achieving and gifted students, thereby cannibalizing existing programs.
- That secondary school Guidance and Special Education Departments work together to ensure gifted students are placed in the same classes wherever possible, to allow for maximum opportunities for participation and collaboration between like-ability peers
- That all gifted and other high achieving students consider exploring the unique and individual, optional classes/programs that are available at each of our secondary schools, such as AP, IB, French Immersion, SHSM, and STEM classes
- Students and their parents should consider Reach Ahead type credits such as night and summer school, and e-learning, to advance credit accumulation, which allows for a greater breadth of course selection and pace
- That Board staff provide greater professional development opportunities for secondary staff to support gifted learners and other high achieving students
- That the Board consider expanding optional classes/programs, such as AP, SHSM, IB, etc., into regions where they don't currently exist, such as North Halton, specifically Georgetown. This would address issues of equity across the Board



Report Prepared by:

Camillo Cipriano
Superintendent of Education, Special Education Services

Colin McGillicuddy
Superintendent of Education, Student Success

Anna Prkacin
Superintendent of Education, Curriculum Services

Toni Pinelli
Superintendent of Education, School Services

Laura Keating
Chief Officer, Research and Development Services

Fred Thibeault
Senior Manager, Planning and Assessment Services

Wendy Reid-Purcell
Special Education Coordinator, Special Education Services

Melissa Carnelos
Curriculum Coordinator (Acting), Curriculum Services

Report Submitted by:

Camillo Cipriano
Superintendent of Education, Special Education Services

Report Approved by:

Pat Daly
Director of Education and Secretary of the Board



<p>Strategic Plan 2016-2021: Director’s Report to Trustees – Year 3 of Implementation</p>	<p>Item 10.3</p>
<p>Tuesday, September 17, 2019</p>	

Alignment to Strategic Plan

This report is linked to all strategic priorities:

Achieving: Meeting the needs of all learners

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

Belonging: Embracing relationships and sustaining safe, welcome schools

Foundational Elements: Optimizing organizational effectiveness

Purpose

The purpose of this report is to provide the Board of Trustees with an update on the monitoring results on year three of the implementation of the HCDSB multi-year strategic plan.

Background Information

In September 2016 the Halton Catholic District School Board launched a new multi-year strategic plan. The plan, [Focus on Our Students: Strategic Plan 2016-2021](#), identifies specific outcome measures in four priority areas: Achieving, Believing, Belonging and Foundational Elements.

Research and Development Services has created a survey to track progress in the opinion of our stakeholders including parents, staff, students, parish and community members. As part of this monitoring activity, successes relating to the goals within each pillar are also reported by senior staff at the end of each year. This is the third monitoring report provided by the Director to the Board; year 1 was presented on September 19, 2017 and year 2 was presented on October 2, 2018.

Conclusion

A total of 903 HCDSB stakeholders responded to the survey, which was available online from June 11th to 28th, 2019. Overall, results of the survey suggest we are progressing well in all four of our pillars, with respondents agreeing or strongly agreeing that we are meeting our targets from 64% to 87%. Results of the **Monitoring our Multi-Year Strategic Plan 2018-19 Survey** are attached. Successes that were achieved under each area of strategic priority are also attached as **Appendix A**.



Next Steps

These monitoring results suggest that the HCDSB is making significant progress towards fulfilling the goals outlined in our current Strategic Plan. The senior staff team is currently refining the 2019-20 System Priorities, which will incorporate the results of this report and other monitoring activities, to guide the plans and objectives for the upcoming year.

Report Prepared by: Zoe Walters
Researcher

Report Submitted by: Laura Keating
Acting Chief Research Officer

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



Monitoring our Multi-Year Strategic Plan: 2018-2019

Survey Report

Report prepared by:
Research & Development Services
7/9/2019



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Monitoring our Multi-Year Strategic Plan: 2018-2019

Survey Report

In 2016, the Halton Catholic District School Board (HCDSB) released a 5-year strategic plan, with the purpose of identifying the board's values and various goals related to those values. Research and Development Services surveys stakeholders each year to help assess how we are progressing in our strategic goals. This report contains data collected from the survey for year 3 of the current Strategic Plan.

HCDSB staff, secondary students, and parents were invited to complete this voluntary and anonymous survey from June 11th to June 28th, 2019. In total, 903 stakeholders completed the survey. Please note that the 'n' value for each question reflects the number of respondents that answered the question.

I. Demographics

Table 1: Respondents role in the Halton Catholic District School Board community

Role	%	Count
Parent/Guardian	75%	675
School staff	20%	179
Board office (CEC) staff	3%	28
Secondary school student	2%	21
Total	100%	903

Respondents were asked to indicate their role. If they had two roles, they were asked to answer with one of their roles in mind. Respondents were able to complete the survey twice, representing both roles (e.g. parent and staff). The majority of respondents (75%; n = 675) indicated they were parents/guardians.

**Table 2a: Elementary versus secondary school responses: Parents/Guardians**

Panel	%	Count
Elementary	69%	465
Secondary	17%	112
Both elementary and secondary	15%	98
Total	100%	675

Parents/guardians were asked whether their child/children attended elementary and/or secondary school. The majority of respondents indicated that their children attended elementary school.

Table 2b: Elementary versus secondary school responses: Staff (n = 178)

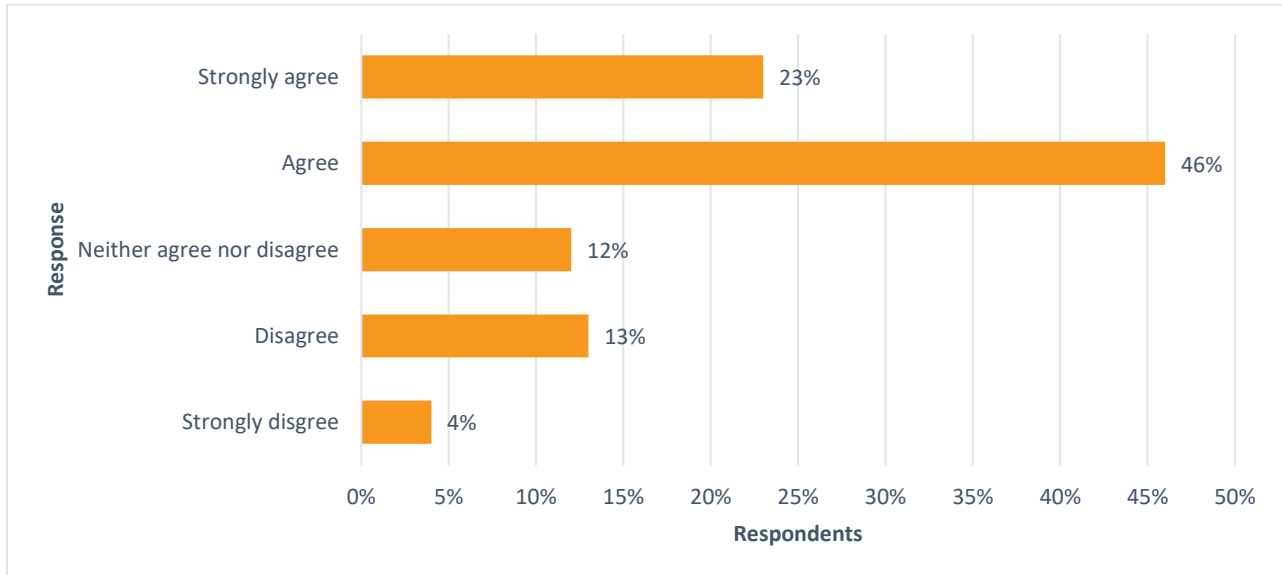
Panel	%	Count
Elementary	58%	104
Secondary	42%	74
Total	100%	178

If respondents indicated that they were school staff, they were asked to select their panel. Similar to the parent responses, the majority of participants were in the elementary panel.



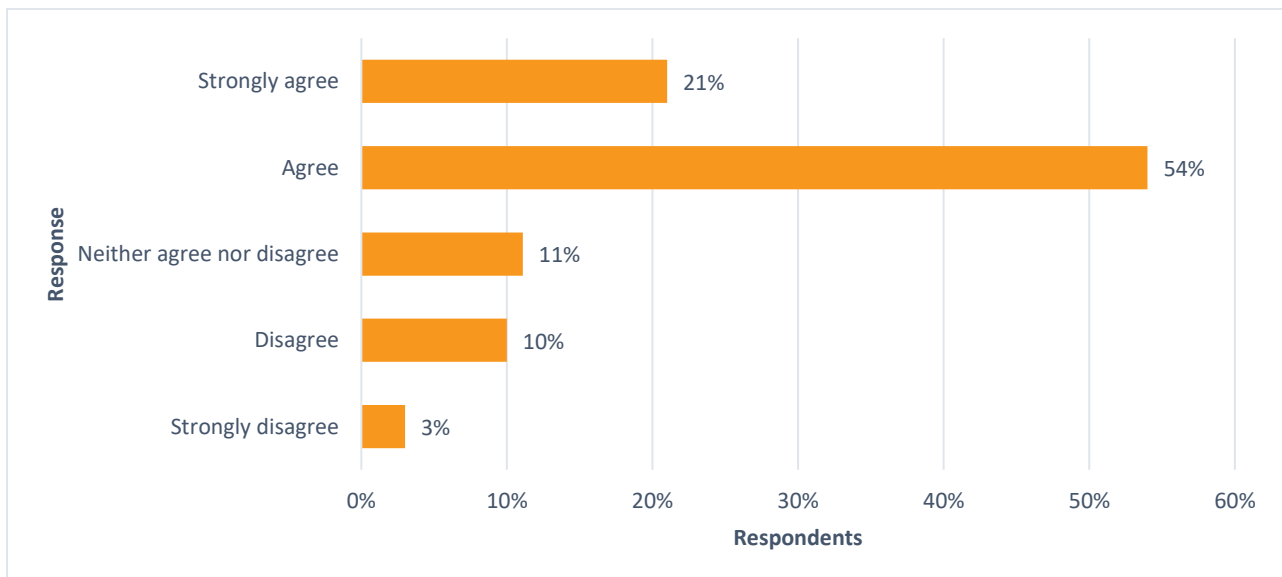
II. Achieving

Table 3: Educational experiences and opportunities at HCDSB schools support all learners (n = 899)



69% of respondents agreed or strongly agreed that the HCDSB offers educational experiences and opportunities to support all learners.

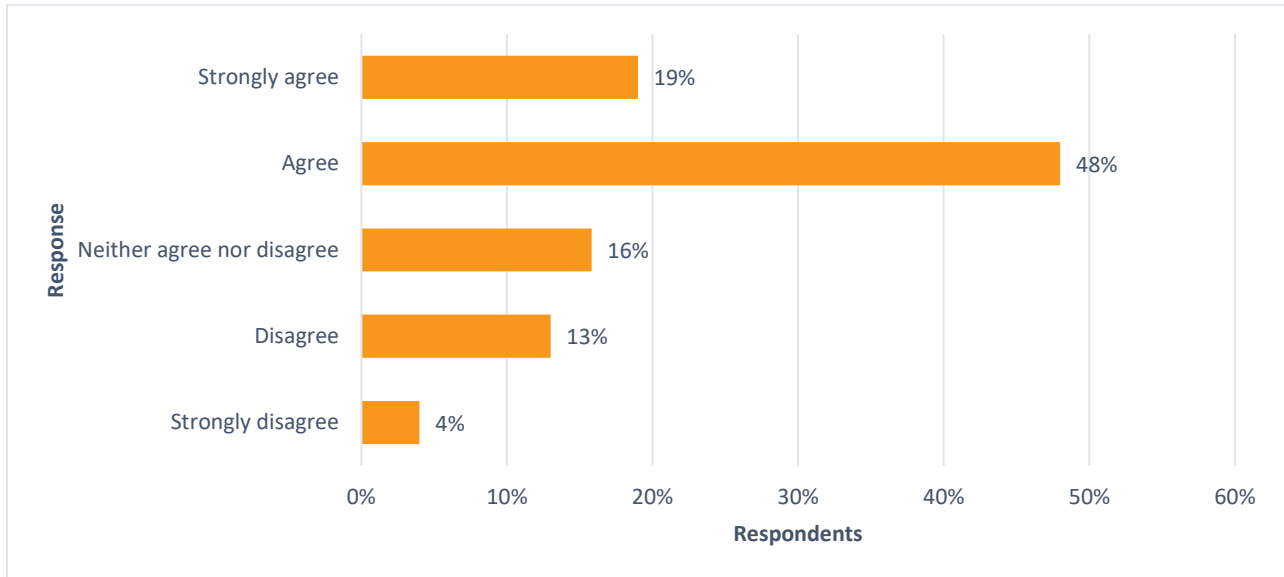
Table 4: Teachers and learners collaborate in the school/classroom in ways that promote student engagement, learning and achievement (n = 892)





75% of respondents agreed or strongly agreed that at HCDSB schools, teachers and learners collaborate in ways that promote student engagement, learning, and achievement.

Table 5: The HCDSB holds high expectations for all learners (n = 893)

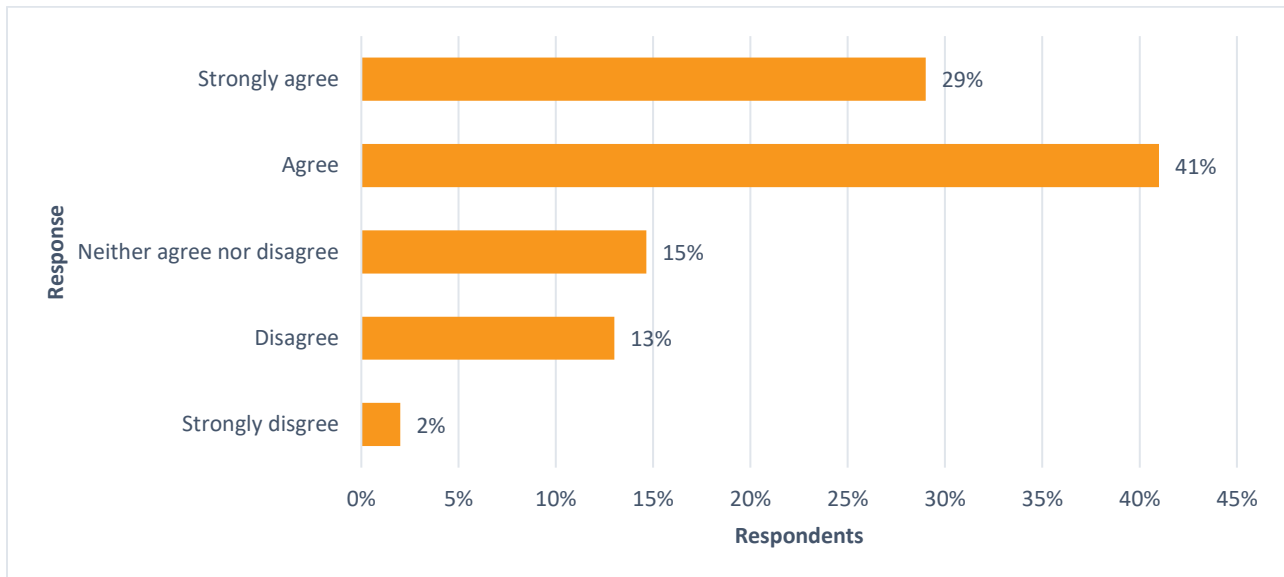


67% of respondents agreed or strongly agreed that the HCDSB holds high expectations for all learners.



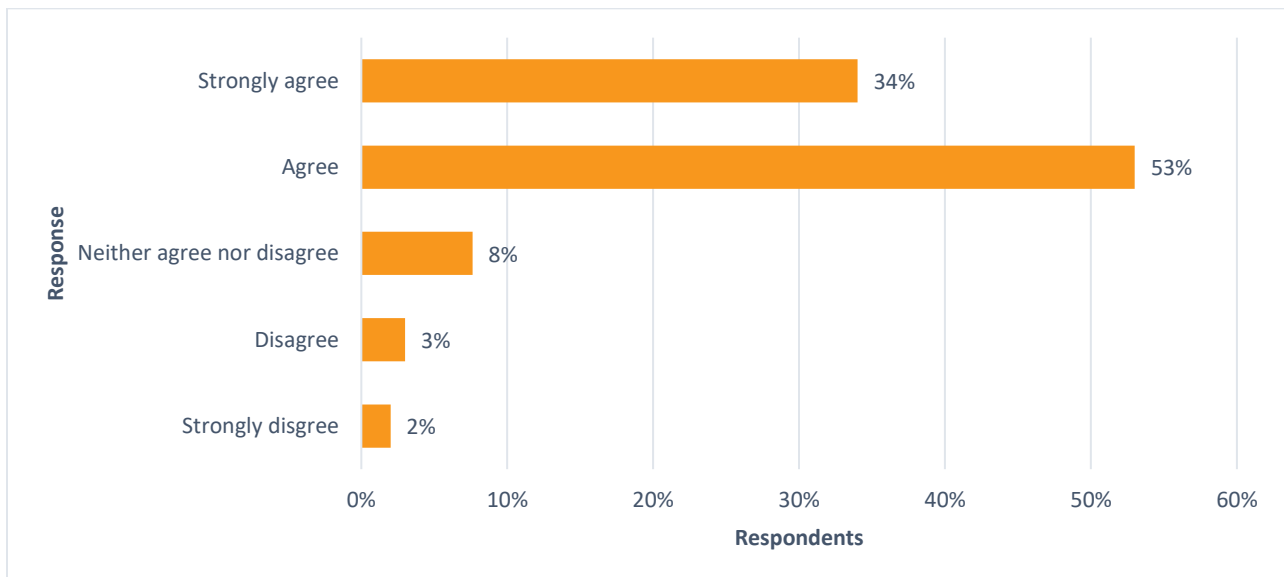
III. Believing

Table 6: Respondents understanding of the [Ontario Catholic School Graduate Expectations](#) (n = 874)



70% of respondents agreed or strongly agreed that they had a good understanding of the Ontario Catholic School Graduate Expectations.

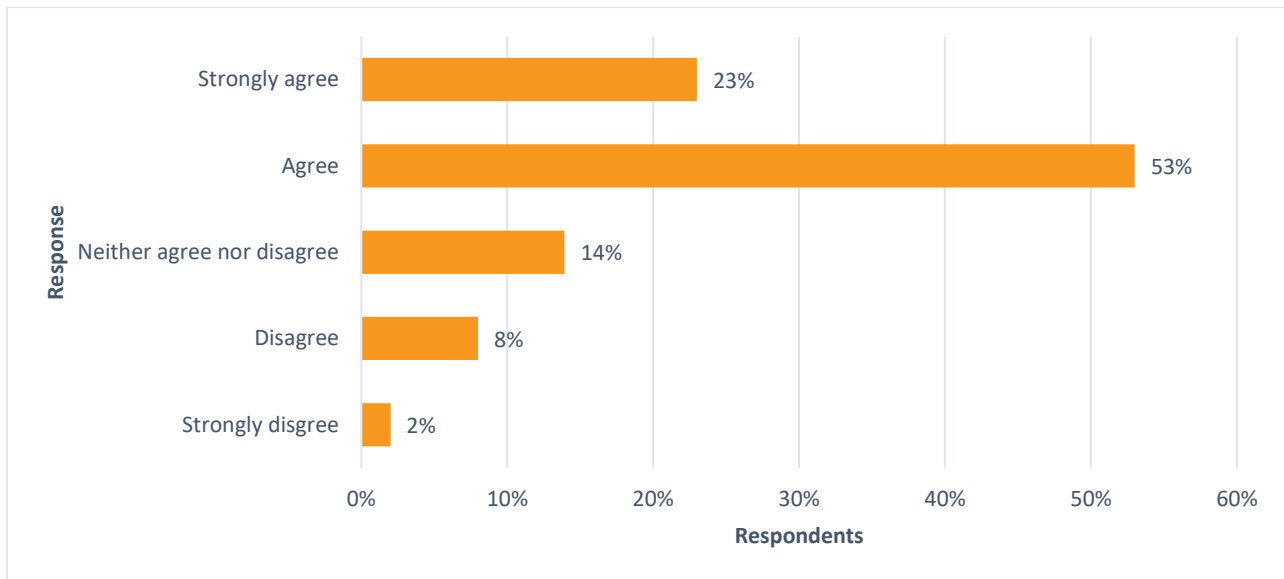
Table 7: The HCDSB promotes a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations (n = 892)





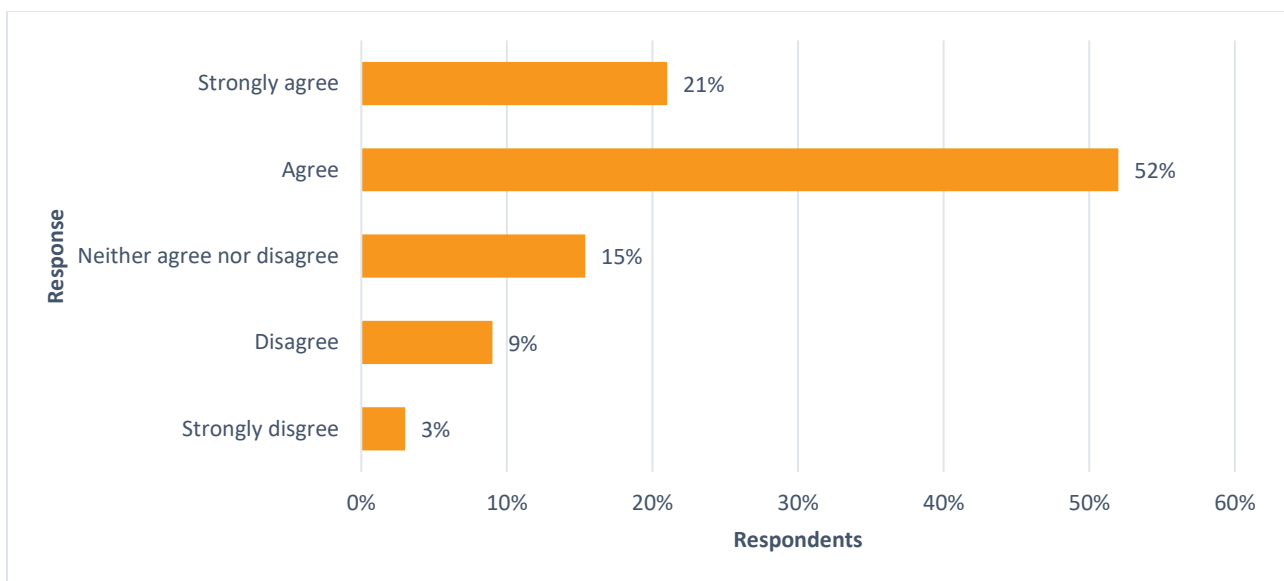
87% of respondents agreed or strongly agreed that the HCDSB promotes a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations.

