

**REGULAR BOARD MEETING  
AGENDA**

Date: Tuesday, October 1, 2019  
Time: 7:30 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

---

	<b>Pages</b>
<b>1. Call to Order</b>	
1.1 Opening Prayer, National Anthem and Oath of Citizenship (D. Suan)	
1.2 Motions Adopted In-Camera	
1.3 Information Received In-Camera	
<b>2. Approval of the Agenda</b>	
<b>3. Declarations of Conflict of Interest</b>	
<b>4. Presentations</b>	
<b>5. Delegations</b>	
5.1 Declined Delegations (P. DeRosa)	1 - 1
<b>6. Approval of Minutes</b>	
6.1 Minutes of the September 17, 2019 Regular Board Meeting	2 - 10
<b>7. Business Arising from Previous Meetings</b>	
7.1 Summary of Outstanding Items from Previous Meetings	11 - 12
<b>8. Action Items</b>	
8.1 Busing (N. Guzzo)	13 - 13
<b>9. Staff Reports</b>	
9.1 Canadian World Studies Resource Selection (A. Prkacin)	14 - 16
<b>10. Information Items</b>	
10.1 Student Trustees Update (D. Suan)	
10.2 School Educational Field Trips (J. Crowell)	17 - 18
10.3 Audit Committee 2018-19 Annual Report to the Ministry (A. Lofts)	19 - 20

10.4	2019-20 Portable Classrooms and Surplus Classrooms Summary (R. Merrick)	21 - 25
10.5	HCDSB 50th Anniversary " The Promise of the Cross" (L. Naar)	26 - 36
11.	Miscellaneous Information	
11.1	Minutes of the May 30, 2019 Audit Committee Meeting	37 - 39
11.2	Minutes of the June 3, 2019 CPIC Meeting	40 - 43
11.3	OSTA-AECO e-Learning: The Students' Perspective	44 - 71
12.	Correspondence	
13.	Open Question Period	
14.	In Camera	
15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer (M. Duarte)	



## Regular Board Meeting

Declined Delegations	Item 5.1
October 1, 2019	

As per Operating Policy I-06 – Delegation to the Board, a total number of one (1) delegation was declined for the October 1, 2019 Board meeting.

Submitted and approved by: P. DeRosa  
Chair of the Board

## MINUTES OF THE REGULAR MEETING

Date:	September 17, 2019	
Time:	7:30 pm	
Location:	Catholic Education Centre - Board Room 802 Drury Lane, Burlington, ON	
Trustees:	B. Agnew M. Duarte N. Guzzo V. Iantomasi	H. Karabela P. Murphy, Vice Chair of the Board J. O'Hearn-Czarnota T. O'Brien
Student Trustees:	D. Caratao	D. Suan
Excused:	P. DeRosa, Chair of the Board	M. Bhambra
Senior Staff:	S. Balogh C. Cipriano J. Crowell P. Daly, Secretary of the Board A. Lofts	C. McGillicuddy R. Merrick L. Naar T. Pinelli A. Prkacin
Also Present:	A. Bartucci, Communications Officer, Strategic Communications J. Dietrich, Curriculum Consultant, Experiential Learning J. Gligoric, Junior Communication Officer, Strategic Communications T. Hambly, President, Halton OECTA Elementary M. Ives, Curriculum Consultant Secondary, Ontario Youth Apprenticeship Program L. Keating, Acting Chief Officer, Research and Development 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**

In Trustee DeRosa's absence, Vice Chair Murphy took over the role of Chair.

The Chair called the meeting to order.

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

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

#### 1.2 **Motions Adopted In-Camera**

There were no motions adopted in-camera.

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

The following information was received in-camera:



Elementary Vice Principal Appointments

Marissa Pitt appointed as Elementary Vice Principal (0.5) effective September 23, 2019.

Kelly Stephens appointed as Elementary Vice Principal (1.0) effective October 15, 2019.

Retirement

Jacqueline Herman retired September 1, 2019.

David Martino retiring effective January 31, 2020.

Hiring

Cynthia Freire and Steven Zoffranieri hired as probationary teachers effective September 16, 2019.

**2. Approval of the Agenda**

The following was added to the agenda:

- 10.10 Notice of Motion - Busing (N. Guzzo)

**#128/19**

**Moved by:** N. Guzzo

**Seconded by:** M. Duarte

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

The Chair called for a vote on **#128/19** and it **UNANIMOUSLY CARRIED**.

**3. Declarations of Conflict of Interest**

There were no conflicts on interest declared.

**4. Presentations****4.1 Pathways (C. McGillicuddy)**

The Halton Catholic District School Board's Pathways team presented to the Board.

**5. Delegation****5.1 Policy II-51 Optional French Programming (Early French Immersion and Extended French) (C. Settimi)**

A delegation was presented to the Board regarding Policy II-51 Optional French Programming.

**5.2 Policy II-51 Optional French Programming (Early French Immersion and Extended French) (K. Kelley)**

A delegation was presented to the Board regarding Policy II-51 Optional French Programming.

**6. Approval of Minutes****6.1 Minutes of the September 3, 2019 Regular Board Meeting****#129/19**

**Moved by:** M. Duarte

**Seconded by:** B. Agnew

**RESOLVED**, that the minutes of the September 3, 2019 Regular Board Meeting be approved.

The Chair called for a vote on **#129/19** and it **UNANIMOUSLY CARRIED**.

**7. Business Arising from Previous Meetings**

**7.1 Summary of Outstanding Items from Previous Meetings**

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

**8. Action Items**

**8.1 Response to Delegations**

The Chair called for a motion in response to Ms. Settini's delegation.

**#130/19**

**Moved by:** H. Karabela

**Seconded by:** V. Iantomasi

**RESOLVED**, that the October 8, 2019 report to the Policy Committee meeting regarding Policy II-51 Optional French Programming include priority acceptance to cross boundary siblings of Early French Immersion and Extended French students.

**#130/19 (AMENDMENT)**

**Moved by:** N. Guzzo

**Seconded by:** B. Agnew

**RESOLVED**, that the October 8, 2019 report to the Policy Committee meeting regarding Policy II-51 Optional French Programming include priority acceptance to cross boundary siblings of Early French Immersion and Extended French students **as long as there is no interference to students in the English Stream**.

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

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

**CARRIED**

**#130/19 (AS AMENDED)**

**Moved by:** H. Karabela

**Seconded by:** V. Iantomasi

**RESOLVED**, that the October 8, 2019 report to the Policy Committee meeting regarding Policy II-51 Optional French Programming include priority acceptance to cross boundary siblings of Early French Immersion and Extended French students as long as there is no interference to students in the English Stream.

The Chair called for a vote on **#130/19 (AS AMENDED)** and it **UNANIMOUSLY CARRIED**.

The Chair called for a motion in response to Mr. Kelley's delegation.

**#131/19**

**Moved by:** H. Karabela

**Seconded by:** V. Iantomasi

**RESOLVED**, that delegation regarding Policy II-51 Optional French Programming be received as information.

The Chair called for a vote on **#131/19** and it **UNANIMOUSLY CARRIED**.

**8.2 Policy I-19 Occupational Health and Safety (N. Guzzo)**

**#132/19**

**Moved by:** N. Guzzo

**Seconded by:** B. Agnew

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

The Chair called for a vote on **#132/19** and it **UNANIMOUSLY CARRIED**.

**8.3 Policy II-51 Optional French Programming (French Immersion and Extended French) (N. Guzzo)**

**#133/19**

**Moved by:** N. Guzzo

**Seconded by:** M. Duarte

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-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.

The Chair called for a vote on **#133/19** and it **UNANIMOUSLY CARRIED**.

**8.4 Policy II-52 Student Use of Service Animals in Schools (N. Guzzo)**

**#134/19**

**Moved by:** N. Guzzo

**Seconded by:** V. Iantomasi

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

The Chair called for a vote on **#134/19** and it **UNANIMOUSLY CARRIED**.

**8.5 Policy III-15 Workplace Violence (N. Guzzo)**

**#135/19**

**Moved by:** N. Guzzo

**Seconded by:** V. Iantomasi

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy III-15 Workplace Violence be approved as amended.

The Chair called for a vote on **#135/19** and it **UNANIMOUSLY CARRIED**.

**8.6 Policy III-16 Workplace Discrimination and Harassment (N. Guzzo)  
#136/19**

**Moved by:** N. Guzzo

**Seconded by:** M. Duarte

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

The Chair called for a vote on **#136/19**:

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

**CARRIED**

**8.7 Policy III-06 Harassment (N. Guzzo)  
#137/19**

**Moved by:** N. Guzzo

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

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

The Chair called for a vote on **#137/19** and it **UNANIMOUSLY CARRIED**.

**9. Staff Reports**

**9.1 Clustered Classes and Accelerated Learning Opportunities (C. Cipriano)**

Staff spoke to the feasibility of clustered classes and/or accelerated learning opportunities in secondary schools that currently have the Advanced Placement (AP) Programme.

**#138/19**

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

**Seconded by:** B. Agnew

**RESOLVED**, that the Halton Catholic District School Board develop a feasibility study exploring Advanced Placement (AP) courses and the International Baccalaureate (IB) Programme in North Halton Hills.

Superintendent Pinelli explained that schools cannot just offer IB. Schools must complete an authorization process.

**#138/19 (AMENDMENT)****Moved by:** J. O'Hearn-Czarnota**Seconded by:** B. Agnew**RESOLVED**, that the Halton Catholic District School Board develop a feasibility study exploring Advanced Placement (AP) courses in North Halton Hills.

The Chair called for a vote on **#138/19 (AMENDMENT)** and it **UNANIMOUSLY CARRIED**.

**#138/19 (AS AMENDED)****Moved by:** J. O'Hearn-Czarnota**Seconded by:** B. Agnew**RESOLVED**, that the Halton Catholic District School Board develop a feasibility study exploring Advanced Placement (AP) courses in North Halton Hills.

The Chair called for a vote on **#138/19 (AS AMENDED)** and it **UNANIMOUSLY CARRIED**.

Trustees all in agreement that the *Staff Report – Clustered Classes and Accelerated Learning Opportunities* be part of the Superintendent report at SEAC as well as attached to the SEAC agenda as information.

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

September 10, 2019 - Student Senate meeting. Lead Senators were decided, recap of September 3, 2019 Board meeting was provided and discussion regarding the See the Problem, Be the Solution took place.

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

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

**10.2 School Educational Field Trips**

There were no trips to report.

**10.3 Strategic Plan 2016-2021: Director's Report to Trustees - Year Three of Implementation (P. Daly, L. Keating)**

Trustees provided an update on the monitoring results on year three of the implementation of the multi-year strategic plan.

**10.4 2018-19 Parent Satisfaction Survey Results (P. Daly, L. Keating)**

Results of the Parent Satisfaction Survey were shared.

**10.5 International Society for Technology in Education (ISTE) Conference (J. Crowell)**

Information provided on the ISTE Conference where HCDSB presented its professional development model and participated in a variety of sessions and presentations.

**10.6 Student-Centred Coaching Workshop (A. Prkacin)**

Key learning and observations from the workshop were shared.

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

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

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

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

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

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

**10.10 Notice of Motion - Busing (N. Guzzo)**

***WHEREAS**, safety is the main concern of the HCDSB, and that we acknowledge that efficiencies do not over shadow student success, and that HSTS is providing a service to the HCDSB;*

***BE IT RESOLVED**, that a review and report of bussing routes/ protocol of how the routes are decided and to advise the Board of Trustees of these efficiencies created by said routes using the neighbourhood of Clearview as a point of reference.*

This will be an action item at the October 1, 2019 Board meeting.

**11. Miscellaneous Information****11.1 Minutes of the June 11, 2019 Policy Committee Meeting**

Minutes of the June 11, 2019 Policy Committee meeting provided as information.

**12. Correspondence**

There was no correspondence.

**13. Open Question Period****QUESTION ONE**

How many student in a given year select grade 12 AP courses without having completed pre-AP courses?

*None.*

**QUESTION TWO**

How many students actually earn more than (a) 8 and (b) 9 Ministry funded credits in a year?

*POST NOTE:*

*Students who earn more than 8 Ministry funded credits in a school year - 163.*

*Students who earn more than 9 Ministry funded credits in a school year – 2321.*

**QUESTION THREE**

How many students actually earn credits through the PLAR process in any given year?

*In the single digits annually.*

**QUESTION FOUR**

In calculating transportation costs to clustered AP classes, did the Board assume new buses to transport gifted students only, or using existing buses to first pick up students outside of the boundary first, and then continue on their regular route?

*Given the geographical distribution of students throughout the region attending the Gifted Program, and the amount length of the routes, run sharing opportunities are very limited if at all possible. Accordingly, in order to accommodate the transportation new buses would need to be added.*

**14. In Camera**

**#139/19**

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

**Seconded by:** B. Agnew

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

The Chair called for a vote on **#139/19** and it **UNANIMOUSLY CARRIED**.

The meeting moved in-camera at 9:51 p.m.

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

**15. Resolution re Absentees**

**#140/19**

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

**Seconded by:** V. Iantomasi

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

The Chair called for a vote on **#140/19** and it **UNANIMOUSLY CARRIED**.

**#141/19**

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

**Seconded by:** B. Agnew

**RESOLVED**, that Student Trustee Bhambra be excused from the meeting.

The Chair called for a vote on **#141/19** and it **UNANIMOUSLY CARRIED**.

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

**#142/19**

**Moved by:** V. Iantomasi

**Seconded by:** B. Agnew

**RESOLVED**, that the meeting adjourn.

The Chair called for a vote on **#142/19** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 10:32 p.m. with a prayer led by Trustee Agnew.

---

Secretary of the Board

---

Chair



## BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
June 18, 2019	Paperless Initiative	<p><b>WHEREAS</b>, cutting down trees for paper is a detrimental action towards the environment since it has reached a critical state due to the amount of carbon emissions in the atmosphere;</p> <p><b>WHEREAS</b>, the Halton Catholic District School Board (HCDSB) recognizes the increasing presence of technology in the workplace and wants to ensure our students and staff are equipped to achieve throughout their entire life;</p> <p><b>WHEREAS</b>, our Catholic faith calls us to be stewards of the earth and do everything we can to protect our common home;</p> <p><b>WHEREAS</b>, going paperless would create a more accessible environment for students in the HCDSB;</p> <p><b>WHEREAS</b>, the HCDSB recognizes the importance of strategic planning for the future;</p>	P. Daly	December 17, 2019

		<p><b>BE IT RESOLVED</b>, that the HCDSB devise a strategy to greatly reduce the paper usage in our schools, administrative buildings and learning centres by 2024.</p> <p><b>BE IT FURTHER RESOLVED</b>, that a staff report be presented to Trustees by December 17, 2019;</p> <p><b>BE IT FURTHER RESOLVED</b>, that this initiative be included in the next Strategic Plan.</p>		
September 17, 2019	Clustered Classes and Accelerated Learning Opportunities	<b>RESOLVED</b> , that the Halton Catholic District School Board develop a feasibility study exploring Advanced Placement (AP) courses in North Halton Hills.	Senior Staff	TBD

#### OUTSTANDING POLICY ITEMS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
September 17, 2019	Policy II-51 Optional French Programming	Third Reading	N. Guzzo	October 15, 2019



## Regular Board Meeting

## Action Report

Busing	Item 8.1
October 1, 2019	

**Resolution#:**

Moved by: N. Guzzo

Seconded by:

**WHEREAS**, safety is the main concern of the Halton Catholic District School Board and that we acknowledge that efficiencies do not over shadow student success, and that Halton Student Transportation Services is providing a service to the Halton Catholic District School Board;

**BE IT RESOLVED**, that a review and report of busing routes/ protocol of how the routes are decided and to advise the Board of Trustees of these efficiencies created by said routes using the neighbourhood of Clearview as a point of reference.



## Regular Board Meeting

## Staff Report

### Canadian World Studies Resource Selection

### Item 9.1

October 1, 2019

### Alignment to Strategic Plan

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

### Purpose

The Halton Catholic District School Board's investment in classroom learning materials ensures a process for ordering appropriate classroom resources that support the Ontario Curriculum.

The purpose of this report is to recommend the purchase of a core resource for Grade 12 Economics. The resource selected is *Economics Now* and is distributed by Thompson Publishing.

### Background Information

One of the core elements of authentic Catholic Education is the presence of a Catholic worldview in all aspects of school life. Our goal as educators is to prepare students for success in a dynamic, technology intensive and increasingly connected 21st century world which is very much aligned with both the Ontario Catholic Graduate Expectations and Catholic Social Teaching.

The decision to purchase *Grade 12 Economics Now* did not require a textbook selection committee since this is a single source publication, for which there are no other alternatives. However, several teachers in our system were provided with a limited number of texts and teacher support documents to inform the decision-making process.

