

**REGULAR BOARD MEETING
 AGENDA**

Date: Tuesday, October 15, 2019
 Time: 7:30 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

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1. Call to Order	
1.1 Opening Prayer, National Anthem and Oath of Citizenship (M. Bhambra)	
1.2 Motions Adopted In-Camera	
1.3 Information Received In-Camera	
2. Approval of the Agenda	
3. Declarations of Conflict of Interest	
4. Presentations	
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15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer (N. Guzzo)	



Camp SummerLAND: Literacy and Numeracy Development for Students	Item 4.1
October 15, 2019	

Alignment to Strategic Plan

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

Purpose

Camp Summerland is a Summer Learning Program and a Council of Ontario Directors of Education (CODE) funded project offered to Grade 1 to 5 students in the Halton Catholic District School Board (HCDSB). The program serviced 60 students at one (1) site (St. Gregory the Great Catholic Elementary School, Oakville) for three (3) weeks in July. The program is under the leadership of a school principal in collaboration with the Curriculum department and is staffed by HCDSB teachers.

Background Information

All students participate in pre and post camp assessment in the areas of Literacy and Numeracy that provide data to inform program development and instructional delivery. It is an inquiry-based learning program focused upon numeracy, literacy and healthy lifestyles within a Catholic context. Students experience a variety of hands on learning activities with their peers, from classroom activities to outdoor day trips.

Teachers use student profiles to create learning opportunities that address specific needs of the students. Report cards are given at the end of the program that assess general curriculum expectations. The resources were allocated strategically this year, focusing on human resources. Due to smaller student-teacher ratios, extra reading intervention in a 1:1 and small group setting was provided. A noticeable increase of approximately two (2) reading levels in 80% of our primary students was indicated. Junior students demonstrated consistency over the duration of the program in literacy and numeracy skills. A noticeable increase in the willingness and enthusiasm toward all curriculum areas was identified in all students attending the program. Parents are invited in weekly to participate in a celebration of the learning.

Teachers tweet out learning moments to keep parents informed of the daily activities.

Camp Summerland is monitored and managed by a CODE regional team.



Conclusion

HCDSB is committed to providing the educational experiences and supporting actions to ensure that all of our students reach their full God-given potential. Camp Summerland invites our students to experience three (3) fun-filled weeks of learning together and building a strong foundation in literacy and numeracy in a Catholic learning community dedicated to student well-being and academic excellence.

Report Prepared by: A. Prkacin
Superintendent of Education, Curriculum Services

Report Submitted by: D. Attardo
Principal, St. Gregory the Great Catholic Elementary School

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

MINUTES OF THE REGULAR MEETING

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

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

Student Trustees: D. Caratao D. Suan

Excused: M. Bhambra

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

Also Present: R. Cilliers, Metroland Media
L. Collimore, Chief Officer, Research & Development
A. Cross, Senior Manager, Financial Services
J. Gligoric, Junior Communication Officer, Strategic Communications
T. Hambly, President, Halton OECTA Elementary
A. Swinden, Manager, Strategic Communications
F. Thibeault, Senior Manager, Planning Services

Recording Secretary: R. Di Pietro

1. Call to Order

The Chair called the meeting to order.

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

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

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:

Christina Romano hired as a probationary teacher effective September 12, 2019. Marta Passarelli hired as a probationary teacher effective September 13, 2019. Tania Ferreira, Kashanna Hill, Jade Lattanzi and Christine Morreale hired as probationary teachers effective September 16, 2019. Sophie Pigon, Brooke Power and Natalie Prus hired as probationary teachers effective September 18, 2019. Jacqueline Holding, Christina Kennedy and Elisa Passarelli hired as probationary teachers effective September 19, 2019. Renata Bledowski, Danielle Monardo, Kassandra Pecoskie-Schweir and Courtney Schoenmakers hired as probationary teachers effective September 23, 2019. Andrea Foderaro, and Brooklyn Nobre Peres hired as probationary teachers effective September 24, 2019. Mary Perino hired as a probationary teacher effective September 25, 2019. Juliana Rowles hired as a probationary teacher effective September 27, 2019. Katherine Chastven hired as a probationary teacher effective February 3, 2020.

2. Approval of the Agenda

The following was added to the agenda:

- 11.4 Parliamentarian (T. O'Brien)

#143/19

Moved by: T. O'Brien

Seconded by: B. Agnew

RESOLVED, that the agenda be approved as amended.

The Chair called for a vote on **#143/19** and it **UNANIMOUSLY CARRIED**.

3. Declarations of Conflict of Interest

There were no conflicts on interest declared.

4. Presentations

There were no presentations.

5. Delegations

5.1 Declined Delegations (P. DeRosa)

One delegation was declined for the October 1, 2019 Regular Board meeting.

6. Approval of Minutes

6.1 Minutes of the September 17, 2019 Regular Board Meeting

#144/19

Moved by: P. Murphy

Seconded by: H. Karabela

RESOLVED, that the minutes of the September 17, 2019 Regular Board Meeting be approved.

The Chair called for a vote on **#144/19** 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 Busing (N. Guzzo)

#145/19

Moved by: N. Guzzo

Seconded by: T. O'Brien

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.

#145/19 (AMENDMENT)

Moved by: M. Duarte

Seconded by: H. Karabela

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.~~

Following discussion Trustees were in consensus to withdraw the amendment.

The Chair called for a vote on **#145/19**:

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

The motion **CARRIED**.

Staff will work to have a report completed for November 5, 2019.

9. Staff Reports

There were no staff reports.

- 9.1 Canadian World Studies Resource Selection (A. Prkacin)**
Staff is recommending the purchase of a core resource for Grade 12 Economics in the amount of \$26,644.64.
- 10. Information Items**
- 10.1 Student Trustees Update (D. Suan)**
October 8, 2019 – Student Senate meeting. Topics on agenda include, the Bullying Prevention launch, process for applying to be a Student Trustee and 2019-2020 initiatives.
Sept 24, 2019 – D. Caratao and S. Suan attended the OCSTA Regional meeting along with Trustees.
Oct 17-20, 2019 – Student Trustees will be attending the OSTA AECO Fall General meeting.
Survey regarding e-learning was shared. OSTA-AECO working towards reversing the mandate.
- 10.2 School Educational Field Trips (J. Crowell)**
School trips were provided as information.
- 10.3 Audit Committee 2018-19 Annual Report to the Ministry (A. Lofts)**
The 2018-19 Annual Report was shared.
- 10.4 2019-20 Portable Classrooms and Surplus Classrooms Summary (R. Merrick)**
The 2019-20 portable classroom accommodation needs and surplus classrooms in schools was shared.
- 10.5 HCDSB 50th Anniversary "The Promise of the Cross" (L. Naar)**
To help celebrate the fiftieth anniversary of the Board's formation a cross pilgrimage is being organized.
- 11. Miscellaneous Information**
- 11.1 Minutes of the May 30, 2019 Audit Committee Meeting**
Minutes provided as information.
- 11.2 Minutes of the June 3, 2019 CPIC Meeting**
Minutes provided as information.
- 11.3 OSTA-AECO e-Learning: The Students' Perspective**
Survey provided as information.
- 11.4 Parliamentarian (T. O'Brien)**
Chair DeRosa to organize a Trustee session with a Parliamentarian.
- 12. Correspondence**
There was no correspondence.
- 13. Open Question Period**
No questions were submitted.

14. In Camera

There was no follow-up In-Camera session.

15. Resolution re Absentees

#146/19

Moved by: V. Iantomasi

Seconded by: J. O'Hearn-Czarnota

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

The Chair called for a vote on **#146/19** and it **UNANIMOUSLY CARRIED**.

16. Adjournment and Closing Prayer (M. Duarte)

#147/19

Moved by: J. O'Hearn-Czarnota

Seconded by: B. Agnew

RESOLVED, that the meeting adjourn.

The Chair called for a vote on **#147/19** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 8:50 p.m. with a prayer led by Trustee Duarte.

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>WHEREAS, cutting down trees for paper is a detrimental action towards the environment since it has reached a critical state due to the amount of carbon emissions in the atmosphere;</p> <p>WHEREAS, the Halton Catholic District School Board (HCDSB) recognizes the increasing presence of technology in the workplace and wants to ensure our students and staff are equipped to achieve throughout their entire life;</p> <p>WHEREAS, our Catholic faith calls us to be stewards of the earth and do everything we can to protect our common home;</p> <p>WHEREAS, going paperless would create a more accessible environment for students in the HCDSB;</p> <p>WHEREAS, the HCDSB recognizes the importance of strategic planning for the future;</p> <p>BE IT RESOLVED, that the HCDSB devise a strategy to greatly reduce the paper usage in our schools, administrative buildings and learning centres by 2024.</p>	P. Daly	December 17, 2019

		<p>BE IT FURTHER RESOLVED, that a staff report be presented to Trustees by December 17, 2019;</p> <p>BE IT FURTHER RESOLVED, that this initiative be included in the next Strategic Plan.</p>		
September 17, 2019	Clustered Classes and Accelerated Learning Opportunities	<p>RESOLVED, that the Halton Catholic District School Board develop a feasibility study exploring Advanced Placement (AP) courses in North Halton Hills.</p>	Senior Staff	TBD
October 1, 2019	Busing	<p>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;</p> <p>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.</p>	P. Daly A. Lofts F. Thibeault	TBD

OUTSTANDING POLICY ITEMS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS



<p>Policy I-33 Classroom Observations by External Third Party Professionals</p>	<p>Item 8.1</p>
<p>Tuesday, October 15, 2019</p>	

Alignment to Strategic Plan

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

Purpose

To approve *Policy I-33 Classroom Observations by External Third Party Professionals*, as presented.

Background Information

This policy describes the process by which a parent may obtain approval for a third party professional to attend a school for the sole purpose of observing the parent’s child. This revision serves to ensure that services in schools are keeping all students safe and that best quality of care is being provided by outside professionals.

The proposed changes of the policy include the following amendments:

- An updated list of professionals that reflects current titles as defined by regulations, the broadening of regulatory bodies beyond the Ontario College of Teachers, as well as the requirement for observations by unregulated providers and their reporting to be supervised by a member of a recognized professional body.
- The updated policy includes the provision of having appropriate Board Staff present at the observation and the receiving of any recommendations as per the new procedure VI-95 Procedure for Receiving Information from Regulated Health Professionals, Social Service Professionals, and Paraprofessionals – External Providers.
- Specification of the required documentation (i.e. Criminal Record Check with Vulnerable Sector Screening) and specification of the regulatory framework.
- Updating of language to reflect custody arrangements, and revision of timelines to reflect realistic expectations for reports.



Conclusion

Policy I-33 Classroom Observations by External Third Party Professionals was presented at the Policy Committee Meeting on October 8, 2019 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board *accept the recommendation of the Policy Committee that Policy I-33 Classroom Observations by External Third Party Professionals, be approved, as amended*

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Classroom Observations by External Third Party Professionals	
Adopted: September 20, 2005	Last Reviewed/Revised: October 15, 2019
Next Scheduled Review: 2022-2023	
Associated Policies & Procedures: VI-48 Protocol With External Agencies For The Provision Of Services By Regulated Health Professionals, Social Service Professionals, And Paraprofessionals (PPM 149) II-35 Access to School Premises VI-30 Access to School Premises	

Purpose

The purpose of this policy is to establish a process by which a parent may obtain approval for a third party professional (defined below), retained by the parent or on behalf of the parent, to attend at a Board school for the sole purpose of observing the parent's student. Further, this policy establishes the terms and conditions which will apply where permission is granted by the Principal for the third party's attendance. This is to ensure that all services provided within the school are keeping all students safe and to ensure best quality of care from professionals and associated staff.

Application and Scope

This policy and associated procedures apply to any third party as defined under this policy who is seeking access to any classroom or Board site for the purpose of observing a specified student as part of an assessment, diagnostic or program design protocol recognized and approved of by the professional governing body, professional college, or licensing /accreditation body of which the third party is a member in good standing.

References

[Ontario Regulation 521/01](#)

[Ontario Regulation 298, S3\(1\)](#)

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

Definitions

For the purposes of this policy, “third party” may be characterized as:

- A party whose services are paid for by parents or by another (or others) on behalf of parents, or who may be providing “pro bono” service and who are working with parents for the purpose of supporting the special needs of a student regarding the student’s ability to benefit from the regular curriculum in the same way as other students not identified for special education services and/or for the purpose of assessing and remediating behavioural patterns in students.
- Including but not limited to: physiotherapists, occupational therapists, ABA / behaviour consultants, psychologists, psychological associates and supervised psychometrists, social workers, psychotherapists, persons with qualifications as educators, speech language pathologists, child and youth counsellors supervised by a professional, psychiatric nurses, and the like*.

*belong to a regulated body, or are supervised by a member of a recognized professional body (college) and hold undergraduate and/or post graduate education degree(s)

Principles

- The Board is committed to working in cooperation with community, health and social service professionals for the general health, well-being and development of students.
- The Board recognizes and properly discharges its responsibilities to insure that anyone coming into the direct company of students at any school site is properly qualified and satisfies the criminal reference check with vulnerable sector screening in compliance with O.Reg.521/01.
- The Board acknowledges a responsibility to protect the instructional environment from too frequent or unnecessary disruptions thereby satisfying the requirements of the Ontario Regulation 298, S3(1) pertaining to the instructional day.
- The Board assumes responsibility under the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) for the protection of the privacy rights of all students, staff and volunteers when on Board property.
- The Board asserts that the purpose of the classroom or instructional setting is to serve the best educational interests of all students in the classroom. The corollary of this principle is that the observation of individuals for the purpose of assessment may not impose upon nor hamper the instruction of other students in the instructional setting.
- The properties and schools of the Board are the publicly funded teaching and learning venue for Board-registered students and Board-employed instructional and support staff.
- Board employees remain under the direction and supervision of appropriately designated Board personnel.

Requirements

Process for Making a Request:

- A parental request that a third party be permitted to attend at a school or classroom for the purpose of conducting an observation of their student or for the purpose of determining or supporting the educational needs of the student, shall be made in writing to the Principal.
- The written request shall include an outline from the third party which sets out:
 - the purpose of the desired visit to the school. It must be clear that the observation is a required component of a professional activity approved by the professional governing body, professional college, licensing or accreditation body of which the third party or their supervisor is a member;
 - any proposed uses of image or sound recording technology. Any proposed use of any form of such technologies requires discussion with and approval from the principal. The use of the technologies will be measured against the expectations of privacy of the staff and students;
 - the nature of the activities which the third party wishes to observe (e.g. behaviour in the classroom, interaction with peers, playground activity etc.); and
 - the proposed timing of the visit.
- In addition, the third party will provide:
 - his/her professional accreditation (and/or name and professional accreditation of the supervisor, if applicable);
 - a certificate of a criminal reference check with vulnerable sector screening which is no more than one (1) year old. Such certificate must set out any record of offences which the Third Party has (excepting only an offence for which the Third Party has received a pardon unless such offence relates to children).
- In deciding whether to grant the parents' request, the Principal shall consult with the Superintendent of Special Education or designate.
- In considering the parent's request, the following factors will be taken into account:
 - the number of third parties and the frequency of visits proposed from all the parents of students in the classroom;
 - that the education of students is not disrupted by the visit of the third party;
 - student safety;
 - that the privacy of information rights of students and staff are maintained;
 - that staff are not placed in the position of being intimidated or of being unfairly dealt with as a result of any visit by a third party;

- that appropriate signed releases of information are provided in those cases where staff are asked to share information pertaining to the student or requested or instructed to perform tasks and duties not in keeping with their job description and their responsibilities;
- availability of Board professional (e.g. Behaviour Analyst, Speech Language Pathologist, Psychologist) to be present for observations.

Terms and Conditions:

Where permission for a visit by a third party is granted, the conditions of the permission will include the following:

- The parents/custodians (and where parents are separated the parent(s) who have custody and the third party must agree that the third party, must make every reasonable effort to ensure that the visit does not disrupt any student or any staff member in carrying out his/her duties;
- An observation period is limited to 1 (one) hour at a time. However, if two or more observations are required, these are scheduled in cooperation with the teacher;
- Board staff counterpart appropriate to purpose of the visit (e.g. Speech Language Pathologist, Behaviour Analyst, Psychologist) must be present for the observation;
- The third party must agree in writing to respect the privacy rights of every person at the school, whether student or staff;
- The third party must agree to report to the Principal or designate when entering and leaving the school (refer to *Policy II-35 Access to School Premises*);
- Video taping or recording of the class and/or students is not permitted without the expressed permission of the principal as outlined in #2 of the Requirements;
- Permission to observe does not carry with it approval to provide casual, or on-the-spot consultation, advice, or recommendations to the school staff. Discussion with staff and the consideration of recommendations for academic program changes, classroom and/or behaviour management may be discussed in the setting of a case conference by agreement with the school principal in consultation with the Superintendent of Special Education Services;
- The parent and the third party must agree in writing that any visit by the third party is without prejudice to any litigation, existing or future, between the parent and the Board and that the visit will not be used in any way to obtain “evidence” which to be used against the Board or any of its staff;
- The parent and the third party will be informed that:
 - the Board is open to receiving the resulting observation reports and recommendations and will consider possible implementation of the contents in good faith;
 - reports/recommendations will be forwarded to the appropriate Board professional for review and consideration of implementation;

- written reports proposed for inclusion in a student's Ontario Student Record must be free of references to other students in the school or class and statements which could be taken as evaluation of staff;
- reports written by Third Party Professionals who are supervised by regulated professionals must be co-signed by the regulated supervising professional;
- the Board is not bound to honour and is not financially obligated to provide any form of material resource, equipment, furniture or personnel recommended in a third party report;
- a completed and signed agreement (attached) is required proof that the parent and third party subscribe to the terms and conditions;
- in the event the Third Party fails to comply with the terms of the agreement, the Principal shall withdraw permission for the third party to be on the school premises and the Third Party shall be asked to leave the School immediately.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Policy II-02 Educational Assistants	Item 8.2
Tuesday, October 15, 2019	

Alignment to Strategic Plan

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

Purpose

To approve *Policy II-02 Educational Assistants*, as presented.

Background Information

Policy II-02 Educational Assistants provides the job description for Educational Assistants and the terms of reference for their deployment throughout the board. The policy is in alignment with our collective agreements and reflects our current and best practices.

This policy was reviewed by Special Education Services Staff and continues to accurately reflect the job description and deployment of Educational Assistants. Associated Policies and Procedures have been added.

Conclusion

Policy II-02 Educational Assistants was presented at the Policy Committee Meeting on October 8, 2019 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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

<p style="text-align: center;"><i>Moved by:</i></p> <p style="text-align: center;"><i>Seconded by:</i></p> <p>Resolved, that the Halton Catholic District School Board <i>accept the recommendation of the Policy Committee that Policy II-02 Educational Assistants, be approved, as amended</i></p>
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Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Educational Assistants	
Adopted: July 30, 1991	Last Reviewed/Revised: October 15, 2019
Next Scheduled Review: 2022-2023	
Associated Policies & Procedures: I-19 Occupational Health and Safety	

Purpose

To provide in accordance with the job description for Educational Assistants, the terms of reference for the deployment of Educational Assistants within the Halton Catholic District School Board.

Application and Scope

This policy applies to the educational assistants in whatever may be their role functions within the Halton Catholic District School Board.

References

Job Description for Educational Assistants

Principles

The Halton Catholic District School Board fully recognizes the pivotal role that Educational Assistants provide in supporting the students within the system.

Requirements

It is understood that under the authority of the Superintendent of Special Education Services:

- Educational Assistants assigned to schools, shall be responsible to the principal of the school.
- Educational Assistants assigned to system duties, shall be responsible for their assignments and supervision, through the Manager of Educational Assistants.



Policy II-09 Opening and Closing Exercises	Item 8.3
Tuesday, October 15, 2019	

Alignment to Strategic Plan

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

Purpose

To approve *Policy II-09 Opening and Closing Exercises*, as presented.