Table 8: Schools and parishes work together to strengthen home/school/parish relationships (n = 876)



76% of respondents agreed or strongly agreed that the HCDSB schools and parishes work together to strengthen home/school/parish relationships.

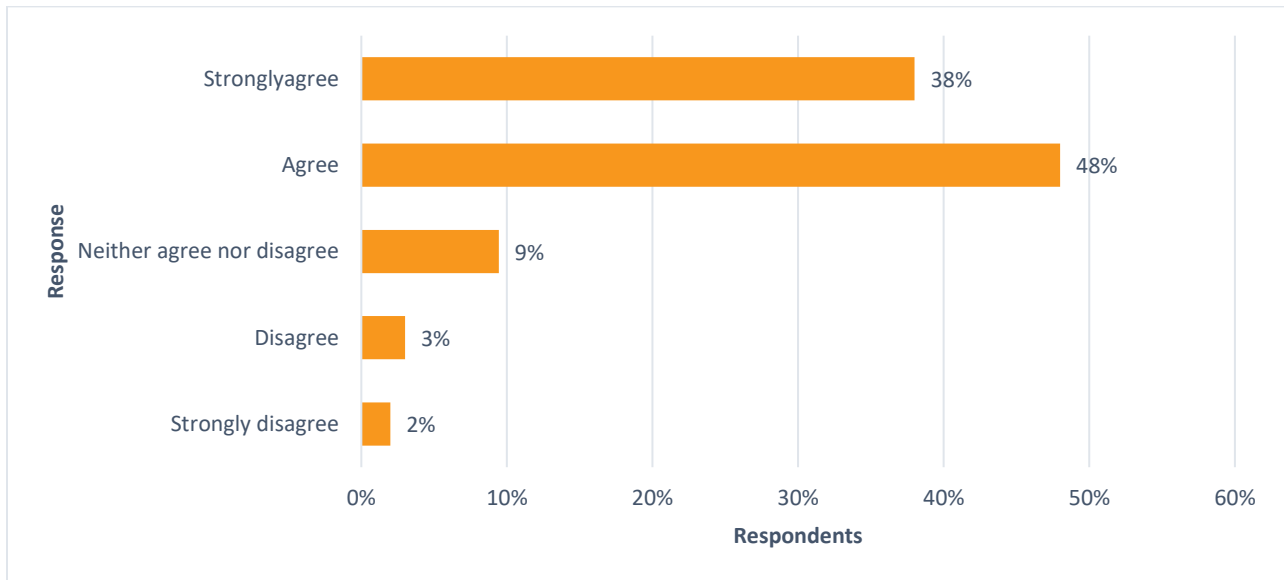
Table 9: HCDSB students and staff model Christ in their actions (n = 891)



73% of respondents agreed or strongly agreed that HCDSB students and staff model Christ in their actions.



Table 10: Faith formation opportunities for its staff¹ (n = 201)



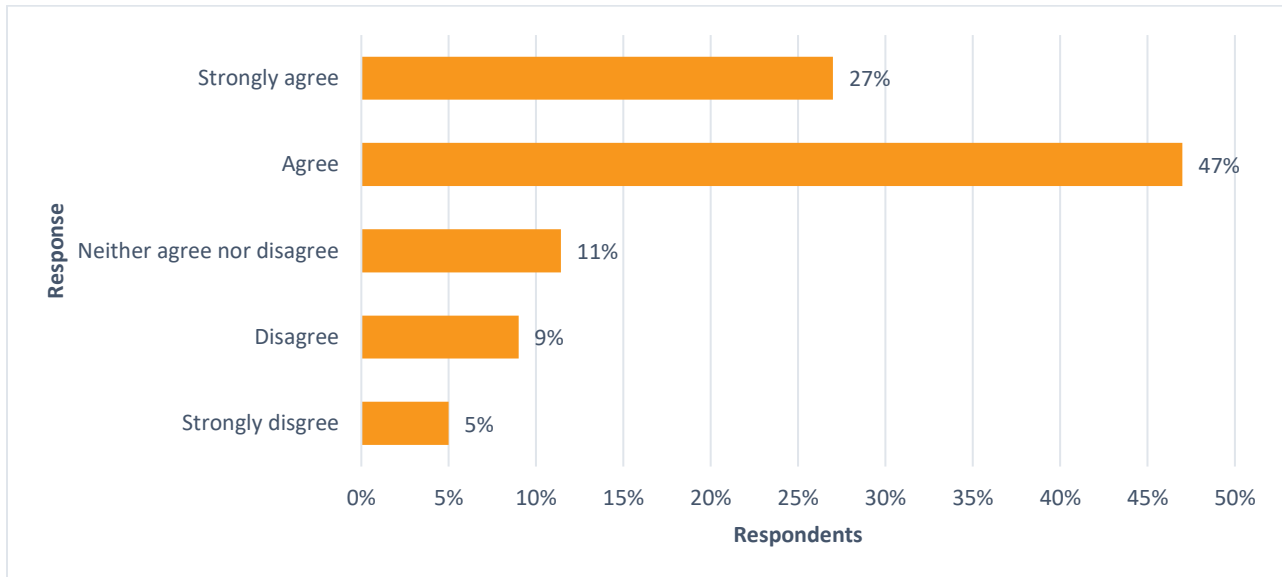
86% of respondents agreed or strongly agreed that the HCDSB offers faith formation opportunities for its staff.

¹ Only asked to board and school staff



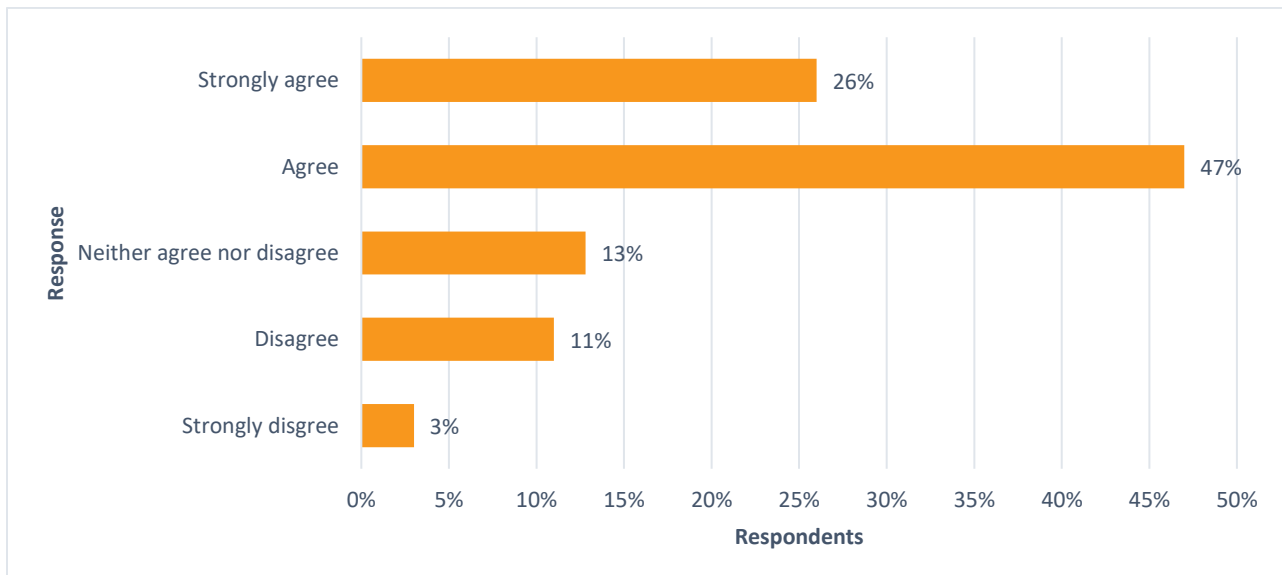
IV. Belonging

Table 11: Student safety at HCDSB schools (n = 893)



74% of respondents agreed or strongly agreed that HCDSB schools promote student safety.

Table 12: Staff safety at HCDSB workplaces² (n = 203)



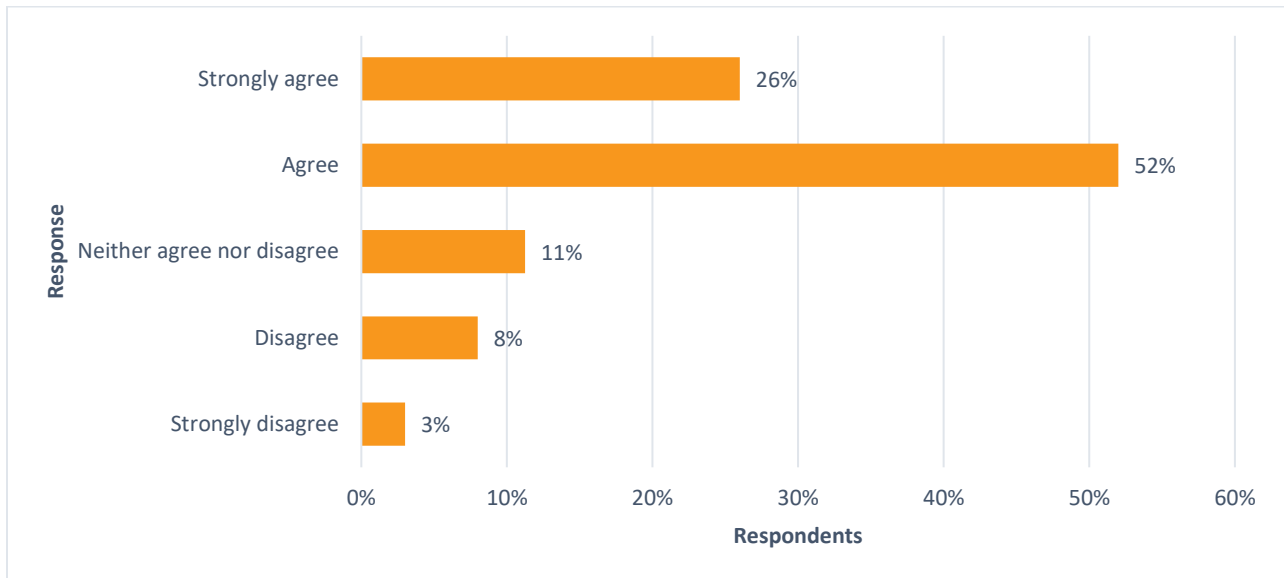
73% of respondents agreed or strongly agreed that HCDSB workplaces promote staff safety.

² Only asked to school and board staff



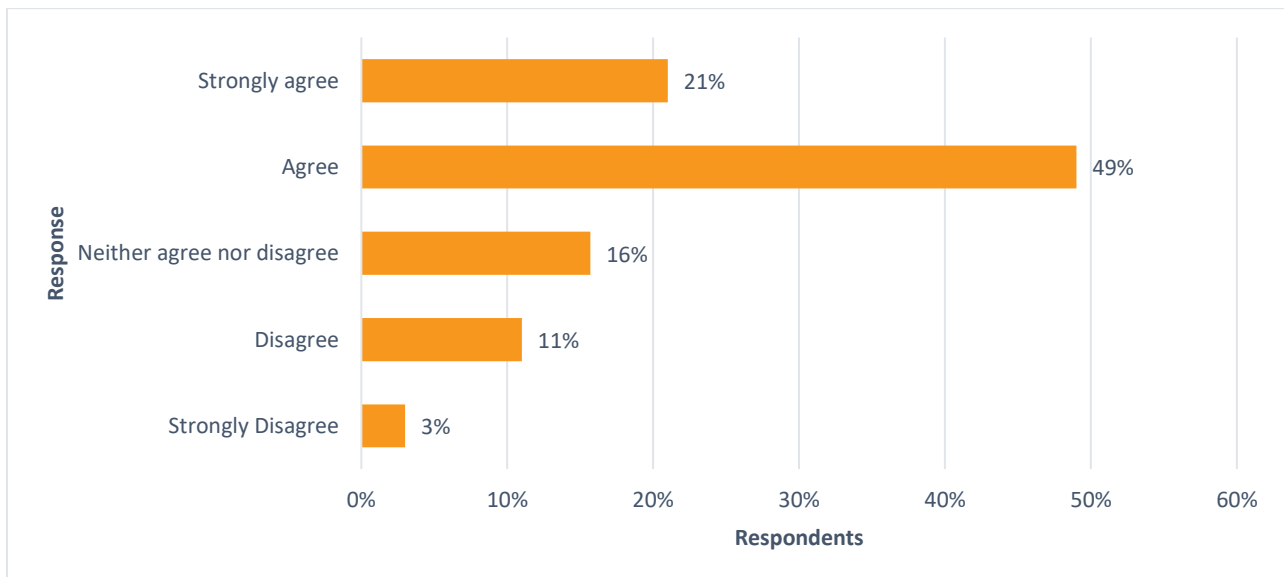


Table 13: Belonging at HCDSB schools: Students (n = 893)



78% of respondents agreed or strongly agreed that HCDSB schools are welcoming for all, and promote a positive sense of belonging.

Table 14: Belonging at HCDSB workplaces: Staff³ (n = 204)

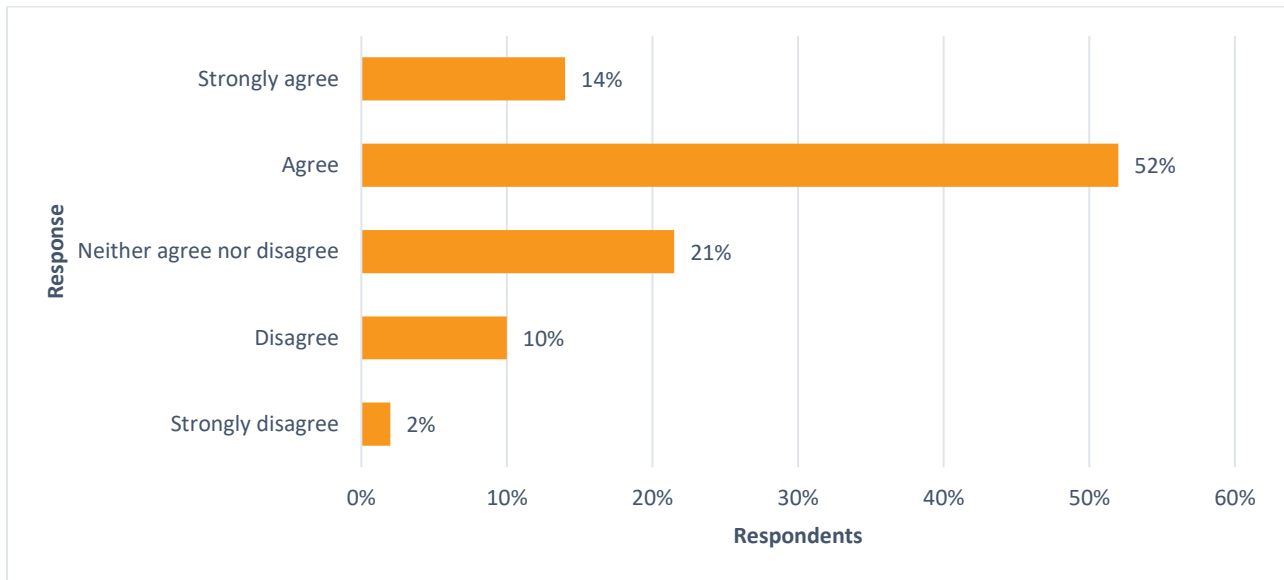


70% of staff respondents agreed or strongly agreed that their HCDSB workplaces are welcoming for all staff, and promote a positive sense of belonging.

³ Only asked to school and board staff

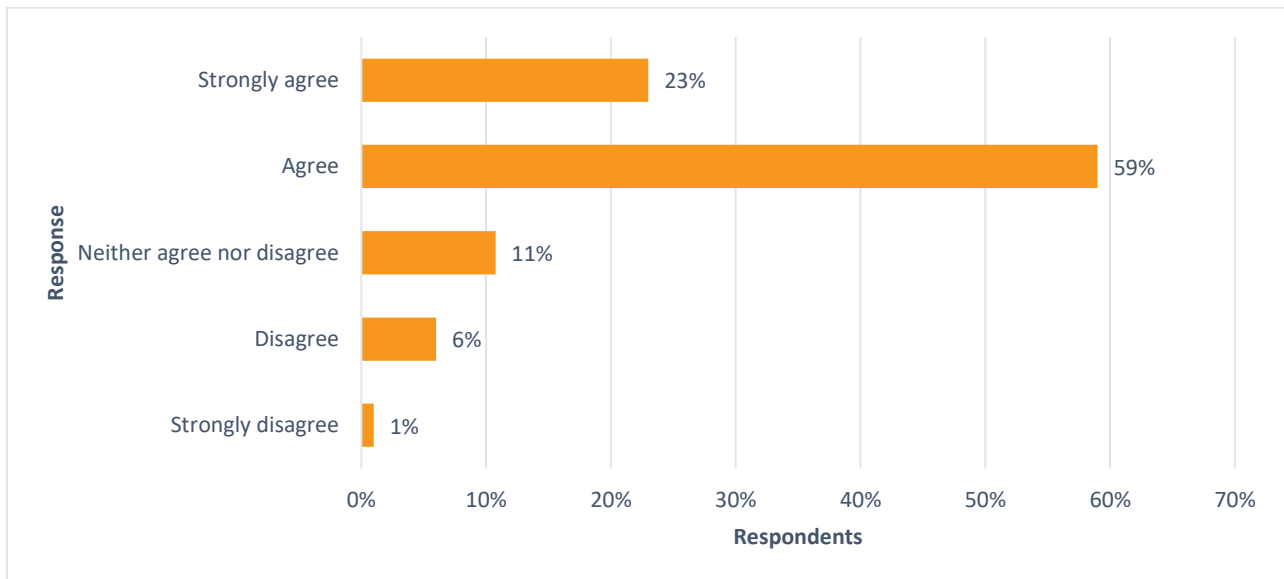


Table 15: Community relationships: HCDSB (n = 870)



66% of respondents agreed or strongly agreed that the HCDSB nurtures and supports relationships with community/external partners.