This resource is 100% aligned to current Canadian World Studies Curriculum expectations. Thompson Publishing developed *Economics Now* as a core resource for Canadian Schools. Our previous text acquisitions, *Economics Now Analyzing Current Issues*, supported an earlier curriculum and do not reflect current expectations regarding inquiry-based learning. Thompson Educational resources are presented in a blended print and digital format, which ensures content will be updated and enhanced throughout the life of the resource.

The *Economics Now* resource introduces students to the study of economics and emphasizes the impact of economic decision making on their daily lives. This comprehensive student resource covers the history of economic thought and introduces the basic principles of micro and macro



economics. It also provides a Canadian perspective on the role of government in economic policy, decision making, and the global economy. In addition, students have access to print and digital textbooks which incorporate inquiry-based and active learning, and help empower students to take charge of their learning experience.

## Comments

The teacher and student resources are flexible since they come in blended print and digital formats, which allows for diversity in meeting the needs of all learners. Opportunities for differentiation are highlighted to include all learners. The resource also supports teachers and students as they continue to transition to an inquiry-based learning model.

### EXPENDITURE SUMMARY:

Product Description	ISBN	Qty	Unit Price	Line Subtotal
Economics Now (Print Textbook)	ISBN 978-1-55077-270-8	283	79.95	22,625.85
Economics Now (Digital Textbook) 2 year subscription	ISBN 978-1-55077-271-5	16	150.00	2,400.00
PRODUCT TOTAL			25,025.85	
ESTIMATED SHIPPING & HANDLING**			350.00	
ESTIMATED TAX**			1,268.79	
GRAND TOTAL			26,644.64	

## Conclusion

In conclusion, this resource would support the Grade 12 Canadian World Studies teachers in addressing the required curriculum expectations for the CIAU4U course while recognizing the diverse learning needs of the students in our schools thus promoting equity, inclusion and culturally responsive pedagogy. The program promotes our Ontario Catholic Graduate Expectations as well as the development of 21<sup>st</sup> century competencies such as critical thinking, collaboration, creativity and innovative thinking.



## Recommendation

The following recommendation is presented for the consideration at the October 15, 2019 Regular Board Meeting:

**Resolution#:**

*Moved by:*

*Seconded by:*

**Resolved**, that the Halton Catholic District School Board approve the purchase of the core resource for Grade 12 Economics – *Economics Now* in the amount of \$26,644.64.

**Report Prepared by:**

Jacqueline Mickle  
Curriculum Consultant

**Report Submitted by:**

Anna Prkacin  
Superintendent, Curriculum

**Report Approved by:**

Patrick Daly  
Director of Education and Secretary of the Board

## Approved School Educational Trips

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

**Dated: Tuesday, October 1, 2019**

### Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
<b>Elementary</b>						
Our Lady of Peace CES Oakville, ON	8	40	Ottawa, ON	Students will be provided opportunities to demonstrate stewardship, team building cooperation, sharing and leadership. Through physical activities, such as skating and Winterlude, visiting museums, Parliament Hill, and participation in the mass at Notre dame Basilica, students will be provided opportunities to promote and foster their Catholic Values.	Monday, March 23 - Wednesday, March 25, 2020	~\$625.00
St. Mary CES Oakville, ON	7	80	Camp Brébeuf Rockwood ON	Students will be provided with the opportunity to engage in faith-based activities as related to the Sacrament of Confirmation. This trip will allow students to develop their faith and build stronger relationships with their peers through participating in the many activities while experiencing and engaging the grade 7 religious education, physical education, science and technology, and history and geography curriculums first hand. Daily prayers and reflection time are incorporated into each day.	Monday, October 28 - Wednesday, October 20, 2019	~\$176.25
St. Timothy CES Burlington, ON	7	42	Camp Muskoka Woods Rosseau, ON	As part of the Grade 7 Science and Health & Physical Education curriculum, our students have a opportunity to learn first-hand about the appreciation of nature and the natural environment while building their skills of responsibility, co-operation, team building, leadership and self-confidence. This 3-day overnight trip will help support their learning. It will also allow students to apply some of the knowledge studied during the year. Grace prayers before each meal will be made. A prayer service will be held with our students. Camp journals will be kept where students can reflect on their experiences.	Monday, November 18 – Wednesday, November 20, 2019	~\$300.00

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Secondary						
Assumption CSS Burlington, ON	11-12	25	Cedar Glen Outdoor Recreation Centre Schomberg, ON	As part of the SHSM Fitness Promotion and Leadership Program, students will have the opportunity to build on leadership and team building skills. Students will participate in leadership focused workshops and outdoor experiential learning in support of the Ontario Curriculum Expectations. Staff and students will participate in daily prayers.	Thursday, October 24 - Friday, October 25, 2019	~\$0
Assumption CSS Burlington, ON	11-12	30	Olympia Sports Camp Huntsville, ON	This trip will give the members of the junior girls basketball team an opportunity to get to know their teammates (and coaches) better through engaging in practices, a tournament, and numerous trust/bonding activities as a team. All players will be made to feel welcome in the atmosphere that Olympia provides. As a team, staff and students will participate in a teacher led Liturgy on Sunday Morning, prior to leaving the camp. Parents will be notified of the evening Mass at St. Paul the Apostle Parish at 8:00 pm, Sunday October 6, 2019.	Friday, October 4 - Sunday, October 6, 2019	~\$170.00
Christ the King CSS Georgetown	11-12	35	Niagara Falls, ON	The Ontario Student Leadership Conference offers a chance for our student leaders and teacher advisors to network with other schools in the province and share best practices. The students and teacher advisors will engage in workshops to further develop leadership skills and peer mentorship qualities. This program aligns with our focus on Developmental Assets by empowering the students to become active leaders in our community. Staff and students will participate in daily prayers. Students will be instructed to attend Mass on either Saturday night at 5:00 pm or Sunday morning at 9:00 am or 10:30 am at Holy Cross Church.	Sunday November 3 - Tuesday, November 5, 2019	~\$325.00





## Regular Board Meeting

## Information Report

2018-19 Audit Committee Annual Report to the Ministry	Item 10.3
October 1, 2019	

### Alignment to Strategic Plan

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

### Purpose

To provide the Board of Trustees with the 2018-19 Audit Committee Annual Report to the Board of Trustees for Forwarding to the Ministry of Education.

### Comments

On September 7, 2017, the Ministry released Memo 2017: SB26 Audit Committee Annual Report which provides direction and templates for Audit Committee Annual Report requirements. The template was used to develop the attached Annual Report of the Audit Committee to the Board of Trustees for Forwarding to the Ministry of Education for the year ended August 31, 2019. The Ministry requires a list of the work performed by the internal auditors in order to monitor the use of the internal audit funding allocation in the fiscal year and a list of the planned enrolment audits so as to coordinate the enrolment audits performed by the Ministry and the regional internal audit teams across the province.

The 2018-19 Audit Committee Annual Report to the Board of Trustees for Forwarding to the Ministry of Education was approved at the Audit Committee Meeting of September 12, 2019 and will be submitted to the Ministry on October 2, 2019.

**Report Prepared by:** A. Lofts  
Superintendent of Business and Treasurer of the Board

**Report Submitted by:** A. Lofts  
Superintendent of Business and Treasurer of the Board

**Report Approved by:** J. Fahrer  
Chair, Audit Committee

**Annual Report to the Board of Trustees and Forwarded  
To the Ministry of Education  
For the year ended August 31, 2019**

**District School Board Name:** Halton Catholic District School Board

**Fiscal Year:** 2018-19

**Re:** Annual audit committee report to the Ministry of Education as per Ontario Regulation 361/10

The following audits or audit follow-ups were approved in the 2018-19 audit plan and were completed in the 2018-19 fiscal year:

**Audits:**

1. Health and Safety (Report to be presented at September 2019 meeting)
2. Value for Money Audit – Print Services

**Follow-up Audits:**

1. School Generated Funds (SGF)
2. BAS2000 Analytics and Data Integrity

Based on the internal audit plan, we are not expecting any enrolment audits to be performed.

On behalf of the Audit Committee,

  
J. Fahrner, Audit Committee Chair

  
Date



## Regular Board Meeting

## Information Report

2019-20 Portable Classrooms and Surplus Classrooms Summary	Item 10.4
Tuesday, October 1, 2019	

### Alignment to Strategic Plan

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

### Purpose

To report on the Board's 2019-20 school year portable classroom accommodation needs and surplus classrooms in schools.

### Background Information

The Board has traditionally managed student enrollment growth pressures by utilizing temporary portable classroom accommodations at schools where the enrollment exceeds the functional capacity of the school building. Enrollment is driven by many factors and can trend differently throughout the many neighborhoods of Halton Region. All of the Board's portable classroom units are leased to provide greater flexibility in meeting enrollment needs, while ensuring that excess units and the associated costs are never incurred.

### Comments

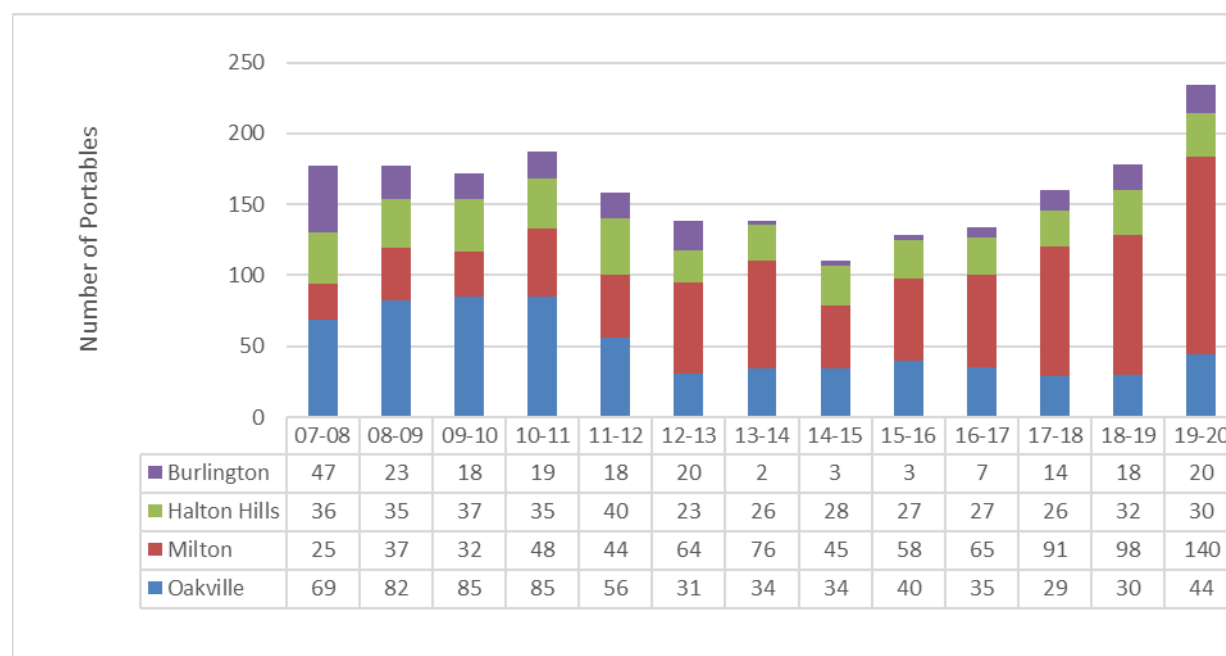
For the 2019-20 school year, overall student enrollment continued to grow within the Board. As a result, 26 additional portable classroom units were installed and a number of portable classrooms were relocated to accommodate changing enrollment throughout the Region. The majority of the enrollment growth occurred in Milton, where 19 new or relocated portable classrooms were added to the secondary panel and 2 units were added at the elementary panel. Burlington added 4 portable classrooms at the secondary panel and removed 2 units at the elementary panel. Halton Hills removed 2 portable classrooms at the elementary panel. Oakville increased by 2 portable classrooms at the elementary panel and was neutral at the secondary panel.


**Table 1 – Year-Over-Year Portable Classroom Accommodation Needs**

Municipality	Family of Schools	2018-19 Portable Classrooms		2019-20 Portable Classrooms		Difference			
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary		
Burlington	Assumption	0	0	0	4		0		+4
	Corpus Christi	6	0	6	0		0		0
	Notre Dame	8	4	6	4		-2		0
Halton Hills	Christ the King	16	16	14	16		-2		0
Milton	Bishop Reding	13	43	14	50		+1		+7
	Jean Vanier	36	26	38	38		+2		+12
Oakville	Holy Trinity	7	4	8	4		+1		0
	Loyola	11	0	13	0		+2		0
	St. Thomas Aquinas	8	0	9	0		+1		0
<b>Board Total</b>		<b>105</b>	<b>93</b>	<b>108</b>	<b>116</b>	<b>+3</b>	<b>+23</b>		
		<b>198</b>		<b>224</b>		<b>26</b>			

- No Change   
 - Decrease in Portable Classrooms   
 - Increase in Portable Classrooms

The Board experienced decreases in the number of portable classrooms needed from 2007-08 to 2014-15. However, with continued increases in enrollment from the 2014-15 school year to the present, the number of portable classrooms has also increased. Figure 1 shows the historical trends in portable classroom accommodation needs by municipality.


**Figure 1 – Historical Portable Classroom Accommodation Needs by Municipality**

Surplus classrooms have decreased for the 2019-20 school year, from 78 surplus classrooms in 2018-19 to 75 surplus classrooms in 2019-20. There was a decrease of 10 surplus rooms at the elementary panel, with an increase of 7 at the secondary panel. The increase at the secondary panel was primarily driven by the relocation of the Learning Resource Centre from classrooms at Notre Dame



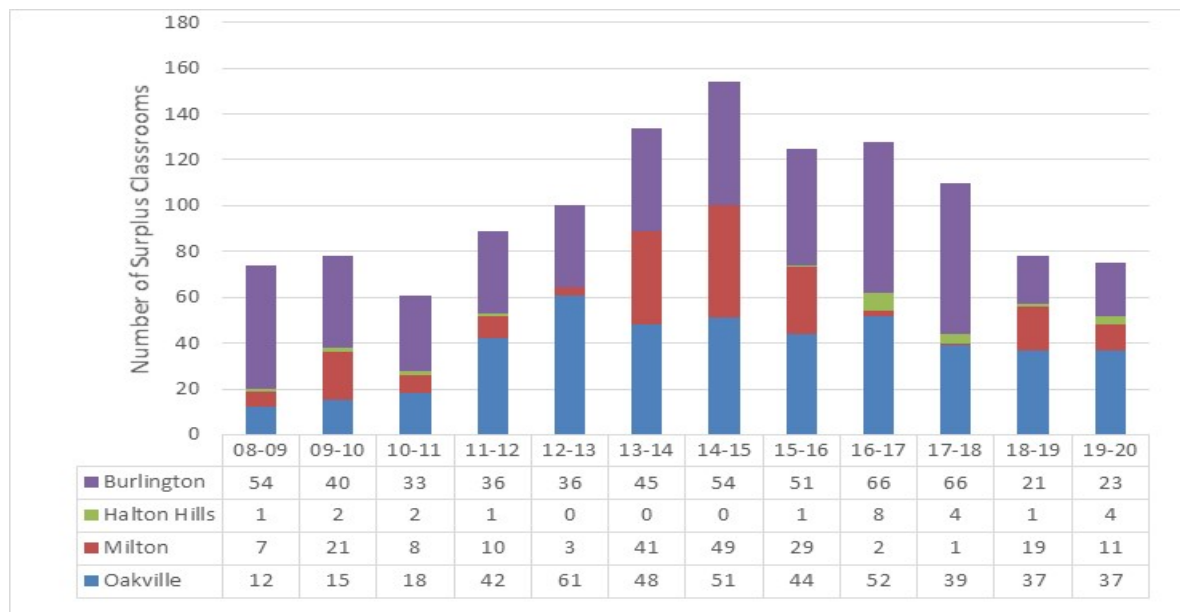
Catholic Secondary School to the former child care centre at Notre Dame School. Table 2 shows a breakdown of the changes in surplus classrooms by family of schools for the 2019-2020 school year, as compared to the 2018-19 school year.