Background Information

Policy II-09 Opening and Closing Exercises was established in 1987; and has had several amendments since that time.

In April 2001, some of the changes to *Policy II-09 Opening and Closing Exercises* included the addition that the “Pledge of Citizenship” be included in the opening and closing exercises at the discretion of the Principal with notification to the school council.

In December 2015, The Pledge of Citizenship was added to *Policy II-09 Opening and Closing Exercises*; indicating that the Pledge of Citizenship was a required activity in the opening exercises.

In January 2016, *Policy II-09 Opening and Closing Exercises* underwent further revisions at which time the name “Pledge of Citizenship” was changed to the name the “Oath of Citizenship” in the policy.

In February 2016, *Policy II-09 Opening and Closing Exercises* was further amended to include the requirement that students and staff shall participate in the Oath of Citizenship.

In October 2017, *Policy II-09 Opening and Closing Exercises* was revised to remove staff participation in the recitation of the Oath of Citizenship.

Trustees introduced *Policy II-09 Opening and Closing Exercises* at the September 10, 2019 Policy Committee Meeting as a discussion item, with the recommendation to remove the requirement that students recite the Oath of Citizenship as part of the opening exercise.



Conclusion

Policy II-09 Opening and Closing Exercises was presented at the Policy Committee Meeting on October 8, 2019 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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

Moved by:
Seconded by:

Resolved, that the Halton Catholic District School Board *accept the recommendation of the Policy Committee that Policy II-09 Opening and Closing Exercises, be approved, as amended*

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Opening and Closing Exercises	
Adopted: February 20, 1987	Last Reviewed/Revised: October 15, 2019
Next Scheduled Review: 2022-2023	
Associated Policies & Procedures: N/A	

Purpose

To provide direction to all members of schools under the Board's jurisdiction with respect to requirements on opening or closing exercises as stated in the *Education Act*, the *Safe Schools Act, 2000*, Ontario Regulation 298, and attendant regulations, and to promote the distinctiveness, values, and mission of the Halton Catholic District School Board.

Application and Scope

This policy applies to all schools under the jurisdiction of the Halton Catholic District School Board.

References

[Education Act](#)

[Safe Schools Act, 2000](#)

[Ontario Regulation 298](#)

Attendant Regulations

HCDSB Mission Statement

Principles

- The religious environment and climate of the Catholic School System permeates throughout the whole of school life.
- Catholic schools endorse and promote the mandate, values, traditions, and distinctiveness of the Catholic School System.
- Catholic schools instill in students respect, loyalty, allegiance, and pride in their country.

Requirements

- Formal prayer shall form part of every opening or closing exercise.
- Scriptural/spiritual readings may form part of every opening or closing exercise.
- Secular readings or recitations may form part of every opening or closing exercise but may not replace scriptural/spiritual readings.
- The singing of *O Canada* shall form part of every opening or closing exercise. Students and staff shall participate in the singing of *O Canada*.
- A student is not required to sing *O Canada* in the following circumstances:
 - In the case of a student who is less than 18 years old, if the student's parent or guardian applies to the principal to be exempted from doing so.
 - In the case of a student who is at least 18 years old, if the student applies to the principal to be exempted from doing so.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



<p>Policy II-12 Management of Aggressive Student Behaviour within Our Schools</p>	<p>Item 8.4</p>
<p>Tuesday, October 15, 2019</p>	

Alignment to Strategic Plan

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

Purpose

To approve *Policy II-12 Management of Aggressive Student Behaviour within Our Schools*, as presented.

Background Information

Policy II-12 Management of Aggressive Student Behaviour within Our Schools continues to be relevant, reflecting our current practice and directives. The reference to and definition of corporal punishment used in previous versions was a reflection of the purpose of this policy in its original form and has been removed as inappropriate within the current context.

Responsibility is placed on school administration and school teams to incorporate individual student needs into its application. The development of an administrative procedure may be too restrictive, based on the complexity of students' needs.

Conclusion

Policy II-12 Management of Aggressive Student Behaviour within Our Schools was presented at the Policy Committee Meeting on October 8, 2019 with a recommendation that it be forwarded to the Board of Trustees for approval.

Recommendation

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



Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-12 Management of Aggressive Student Behaviour within Our Schools, be approved, as amended.

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

Management of Aggressive Student Behaviours Within Our Schools	
Adopted: August 25, 1987	Last Reviewed/Revised: October 15, 2019
Next Scheduled Review: 2022-2023	
Associated Policies & Procedures: I-19 Occupational Health & Safety II-39 Progressive Discipline & Safety in Schools/Code of Conduct – Suspensions & Expulsions VI-44 Progressive Discipline and Safety in Schools III-05 Employee Assault III-14 Employee Code of Conduct	

Purpose

This policy recognizes the importance of providing a safe school environment through the positive and proactive management of student behaviour that is likely to pose an imminent physical risk to themselves or others, and when least intrusive measures are deemed ineffective. This policy is congruent with Ministry language which promotes support, respect, and physical safety of students. Principals and teachers recognize their responsibility to maintain order and discipline in schools ensuring the safety of all students to include responsibilities in *loco parentis*.

Application and Scope

This policy applies to all individuals of the Board who are in direct contact with students on school property, at school/Board authorized activities, while using school authorized transportation services or in other venues or locations and are called to respond to student's behaviours that pose imminent risk of injury to self or others.

References

[Education Act](#)

[The Safe Schools Act, 2000](#)

[The Mission Statement of the Halton Catholic District School Board](#)

[PPM 145: Progressive Discipline & Promoting Positive Behaviour \(October 2009\)](#)

[PPM 149: Protocol for Partnership with External Agencies](#)

[PPM 156: Supporting Transitions for Students with Special Education Needs \(2013\)](#)

[Bill 157: Keeping Our Kids Safe at School \(2009\)](#)

Definitions

Restraint - The use of physical intervention to restrict a student's movements against their will.

Physical Intervention Training: It is a condition of employment for all Education Assistants to be trained and certified in an approved physical crisis intervention program. This training will include strategies to de-escalate potentially volatile student behaviours and safely manage these behavioural crises. This Board approved training includes embedded practices outlined in the Ontario Safe School Act.

Indicator Response Plan (IRP) - An IRP is a student behaviour plan identifying levels of student escalation continuum and appropriate staff directed responses creating the best opportunity for prevention and de-escalation. These plans are developed when a student's behaviour has previously escalated to a level presenting imminent risk of injury and which may or may not require physical intervention.

Safety Plans - The safety plan is a student behaviour plan outlining the student specific directives to staff related to implementing physical restraint with the focus on safety, crisis response teams, and student de-escalation.

Physical Restrain/Incident Report SE17 - This report is completed at the site of the incident and forwarded to the Board to be reviewed and filed. The purpose of the report is to record the details of student behaviour that will, or is likely to, cause injury to self or others, or extreme property damage. These behaviours demonstrate a level of intensity that is unusual and excessive. These reports are monitored to inform programming and supports.

Incident Note to Parent or Guardian SE17b - The Special Education form is completed and distributed to parents to inform the parent of the SE17 incident.

Principles

- This policy recognizes that responding to aggressive student behaviours is never disciplinary in action nor part of implementing consequential outcomes related to those behaviours. Staff will respond to a student's behaviour from a caring, moral, and ethical framework embedding the teachings of Jesus Christ.

Requirements

- The Board and its Principals will ensure all students have an opportunity to be successful within a safe, caring and accepting school, creating a positive school environment.



- The Board and its Principals will ensure that student behaviour plans are developed to address aggressive student behaviours where there is a history of aggression. These plans will be developed with a goal of prevention, supporting student skill development and an opportunity for increased self-regulation.
- The Board will provide the necessary certification training to all Educational Assistants I the physical crisis intervention training. Trained staff will respond to student behaviour crises that may pose imminent risk to self or others and may require restraint. Staff outside of the role of Educational Assistant may also be trained with the approval of the school Principal and Board Special Education staff.
- Principals will complete all other necessary documents related to the incident.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



<p><i>Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019</i></p>	<p>Item 8.5</p>
<p>Tuesday, October 15, 2019</p>	

Alignment to Strategic Plan

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

Purpose

To approve *Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019*, as presented.

Background Information

The purpose of the Religion and Family Life Curriculum, as developed by the Institute for Catholic Education (ICE) under the guidance and in the name of the Assembly of Catholic Bishops of Ontario, is to foster and enhance the integrity, values, traditions and distinctiveness of Catholic Education.

According to PPM 162 (issued August 21, 2019), this policy allows for students to be exempted from instruction related to the Human Development and Sexual Health expectations found in strand D of the *Ontario Curriculum: Health and Physical Education Grades 1-8, 2019* in tandem with the related unit in the *Fully Alive Catholic Family Life program*.

School boards must implement their exemption policy/procedure and make it publicly available on their website before the period of instruction related to Human Development and Sexual Health in the 2019-2020 school year, and no later than November 30, 2019.

The policy will include all the requirements of PPM 162 and a corresponding procedure will be developed which will further outline the communication and notice, process, and supervision of students who receive an exemption.

Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human

Item 8.5 | *Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019*



Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019 includes communication plans and the process for schools as well as parents/students to follow when making exemption requests.

Conclusion

Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019 was presented at the Policy Committee Meeting on October 8, 2019 with a recommendation that it be forwarded to the Board of Trustees for approval, at first reading.

Recommendation

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

Moved by:
Seconded by:

Resolved, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy II-53 Exemption from Instruction in the Family Life program Fully Alive related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019*, be approved, at first reading

Report Submitted and
Approved by:

N. Guzzo
Chair of the Policy Committee

<i>Exemption from Instruction in the Family Life Program Fully Alive Related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019</i>	
Adopted: October 15, 2019	Last Reviewed/Revised:
Next Scheduled Review: 2022-2023	
Associated Policies & Procedures:	

Purpose

The purpose of the Religion and Family Life Curriculum as developed by the Institute for Catholic Education (ICE) under the guidance and in the name of the Assembly of Catholic Bishops of Ontario, is to foster and enhance the integrity, values, traditions and distinctiveness of Catholic Education.

As per PPM 162 (August 21, 2019), this policy allows for students to be exempted on an individual basis at the request of their parents, from instruction related to the Human Development and Sexual Health expectations found in strand D of the *Ontario Curriculum: Health and Physical Education Grades 1-8, 2019* in tandem with the related unit in the *Fully Alive Catholic Family Life program*.

Application and Scope

This policy pertains to pupils enrolled in elementary schools, in Grades 1 to 8, and all individuals who may be involved in the exemption, including parents/guardians, principals, teachers and Board personnel who may have duties and/or responsibilities under this policy.

References

[Education Act](#)

[Policy/Program Memorandum \(PPM\) 162, Exemption from Instruction related to the Human Development and Sexual Health Expectations, Grades 1-8, 2019](#)

Principles

- The Religious Education and Family Life Curriculum supports the mandate, values, traditions and distinctiveness of the Catholic School System
- The Home, the Church and the School are partners in the education of children in faith and morals, and parents are the primary educators of their children.
- The religious environment and climate of the Catholic School System with the clear understanding that Religious Education and the many complementary elements, which contribute to maturity in Faith, are the central reason for the existence of Catholic schools.
- In the Catholic School System, Religious Education is a fulsome curriculum intended to be taught in its entirety. With the expectations outlined in PPM 162, students in Grades 1 to 8 in the HCDSB may be exempted from instruction related to the Human Development and Sexual Health expectations in strand D of the *Ontario Curriculum: Health and Physical Education, 2019* as well as the related unit in the *Fully Alive Catholic Family Life* program.
- Exemptions are limited to instruction related to the Human Development and Sexual Health expectations in both the *Ontario Curriculum: Health and Physical Education* as well as the *Fully Alive Catholic Family Life* program.
- Students will not be exempted from instruction related to any other expectations in this curriculum or related to expectations in other curriculum subjects. Exemptions will be granted only for instruction related to all the Human Development and Sexual Health expectations in a student's grade, and not for instruction related to selected expectations or groups of expectations.
- References to human development and sexual health made by teachers, board staff, or students outside the intentional teaching of content related to the Human Development and Sexual Health expectations are not included in the exemption policy/procedure.
- There will be no academic penalty for an exemption.
- There will be no assessment, evaluation, or reporting of exempted students' achievement of Human Development and Sexual Health expectations in their particular grade. Exempted students' grade in health and physical education will be determined on the basis of the overall expectations in strand D of the curriculum, without consideration of the specific expectations under Human Development and Sexual Health.

Requirements

The policy will require all HCDSB elementary schools every school year to:

Policy No. II-53 | Exemption from Instruction related to the Human Development and Sexual Health Expectations in the Ontario Curriculum Health and Physical Education, Grades 1-8, 2019 (PPM 162) and the Fully Alive Catholic Family Life Program

- provide parents with a list of all Human Development and Sexual Health expectations by grade. The Institute for Catholic Education has prepared letters for every grade pertaining to the related unit in the Fully Alive Catholic Family Life program outlining the same.
- inform parents that they can choose to have their child or children exempted from instruction related to Human Development and Sexual Health expectations in both the *Ontario Curriculum: Physical and Health Education* document as well as the Fully Alive Catholic Family Life program by completing and returning an exemption form for each child.
- make a standard exemption form available to parents every school year, accommodating the timelines specified below. Schools may also choose to accept separate written requests for an exemption.
- notify all parents at least twenty school days before the start of the “period of instruction” related to the Human Development and Sexual Health expectations. Inform parents the deadline for the submission of the completed exemption form or written request must not be more than five school days before the start of the period of instruction.
- make clear that, in the case of an unforeseen event, school boards and schools have the authority to move the period of instruction to a later date in the school year and must give notice of the change to parents as soon as reasonably possible.
- Furthermore, the Board will develop an Administrative Procedure, which will support the directive and requirements of this policy, and will include further particulars regarding Notice and Communications, Process and Supervision of Exempted Students.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



Canadian World Studies Resource Selection	Item 8.6
October 15, 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 all students in their learning through the Ontario Curriculum and our Catholic faith tradition.

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

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 the Ontario Curriculum, Grades 11 and 12 Canadian and World Studies, 2015 (revised). 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 does not reflect current expectations and pedagogy 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. As Catholics, we are called to participate and create economic systems that are just and supportive of all peoples (see Appendix B: *Economics Now* review). This comprehensive student resource covers the history of economic thought and introduces the basic principles of micro and macro economics. This will help students understand the ethics behind economics and the value of understanding the call to solidarity and subsidiarity with the poor and the voiceless. 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. There are opportunities in the text for teachers to create inquiry opportunities for students to combine their knowledge of the Catholic faith tradition with the trends, politics and purpose of economics.

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 students and their diverse learning needs as they delve into the Ontario Curriculum, Grades 11 and 12 Canadian and World Studies, 2015 (revised). In addressing the required curriculum expectations, students in our schools will have the privilege of a text that promotes the development of the Ontario Catholic School Graduate Expectations: reflective, creative and holistic thinker and responsible citizen as well as the 21st century competencies such as critical thinking, collaboration, creativity and innovative thinking.

Recommendation

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



Resolution#:

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board approve the purchase of the Grade Twelve Economics Resource *Economics Now* in the amount of \$26,644.64.

Report Prepared by:

Jacqueline Mickle
Curriculum Consultant, Curriculum Services

Report Submitted by:

Anna Prkacin
Superintendent of Education, Curriculum Services

Report Approved by:

Patrick Daly
Director of Education and Secretary of the Board

SINGLE/SOLE SOURCE APPROVAL FORM

To be compliant with laws, regulations, Broader Public Sector, Procurement Directive, and the HCDSB Purchasing Policy and Purchasing Administrative Procedures, all acquisitions must be subject to competitive bidding. In rare, specific or exceptional circumstances, only one supplier or consultant may be able, or capable, of providing goods or services. A competitive bid cannot be completed for this acquisition for the reason noted and is supported by the rationale provided in the space below.

Provide a recent (less than 30 days) quotation from the sole/single source;

To ensure optimal value is obtained, fair market value (FMV) must be demonstrated where noted below.

This acquisition is intended for the following:

Good or service description: Economics Now Textbook

Recommended supplier name: Thompson Education Publishing

Value of Order: \$10,000 to \$99,999 (minimum three quotes required)
0\$100,000+ (formal competitive bid process required)

Select the reason that applies:

There is an absence of competition for technical reasons and the goods or services can be supplied only by the indicated supplier and no alternative or substitute exists.

To ensure compatibility with existing products, to recognize exclusive rights such as licenses, copyright and patent rights, or to service specialized products that must be maintained by the manufacturer or its representative. Proof of FMV is demonstrated for compatibility with existing products via written confirmation from the supplier of the manufacturer's list price, any educational discounts and the net price or comparison of manufacturer's list price, web site and/or catalogue pricing for a similar good or service and is attached.

More than one supplier or distributor exists in the market for the requested good or service (including specialized consultants); however, only the supplier or distributor indicated is able to meet specific requirements for this procurement. Proof of FMV is demonstrated via comparison of manufacturer's list price, web site and/or catalogue pricing for a similar good or service and is attached. Value for consultants will be determined on a case by case basis specific to the rationale provided.

An emergency situation existed ("emergency" is defined in the Policy as a circumstance in which an immediate purchase or procurement decision is necessary to prevent a serious delay, which delay could reasonably result in a danger to life, damage to property, or suspension of the provision of an essential service).

The subject matter of the procurement is of a confidential or privileged nature and its disclosure through a competitive bidding process could compromise security, cause economic disruption or otherwise be contrary to public interest.

Work is to be performed on property by a contractor according to provisions of a warranty or guarantee held in respect of the property or the original work or work is to be performed at a leased property where the Lessor demands we use a contractor that has been approved by them.

The goods or services are being supplied by a statutory or market-based monopoly.

There is a scarcity of supply in the marketplace.

The goods or services are purchased under circumstances that are exceptionally advantageous to the Board, such as a bankruptcy or receivership.

It is advantageous to the Board to purchase the goods or services through a public purchasing co-operative or another collaborative purchasing process.

Another organization is funding or substantially funding the acquisition and the Board has determined that the supplier and the terms and conditions of the commitment into which the Board will enter are acceptable.


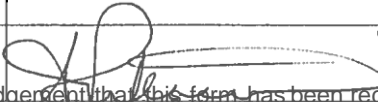

Other reasons not listed above.

Rationale: Explain why the Supplier selected is the only one that can satisfy the requirements, as well as why alternatives are unacceptable. Attach additional page(s) if necessary.

Currently Thompson Education is the only publisher that offers a textbook that appropriately covers expectations found in the Grade 11 and 12 Economics curriculum.

I understand and accept that the Board's Purchasing Administrative Procedures requires multiple quotations or a formal competitive bid process for goods or services. I have attached the required back-up documentation in support of the selected condition(s), and I also acknowledge and understand that a Purchase Order will not be placed with the supplier until authorized by the Purchasing Manager.

(*Requisitioner and second signing authority cannot be the same person.)

	Requisitioner (regardless of value)	Requisitioner's Supervisor	Superintendent
Printed Name	Jacqueline Mickle	Anna Prkacin	Anna Prkacin
Signature			

The Purchasing Manager is acknowledged that this form has been received to good order and that the proper signing authority is in place. Once this request has been approved, a Purchase Order will be issued or a contract signed in accordance with the terms specified on the Requisition.

Purchasing Manager Signature

September 30, 2019
Date

RETURN COMPLETED FORM AND BACKUP TO PURCHASING MANAGER, PURCHASING SERVICES

Economics Now (2nd Ed.) Bolotta, Hawkes, Mahoney, Raposo, 2019.

Review by Patricia Dal Ben, B.A, B.Ed., M.T.S.
Curriculum Consultant HCDSB, 2019.

POSSIBLE COURSES IN ECONOMICS (Not including locally developed)

The Ontario Curriculum Grades 11 and 12, Canadian and World Studies, 2015.