Table 16: Community engagement: Students (n = 892)

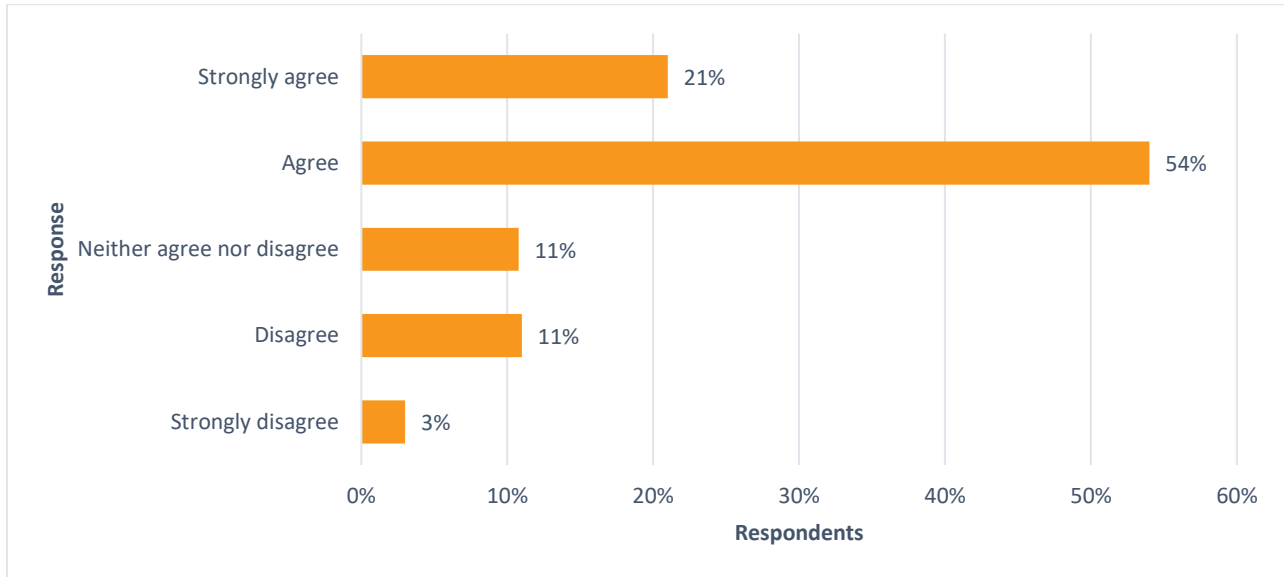


82% of respondents agreed or strongly agreed that HCDSB students are taught to think of others, and are given opportunities to get involved and be leaders in the school and/or community.



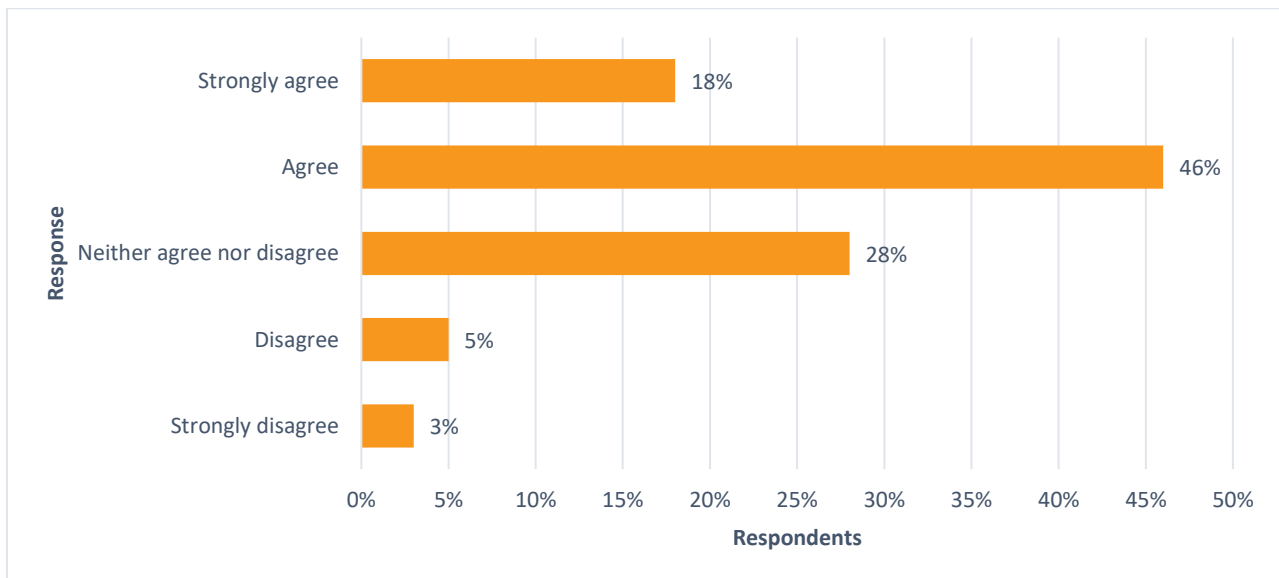
V. Foundational Elements

Table 17: Professional development and training for HCDSB staff⁴ (n = 203)



75% of respondents agreed or strongly agreed that HCDSB staff have opportunities for professional development and training related to their role.

Table 18: HCDSB makes evidence-based decisions and strategies⁵ (n = 204)



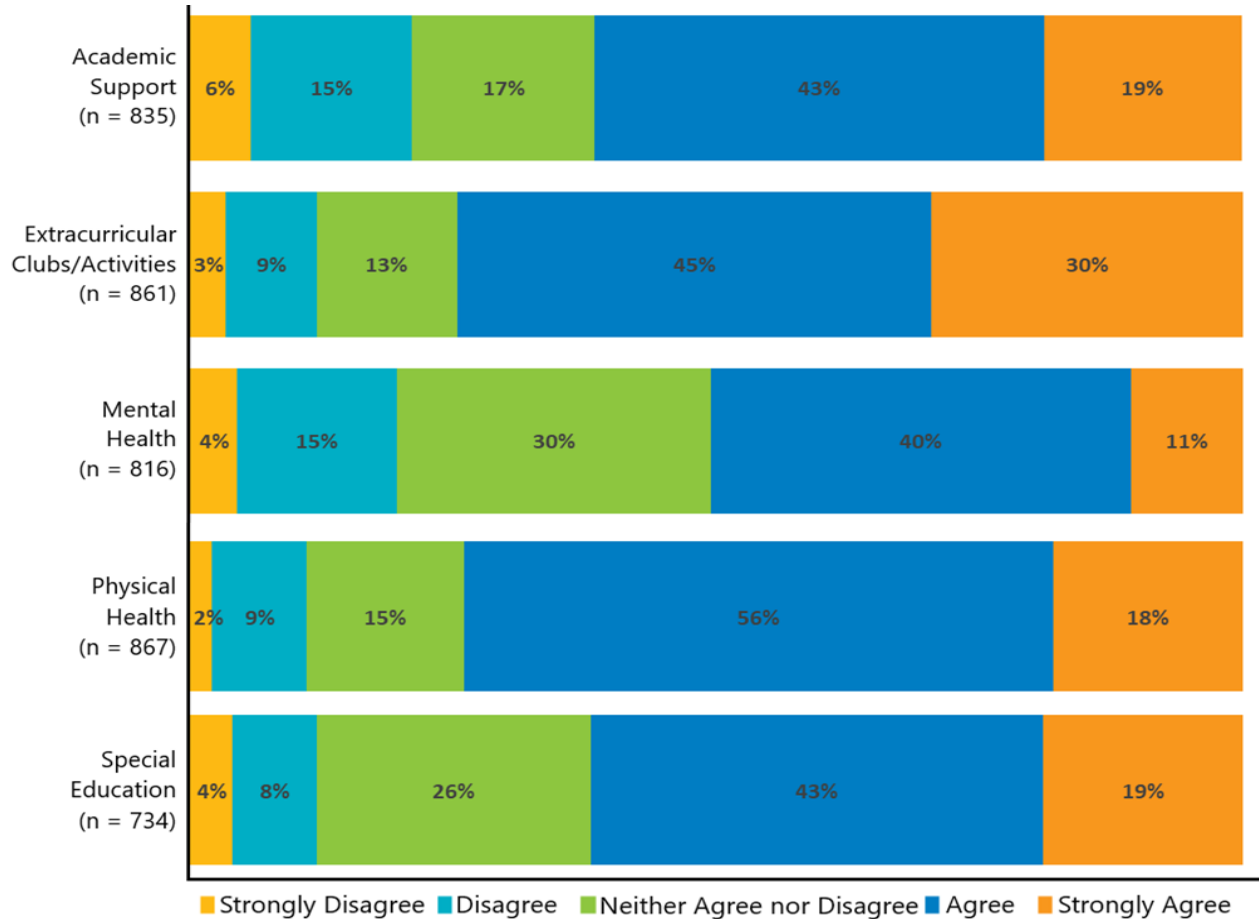
⁴ Only asked to school and board staff

⁵ Only asked to school and board staff



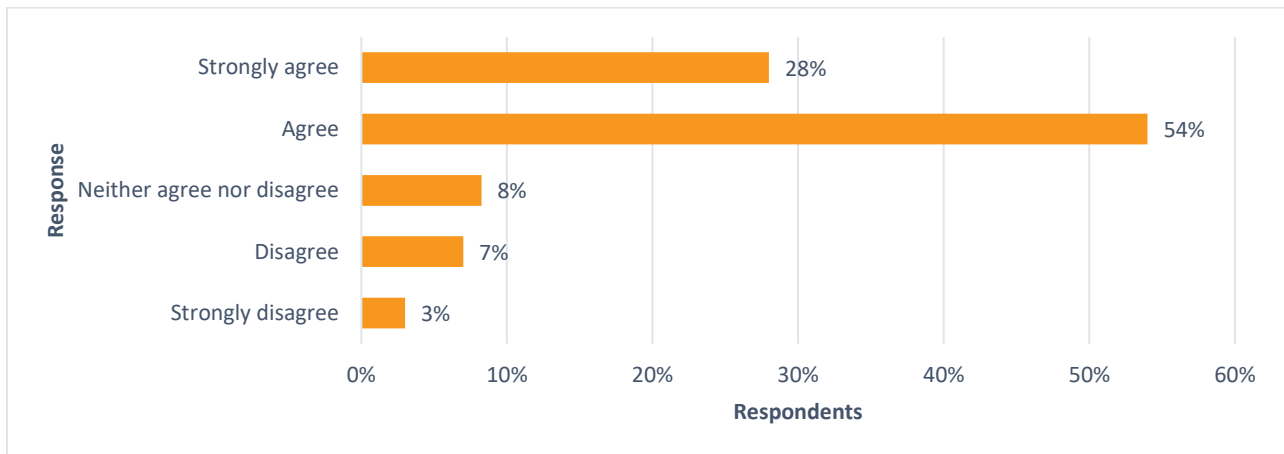
64% of respondents agreed or strongly agreed that the HCDSB uses evidence/data to inform decisions, strategies, or initiatives.

Table 19: Support and opportunities for HCDSB students



The majority of respondents agreed or strongly agreed that schools offered support/opportunities to students in all of the above areas.

Table 20: Communication from school/board office: General (n = 895)



82% of respondents agreed or strongly agreed that communication from schools/the board office is clear, transparent, and responsive.

Table 21a: Communication from the school/board: Social media (n = 900)

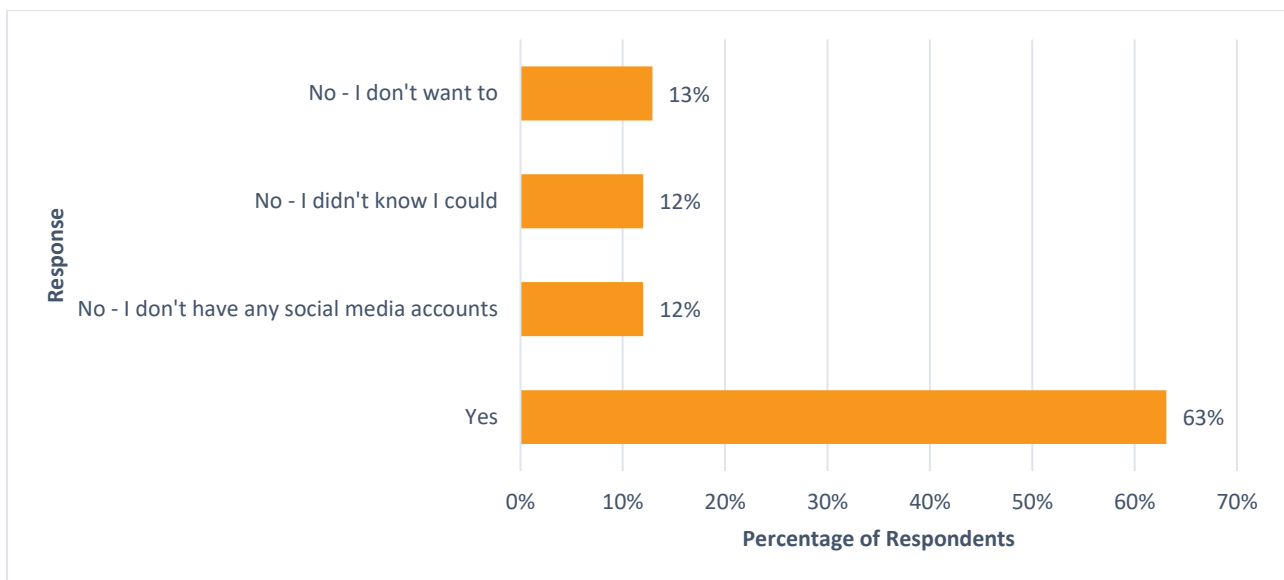
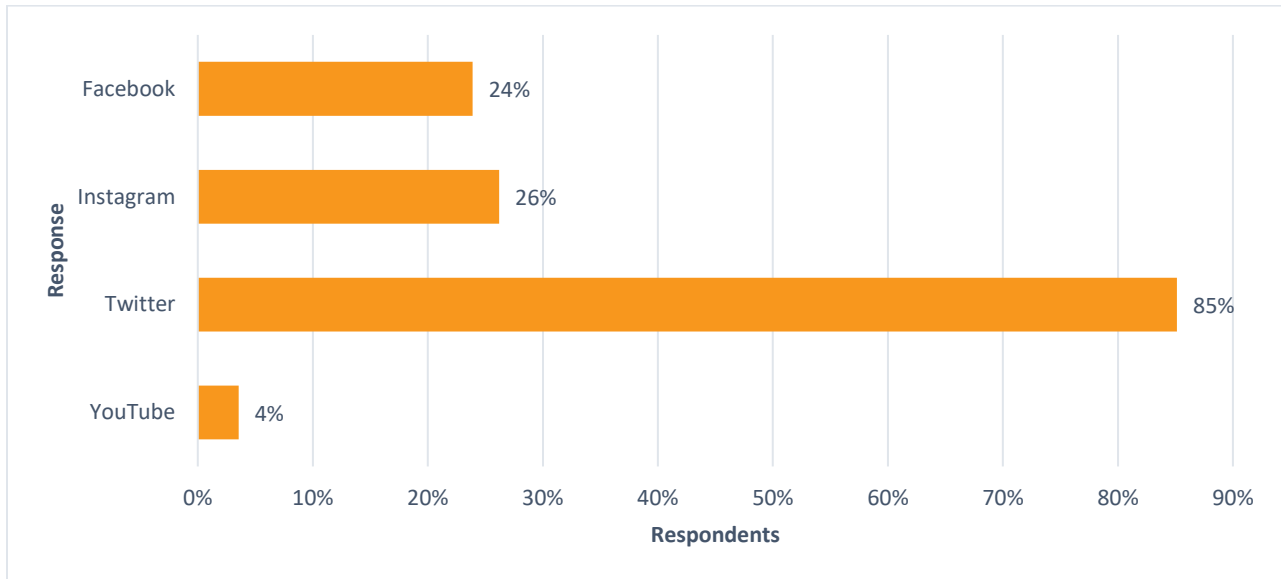


Table 21b: Communication from the school/board: Social media accounts (n = 565)



63% of respondents follow schools, HCDSB, and/or staff on social media (Table 21a). Respondents who indicated they did follow one or more social media accounts were asked to specify which ones they follow (Table 21b). Twitter was the most common platform, with 85% followers.



Strategic PLAN 2016-2021

Director's Report to Trustees
Year 3 of Implementation
September, 2019





ACHIEVING

Meeting the needs of all learners

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



BELIEVING

Celebrating our Catholic faith & aspiring to be models of Christ

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



BELONGING

Embracing relationships & sustaining safe, welcoming schools

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



FOUNDATIONAL ELEMENTS

Optimizing organizational effectiveness

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



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

- 1.1 Students are supported in their schools and classrooms using a tiered intervention model and evidence-informed instruction to meet individual needs.
- 1.2 Parents, educators, and professionals work together to determine student needs and goals.
- 1.3 Optional and alternative programming available in preparation for post-secondary destination pathways.
- 1.4 State-of-the-art facilities are constructed (consolidation + new build) and school populations are addressed to ensure appropriate use of space.

Successes:

- We continue to successfully operate Thomas Merton Centre for Continuing Education to support all learners in our school community. **(1)**
- All Elementary schools have Empower Reading Programs, run by trained staff. **(1.1)**
- Use of **CCAT and K-TEA** assessments to support evidence informed instruction. **(1.1)**
- Widespread use of intervention programs (Key Math, LLI, Lexia Reading, Gate, etc.) to support learning. **(1.1)**
- Widespread use of assistive technology. **(1.1)**
- System-wide use of Applied Behaviour Analysis (ABA) strategies to support a wide range of learners. **(1.1)**
- Implementation of evidence-based social skills programs in both elementary and secondary panels to support students with social/communication differences. **(1.1)**
- All HCDSB parents were invited to provide their feedback via five online surveys, including Strategic Plan Monitoring, Budget Planning, Long-Term Capital Plan, Parent Satisfaction. **(1.2)**
- Eight (8) surveys were administered to specific parent groups (e.g., parents with a gifted child, parents with children participating in MindUP). **(1.2)**
- Parent consultation into Individualized Education Plan (IEP) process. **(1.2)**
- Transition planning meetings and activities. **(1.2)**
- Kindergarten information evening for parents of children with special needs. **(1.2)**



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Successes (cont'd):

- Five (5) OYAP programs and 26 SHSM programs were offered to students **(1.3)**
- Students in grades 7 through 12 continue to use myBlueprint in preparation for post-secondary destinations. **(1.3)**

In 2019, there were:
 - 2,293 unique logins for grade 7;
 - 2,339 unique logins for grade 8;
 - 3,226 unique logins for grade 9;
 - 3,131 unique logins for grade 10;
 - 2,809 unique logins for grade 11; *and*
 - 2,884 unique logins for grade 12.
- During the 2018-2019 school year, 285 students were enrolled in the International Baccalaureate (IB) Programme offered at [St. Thomas Aquinas Catholic Secondary School](#) in Oakville; 171 students in the Pre-IB courses (grades 9 and 10), and 114 students in the IB courses (grades 11 and 12). **(1.3)**
- During the 2018-2019 school year, the IB Programme at St. Thomas Aquinas successfully completed a [comprehensive evaluation](#) process by the IB World Schools Department. **(1.3)**



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Successes (cont'd):

- Participation in the Ministry of Education's pilot project for students with developmental disabilities transitioning to post-secondary environments. **(1.3)**
- Creation of an electronic D2L platform to provide educators with alternative programming and resources. **(1.3)**
- A pilot project was established for students with developmental disabilities (DD) transitioning to post-secondary pathways. **(1.3)**
- Planning Services reviews the Long-Term Capital Plan (LTCP) on an annual basis to ensure it is kept up to date and reflects the most current trends; the most recent update was presented to the Board of Trustees on June 4, 2019. **(1.4)**
- The Board acquired its Milton #3 CSS site in September, 2018 to meet Milton's growing secondary accommodation needs, in compliance with the 2019 Long-Term Capital Plan and the 2018 Education Development Charges By-law. **(1.4)**



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Successes (cont'd):

- [St. Scholastica Catholic Elementary School](#) opened in September, 2018, incorporating improvements that support new pedagogies (resource rooms, teaching workrooms, and a food & nutrition room). **(1.4)**
- We completed a major school addition at [St. Mark Catholic Elementary School](#) in early 2019, which included six (6) classrooms, washrooms, a resource room, a child care centre and EarlyON centre. **(1.4)**
- Major renovation projects, including HVAC systems, lighting, washroom renovations, door and locker replacements, flooring, painting and programming improvements, were undertaken at the following eight (8) schools **(1.4)**:
 - [Assumption Catholic Secondary School](#);
 - [Bishop Reding Catholic Secondary School](#);
 - [Notre Dame Catholic Secondary School](#),
 - [Canadian Martyrs Catholic Elementary School](#);
 - [St. Gabriel Catholic Elementary School](#);
 - [St. Mark Catholic Elementary School](#);
 - [St. Michael Catholic Elementary School](#); and
 - [St. Catherine of Alexandria Catholic Elementary School](#).
- Two (2) new natural kindergarten outdoor learning play spaces were installed ([Holy Cross Catholic Elementary School](#), and [St. Dominic Catholic Elementary School](#)). 45 of 45 elementary schools now are complete. **(1.4)**



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

- 2.1 Support innovative teaching practices and instructional methods enabled by technology to more precisely address the learning needs of all students.
- 2.2 Engage students in authentic, personalized, relevant inquiry learning.
- 2.3 Modernize schools and classrooms that support and enhance innovation in learning.
- 2.4 Provide high capacity network infrastructure, software deployment strategies, cloud-based applications and seamless BYOD.
- 2.5 Mapping of Ontario Catholic School Graduate Expectations and 21st century competencies.
- 2.6 Provide staff with training and resources to better utilize technology relevant to their learning needs.