**Table 2 – Year-Over-Year Surplus Classrooms**

Municipality	Family of Schools	2018-19 Surplus Classrooms		2019-20 Surplus Classrooms		Difference	
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Burlington	Assumption	9	0	7	0	-2	0
	Corpus Christi	5	6	4	6	-1	0
	Notre Dame	0	1	0	6	0	+5
Halton Hills	Christ the King	1	0	4	0	+3	0
Milton	Bishop Reding	1	0	0	0	-1	0
	Jean Vanier	18	0	11	0	-7	0
Oakville	Holy Trinity	7	0	7	0	0	0
	St. Ignatius of Loyola	22	0	19	0	-3	0
	St. Thomas Aquinas	8	0	9	2	+1	+2
<b>Board Total</b>		<b>71</b>	<b>7</b>	<b>61</b>	<b>14</b>	<b>-10</b>	<b>+7</b>
		<b>78</b>		<b>75</b>		<b>-3</b>	

- No Change
 - Decrease in Surplus Classrooms
 - Increase in Surplus Classrooms

Approximately 75% of the Board's surplus classrooms are located in Burlington and Oakville, with very few surplus classrooms in Halton Hills and Milton, outside of the recently opened St. Scholastica Catholic Elementary School. Figure 1 illustrates the historical trends in surplus classrooms by municipality.



**Figure 2 – Historical Surplus Classrooms by Municipality**



To contain operating expenses, surplus classrooms are closely monitored by staff. Many surplus classrooms are allocated to schools for program purposes and Board-wide system uses. The remaining surplus classrooms are closed to avoid unnecessary operating costs.

## Conclusion

As student enrollment continues to grow within the Board, there has been an increase in portable classroom accommodation needs and the number of surplus classrooms across the Board has decreased. For the 2019-20 school year, the number of portable classroom units increased from the 2018-19 school year by 26 to a total of 224 units. The number of surplus classrooms decreased by 1 classroom for the 2019-20 school year to 75 surplus classrooms throughout the Board.

Staff will continue to monitor portable classroom and surplus classroom utilization to contain operating expenditures wherever possible.

Report Prepared by:	C. Abrahams Senior Manager, Capital Projects
Report Submitted by:	R. Merrick Superintendent, Facility Management Services
Report Approved by:	P. Daly Director of Education and Secretary of the Board



## APPENDIX A – PORTABLE AND SURPLUS CLASSROOMS BY SCHOOL

School		Portable Classrooms			Surplus Classrooms		
		2018-19	2019-20	Difference	2018-19	2019-20	Difference
Burlington	Assumption	0	4	+4	0	0	0
	Ascension	0	0	0	2	2	0
	Holy Rosary (B)	0	0	0	2	2	0
	St. John (B)	0	0	0	3	2	-1
	St. Patrick	0	0	0	1	1	0
	St. Paul	0	0	0	0	0	0
	St. Raphael	0	0	0	1	0	-1
	Family Total	0	4	+4	9	7	-2
	Corpus Christi	0	0	0	6	6	0
	Sacred Heart of Jesus	0	0	0	0	0	0
	St. Anne	6	6	0	0	0	0
	St. Christopher	0	0	0	3	3	0
	St. Elizabeth Seton	0	0	0	2	1	-1
	Family Total	6	6	0	11	10	-1
	Notre Dame	4	4	0	1	6	+5
	Canadian Martyrs	0	0	0	0	0	0
	St. Gabriel	2	3	+1	0	0	0
	St. Mark	5	0	-5	0	0	0
	St. Timothy	1	3	+2	0	0	0
	Family Total	12	10	-2	1	6	+5
Halton Hills	Christ the King	16	16	0	0	0	0
	Holy Cross	0	0	0	0	1	+1
	St. Brigid	13	11	-2	0	0	0
	St. Catherine of Alexandria	3	3	0	0	0	0
	St. Francis of Assisi	0	0	0	0	0	0
	St. Joseph (A)	0	0	0	1	3	+2
	Family Total	32	30	-2	1	4	+3
Milton	Bishop Reding	43	50	+7	0	0	0
	Holy Rosary (M)	0	0	0	1	0	-1
	Our Lady of Victory	0	0	0	0	0	0
	St. Anthony of Padua	10	11	+1	0	0	0
	St. Peter	3	3	0	0	0	0
	Family Total	56	64	+8	1	0	-1
	Jean Vanier	26	38	+12	0	0	0
	Guardian Angels	9	9	0	0	0	0
	Lumen Christi	1	3	+2	0	0	0
	Our Lady of Fatima	4	5	+1	0	0	0
	Queen of Heaven	10	9	-1	0	0	0
	St. Benedict	12	12	0	0	0	0
	St. Scholastica	0	0	0	18	11	-7
	Family Total	62	76	+14	18	11	-7
Oakville	Holy Trinity	4	4	0	0	0	0
	Holy Family	0	0	0	4	2	-2
	Our Lady of Peace	0	0	0	2	2	0
	St. Andrew	6	7	+1	0	0	0
	St. Marguerite d'Youville	0	0	0	1	3	+2
	St. Michael	1	1	0	0	0	0
	Family Total	11	12	+1	7	7	0
	St. Ignatius of Loyola	0	0	0	0	0	0
	St. Bernadette	1	0	-1	0	2	+2
	St. Gregory the Great	0	0	0	10	5	-5
	St. John Paul II	0	0	0	0	0	0
	St. Joan of Arc	0	0	0	4	4	0
	St. Mary	5	8	+3	0	0	0
	St. Matthew	5	5	0	0	0	0
	St. Teresa of Calcutta	0	0	0	8	8	0
	Family Total	11	13	+2	22	19	-3
	St. Thomas Aquinas	0	0	0	0	2	+2
	St. Dominic	4	5	+1	0	0	0
	St. Nicholas	4	4	0	0	0	0
	St. Luke	0	0	0	6	7	+1
	St. Vincent	0	0	0	2	2	0
	Family Total	8	9	+1	8	11	+3
Board Total		198	224	+26	78	75	-3



HCDSB 50 <sup>th</sup> Anniversary “The Promise of the Cross”	Item 10.5
October 1, 2019	

## Alignment to Strategic Plan

This report is linked to our strategic priority of **Believing: Celebrating our Catholic faith & aspiring to be models of Christ.**

## Purpose

To inform the Board of Trustees about a cross pilgrimage that will take place in order to help celebrate the fiftieth anniversary of the Board’s formation.

## Background Information

This school year marks the fiftieth anniversary of the formation of the Halton Catholic District School Board. The Believing Pillar of the Board’s strategic plan focuses on celebration of our Catholic faith. We do so through providing a Catholic learning environment for all learners, fostering the relationship between home, school and parish, and modelling Christ in our actions. In 2018, the Ontario Bishop’s provided our Catholic schools with a Pastoral Letter on Catholic education entitled *Renewing the Promise*. *Renewing the Promise* is very much about our journey in faith as a Catholic education community. It is important that in celebrating our system’s history, that we come together as a community in faith. Through a Cross Pilgrimage, we can bring all our school and system communities together in reflection, celebration, and prayer. *Renewing the Promise* is about accompaniment, using the scriptural account of the journey to Emmaus as its foundation. It starts with fear and dejection and is transformed into a story of joy and hope and anticipation for the followers of Jesus, as they encounter him on the road.

Catholic education has been built on that story: the love of Jesus has triumphed over the ignominy of the crucifixion and the empty cross is a reminder to us of that victory, a vibrant symbol of Jesus promise to be with us always and his challenge to go forth and teach “all nations”. It is up to us as partners in Catholic education to carry it forward, to share the hope and joy and anticipation with everyone we encounter on this journey.





## Comments

Beginning during the Fall of 2019, the fiftieth anniversary of the Board’s formation; this is a joyful milestone during which it is appropriate to take stock of the journey already completed and look forward at the horizons ahead. Our journey with the cross will continue until Catholic Education Week 2021. The cross will journey from school to school, accompanied with prayer and song.

The Cross will follow a circuit from Georgetown schools to Oakville, Burlington, Milton and Acton, transporting the cross on foot wherever possible, and by vehicle where not. The cross will be light enough to permit a team of students to carry it, changing the team as necessary to not tire any participant overly.

Each school will have the cross for about a week, allowances being made for statutory holidays, Church seasonal observances, PA days and events such as EQAO testing.

A theme song and a selection of prayers and devotions will be provided for schools. The suggested theme song is “Siyahamba/We Are Marching” with additional verses. Prayer services are drawn from the Solemnity of the Exaltation of the Holy Cross and augmented with suitable additional prayers and reflections.

Schools will be provided with suggested activities and liturgies to celebrate its arrival and promote prayer and reflection. Suggestions will include ideas for welcoming the cross at each school such as enthroning it with a prayer service or Mass. It will be suggested that the cross be set up securely in a place where it can be visited by classes, small groups or individuals for adoration and prayer. It can be decorated with flowers and an electric candle to draw attention to its presence.

## Conclusion

In celebration of HCDSB’s fiftieth anniversary, a cross pilgrimage will take place beginning after Faith Day 2019 and journey across our system until Catholic Education Week in 2021. Prayers, celebrations, and activities will take place as the cross travels from school to school. A resource package has been developed for schools to use as they participate in the pilgrimage. (See Appendix A.)



Report Prepared by:

L. Naar  
Superintendent of Education

G. Federico  
System Chaplain

Report Submitted by:

L. Naar  
Superintendent of Education

Report Approved by:

P. Daly  
Director of Education and Secretary of the Board

# HCDSB 50<sup>th</sup> Anniversary “The Promise of the Cross”

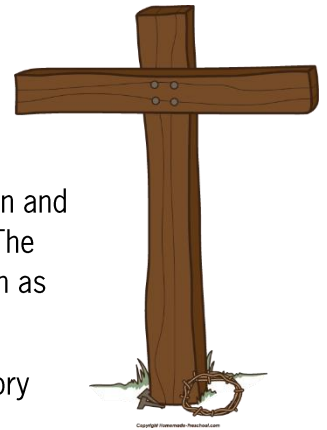
Appendix A

## Concept

Beginning during the Fall of 2019, the fiftieth anniversary of the Board’s formation, and continuing until Catholic Education Week 2021, we shall journey with a cross from school to school, accompanying it with prayer and song.

The Cross will follow a circuit from Georgetown schools to Oakville, Burlington, Milton and Acton, transporting the cross on foot wherever possible, and by vehicle where not. The cross will be light enough to permit a team of students to carry it, changing the team as necessary to not tire any participant overly.

Each school will have the cross for about a week, allowances being made for statutory holidays, Church seasonal observances, PA days and events such as EQAO testing.



<http://clipart-library.com/empty-cross-cliparts.html>

There is a theme song and a selection of prayers and devotions provided for schools. The suggested theme song is “Siyahamba/We Are Marching” with additional verses. Prayer services are drawn from the Solemnity of the Exaltation of the Holy Cross and augmented with suitable additional prayers and reflections.

When the Cross arrives at your school, it would be appropriate to enthrone it with a prayer service or Mass. It should be set up securely in a place where it can be visited by classes, small groups or individuals for adoration and prayer. It can be decorated with flowers and an electric candle to draw attention to its presence.

## Some Background

“The feast of the Exaltation of the Holy Cross celebrates two historical events: the discovery of the True Cross by Saint Helena, the mother of the Emperor Constantine, in 320 under the temple of Venus in Jerusalem, and the dedication in 335 of the basilica and shrine built on Calvary by Constantine, which mark the site of the Crucifixion. The basilica, named the Martyrium, and the shrine, named the Calvarium, were destroyed by the Persians in 614. The Church of the Holy Sepulchre which now stands on the site was built by the Crusaders in 1149.

However, the feast, more than anything else, is a celebration and commemoration of God's greatest work: his salvific death on the Cross and His Resurrection, through which death was defeated and the doors to Heaven opened.

The entrance antiphon for the Feast of the Exaltation of the Holy Cross is: “We should glory in the cross of our Lord Jesus Christ, for he is our salvation, our life and our resurrection: through him we are saved and made free.” (©Catholic News Agency)



The Feast is celebrated on September 14<sup>th</sup>, a Saturday in 2019. No one has exalted the Cross better than our Heavenly Mother as she experienced it firsthand. And a sword of sorrow pierced her heart. So, we honour Mary, Mother of Sorrows the very next day (September 15<sup>th</sup>).

First Reading: Numbers 21:4-9

Psalm: 78 – *Do not forget the works of the Lord*

Gospel: John 3:13-17

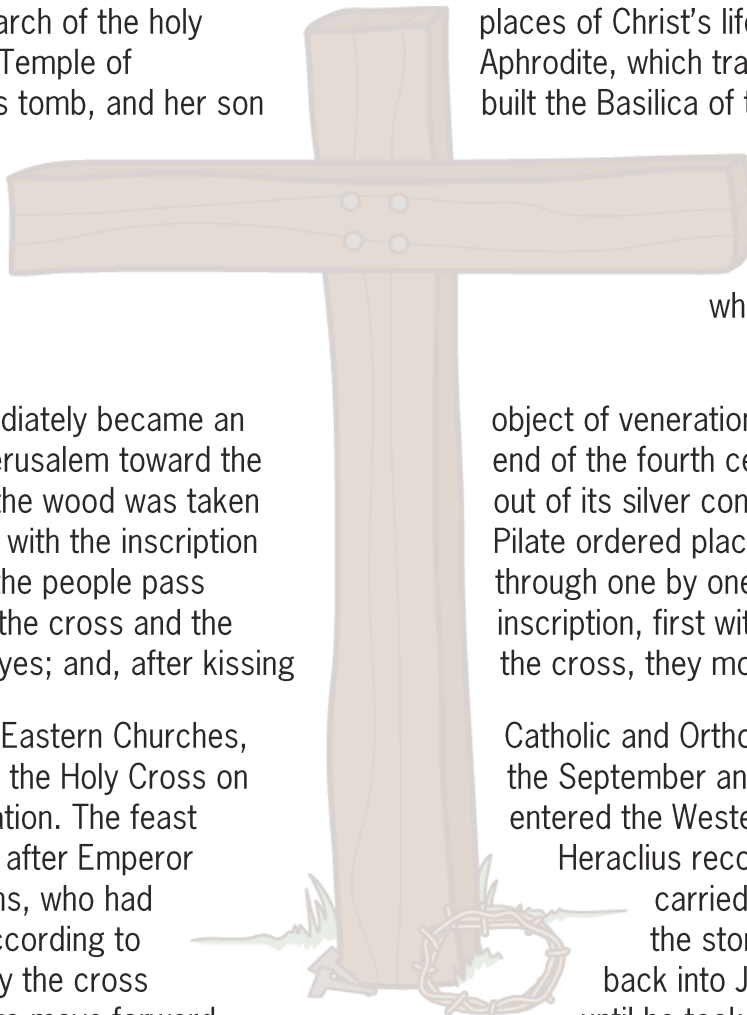
Additionally, the Memorial Acclamation, “Save us, Saviour of the world, for by your Cross and Resurrection you have set us free”, is an appropriate prayer response.

### **The Story of the Exaltation of the Holy Cross**

Early in the fourth century, Saint Helena, mother of the Roman Emperor Constantine, went to Jerusalem in search of the holy places of Christ's life. She razed the second-century Temple of Aphrodite, which tradition held was built over the Savior's tomb, and her son built the Basilica of the Holy Sepulcher on that spot. During the excavation, workers found three crosses. Legend has it that the one on which Jesus died was identified when its touch healed a dying woman.

The cross immediately became an object of veneration. At a Good Friday celebration in Jerusalem toward the end of the fourth century, according to an eyewitness, the wood was taken out of its silver container and placed on a table together with the inscription Pilate ordered placed above Jesus' head: Then “all the people pass through one by one; all of them bow down, touching the cross and the inscription, first with their foreheads, then with their eyes; and, after kissing the cross, they move on.”

To this day, the Eastern Churches, Catholic and Orthodox alike, celebrate the Exaltation of the Holy Cross on the September anniversary of the basilica's dedication. The feast entered the Western calendar in the seventh century after Emperor Heraclius recovered the cross from the Persians, who had carried it off in 614, 15 years earlier. According to the story, the emperor intended to carry the cross back into Jerusalem himself, but was unable to move forward until he took off his imperial garb and became a barefoot pilgrim.



Copyright Homemade-Preschool.com  
(© Franciscan Media)



Item 10.5 | HCDSB 50<sup>th</sup> Anniversary “The Promise of the Cross”

## We Are Marching / Siyahamba

The musical score is written for a four-part choir (Soprano, Alto, Tenor, Bass) in 4/4 time, featuring a key signature of one sharp (F#). The melody is primarily in the Soprano and Alto parts, with the Tenor and Bass parts providing harmonic support. The lyrics are in English and Xhosa. The score includes a first ending (1.) and a second ending (2.).

We are march - ing\* in the light of God, we are  
Si - ya - hamb' e - ku-kha-nyen' kwen - khos', si - ya -

1. march-ing in the light of God. march-ing in the light of, the  
hamb' e - ku-kha-nyen' kwen-khos'. hamb' e - ku-kha-nyen' kwen, kha -

2. God. khos'.  
God. khos'.

We are march-ing,  
Si - ya - ham - ba,

light of God. We are march-ing, march-ing, we are  
nyen' kwen - khos'. Si - ya - ham - ba, ham - ba, si - ya -

Oo  
march-ing, march-ing, we are march-ing in the light of God.  
ham - ba, ham - ba, si - ya - hamb' e - ku-kha-nyen' kwen-khos'.