Grade 11	The Individual and the Economy	University/College CIE3M
Grade 12	Analysing Current Economic Issues	University CIA4U
Grade 12	Making Personal Economic Choices	Workplace CIC4E

STRANDS IN ECONOMICS

Gr. 11 & 12	Strand A: Economic Inquiry and Skill Development
Gr. 11 & 12	Strand B Fundamentals of Economics
Gr 12 Open	Strand B: Developing Financial Literacy
Gr. 11 & 12	Strand C: Economic Challenges and Responses
Gr. 12	Strand C: Firms, Markets, and Economic Stakeholders
Gr 2 Open	Strand C: Economic Fundamentals
Gr. 11	Strand D: Interrelationships among Economic Citizens
Gr. 12	Strand D: Macroeconomics
Gr. 12 Open	Strand D: Markets, Consumers, and Producers
Gr. 11	Strand E: Economic Interdependence
Gr. 12	Strand E: Theories and Models of International Trade
Gr. 12 Open	Strand: Economies of Canadian Communities

Economics Now (2nd Ed.) Bolotta, Hawkes, Mahoney, Raposo, 2019.

Review by Patricia Dal Ben, B.A, B.Ed., M.T.S.
Curriculum Consultant HCDSB, 2019.

OVERVIEW

It is the responsibility of the Catholic educator to find the connections between the provincial curricula and Catholic theological teaching. It is always in the interest of the Halton Catholic District School Board to find resources that best suit this particular charism and world view. In the absence of an overtly Catholic Canadian Economics textbook, the best text for our students should have evidence of Catholic ethics and understandings around the subject of economics.

In the Encyclical promulgated by Pope Leo XIII, *Rerum Novarum*, 1891 it states,

[The wealthy owner and employer] They are reminded that, according to natural reason and Christian philosophy, working for gain is creditable, not shameful, to a man, since it enables him to earn an honorable livelihood; but to misuse men as though they were things in the pursuit of gain, or to value them solely for their physical powers - that is truly shameful and inhuman. (RN, #20, 1891)

The Catholic economics teacher, using the fruits of this encyclical, has the rich framework of Catholic Social Teaching to reveal the past, present and future of our national and global economic situation.

Economics Now (2nd Ed.) Bolotta, Hawkes, Mahoney, Raposo, 2019.

Review by Patricia Dal Ben, B.A, B.Ed., M.T.S.
Curriculum Consultant HCDSB, 2019.

CATHOLIC SOCIAL TEACHING

Using this Catholic framework, please find a list of some evidence in support of the *Economics Now* (2nd Ed.), 2019 text for our Catholic high school students.

HUMAN DIGNITY

- Pg. 162 Human Capital
- Pg. 378 Human Development Index
- Pg. 386 Human Rights Code
- Pg. 378 Equity: A Canadian Perspective
- Pg. 394 Indigenous Poverty: Traditional Economies Turned Upside Down

SOLIDARITY

- Pg. 88 Unions
- Pg. 101 Unemployment
- Pg. 164 Labour Unions
- Pg. 166 Job Actions
- Pg. 167 Canadian Labour Congress

SUBSIDIARITY

- Pg. 48 Capitalism (How this serves the rich only)
- Pg. 49 Communism (How this system effects religious rights)
- Pg. 50 Socialism (How this system provides context for the last century)
- Pg. 51 Fascism (How this system views the rights of the poor)
- Pg. 480 NGOs and Intergovernmental Organizations

RIGHTS AND RESPONSIBILITIES

Pg. 7 Making Difficult Choices

Pg. 12 Applying Economic Reasoning to a Decision-Making Model

Pg. 366 Public Policy Issues and Implications: Defining and Serving the Common Good

Pg. 401 Attacking Poverty

Pg. 403 Relief Strategies to Combat the Symptoms of Poverty

Pg. 482 World Health Organization

DISTRIBUTISM

Pg. 77 Common Ownership

Pg. 91 Theory of Social Balance

Pg. 93 Social Balance

Pg. 214 The Co-Operative

Pg. 240 Measuring Output: Gross Domestic Product

Pg. 398 The Redistribution of Income in Canada

Pg. 468 Globalization

SOCIAL JUSTICE

Pg. 39 Canada: A Mixed Market Economy

Pg. 47 Political Economies and Policy Goals

Pg. 182 Third-Party Costs, The Public-Private Balance

Pg. 329 Canada Pension Plan

Pg. 393 Addressing Poverty

Pg. 402 Affordable housing

Pg. 409 Social Justice

Pg. 437 Apartheid

Pg. 477 Globalization and Immigration

PREFERENTIAL OPTION FOR THE POOR

Pg. 22 Opportunity Cost and Production Possibility Theories

Pg. 87 Combatting the Great Depression

Pg. 217 Non-Profit and Charitable Organizations

Pg. 328-331 Social Welfare Safety Net

Pg. 390 Poverty in Canada

Pg. 392 Canada's Marginalized

Pg. 396 Absolute Poverty

Pg. 476 Development Strategies: Breaking the Vicious Cycle of Poverty

DIGNITY OF WORK

- Pg. 22 Opportunity Cost and Production Possibility Theories
- Pg. 34 Making Resources Productive
- Pg. 56 Using Cost-Benefit Analysis to Prioritize Difficult Choices
- Pg. 75 ideas that advanced economic thought: The Iron Law of Wages
- Pg. 147 Minimum Wages
- Pg. 160-161 Wage Determination, Wage Differentials
- Pg. 246 Measuring the State of Employment: The Unemployment Rate
- Pg. 279 Income Equity
- Pg. 350 Tracking Employment Data

STEWARDSHIP

- Pg. 5 Available Resources
- Pg. 29 Farm Experiment
- Pg. 55 Environmental Stewardship
- Pg. 89, 408 Sustainable Development
- Pg. 119 The Environment
- Pg. 122 The Coffee Market in North America
- Pg. 366 Sustainability
- Pg. 367 Regional Economic Diversification: Newfoundland and Labrador's Response
- Pg. 408 Including the Environment in Economic Decisions
- Pg. 409 Biodiversity Loss
- Pg. 410 Tragedy of the Commons
- Pg. 413 Climate Change and Externalities
- Pg. 414 Toward Sustainable Development
- Pg. 419 Solar Power
- Pg. 423 Bhopal Chemical Leak
- Pg. 481 Sustainable Development Goals (SDG)

Economics Now (2nd Ed.) Bolotta, Hawkes, Mahoney, Raposo, 2019.

Review by Patricia Dal Ben, B.A, B.Ed., M.T.S.
Curriculum Consultant HCDSB, 2019.

In line with the strategic plan, mission, vision and values of the Halton Catholic District School Board, the text *Economics Now (2nd Ed.)*, 2019 provides students and teachers an opportunity to look at the subject of economics through the Catholic faith tradition, all the while fulfilling the mandate of the Ontario Ministry of Education, *The Ontario Curriculum Grades 11 and 12, Canadian and World Studies*, 2015.

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Mental Health & Addictions Strategy	Item 9.1
October 15, 2019	

Alignment to Strategic Plan

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

Purpose

The purpose of this report is to share the Mental Health and Addictions Strategy and to highlight how we are addressing student mental health, well-being and suicide prevention, intervention and postvention in a systematic and intentional manner.

Background Information

The development and implementation of the Board’s Mental Health and Addiction Strategy is mandated by the Ministry of Education and School Mental Health Ontario (SMHO) as part of a three strategy to address student mental health, well-being and addiction. In 2011 the first cohort of school boards were identified by the Ministry of Education to receive funding to hire Mental Health Leaders. It was in 2013, the final year of the Ministry’s commitment to providing this funding, that Halton Catholic District School Board received funds to hire a Mental Health Leader. It is the role of the Mental Health Leader to facilitate the development and implementation of the Board’s Mental Health & Addiction Strategy.

School Mental Health Ontario (SMHO) is a provincial implementation support team designed to help Ontario school boards promote student mental health and well-being. This provincial team provides Ontario’s 72 school boards with leadership and co-ordination, resources and implementation coaching support in the area of school mental health.

SMHO supports Ontario school boards, primarily via the Board Mental Health Leader and Superintendent with responsibility for mental health and well-being. SMHO offers provincial, regional and individualized board coaching in English and French.

The Board Mental Health Leader co-ordinates the development and implementation of the Board Mental Health and Addictions Strategy. SMHO develops resources, with its education stakeholders, in response to identified needs. Some School Mental Health Ontario resources support board leadership and decision-making; other resources build capacity for various school board audiences.



SMHO provides a continuum of capacity-building resources to help education professionals understand their role in supporting student mental wellbeing, and in identifying students who may be struggling.

- Mental health **awareness** level resources provide basic, practical information appropriate for all education audiences (e.g., office staff, bus drivers, custodians).
- Mental health **literacy** resources to support students through school leaders and classroom staff (e.g., principals, teachers and support staff).
- Mental health **expertise** resources support school mental health professionals (e.g., social workers, psychology staff and Child & Youth Counsellors).

A variety of knowledge sharing vehicles are used to build capacity in school boards including regional and provincial mental health leadership meetings; webinars and web meetings; and learning modules related to specific mental health topics. School Mental Health Ontario initiative is led by a provincial team of Implementation Coaches, in collaboration with the Special Education Policy and Programs Branch of the Ministry of Education as well as partners in other branches and Ministries.

The main areas of focus for School Mental Health Ontario are:

In the first three years of the Strategy, 2011-2014, SMHO focused on helping boards create firm foundations for effective school mental health practices:

1. Organizational conditions and leadership
2. Educator and Student Mental Health Capacity-Building
3. Implementation support for school mental health promotion and prevention programming

The next three-year strategic plan, 2014-2017, deepened work in these areas and introduced two new pillars of work:

4. Differentiated programming for specific populations
5. Promotion of System of Care, Collaboration and Pathways

In 2017 - 2020, Taking Flight, Strategic Directions for 2017-2020 was introduced to acknowledge that system foundations had been set and that, with the help of:

6. Parent and Family Engagement
7. Equity and Inclusion
8. Cannabis/Substance Use – System Response



SMHO is committed to continuing to work closely with partners across ministries and initiatives in order to continue to strengthen our part of the system of care for children, youth and families in coming years.

SMHO provides evidenced based resources and tools to all Ontario school boards including the following:

1. Leadership modules to support Mental Health Leaders and senior administrators
2. Ongoing board-specific implementation coaching support
3. Decision-making tools and templates
4. Resources that boards can use to support educator and student mental health awareness and literacy
5. Resources to support professional learning for school mental health staff
6. SMHO presentations and workshops

The Mental Health & Addiction Strategy is developed specifically to reflect and meet *the unique needs and system priorities in the Halton Catholic District School Board* with guidance from School Mental Health Ontario, in collaboration with our Research Department and with the direction, input and support of: Senior Administration, The Chiefs of Service, the Mental Health & Well-Being Advisory and Steering Committee, school staff, the community, students and parents. We are currently in the last year of our three-year strategy from September 2017- June 2020. Preparations for developing the next three- year strategy will commence in February 2020.

Comments

Mental Health and Addictions Strategy: September 2017 to June 2020

Overview Statement

Halton Catholic District School Board is committed to the mental health, wellbeing and academic success of all students. We believe that student engagement, academic success and student mental health and well-being are closely entwined, and that positive mental health is a collective responsibility shared by all stakeholders. Our Catholic values instill a strong belief in the worth and dignity of all people and a call to care for each other.

Our Mental Health and Addiction Strategy reflects our plan:

- Continue to ensure that our schools are safe, caring, engaging, welcoming and inclusive
- Continue to support our students in a manner which recognizes them as individuals capable of reaching their full potential



- Continue to ensure collaboration with our community partners to assist us in meeting the needs of our students
- Continue to provide education for our student and staff to increase their mental health literacy
- Continue to provide evidence-based and evidence informed programming to meet the needs of our students
- Continue to engage student/parent/guardian voice in a meaningful way
- Continue to provide clear, accessible pathways to embedded school support services
- Continue to provide clear, accessible pathways to external agencies for Tier 2+ to Tier 3 students and families

The promotion of positive mental health includes continuous education, capacity building, prevention and intervention, and aims to reduce stigma and ensure appropriate student supports. Our Mental Health & Addictions Strategy has been developed in consultation with our stakeholders, students, staff, parents and our community partners. We recognize and value the importance of the shared responsibility; collaboration and will continue to work together as a community to achieve our goals.

Organizational Conditions:

- 1. Commitment**
- 2. School Mental Health & Well-Being Advisory and Steering Committee**
- 3. Clear and Focussed Vision**
- 4. Shared Language**
- 5. Assessment of Initial Capacity**
- 6. Standard Processes**
- 7. PD Protocols**
- 8. School Mental Health & Addictions Strategy/Action Plan**
- 9. Broad Collaboration**
- 10. Ongoing Quality Improvement**

In the first three years of our strategy, we focussed on the first eight Organizational Conditions. Our board continues to show its commitment to our strategy by strengthening our Tiered Model of Intervention for students, supporting the work of our Mental Health & Well-Being Advisory and Steering Committee and actively engaging with our community partners. Our Mental Health & Well-Being Advisory and Steering Committee is governed by their Terms of Reference and meets three times per year. Our Vision is Clear and Focussed and is supported by our Board and School Improvement Plans. Our Shared Language is inherent in our TALK, LEARN, SUPPORT philosophy. An Assessment of Initial Capacity informed the basis of our strategy. Standard Practices and Professional Development Protocols have been put in place through the support of evidenced based and evidence informed programming and the School Mental Health Decision Tool. Our Mental Health and Addictions Strategy is reviewed annually.



In the last year of our strategy, we will continue to focus on Broad Collaboration with our community partners, parents, students and stakeholders and Ongoing Quality Improvement. Senior Administration continues to be committed to ensuring that the work we do as outlined in our Mental Health and Addictions Strategy is meaningful, authentic and successful. By keeping our focus on the 10 Organizational Conditions and why they are important, we will continue to successfully implement our strategy.

Priority Areas as we move forward:

Suicide is a complex and difficult topic, and the research in this area is limited in terms of providing clear direction. The framework from SMHO is designed to help Ontario school boards to coordinate their work in this area, using a life promotion stance.

Youth suicide is complex, tragic and sadly prevalent. It is the second leading cause of death amongst young people in Canada. Current research holds only partial answers as to best practices in this area, but there are reasonable directions that school boards can pursue to promote life and to reduce the risk for suicidal behavior. This framework document aims to provide helpful guidance in this regard. Five pillars are used to help organize a comprehensive approach:

1. Establish Organizational Conditions for Effective Practices
2. Build Staff Capacity
3. Select High-Yield Life Promotion Programming
4. Support Specific Populations
5. Enhance System Coordination

In 2012-2013, Suicide Prevention and Intervention was identified as a priority in our Board's Mental Health Policy (II-44). In September 2016 our Mental Health Leader began to develop a draft of our Life Promotion/Suicide Prevention, Intervention and Postvention Protocol in collaboration with an ad hoc committee of our Mental Health Leadership Team. In February 2017, a draft was approved by our Senior Administration for roll out to our staff in September 2017. Subsequently, the Suicide Response Protocol was delivered to all Child & Youth Counsellors and School Social Workers as the first step in this process. Over the course of this 2019-2020 school year, we will be conducting in-services to all secondary administrator's and school teams through the Family of Schools model. We are in the process of adapting the Suicide Response Protocol for the elementary panel to be rolled out as soon as possible.

At HCDSB we have four clinical staff (Social Worker and Psychology) trained in Applied Suicide Skills Intervention Training (ASIST). These trainers teach support staff how to prevent suicide by recognizing signs, providing a skilled intervention, and developing a safety plan to keep someone alive and where to access school supports and external agencies. We have been and will to continue to systematically



provide specialized training to all support staff (e.g. CYC, SW, PSY.) In addition, we have trained 73 other school staff and will continue to offer trainings throughout the year.

SafeTalk is a program where everyone learns to recognize when someone is thinking about suicide and connect them to an intervention provider, such as school support services staff. In this way, SafeTalk trainees build a safety network around these intervention providers and greatly increase their reach and impact. SafeTalk has been delivered to 165 school staff and will continue to be offered throughout the year.

A focus for this school year, 2019-2020 will be to pilot SafeTalk to our secondary school student senates. This pilot will be monitored and evaluated by our Research Department to assist implementation for all schools. In addition, we will offer SafeTalk training to the parent community through parent councils.

In March 2017, our board offered the Mentally Healthy Classroom Module to our Principals and Vice Principals through small group learning. The module was facilitated by one of our School Social Workers. Seven school teams participated in all four sessions and additionally all Principals and Vice Principals participated in one session outlining the content of the entire module. The Mentally Healthy Classroom module is a foundation for all the work we do in mental health, well-being and addictions. The healthy classroom provides children with a safe, caring and inclusive place to learn and to grow.

This year, we will continue to offer the educational modules to staff based on need and continuous learning opportunities. Regular in-service opportunities will be offered to all staff to increase their mental health literacy through staff meetings, lunch and learns, educational forms and opportunities to attend conferences and school board workshops.

Over the course of 2016-2017 our collaboration has continued with our First Nation Metis Inuit Liaison Worker and Aboriginal Council. This collaboration will continue into 2019-2020. With the support of our Indigenous Education Advisor, and with the guidance of the Aboriginal Council and Aboriginal Liaison our Board will focus on identification of the mental health needs of our First Nation Metis Inuit students and the development of a plan as to how those needs can be met.

In addition, our Board continues to train Child and Youth Counsellors and Early Child Educators in a variety of programs such as: Roots of Empathy Program, Best Buddies, MindUp, Yoga, Christian Meditation, Running Clubs, Positive Asset Building, Applied Suicide Intervention Skills Training (ASIST), SafeTalk and Playground Activity Leaders in Schools (P.A.L.S) program. Programs listed above work to promote positive social emotional learning and strengthen the social skills necessary to decrease the incidence of bullying.



Evidenced Based Programming

In 2016-2017 in collaboration with our Research Department we embarked on a yearlong comprehensive review of some of the programs being delivered since our Mental Health and Addictions Strategy was implemented in 2014. We will continue to collaborate strongly with our Research Department and continue the practice of ongoing evaluation and analysis of our programs to ensure that our programs are relevant, up to date and evidence based/evidenced informed.

Parent and Family Engagement

In collaboration with our school councils, Mental Health & Well-Being Advisory and Steering Committee and external agencies (e.g. Halton Families for Families), we will work towards engaging parents/guardians in meaningful ways. We will be offering a variety of presentations to enhance learning and build capacity in the following: parenting capacity, topics to support mental health & well-being, SAFETALK, etc.

Youth Engagement

Continue to have strong student representation on the Mental Health & Well-Being Advisory and Steering Committee; utilize focus groups to hear their voice and identify their specific needs around mental health literacy, social emotional learning and capacity building.

Addiction and Substance Use

This year, as supported by SMHO, we will focus on providing training to all staff regarding the negative impact of vaping, cannabis, alcohol and other substances that affect their social, emotional, physical, cognitive and mental well-being.

The negative impact could include the following:

- Harm to the brain, such as problems with memory, concentration, thinking, learning, handling emotions, and decision-making. Research shows that cannabis use can affect normal brain functioning in youth and young adults up to age 25 and may alter brain development.
- Problems with academic progress, such as impact on learning and attention, difficulty with completing schoolwork, lower school performance, and increased risk of dropping out of high school.
- Mental health problems, such as psychosis or schizophrenia and, possibly, depression, anxiety and suicide, especially if there's a personal or family history of mental illness.
- Difficulties with relationships, such as conflict at home, school or work.
- Physical health harms, such as lung and respiratory problems from smoking cannabis.
- Addiction, such as difficulty controlling how much or how often the person uses it, even when it's causing them challenges in their life. Cannabis can be especially addictive for youth.