Successes:

- Twelve (12) sessions of the following eLearning courses were offered to students **(2.1; 2.3)**:
 - ASM2OE Grade 10 Media Arts
 - BBB4ME Grade 12 International Business Fundamentals
 - PPZ3CE Grade 11 Health for Life
 - HHG4ME Grade 12 Human Development Throughout the Lifespan
 - HIP4OE Grade 12 Personal Life Management
 - HSC4ME Grade 12 World Cultures
 - OLC4OE Ontario Secondary School Literacy Course
 - SCH4CE Grade 12 Chemistry (College)
 - SCH4UE Grade 12 Chemistry (University)
 - SPH4CE Grade 12 Physics (College)
- During the 2018-2019 year, each school had a Learning Commons at various stages of implementation. **(2.1, 2.3)**
- We hosted two (2) SEA Technology Showcase events for parents and students. **(2.1)**
- Increased use of assistive technology, included for EQAO and OSSLT. **(2.1)**
- Purchased more than 800 new devices through Curriculum Services, including 667 iPads for grades 1-6 to support the Board's focus on using D2L Brightspace Portfolio app. **(2.3)**
- Strengthened existing wireless coverage by adding an additional 100 access points. **(2.3)**
- Purchased more than 2,200 new devices through Information Technology (IT) Services (the 2017-18 amount was 1,600) including desktops, laptops, Chromebooks and tablets, specifically designed for an educational environment with multi-year warranties. **(2.3)**



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Successes (cont'd):

- On an average school day, approximately 23,000+ wireless devices are active and supported on our network (the 2017-18 amount was 21,000). **(2.4)**
- Internet bandwidth currently at 10 GB and the circuits operate at a peak of 70% during the school day. **(2.4)**
- Mapping of the Ontario Catholic School Graduate Expectations (OCSGE) and 21st Century competencies, along with Renewing the Promise, has begun as an internal strategy to align with promoting developmental assets in schools. **(2.5)**
- Over 1,100 elementary educators participated in professional development sessions on how to use the Brightspace Portfolio. **(2.6)**
- Kindergarten, intermediate math, and secondary educators, plus 21st Century Champion administrators received targeted professional development on D2L Brightspace. **(2.6)**
- The Secondary P.A. Day in November focused on educating about 21st Century Competencies in a mini-conference format, followed by inter-school department meetings and 104 workshop sessions. **(2.6)**
- Professional development provided to summer eLearning Teachers, co-op and credit recovery Teachers, etc. to support virtual learning. **(2.6)**
- 'Tech Roadshows' with Curriculum Itinerants, Pathways Itinerants, and Library Technicians offered to educators in six (6) elementary schools (additional activities include an Apple robotics learning session and Coding Quest). **(2.6)**
- In-services were delivered to orient staff to the Microsoft Office 365 platform: IT Technicians and Curriculum resources provided one-on-one training to school staff on learning tools and applications (interactive whiteboards, OneNote, D2L) and on main systems for the end user (Trillium, BAS, School Cash Accounting, and school websites). **(2.6)**
- Information Technology and Curriculum Services invested in a new online training platform to be introduced in the 2019-2020 school year. **(2.6)**



3. We hold high expectations for all learners.

3.1 Provide support and self-directed professional learning opportunities.

3.2 Students provided with opportunities to gain experiences, skills and knowledge needed for success in the real world.

Successes:

- Thirty-two (32) experienced administrators provided mentorship to thirty-nine (39) Principals and Vice-Principals in their first and second year of their role through the mentoring program; opportunities for self-directed learning and goal setting were established using a Growth Plan. **(3.1)**
- The Catholic Leadership Program supported learning for teachers interested in pursuing positions of added responsibility; forty-nine (49) people enrolled in Module 1 (year 1) and twenty-three (23) graduated from Module II (year two). **(3.1)**
- A series entitled, “Your Steps, Your Direction” was offered to all staff through the leadership development strategy; eighteen (18) people participated in the three-part series that focused on helping people discern a leadership calling. **(3.1)**
- We supported a number of self-directed professional learning opportunities in 2018, including two (2) TLLP projects: one on *STEAM Education and Collaboration with Students*, and the other on *Creating Maker-Spaces within Elementary Schools*. **(3.1)**
- Principals and Vice-Principals continued their own peer-led learning on 21st Century Competencies and Tools through a Family of Schools Model to better support implementation of these learning strategies and environments across the system. **(3.1)**
- Collectively, over 500 professional learning sessions for Teachers and designated Early Childhood Educators through divisional and staff meetings, site-based coaching as well as virtual communication initiatives. **(3.1)**
- Fifteen (15) after school “Twilight” workshops for elementary Teachers addressing a variety of topics to support professional learning needs identified by the participants. **(3.1)**



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Successes (cont'd):

- “Mental Health in the Workplace” workshops were organized by the Curriculum SO, Chief Social Worker and Chief of Mental Health, Human Resources Support Worker as well as the Employee Assistance Program (EAP) provider. The activities were included in a P.A. day in September, 2019 at all fifty-five (55) schools facilitated by a team of school site staff. **(3.1)**
- Camp Summerland: a literacy and numeracy camp for elementary students funded through CODE. A team of six (6): Principals and educators programmed for fifty-seven (57) students on a daily basis for three (3) weeks (view [Camp Highlights](#) for further details). **(3.1)**
- Over sixty (60) Teachers attended *Summer Institute for Elementary Teachers 2019*—a two-day program for Kindergarten to grade 8 elementary Teachers, with a focus on Math, Classroom Discipline and Literacy. **(3.1)**
- Students continue to use the Individual Pathways Plan/Pathways Planner. **(3.2)**



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

- 1.1 Increase awareness of the Ontario Catholic School Graduate Expectations.
- 1.2 Provide tools, resources and supports to staff so that Curriculum across all subject matters is taught through the lens of the Catholic faith.
- 1.3 Introduce and provide opportunities for traditional and contemporary Catholic spiritual practices to support all students in engaging and sustaining a vibrant spiritual life in relationship with God.
- 1.4 Provide liturgical supports and in-servicing for staff.
- 1.5 Provide Adult Faith Formation opportunities for all staff.
- 1.6 Provide staff with tools and supports to strengthen and enhance the characteristic belief and spirit of our Catholic school communities.

Successes:

- The annual Strategic Plan Monitoring Survey, released in June, 2019, suggests that 70% of HCDSB stakeholders have a good understanding of the Ontario Catholic School Graduate Expectations. **(1.1)**
- The Ontario Catholic School Graduate Expectations, a focus on key messaging shared through news releases, school and board website stories, social media, Director and Trustee communications. **(1.1)**
- Creative design work (window decals, banners, etc.) promoting the Ontario Catholic School Graduate Expectations were completed in seventeen (17) elementary schools and two (2) secondary schools across HCDSB. **(1.1)**
- We received accreditation to offer Additional Qualification (AQ) courses in Religious Education in Catholic Schools. During the 2018-2019 school year, we offered Parts I and II. **(1.2)**
- Catholic values training continues to be offered to community members and professionals who work in our schools and with our students. **(1.2)**
- *Our Catholic Schools: A Framework for Reflection* was revised and released to schools as a tool to ensure a Catholic learning experience under the domains of Catholic Environment; Catholic Staff; Catholic Curriculum; and Catholic Community. **(1.2)**
- Continued to distribute meditation kits to schools and in-service their use with assistance from Child and Youth Counsellors. **(1.3)**
- Adult Faith Formation sessions were provided on Praying the Liturgy of the Hours, using the facets of love found in scripture to transform our work as Catholic educators, and using the Beatitudes as guideposts for life. **(1.3)**
- School Chaplains participated with prayer and reflection at the in-services for Teachers on the rollout of the new secondary school religious education program. **(1.3)**
- Hundreds of students and staff from across HCDSB schools participated in the 10th annual “Walk with Jesus” celebration during Catholic Education Week in May, 2019. **(1.3)**



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Successes (cont'd):

- Provided information about the liturgical year and how to celebrate it to staff through “Grace Notes” newsletter. **(1.4)**
- Provided an Adult Faith Formation session on understanding Advent. **(1.4)**
- Advent and Lenten materials, reflections and visuals supplied to all schools for use with staff and students at all levels. **(1.4)**
- Eleven (11) staff members were trained as Extraordinary Ministers of the Eucharist to assist in schools and received mandates from the Diocese. **(1.4)**
- Provided opportunity for staff to pray and meditate with the Labyrinth at Central Park. **(1.4)**
- Offered Liturgy of the Hours, Christian Meditation, Lenten meditation in Catholic Education Centre Chapel and provided rosaries and prayer cards. **(1.4)**
- Utilized the display table in the Catholic Education Centre Lobby to share education about our faith, including: the Liturgical Year, history, information about saints and practices. **(1.4)**
- Disseminated the Diocesan guidelines for liturgical celebration (Gathered as One) and invited participation in the Diocesan liturgical music workshop and retreat. **(1.4)**
- Offered Adult Faith Formation sessions to staff; 551 staff members attended. **(1.5)**
- Registered attendance at *Theological Education for Leadership* was 315 over three (3) sessions. **(1.5)**
- Offerings to enhance spiritual practices included sessions on scripture, praying the Liturgy of the Hours, reflection and meditation on seasons and special times in the Church year, as well as Christology, examination of Pope Francis’ “Gaudete et Exsultate”, oecumenical education. **(1.5)**
- Provided opportunities for prayer and meditation at the Catholic Education Centre, in addition to the three (3) scheduled Masses, Ash Wednesday liturgy, Stations of the Cross during Holy Week and a prayer service for a member of staff who died. **(1.5)**



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Successes (cont'd):

- The annual HCDSB Staff Retreat was attended by forty-three (43) people. **(1.5)**
- All secondary school Chaplains were provided the opportunity to attend a personal retreat for their own spiritual development and refreshment. **(1.5)**
- Two (2) members of Catholic Education Centre staff participated in the Diocesan Faith Formation Program (*From Information to Transformation*). **(1.5)**
- Provided presentations by author Anne Garrido to Pastoral Animators, School Chaplains, and school and Board Administrators. **(1.5)**
- Current publications and research about Youth and Faith provided to chaplaincy team leaders. **(1.5)**
- Formal Commissioning of Secondary School Chaplaincy Leaders by Vicar for Education. **(1.6)**
- Provided an Adult Faith Formation session on creating a physical environment to support the journey of faith in our learning communities. **(1.6)**
- Monthly reflections by Chaplains, posted on StaffNet and the Board website. **(1.6)**
- Speakers attended three (3) of the Chaplains' meetings for their professional development. **(1.6)**
- Resources and reading materials for faith development, and to support the liturgical seasons sent to all Chaplains and Pastoral Animators to support ministry to the schools. **(1.6)**



2. Our schools foster the relationship between home and parish.

- 2.1 Create and facilitate opportunities for dialogue, initiatives and activities that will support a vibrant Catholic community.
- 2.2 Establish a Focus on Faith Council to intentionally look at Catholic School Graduate Expectations and faith connections across our system.
- 2.3 Work in collaboration with Diocese to strengthen collaborative initiatives (Training for student ministers, sacramental preparation, Diocesan Initiatives).
- 2.4 Offer opportunities for Faith Formation in partnership with local parishes and the Diocese for all members of the community (Parents, Staff, Trustees, and Parishioners).

Successes:

- Four (4) sessions were held for Home-School-Parish dialogue, including a workshop with Ann Garrido. They included up to fifty-two (52) Pastoral Animators/high school Chaplaincy leaders, nineteen (19) Parish representatives, including clergy and lay pastoral workers, and fourteen (14) parents. **(2.1)**
 - Participants brainstormed ideas and activities for bringing the Home-School-Parish partners closer, including ways to share information and objectives. **(2.1)**
 - Parish/Family of Schools teams developed action plans to enhance the Home-School-Parish relationship by selecting goals they felt were attainable in the second semester. **(2.1)**
 - At the June meeting, teams celebrated each other's successes, large and small, discussed different strategies or approaches for plans which were not fully successful and, made plans for the continuation of the Home-School-Parish initiative. **(2.1)**
- At the Catholic Council of Chairs Meeting held in May, 2019 – the Catholic Parent Involvement Committee's (CPIC) Deanery Representative shared preliminary findings from the CPIC Questionnaire about perceptions of how Catholic Education partners work together to Renew the Promise and encourage Home-School-Parish connections. **(2.1)**
- The Focus on Faith Council met twice during the 2018-2019 school year to share viewpoints from council members on nurturing faith formation and curricular connections across our system. **(2.2)**
- Chaplains continued to provide monthly reflections on the Theological Theme which were posted on StaffNet and the Board website. **(2.2)**
- Participation in Diocesan workshops on Reconciliation and Liturgy. **(2.3)**
- Training was provided for students from all of our secondary schools to act as lectors and Extraordinary Ministers of the Eucharist and they were then mandated by the Diocese. **(2.3)**
- Additionally, eleven (11) Itinerant and other staff were trained as Extraordinary Ministers of the Eucharist. **(2.3)**



2. Our schools foster the relationship between home and parish.

- 2.1 Create and facilitate opportunities for dialogue, initiatives and activities that will support a vibrant Catholic community.
- 2.2 Establish a Focus on Faith Council to intentionally look at Catholic School Graduate Expectations and faith connections across our system.
- 2.3 Work in collaboration with Diocese to strengthen collaborative initiatives (Training for student ministers, sacramental preparation, Diocesan Initiatives).
- 2.4 Offer opportunities for Faith Formation in partnership with local parishes and the Diocese for all members of the community (Parents, Staff, Trustees, and Parishioners).

Successes (cont'd):

- The Diocese of Hamilton provided experiential presentations of the Saint John's Bible across elementary and secondary schools. **(2.4)**
- Approximately thirty-five (35) members of staff and the community participated in the 2018-2019 Eco-Café. **(2.4)**
- A Lenten Trivia Challenge was initiated on social media through the Board's Twitter and Instagram accounts. **(2.4)**

Twitter - *target audience:* staff and parents

- 81.8K Reach
- 1.2M Impressions
- 378 Mentions by 175 users

Instagram - *target audience:* students

- 12,417 Impressions (Instagram stories)
- 800+ Views per story
- 300+ Votes

- The 2018-2019 Roots of Empathy celebration included a prayer and blessing of the babies in the program. **(2.4)**



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

- 3.1 Create and support opportunities for staff and students to work together on social justice issues through the eyes of faith and as people of life.
- 3.2 Work in partnership with the Office of Justice and Peace in the Diocese of Hamilton to communicate, promote, and connect schools with opportunities to support social justice initiatives within the Diocese.
- 3.3 Retreats organized for staff and students.
- 3.4 Develop a reflection component for students and staff to be incorporated into all social justice projects and initiatives.

Successes:

- The Culture of Life Steering Committee met seven (7) times throughout the 2018-2019 school year. **(3.1)**
 - The committee partners with Halton Alive to find ways to Advocate, Inform, and support our secondary schools in promoting a culture of life.
 - Schools hold fundraising events to support local agencies such as Shifra House, the Good Shepherd Refuge, and Carpenter Hospice.
- Students from our secondary schools participated in the annual March for Life in Ottawa. **(3.1)**
- Secondary school students had the opportunity to attend a workshop/documentary on the Catholic response to Medical Assistance in Dying. **(3.1)**
- Schools encouraged to send students to Diocesan youth encounter and youth rally, “People of Life” conference and Development and Peace workshops to develop their understanding of living in relationship with God and one another. **(3.2)**
- HCDSB students and staff participated in the Diocesan Youth Rally. **(3.2)**
- People of Life initiatives in schools supporting local and international charities. **(3.2)**
- Participation in Development and Peace workshops and learning about global issues. **(3.2)**
- The October 2018 Faith Day provided opportunities for staff across each school and Board site to celebrate in our Catholic faith. **(3.3)**
- Hundreds of students and staff from across HCDSB schools participated in the 10th annual “Walk with Jesus” celebration during Catholic Education Week, 2019. **(3.3)**



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Successes (cont'd):

- Secondary school retreats being offered on a number of models including individual classes in school, day retreats and overnights. **(3.3)**
- An Advent evening retreat and a weekend retreat at Mount Carmel Spiritual Centre were held for staff. **(3.3)**
- Schools continue to offer sacramental retreats in elementary and grade retreats in secondary as part of our Religious and Family Life Program. **(3.3)**
- A reflection component is often built-in to program monitoring and evaluation; e.g. staff are routinely given opportunities to reflect on their faith formation experiences. Students who participated in the 2019 March for Life were invited to provide their feedback in an online survey. **(3.4)**

BELONGING



Embracing relationships & sustaining safe, welcoming schools

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

- 1.1 Examine current transition programs and initiatives.
- 1.2 Create opportunities for students, parents, and staff to become more engaged in school-level programs and initiatives.
- 1.3 Ensure supports and programs are in place to increase awareness and understanding of Medical and Health Conditions.
- 1.4 Set standards and expectations for staff to model positive, inclusive and respectful language and behaviour in schools and workplaces.
- 1.5 Welcome and engage new families in activities and initiatives supporting their child's education.