\*Alternate text: dancing, singing, praying

Text: South African  
Tune: South African  
© 1984, Ureyak, Walton Music Corporation, agent

Reproduced under OneLicense # A-707054

Additional verses: We are marching with the cross of Christ....; We are bringing home the cross of Christ....; We are sending forth the cross of Christ....



Suggested Activities from [CatholicCulture.org](http://CatholicCulture.org)

- Study different symbols and types of crosses, history and/or significance. Then have an art project — creating own crosses, using different media, including paper. See variations of crosses for some ideas.
- Learn and pray the prayer to Christ Crucified; pray the Stations of the Cross. Point out particularly the phrase repeated at each station:  
*We adore You, O Christ, and praise You,  
Because by Your Holy Cross You have redeemed the world.*
- Study the history of St. Helena and Constantine, especially St. Helena’s quest for finding the relics of Jesus.
- Explain the meaning of the Sign of the Cross to your children and be sure that even the little ones are taught how to make it.
- Make a dessert in the form of a cross, or decorated with a cross. Although usually made on Good Friday, Hot Cross Buns would be appropriate for this day. Make a cross cake, either using a cross form cake pan, or bake a sheet cake (recipe of choice). Once cool, cut the cake in half, length ways. Then cut one of these sections in half width ways. This makes three sections - one long and two short. Lay the long section onto a serving plate. Set the two small sections next to the long section forming a cross. Frost and decorate as desired.
- Tradition holds that sweet basil grew over the hill where St. Helena found the Holy Cross, so in Greece the faithful are given sprigs of basil by the priest. Cook a basil pesto, tomato basil salad (with the last of the summer tomatoes) or some other type of recipe that includes basil.

### **A Selection of Prayers**

#### **May Christ be in our mind, in our lips, in our heart, in our actions, in our life.**

*“O God, who willed that your Only Begotten Son should undergo the Cross to save humanity, grant, we pray, that we who have known his mystery on earth may merit the grace of his redemption in heaven. Through our Lord Jesus Christ Your Son, who lives and reigns with You, in the unity of the Holy Spirit, One God, forever and ever. Amen.”*

Here I am, good and gentle Jesus, kneeling before you. With great fervor I pray and ask you to instill in me genuine convictions of faith, hope and love, with true sorrow for my sins and a firm resolve to amend them. While I contemplate your five wounds with great love and compassion, I remember the words which the prophet David long ago put on your lips: “They have pierced my hands and my feet, I can count all my bones.” (Psalm 22/17-18).

“May I never boast except in the cross of our Lord Jesus Christ, through which the world has been crucified to me, and I to the world” (Gal. 6:14).



**The Stations of the Cross, in the traditional form or the scriptural form followed by Pope St John Paul II, a form such as that produced by the Maryknoll Sisters, or a form simplified for children may be used.**

**Stations of the Cross – Simplified for Children**

Stations of the Cross for Children: A Simple Presentation for Kids Ten and Under

BY: THERESA DIFATO ([https://wau.org/resources/article/re\\_stations\\_cross\\_kids/](https://wau.org/resources/article/re_stations_cross_kids/))

**1. Jesus is condemned to death.** Jesus was accused of many crimes he didn't commit. He didn't defend himself. He knew he needed to die for our sins.

*Prayer: Jesus, I often get defensive when I know I did something wrong. Help me be honest. I also don't want to be a tattletale or accuse others of doing wrong.*

**2. Jesus accepts the cross.** The cross was big and heavy. It was hard for Jesus to carry it. Jesus carried the heavy cross without complaining once.

*Prayer: Sometimes schoolwork or jobs at home are hard for me and I complain. Jesus, please help me not to complain. I want to keep trying, even when I find something hard.*

**3. Jesus falls the first time.** Jesus was already badly wounded when he fell the first time. It must have hurt very much. Jesus got up and kept on going.

*Prayer: When we don't succeed in school or when we lose a sports game, it can make us feel defeated. Jesus was hurt but never defeated. Jesus, I want your attitude of hope and victory even if I am not succeeding.*

**4. Jesus meets his mother.** Jesus knew that his mother was sad to see him suffering so much. But he was so happy she came to him. Mary loved Jesus very much.

*Prayer: Our parents love us very much, and sometimes we don't let them hug us and care for us because we are mad or sad or don't want them to see us in trouble. Jesus, I thank you for my parents and their love for me.*



**5. Simon of Cyrene helps Jesus.** Simon didn't come to help Jesus but to see what was going on. Then he was ordered by the soldiers to carry the cross, because Jesus was having such a hard time.

*Prayer: Sometimes I don't want to help my friends or brothers and sisters or parents when I am told to. Jesus, help me know that when I do help others, it is like helping you. I want to be kind and helpful.*

**6. Veronica wipes Jesus' face.** Veronica loved Jesus very much. When she stepped out to wipe his face, she risked getting in big trouble from the soldiers. Her love and kindness overcame her fear.

*Prayer: Jesus, I want to love you like Veronica. Help me to be brave and love others who are unpopular.*

**7. Jesus falls a second time.** Jesus fell again because he was so weak and tired from all his wounds. He still didn't give up. He got back up and continued on.

*Prayer: Think of something that makes you feel weak, something that is hard for you to do. Ask Jesus to help you with this.*

**8. Jesus meets the women of Jerusalem.** A lot of people were against Jesus, but a lot of people followed him. They were his faithful friends.

*Prayer: Help me to be a faithful friend. When my friends are going through a hard time or are being made fun of, I want to help them and be a true friend.*

**9. Jesus falls a third time.** It's unbelievable that Jesus fell again and the soldiers didn't help him. They only yelled louder for him to get up and continue on. Jesus didn't get mad at them; he forgave them.





*Prayer: Sometimes people say or do hurtful things to us or don't help us when we need them. Jesus, help me to forgive everyone like you did. Help me not to get angry or hold a grudge against someone who has hurt me.*

**10. Jesus is stripped of his clothes.** To be without clothes in front of everyone is a humiliating thing. Jesus wasn't ashamed because he knew his Father in heaven loved him and everyone who was there.

*Prayer: Jesus, I want to know how much you and the Father love me, so I will never be embarrassed or ashamed.*

**11. Jesus is crucified.** The soldiers drove nails through Jesus' hands and feet. They lifted up the cross and put it in place. Jesus was in a lot of pain.

*Prayer: Many people suffer pain every day from being sick, hungry, poor, and because of war or natural disasters. Jesus, please comfort everyone who is in pain today.*

**12. Jesus dies on the cross.** When Jesus died, the sky got dark and the ground started to shake. This made some people very scared. They saw that Jesus was innocent and that they had made a big mistake.

*Prayer: Jesus, help me to admit when I make mistakes. Help me to say I'm sorry. Thank you for always forgiving me. I love you, and I want to do the right thing.*

**13. Jesus' body is taken down from the cross.** Joseph of Arimathea gave Jesus his own burial cave because Jesus didn't have a place to be buried. Joseph was another one of Jesus' friends who took a risk to help him.

*Prayer: Sometimes it is risky to step out and help people who are in need. Jesus, I want to be a risk-taker and help others. Give me love and courage.*

**14. Jesus is laid in the tomb.** Even when things look very difficult and sad, there is always hope that God can bring new life.



*Prayer: Jesus, I believe that you died and rose from the dead so that I could have new life.  
Thank you!*

**Both the Traditional version attributed to St. Alphonsus Liguori, and the revised version by Pope St. John Paul II are found in the “Living With Christ” missalette.**

**Your Pastoral Animator will have versions of the Stations of the Cross supplied as Lenten Resources in previous years.**

**The Maryknoll version which focus on the poor and marginalized of the world can be found online at <https://www.maryknoll.us/home/resources/mission-spirituality/resources-for-lent/2017-stations-of-the-cross>**

#### Music

Familiar Lenten and Good Friday hymns, such as “Were you there when they crucified my Lord?”, “When I survey the wondrous cross”, “Behold, behold the wood of the cross”, “Lift high the cross”, may be used for devotions. There are also many pieces from Christian music sources which are appropriate:

1. "Man of Sorrows" by Hillsong Worship
2. "Jesus Thank You" by Sovereign Grace Music
3. "What Would I Have Done" by Bethel Music
4. "Jesus, Son of God" by Chris Tomlin and Christy Nockels
5. "Great, Great God" by Gateway Worship
6. "Victor's Crown" by Darlene Zschech
7. "To the Cross" by Paul Baloche
8. "This Is Amazing Grace" by Phil Wickham
9. "Power of the Cross" by Natalie Grant
10. "Glorious Day (Living He Loved Me)" by Casting Crowns  
(see <https://spinditty.com/playlists/10-Modern-Worship-Songs-on-the-Cross-of-Jesus-Christ>)

The tentative route map can be found at:

<http://hcdsb.maps.arcgis.com/apps/webappviewer/index.html?id=ce9919404ac744d79d60a3c4b13c7c0a>

A proposed schedule will follow.

## MINUTES OF THE AUDIT COMMITTEE MEETING

Date: May 30, 2019  
Time: 8:00 pm  
Location: Catholic Education Centre – Board Room  
802 Drury Lane, Burlington, Ontario

Committee Members Present: J. Fahrer (Chair)  
D. Morton  
P. DeRosa  
P. Murphy  
V. Iantomasi

Committee Members Excused:

HCDSB Staff Present: P. Daly  
A. Lofts

RIAT Staff Present: J. Baker

Invited Guests: D. Marks, External Auditor, KPMG  
M. Fisher, KPMG

Recording Secretary: K. Jones

---

### 1. **Call to Order**

#### 1.1 **Opening Prayer**

The meeting opened with a prayer led by P. Murphy.

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

The agenda was reviewed.

Moved By: V. Iantomasi

Seconded By: P. Murphy

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

**CARRIED**

### 3. **Approval of Minutes of the Audit Committee of November 15, 2018**

J. Fahrer, before approval of the November 15, 2018 minutes, established that neither Trustee in attendance (namely V. Iantomasi and Vice-Chair of the Board, P. Murphy), could attest to the correctness of the minutes. Given the above and to facilitate the required approval of the minutes by the trustees and external committee members, J. Fahrer and D. Morton certified verbally that the minutes were correct, after which time a motion was put forward to approve the minutes as read.

Moved By: D. Morton

Seconded By: V. Iantomasi

Minutes of the Audit Committee Meeting – May 30, 2019

**RESOLVED**, that the minutes of the November 15, 2018 meeting be accepted as presented.  
**CARRIED**

#### **4. Action Items**

##### **4.1 2018-19 Year-End Audit Planning Report (D. Marks, KPMG)**

D. Marks from KPMG reviewed the audit plan for 2018-19 year-end, including the audit plan considerations, materiality, independence, and the KPMG team, and the audit approach. KPMG will also audit school generated funds, OYAP, 7-month report and literacy and basic skills. Data analytics is used to filter specific criteria on such thing as journal entries, and SGF. D. Marks gave the Audit Committee an opportunity to ask questions or raise issues that the external auditors need to be aware of concerning fraud risks. There were no concerns noted. The Engagement Letter from KPMG will be included with September 2019 Audit package, if received by September meeting date.

#### **RECOMMENDATION**

*Moved by: Vincent  
Seconded by: Patrick*

**RESOLVED**, that the Audit Committee recommend that the Board of Trustees approve the External Auditor's 2018-19 Year-End Audit Planning Report at the June 18, 2019, Regular Board Meeting.

**CARRIED**

##### **4.2 RIAT Audit Plan for 2019-20 (J. Baker, RIAT)**

J. Baker explained the purpose of the RIAT that they complete two full audits per year, as well as follow-up audits. She presented the 2019-20 internal audit plan. The audit project proposed for 2019-20 is Privacy. This audit will look at the Board's collection, use, retention, and disclosure of personal information in the course of meeting its statutory duties and responsibilities. The audit is so encompassing that it is considered two audits.

The Health and Safety audit findings report being presented in September 2019. Preliminary results show very positive findings.

Possible audits for 2012-21 include Stakeholder Communications and School Accommodation Review.

#### **RECOMMENDATION**

*Moved by: P. Murphy  
Seconded by: V. Iantomasi*

**RESOLVED**, that the Audit Committee recommend to the Board of Trustees that the Regional Internal Audit Team's 2019-20 Audit Plan be approved at the June 18, 2019, Regular Board Meeting.

**CARRIED**

## **5. Discussion Items**

### **5.1 RIAT Status Report (J. Baker, RIAT)**

J. Baker noted the RIAT's independence.

### **5.2 Proposed Audit Committee Meeting Schedule 2019-20**

Proposed dates for 2019-20 are:

Thursday, September 12, 2019

Tuesday, November 19, 2019, 4:00 to 6:00 pm

Tuesday, May 26, 2020

P. DeRosa arrived at 8:25 pm.

Audit Committee members are asked to contact A. Lofts if they are unable to attend on those dates.

## **6. Resolution re: absentees Peter arrived**

### **7. Adjournment**

The following motion was put forth: That the meeting be adjourned at 8:36 pm.

Moved By: P. Murphy

Seconded By: V. Iantomasi

**RESOLVED**, that the meeting adjourn at 8:36 pm.

***CARRIED***

## MINUTES OF THE CATHOLIC PARENT INVOLVEMENT COMMITTEE (CPIC)

Date: June 3, 2019  
Time: 7:00 pm  
Location: Trustee Meeting Room  
Catholic Education Centre  
802 Drury Lane  
Burlington, Ontario

Members Present:	J. Crowell	A. A. LeMay
	Fr. Francis Salasiar	V. Monaco
	M. Duarte	A. Gonzalez
	C. Thompson	S. DeSousa
	D. Garell-Teti	S. Edeigba
		R. Alfaro
Regrets:	K. Bivand	S. Guevara
	A. Wright	G. Merritt-Murrell
		A. McKinney

Co-Chairs: C. Thompson/ A. Gonzalez  
Recording Secretary: J. Crowell

---

### 1. Opening Prayer:

The meeting opened at 7:00 p.m. with a prayer led by Jeff Crowell

### 2. Approval & Revisions

#### 2.1 Agenda

**Moved by:** S. DeSousa

**Seconded by:** M. Duarte

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

#### 2.2 Minutes

**Moved by:** M. Duarte

**Seconded by:** R. Alfaro

**That,** the minutes of the April 8, 2019 Catholic Parent Involvement Committee be approved as submitted.

**CARRIED**

### 3. Board Update

J. Crowell provided a Board update on the following:

- Festival of Harmony took place on May 17th and May 22nd, showcasing the creative and musical talent of students across HCDSB
- EQAO took place for grades 3 and 6 from May 21st to June 3rd
- Elementary Track and Field dates:
  - Burlington Meet June 3th at Notre Dame CSS
  - Oakville Meet June 4th at St. Ignatius of Loyola CSS
  - North Halton Meet June 5th at Bishop Reding CSS

- Municipal Meet June 10th at Notre Dame CSS
- 5th Annual Board celebration of staff taking place on June 6th at Le Dome Banquet Hall, in Oakville
- Elementary PA Day June 7th; Secondary PA Day June 28th
- Secondary Exams begin June 20th
- National Indigenous People's Day – June 21st – Celebration at Holy Trinity 5:00 – 8:45 pm
- Graduation ceremonies and Masses taking place throughout June. Calendar with dates/locations provided for review
- Elementary report cards go home June 25th; Secondary report cards go home June 24th – July 5th
- Question about School Graduations being held at Milton Velodrome; currently 3 of our secondary schools use this as it allows for more parents/family members to attend

#### **4. Trustee Update**

M. Duarte provided a Trustee update on the following:

- Catholic Education Week – trustees attending various functions across the Board
- Council of Chairs at St. Scholastica – most trustees were able to attend
- CPIC Orientations held at Jean Vanier and St. Ignatius of Loyola
- Community Engagement Policy – out for stakeholder feedback
- Uniform Supplier – ISW: extended for one more year to allow Board to revisit policy
- Budget process is ongoing; using parent feedback as part of process

#### **5. OAPCE Update**

D. Garell-Teti provided an update on the following:

- Proposal to have OAPCE Chair attend a Council of Chairs meeting ideally in October
- Proposal to co-host 2020 OAPCE Conference at one of our HCDSB schools, along with Kitchener-Waterloo, Brantford and others; to be revisited at September 2019 CPIC Meeting