In summary, throughout the last year of our Mental Health & Addictions Strategy, education and capacity building will continue in the following areas:

- Student and Staff Mental Health Literacy
- Trauma Informed Classrooms
- Mentally Healthy Classrooms
- Board approved Curriculum
- Board approved evidenced based programming
- Life Promotion/Suicide Prevention, Intervention and Postvention
- Parent and Family Engagement
- Youth Engagement/Student Voice
- Continuous training for support staff in providing services to students in Tier 2+ to Tier 3 level
- Continue to collaborate with our community partners in a meaningful way and review our programming with the support of our Research Department.

Review of the Board’s Policy on Mental Health (11-44) and ensure that our system is aware of the policy.

In collaboration with the Superintendent of Special Education Services and the Mental Health & Well-Being Advisory and Steering Committee, the Mental Health Leader will be responsible to review this policy to make recommendations to Senior Administration for updating it with a view to presentation for review and approval of the Board of Trustees.

Mental Health & Well-Being Advisory and Steering Committee

Terms of Reference

1. Goals and Objectives:

The Mental Health & Well-Being Advisory and Steering Committee was formed in response to the Ministry of Education’s directive that each school board would appoint a Mental Health Leader responsible for developing and implementing their Board’s Mental Health and Addictions Strategy as part of the Ministry of Education’s plan “Moving on Mental Health”. The strategy addresses the Board’s plans for supporting our students who are experiencing Mental Health issues as well as the implementation of programs which contribute to the overall health and well-being of all students.

The Mental Health & Well-Being Advisory and Steering Committee is an advisory team to the Chief of Mental Health Programming.

2. Membership

It is recommended that the membership of the team be comprised of the following:

- 2 Parents - One representing SEAC and One representing CPIC
- 2 Secondary School Students as chosen by the School Senate



- 1 Community Partner (representing one of our Mental Health partners such as: Woodview Children and Autism Services; Reach Out Centre for Kids (ROCK); Parents for Children’s Mental Health (PCMH); Halton Support Services
- 1 Elementary School Administrator
- 1 Secondary School Administrator
- 1 Special Education Teacher
- Aboriginal Liaison
- Manager of Educational Assistants
- Strategic Communications Specialist
- Curriculum Specialist
- Chief of Social Work Services
- Chief of Psychological Services
- Chief of Speech Language Pathology
- Senior Manager, Equity and Human Rights
- Superintendent of Special Education Services
- Mental Health Leader – Chief of Mental Health Programming

From this core team, the Chief of Social Work Services, the Chief of Psychological Services, Superintendent of Special Education and the Chief of Mental Health Programming shall form an ad hoc team who may make urgent decisions on behalf of the team in situations where it is impractical to call the entire team together.

3. Accountability and Authority

The team reports directly to the Superintendent of Special Education Services.

Team members shall attend 2 out of 3 meetings a year to keep their membership in good standing.

4. Frequency of Meetings

The Mental Health & Well-Being Advisory and Steering Committee will meet at least three times per school year. Meetings will be scheduled in advance, on dates to be determined by majority at the end of the first meeting of the year.

5. Frequency of review of Terms of Reference

The team shall review the terms of reference every 3 school years.

Date: February 17, 2016

Review Date: June 2019



**Mental Health & Well-Being Advisory and Steering Committee Members
2019-2020**

Special Education Advisory Committee (SEAC)
Chief of Mental Health Programming, Board Office
Reach Out Centre for Kids (ROCK)
Woodview Mental Health and Autism Services
Superintendent, Special Education, Board Office
Chief Social Worker, Board Office
Curriculum Consultant, Board Office
Chief Psychologist, Board Office
CPIC
Senior Manager, Human Rights & Equity
LHIN Nurse Manager
Chief Officer of Research and Development
Special Education Resource Teacher
Elementary Principal
Secondary Principal
Special Education Coordinator, Board Office
Nelson Youth Centre
Indigenous Educator Advisor
Board Member, Parents for Children with Mental Health (PCMH)
Manager of Strategic Communications
Woodview Mental Health and Autism Services
Special Education Consultant, Board Office
Student Representative, Assumption Secondary School
Student Representative, Corpus Christi Secondary School



Conclusion

In conclusion, we look forward to rolling out the last year (2019-2020) of our Mental Health and Addictions Strategy in collaboration with students, parents/guardians, school staff, and our community members in a systematic, and intentional manner to meet the mental health and well-being needs for all of our students.

Report Prepared by: Glenda Brown
Chief of Mental Health Programming

Report Submitted by: Camillo Cipriano
Superintendent of Education, Special Education Services

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



Proposed 2020 Facility Renewal Projects	Item 9.2
Tuesday, October 15, 2019	

Alignment to Strategic Plan

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

Purpose

To introduce the proposed 2020 facility renewal projects and seek approval to proceed.

Background Information

Staff presented the Long-Term Facility Renewal Strategy (LTFRS) as Information Report Item 10.7 at the May 7, 2019, Regular Meeting of the Board. The goal of the LTFRS was to present a comprehensive school renewal plan to improve school facility conditions throughout the board to provide learning environments that support the educational needs of students and staff. The LTFRS focused on a 5-year planning window (2020-2024) and identified school facilities where investment is required to renew facility conditions. The LTFRS speculated on future capital funding allocations and construction costs, and was intended to be used as a guideline based on the best data available at the time of report.

Comments

For 2020, it is proposed that renewal needs be addressed in the following four categories:

- **Energy Efficient Lighting Systems** – The current fluorescent lighting systems in certain schools are nearing the end of their useful life cycle and will be upgraded to a more energy efficient LED lighting system. LED lighting upgrades can involve lamp and electrical system replacements, or when combined with a full lighting controls package, including daylight sensors and central monitoring, can further optimize the efficiency of a school’s lighting system. The energy savings from LED lighting systems will directly result in operational cost savings for electricity expenditures.
- **Mechanical Systems** - Heating, ventilating and air-conditioning (HVAC) systems are a vital component of the school learning environment. A number of HVAC systems throughout the Board are nearing the end of their useful life cycle, and consequently, a number of new mechanical components require replacement to maintain a proper indoor environment for



students and staff. Wherever possible, the new HVAC systems will be upgraded with more energy efficient equipment to help reduce operating expenses.

- **School Refresh** - The Board has many schools that were constructed pre-2000 that now appear dated with many wear and tear items that need to be addressed as they near the end of their useful lifecycles. School Refresh projects seek to update building components to bring the school up to the Board's latest building standards. Exterior doors, lockers, washroom partitions, wall tiles, flooring, stair treads, painting, asphalt, concrete and cladding repairs are some of the items captured by school refresh projects. The scope of the school refresh work at each school will be determined based on the individual needs of the school/site.
- **Roof Replacement** – A weather-tight roofing system is an integral component of a school building to ensure a safe indoor environment that supports learning. Water infiltration through a roof can lead to extensive structural damage to a school building and potentially result in environmental issues. A full assessment of the Board's facilities roofing systems has been completed, and the consultant's recommendations are considered in identifying roof replacement projects.

Board staff has identified several facility renewal projects for completion in 2020. Appendix 'A' summarizes the renewal projects proposed to be completed in 2020 and indicates the corresponding school location where the work will be completed. A description of the respective facility renewal projects at each identified school can also be found in Appendix 'A'.

It is important to balance renewal works with new construction works, since these two programs utilize the same staff and trades. Due to the large amount new constructions works projected for the 2019-20 school year, the amount of renewal works proposed is less than in past years. Furthermore, the amount of capital funding for renewal works in future years is unknown, so a conservative approach to allocating renewal dollars is proposed.

Note that other facility renewal needs may arise during the remainder of the school year that require attention in the 2019-20 school year. Significant facility renewal projects to be added for summer 2020 will be presented to the Board for approval at a future meeting of the Board, if necessary.

Staff are at various stages of completing the scope of work for the proposed 2020 facility renewal projects and preparing the projects for competitive tender.

FUNDING:

All costs for the proposed 2020 facility renewal projects would be funded through the Board's available capital funding allocations and capital reserves. For the Thomas Merton Centre (Oakville) project, funding would also be obtained from various partners, including the federal government, to recoup the investment over a 5-year period. The Board currently has sufficient funds available to complete the proposed projects, with approximately \$16.6 million in available capital funding sources and the capital reserve to fund future school renewal projects.



Conclusion

Staff has identified a number of facility renewal projects that need to be completed in 2020. The estimated preliminary budget for the proposed 2020 facility renewal projects is \$6,060,000. Staff is in the process of preparing these projects for competitive construction tenders. It is proposed that construction work will occur during summer 2020, so that schools are ready for students and staff in September 2020.

Recommendation

The following resolutions will be presented for Trustee consideration and approval as an Action Report Item at the November 5, 2019, Regular Meeting of the Board.

<p>Resolution#:</p> <p>Resolved, that the Halton Catholic District School Board authorize staff to proceed with the proposed 2020 facility renewal projects.</p>	<p><i>Moved by:</i></p> <p><i>Seconded by:</i></p>
<p>Resolution#:</p> <p>Resolved, that the Halton Catholic District School Board authorize staff to expense funds from available capital funding and the capital reserve for the proposed 2020 facility renewal projects, and that the expenditures will not exceed \$6,060,000.</p>	<p><i>Moved by:</i></p> <p><i>Seconded by:</i></p>

Report Prepared by:

- C. Abrahams
Senior Manager, Capital Projects
- S. Allum
Manager, Energy and Environmental
- J. Duffield
Manager, School Capital and Renewal

Report Submitted by:

- R. Merrick
Superintendent, Facility Management Services

Report Approved by:

- P. Daly
Director of Education and Secretary of the Board



APPENDIX “A”

School	Lighting Upgrade	Mechanical Systems	School Refresh	Roof Replacement	Estimated Preliminary Budget
Corpus Christi				X	\$ 1,300,000
Holy Trinity	X				\$ 500,000
St. Christopher				X	\$ 700,000
Thomas Merton (Oakville)	X	X	X		\$ 2,550,000
Sub Total					\$ 5,050,000
Contingencies (10%)					\$ 505,000
Professional Fees (10%)					\$ 505,000
Total					\$ 6,060,000



Corpus Christi Catholic Secondary School:

- The majority of the roof was installed in 2008. During spring of 2019, a roofing survey was completed on all of the schools. Information provided in the survey along with maintenance records show that there have been many leaks over the past few years and that replacement of the Corpus Christi CSS roof is a priority. Without replacement of the roof, maintenance costs will increase for both the roofing system and the resulting damage to the interior building spaces due to roof leakage. This project proposes the replacement of the entire roofing system of the school.

Holy Trinity Catholic Secondary School:

- The current lighting system at the school is not energy efficient and is nearing the end of its useful life span, which is resulting in higher maintenance repair costs. The lighting system will be replaced with an LED lighting system that is more energy efficient and will reduce both maintenance costs and electricity consumption.

St. Christopher Catholic Elementary School:

- The majority of the roof was installed in 2008. During spring of 2019, a roofing survey was completed on all of the schools. The survey along with maintenance records show that there have been many leaks over the past few years, along with severe blistering. Based on this information, the replacement of the St. Christopher CES roof is a priority. Without replacement of these roofing sections, maintenance costs will increase for both the roofing system and the resulting damage to the interior building spaces due to roof leakage. This project proposes the replacement of the entire roofing system of the school.

Thomas Merton Centre (Oakville):

- As part of the Oakville South Central pupil accommodation review, the Board approved the relocation of the Thomas Merton Centre (Oakville) from its current location in leased space to permanent space wholly owned by the Board.
- With the construction of the new St. Nicholas CES facility, located at 477 Warminster Drive, in Oakville, the current St. Nicholas CES building, at 255 Morden Road, in Oakville, will be available for use as the Thomas Merton Centre (Oakville). The Morden Road facility would then house the Thomas Merton Centre day school, LINC/ESL programs, welcome centre and alternative education operations for the Board.
- The Morden Road facility would undergo a renewal and renovation to allow the building to accommodate Thomas Merton Centre programs, as well as improvements to critical building components, such as mechanical and electrical systems.

Approved School Educational Trips

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

Dated: Tuesday, October 15, 2019

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Elementary						
St. Bernadette CES, Oakville	8	80	Camp Muskoka Bracebridge, ON	The purpose of this trip is to further develop leadership skills, build students' developmental assets and build a sense of community in grade 8. Students will participate in a variety of physical education activities that are connected to the curriculum. There is also a direct link to the Focus on Faith theme of Solidarity. Students will be offered activities that allow them to further explore the value of friendships and their responsibilities as stewards of God's creation in building a loving and just society. Staff and students will participate in daily prayer, and liturgies.	Wednesday, February 19 - Friday, February 21, 2020	~\$341.00
St. Dominic CES, Oakville, ON	7	58	Camp Tanamakoon Huntsville, ON	This trip supports the Focus on Faith theme for Grade 7 by allowing students to connect to and explore the sub-questions of our Focus on Faith theme of Human Dignity. Students will explore and demonstrate the main tenets of community and responsibility towards each other and the environment through the lens of an outdoor, experiential education setting. Team-building and leadership activities emphasize community and responsibility to self, others and the environment. Daily prayers, journal reflection and group activities support our goal to reach all students.	Tuesday, May 26 - Friday, May 29, 2020	~ \$460
Our Lady of Victory CES, Milton	8	28	Brock University Leadership Camp St. Catharines, ON	This outing will serve as the Grade 8 year-end celebration and guide them through leadership activities, preparing them for secondary and post-secondary education. They will partake in activities such as team building and low ropes, where students are presented with a challenge and they have to come together and work as a team to accomplish their goal. Students will grow in their leadership potential through group challenges with dependence on others. Through God's eyes, they will develop mutual respect, trust, communication skills, and cooperation with each other while performing and executing tasks. Students will be led in a daily prayer service every evening and grace before meals.	Wednesday, May 20 - Friday, May 22, 2020	~\$350

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Secondary						
Holy Trinity CSS, Oakville, ON	9-12	2	OFSAA Golf Tournament London, ON	As individuals and as a team, in a social setting, we will respect ourselves, one another, our opponents and all the people that we encounter throughout the tournament. The focus of religious values of our tournament weekend is based on the Common Good. We will pray to thank God prior to each match and before meals.	Tuesday, October 15 - Thursday, October 17, 2019	~282.50

Construction Report 10.3 - October 2019



Construction Update

- The pictures above were taken on October 8, 2019. The top-left picture shows ongoing painting in the classrooms. The top-right picture shows brick veneer installation at south and east sides of the building. The bottom-left picture shows insulation and HVAC unit installation. The bottom-right picture shows steel stud partition wall installation in the office.
- Work completed included site services, spray foam insulation and some roofing assembly.

Schedule Update

- Concrete curbs and asphalt.
- Complete roofing and brick veneer.
- Ceramic flooring and millwork installation.

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

Construction Report 10.4- October 2019



Construction Update

- The pictures above were taken on October 8, 2019. The top-left picture shows ground floor ready for concrete slab. The top-right picture shows load bearing walls in the two story classroom addition. The bottom-left picture shows demolition complete in new cafeteria area. The bottom-right picture shows HVAC piping installation in the mechanical penthouse.
- Work completed included some load bearing walls, underground plumbing, mechanical piping and boiler installation.

Schedule Update

- Complete first floor load bearing walls in two story addition and cafeteria addition.
- Pre-cast concrete and slab on grade installation.

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

Construction Report 10.5 - October 2019



Construction Update

- The pictures above were taken on October 9, 2019. The top-left picture shows underground plumbing installed in the server room. The top-right picture shows structural steel completed on the first and second floors. The bottom left picture shows load bearing walls being completed on the second floor. The bottom-right picture shows the completed retaining wall.
- Work completed includes 2nd floor pre-cast concrete installation, underground plumbing and in wall electrical.

Schedule Update

- 3rd floor precast concrete slab installation.
- 3rd floor load bearing walls and structural steel
- Concrete slab flooring installation.
- Roof installation.

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



2018-2019 EQAO and OSSLT Results	Item 10.6
October 15, 2019	

Alignment to Strategic Plan

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

Purpose

To provide Trustees with a summary of the results on the EQAO Assessment of i) Reading, Writing and Mathematics in Grade 3 and 6 ii) Academic and Applied Mathematics in Grade 9 and iii) on the Ontario Secondary School Literacy Test (OSSLT) as part of the ongoing monitoring of student achievement.

Background Information

As a Catholic school system, we understand that the purpose of the E.Q.A.O. assessment is to promote academic excellence and improvement in student achievement throughout all schools in our province. We do respond to our E.Q.A.O. results with appropriate accountability, integrity and due diligence. As a Catholic learning community, we are called to respond in a distinctive manner for we believe that our students are described not only in terms of knowledge and skills, but also in terms of values, attitudes and actions. When we encourage our students to utilize all of their God given gifts to the best of their ability, we are fostering an environment of servitude and promoting the understanding that we are loved and valued as children of God because of who we are rather than how we *perform* and what we *produce*.

The Education Quality and Accountability Office (EQAO) is an independent agency that conducts province-wide tests each year at key points in every student's primary, junior and secondary education. The provincial tests are intended to measure student performance in reading, writing and mathematics skills based on the expectations in *The Ontario Curriculum*. The assessments evaluate student achievement objectively and in relation to a common provincial standard. Students receive individualized reports that allow parents to see how their child is performing compared to provincial expectations. The results in the current report reflect the performance of all students in the Halton Catholic District School Board (HCDSB) who completed the assessment.

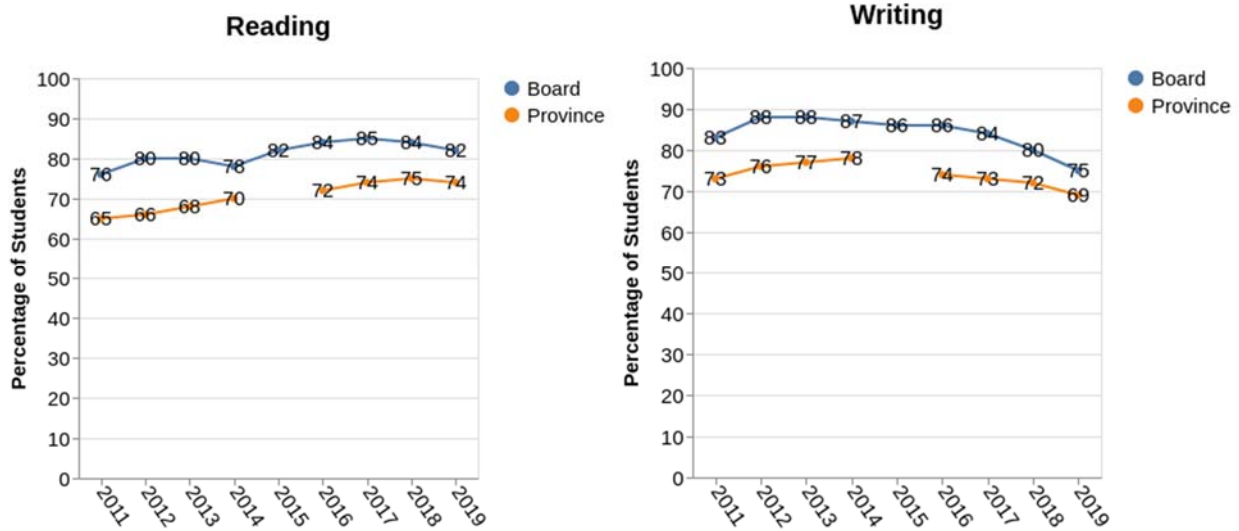


Comments

On September 25th 2019, EQAO released the student achievement results on the 2018-19 Assessments of Reading, Writing and Mathematics, Primary Division (Grade 3) and Junior Division (Grade 6), as well as the Grade 9 Assessments of Applied and Academic Mathematics and the Grade 10 results of the Ontario Secondary School Literacy Test (OSSLT). In the sections below, board-level results are compared to the provincial standard, and cohort analyses for mathematics as well as current initiatives are presented.