Successes:

- Evidence-based programs such as *Healthy Transitions* adopted in several schools to promote mental health in adolescents, with ongoing support for staff from the Halton Region Public Health Nurses – School Division team. **(1.1)**
- Follow established practices for transitions to support entry to Kindergarten, grade to grade, class to class, school to school, elementary to secondary, and secondary to post-secondary. **(1.1)**
- Adherence to regulations outlined in [PPM 156](#) and [PPM 140](#). **(1.1)**
- Collaborations with community partners/agencies to support transitions into and out of community-based programs. **(1.1)**
- Catholic Education Week (May 6-10) events included inviting parents to come to the schools for performances, carousels of learning and/or activities related to school-level programs/initiatives (e.g., school-wide MindUP initiative at [St. Patrick Catholic Elementary School](#)). **(1.2)**
- School-based Applied Behaviour Analysis (ABA) Bonanza events to include multi-disciplinary school team members, parents, other school Boards and community members. **(1.2)**
- Through our ongoing bullying prevention and awareness program, 250 HCDSB students from thirty-two (32) elementary schools and six (6) secondary schools submitted entries into the *See the Problem, Be the Solution* initiative. Student finalists were recognized and presented awards at the Board Meeting. **(1.2)**
- In 2018, we had forty-four (44) PRO grants, totaling \$43,550 in funding, awarded to our schools. **(1.2)**



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Successes (cont'd):

- [Policy Program Memorandum 161](#) - Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools - was further reviewed with support of medical conditions committee and used to update medical conditions policy, procedures, and protocols, accordingly. **(1.3)**
- The Medical Conditions Committee met three (3) times to review medical and health conditions and protocols. **(1.3)**
- A variety of supports and training are provided to increase awareness and understanding of various medical and health conditions. **(1.3)**
- Parent communication regarding medical and health conditions is provided with a link on each school website to the consistent information found on the Board website. **(1.3)**

Epi-pen usage:

- We continue to offer anaphylaxis online training for all staff in direct contact with students. **(1.3)**
- Training and in-service on use of epi-pen continues. **(1.3)**
- Protocols, as well as updates to the FAQs are posted on the Board website for parents. **(1.3)**
- To monitor epi-pen usage, we administered a survey to each school annually. **(1.3)**
- Individual student *Plans of Care* are completed each school year in collaboration with parents and schools. **(1.3)**

Medical conditions:

- We have protocols for Asthma, Diabetes, Epilepsy, and Heart Conditions on our website as well as links to all forms. **(1.3)**
- Individual student *Plans of Care* are completed each school year in collaboration with parents and schools. **(1.3)**
- OPHEA Asthma Kits and resources are available to all schools. **(1.3)**



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Successes (cont'd):

Concussions:

- Parent information on the protocol and packages are on the Board website. **(1.3)**
- Concussion postcards continue to be posted on the Board website for awareness and used for parents, staff, coaches and students. **(1.3)**
- Concussion tracking sheets continue to be used for staff and parents. **(1.3)**
- All resource packages are on StaffNet. **(1.3)**
- Occurrence and type of concussions Board-wide are tracked and will continue annually. **(1.3)**
- Ongoing communication is used to increase parent and school awareness about school-based immunization programs and the Immunization School Pupils Act. **(1.3)**
- We continue to consult and collaborate with the Halton Regional Health Department and share many of their resources with schools and families (e.g., Public Health Nurse support in several schools). **(1.3)**
- Increased the number of Fetal Alcohol Spectrum Disorders (FASD) awareness presentations to school staff through continued support of Halton FASD Collaborative. **(1.3)**
- Shared language guide from CanFASD with staff, as needed. **(1.4)**
- Collaborated with external partners (LHIN) to support staff in implementing recommendations by health professionals (e.g. catheterization). **(1.3)**



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Successes (cont'd):

- Three (3) workshops with educators/administrators on addressing Culturally Relevant and Responsive Pedagogy facilitated by the HCDSB Senior Manager – Human Rights and Equity. **(1.4)**
- Developmental Assets Initiative – Relationships First: Pilot project at one (1) secondary school (Jean Vanier) to embed positive staff-student relationships in school improvement planning and monitoring activities (i.e., baseline student survey in April, 2019 to collect perceptions of quality of staff-student relationships). **(1.4)**
- Encourage and model person first language across disciplines. **(1.4)**
- The Settlement and Multicultural Team served 1,114 new Welcome Centre clients. They organized over 80 youth sessions with over 6,000 youth participants. Newcomer families across several schools attended information sessions for newcomer parents (e.g., Jean Vanier family celebration for newcomer refugee families and Arab families' Christmas gathering). **(1.5)**
- Newcomer youth were given the opportunity to participate in various learning and growth opportunities (e.g., community volunteering, leadership programs, cross-cultural learning activities). **(1.5)**
- HCDSB collaborated with the Halton Region to host 'Ready, Set, Go!' – four (4) parent evenings to support parents of children transitioning to Kindergarten. **(1.5)**



2. Relationships with all educational partners are nurtured and supported.

- 2.1 Work with community partners to enhance delivery of and access to services and supports.
- 2.2 Launch an awareness campaign on community services available for families and students.

Successes:

- [Halton Food for Thought](#) continues to be a strong community partner with a focus on introducing 'Salad Bar' carts in schools. **(2.1)**
- Partnership with [Our Kids Network](#) continues to offer supports to families in the Halton community. **(2.1)**
- HCDSB joined the Community Safety and Well-being Committee, a network of programs and services in Halton including Halton Public Health, Halton Police Services, Joseph Brant Hospital, Halton Children's Aid Society and the Halton District School Board. This committee is collaborating to better define key social and health issues in Halton, and to implement and measure initiatives to improve the well-being of Halton children, youth adults, and seniors. **(2.1)**
- Collaborated with Halton Regional Police Services to develop a tracking system to track activity and allocate resources for our Elementary School Liaison Officer program. **(2.1)**
- Collaborations with other community partners include [Halton Food for Kids](#), [Reach Out Centres for Kids](#) and the French-Language School Boards. **(2.1)**
- Ongoing collaboration with Halton FASD Collaborative in supporting the FASD Resource Team, as well as the Halton FASD Assessment and Diagnostic Team/Clinic. **(2.1)**
- Collaborated with private practice providers through a Request for Proposal (RFP) process to address waitlist for psychological assessments made necessary by temporary staff shortage. **(2.1)**
- Collaborated with [Erinoak Kids](#) to ensure a smooth transition of school-based rehab services from the Local Health Integration Network (LHIN). **(2.1)**
- Participation on the Coordinated Service Planning Steering Committee and Work Groups, Transition to School Committee, and Transition to School for Children with Special Needs Committee. **(2.1)**
- Hosted the [Inspire AccessAbility Showcase](#), Community Event for the Region of Halton. **(2.2)**
- Promoted awareness days for Autism, Down Syndrome, FASD, Hearing Loss, and associated activities throughout the system. **(2.2)**



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

- 3.1 Explore and expand learning experiences for students outside of school.
- 3.2 Students supported and encouraged to apply for SpeakUp grants, Students as Researchers projects.
- 3.3 Secondary schools have student leadership/mentoring programs.
- 3.4 Establish an HCDSB Alumni Association.

Successes:

- HCDSB Senior and Junior Mock Trial Tournaments held in April 2018 with approximately 160 students competing in total. **(3.1)**
- Several Indigenous Education activities and initiatives were undertaken across HCDSB. **(3.1)**
- There were twenty-five (25) SpeakUp grants awarded during the 2018-2019 school year. **(3.2)**
- A number of programs continued across HCDSB schools to empower students to be leaders in their communities, including *Friends for Life*, *MindUP*, *Roots of Empathy* and the *Best Buddies Programs*. **(3.3)**
- We featured on school and Board websites and shared on social media a number of stories about HCDSB alumni from across HCDSB. **(3.4)**



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

- 1.1 Professional development, training, initiatives and staff support are provided to schools based on the Family of Schools model.
- 1.2 Cross-panel learning activities take place within a Family of Schools.
- 1.3 Inter-departmental collaboration, shared learning, and planning.
- 1.4 Mental Health Plan to support student well-being through increased awareness (Talk), professional development (Learn) and timely access to support (Support).
- 1.5 Streamlining of supports and resources.

Successes:

- Workshop was held on advanced statistics for HCDSB staff including Research Services, Special Education, and Information Technology. **(1.1)**
- We provided computer programming training workshops for HCDSB staff including Information Technology, Research Services, Special Education, Planning, and Business Services. **(1.1)**
- Itinerant staff (e.g. Educational Assistants, Special Education Resource Teachers, Psychologists, Speech & Language Pathologists, Behavioural Analysts, Social Workers, and Child and Youth Counsellors) continue to support staff based on a Family of Schools model. **(1.1)**
- Curriculum Services staff, Special Education staff, school administrators and staff, and Information Technology staff work collaboratively throughout the year to identify technology needs to support student learning. **(1.1)**
- 21st Century Champions from each Family of Schools continued to support other administrators within the Family of Schools with technology/21st Century-related capacity building. **(1.2)**
- Special Education Services and Curriculum continued to support the implementation of *Stay, Play, Talk Kindergarten*. **(1.3)**
- Curriculum Services and Special Education Services collaborated to support Professional Development on various topics (e.g. student wellness, literacy, numeracy). **(1.3)**
- Research, Special Education staff and Curriculum staff worked collaboratively to review research proposals. **(1.3)**
- An Education Assistant deployment rubric was developed in collaboration between Research and Special Education Services. **(1.3)**
- Strategic Communications and Information Technology Services collaborated in the development of the new Print Services and Library Services websites, and the redesign of the Thomas Merton website and secondary school websites. **(1.3)**



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Successes (cont'd):

- Inter-departmental projects between Research Services and at least two (2) other departments/teams include *MindUP* (Special Education Services – CYCs and classroom educators), and *Early Years Numeracy Project* (Curriculum Services, Special Education Services, and classroom educators). **(1.3)**
- Staff were invited to respond to a survey developed to measure staff's awareness, knowledge and comfort with mental health issues, as well as the referral process and supports for staff in the schools. **(1.4)**
- Survey data will be used to inform the HCDSB mental health strategy, and will help determine **(1.4)**:
 - (a) Staff's level of awareness, knowledge, and comfort with mental health issues in order to make evidence-informed decisions regarding where to focus mental health resources;
 - (b) Which supports in the classroom/school, need to be prioritized; and
 - (c) The awareness and use of Support Services staff (also known as APSSP), which will highlight whether there is a need for more training and knowledge regarding referral pathways, resources, and personnel.
- We started developing improved platforms for referral and tracking of assessments for special education to reduce waiting times. **(1.5)**
- During the 2018-2019 school year, we launched an online reporting of student absences for all schools via *SchoolMessenger*. **(1.5)**
- We are streamlining the posting of Board-wide communication across school websites to ensure consistency and improve supports to our schools. **(1.5)**

FOUNDATIONAL ELEMENTS



Optimizing organizational effectiveness

2. Communication is clear, transparent and responsive.

- 2.1 Create a cohesive communications strategy that ensures timely sharing of information, aligned with strategic priorities.
- 2.2 Establish feedback mechanisms for parents, staff and students that encourage and support two-way communication.
- 2.3 Create opportunities for cross-departmental collaboration between corporate staff.
- 2.4 Review and improve the school and district websites to ensure they are clear, easy to navigate and comply with AODA standards.

Successes:

- Results gathered through the annual [Strategic Plan Monitoring Survey](#), released in June, 2019, indicate that:
 - 82% of respondents agreed or strongly agreed that the communication from schools and/or the Board is clear, transparent, and responsive. **(2)**
 - 63% of respondents follow schools, HCDSB, and/or staff on social media. **(2.2)**
- Communications plans were developed and implemented to ensure timely, consistent sharing of information related to new initiatives, programs, events. **(2.1)**
- HCDSB Board Report templates were updated to align with our Strategic Priorities. **(2.1)**
- We continued to send out HCDSB news releases to media contacts, and shared the releases with staff, parents and members of the HCDSB community through email and social media. **(2.1)**
- During the 2018-2019 school year, the Board of Trustees adopted [Policy V-18 Community Engagement & Public Consultation](#) to provide a framework for community engagement and public consultation across HCDSB. **(2.1; 2.2)**
- During the 2018-2019 school year, [Procedure VI-58 Parent Notification System](#) was reviewed and updated to include Canada's Anti-Spam Legislation, as well as guidelines and best practices for school and system messages to parents. **(2.2)**
- [Procedure VI-63 Social Media](#) was developed to provide a framework for appropriate usage and application of social media as a communications vehicle. **(2.2)**
- HCDSB launched an Instagram social media account ([@haltoncatholicdsb](#)) to connect and engage students, staff and parents. **(2.2)**
- Social media training sessions were provided throughout the 2018-2019 school year to various staff, including Teachers-in-charge, Child and Youth Counsellors, and Library Services staff. **(2.2)**
- During the 2018-2019 school year, the Director of Education initiated an e-newsletter for staff to share information and encourage two-way internal communication. **(2.2)**



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Successes (cont'd):

- Parents, staff and students were invited to participate in more than thirty-five (35) surveys delivered and analyzed by Research & Development Services throughout the 2018-2019 school year to obtain feedback on progress and special initiatives. **(2.2)**
- An electronic Trustee newsletter was implemented for the new Board of Trustees as a mechanism for sharing school board information with parents, parishes and ratepayers. The newsletter will be issued on a regular basis (3 times per school year). **(2.2)**
- During 2018-2019, the 2019-2020 Budget Consultation Process included a public survey, Trustee budget sessions, a SEAC budget session and regular reports presented to the Board of Trustees and posted on the Board website. **(2.2)**
- The 2018-2019 Long Term Capital Plan consultation process included a public meeting held on May 15, 2019, as well as a stakeholder feedback survey. **(2.2)**
- Stakeholder consultations undertaken during the 2018-2019 school year included collaboration between Strategic Communications, Research Services, and other departments such as Business Services, Planning Services, Facility Management Services, Special Education Services and School Services. **(2.3)**
- We continue to use a weekly memo schedule to share important system/departmental information with school and Board administrators. **(2.3)**
- During the 2018-2019 school year, new websites were developed and launched for Print Services, Library Services, and the Thomas Merton Adult & Continuing Education to enhance communications and ensure compliance with the Accessibility for Ontarians Disability Act (AODA). **(2.4)**
- During the 2018-2019 school year, staff initiated the redesign process for all secondary school websites, as well as the HCDSB public website, to enhance communications and ensure compliance with the Accessibility for Ontarians Disability Act (AODA). **(2.1; 2.4)**



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

- 3.1 Develop organizational capacity for evidence-informed practice to support planning and improvement efforts across all schools and departments.
- 3.2 Establish monitoring cycles and report on progress regularly across all priority areas.
- 3.3 Removing barriers around data and research literacy by creating relationships among educators and administrators.
- 3.4 Providing research and data support that is accessible and improves learning.

Successes:

- Ministry initiatives are monitored/evaluated at year end, or according to the schedule provided (e.g., TLLP, PRO Grants). **(3.2)**
- On-going monitoring of School Improvement Plans by Superintendents through regular school visits, and tracked through the school visit form. **(3.1)**
- Research and Development Services developed and pilot tested the 2019-20 School Climate survey, a Ministry required survey to measure safety and well-being at the student level, to be implemented in Spring 2020. **(3.1)**
- Research and Development Services built several automated solutions to support multiple departments track and manage data including:
 - Attendance tracking application where school administrators and social workers can view live data on student absenteeism. **(3.1)**
 - Kindergarten profile application permits live retrieval of Kindergarten student registration data. **(3.1)**
 - Online religion assessment for grade 7 students to securely complete, mark and distribute to Principals. **(3.1)**
 - Police tracking application for elementary schools to track all communication and visits from Halton police. **(3.1)**
- Research and Development Services also developed the research portal: a centralized website for sharing and organizing R&D resources that manages hundreds of users from nearly every department in the Board including school staff. **(3.1)**
- An Educational Assistant (EA) deployment algorithm, developed by Research and Development Services, is now being used by a number of Boards across the province, including the following: Halton (HDSB), Toronto (TDSB), Durham (DDSB), Renfrew County (RCDSB), London District Catholic (LDCSB), Greater Essex County DSB, Avon Maitland DSB, and Waterloo Catholic (WCDSB). **(3.1)**



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Successes (cont'd):

- Regular Elementary SERT and Secondary Special Education Department Head meetings, Special Education Department Catholic Learning Communities for various disciplines, Special Education Consultant Business meetings, Leadership Team meetings, Special Education Department meetings, and Program Service meetings to include Special Education, Curriculum, and Student Success Teams. **(3.1)**
- Enrolment analysis is at the forefront of budget planning and monitoring; Budget Estimates Average Daily Enrolment (ADE) was within 1.56% of Revised Estimates ADE, and Revised Estimates ADE was within 0.05% of Actual ADE. **(3.1)**
- Annual survey reports used to monitor progress and identify priorities for Budget Planning (March), Long-term Capital Plan (April), Strategic Plan Monitoring (June) and Parent Satisfaction (July). **(3.2)**
- Individual Education Plan (IEP) Review Cycles continue to be maintained. **(3.2)**
- Psychology and Speech & Language Pathologists monitor wait times for assessments and implement strategies for equitable waits across the system. **(3.2)**
- Planning Services is continuing to improve its Enrolment Register and OnSIS reporting cycles with the schools, identifying methods to better track enrolment in the system. **(3.2)**
- Met all financial reporting deadlines and complied with reporting restrictions or requirements. **(3.2)**
- Research & Development Services worked closely with several Superintendents and Board staff to identify gaps, define data needs and collect data to support evidence-informed decision making. **(3.3)**
- During the 2018-2019 school year, we formed a Steering Committee with school administrators and Board staff to develop and test the 2020 School Climate Survey. **(3.3)**



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Successes (cont'd):

- An online version of an evidence-based Numeracy Screener task created for Teachers/ECEs in fourteen (14) Kindergarten classrooms; tip sheets and resources on survey design and Microsoft/Google Forms developed and shared with school administrators. **(3.3)**
- A Research and Development Services portal was established for sharing and organizing R&D resources with staff across HCDSB. **(3.4)**
- The 2019 Long-Term Capital Plan was posted online (schoolplanning.hcdsb.org), giving access to the community, educators, administrators, and municipal partners of the Board's current trends. **(3.4)**
- Ongoing review of enrolment against projections is communicated across the Board on a monthly basis. **(3.4)**



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

- 4.1 Regular analysis of budget for alignment with strategic priorities and outcomes.
- 4.2 Establish and maintain a capital and operating reserve fund.
- 4.3 Continuous review and monitoring of system staffing needs.
- 4.4 Identify school consolidation projects.
- 4.5 Identify and implement cost-saving opportunities and practices (e.g. economy of scale centralized purchases).
- 4.6 Review programs and services to ensure ongoing feasibility (cost-benefit analysis).

Successes:

- Stakeholder feedback received through senior staff, budget survey, trustee and budget sessions, was used to ensure alignment to system needs and strategic priorities. **(4.1)**
- Business Services completed quarterly monitoring and reporting of the Board's budget, identifying budget pressures and working with all budget stakeholders on solutions that address the needs of the system and support our strategic priorities. **(4.1)**
- HCDSB is estimating an increase in operating reserve by approximately \$1.0 million for 2018-19, resulting in a total operating reserve of approximately \$5.3 million. **(4.2)**
- HCDSB is estimating utilizing a net of approximately \$0.75 million on capital projects throughout the year, reducing the capital reserve to approximately \$8.6 million. **(4.2)**
- Special Education Resource Teacher (SERT) and Educational Assistant (EA) allocation processes continue to be maintained to ensure we are meeting system staffing needs. **(4.3)**
- Human Resources maintained continuous recruitment process for supply lists for Occasional Teachers, Early Childhood Educators and Educational Assistants to meet system needs. **(4.3)**
- Priority future Accommodation and Planning projects were identified and posted on the Board website. **(4.4)**
- During the 2018-2019 school year, HCDSB:
 - Accomplished a 5% reduction in combined energy intensity (electricity and natural gas) **(4.5)**
 - Accomplished a 7% reduction in water consumption **(4.5)**
 - Examined cell phone program resulting in cost savings. **(4.5)**



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Successes (cont'd):

- Implemented a new payroll system. **(4.5)**
- Began Financial Information System conversion to new, Microsoft-based platform which is web-based. The expected system-wide roll-out is March 2020. **(4.5)**
- Our collaborative spending partners include, but are not limited to: the Ontario Education Collaborative Marketplace (OECM), Halton Cooperative Purchasing Group (HCPG), Halton Student Transportation Services (HSTS), Educational Computing Network of Ontario (ECNO), Catholic School Boards Services Association (CSBSA), and various individual school boards and municipalities. The Board further seeks collaboration by actively engaging in opportunities with the Council of Senior Business Officials (COSBO) Effectiveness and Efficiency projects. **(4.5)**
- We customized automated solutions to decrease the burden of manual data entry and error for many Board staff, including the Ontario Youth Apprenticeship automation, Payroll month-end automation, International Languages staff management portal, online grade 7 religion assessment test and a Mental Health data entry application. **(4.5)**
- Further efficiencies in the operations of the Halton Student Transportation Services (HSTS) consortium were identified through annual route efficiency studies and review of sharing opportunities with municipal partners. **(4.5)**



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

- 5.1 Develop and implement a strategic recruitment process to hire staff reflective of the communities we serve.
- 5.2 Expand the leadership development strategy to include operational/business staff.
- 5.3 Provide training and support to staff based on identified learning and departmental needs.

Successes:

- Human Resources staff attended twelve (12) recruitment fairs in Ontario and in other provinces: Apply to Education, Ontario Institute for Studies in Education (OISE), Queen's University, Western University, Brock University, OISE/University of Toronto, University of Windsor, Laurentian University, Nipissing University, York University, and University of Ottawa. **(5.1)**
 - Hired 327 permanent staff: 10 administrative positions, 26 Association of Professional Student Services Personnel (APSSP), 1 Custodian, 11 Designated Early Childhood Educators (DECEs), 48 Educational Assistants (EAs), 125 Elementary Teachers, 65 Secondary Teachers, 15 Principals/Vice-Principals and 26 Clerical staff.
 - Hired 496 Supply Teaching Staff: 336 Occasional Teachers, 128 EAs and 32 DECEs.
 - Hired 38 temporary staff: 9 administrative positions, 14 APSSP, 2 Custodians and 17 Clerical staff.
- Maintained recruitment process for supply lists for Occasional Teachers, Early Childhood Educators and Educational Assistants to meet system needs. **(5.1)**
- Continued to replenish the leadership candidate pools list for school administrators. **(5.2)**
- Staff across Board departments continue to be provided with training and support from their departmental administrator and/or colleagues, responsive to their learning needs. **(5.3)**
- In addition, various training resources are made available on StaffNet, and staff are expected to complete online training modules through Employee Self Service within two (2) weeks of hire. **(5.3)**
- Excel training utilized by Payroll team to assist in daily job function. **(5.3)**



2018-19 Parent Satisfaction Survey Results	Item 10.4
Tuesday, September 17, 2019	

Alignment to Strategic Plan

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

Purpose

The purpose of this report is to share the annual results of the Parent Satisfaction Survey, which was available online to our parent community from July 9th to 30th, 2019. Parents were notified of the survey through two email notifications; the survey was also promoted on school websites and through the board social media accounts.