#### **6. Reflection activity on CPIC and goals for next school year**

- Discussion led by Alex about amount of work is required to prepare about Council of Chairs and CPIC elections
- Importance of committees in doing the work of reaching parents with many good things going on in the Board and meeting their needs
- Alice Anne proposed having more speakers/events that CPIC has had in the past – proposed topics: ABA, Vaping Presentation, “The Domestic Church” – John Kostoff’s work
- Importance of orientation for new members as helping set them up for success
- Roger raised that parents do not seem to be very motivated to participate; seems to be the same few parents are engaged in school councils and some school events; CPIC can help parents understand what their own role is, and what roles different members of the School Board play
- Marvin agreed that there should be more information coming from the Board to parents
- Solomon felt that there should be more information for new CPIC members to better define their roles

- Samuel feels we have fallen behind where we are or where we would like to be; more/better communication needed; Council of Chairs – CPIC members should all be more involved in making event successful. There is an opportunity to ‘find our way back’; trying to find ways to help newcomer families. Importance of working in committees for next year to try to achieve goals.
- Carreen suggested that we have an orientation session for new CPIC members in September; could work on the ‘package’ over the summer as a committee online. Has learned lots of lessons in first year as co-chair; looking to move forward in positive way.
- Denise remarked that the goals of CPIC is around parent engagement; we could set up committees ahead of time to be ready to go in September. Not necessary to engage all parents; some events will be more successful than others.
- Sheila remarked that the committees didn’t really get much accomplished;
- Jeff proposed that we restructure CPIC official meetings to be bi-monthly; this structure would allow for sub-committees to do work in the interim
- Alex: suggesting following committees – orientation, election, awards, parent events (webinars), video series on different roles within the Board; inviting Andrea from Communications to our first meeting to work on information to distribute for all. Feedback from CPIC Election Orientation night was that it would be helpful to create criteria/expectations for what a CPIC member should be.
- Vince noted that we should not overextend ourselves with too many subcommittees; start small and build as we have success
- Jeff will revisit Board committees to see which ones require CPIC involvement
- Marvin did remind us about the importance of keeping to the agenda and not veering
- Alex suggesting 4 sub-committees: orientation, awards/council of chairs, events/engagement and communication; will send out electronically to ask for members

## **7. CPIC Elections update**

- Great turnout at CPIC orientation events
- Alex reminded us that the orientation PPT needs to be updated before next year’s election
- June 6<sup>th</sup> – nominations close
- June 11<sup>th</sup> – information sent to school councils
- June 16<sup>th</sup> – elections close
- Sheila suggested that we try to engage non-successful members in election to join our first meeting; Jeff explained that they can still attend, be part of discussion/subcommittees, but not voting members
- Discussion about North Halton maybe needing more CPIC members in the future

## **8. Board Committee**

- Alex updated from the Focus on Faith Committee: suggestion to plan to do a webinar/video series on Renewing the Promise and vapid
- Alex updated on Home/School/Parish committee: work with each school council on what initiatives they will do for each year (e.g., St. Ignatius of Loyola had a celebratory event for seminarian)

## **9. CPIC Subcommittees**

- already covered



**10. CPIC committee brainstorming session**

- already covered

**11. Other Business/Future Agenda Items**

- Jeff will send out a Doodle poll about the year-end CPIC dinner
- Alice Anne reminded us about HCCEF Golf/Dinner

**12. Closing Prayer**

Alex closed the meeting with a prayer.

**13. Adjournment**

***Moved by: A. A. LeMay***

***Seconded by: R. Alfaro***

***That, the meeting adjourn***

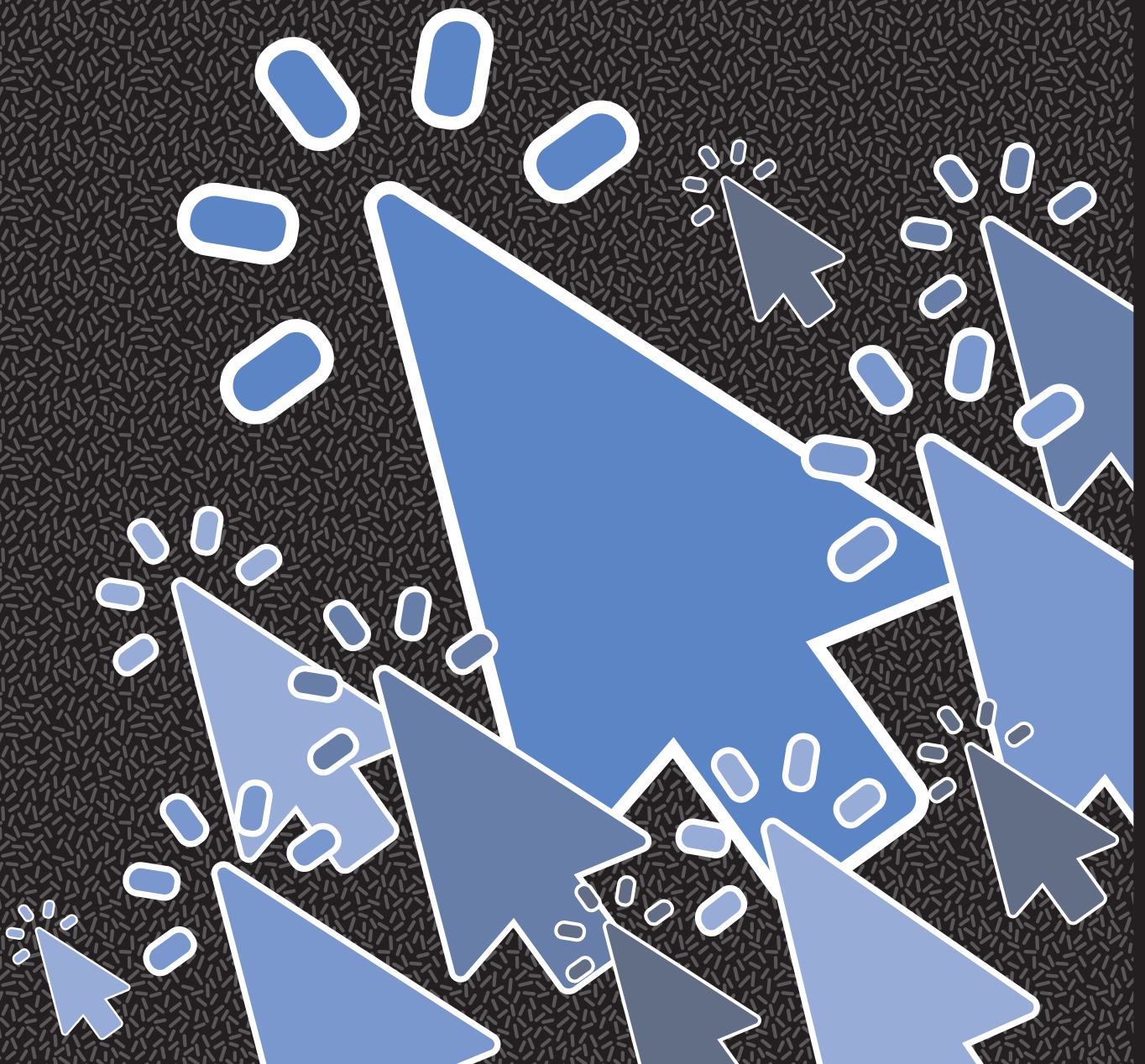
***CARRIED***

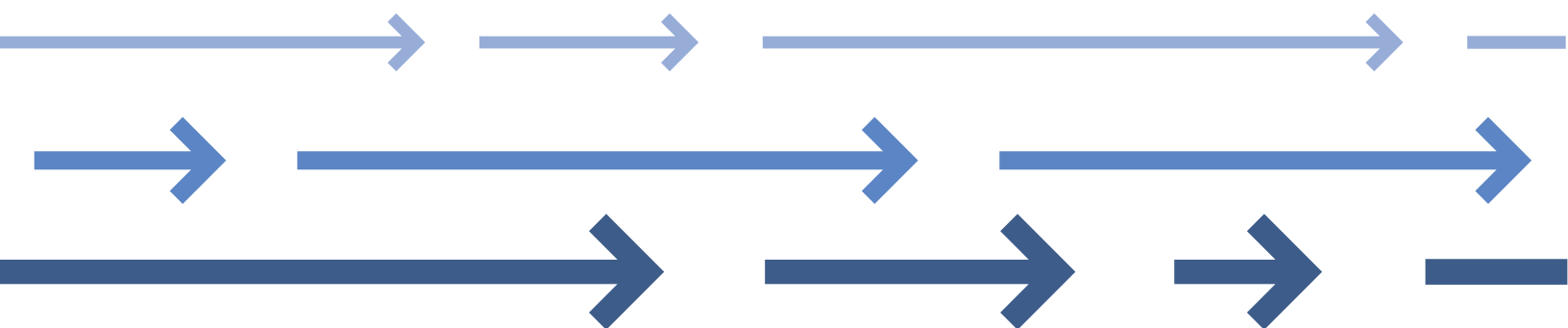
The meeting adjourned at 8:50 p.m.

OSTA - AECO

# eLearning: The Students' Perspective

*OSTA-AECO's eLearning Survey Results and Key Findings*

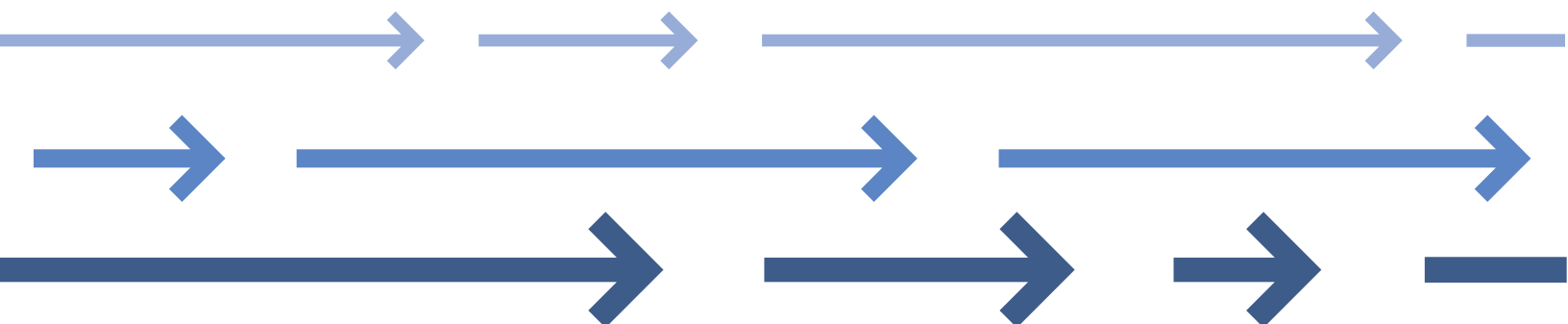




# About OSTA-AECO

The Ontario Student Trustees' Association/ l'Association des élèves conseillers et conseillères de l'Ontario (OSTA-AECO) is a registered non-profit, nonpartisan organization, and the largest student stakeholder group in Ontario, representing approximately 2 million students. The General Assembly is comprised of student trustees from public and Catholic school boards across the province. Members of the association work tirelessly throughout the year to advocate for student voice, and strive to work with provincial partners in government. Ultimately, OSTA-AECO aims to improve Ontario's education system for its students.

More information about OSTA-AECO's work can be found at [www.osta-aeco.org](http://www.osta-aeco.org)



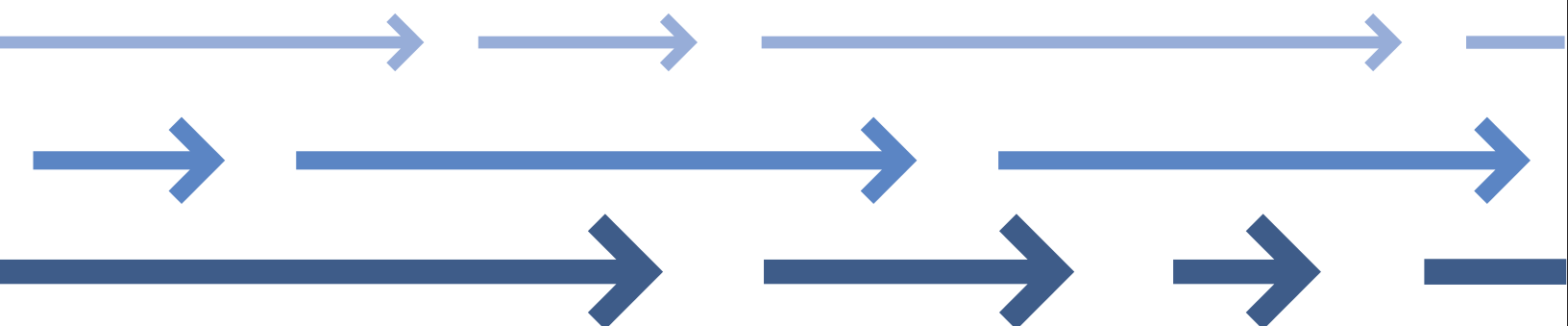
# Foreword

In today's society, technology has become an integral part of Ontario's publicly-funded education system. The way in which technology is used in the classroom is constantly evolving to fit the needs of this 21st century approach to education.

In response to the Ministry of Education's newest mandate, which makes earning four eLearning credits a requirement to receive the Ontario Secondary School Diploma (OSSD) for all Ontario secondary students, OSTA-AECO collected feedback from students in grades 8-12 on Ontario's eLearning program. **In total, the survey received 6087 responses from students across Ontario.**

The intent for this document to inform the general public and stakeholders within Ontario's education sector about students' perspectives on the eLearning mandate, and its subsequent implementation. Additionally, we intend for this report to encourage student consultation on mandates in Education and curriculum changes moving forward. The following policy document is divided into three sections, describing:

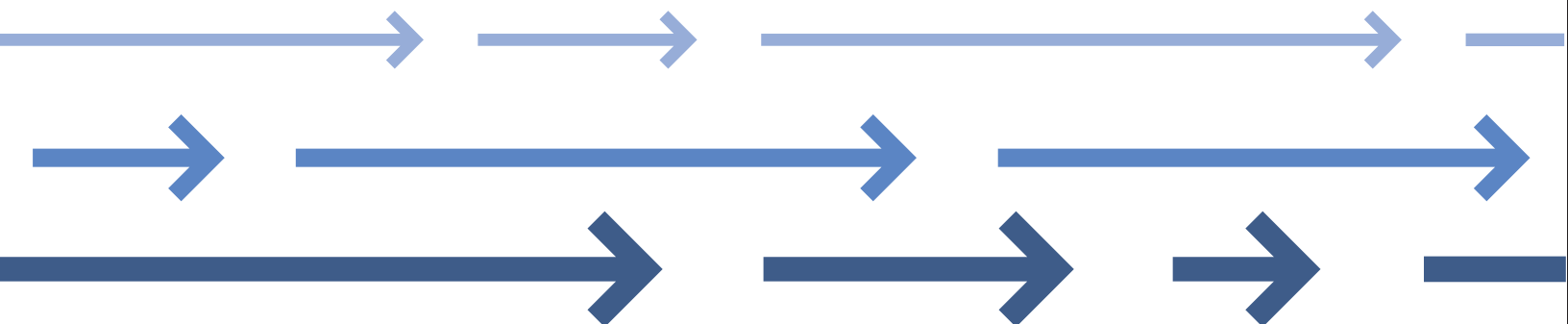
- 1) The state of eLearning today;*
- 2) The challenges students are facing with eLearning; and*
- 3) How eLearning can be improved*



As a unique report in Ontario addressing the subject of eLearning, this document is instrumental in providing the foundation for how students believe the eLearning mandate should be best addressed moving forward.

Our survey findings are conclusive and demonstrate that the majority of respondents disapprove of the direction of the Ontario eLearning mandate. As a result, OSTA-AECO is advocating for the new eLearning mandate to be reversed. These views, which are informed by a variety of factors such as the effectiveness of course material, socio-economic disparities, and course accessibility, highlight both the qualitative challenges and quantitative differences between eLearning and in-person courses.

The future of Ontario relies on how well students are educated today. OSTA-AECO believes both in upholding Ontario's high educational standards, and in the need to adequately consult students on decisions impacting their education. In providing the highest quality of education that reflects 21st century learning, the Government of Ontario and its publicly-funded school systems should ensure that students are ready to be effective and well-developed contributors to society.