1. OVERALL EQAO RESULTS FOR PRIMARY, JUNIOR AND SECONDARY SCHOOL STUDENTS

Figure 1: GRADE 3 STUDENTS WHO MET OR EXCEEDED THE PROVINCIAL STANDARD (%)



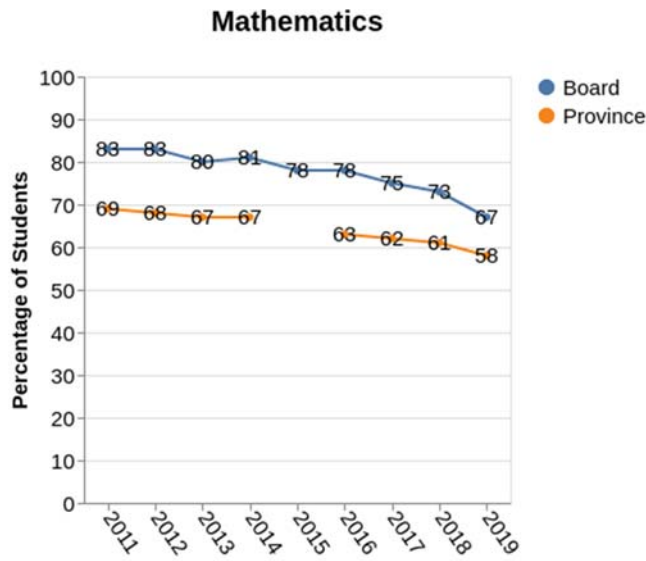
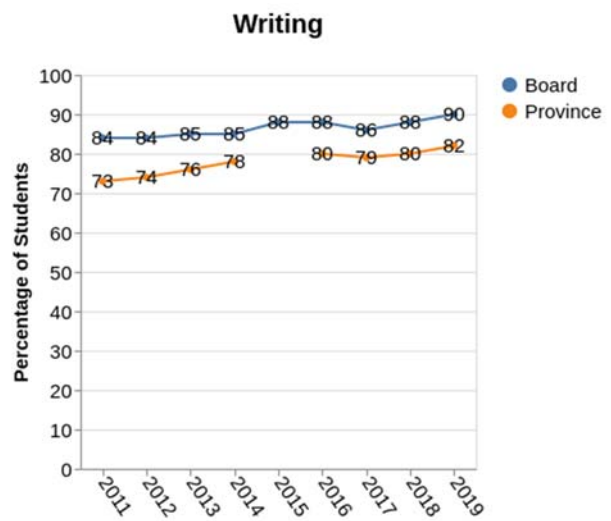
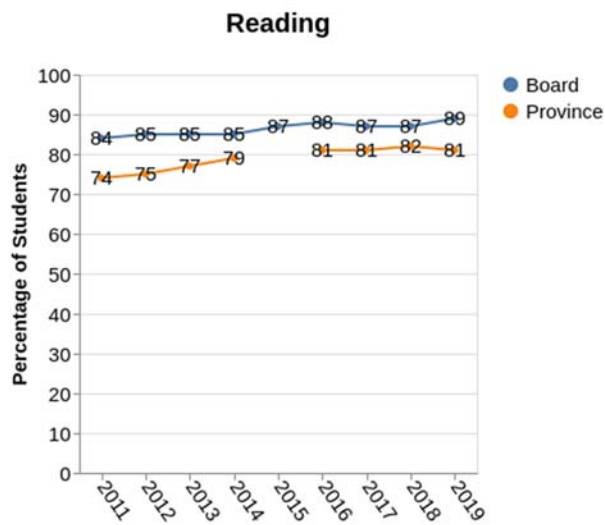


Figure 2: GRADE 6 STUDENTS WHO MET OR EXCEEDED THE PROVINCIAL STANDARD (%)



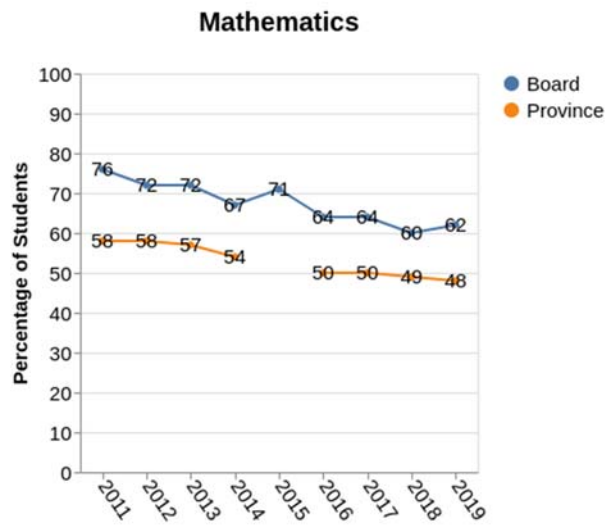




Figure 3: GRADE 9 STUDENTS WHO MET OR EXCEEDED THE PROVINCIAL STANDARD (%)

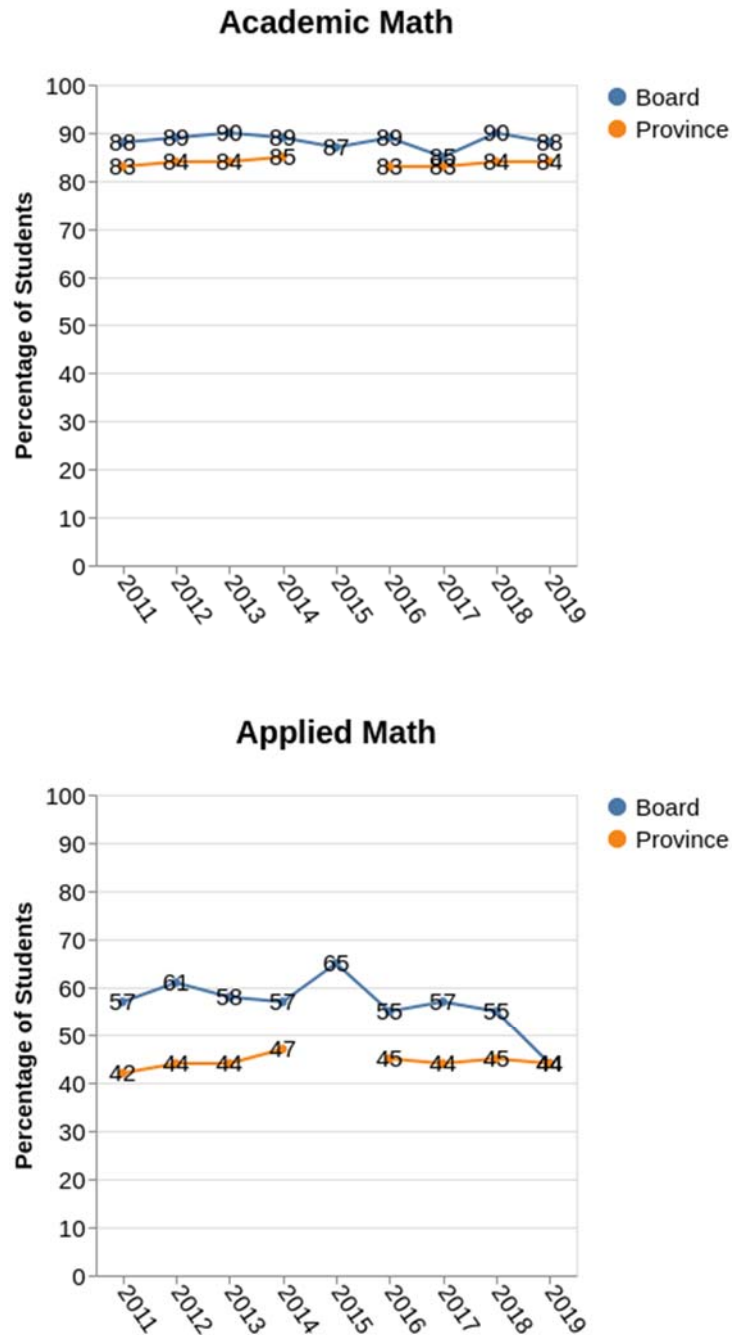
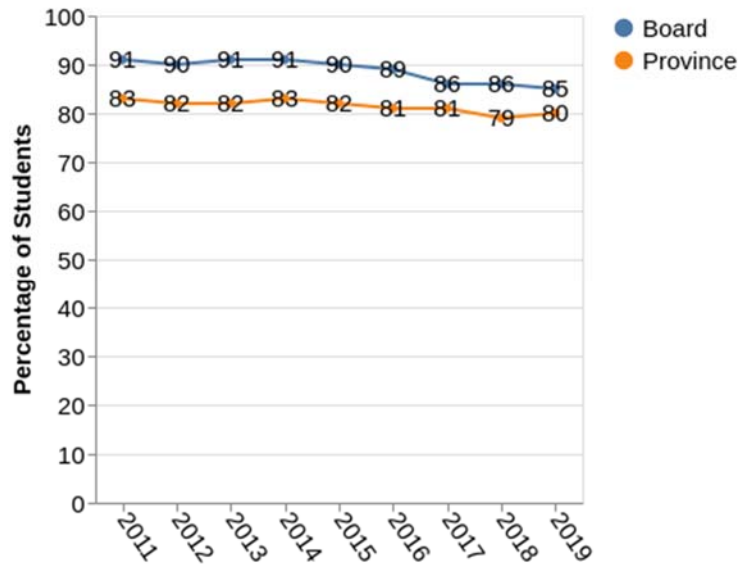




Figure 4: OSSLT RESULTS FOR FULLY PARTICIPATING, SUCCESSFUL, AND FIRST-TIME ELIGIBLE STUDENTS (%)



2. COHORT RESULTS (GRADE 6 to 9 MATHEMATICS)

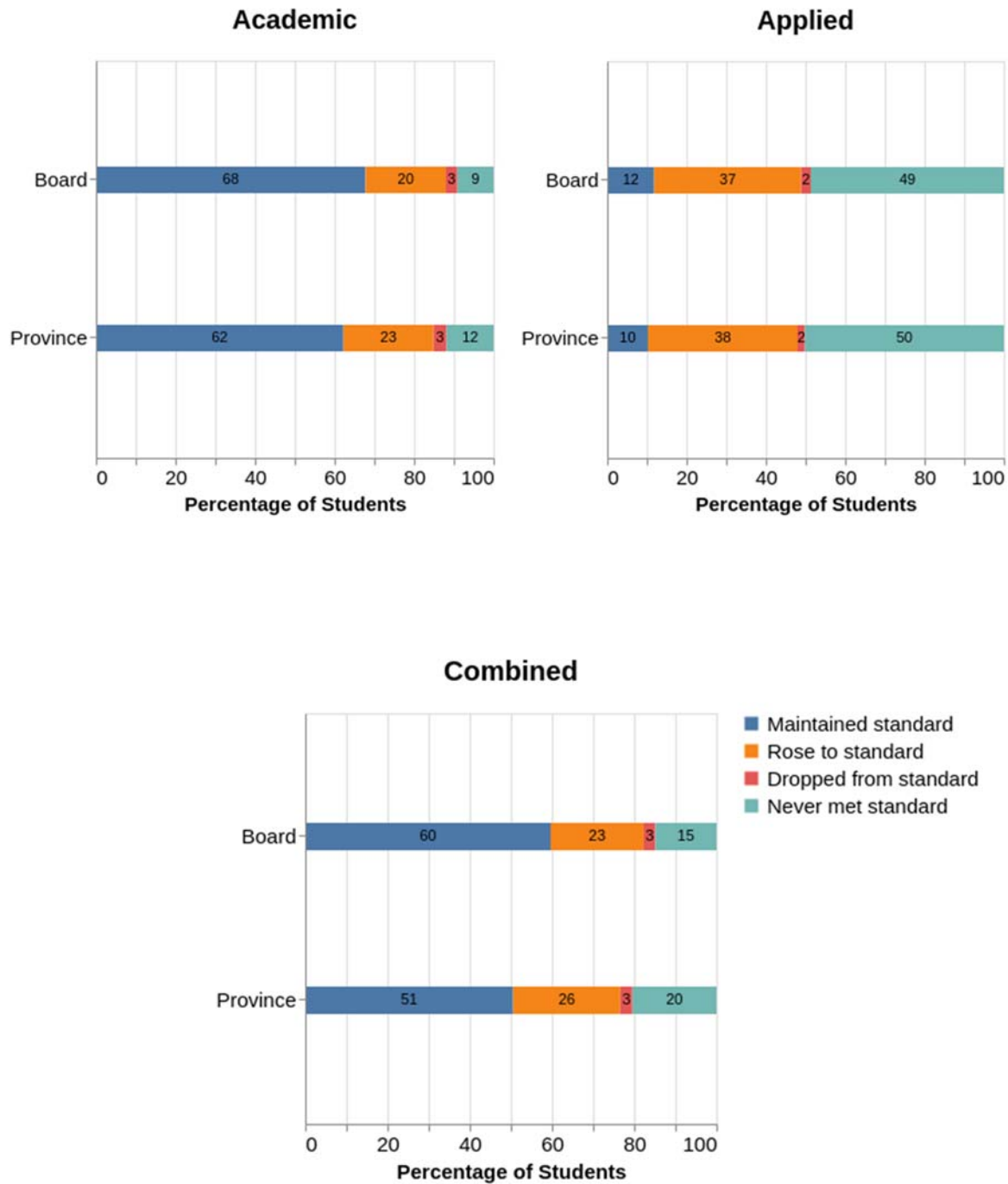
In the academic and applied graphs below, math results for the same students (i.e., Grade 6 results from the 2015-16 testing year to Grade 9 results from the 2018-19 testing year) are presented. The different categories that summarize a cohort's trend over time are:

- *Maintained standard* refers to cohorts who began at level 3 or 4, and ended at level 3 or 4
- *Rose to Standard* refers to cohorts who began at level 1 or 2, and ended at level 3 or 4
- *Dropped from Standard* refers to cohorts who began at level 3 or 4, and ended at level 1 or 2
- *Never Met Standard* refers to cohorts who began at level 1 or 2, and ended at level 1 or 2

Note that the combined cohort graph below combines academic and applied mathematics into a single group. The chart thus reflects changes in standards over time, regardless of the academic/applied distinction.



Figure 5. GRADE 6 to 9 COHORT OF STUDENTS WHO MET OR EXCEEDED THE PROVINCIAL STANDARD IN MATHEMATICS





SUMMARY

The EQAO assessment results indicate that HCDSB students perform above the provincial standard for all subject areas. This trend has continued for 9 years. One exception is the current Grade 9 applied mathematics result where HCDSB performed equally to the province as a whole. In addition to performing well when compared to the province, HCDSB also performs well in terms of the proportion of students that are at or above the provincial standard for reading, writing, academic mathematics, and the OSSLT. For those categories, the range of proportions is 75%-90% for the current year (i.e., the vast majority of students are at or above the provincial standard in those categories).

The cohort analysis follows the same students over time with respect to their performance on the EQAO mathematics assessments. The results show that for the majority of students, they generally maintain or rise to standard in mathematics. That is, students who are already at or above the provincial standard in grade 6 mathematics tend to maintain that level of proficiency, or show improvement, by the time they are in Grade 9. This result is less striking for applied mathematics (it is about a 50-50 split). It is important to note that students in academic mathematics represent about 91% of the total number of students considered in the EQAO mathematics assessment.

3. Current/Planned Initiatives

Literacy: Through intentional support and capacity building via Curriculum staff, along with the continued integration and implementation of our libraries as integral learning centres, there will be a concerted focus upon Guided Literacy ensuring that we are differentiating our instructional delivery to address both student interest and learning needs in Reading and Writing. Active and ongoing monitoring, supervision and evaluation by the site Administrative staff, Family of Schools Supervisory Officers and the Research Department will provide appropriate measures to assess progress and effectiveness of the interventions provided. Collaboration with the Ministry leadership team and the ongoing workshops and training dedicated to School Improvement Planning and Monitoring throughout the year will hone the skills of the leadership team to ensure that the interventions are measurable and effective.

Mathematics: Ontario's *Focusing on the Fundamentals of Math, Grade 1-8*, is intended to support building students' knowledge and skills in mathematics. It focuses attention on the content of expectations in the *Ontario Curriculum Grades 1-8 Mathematics, 2005* that deal with fundamental mathematics concepts and skills (specifically, expectations related to the Number Sense and Numeration strand and expectations that relate to number properties in the Patterning and Algebra strand). Our goal is for all students to find enjoyment in mathematics and to believe they are capable of reasoning and applying mathematical thinking in their daily lives. In order to achieve this, we are working to ensure students have a strong understanding of the fundamentals of math, that they develop both procedural and conceptual knowledge, and that they are able to successfully engage in tasks that develop mathematical reasoning. HCDSB has undertaken a number of actions towards



achieving this goal which are detailed in our Mathematics Action Plan. This plan was developed in 2016 and is updated annually. The current plan can be viewed on the board website (www.hcdsb.org/Parents/Documents/Mathematics-Action-Plan-2018-2021.pdf) (Appendix A)

To highlight some specific program initiatives:

- **Evidence Based Strategies:**

During the 2018-2019 school year, cross-curricular Numeracy teams at all our secondary schools, including representatives from Thomas Merton ALC, worked on the inquiry question, How Will Reflecting on our Teaching Practice Impact Student Achievement? Our teams were made up of teachers from a variety of disciplines that shared students, with a deliberate representation of teachers who taught applied sections.

By our Catholic nature, we aspire to help students become who God intended them to be. In the collection of rich data, we came to know more about our learners and how best to support them in achieving - academically, socially and spiritually. Our focus was not only on impacting student achievement, but becoming reflective practitioners and we to that end, we focussed on developing Collective Teacher Efficacy in our Catholic Learning Communities. This is the collective belief of teachers in their ability to positively affect students. Creating opportunities for the involvement of all students in classroom-based activities, being especially conscious of incorporating otherwise marginalized students, teachers worked on fostering positive interpersonal relationships among students and staff to promote a sense of mutual trust and belonging. Collective Teacher Efficacy is strongly correlated with student achievement.

The work continues this year with a continued focus upon Applied Mathematics as we know that all students in our care deserve equitable access to resources so that all of our students have the highest quality of programming excellence.

- **Math Monitoring and Learning Project:**

The Math Monitoring and Learning Project in collaboration with the Ministry of Education began in 2016 and focuses upon specific schools declining over time. The purpose of the project is to focus on developing students who are proficient in addition/subtraction and multiplication/division. Research indicates that it is important to prepare our students with the appropriate skills and conceptual understandings required to work proficiently with these operations. Teachers in both Primary (Grades 1 to 3) and Junior (Grades 4-6) will be participating in the project. As instructional leaders, our administrators are trained to monitor the progress of the work within a very intentional and explicit timeline to determine impact upon student learning and achievement. Teachers and administrators meet on a regular basis to review student learning needs, to reflect and moderate student work and to plan next steps in collaboration with the Curriculum and Ministry team.



- **MathUP:**

As of September 2019, the MathUp program has been introduced and implemented in all 45 elementary schools in our system. MathUP focuses on deepening student number sense and flexibility as the foundation for school improvement in mathematics. The program offers a robust set of focused tools to help build capacity in teaching mathematics through professional learning for both teachers and administrators. It empowers teachers and principals with the knowledge and processes to build a successful math learning environment and school math culture.

- **Student Centered Coaching:**

In order to impact student learning, we are introducing student-centred coaches (SCC) who will work closely with administrators and teachers. The ten schools that are receiving the benefit of a student-centred coach were selected through data-informed decision making. The cohort data in these schools indicate a decline in student achievement over time.

Student-Centred Coaching is an evidence-based instructional coaching model that focuses upon collaborating with teachers to design instruction that targets student outcomes. Taking a data-driven approach increases the learning and efficacy of teachers, coaches, and most importantly our students.