Background Information

At the Regular Board Meeting held on October 6, 2016, the Board of Trustees approved motion #115/15 to conduct a survey of all parents as to the satisfaction with school programming.

Whereas, trustees look to build a comprehensive process for parental feedback; and

Whereas, many of our schools are in population flux; and

Whereas, trustees want to better understand the programming needs of our community;

BE IT RESOLVED, that the HCDSB digitally survey all families by January 21, 2016, with particular emphasis on the quality of programming at their school, and that it be approved by the Chair of the Board; and that the HCDSB's digital survey specifically ask if they have considered leaving the Catholic school system, with follow up questions as to why; and that the HCDSB complete a year end survey to all families on an annual basis.

Research and Development Services created a survey to address this motion, specifically asking parents whether or not they had considered leaving the Board in the previous 6 months, and if so, what were their primary reasons for the consideration.



Conclusion

A total of 3,230 parents completed the survey, an estimated response rate of 14.1%. The majority of respondents were satisfied with the programming options available at the board, with 9.2% of respondents indicating they were either leaving (1.6%) or had considered transferring their child to another school in the past 6 months (7.6%). The primary reasons for leaving or considering leaving were related to dissatisfaction with programs or services available at the board (69% of respondents). For those that were leaving or considering leaving for reasons unrelated to programming, the main reasons identified were school administration (49%), school environment/school climate (40%) and bullying (26%).

Report Prepared by: Zoe Walters
Researcher

Report Submitted by: Laura Keating
Acting Chief Research Officer

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



Parent Satisfaction Survey 2019

Survey Report

Report Prepared by:

Research & Development Services

8/26/2019

Parent Satisfaction Survey 2019

Survey Report

This report summarizes survey feedback provided by the Halton Catholic District School Board (HCDSB) parent community regarding retention rates and overall engagement and satisfaction with current programming. All parents with children attending the HCDSB were eligible and invited to participate. All responses have been grouped and discussed below to summarize respondents' opinions.

Participants were asked through an email invitation to provide feedback on the online survey between Tuesday July 9th and Tuesday July 30th, 2019. In total, 3,230 complete survey responses were received, a response rate of 14.1%. Note that the response rate is an estimate, based on the number of families within the board for the 2018/19 school year (n=22,921). In addition, due to rounding, totals may not sum to 100 percent.

I. Demographics

Elementary versus Secondary school responses (n = 3,230)

The majority of respondents (71%; n = 2284) had children in Elementary school, while twenty-nine percent (n = 946) had children in Secondary school.

Table 1: Family of Schools (n = 3,230)

Answer	%	Count
Assumption	10%	313
Bishop P.F. Reding	12%	394
Christ the King	10%	333
Corpus Christi	10%	309
Holy Trinity	10%	335
Jean Vanier	15%	486
Notre Dame	9%	284
St. Ignatius of Loyola	16%	517
St. Thomas Aquinas	8%	256
Thomas Merton	0%	3
Total	100%	3,230

The chart above displays which Family of Schools the respondents' children belong to.

Table 2: French program status of respondents' children: Elementary only (n = 2,284)

Answer	%	Count
None (JK to Grade 3)	50%	1137
Core (mandatory French programming for Grades 4-9)	34%	766
Early French Immersion (optional program with limited enrolment, beginning in Grade 1)	6%	134
Extended French program (optional program with limited enrolment, beginning in Grade 5)	8%	180
I don't know	2%	41
Prefer not to answer	1%	26
Total	100%	2,284

Respondents whose child is in Elementary school were asked to select their child's French program. The chart above displays the number and percentage of respondents who selected each response option.

Table 3: Current program of respondents' children: Secondary only (n = 946)

Answer	%	Count
Academic	64%	601
Applied	11%	104
International Baccalaureate (IB)	4%	35
Advanced Placement (AP)	11%	100
Extended French	4%	37
Other. Please specify:	3%	31
I don't know	2%	18
Prefer not to answer	2%	20
Total	100%	946

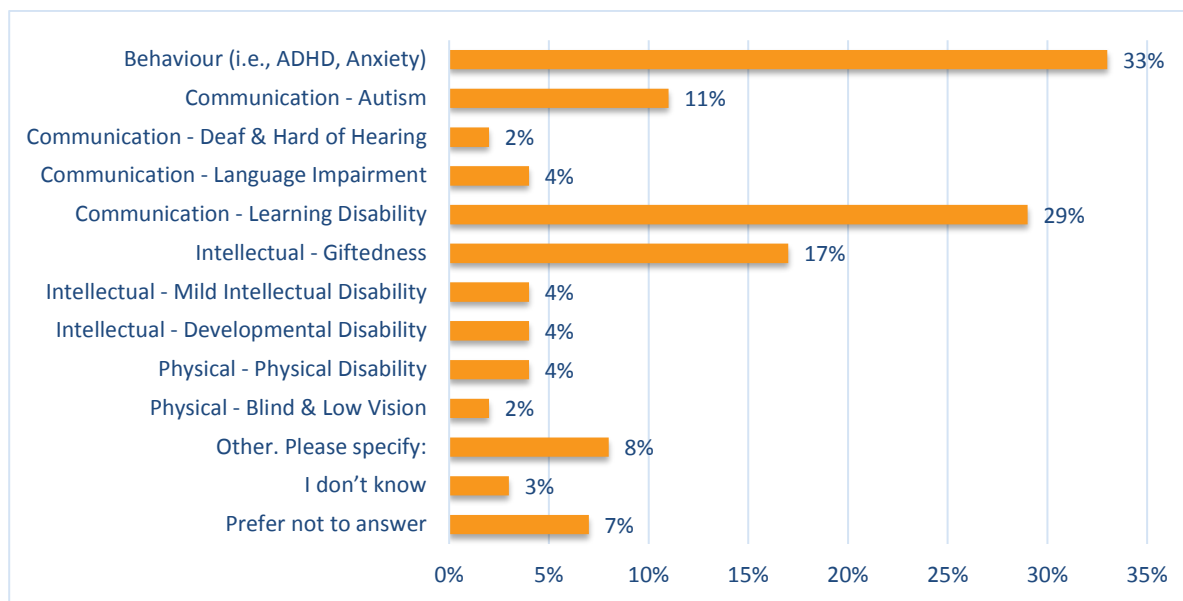
Respondents who had a child in Secondary school were asked to select their child's current program. The chart above displays the number and percentage of respondents who selected each response option. The majority of respondents (64%; n = 601) indicated that their child was in the Academic stream. For those who selected 'Other', their responses can be found in Appendix A.

Table 4: Individualized Education Plan (IEP) status of children: All respondents (n = 3,230)

Answer	%	Count
Yes	14%	466
No	75%	2418
I don't know	9%	281
Prefer not to answer	2%	65
Total	100%	3230

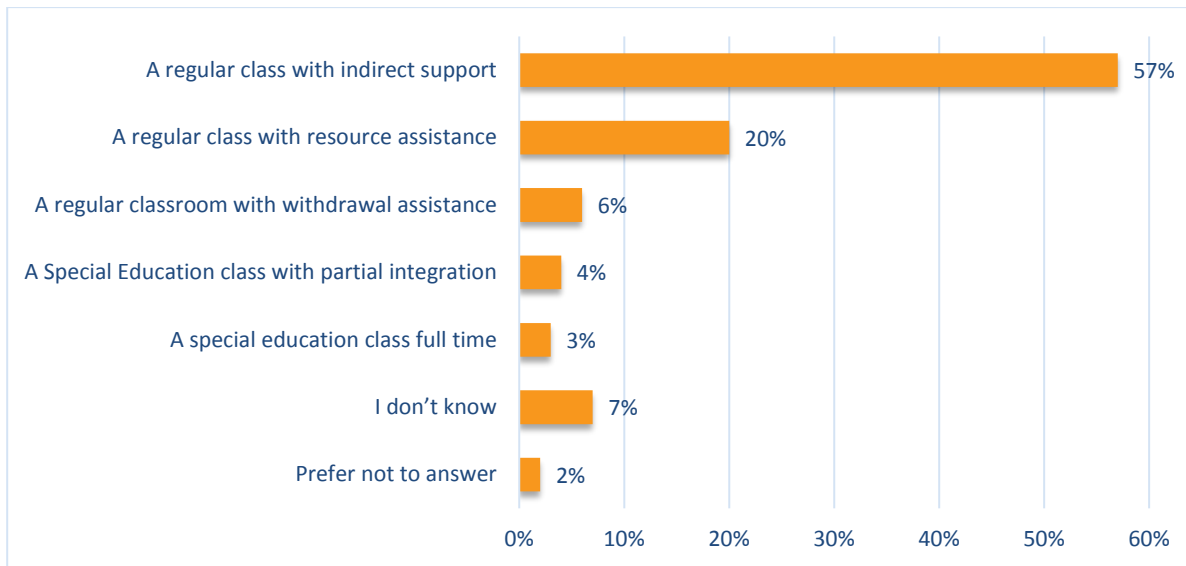
Respondents were asked to indicate if their child has an Individualized Education Plan (IEP), which is a plan developed for children who have been placed in a special education program. Fourteen percent of respondents indicated their child did have an IEP; the majority of respondents (75%; n = 2,418) said that their child does not have an IEP.

Figure 1: Exceptionalities of respondents' children: Students with IEPs only (n = 466)



Respondents who indicated that their child has an IEP were asked to select the exceptionalities that applied to their child. The graph above displays the percentage of respondents who selected each exceptionality. Behaviour (33%; n = 155) and Communication – Learning Disability (29%; n = 135) were the two most common exceptionalities. For those who selected 'Other' (8%; n = 37), responses are listed in Appendix B.

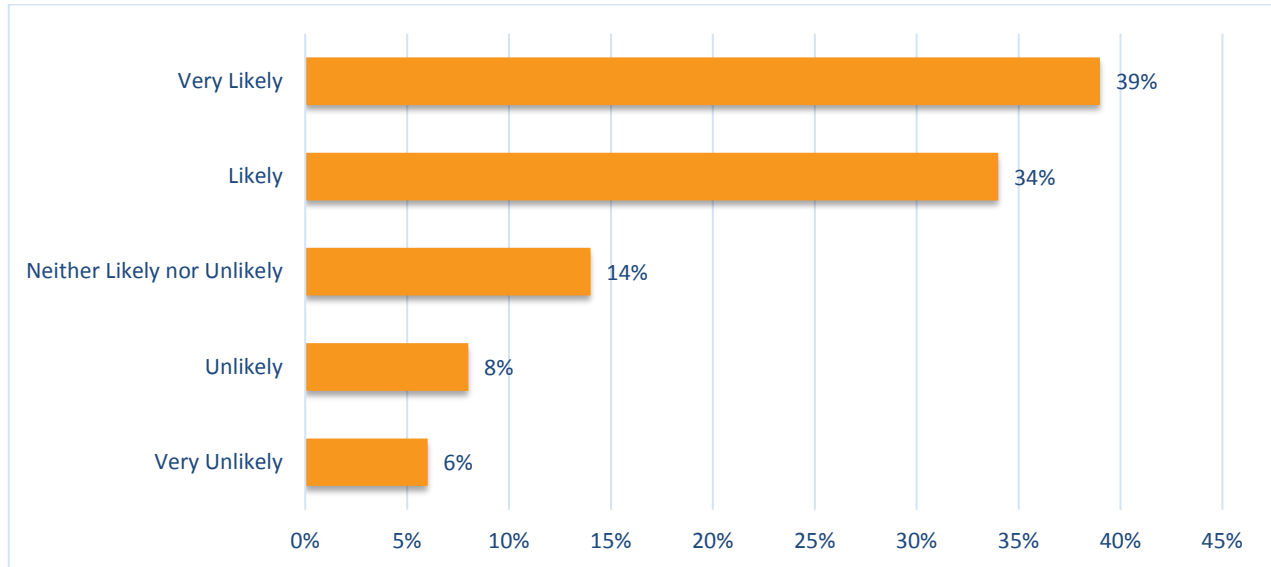
Figure 2: IPRC placement options of respondents' children: Students with IEPs only (n = 466)



Respondents who had a child with an IEP were asked to indicate their child's current IPRC placement option. The majority of respondents (57%; n = 267) selected 'A regular class with indirect support'.

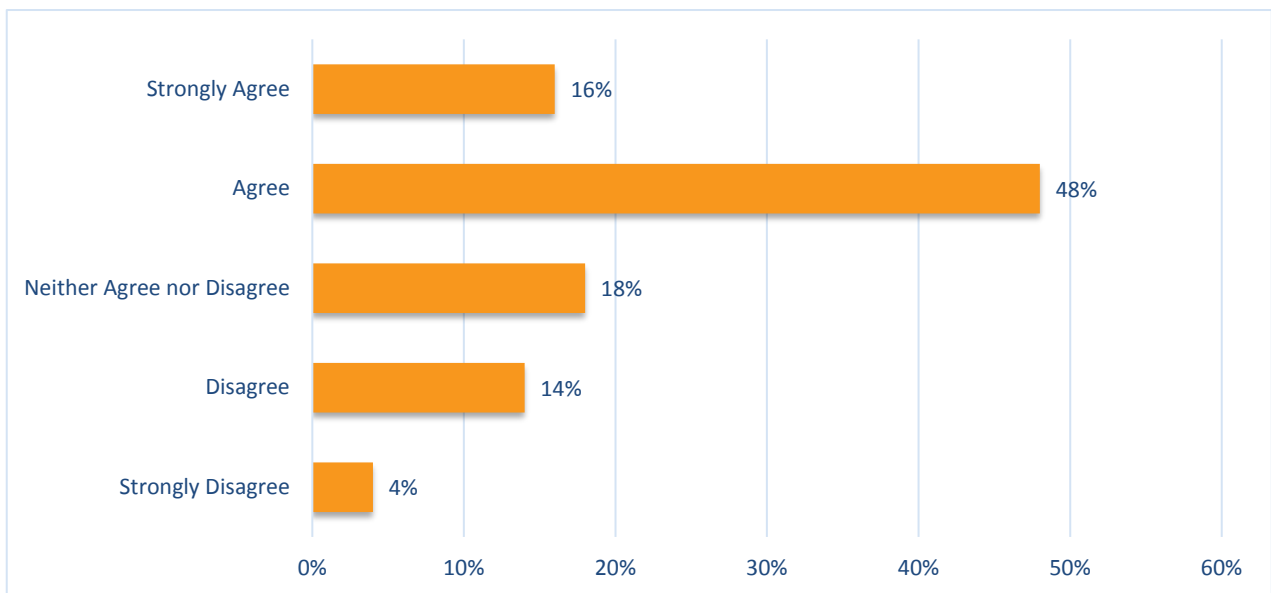
II. Satisfaction

Figure 3: How likely respondents would be to recommend their child's school to a friend, neighbour, or family member (n = 3,172)



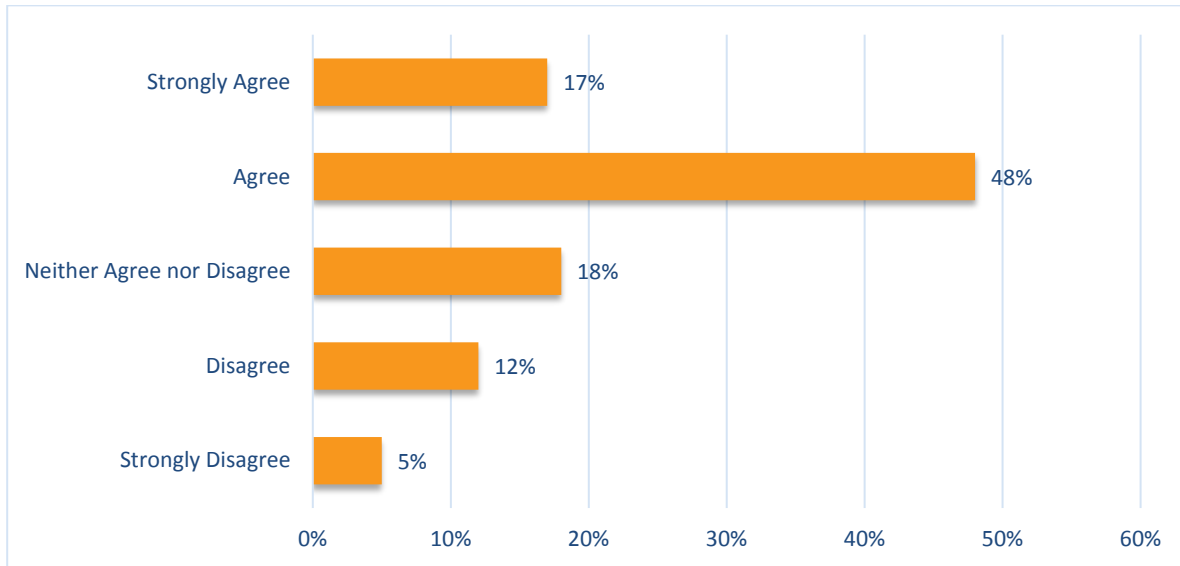
The majority of respondents (73%; n = 2,308) indicated that they would be likely or very likely to recommend their child's school to a friend, neighbor, or family member while 14% (n = 422) said they would be unlikely or very unlikely to recommend their child's school.

Figure 4: Respondents' agreement or disagreement that, overall, they are happy with the programming options for their child at the HCDSB (n = 3,171)



The majority of respondents (64%; n = 2,030) either agreed or strongly agreed that they are happy with current programming options for their child while 18% (n = 568) either disagreed or strongly disagreed.

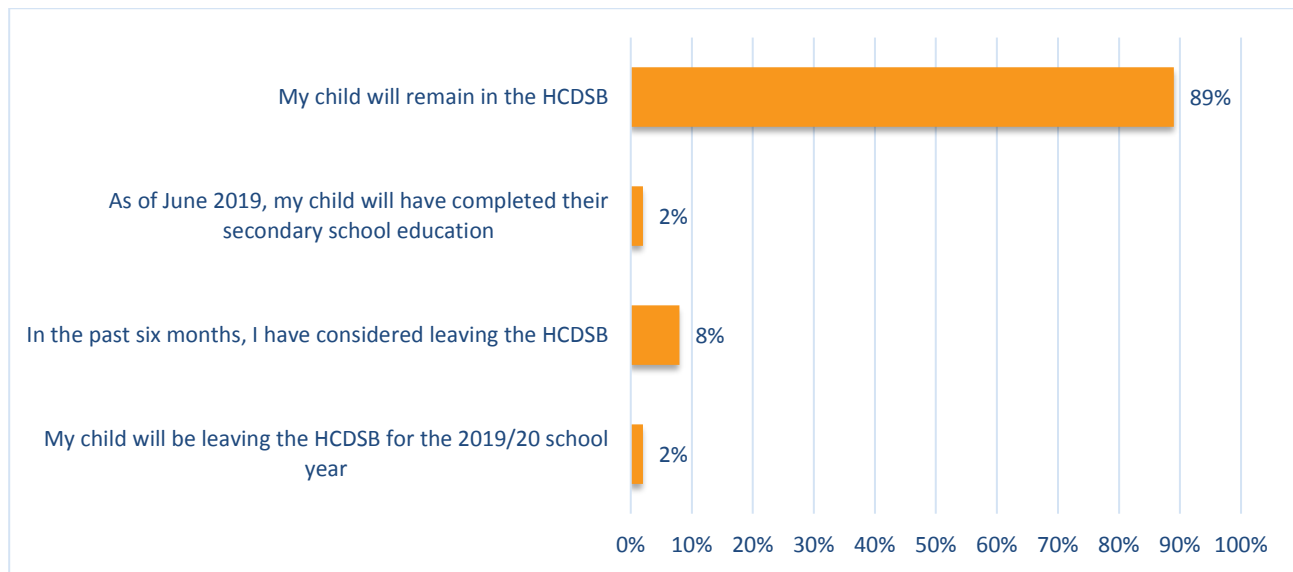
Figure 5: Respondents' agreement or disagreement that their child's current program placement meets their academic needs (n = 3,152)



The majority of respondents (65%; n = 2,059) either agreed or strongly agreed that their child's current program placement meets their academic needs. Seventeen percent of respondents (n = 533) either disagreed or strongly disagreed.