# Table of Contents

→ **Fast Facts**, pg. 5

→ **Methodology**, pg. 6

→ **Section 1: *eLearning Today***, pg. 7

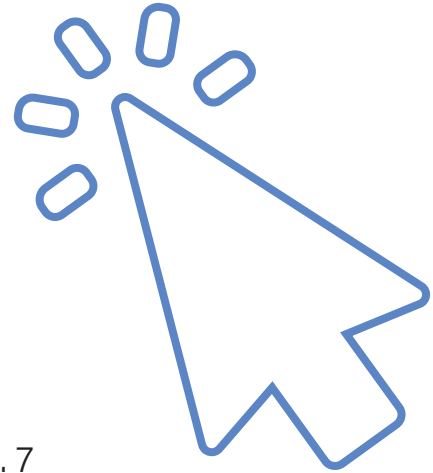
→ **Section 2: *Challenges in eLearning***, pg. 11

→ **Section 3: *Looking Forward***, pg. 17

→ **Conclusion**, pg. 20

→ **Reference List**, pg. 23

→ **Recommended Citation**, pg. 25



# Fast Facts

The fast facts listed below are the key findings from the eLearning survey released to students in grades 8-12 by the Ontario Student Trustees Association / l'Association des élèves conseillers et conseillères de l'Ontario (OSTA-AECO). The survey was conducted from May 2019 to June 2019, and garnered 6087 responses.

**1 in 4** respondents said they had a hard time contacting their eLearning teachers.



**35.2%**

of respondents who have taken eLearning reported experiencing moderate to severe challenges with utilizing the eLearning software.

Approximately

**60%**

of all survey respondents who took eLearning feel that their learning styles were not adequately accommodated.

Out of the 6087 survey respondents used in this sample, 5772 respondents -- or

**94.8%**

of all respondents -- disapprove of the new eLearning mandate.

An estimated ceiling of

**90,000**

of Ontario's 2 million currently-enrolled students would not be able to obtain their Ontario Secondary School Diploma (OSSD), if eLearning is mandated for all students.



**3 in 10** respondents had difficulty understanding their eLearning course lessons.



# Methodology

From May 2019 to June 2019, student trustees across Ontario were encouraged to distribute an online survey created by OSTA-AECO to all students in grades 8-12, regardless of whether or not they have taken an eLearning course. As a result, the information in this document features feedback from 6087 responses from students in over 60 school boards, both urban and rural, who participated in the consultation process.

"eLearning" refers to a course in which the majority of content is delivered online in the absence of a typical classroom setting. For the purpose of this survey, eLearning completed for summer school, online-based courses scheduled for school hours, and blended learning environments have all been classified as eLearning. Supplements to a course delivered in-person, such as the use of Google Classroom or Desire2Learn (D2L) to post lessons and quizzes, do not qualify as eLearning for the purposes of this survey.

Two separate question sets were used in the distribution of this survey; students who had taken eLearning were asked about their experiences, while students who had not previously taken eLearning were asked about their perceptions and ability to participate in online courses. As a part of OSTA-AECO's vision as an organization is to work with students and relevant stakeholders to improve Ontario's publicly-funded education system, OSTA-AECO created and distributed this survey in order to provide a platform for student voices.

The survey did not include any verification that the respondent was an Ontario student and all student feedback for this survey was self-reported. Education stakeholders in Ontario and student trustees were the main distributors of the survey.

# SECTION 1:

# eLearning Today

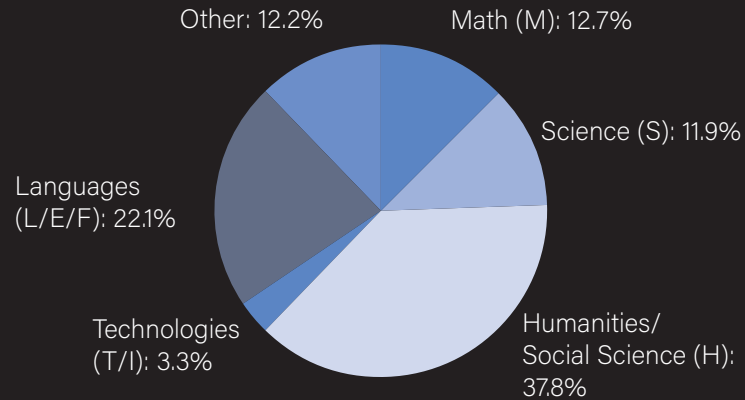
## Understanding Online Learning

In the present day, eLearning's methods of instruction can vary between Ontario's school boards, but is primarily directed through district-based programs<sup>[1]</sup> or platforms. To access an eLearning course, students log in to a learning management system (LMS), such as Desire2Learn (D2L) or TVO's Independent Learning Centre, using their board-provided information to navigate to appropriate course content. Students are not limited to accessing these platforms at school. eLearning's format allows students to use these platforms anytime, from any location. Students then have the option to view course content and lessons on the course website in a variety of formats. Face to face interaction is highly uncommon in an eLearning environment. Students are required to complete and submit work to a dropbox on the platform that closes automatically on a set date. If students have questions, comments, or concerns, most educators ask that they be reached out to via email or through the platform's instant messaging software<sup>[2][3]</sup>.

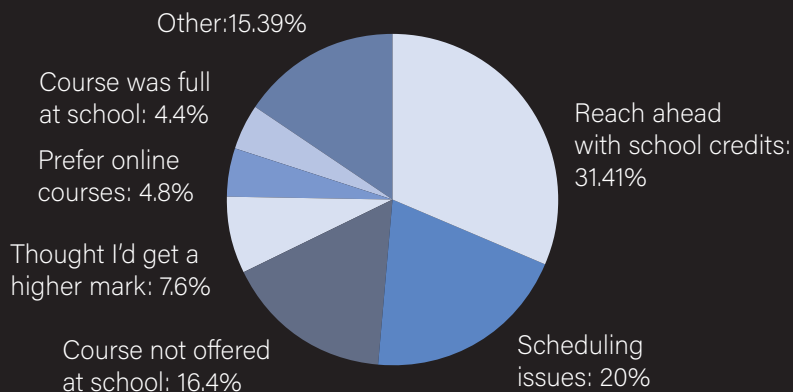
Although eLearning software is not an uncommon educational tool, the recent mandate requiring each secondary student to complete four eLearning courses is entirely unique in North America. Although five US states -- Alabama, Arkansas, Florida, Michigan, and Virginia<sup>[4][5][6][7][8]</sup> -- have a requirement in place to complete one online course, nothing of this scope has been previously implemented. Due to the unique nature of this mandate, OSTA-AECO is unable to determine the specific magnitude and types of effects that a program of this size will have on Ontario's education system.

The concept behind eLearning is to serve a broad and diverse student populace, regardless of socioeconomic or enrolment situations. Therefore, many of the questions outlined in the eLearning survey aim to provide a cross-section of who eLearning's users are and their rationales for enrolling in online courses.

## Which types of courses are you currently taking, or have taken in the past, through eLearning?



60% of all participants have taken social science, arts, or language courses online, in comparison to 40% of survey participants who took science, technology, or math courses. This can be attributed to the fact that science and math courses are more reliant on in-classroom demonstrations, and experiential learning. Additionally, science and math courses tend to be more readily available for students due to higher participation rates in comparison to social science courses. Students must have a minimum of 3 credits in mathematics and 2 credits in the sciences in order to graduate, whereas social science courses do not have a mandatory minimum number of course credits that must be taken as a graduation requirement<sup>[9]</sup>.



## Why did you take an eLearning course?

*"Online courses are a great OPTION but it is not an effective way to learn for many students so making them mandatory does not help students learn! I would choose to take the same course in person because my ability to learn skyrockets in the traditional classroom as opposed to online."*

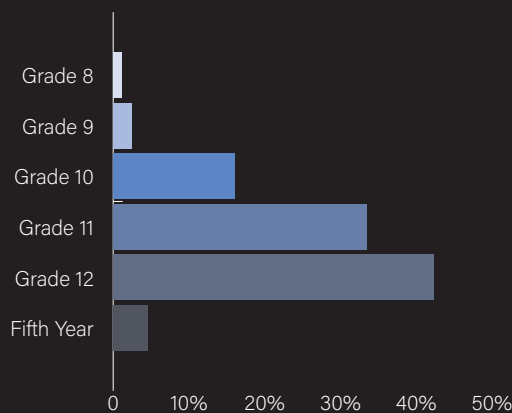
- Survey Respondent

Of those surveyed who took an eLearning course, less than four out of ten (36.21%) students took their online courses for reasons involving the personal value of eLearning, rather than obligation (reasons such as reaching ahead with school credits or preference towards online courses).

Much of this data points to the rigidity of Ontario's education system. More than four out of ten students (40.8%) took or are taking a course online simply because there is no other option available to them (scheduling issues, full classes, not offered). These issues likely stem from more content-specific courses not deemed to be a prerequisite for post-secondary<sup>[10][11]</sup> or due to limited timetable availability. Since these courses are catered to specific career pathways, challenges may include limited enrolment and conflicts within a student's timetable. They may also revolve around the fact that niche courses are already at capacity, or that niche courses normally have low enrolment<sup>[12]</sup> and unable to be offered in-person.

*Students who have taken or are taking eLearning:*

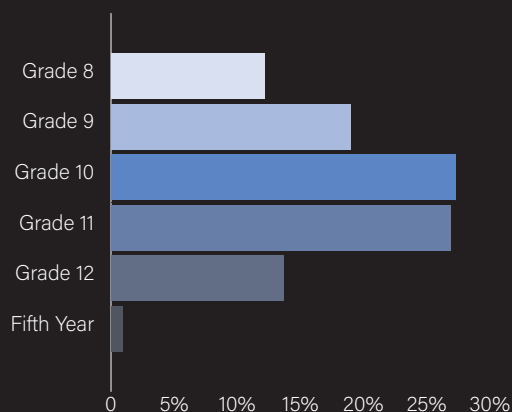
## *What grade are you in now?*



Four out of every five students who responded to our survey were senior students (grades 11 & 12), and just over one half of those students are presently taking eLearning courses. The high volume of eLearning courses being taken in grades 11 and 12, and fifth-year are due to the increased number of course options available for these grades<sup>[13]</sup>, whereas some courses may see an overall declining enrolment as they may not be compulsory for post-secondary admissions.

*Students who have not taken or are not taking eLearning:*

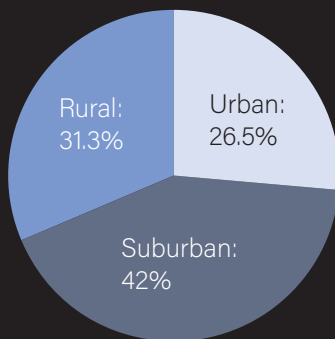
## *What grade are you in now?*



Approximately three in five (58.5%) respondents who have not taken eLearning were recorded as being in grades 8-10. This is due to the fact that a majority of students in grades 8 to 10 are enrolled in compulsory courses often with little to no scheduling conflicts. Additionally, students may not have the desired courses available to them through online means because their requirements have been accommodated through in-class means.

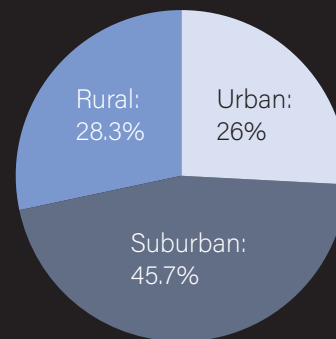
*Students who have taken or are taking eLearning:*

*How would you describe the area you live in?*



*Students who have not taken or are not taking eLearning:*

*How would you describe the area you live in?*



There is not enough of a correlation from this report and survey alone to state that a skewed percentage of students in eLearning are in one area of density over another. However, OSTA-AECO recognizes the value of eLearning to rural and Northern students<sup>[14]</sup>, since the addition of eLearning increases accessibility to students in these areas where low enrolment may limit the number of in-person course options available<sup>[15]</sup>.

## SECTION 2:

# Challenges in eLearning

## Barriers in the Current eLearning Environment

eLearning provides students with the ability to learn course content through digital mediums and to provide greater access of course work to a larger field of students. However, there are unique challenges associated with its usage, including access to internet, the accommodation of varying learning styles and its impact on students from diverse backgrounds. These challenges can be exacerbated if eLearning is broadly mandated for all high school students in Ontario.

*Did you find you faced challenges while taking an eLearning course?*

Yes: 83.2%

No: 16.8%

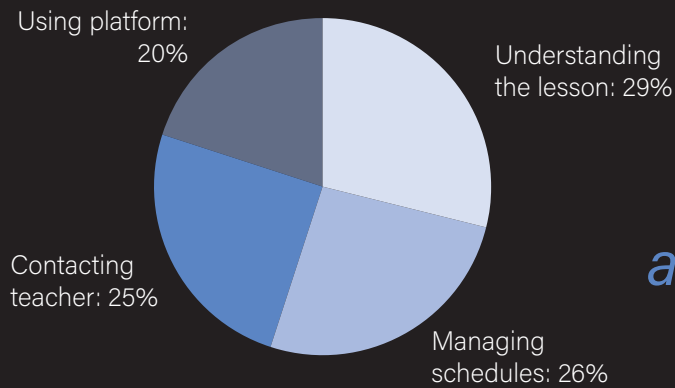


*"It is significantly more difficult to direct your learning without the guidance of an in-class teacher. I find it hard to focus and would expect a professional to educate me on the course I have taken. Teachers are the most important people in all of our lives and they have chosen their career path to serve/teach their passion to students. Online classes make it incredibly difficult to experience those vital classroom discussions and live lessons. Many people experience overburdening difficulty in online learning, so making it mandatory is frankly absurd and apathetic."*

- Survey Respondent

*"Taking online courses makes the class feel very impersonal and detached, monotone and robotic. It is more difficult to discuss things with a teacher and ask questions throughout the day if the class is online, and personally, it is harder for me to learn simply by having a lessons handed to me, I need a chance for discussion on the subject."*

- Survey Respondent



## *What were some challenges you faced while taking an eLearning course?*

*"I am the type of person to get confused on assignments very easily. I benefit more being face to face with a teacher to ask questions and get things thoroughly explained to me. Sometimes I need someone to explain every detail to me for me to fully understand what I need to do."*

*- Survey Respondent*

Of all respondents who have taken an eLearning course and experienced difficulties, approximately three in every ten respondents (29%, 24.1% of all respondents) specifically faced difficulty in understanding their course lessons.

In addition to the quantitative feedback, those who had further issues with teacher access noted in written feedback that they faced challenges in clearly interpreting course work, further weakening the understanding of course content.

One in four respondents (25%) said they had a hard time contacting their eLearning teachers. Though all eLearning instructors teaching through the Ontario eLearning Consortium (OeLC), and equivalents certified by the Ontario College of Teachers (OCT), are recommended to provide sufficient guidance to students<sup>[16][17]</sup>, this is not always the case. The teachers (eLearning instructors) are asked to be available to answer questions or clarify information for students when needed<sup>[18]</sup>. If there are considerable communication barriers between eLearning instructors and students (which can be common due to the nature of "messaging" on eLearning platforms), achievement levels and time management skills may be impacted.

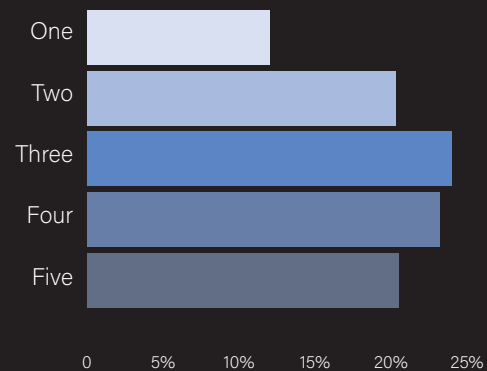
*\* It must be noted that this question does not include those who had no issues with using eLearning devices and software. It is also likely that a number of respondents had concerns that applied to more than one category. Due to the nature of our survey collection system, these numbers may be understating issues that have occurred within eLearning and may apply to a higher percentage of respondents.*



*On a scale from 1-5, how easy was it to manage your time effectively to complete your work?*

*1 = Very easy to manage my time,*

*5 = Very difficult to manage my time*



*"I would most definitely procrastinate while I'm on the computer, and I'm sure many others will. It's like the classroom pushes us to listen but at home with so many distractions it would be hard to focus."*

*- Survey Respondent*

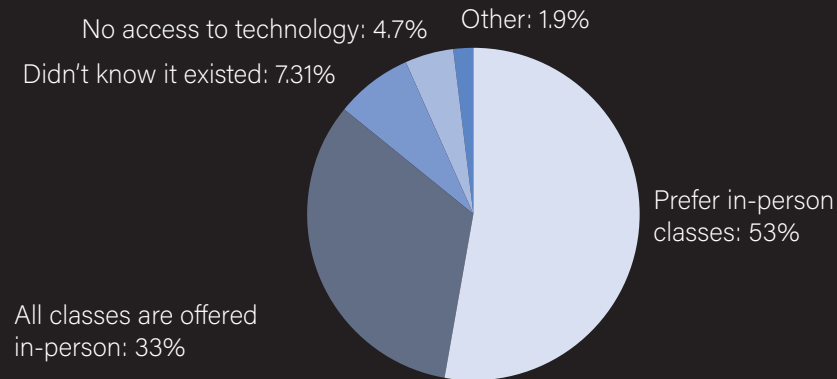
Using a scale asking students to rank their ability to manage their time effectively from one to five (where a rating of one suggested that it was easy to manage one's time and where a rating of five suggested that it was very difficult to manage one's time), two in three students suggested it was somewhat to very difficult for them to manage time on their own. An issue of this size might suggest that there are systemic issues with the management of eLearning and its implementation across school boards through its mediums (eg. D2L). Other psychosocial factors, such as intangible course content or the need for regular log-ins on may also affect a student's time management skills while taking an eLearning course.