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

- **Early Years Numeracy Project:**

In the 2018-19 school year, Program Services staff led an extension of a collaborative project with Kindergarten educators, Research and Development Services staff, and cognitive scientists from Western University's Numerical Cognition Laboratory. Both the *Early Numeracy Screener Pilot Project (2017-18)* and its 2018-19 follow-up project were focused on introducing evidence-based early numeracy screener tools in a sample of HCDSB Kindergarten classrooms to help educators identify and build their students' foundational math skills. The follow-up project implemented the tools in 14 classes from 4 schools, using some modified implementation processes based on learnings from the Pilot. These included performing the assessments earlier in the school year, developing and administering an electronic version of the spatial screener, and providing educators with more immediate assessment results. Feedback from educators suggested that they found the implementation to be practical and informative for their practice. Educators perceived the tasks as useful in identifying students in need of support in particular areas of mathematics, and indicated



that they helped them to group students based on their area of need. Plans for the upcoming school year include further streamlining of the screener tasks, in-servicing, implementation, and scoring approaches in additional schools. The schools selected for the Math Monitoring project will also participate in the Early Years Numeracy project thus providing a fulsome K to 8 perspective upon effective math interventions.

Conclusion

EQAO scores are one of many ways to track academic achievement for HCDSB students. Our system investment in professional development, School Improvement Planning as well as classroom resources ensures a process for supporting all students in their learning through the Ontario Curriculum and our Catholic faith tradition. Student success and achievement is multifaceted and complex, and as such, the EQAO assessment is a snapshot of student achievement that illustrates how well our students are learning the Ontario Curriculum. The results in this report suggest that our students continue to perform well compared to the provincial standards. We will continue to monitor trends and respond to changes in accordance with our “Achievement” priority as outlined in our strategic plan ensuring that we are focused upon creating Catholic learning environments that are conducive to developing students who are provided with every opportunity for faith formation, well-being and academic excellence.

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P. Daly
Director of Education and Secretary of the Board

Our Vision for Mathematics Learning

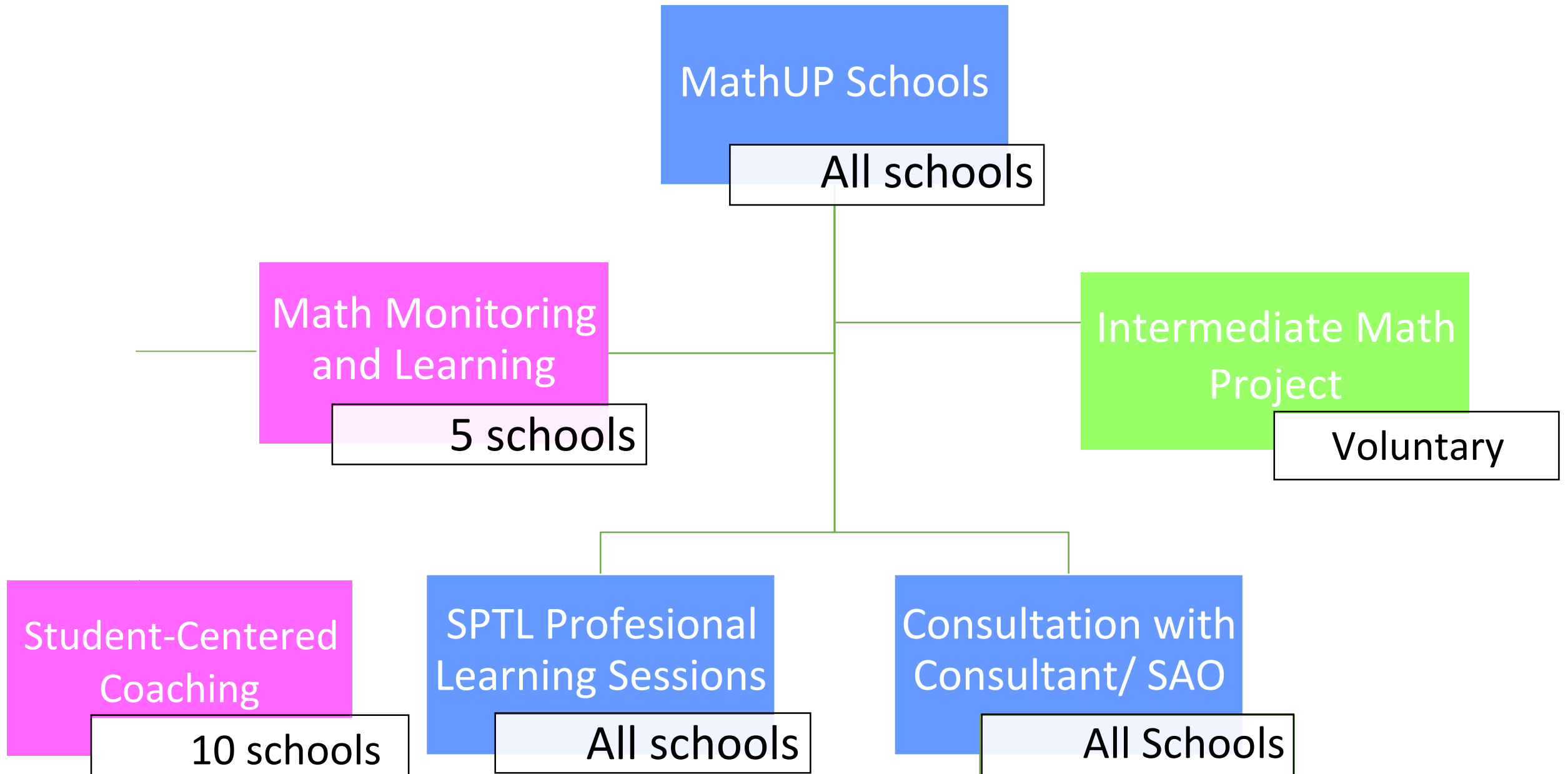
At the Halton Catholic District School Board, our desire is for all students to find enjoyment in mathematics and to believe they are capable of reasoning and of applying mathematical thinking in their daily lives.

At HCDSB we will create a journey of equity for all by providing assessment and instruction that are tailored to students' particular learning and motivational needs. With a focus on viewing mathematical learning through a developmental lens, assessment for learning practices will support educators in providing instruction that is precise to the level of readiness and the learning needs of each individual student.

The 2019-2021 Math Action Plan will address the following goals:

- Ensuring instruction provides opportunities to learn important mathematics concepts and procedures with understanding (**Math UP, Math Monitoring Projects**)
- Ensuring all students have a strong understanding of the fundamentals of math (**MathUP, Math Monitoring, Numeracy Screener Projects**)
- Employing the use of models/ tools to show mathematical ideas visually as well as foster connections among different strategies and concepts (**MathUp, Math Monitoring Projects**)
- Implementing tasks that can be approached in many ways to promote reasoning, problem-solving and equity (**Intermediate Math Project: Building Thinking Classrooms MathUP, Math Monitoring Projects,**)

We believe that when instruction, resources, and the learning environment are well suited to students' particular strengths, interests, needs, and stage of readiness they will feel a sense of belonging, leading to increased understanding and achievement.



MathUP School / Math Monitoring and Learning Project

Goal	Outcomes	Standard for Success	Actions
<p>Students demonstrate mathematical proficiency</p> <p>*Definition of proficient: Students demonstrate:</p> <ul style="list-style-type: none"> • understanding, • computational fluency, • problem-solving abilities • flexible reasoning • ability to justify solutions • explain thinking. <p><u>Definitions:</u></p> <p>Conceptual Understanding: Understanding the ‘whats’ and the ‘whys’ as opposed to having a ‘silo’ understanding;</p> <p>Having a flexible web of connections and relationships within and between ideas.</p> <p>Procedural Fluency: Ability to choose and carry out procedures accurately and efficiently</p>	<p>Students:</p> <ul style="list-style-type: none"> - Students develop flexible methods for computation - Students have a deep understanding of how operations and properties of the operations, especially the commutative and associative properties. - Students confidently use models to solve contextual problems for all operations and to determine what operation is involved in a problem regardless of the size of the numbers. <p>Teachers:</p> <ul style="list-style-type: none"> - Teachers ensure students develop conceptual and procedural fluency to support efficient problem-solving strategies - Teachers embed different contexts of addition and subtraction (story problem types) to support the development of flexible understanding of the operations - Teachers ensure students have fluency with addition, subtraction, multiplication, and division math facts - Teachers consider the developmental phases students move through when developing proficiency: counting, reasoning strategies, and mastery (automatic recall) (Baroody, 2006) when planning next steps in instruction <p>Administrators:</p> <ul style="list-style-type: none"> - Administrators develop confidence in leading professional learning in mathematics - Administrators create a school improvement cycle through the use of the MathUP resource - Administrators be able to identify different strategies, tools/models and types of questions that support the development of flexible thinking and understanding - Administrators create opportunities to observe student learning in the mathematics classroom on a consistent basis to support professional learning conversations - Administrators work with their staff to use data to determine models that are to be used consistently throughout grade 1-8 classroom 	<ul style="list-style-type: none"> - Students will have multiple strategies they can use when approaching problem solving contexts <ul style="list-style-type: none"> - All teachers will use developmental phases to support them in identifying student’s abilities and appropriate developmental next steps (ie.zone of proximal development) <ul style="list-style-type: none"> - Administrators are able to discuss monitoring evidence during professional learning sessions (Sunrise session) (e.g. classroom observation evidence, marker student evidence) 	<ul style="list-style-type: none"> - Students engage in purposefully selected number strings/ questions that will help elicit particular strategies - Students engage in problem-solving contexts that reinforce development of procedural and conceptual understanding <ul style="list-style-type: none"> - Number routines are intentionally chosen in support of the development of flexible thinking that will eventually be applied in problem-solving contexts (number strings, number talks) and become part of daily practice within the classroom - Mathematics Monitoring Project - MathUP (to identify student needs) - SPTL Professional Learning Sessions - <i>Professional Learning with Dr. Alex Lawson (for schools in Phase 2 of Support)</i> <ul style="list-style-type: none"> - Mathematics Monitoring Project - MathUP - Monthly Sunrise Sessions
<p>Five schools will participate in Mathematics Monitoring and Learning Project as an extension of MathUP</p>			

MathUP School

<p>Purpose</p>	<p>MathUP is an online platform that focuses on using the seven stages of the School Improvement Cycle to support principals in gathering, analyzing, and quantifying data to promote whole-school professional learning around Additive Reasoning and Connected Number Thinking in students from grades 1-8.</p>
<p>Objectives</p>	<p>To support principals in:</p> <ul style="list-style-type: none"> - Knowing what to focus on mathematically; - Leading a cultural shift in mathematics instruction; - Engaging all teachers from Grades 1-8 in mathematics learning; - Measuring and sustaining improvements in mathematics; - Deepening teacher math expertise and pedagogy.
<p>Phases of Support</p>	<p>Sunrise Sessions for Administrators– Monthly</p> <p>The dates are: September 17th, October 28th, January 27th, February 28th</p> <hr/> <p>SPTL Professional Learning sessions—Quarterly</p> <ul style="list-style-type: none"> - 4 x (.5 day) sessions will be offered to provide professional learning to Special Project Team Leads in order to build capacity around models/tools, strategies and worthwhile tasks. - The dates are: Sept 30th, Nov 21st, Jan 28th, & Apr 21st

Phases of Support

Phase 1 Support

Desired Outcome: Schools will create a mathematics learning cycle to monitor and measure the impact of their instruction on targeted student learning.

- Schools involved in Phase 1 will be involved in the Mathematics Monitoring and Learning Project– support will involve Professional Learning responsive to student needs;
- The focus for teachers will be to deepen mathematical content knowledge from a developmental perspective in order to support student learning needs;
- Support will be given to administrators to build both content knowledge and understanding around creating a monitoring cycle in mathematics;
- Teachers will be provided opportunities to deepen content knowledge around foundational number concepts and explore how these understandings develop along a trajectory of learning

Phase 2 Support

Desired Outcome: Administrators will have the knowledge and leadership skills needed to focus on deepening teacher confidence in supporting student learning needs through an asset lens.

- Schools involved in Phase 2 participated in the Mathematics Monitoring and Learning Project throughout the 2018-2019 school year;
- Administrators will be provided monthly Sunrise Sessions to continue the work around creating and supporting mathematics monitoring cycles within their schools;
- Consultant support will be available to support administrators in planning professional learning opportunities within their schools.

Desired Outcome: SPTL's will have the necessary content knowledge to support their colleagues and administrator(s) in providing professional development within a learning cycle, as outlined in their School Improvement Plan.

- SPTL's will receive release time (4 times a year) to support Professional Learning based on developing student number sense and flexibility

Phase 3 Support

Desired Outcome: Administrators will have the knowledge and leadership skills needed to focus on deepening teacher confidence in supporting student learning needs through an asset lens.

- Administrators will be provided monthly Sunrise Sessions to support monitoring the mathematics goal outlined in their schools SIP;
- Consultant support will be available to support administrators in planning professional learning opportunities within their schools;

Suggested Timelines for MathUP

Sept SPTL meeting:

SPTL's will attend Sept. 30th PL session to support deepening their understanding of additive reasoning; Discuss how they can support their divisions moving forward

Oct SPTL meeting:

Discuss student learning needs uncovered through moderation of task; Together determine professional learning needs for teachers. This will become the focus for PL at Nov CLC.

Professional Development

At November CLC administrator will articulate key understandings for teachers/students to focus on during Number Talks throughout the month.



Oct CLC Meeting:

At October staff meeting, remind/or introduce staff to Math UP by focusing on the WHY (available PPT to support this discussion).

The goal of Math UP is to:

- Deepen teacher and student number sense and flexibility; to connect concepts to key ideas and mathematical models that are consistent and progressively used throughout Grades 1-8.
- Students will deepen their understanding of number and operations, number properties, and their appropriate application in problem solving.

Hand-out Common Tasks to teachers and together agree upon a reasonable date for completion.

Oct Divisional Meeting:

Moderation of Common Task:

This can be done with grade level partners at October staff meeting and/or divisional meetings, results are quantified and professional learning goals are determined based on identified needs.

Administrators are to be involved in this process so they are able to support the implementation of professional learning based on student and teacher learning needs; Administrators will monitor the impact of teacher moves to support student learning.

HCDSB Math Action Plan 2019-2021

Phase 1	St. Patrick	St. Francis	St. Elizabeth Seton	St. Joan of Arc	St. Brigid			
Phase 2	St. Anthony	St. Peter	Our Lady of Victory	Lumen Christi	Queen of Heaven	Our Lady of Fatima	Guardian Angels	Sacred Heart of Jesus
	St. Catherine	Holy Cross	St. Christopher	St. Mark	Holy Rosary (B)	Holy Family	St. Michael	St. Nicholas
	Ascension							
Phase 3	St. John	St. Raphael	St. Paul	Canadian Martyrs	St. Gabriel	St. Timothy	St. Anne	
	St. Dominic	St. Vincent	St. Luke	St. Gregory the Great	St. Bernadette	St. Teresa of Calcutta		
	St. John Paul II	St. Matthew	St. Mary	St. Marguerite D'Youville	Our Lady of Peace	St. Andrew		
	St. Joseph	St. Benedict	St. Scholastica	Holy Rosary (M)				

Intermediate Math Project: Building Thinking Classrooms

Goal	Outcomes	Standard for Success	Actions
<p>Students are able to uncover concepts through rich tasks (low floor, high ceiling)</p>	<p>Students:</p> <ul style="list-style-type: none"> - Students actively engage in rich tasks, entering at their level of understanding - Students solve problems by analyzing and interpreting the information they've been given, including asking appropriate thinking questions to deepen their understanding - Students justify their solutions - Students work collaboratively with their peers to use each other's knowledge and skills to solve problems 	<ul style="list-style-type: none"> - Students will demonstrate engagement (uptake/time on task) with tasks that are both challenging and within their ability. - Students will know to ask questions that will help them persevere in completing challenging tasks 	<ul style="list-style-type: none"> - Use of vertical non-permanent surfaces (white board, chalk boards) when collaborating with peers to solve rich tasks - Use of random groupings - Collaboratively develop reflective questioning strategies to build upon one's thinking
	<p>Teachers:</p> <ul style="list-style-type: none"> - Teachers provide students with rich tasks (low- floor/ high ceiling) that focus on and promote student understanding of important mathematical concepts - Teachers anticipate student responses to rich problems in order to notice and name potential strategies students use and what this indicates about their level of understanding - Teachers have confidence to respond 'in the moment' with appropriate next steps that will support students within their zone of proximal development (right level of challenge) - Teachers provide students with opportunities to collaborate on problem solving tasks - Teachers only answer questions that promote deeper thinking - Teachers encourage students to communicate mathematically with one another, questioning choices and assessing the work of others to gain a deeper understanding - Teachers create opportunities for students to build autonomy for their learning (e.g. model how groups can visit other groups when they are stuck or done) 	<ul style="list-style-type: none"> - Using their curriculum document, teachers understand the underlying concepts/ expectations behind the rich task - Teachers can effectively articulate possible student responses and plan next steps accordingly 	<ul style="list-style-type: none"> - Use of learning goals and success criteria - Use of vertical non-permanent surfaces - Use of random groupings - Build autonomy - Consolidate learning using student work to frame the conversation - Teacher data collections includes conversations, observations and products (formative assessment)

Numeracy Screener Project: Kindergarten Year 1 and 2

Goal	Outcomes	Standard for Success	Actions
<p>Students demonstrate an understanding of numbers, quantities, and relationships and will apply this understanding within contextual play</p>	<p>Students:</p> <ul style="list-style-type: none"> - Students have opportunities to engage in guided play (intentionally selected activities with an educator) including many authentic opportunities to practice counting - Students instantly recognize briefly shown collections up to 5 and verbally name the number of items. (Perceptual Subitizer) - Students verbally label arrangements to 5 (“I saw 2 and 3 so I saw 5”), 6, then up to 10. (Conceptual Subitizer) - Students demonstrate understanding of Counting Principles such as one-to-one correspondence. They can co-ordinate the verbal names (stable order) with the action of pointing to objects one- by –one. - Students demonstrate an understanding that counting tells us the quantity in a set. They understand that the last word in the counting sequence names the quantity (cardinality) - Students strengthen their visual- spatial working memory through composing, decomposing and recomposing shapes 	<ul style="list-style-type: none"> - Students will demonstrate the development of number concepts and number relationships through engagement in rich mathematical experiences (in the context of play) - Students will engage in intentional spatial reasoning tasks (in the context of play) develop greater spatial thinking abilities 	<ul style="list-style-type: none"> - Students engage in mathematical provocations within the context of play - Students have opportunities to question and reason mathematically - Students engage in guided instruction within the context of play
<p>Students deepen their spatial reasoning skills, through a variety of rich learning opportunities within the context of play</p>	<p>Educators:</p> <ul style="list-style-type: none"> - Educators understand the connection between conceptual understanding of spatial reasoning and number sense within the context of play - Educators understand the relationship between visual-spatial working memory and mathematics learning and achievement - Educators understand the developmental phases of counting. They will notice and name important counting principles such as cardinality, magnitude, stable order, one-to-one correspondence, conservation and support students as they move through these phases. - Educators understand the concept of subitizing and will support students in transition from perceptual subitizing to conceptual subitizing 	<ul style="list-style-type: none"> - Educators will deepen their understanding of early number concepts and number relationships. - Educators will notice and name student understanding about number (through the context of play) and determine developmentally appropriate next steps/ activities. - Educators will deepen their understanding of how spatial reasoning develops and how different provocations can support students in accessing their spatial reasoning. 	<ul style="list-style-type: none"> - Administer Numeracy Screener - Engage in play-based activities that target the development of number concepts and relationships as well as spatial reasoning (i.e. Tiny Polka Dot) - Consider Developmental Continuum from <i>What to Look For</i> Resource when noticing and naming students actions - Access <i>Taking Shape</i> Resource when developing a variety of rich learning opportunities



Leadership Journey	Item 10.7
October 15, 2019	

Alignment to Strategic Plan

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

Purpose

The purpose of this report is to provide Trustees with information on the Halton Catholic District School Board’s Revised Leadership Development Strategy as it relates to our system priority of meeting the needs of all learners through holding high expectations for our staff as learners and differentiating learning experiences for staff as learners.