III. Retention

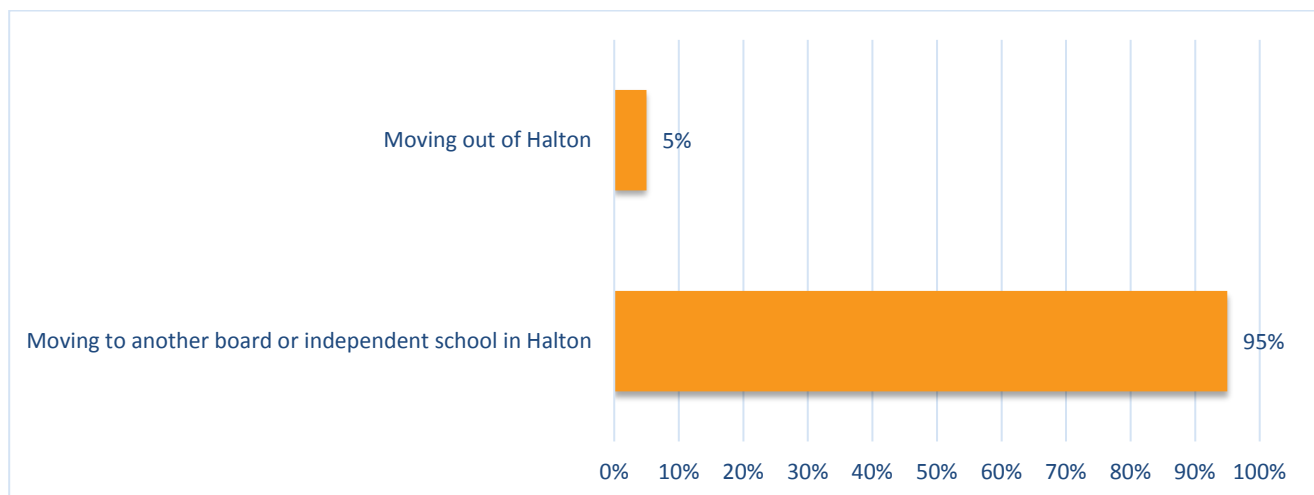
Figure 6: Respondents' plans for their child in the Fall (n = 3,143)



The majority of respondents (89%; n = 2,792) indicated that their child will remain at the HCDSB for the 2019-20 school year. Less than 2 percent (1.6%; n = 51) said that their child will be leaving the HCDSB for the 2019-20 school year; 7.6% of respondents (n = 239) have considered leaving the HCDSB in the past six months.

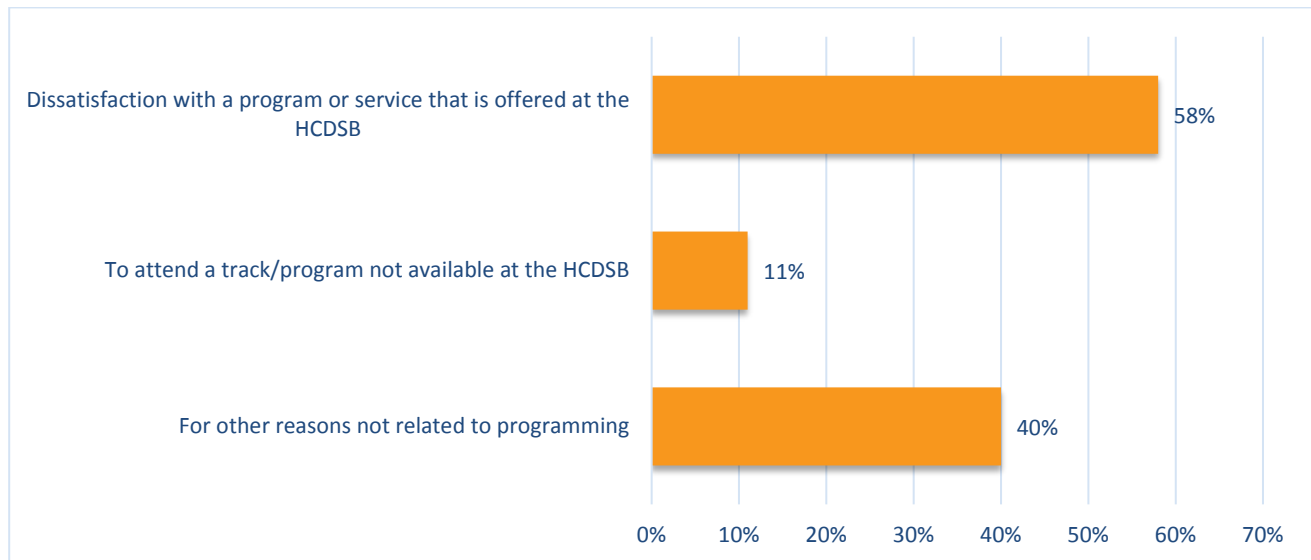
The following data represents only respondents who indicated that they are leaving or have considered leaving the HCDSB for the 2019-20 school year (n=290)

Figure 7: Respondents who are moving or have considered moving their child out of the HCDSB in the past six months (n = 218)



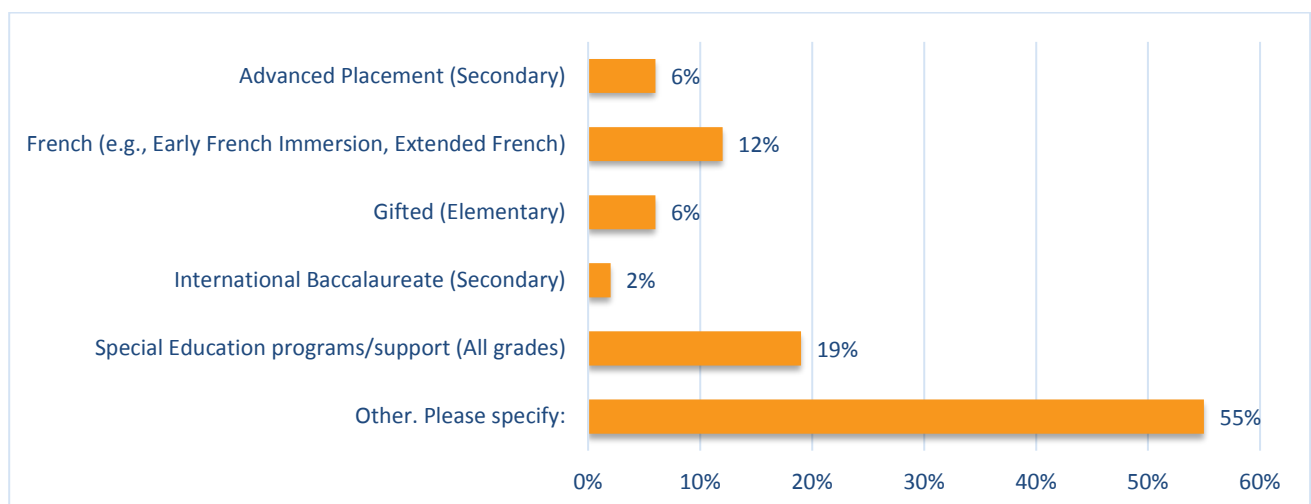
The majority of respondents (95%; n = 208) indicated that their child is or may be leaving the HCDSB to go to another board or independent school in Halton. Ten respondents (5%) are leaving because they are moving out of Halton.

Figure 8: The main reason(s) respondents are leaving or have considered leaving the HCDSB in the past six months (n = 204; respondents were able to select all that apply so the bars below exceed 100%)



More than half of respondents (58%; n = 119) indicated that they are leaving or have considered leaving the HCDSB due to dissatisfaction with a program or service that is offered at the HCDSB. Eleven percent of respondents (n = 22) indicated that they are/may be moving their child to attend a track/program not available at the HCDSB. Forty percent of respondents (n = 81) stated that their consideration/decision is due to other reasons not related to programming.

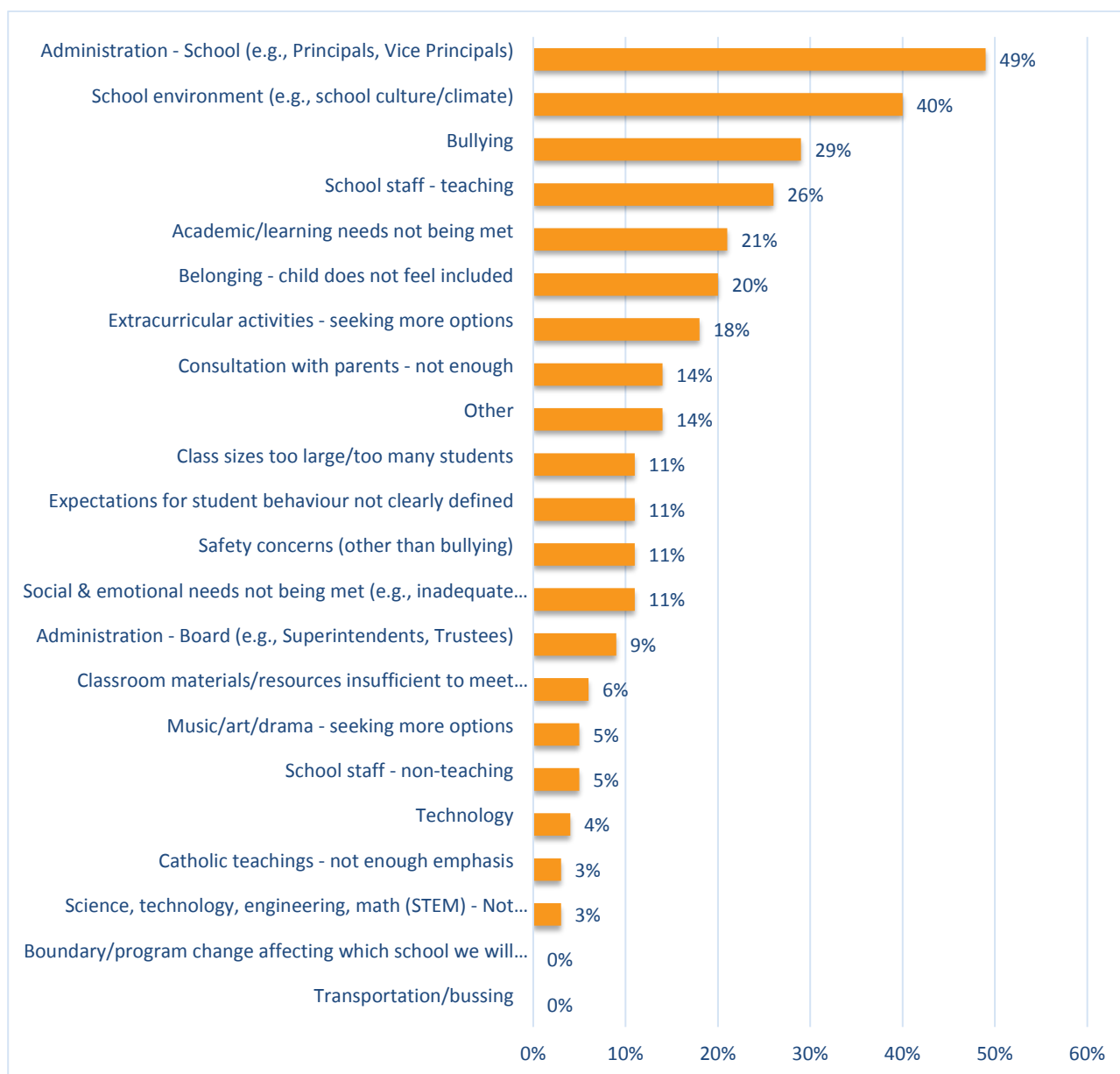
Figure 9: Summary of the programs or services respondents were dissatisfied with (n = 109)



Of the provided programs/services, the most selected response was 'Special Education programs/services (All grades)' (19%; n = 21). More than half of respondents (55%; n = 60) selected 'Other'. Of those, 57 specified the program/service; their answers are provided in Appendix C.

Parents who considered leaving the HCDSB to attend a track/program not available at the HCDSB (n = 20) indicated they were seeking mostly enhanced French options. The complete list of answers to this question are provided in Appendix D.

Figure 10: Summary of the reasons respondents considered leaving the board, where programming was not the primary concern (n = 80; respondents were able to select up to four reasons so the bars below exceed 100%)



The respondents who said they were considering moving their child to a different school in Halton for reasons unrelated to programming were asked to select up to four reason(s) for their consideration/decision. The

top reasons were: Administration – School (e.g., Principals, Vice Principals) (49%; n = 39); School environment (e.g., school culture/climate) (40%; n = 32); Bullying (29%; n = 23); School staff – teaching (26%; n = 21). Fourteen percent (n = 11) of respondents selected ‘Other’; their answers are provided in Appendix E.

Appendix A: Details for respondents who selected “Other” for Current Program: Secondary Only (Table 3)

& Academic
Academic and applied
Academic and Applied (2 children)
Academic and applied mix
Academic and Extended French
Academic, AP, Extended French
Accommodated
Advanced placement, Extended French, academic and Specialist High Skills Major
And academic
Both academic and applied
Both AP & Extended French
College
With extended French
Life skills (n=2)
Locally developed (n=4)
mix of Academic and AP
mix AP Academic
Mix academic and applied
Mixed (grade 9)
Mixed college/university courses
Mostly academic a couple applied
Pathways to independence
some academic some applied
Special Needs classes

special education

Special Ed

Appendix B: Details for respondents who selected “Other” for their child’s exceptionalities (Figure 1)

Expressive speech delay

Not yet identified

She process information slower than regular kids

FASD, learning disability.

it is the ADHD-I - related to short-term memory and auditory

Poor fine motor skills

FASD

Distractedness

Anxiety

Social anxieties

processing information

Speech delay

Some executive function deficit

Censory Audio Processing Sydrom (CAPS)

ADD, non- hyperactive

Auditory learning

Multiple - Multiple Exceptionalities

Fine motor delay

Attention Deficit

Developmental cognitive delay

written expression and fine motor

Non Identified

Anxiety

No LD identified through assessment just slower to learn and needs tech support

Auditory processing disorder

Math

Reading and writing

Gross and fine motor delays.

Gross and fine motor delays,

None

short term memory

Social anxieties

Speech and language

Not sure yet just starting testing

Undiagnosed language and learning

Unidentified IEP.

Appendix C: Details for respondents who selected “Other” in response to dissatisfaction with current program (Figure 9)

Academic
Academic and applied mix
Academic quality of XXX
arts programming
Before and After Care Program Availability/Quality
commitment level of grade 3 English teacher
curriculum
diversity of programs offered - eg High Performance Program(Dufferin/Peel board offers) also the Writing(grammar) and some Math skills appear to be a an issue for students entering grade 9. We are hearing from many parents that their children are not adequately prepared for High School level math.
English students are negatively affected by having the EFI program at XXX. The school is too crowded now
Extremely low average level in all classes that do not prepare our kids to enter universities.
frequency of supply teachers and lack of continuity that would not be tolerated in a non-unionized environment. Use of sick time by teachers as extra vacation time for Christmas shopping. Teachers' children in the same school.
General lack of standards
Gifted in high school, I don't think her needs were met at XXX
Guidance office has to be more welcoming for students- they should feel they can drop in anytime and not make an appointment. Also I wasn't impressed with the principal very unprofessional but now she has left so I'm hoping they'll be a good change
I consider the level very low
I disagree with publicly funded religious education
I found that the public school offers more of a range of programs. If you are not into sports XXX does not seem like the best choice. Classes offered have been cancelled due to "lack of interest" but they have not been properly promoted in my opinion.
I'm disappointed I'm the level of engagement of the teaching staff. They teach the bare minimum curriculum and there are so many absences of teachers, buyouts etc.. Our kids need to compete on a global level and our public system is falling behind. Sadly, the union environment rewards tenure over merit and our kids are suffering.
Lack of administrative leadership
Lack of career focused education, and social activities. This is the only school I've ever heard of that does not have regular dances and talent nights for the students. Shameful
Lack of teacher feedback to students which does not give them the opportunity to learn from their mistakes.

Loss of EF

My child left the IB program and then was unable to continue with her extended French program.

My sons IEP is routinely ignored and he got almost no support from the SERT. Through experience with my daughter, the teachers at XXX are totally disengaged and are not creating a supportive environment. I did not think that my son would succeed there.

No more split grades! My children have been in splits every year. Lower teacher student ratio.

Not challenging work, Teachers extremely stale and been at XXX too long-especially in senior level-don't have desire to teach or lead academically or athletically at all. Couldn't care less, just there for the paycheck.

not enough art and music

Not enough hands on skilled trades. Especially when the demand is the greatest in this country and around the world photography doesn't cut it. XXX has building construction, marching, electrical and more. Not enough support at guidance or even through Pathways. I had to research everything myself and do Everton my own to have child ready and guide his courses. XXX skilled trades Counsellor was exceptional and has been helping me for the last 2 semesters since ours are either over loaded or dis interested in guiding kids into the trades.

Not enough preparation for High School in her Grade 8 Science, Math and English classes.

Perceived lower educational standards

Politics, Hyper Inclusiveness, Social Studies Focus and Large Class Sizes

Possible school closure and the suggested school to be merged into was too far to walk so we were considering the public school board elementary school in the area

Principal

Principal and office staff.

Principal and some teachers at XXX are inattentive. I have had to call the school on several occasions for basic safety concerns; therefore, I have taken education concerns into my own hands as they can't even meet bare minimums.

Programs available, teachers, principal

psychoeducational assessment

Quality of teaching has been very spotty. Discussions with principal about concerns with current teacher have been taken lightly with no improvement. Aren't principals responsible for coaching teachers who are ineffective? It did not appear so even after several concrete examples of incompetence. Very disappointing. We are also very dissatisfied with communication from trustees regarding recent changes to Ontario education that the Ford government announced this year. I feel like trustees did give parents reassurance on what to expect in the fall nor was there any push back on the government about these changes. I received more information from HDSB. Very disappointing. f

Reg school program. I dislike the split class for higher grade. It is extremely important for grade 7 and 8 student. Especially the school have enough students in each grade!

Regular classroom placement is not academically engaging or challenging

XXX way to organize classes: my child was on a split class last year and spent half of the year on hallway or other classes as teachers were focusing on the gr 8 including trips

XXX has not prepared my child for high school. The school has become too big due to french immersion. I feel that the french immersion kids should have their own school.

XXX schools, along with the other Catholic Schools in Halton, continue to decline in Fraser institute school rankings, year after year. Concerns about the safety of our children are very slow and inefficiently dealt with. It seems like the aggressive student is more protected than the victim. Not sure what is taught in school as we receive no information or feedback at home, until the year end. We are not sure what our kids study in school on a monthly basis.

Staff

Substandard Teachers and Leadership

Survey is not relevant schools listed are limited. My daughter attends XXX school in XXX and changing school because she spent two years in portables instead of the school. Her grade is barely allowed in the school. Teachers are also not professional and observed racism in the school. This year she will attend grade 9th at XXX

Teachers are not instructing and guiding students. Instead, assignments are given out, never marked and student doesn't receive feedback prior to another assignments being or test taking place. Culminating tasks and exams are taking place in the last three weeks of a semester. These account for the majority of the students' grades. Again, lack of parental communication in regards to students' progress and achievement. Very disappointed with the lack of engagement, interest, motivation and encouragement for students' success. The number of days in which the students are encouraged to 'buy out' and the interruption to the school day for EQAO and the Literacy tests is ridiculous. The cafeteria and Gymnasium should be used to host the Grade 9 and 10 students. Further exam should be consisted for the elite school. Too much confusion and lack of teaching in the days where Grade 9 and 10 students were to attend classes yet there were exams for the Grade 11 and 12. Further, teachers are pulled too frequently from classes to attend sports, fundraising, SoCal events rather than actually teaching their courses. The secondary program is not focussed on the consistency, feedback, and instruction that students require.

The curriculum is sub-standard, the teaching is sub-standard, the significant growth/increased size of the school body due to amalgamation

The school atmosphere at XXX

The teacher (principal/support staff) population at XXX, for the majority, seem really dissatisfied and disinterested in the children and the futures of the children that attend this school

There is no support for either of my children. Teachers are not interested in helping, they literally run out of the school when the bell rings.

There is not enough experiential learning and arts related programming at my child's school

Too much focus on religion and child is losing interest in school. I find the teachers not focused on the individual child and really do not care for boys in particular. Because my son was not in the extended french program with more academic kids I feel he was with children with learning disabilities and behavioural issues and his academics were negatively affected.