Though teachers who hold Additional Qualifications for eLearning courses are taught how to incorporate time management into lessons<sup>[19]</sup>, it still presents as a major issue for many students. Additional Qualifications are courses meant to enhance best practices for teachers, and improve the skills needed to teach a broader scope of students. Therefore, this data may indicate that teachers will require updated resources to fully support students adjusting to eLearning.

Possessing strong time management skills is required to be successful in most eLearning courses. In fact, time management has been noted as a significant contributor to dropping out of eLearning courses in previous settings<sup>[20]</sup>. Due to the independence of the course structure, students have to be vigilant, checking deadlines for course content frequently, and establish consistent contact with their eLearning teacher. Students who rely more on inquisitive learning or who need guidance to complete their online course effectively will not see their personality types accommodated in their workload.



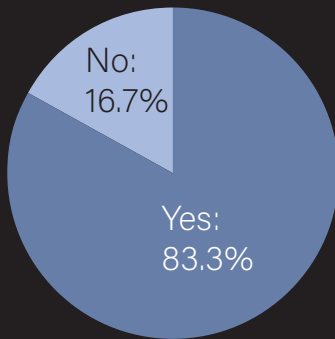
## Why have you chosen not to take an eLearning course so far?



On a similar note, our data has suggested significant systemic gaps are present in education that limits the facilitation of an eLearning course. Of the respondents to this survey who have not completed an eLearning course, 4.7% (up to a maximum of 90,000 students throughout Ontario\*) said they are unable to complete an eLearning course due to inadequate access to the technology required to take an online course.

In an education system that mandates the completion of an eLearning course, it would be inaccessible for many students who are low-income or lacking household internet, as internet access already plays a significant role in strengthening student achievement<sup>[21]</sup>. Based on our survey findings, mandated eLearning courses are challenging for students in regions which do not have access to a reliable broadband network infrastructure needed to complete an eLearning course. Having no access to technology could bar students from earning their Ontario Secondary School Diploma (OSSD).

\* Using data calculated from People for Education's 2019 Annual Report and scaled to meet the percentage of responses in this question, roughly 95.4% of Ontario's 2.02 million students are currently not taking eLearning courses. Of this sample, a maximum of 4.7% of students may be unable to complete an eLearning course due to inadequate access to technology. This number represents the potential ceiling for this group, or approximately 90,000 students. OSTA-AECO recognizes that the actual amount of Ontario's students that cannot complete an eLearning course is likely lower than this amount<sup>[22][23]</sup>.

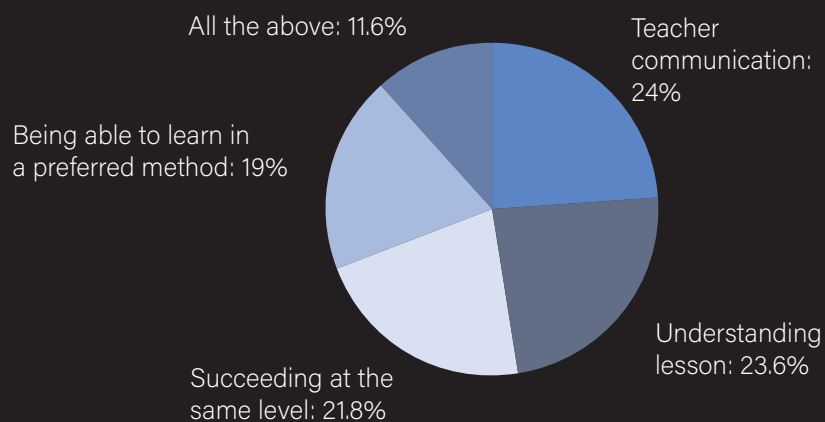


## *Do you have concerns with taking eLearning courses in order to graduate?*

Aside from issues surrounding student work ethic, respondents who had not taken an eLearning course also expressed more tangible and systemic concerns around taking eLearning themselves. Approximately five in six students who had taken eLearning expressed various concerns regarding their readiness to complete an eLearning course.

*Note: Respondents who completed this question were not asked to respond to the direction of the new eLearning mandate, and rather to respond to any personal barriers in which they may face with eLearning.*

### *If yes, what would you say are your biggest concerns about taking eLearning?*



Over one in three students (35.6%) who are taking eLearning express concerns about the nature of the eLearning platform and its ability to facilitate quality interactions between teachers and students for student mastery of course content. Ontario students need and value contact time to do their best learning. because students realize that eLearning reduces their ability to access teacher expertise, they are concerned that their learning will suffer with the new eLearning policy.

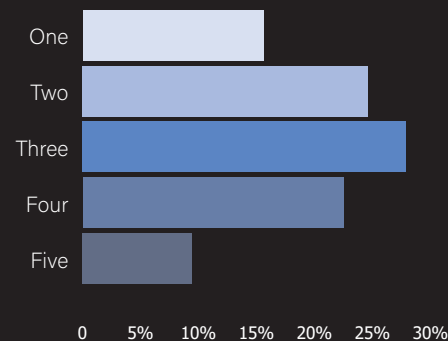
Another aspect to note is the variance in responses for students who have taken eLearning compared to those who have not. As previously outlined, 29% of Ontario students who had taken eLearning had expressed concerns about understanding the lesson. In contrast, a smaller percentage of students who had not taken eLearning expressed the same concern in our survey. Understanding lessons directly from a teacher correlates to success in a course. Therefore, the challenges associated with eLearning are predicated on fundamental shortcomings of the eLearning platforms and delivery, and less on perceptions of the platform stemming from student biases.

Additionally, it was previously outlined that 7.6% of respondents who took eLearning did so believing they would be receiving a higher mark in comparison to an in-person class. However, 21.8% of those who had not taken eLearning demonstrated that they believe taking an online course would decrease their mark. While contrasting in nature, both sentiments demonstrate a perceived achievement barrier and performance gap that exists with eLearning.

*On a scale from 1-5, how available was your teacher when you had a question?*

*1 = Not very available,*

*5 = Always available*



*"Nothing beats face to face interaction. Having a teacher explain a subject to me I am able to better understand the topic. Unlike in person, learning through e-learning it is easier to space out and lose focus and it is harder for me to learn and understand the information."*

*- Survey Respondent*

Our findings not only speak to eLearning's current infrastructure, but to the potential it possesses. Over four in ten respondents who took an eLearning course found that teacher availability was relatively low. This, like other issues, may be the result of multiple factors such as additional eLearning classes, instructors having to manage more students per class (35:1 ratio for online classes, as opposed to 22:1 for in-person)<sup>[24]</sup>, and instructors prioritizing in-class material over online material. From a student's perspective, one aspect which must be considered is the time in which course material is being completed by a student during the day. Considering the set-up of the school day, a student may be completing course content whilst their teacher is teaching in a physical classroom and unable to respond in a timelier manner.

## SECTION 3:

# Looking Forward

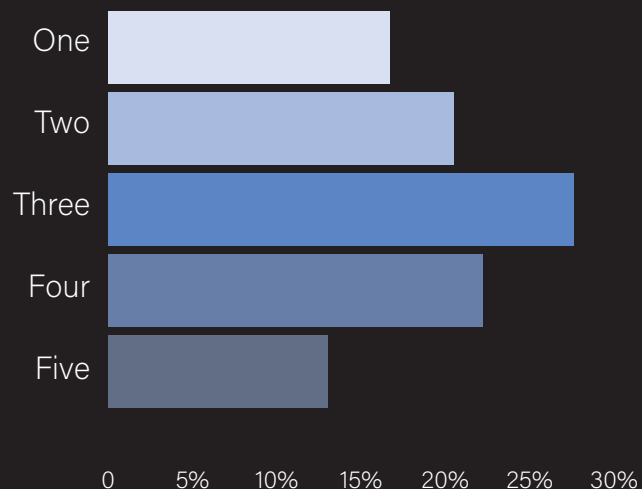
### What students want to see in eLearning

As illustrated in the previous section of this report, eLearning possesses its own unique and specific challenges. In addressing the outlined issues, there are areas of growth that can be targeted to improve the existing program. Thus, the following section outlines areas in need of further development in order to widely offer a more successful version of eLearning.

*On a scale from 1-5, how did you find navigating the online platform used for your class?*

*1 = Very easy to navigate the online platform,*

*5 = Very difficult to navigate the online platform*

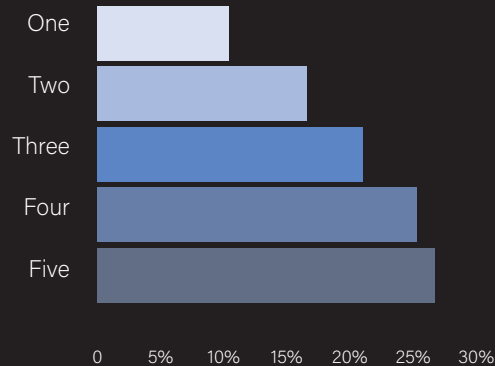


Despite a majority of students being able to effectively utilize eLearning software (D2L, Brightspace etc.), 35.2% of respondents who have taken eLearning reported experiencing moderate to severe challenges utilizing the eLearning software. As outlined by the 6087 survey respondents, educational stakeholders, including the Ministry of Education and school boards, must take significant steps to improve user experience and build the necessary supports to make eLearning a revolutionary learning tool of the future.

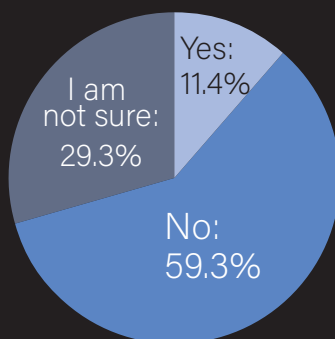
*On a scale from 1-5, how reliable was the Wi-Fi you used to complete your course?*

*1 = The Wi-Fi was not reliable at all,*

*5 = The Wi-Fi was always reliable*



All eLearning platforms require consistent access to resources such as technology and reliable internet for proper use. Many respondents expressed concern about this, as a significant number lack such crucial resources within households, leaving them to rely on school-provided internet and technology. However, half of the students surveyed described their experience with school broadband connections as being somewhat reliable to completely unreliable, therefore illustrating that there is not currently a proper infrastructure in place to support this mandate. If schools do not have reliable connections to broadband internet, the achievement gap between students from different socio-economic backgrounds will be widened. The lack of reliable access to internet services has the potential to restrict students from attaining the necessary requirements for their high school diploma.



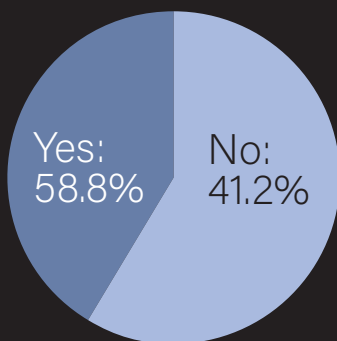
*Do you think your learning styles would be accommodated through online learning?*

Our data indicates that there is a wide-ranging perception amongst students with many learning styles, such as kinesthetic and visual learning styles, will not be well accommodated on an eLearning platform. Comprising approximately 60% of all respondents, these sentiments demonstrate high demand for eLearning administrators to accommodate more learning styles within the limitations of eLearning software.

With only 11.4% of respondents feeling certain that their learning style is going to be accommodated in the facilitation of eLearning, course content delivery must be improved. Teachers, facilitators, and platform developers must be more aware of how to diversify content. This can take the shape of having more interactive lessons, video lectures, Skype interviews, or other alternatives<sup>[25]</sup> to reflect the differing learning styles of students in Ontario. Catering to different learning styles has been previously shown to improve a student's retention of course material for students not used to independent learning and can be conducive to expanding learning opportunity<sup>[26]</sup>.

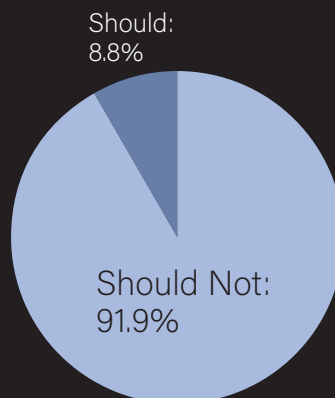
*Students who have taken or are taking eLearning:*

*Based on your experience, would you take an eLearning course again?*



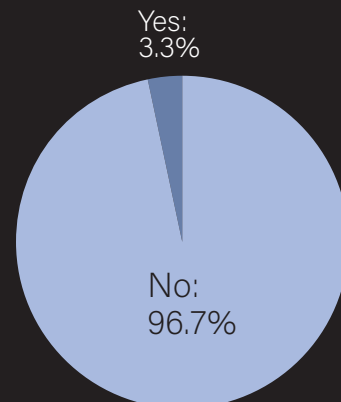
*Students who have taken or are taking eLearning:*

*Based on your experience, do you think all students should have to take eLearning courses in order to graduate?*



*Students who have not taken or are not taking eLearning:*

*Do you think that all students should have to take eLearning courses to graduate?*



As demonstrated by our data, the vast majority of respondents (94.8% of all survey respondents) believe that eLearning courses should not be mandatory for all students, regardless of their history with an eLearning platform. In addition, optional written respondent feedback suggested broad concerns about the scope of this mandate for secondary school students, and how the mandate would influence the province's path in adopting 21st century learning skills. The clear results from this question in our survey assert OSTA-AECO's view that eLearning is not compatible for students, and that under the status quo, eLearning will continue to be inaccessible to select student populations.


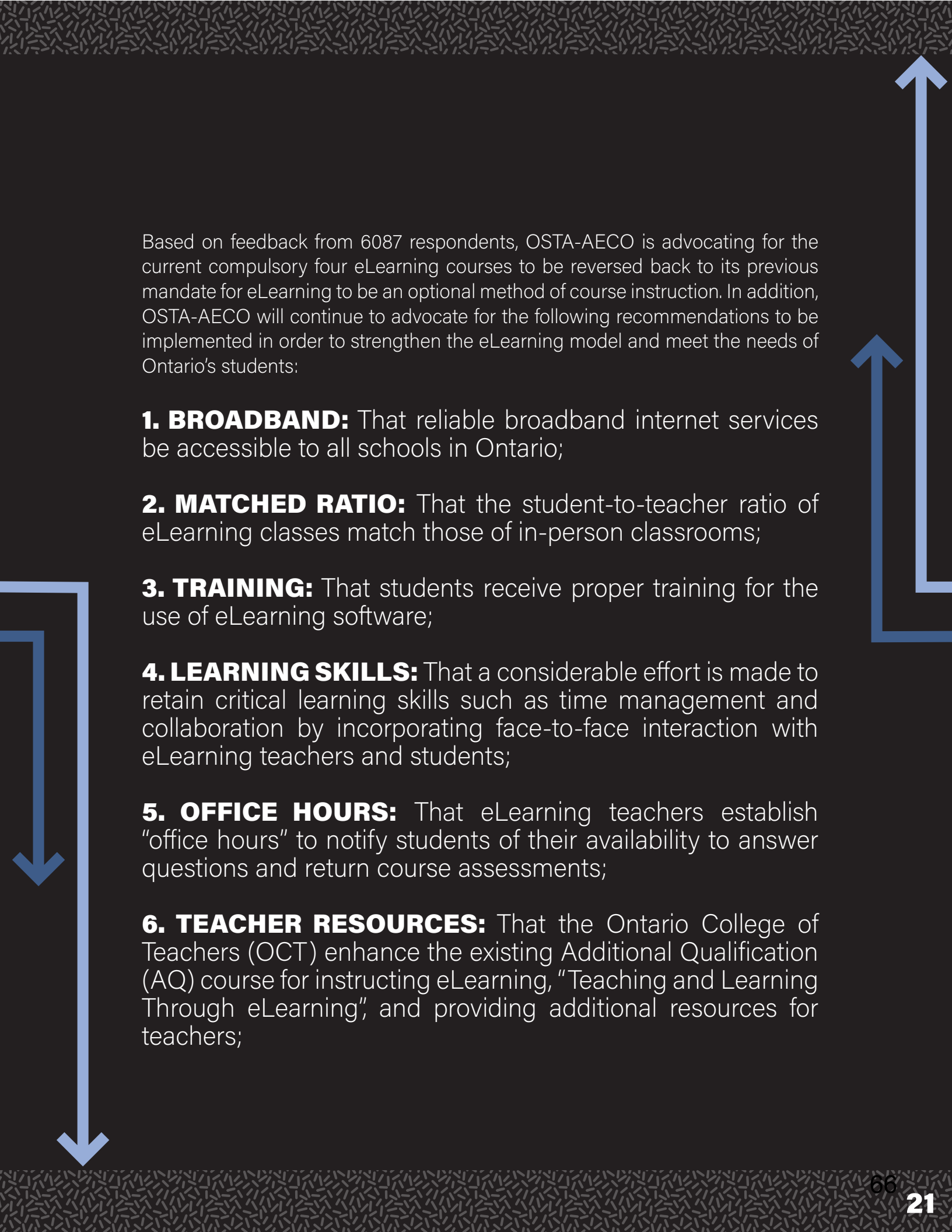
# Conclusion

OSTA-AECO understands the value of eLearning and the use of online learning platforms to prepare students for post-secondary education and beyond. Without a doubt, eLearning is a significant achievement in 21st century learning and, if implemented correctly, has the potential to make publicly-funded education more accessible to all. The current success of online learning in Ontario is predicated on the fact that students are not mandated, but rather have the option of self selecting to take eLearning courses.