Background Information

The Halton Catholic District School Board Leadership Strategy was launched in September 2010 in response to system goals for succession and talent development.

“Leadership is set in the context of Christian values, inspired by the love of God and exercised in the spirit of that love. Our Catholic tradition acknowledges that each person has particular gifts and a responsibility to share these gifts, as a way to recognize and celebrate the work of the Holy Spirit. There are some who have specific qualities and competencies that lend themselves to provide leadership in our Catholic community. The motivation to develop and nourish these qualities and competencies springs from a deep sense of vocation and mission to create a genuine Catholic school community in the spirit of servant leadership.” (*Our Catholic Schools*, pg. 34)

Leadership development is foundational to ensure that the Halton Catholic District School Board can achieve its mission in fulfilling the goals of Achieving, Believing, Belonging, and Foundational Elements for the success of our students. The Halton Catholic District School Board’s Leadership Strategy has been developed to create, enhance, and promote leadership opportunities that engage all staff as transformational leaders in order to strengthen staff capacity for instructional leadership, to enhance organizational effectiveness, and to support succession planning. This strategy has been designed to foster leadership of the highest possible quality at both the school and board level. The Halton Catholic District School Board’s Leadership Journey is a comprehensive program designed to support faith formation, and student achievement and well-being, by developing passionate and skilled leaders.

We know that school leaders have a profound impact on student achievement, and they play a crucial role in creating successful schools. Professional Learning is integral to the success of all students in



our Catholic school system. While research shows that the Principal is second only to the teacher in improving student achievement, it also shows that it is leadership distributed across a system that has the greatest potential to impact student learning. Hence, the Halton Catholic District School Board Leadership Strategy, is designed to offer all employees an opportunity to consider their leadership potential and support those new to the role and others in on-going ways in order to build on leadership capacity.

Comments

The Board Leadership Development Strategy is in place to attract and develop leaders of high quality, to help leaders develop personal leadership resources and to promote effective leadership practices in order to have the greatest possible impact on student achievement and well being, and to build leadership capacity. The Leadership Program has been revised for the 2019-2020 year to address leadership needs in our system. The revised program is available in Appendix A.

There are five key areas of focus for our Board Leadership Development Strategy: **Discerning**, **Aspiring**, **Awaiting**, **Mentoring**, and **On-Going**.

The **Discerning** program is for those exploring leadership and considering not only the possibilities and opportunities in HCSDB, but also the theoretical framework and practical realities of leadership in large organizations.

The **Aspiring** program is a two-year commitment for those who are on a pathway toward formal leadership positions throughout the system.

The **Awaiting** program is for individuals who are formally awaiting placement in leadership positions in the system in order to allow them to be as prepared as possible to assume the role.

The **Mentoring** program is for newly appointed leaders in the first two years in the role as they learn with and from experienced leaders and develop relationships grounded in trust, respect, and on-going learning.

The **On-Going** program is for experienced leaders who continue to seek new opportunities for professional growth and development.

One of the foundational pieces that is used throughout our Leadership development programs is the **Ontario Catholic Leadership Framework 2012**. The Ministry of Education in partnership with the Institute for Educational Leadership developed the Ontario Leadership Framework (2006) and released a revised version in 2012. This is currently in use. This framework is designed to provide consistency of vision and a clear leadership roadmap representing current research around successful leadership practices, and personal characteristics that describe effective leadership. The Leadership Framework includes Personal Leadership Resources at the base that reflect the characteristics of effective leaders.

The Framework acknowledges that leadership in Catholic School Systems must reflect the board's articulation of the Catholic Faith perspectives and as such has developed the Ontario Catholic Leadership Framework. "The differentiated Framework for Catholic SchoolLevel Leadership speaks of a Christ-centred community reflecting the Gospel and Catholic social teachings, where leaders are actively engaged in liturgy, prayer, evangelization and life-long faith development." (ICE Monograph –



Shepherding and Serving, by Michael Saver – 2019) The Leadership Framework includes a small but critical number of personal leadership resources (traits and dispositions) that have been found to increase effectiveness of leadership practices. These include: **Cognitive Resources** such as problem-solving expertise, **Social Resources** that fall under emotional intelligence, and **Psychological Resources** such as optimism. Throughout the course of the year our strategies under the Board Leadership Development Strategy will communicate, address and implement the revised Catholic Leadership Framework.

Profile for Effective Catholic Leadership

HCDSB has developed a Profile for effective Catholic Leadership that is based on the Ontario Catholic Leadership Framework and our Board’s mission and vision. This profile is used to support the learning in leadership development offerings and as well the hiring of staff to positions of added responsibility. The descriptors for each of the five leadership categories are listed below.

<p>Setting Directions</p>	<p>The leader builds a shared vision for a model-teaching community that is distinctively Catholic, provides exceptional education and nurtures the call to love and serve as a people of faith. The leader nurtures Catholic faith, community and culture, models a commitment to Gospel values, and to the promotion of a Catholic school culture. The leader demonstrates a strong, active personal faith and is knowledgeable of Church teachings and faith traditions. The leader helps establish and foster a culture of continuous improvement, the acceptance of group goals, and communicates and monitors high performance expectations based on a belief that all students are created in the image of God, and that all students can learn.</p>
<p>Building Relationships and Developing People</p>	<p>The leader acts with openness and integrity and strives to foster trusting and collaborative relationships with all staff, parents and all members of the broader school community in response to our call as disciples of Christ. Guided by Gospel values, the leader demonstrates a commitment to effective and respectful working relationships with students, families, and communities.</p>
<p>Developing the Organization to Support Desired Practices</p>	<p>The leader demonstrates an acceptance of responsibility for school climate and student outcomes and works to establish a culture of shared responsibility that empowers all staff to effectively contribute to a positive school climate supporting high levels of success for all students by building relationships which nurture body, mind and soul. The leader has a transformational style of leadership which reflects Catholic discipleship, personal and professional integrity and a commitment to serving the needs of others.</p>



<p>Improving the Instructional Program</p>	<p>The leader is committed to ensuring success for each student, celebrating the inherent dignity of each person, created in the image and likeness of God, fostering a culture of inclusion while responding to the diverse learning needs of each person. The leader is knowledgeable and effective in implementing school improvement planning processes in support of student achievement and faith formation. The leader accepts responsibility for upholding human rights as defined by Catholic Social Teaching, and sustaining a safe, secure and healthy school environment.</p>
<p>Securing Accountability</p>	<p>The leader is committed to the success of our students, accepts personal responsibility and nurtures a culture of individual, team, and whole school accountability for student outcomes as articulated by the Ontario Catholic Graduate Expectations.</p>

Leadership Program Offerings

An update on various programs offered in the 2019-2020 school year along with the registration numbers is provided below.

The **Discerning** program has a number of offerings including a three-part series “The Leadership Journey: Your Steps, Your Direction”. These sessions are designed to promote self reflection on one’s call to leadership and as well to provide information on steps to take when pursuing leadership.

In 2018-19 there were 64 participants in the programs offered under **Discerning** Leadership.

The **Aspiring** program includes a two-year program designed for those considering an academic leadership position with the Board. This program is broken into two modules over the course of two years. In 2018-2019 there were 50 participants in Module 1 (year 1) and 27 in Module 2 (year 2). For the 2019-2020 school year we have a total of 50 participants registered for Module 1 and 54 in Module 2.

The **Awaiting** program is designed for participants who are in a hiring pool for administration. The number of participants in the program is determined by the number of people in hiring pools.

The **Mentoring** program is for our newly appointed leaders in the first two years in a role. They are partnered with experienced leaders and participate in a program that runs learning sessions and also develops a growth plan that meets the needs of each learner through the support of the mentors.

In 2018-2019, there were 39 administrators being mentored by 33 experienced Principals and Vice Principals in the system. There will be 33 administrators mentored in the 2019-2020 school year by 29 experienced Principals and Vice Principals.



The **On-Going** program consists of a variety of learning experiences for current administrators and open to all staff. These include sessions on Equity and Inclusive Education, Principal / Vice Principal Development sessions, and First Nations on Reserve training opportunities.

The Leadership Journey 2019-2020 Program Guide provides a detailed description of all of the learning sessions. (Appendix B)

Monitoring

Current monitoring practices have included:

1) **HOW MUCH DID WE DO?**

Current monitoring has considered the type of activities and strategies we have used and the participation rates among staff in those offerings.

2) **HOW WELL DID WE DO IT?**

In measuring how well we have done in providing supports, we have considered both anecdotal and survey measures from participants in the sessions. These surveys have reflected the feelings and perceptions of the participants around the appropriateness of the learning design used in the session, the appropriateness of the content and suggestions for future sessions.

3) **HOW DID THE LEARNING IMPACT PRACTICE?**

Data on impact that sessions have had on participants has been collected through surveys as well. This data includes:

- Influenced thinking on the topic
- Influenced how participants approach future learning
- Provided participants with ideas related to their current role
- Provided opportunities to reflect on the organization as a whole
- Influenced participants thinking about leadership roles

Anecdotal data collected informally by staff around the impact of the leadership development strategy has been centred on the preparedness of our leadership candidates and team, the ability to meet our leadership growth needs with staff who have participated in the leadership programs, and finally on feedback regarding opportunities that reflect the self selected learning needs of our staff.

Conclusion

The Halton Catholic District School Board Leadership Strategy has been revised for the 2019-2020 year and provides potential leaders and those serving in leadership positions focused leadership opportunities that engage all staff as transformational leaders in order to build capacity for instructional leadership, enhance organizational effectiveness, and support succession planning.

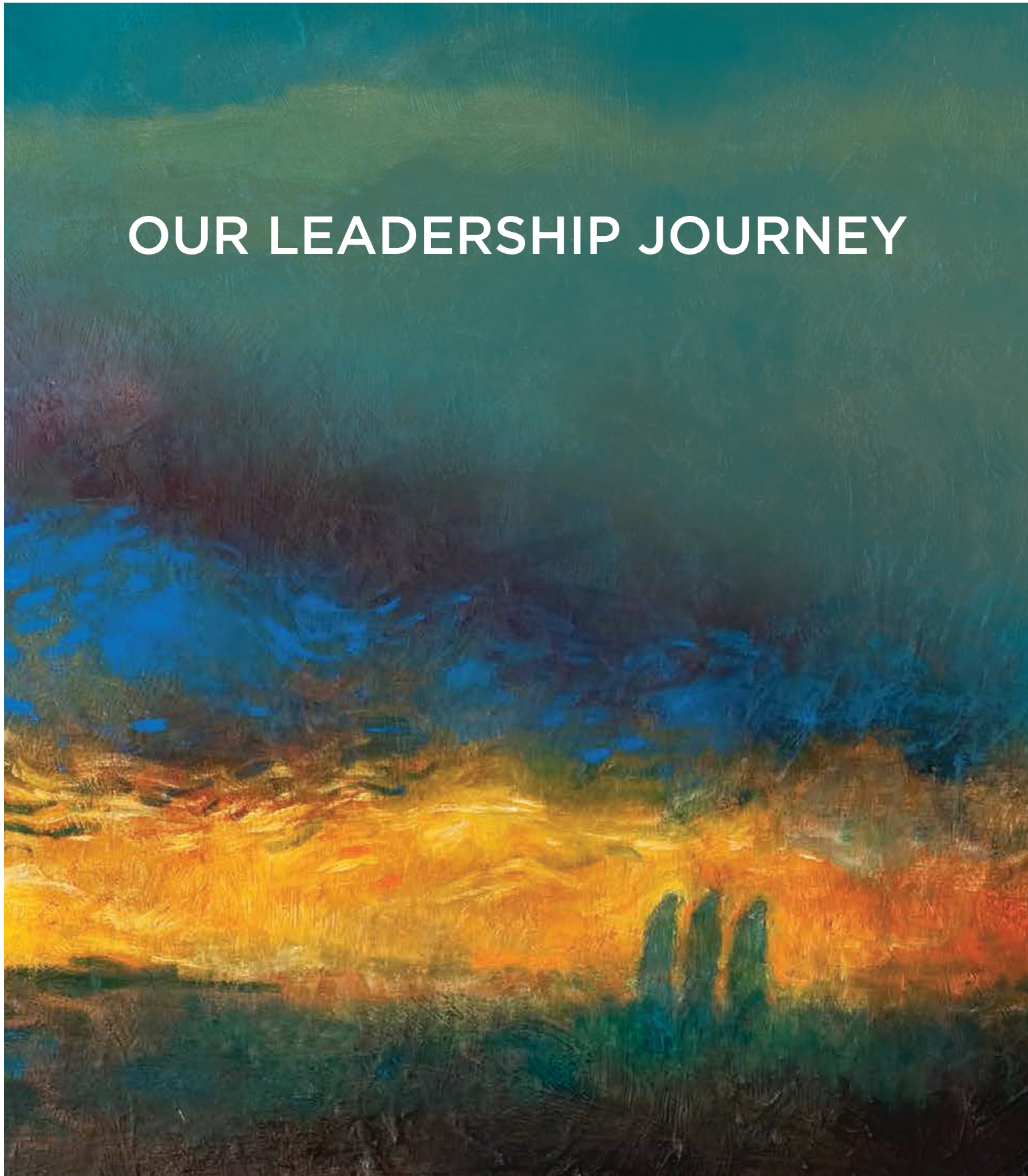


Report Prepared by: L. Naar
Superintendent of Education

Report Submitted by: L. Naar
Superintendent of Education

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

OUR LEADERSHIP JOURNEY



ONTARIO LEADERSHIP FRAMEWORK

Catholic education must remain committed to the essential work of forming leaders in our faith tradition for the future. Our apostolic faith is built on the witness of those who have experienced the Risen Christ in their lives and who have shared that truth in the way they live: close to Jesus, receiving the Eucharist, engaged in parish life, serving their families and those most in need. We need such leaders if we are to ensure that our Catholic schools are genuinely to be communities that build and nurture relationships, capable of accompanying and engaging with those within the community, and ultimately giving witness to the joy of the Gospel. Careful attention must be given to support the formation of such leaders.

Renewing the Promise: A Pastoral Letter for Catholic Education

A LEADER'S PRAYER

Leadership is hard to define.
Lord, let us be the ones to define it with justice.
Leadership is like a handful of water.
Lord, let us be the people to share it with those who thirst.
Leadership is not about watching and correcting.
Lord, let us remember it is about listening and connecting.
Leadership is not about telling people what to do.
Lord, let us find out what people want.
Leadership is less about the love of power
and more about the power of love.

Lord, as we continue to undertake the role of leader
let us be affirmed
by the servant leadership we witness in your son Jesus.
Let us walk in the path
He has set and let those who will, follow.

Let our greatest passion be compassion.
Our greatest strength love.
Our greatest victory the reward of peace.

In leading let us never fail to follow.
In loving let us never fail.

Amen

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MISSION

The Halton Catholic District School Board, in partnership with home and Church, is dedicated to providing excellence in Catholic education by developing Christ-centred individuals enabled to transform society.

VISION

The Halton Catholic District School Board is a model learning community, widely recognized as distinctively Catholic, providing exceptional education, while nurturing the call to love and to serve as a people of faith, living out God's plan.

VALUES

At the Halton Catholic District School Board, we value:

Our Catholic Faith

and aspire to be models of Christ through our actions of love, forgiveness, compassion, and acceptance.

The Whole Child

and create conditions that support the spiritual, intellectual, physical and emotional well-being of all students so that they may fulfill their God-given potential.

Excellence in Learning

and provide opportunities that meet the needs and aspirations of all learners in a supportive, creative and innovative learning environment.

Relationships and Partnerships

and recognize that our success is reflective of the healthy and vibrant partnership of staff, parents, pastors, and members of our broader community.

The Importance of Contributing to Our Communities

and respect diversity, celebrate multiculturalism, honour individual rights, and embrace the social values of collective responsibility and the common good.

HCDSB LEADERSHIP STRATEGY

To be a disciple of Jesus is to say yes to the Great Invitation to come forth to follow and learn the mission of Jesus.

Matthew 4:18-22

To be an apostle of Jesus is to say yes to the Great Commission to go forth to lead and to teach the mission of Jesus.

Matthew 28:16-20

HCDSB LEADERSHIP STRATEGY

“Leadership is set in the context of Christian values, inspired by the love of God and exercised in the spirit of that love. Our Catholic tradition acknowledges that each person has particular gifts and a responsibility to share these gifts, as a way to recognize and celebrate the work of the Holy Spirit. There are some who have specific qualities and competencies that lend themselves to provide leadership in our Catholic community. The motivation to develop and nourish these qualities and competencies springs from a deep sense of vocation and mission to create a genuine Catholic school community in the spirit of servant leadership.” (Our Catholic Schools pg. 34)

Leadership development is the foundation to ensure that the Halton Catholic District School Board can achieve its mission in fulfilling the goals of Achieving, Believing, Belonging, and Creating Conditions for the success of our students. The Halton Catholic District School Board’s Leadership Strategy has been developed to create, enhance, and promote leadership opportunities that engage all staff as transformational leaders in order to strengthen staff capacity for instructional leadership, to enhance organizational effectiveness, and to support succession planning. This strategy has been designed to foster leadership of the highest possible quality at both the school and board level. The Halton Catholic District School Board’s Leadership Journey is a comprehensive program designed to support faith formation, and student achievement and well-being, by developing passionate and skilled leaders.

We know that school leaders have a profound impact on student achievement, and they play a crucial role in creating successful schools. Professional Learning is integral to the success of all students in our Catholic school system. While research shows that the Principal is second only to the teacher in improving student achievement, it also shows that it is leadership distributed across a system that has the greatest potential to impact student learning. Hence, the Halton Catholic District School Board Leadership Strategy, is designed to offer all employees an opportunity to consider their leadership potential and support those new to the role and others in on-going ways in order to build on leadership capacity.

We hope that the Leadership Journey will help you to discern your call to leadership and to understand the hopes and plans God has for you and His world.

COMPONENTS OF HCDSB LEADERSHIP DEVELOPMENT

Discerning, Aspiring, Awaiting, Mentoring, and On-Going.

The **Discerning** program is for those exploring leadership and considering not only the possibilities and opportunities in HCDSB, but also the theoretical framework and practical realities of leadership in large organizations.

The **Aspiring** program is a two-year commitment for those who are on a pathway toward formal leadership positions throughout the system.

The **Awaiting** program is for individuals who are formally awaiting placement in leadership positions in the system in order to allow them to be as prepared as possible to assume the role.

The **Mentoring** program is for newly appointed leaders in the first two years in the role as they learn with and from experienced leaders and develop relationships grounded in trust, respect, and on-going learning.

The **On-Going** program is for experienced leaders who continue to seek new opportunities for professional growth and development.

OUR CATHOLIC SCHOOLS

At the Halton Catholic District School Board, we believe that the experience of Catholic Education is shaped by four elements:



Catholic Learning Environment

A Catholic school is an extension of the family and the Church, and as such, embodies the values and teachings of Jesus Christ. This is highly visible through prayer, through its symbols and liturgies, and through the interrelationships which respect the dignity of each student.



Catholic Community

We are a community committed to acting morally and legally as a people formed in Catholic traditions. We witness Catholic Social Teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.



Catholic Curriculum

A Catholic school teaches the Ontario Ministry of Education curriculum with a difference – grounded in Religious and Family Life Education. Catholic attitudes and values permeate each individual area of experience and learning in our schools.



Catholic School Staff

HCDSB staff share a common focus on faith and take pride in openly demonstrating and celebrating that faith through their teaching and service to all students, to each other and to the greater community.

THE ONTARIO LEADERSHIP FRAMEWORK 2012 (OLF)

Effective leadership has emerged as one of the critical foundations needed to sustain and enhance system-wide improvement. The Ministry of Education in partnership with the Institute for Educational Leadership developed the Ontario Leadership Framework (2006) and released a revised version in 2012. This framework is designed to provide consistency of vision and a clear leadership roadmap representing current research around successful leadership practices, and personal characteristics that describe effective leadership. The Leadership Framework includes Personal Leadership Resources at the base that reflect the characteristics of effective leaders.