Vague information regarding school renovation

Very bad time management: teachers are not returning kids works for months, don't provide feedback because busy with the other part of the split class; kids working half of their school year in the hallway or

assigned to other classes for same reason: teachers are unable to allocate adequate time to cover properly the curriculum. Was really necessary all covering gr7-8 split classes teachers to go to Quebec trip and have AGAIN gr7 spread over multiple classes to spend poor quality education time?did the principal know that gr7 students number was bigger than gr8 and need more attention?

Very dissatisfied with our schools current principal

was not happy with attention to detail specifically in the math education. poor wellness and health decisions by the school (pizza days, popsicle fundraisers. Poor after school sports programs.

Appendix D: Details for parents who considered leaving the HCDSB to attend a track or program not available in their child's school

Additional services available

Any program. School only had 5 grade 2 girls this year!

area independent schools, but have not made final decisions

Due to low number in school, I feel my children are missing

Early French Immersion

French Immersion

French Immersion

French immersion beginning in grade 2

French Immersion is not a lottery system at HDSB

French Immersion is not a lottery system; it's guaranteed!

French Immersion programm

French in the lower grades

French pre grade 3

Halton Public, they offer more EFI options.

I'd like to have more advanced program for my child.

Secondary Gifted

Sports / Health focus

To attend a French program that starts prior to grade 4

Track and field

Trade related

Appendix E: Details for respondents who selected “Other” in response to considering leaving the board for reasons not related to programming or services (Figure 10)

introduce other culture's

No focus on LGBTQ education, promotion of archaic views

Not enough girl students in her grade. Only 5 in whole school

Poor outside space, lack of supervision on playground

Possibility of uniforms

Principle XXX is by far the worse principle

Proximity to HDSB high school

School is waaay too small. Friend options are limited.

Staff dishonest, making up facts, labelling, favouring kids.

victim blaming by teacher who sides with bully

want more diversity and inclusivity



<p>International Society for Technology in Education “ISTE” Conference</p>	<p>Item 10.5</p>
<p>September 17, 2019</p>	

Alignment to Strategic Plan

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

Purpose

To provide information to the Board regarding the attendance of Halton Catholic District School Board staff at the International Society for Technology in Education (ISTE) Conference in Philadelphia, PA in June 2019.

Background Information

The ISTE conference is an annual gathering of over 15,000 educators and is one of the largest educational technology conferences in the world. There are a variety of keynote speakers, interactive exhibits and workshops where presenters share the latest innovations in educational technology. The purpose of the trip was to both present an HCDSB professional development model through an information session and also to participate in a variety of sessions and presentations.

Comments

There has been a focus on 21st Century Knowledge and Skills Professional Development with our School Administrators for the past two school years, which our research has shown to be successful. In conjunction with the Research Department, a proposal was put together to present these findings at the ISTE 2019 conference at an information session. The presentation was put together in collaboration with Strategic Communications and Research, and I travelled to the conference from June 24th to 26th to present and share these findings.

The information session was well attended and allowed me to meet many educators (mostly school/system administrators) from across North America who were interested in our professional Development Model. They are engaged in similar work, and it was very beneficial to share ideas and best practices.

In addition to my own presentation, I was able to attend many different workshops and keynote lectures from a variety of well-known leaders in the field of educational technology. Below is a sample of the workshops/sessions I attended:



TED Talks Masterclass – a variety of TED talks from educators across North America on best practices and novel ideas, as well as an introduction as to how school boards can use the TED talk model to do their own professional development

6 Design Questions for Empowered Teaching and Learning (Alan November) – learning the questions that educators need to ask to become more engaged and empowered in their own learning

Different, Innovative, Tech-laden, Creative and Hands-on (DITCH) teaching – learning practical ways teachers, instructional coaches, and administrators can create more inquiry-focused classrooms

Visualizing Change Through Data – how schools can use data walls to better understand student achievement and determine gaps

The InterACTIVE Classroom: Making Intelligence Interactive – practical ways to make the classroom more interactive

Each of the sessions I attended gave me a new perspective or reinforced the good practices we are using in the Halton Catholic District School Board. A “21st Century Classroom” does not need to have a state-of-the-art technology to be successful; rather it is a learning environment that is carefully designed with a focus on collaboration, communication, critical thinking, self-direction, and global citizenship – and all of these skills can be learned and reinforced through our use of the Catholic Graduate Expectations in our School System and leveraged through the use of digital tools.

Conclusion

In our priority area of Achieving, we look to hold high expectations for all learners, including our School Administrators. Over the past couple of years, we have used a peer-led model to deliver effective 21st Century Knowledge and Skills Professional Development for our School Administrators. Having the opportunity to share our successes and discuss ideas with like-minded administrators from across North America and learn about other novel ideas/strategies was very beneficial and will help inform our annual strategic priorities for 2019-20.

Report Prepared by: Jeff Crowell
Superintendent of Education, School Services

Report Submitted by: Jeff Crowell
Superintendent of Education, School Services

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



Student-Centred Coaching Workshop	Item 10.6
September 17, 2019	

Alignment to Strategic Plan

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

Purpose

Make me to know your ways, O LORD; teach me your paths. Lead me in your truth, and teach me, for you are the God of my salvation; for you I wait all day long. Psalm 25.4-5

In August, Vanessa Szwed, Curriculum Itinerant and Jill Staples, Curriculum Coordinator attended a workshop on Student-Centred Coaching in Denver, Colorado. The purpose of the report is to share their key learning and observations from the two-day workshop.

Student-Centered Coaching supports all three strategic priorities in that its focus is rooted in the belief of student potential and in the promise of increasing overall student achievement and engagement. This report is linked to our Catholic values in nurturing and supporting the dignity and value of all students through a differentiated approach to learning and leading. *Student-Centered Coaching* maintains and encourages the aptitude and capacity of rich and safe student-teacher relationships.

Background Information

Changes to the structure of the Curriculum Services Department provided an opportunity to explore different models for improving student learning and addressing teacher learning needs, in Halton Catholic School Board (HCDSB) elementary schools.

Student-Centred Coaching is an evidence-based instructional coaching model that shifts the focus from 'fixing' teachers to collaborating with them to design instruction that targets student outcomes. Taking a data-driven approach increases the learning and efficacy of teachers, coaches, and most importantly our students (<https://dianesweeney.com/getting-started-with-student-centred-coaching/>)



To learn more about student-centred coaching, Vanessa Szwed, Curriculum Itinerant, and Jill Staples, Curriculum Coordinator, attended a two-day workshop facilitated by Diane Sweeney. This workshop took place in August 2019 in Denver, Colorado. Diane Sweeney is the author of several books including *Student-Centred Coaching: The Moves* and *Leading Student-Centred Coaching: Building Principal and Coach Partnerships*. The intention was to share this learning with the Curriculum team and to determine how this coaching model may support the work of the Curriculum Services Department, as a way to improve student achievement.

Comments

The workshop included focused break-out sessions for coaches, which were attended by V. Szwed, as well as a break-out session for instructional leaders, which J. Staples attended.

The workshop addressed a number of critical elements for successful student-centred coaching, including the seven Core Practices, which serve as drivers for ensuring that coaching impacts teaching and student learning:

1. Utilize coaching cycles
2. Set standards-based goals (Ontario Curricula)
3. Unpack the goal into learning targets
4. Co-plan with student evidence
5. Co-teach using effective instructional practices
6. Measure the impact on student and teacher learning
7. Partner with the school leader

Developing a coaching cycle in schools to support opportunities for the coach and teacher to co-plan and co-teach, is important to the success of the coaching model. The Student-Centred Coaching Workshop provided a number of strategies and examples for developing these cycles. In order to impact student learning, student-centred coaches work closely with administrator and teachers in one or two schools. This provides the focused and intentional coaching that results in higher student achievement.

V. Szwed and J. Staples have already shared the learning from the Student-Centred Coaching Workshop by facilitating two workshops for curriculum consultants and itinerants. The feedback from the workshops has been extremely positive and they will continue to work with curriculum consultants and curriculum itinerants to deepen their knowledge and understanding of the Student-Centred Coaching model.

In order to develop a shared understanding of this coaching model, V. Szwed and J. Staples will be facilitating learning sessions for elementary administrators, as well as superintendents.



Conclusion

Recognizing each person’s unique gifts is a fundamental part of our Catholic faith and central to our beliefs as Catholic educators. Meeting the needs of all learners by differentiated instruction, is foundational to the *Student Centred Coaching* model as found in the supporting text’s introduction, “Yet, we continue to find that reflecting on our beliefs is essential because they drive most every part of how we work with” all “learners.”¹ As learners meet with success through meaningful and differentiated instruction, they develop confidence and a greater sense of self, deepening their understanding of who they are and realizing their God-given potential.

This focus on student learning, in the *Student-Centred Coaching* model, aligns to HCDSB’s Instructional Rounds model, as it also addresses the three elements of the instructional core—the teacher, the student and the content. The HCDSB Math Monitoring Project also aligns to the – *Student-Centred Coaching* model as the project focuses on student work, which is analyzed to identify strengths and next steps in order to determine the instructional moves.

The benefit of *Student-Centred Coaching* is that it focuses on student engagement, performance and achievement. *Student-Centred Coaching* focuses on the student-teacher relationships created in the daily scholastic interactions. Engaging in Student-Centred Coaching supports the self-directed, responsible, life-long learner in both the teacher and the student. The coach and the classroom teacher, as collaborative contributors, work together to review the data and identify appropriate strategies to best support student learning that is differentiated and engaging. The teacher and coach co-plan, co-teach, and gather ongoing data to inform instruction through assessment and documentation.

Report Prepared by: Jill Staples
Curriculum Coordinator

Vanessa Szwed
Curriculum Itinerant

Report Submitted by: Anna Prkacin
Superintendent of Education, Curriculum Services

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

¹ *Student-Centered Coaching; The Moves*. Diane Sweeney & Leanna S. Harris. Corwin: A Sage Company, California, 2017. p. 2

Construction Report 10.7 - September 2019



Construction Update

- The pictures above were taken on September 10, 2019. The top-left picture shows the gym area ready for windows. The top-right picture shows a fan coil installed in a classroom ceiling space. The bottom-left picture shows the library area. The bottom-right picture shows windows installed in a classroom.
- Work completed included steel roof decking, site services and some mechanical installation.

Schedule Update

- Complete site grading.
- Finishing roofing and spray insulation.
- Begin flooring and drywall installation.

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

Construction Report 10.8 - September 2019



Construction Update

- The pictures above were taken on September 11, 2019. The top-left picture shows redesigned southwest parking lot. The top-right picture shows the temporary fire exit installed on the north side of the building. The bottom-left picture shows boilers being installed. The bottom-right picture shows block foundations being installed in the classroom addition.
- Work completed included site services, mechanical piping, new electrical switchboard and parking lot.

Schedule Update

- Continue building footings and load bearing masonry walls.
- Install underground plumbing.

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



Construction Update

- The pictures above were taken on September 10, 2019. The top pictures show renovated corridors including new ceramic tile, lockers and LED lighting. The bottom-left picture shows new artificial turf installation. The bottom-right picture shows ongoing construction in the new cafeteria area.
- Work completed in the renovation area included installation of heat pumps, LED lighting and power supply.
- Work completed in the addition included 1st floor load bearing masonry and structural steel.

Schedule Update

- Precast concrete slab installation.
- Concrete slab flooring installation.
- 2nd floor load bearing walls and structural steel.

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

2.2 Approval of Minutes (May 14, 2019)

P#49/19

That, the minutes of the Policy Committee Meeting held on May 14, 2019 be approved, as submitted.

Moved by: B. Agnew

Seconded by: P. Murphy

The chair called for a vote. **P#49/19 Carried.**

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

3. Declarations of Conflict of Interest

There were no Conflicts of Interest declared

4. Action Items

4.1 -New- Policy II-52 Service Animals in Schools (C. Cipriano, S. Balogh)

P#50/19

Moved by: P. Murphy

Seconded by: B. Agnew

That, the Policy Committee recommends that Policy II-52 Student Use of Service Animals in Schools be forwarded, along with amendments, to the June 18, 2019 Regular Board Meeting for approval at first reading.

Discussion ensued. Questions regarding a probation period; caretaker/handler of the animal; and animals used for detection of medical conditions were asked and answered. It was noted that the procedure will include information regarding application; gathering of data; reviewing service animal integration; and caretaker/handler responsibilities, etc.

The chair called for a vote. Recommended **P#50/19 Unanimously Carried.**

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

4.2 Policy II-45 Equity and Inclusive Education (S. Jayaraman, A. Prkacin, S. Balogh)

P#51/19

Moved by: B. Agnew

Seconded by: J. O'Hearn-Czarnota

That, the Policy Committee recommends that Policy II-45 Equity and Inclusive Education, be forwarded, along with amendments, to the June 18, 2019 Regular Board Meeting for approval.

The Chair introduced S. Jayaraman & T. Durham. Discussion ensued. Questions regarding additions to the policy; denomination rights; legislation; and definitions were asked and answered. It was requested that the Policy be available to the SEAC Committee for review. It was noted that the document contains Catholic values in accordance with the Ontario Council of Bishops' expectations and church teaching, and is based on a document provided by the Ontario Education Services Corporation (OESC).

P#52/19

Moved by: H. Karabela

Seconded by: T. O'Brien

That, the addition to Principal 2. Shared and Committed Leadership Preamble "HCDSB recognizes the critical role of school board trustees, superintendents, principals and teachers in fostering inclusive, safe, and welcoming learning environments and their commitment to uphold and promote human rights" include "from conception to natural death".

Discussion ensued regarding validity of adding the phrase.

P. De Rosa arrived at 7:51 pm

The chair called for a vote. **P#52/19 was Defeated.**

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

Discussion ensued regarding another addition to the policy referring to diversity of education workers, teachers and school and system leaders. It was noted that the paragraph is taken directly from the Ontario's Education Equity Action Plan (2017) document; and that the Charter of Rights referring to Denominational Rights addresses issue. The HCDSB hiring practice was noted.

P#53/19

Moved by: T. O'Brien

Seconded by: M. Duarte

That, the paragraph in Principal 2. Shared and Committed Leadership Preamble "HCDSB upholds the principle of inclusive education that requires the diversity of the students in the schools to be reflected in the diversity of their education workers, teachers and school and system leaders" be removed from the policy.

The chair called for a vote. **P#53/19 was Defeated.**

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

Discussion regarding overwriting the Board with HCDSB ensued.

P#53/19

Moved by: M. Duarte

Seconded by: T. O'Brien

That, the discussion of this policy be deferred to the next policy meeting, until further information (OCSTA or ICE, etc.) is provided to Trustees.

The Chair called for a vote. **P#53/19 was Defeated.**

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

The Chair returned to the main motion. **P#51/19 Carried.**

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

Discussion Item 6.1 Procedure VI-60 Student Groups in Catholic Schools (T. Durham, A. Prkacin, S. Balogh)

Procedure VI-60 Student Groups in Catholic Schools was provided as information. It was noted that it was approved on June 3, 2019 by Senior Staff.

Questions regarding student groups in schools were asked and answered.

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

P#54/19

Moved by: P. Murphy

Seconded by: V. Iantomasi

That, the Policy Committee recommends that Policy V-01 Use of School Grounds and Community Use of School Facilities, be forwarded, along with amendments, to the June 18, 2019 Regular Board Meeting for approval.

Discussion ensued. Questions regarding verification of use; supervision; and property misuse were asked and answered.

P#55/19

Moved by: M. Duarte

Seconded by: H. Karabela

That, “verify facility is used as per permit” be added to the final bullet of the policy, following the phrase: “ensuring the security of the Board’s property”, and before “respond to emergency situations,“.

Discussion ensued for clarification. It was noted the verification of facility use is included in the Terms and Conditions.

M. Duarte withdrew the motion.

The Chair returned to the main motion. Recommendation **P#54/19 Unanimously Carried.**

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

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

P#56/19

Moved by: T. O'Brien

Seconded by: V. Iantomasi

That, the Policy Committee recommends that Policy I-30 Video Surveillance, be forwarded, along with amendments, to the June 18, 2019 Regular Board Meeting for approval.

Discussion ensued. Questions regarding viewing of recordings; authority to request the information; training of Principals and Vice Principals; video surveillance in elementary schools; and data encryption were asked and answered.

The Chair returned to the main motion. **P#56/19 Unanimously Carried.**

In favour	Opposed	Abstain	Absent
T. O'Brien			
V. Iantomasi			
H. Karabela			

P. Murphy			
P. De Rosa			
M. Duarte			
B. Agnew			
J. O'Hearn-Czarnota			
W. Charlebois (non-binding)			

4.5 -New- Policy II-51 Optional Programs - Early French Immersion - Extended French Immersion (A. Prkacin)

P#57/19

Moved by: P. Murphy

Seconded by: H. Karabela

That, the Policy Committee recommends that Policy II-51 Optional French Programming (Early French Immersion and Extended French), be forwarded, along with amendments, to the June 18, 2019 Regular Board Meeting for approval.

Discussion ensued. It was determined, for consistency, to replace Requirement 1.3 “If a change is to occur in a program location, parents will be given one academic year’s notice, if possible” with the wording from the new Community Engagement & Public Consultation policy to read: “Whenever possible, changes to program locations will be communicated to parents and guardians one academic year in advance of implementation.”

Questions regarding registration dates; transportation; relocation of programs; boundary review process were asked and answered.

P#58/19

Moved by: H. Karabela

Seconded by: V. Iantomasi

That, the phrase “will be brought to the board of trustees for approval” be added to Requirement 1.5 “When optional French Programs are being relocated, phased in, phased out, split into multiple locations, and/or expanded into new locations,” and remove “the following shall apply,” and remove the subsequent sub bullets 1.5.1, 1.5.2; and 1.5.3.

Discussion ensued regarding trustee role and financial implications.

The chair called for a vote. **P#58/19 was Defeated.**

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

It was noted that the words “final approval” will be struck from Requirement 2.3.

Questions regarding the lottery process and sibling acceptance into the program were asked and answered.

The Chair returned to the main motion. **P#57/19 Unanimously Carried.**

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

4.6 V-18 Community Engagement & Public Consultation (A. Swinden, P. Daly)

P#59/19

Moved by: J. O'Hearn-Czarnota

Seconded by: M. Duarte

That, the Policy Committee forward Policy V-18 Community Engagement & Public Consultation, to the June 18, 2019 Regular Board Meeting for approval at Second & Third Reading.

There was no discussion.

The Chair called for a vote. **P#59/19 Unanimously Carried.**

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

5. Discussion Items

5.1 Procedural By-Laws (P. Daly)

P. Daly shared information regarding the process for reviewing the procedural by-laws. Trustees requested that a parliamentarian be invited to assist with meeting processes and understanding of Robert's Rules of Order.

6. Information Items

6.1 Procedure VI-60 Student Groups in Catholic Schools (T. Durham, A. Prkacin, S. Balogh)

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

6.3 ~New~ Procedure VI-64 Community Use of School Facilities (R. Merrick)**6.4 Procedure VI-49 Use of School Facilities Election Day (R. Merrick)****6.5 Procedure VI-58 Parent Notification System (A. Swinden)****6.6 2018-2019 Policy Committee Work Plan****6.7 Draft 2019-2020 Policy Committee Work Plan (S. Balogh)**

Procedures were reviewed. It was noted that VI-83 will be brought back as information in the fall. The suggestion that Procedure VI-64 include a clause regarding a reduction of rate for parish groups who require financial assistance was noted.

P#60/19

Moved by: P. De Rosa

Seconded by: B. Agnes

That, N. Guzzo be excused from the meeting

UNANIMOUSLY CARRIED

N. Guzzo left the meeting at 10:00 pm

Trustees agreed, by consensus that P. Murphy assume the position of chair, for the remainder of the meeting.

P#61/19

Moved by: P. De Rosa

Seconded by: M. Duarte

That, the meeting be extended by 30 minutes

UNANIMOUSLY CARRIED

The review of Items 6.4 to 6.7 continued.

7. Miscellaneous Information

There were no miscellaneous items.

8. In Camera

There were no in camera items.

9. Motion to Excuse Absent Committee Members

All Trustees were present.

10. Motion to Adjourn/ Closing Prayer (J. O'Hearn Czarnota)**P#52/19**

Moved by: P. De Rosa

Seconded by: M. Duarte

That the meeting adjourn.

UNANIMOUSLY CARRIED

J. O'Hearn Czarnota closed meeting with prayer at 10:12