However, concerns arise when eLearning becomes a required component of a student's high school experience. Common themes of concern highlighted within the survey results ranged from the desire to maintain one-on-one support with course instructors, the lack of access to technology, as well as a basic requirement to complete eLearning courses. While eLearning provides benefits for many students, it also presents significant issues for other students. In order for eLearning to be effective, these barriers must be addressed. Therefore, continuing to build on student success across Ontario, regardless of a student's background, should be the focal point of changes.

OSTA-AECO stands by our position that "the government [should] reverse the mandate of 4 eLearning courses as a graduation requirement"<sup>[27]</sup>. While the Ministry of Education looks toward modern alternatives to traditional classroom education, we encourage the Ministry and other education stakeholders to explore other avenues that are all-encompassing of every student's needs and perspectives.

An effective education system in the modern age is one in which each student is fully supported and is able to reach their full potential as effective contributors to society. Through maintaining the core values of being a system entrusted with educating the next generation, our publicly-funded school systems can create a modern, bright, and achievable future for each of Ontario's 2 million students.



Based on feedback from 6087 respondents, OSTA-AECO is advocating for the current compulsory four eLearning courses to be reversed back to its previous mandate for eLearning to be an optional method of course instruction. In addition, OSTA-AECO will continue to advocate for the following recommendations to be implemented in order to strengthen the eLearning model and meet the needs of Ontario's students:

**1. BROADBAND:** That reliable broadband internet services be accessible to all schools in Ontario;


**2. MATCHED RATIO:** That the student-to-teacher ratio of eLearning classes match those of in-person classrooms;

**3. TRAINING:** That students receive proper training for the use of eLearning software;

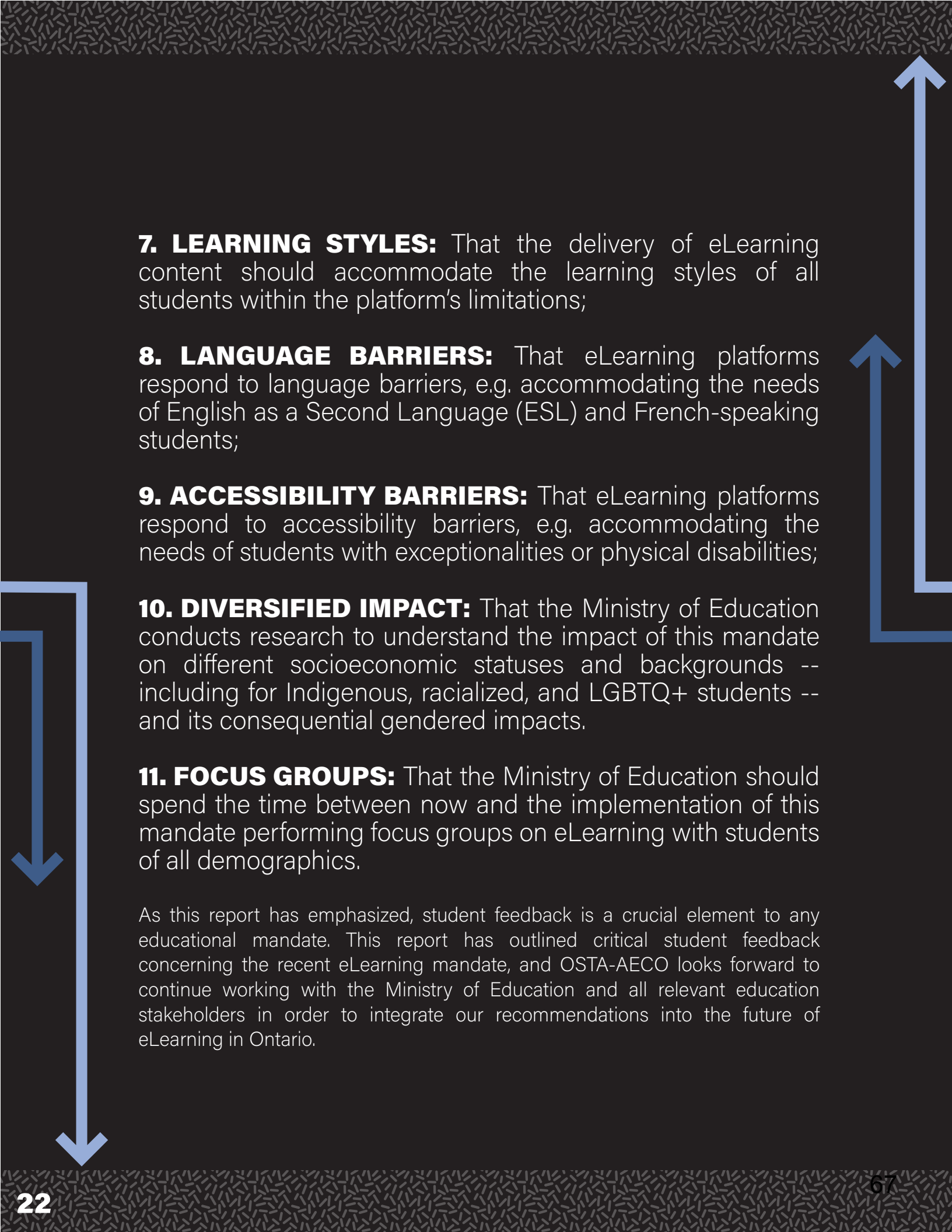
**4. LEARNING SKILLS:** That a considerable effort is made to retain critical learning skills such as time management and collaboration by incorporating face-to-face interaction with eLearning teachers and students;

**5. OFFICE HOURS:** That eLearning teachers establish "office hours" to notify students of their availability to answer questions and return course assessments;

**6. TEACHER RESOURCES:** That the Ontario College of Teachers (OCT) enhance the existing Additional Qualification (AQ) course for instructing eLearning, "Teaching and Learning Through eLearning", and providing additional resources for teachers;







**7. LEARNING STYLES:** That the delivery of eLearning content should accommodate the learning styles of all students within the platform's limitations;

**8. LANGUAGE BARRIERS:** That eLearning platforms respond to language barriers, e.g. accommodating the needs of English as a Second Language (ESL) and French-speaking students;

**9. ACCESSIBILITY BARRIERS:** That eLearning platforms respond to accessibility barriers, e.g. accommodating the needs of students with exceptionalities or physical disabilities;

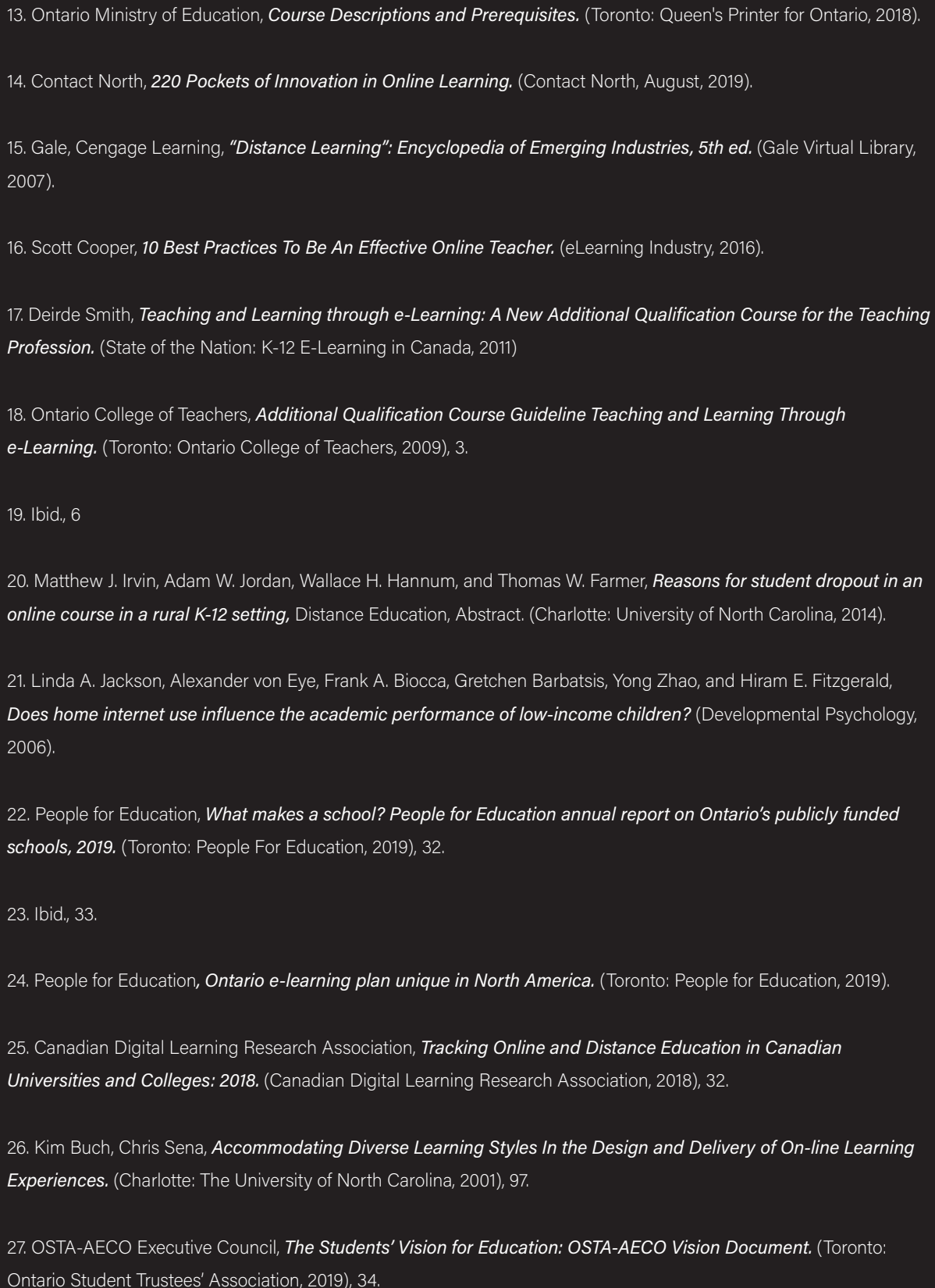
**10. DIVERSIFIED IMPACT:** That the Ministry of Education conducts research to understand the impact of this mandate on different socioeconomic statuses and backgrounds -- including for Indigenous, racialized, and LGBTQ+ students -- and its consequential gendered impacts.

**11. FOCUS GROUPS:** That the Ministry of Education should spend the time between now and the implementation of this mandate performing focus groups on eLearning with students of all demographics.

As this report has emphasized, student feedback is a crucial element to any educational mandate. This report has outlined critical student feedback concerning the recent eLearning mandate, and OSTA-AECO looks forward to continue working with the Ministry of Education and all relevant education stakeholders in order to integrate our recommendations into the future of eLearning in Ontario.

# References

1. Michael K. Barbour, Randy LaBonte, *State of the Nation: K-12 E-Learning in Canada*. (Canadian eLearning Network, 2018), 5.
2. Kennesaw State University - University Technology Information Services, *D2L Brightspace - Daylight Experience: The Email Tool*. (Kennesaw State University, 2018)
3. Simcoe County District School Board, *eLearning: Choose your space, set your pace*. (Simcoe County District School Board, n.d.).
4. Technology Initiatives and Curriculum and Instruction, Alabama Department of Education, *High School Distance Learning: Online/Technology Enhanced Course or Experience Guidance*. (Montgomery, Alabama: Alabama Department of Education, n.d.), 2.
5. Arkansas Department of Education, *Rules for Governing Distance and Digital Learning*. (Little Rock, Arkansas: Arkansas Department of Education, May 2016), 11.
6. The Florida Legislature, 1003.4282 *Requirements for a standard high school diploma*. (Tallahassee, Florida: Online Sunshine, 2013).
7. Michigan Virtual Learning Research Institute, Michigan Association of School Boards, *School Board Guide to Online Learning*. (Lansing, Michigan: Michigan Virtual, 2018).
8. James F. Lane, Commonwealth of Virginia Department of Education, *Virtual Course Graduation Requirement* (Commonwealth of Virginia: Commonwealth of Virginia Department of Education, July 6, 2018).
9. Ontario Ministry of Education, *What do you need to graduate from high school?* (Toronto: Queen's Printer for Ontario, 2015).
10. University Admissions in Canada, *Ontario University Programs not requiring ENG4U for Admission*. (University Admissions in Canada, 2011).
11. Ontario College Application System, *College Dialogues 2018*. (Toronto: Ontario College Application System, 2018).
12. Ontario Ministry of Education, *Course enrolment in secondary schools*. (Toronto: Queen's Printer for Ontario, 2018).

- 
13. Ontario Ministry of Education, *Course Descriptions and Prerequisites*. (Toronto: Queen's Printer for Ontario, 2018).
  14. Contact North, *220 Pockets of Innovation in Online Learning*. (Contact North, August, 2019).
  15. Gale, Cengage Learning, *"Distance Learning": Encyclopedia of Emerging Industries, 5th ed.* (Gale Virtual Library, 2007).
  16. Scott Cooper, *10 Best Practices To Be An Effective Online Teacher*. (eLearning Industry, 2016).
  17. Deirde Smith, *Teaching and Learning through e-Learning: A New Additional Qualification Course for the Teaching Profession*. (State of the Nation: K-12 E-Learning in Canada, 2011)
  18. Ontario College of Teachers, *Additional Qualification Course Guideline Teaching and Learning Through e-Learning*. (Toronto: Ontario College of Teachers, 2009), 3.
  19. Ibid., 6
  20. Matthew J. Irvin, Adam W. Jordan, Wallace H. Hannum, and Thomas W. Farmer, *Reasons for student dropout in an online course in a rural K-12 setting*, Distance Education, Abstract. (Charlotte: University of North Carolina, 2014).
  21. Linda A. Jackson, Alexander von Eye, Frank A. Biocca, Gretchen Barbatsis, Yong Zhao, and Hiram E. Fitzgerald, *Does home internet use influence the academic performance of low-income children?* (Developmental Psychology, 2006).
  22. People for Education, *What makes a school? People for Education annual report on Ontario's publicly funded schools, 2019*. (Toronto: People For Education, 2019), 32.
  23. Ibid., 33.
  24. People for Education, *Ontario e-learning plan unique in North America*. (Toronto: People for Education, 2019).
  25. Canadian Digital Learning Research Association, *Tracking Online and Distance Education in Canadian Universities and Colleges: 2018*. (Canadian Digital Learning Research Association, 2018), 32.
  26. Kim Buch, Chris Sena, *Accommodating Diverse Learning Styles In the Design and Delivery of On-line Learning Experiences*. (Charlotte: The University of North Carolina, 2001), 97.
  27. OSTA-AECO Executive Council, *The Students' Vision for Education: OSTA-AECO Vision Document*. (Toronto: Ontario Student Trustees' Association, 2019), 34.

# Contact Information

## **The Ontario Student Trustees' Association**

*70 Temperance Street, Suite 2802*

*Toronto, ON M5H 0B1*

[www.osta-aeco.org](http://www.osta-aeco.org)

Media Inquiries for 2019-2020:

Cameron Prosic

[cameron.prosic@osta-aeco.org](mailto:cameron.prosic@osta-aeco.org)

*t: 289-339-5614*

# Recommended Citation

OSTA-AECO Executive Council, *eLearning: The Students' Perspective*. (Toronto: Ontario Student Trustees' Association, 2019)