The Framework acknowledges that leadership in Catholic School Systems must reflect the board's articulation of the Catholic Faith perspectives and as such has developed the Ontario Catholic Leadership Framework. "The differentiated Framework for Catholic School-level Leadership speaks of a Christ-centred community reflecting the Gospel and Catholic social teachings, where leaders are actively engaged in liturgy, prayer, evangelization and life-long faith development." (ICE Monograph – *Shepherding and Serving*, by Michael Saver – 2019)

Leadership is defined within the OLF as the exercise of influence on organizational members and other stakeholders toward the identification and achievement of the organization's vision and goals. Leadership is "successful" when it makes significant and positive contributions to the progress of the organization and is ethical (supportive and facilitative rather than persuasive, manipulative or coercive).

PURPOSE OF THE LEADERSHIP FRAMEWORK

The Ontario Catholic Leadership Framework (OLF) is designed to:

- facilitate a shared vision of Catholic leadership in schools and districts
- promote a common language that fosters an understanding of Catholic leadership and what it means to be a school or system leader
- identify the practices, actions and traits or personal characteristics that describe effective Catholic leadership
- guide the design and implementation of professional learning and development for school and system leaders
- identify the characteristics of highly performing schools and systems - K-12 School Effectiveness Framework (SEF) and District Effectiveness Framework (DEF)
- aid in the recruitment, development, selection and retention of school and system leaders

The leadership framework provides aspiring leaders at both the school and district levels with important insights about what they will need to learn to be successful.

For those already in leadership positions, it serves as a valuable tool for self-reflection and self-assessment. Finally, the framework also supports the work of those responsible for recruiting, selecting, developing and retaining new leaders.

More information on the Ontario Leadership Framework can be found at "The Institute for Education Leadership" - <https://www.education-leadership-ontario.ca/en/resources/ontario-leadership-framework-olf>

PERSONAL LEADERSHIP RESOURCES

The OLF also describes the characteristics of effective leaders such as optimism, emotional intelligence and problem-solving abilities, which the research indicates create the variation among leaders in how well they are able to enact the framework practices. While many traits or personal characteristics have been associated with leaders and leadership, the framework includes only those for which there is compelling research evidence. School leader and system leader practices are enacted most effectively using these Personal Leadership Resources.

FIVE CORE LEADERSHIP CAPACITIES

For the purpose of professional development, the ministry has identified five Core Leadership Capacities (CLCs) that the research suggests are key to making progress toward the province's current educational goals. These five CLCs, described below, are embedded in all provincially sponsored professional learning and resources for school and system leaders. It is important to note that the CLCs tend to work across domains rather than residing within a single domain of school level leadership practices and they are supported by the use of the Personal Leadership Resources.

1. Setting Goals

This capacity refers to working with others to help ensure that goals are strategic, specific, measurable, attainable, results-oriented, and time-bound (SMART) and lead to improved teaching and learning.

2. Aligning Resources with Priorities

This capacity focuses on ensuring that financial, capital, human resources, curriculum and teaching resources, professional learning resources and program allocations are tied to priorities, with student achievement and well-being as the central, unambiguous focus.

3. Promoting Collaborative Learning Cultures

This capacity is about enabling schools, school communities and districts to work together and to learn from each other with a central focus on improved teaching quality and student achievement and well-being.

4. Using Data

This capacity is about leading and engaging school teams in gathering and analyzing provincial, district, school and classroom data to identify trends, strengths and weaknesses that will inform specific actions for improvement focused on teaching and learning.

5. Engaging in Courageous Conversations

This capacity relates to challenging current practices and fostering innovation through conversation, to listen and to act on feedback, and to provide input that will lead to improvements in student achievement and well-being.

CATHOLIC SCHOOL-LEVEL LEADERSHIP

Leadership is the exercise of influence on organizational members and diverse stakeholders toward the identification and achievement of the organization's vision and goals.

<p>Setting Directions</p> <p>Building a shared vision Catholic school leaders:</p> <ul style="list-style-type: none"> establish, in collaboration with staff, students, and other stakeholders, a commitment to purpose and vision which is embedded in the Gospel and energizes their work build understanding of the specific implications of the school's vision for its programs and the nature of classroom instruction encourage the development of organizational norms that support openness to change in the direction of the school's vision help staff and diverse stakeholders understand the relationship between the school's vision and board and provincial policy initiatives and priorities <p>Identifying specific, shared short-term goals Catholic school leaders:</p> <ul style="list-style-type: none"> facilitate stakeholder engagement in processes for identifying specific school goals nurtured in a Christ centred community build consensus among students, staff, and diverse stakeholders about the school's goals with a commitment to a positive school climate rooted in the belief that all students are created in the image of God ensure the goals are clearly communicated to all stakeholders regularly encourage staff to evaluate their progress toward achieving the school's goals encourage staff to develop and periodically review individual goals for professional growth, as well as the relationship between their individual goals and the school's goals refer frequently to the school's goals when engaged in decision making about school programs and directions <p>Creating high expectations Catholic school leaders:</p> <ul style="list-style-type: none"> have high expectations for teachers, students and themselves devote additional effort to creating high expectations among staff for the achievement of students who have traditionally struggled to be successful at school encourage staff to be innovative in helping students meet those expectations encourage staff to assume responsibility for achieving the school's vision and goals for all students make their expectations known through words and actions <p>Communicating the vision and goals Catholic school leaders:</p> <ul style="list-style-type: none"> ensure that a Catholic vision is clearly articulated, shared, understood and acted upon use many different formal and informal opportunities to explain to stakeholders the overall vision and goals established for the school demonstrate to all stakeholders the use of the school's vision and goals in day-to-day actions and decision making regularly invite different stakeholder groups to discuss how their work furthers the school's vision and goals 	<p>Building Relationships and Developing People</p> <p>Providing support and demonstrating consideration for individual staff members Catholic school leaders:</p> <ul style="list-style-type: none"> acknowledge and celebrate the accomplishments of individuals and teams consider staff members' opinions when initiating actions that affect their work build upon and respond to individual staff members' unique needs and expertise treat individuals and groups among staff equitably <p>Stimulating growth in the professional capacities of staff Catholic school leaders:</p> <ul style="list-style-type: none"> encourage staff to reflect on what they are trying to achieve with students and how they are doing it lead discussions about the relative merits of current and alternative practices challenge staff to continually re-examine the extent to which their practices support the learning of all their students facilitate opportunities for staff to learn from each other suggest new ideas for staff learning encourage staff to develop and review their own goals for professional growth and the relationship of those goals to school goals and priorities encourage staff to try new practices that are consistent with both their interests and school goals <p>Modelling the school's values and practices Catholic school leaders:</p> <ul style="list-style-type: none"> are highly visible in their schools are actively engaged in liturgies and prayers that nurture Catholic school culture and faith development evangelize and commit to life-long faith formation are easily accessible to staff, parents and students have frequent, meaningful interactions with teachers, students and parents in order to further the school goals demonstrate the importance of continuous learning through visible engagement in their own professional learning exemplify, through their actions, the school's core values and its desired practices <p>Building trusting relationships with and among staff, students and parents Catholic school leaders:</p> <ul style="list-style-type: none"> create and sustain a caring Catholic school culture foster the relationship among parents, parishes and the Catholic school community to support faith development and school programs model responsibility, integrity and thoroughness in carrying out tasks act in ways that consistently reflect the school's core values and priorities in order to establish trust demonstrate respect for staff, students and parents by listening to their ideas, being open to those ideas, and genuinely considering their value encourage staff, students and parents to listen to one another's ideas and genuinely consider their value establish norms in the school that demonstrate appreciation for constructive debate about best practices demonstrate respect, care and personal regard for students, staff and parents encourage staff, students and parents to demonstrate respect, care and personal regard for one another <p>Establishing productive working relationships with teacher federation representatives Catholic school leaders:</p> <ul style="list-style-type: none"> include federation representatives in processes for establishing goals for school improvement encourage federation representatives to keep their members well informed about their work with school leaders encourage federation representatives to collaborate in determining how to implement labour contract provisions in ways that support school improvement work and reflect Catholic social teachings 	<p>Developing the Organization to Support Desired Practices</p> <p>Building collaborative cultures and distributing leadership Catholic school leaders:</p> <ul style="list-style-type: none"> model collaboration in their own work foster mutual respect and trust among those involved in collaboration encourage the collaborative development of group processes and outcomes help develop clarity about goals and roles related to collaborative work encourage a willingness to compromise among collaborators foster open and fluent communication among collaborators toward building and sustaining a Catholic professional learning community provide adequate and consistently available resources to support collaborative work involve staff in the design and implementation of important school decisions and policies provide staff with leadership opportunities and support them as they take on these opportunities <p>Structuring the organization to facilitate collaboration Catholic school leaders:</p> <ul style="list-style-type: none"> create timetables for teaching that maximize time on task for students provide regular opportunities and structures that support teachers in working together on instructional improvement, and establish a system for monitoring their collaborative work establish a structure of teams and groups that work together on problem solving distribute leadership on selected tasks engage teachers in making decisions that affect their instructional work <p>Building productive relationships with families and the community Catholic school leaders:</p> <ul style="list-style-type: none"> create a school environment in which parents are welcomed, respected and valued as partners in their children's learning demonstrate the type of leadership that parents can trust - confident, systematic and attentive help develop staff commitment to engaging parents in the school work, with staff, directly with families of diverse backgrounds to help them provide their children with support in the home that will contribute to their success at school encourage staff to reach out to students with diverse viewpoints and experiences to enrich the classroom experience and help all students feel included encourage staff to adopt a broad view of parental engagement and encourage more parents to be involved help connect families to the wider network of social services as needed <p>Connecting the school to the wider environment Catholic school leaders:</p> <ul style="list-style-type: none"> develop and maintain connections with other expert school and board leaders, policy experts and members of the educational research community develop and maintain partnerships with other Catholic institutions, organizations and outreach groups <p>Maintaining a safe and healthy environment Catholic school leaders:</p> <ul style="list-style-type: none"> take measures to secure the school's physical facilities against intruders ensure that the physical facility is maintained in a safe, healthy and attractive condition communicate standards for non-violent behaviour and uphold those standards in an equitable manner empower staff in the school to play a leadership role in promoting a positive school climate and modelling appropriate behaviour as reflected in Gospel teachings implement and monitor the use of appropriate disciplinary practices in classrooms and throughout the school develop, with the input of staff and students, processes to identify and resolve conflicts quickly and effectively as reflected in Gospel teachings provide opportunities for staff and students to learn about effective conflict resolution strategies <p>Allocating resources in support of the school's vision and goals Catholic school leaders:</p> <ul style="list-style-type: none"> manage efficient budgetary processes distribute resources in ways that are closely aligned with the school's improvement priorities ensure that sustained funding is directed to the school's improvement priorities secure resources as needed to support faith formation and the instructional work of the school revisit and adjust as needed the nature, amount and alignment of resources as priorities for school improvement change ensure effective oversight and accountability of resources to support priorities 	<p>Improving the Instructional Program</p> <p>Staffing the instructional program Catholic school leaders:</p> <ul style="list-style-type: none"> recruit and select educators who have the interest and capacity to further the school's mission, vision, goals and culture of faith retain skilled educators by providing support and time for collaboration, sharing leadership, creating a shared vision and building trusting relationships <p>Providing instructional support Catholic school leaders:</p> <ul style="list-style-type: none"> actively oversee the instructional program coordinate what is taught across subjects and grades to avoid unnecessary overlap while providing needed reinforcement and extension of learning goals observe classroom instruction and provide constructive feedback to teachers provide adequate preparation time for teachers provide advice to teachers about how to solve classroom problems by supporting a solution-focused learning environment based on Catholic values provide teachers with the opportunity to observe effective instructional practices among colleagues in their own school as well as in other schools participate with staff in their instructional improvement work ensure that the Ontario Catholic School Graduate Expectations are incorporated throughout the curriculum <p>Monitoring progress in student learning and school improvement Catholic school leaders:</p> <ul style="list-style-type: none"> assist staff in understanding the importance of student assessment for, of, and as learning collaborate with staff during the process of data interpretation use multiple sources of evidence when analysing student progress give priority to identifying those students most in need of additional support incorporate the explicit use of data when making decisions that relate to student learning and school improvement examine trends in student achievement over time (one or more years), rather than just at one point in time, when analysing student learning collect and use data about the status of those classroom and school conditions that are the focus of the school improvement efforts provide conditions for teachers to use data effectively (time, support, partnerships with experts, a culture in which the use of data is valued) <p>Buffering staff from distractions to their work Catholic school leaders:</p> <ul style="list-style-type: none"> create and enforce consistent, school-wide discipline policies minimize daily disruptions to classroom instructional time implement a systematic procedure for deciding how best to respond to initiatives from outside the school develop, with staff, guidelines to govern the amount of time teachers spend on non-instructional and out-of-school activities regularly assess the contribution of all out-of-classroom activities to the learning priorities of students 	<p>Securing Accountability</p> <p>Building staff members' sense of internal accountability Catholic school leaders:</p> <ul style="list-style-type: none"> regularly engage staff in analyzing data on the learning progress of all students insist on the use of data that is of high quality (reliable, valid, collected using systematic collection processes, available in its original form, and has been subjected to collaborative interpretation) promote collective responsibility and accountability for student achievement and well-being help staff make connections between school goals and ministry goals in order to strengthen commitment to school improvement efforts assess their own contributions to school achievements and take into account feedback from others on their performance participate actively in their own performance appraisal and make adjustments to better meet expectations and goals ensure ongoing adult faith formation that addresses internal faith development <p>Meeting the demands for external accountability Catholic school leaders:</p> <ul style="list-style-type: none"> clearly define accountability for individual staff in terms that are mutually understood and agreed to and that can be rigorously reviewed and evaluated measure and monitor teacher and leader effectiveness using data about changes in student achievement align school goals with board and provincial goals provide an accurate and transparent account of the school's performance to all school stakeholders (e.g., ministry, board, parents, and the Catholic community) create an organizational structure that reflects the Catholic school's values and enables management systems, structures and processes to work effectively within Catholic teachings and legal requirements
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Personal Leadership Resources Leaders draw upon the personal leadership resources to effectively enact leadership practices

<p>Cognitive Resources</p> <ul style="list-style-type: none"> Problem-solving expertise Knowledge of effective school and classroom practices that directly affect student learning System Thinking* (*Especially important for system leaders) 	<p>Social Resources, including the ability to:</p> <ul style="list-style-type: none"> Perceiving emotions Managing emotions Act in emotionally appropriate ways 	<p>Psychological Resources</p> <ul style="list-style-type: none"> Optimism Self-efficacy Resilience Proactivity* (*Especially important for system leaders)
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CATHOLIC SYSTEM-LEVEL LEADERSHIP

Leadership is the exercise of influence on organizational members and diverse stakeholders toward the identification and achievement of the organization's vision and goals.

Leadership practices described in the Catholic School-level Leadership section of the Ontario Leadership Framework (OLF) are equally useful for both school- and system-level leaders, but those practices are enacted in qualitatively different ways.

This placemat of Catholic system-level leadership practices adds to those common leadership practices a set of unique practices demanded of Catholic system-level leaders organized by the nine characteristics of strong districts outlined in the District Effectiveness Framework (DEF). The practices and personal leadership recourses below capture how system leaders contribute to the development of strong districts.

Establish broadly shared mission, vision and goals founded on aspirational images of the educated person	Provide coherent instructional guidance	Build district and school staff's capacities and commitments to make informed decisions	Create learning-oriented organizational improvement processes	Provide job-embedded professional learning	Align budgets, time and personnel/policies/procedures with district mission, vision and goals	Use a comprehensive performance management system for school and district leadership development	Advocate for and support a policy-governance approach to Board of Trustee practices	Nurture productive working relationships with staff and stakeholders
<ul style="list-style-type: none"> Ensure that a transparent visioning/direction-setting process reflecting the mandate of the Catholic school system is carried out Consult extensively with stakeholders including the diocese about district directions as part of the process Spend sufficient time to ensure that the mission, vision and goals (directions) of the system are widely known, understood and shared by all members of the organization Articulate, demonstrate and model the system's goals, priorities, and gospel values to staffs when visiting schools Embed the vision of the learner as expressed in the "Ontario Catholic School Graduate Expectations" and district directions in improvement plans, principal meetings and other leader-initiated interactions 	<ul style="list-style-type: none"> Align curricular goals, assessment instruments, instructional practices and teaching resources Insist on ambitious goals for teaching and learning Advocate for attention to the best available evidence to inform instructional improvement decisions Expect schools to recognize the dignity of all human persons, especially the poor and marginalized, in their focus on needs of individual as well as groups of students Encourage staff to be innovative within the boundaries created by the district's instructional guidance system 	<ul style="list-style-type: none"> Use data from all available sources including the Catholic Tradition to assist decision making in the central office Insist on the use of the best available research and other systematically collected evidence to inform decisions wherever possible Encourage collaboration in the interpretation and uses of data Build system's capacity and disposition for using systematically-collected data to inform as many decisions as possible Provide training for principals and staff on the use of data and research literature to sustain decision-making Model evidence-informed decision making to school staffs Ground interactions with, and advice to, trustees in sound evidence 	<ul style="list-style-type: none"> Require improvement processes to be evidence-informed Set a manageable number of precise targets for district school improvement Include school-level leaders in decisions about district-wide improvement decisions Create structures and norms within the district to encourage regular, reciprocal and extended deliberations about improvement progress within and across schools, as well as across the system as a whole Develop and implement board and school improvement plans interactively and collaboratively with school leaders Create structures to facilitate regular monitoring and refining of improvement processes Acknowledge provincial goals and priorities in district and school Allow for school-level variation in school improvement efforts 	<ul style="list-style-type: none"> Provide extensive PD opportunities for both teachers and school-level leaders, most of it through some form of learning community or on-the-job context Use internal system networks as the central mechanism for the professional development of school-level leaders Align the content of professional development with the capacities needed for district and school improvement Require individual staff growth plans to be aligned with district and school improvement priorities Provide faith development opportunities for principals and staff Hold staff accountable for applying new capacities by monitoring the implementation of school improvement plans 	<ul style="list-style-type: none"> Align the allocation of resources with district and school improvement goals Align personnel policies and procedures with the district's improvement goals Align organizational structures with the district's improvement goals Provide principals with considerable autonomy in the hiring of teaching staff Expect and assist schools to allocate instructional resources equitably 	<ul style="list-style-type: none"> Use the best available evidence about successful leadership (e.g. OLF) as a key source of criteria used for recruiting, selecting, developing and appraising school and district leaders Match the capacities of leaders with the needs of schools Provide prospective and existing leaders with extended opportunities to further develop their personal faith and Catholic leadership capacities Develop realistic plans for leadership succession Promote co-ordinated forms of leadership distribution in schools 	<ul style="list-style-type: none"> Encourage trustees to focus on district policy and the achievement of the district's goals and priorities (policy governance model of trustee practice) Encourage participation of the elected board in setting broad goals for its use in fulfilling its policy-setting and policy-monitoring responsibilities within the mandate of the Catholic school system Regularly report to the board progress in achieving these broad goals 	<p>Internal district and school staffs</p> <ul style="list-style-type: none"> Adopt a service orientation toward schools Develop communication systems and processes throughout the district to keep all members informed Develop open, accessible and collaborative relationships with principals Encourage reciprocal forms of communication with and among schools Promote high levels of interaction among school leaders. These interactions should include all school leaders and be driven by a shared sense of responsibility among school leaders for system improvement Create structures to facilitate reciprocal forms of communication. These structures and norms should result in deeply interconnected networks of Catholic school and system leaders working together on achieving the system's directions Buffer schools from external distractions to the district's and schools' priorities and goals <p>Local Community Groups</p> <ul style="list-style-type: none"> Routinely consult with community groups on decisions affecting the community Encourage staff to participate directly in community groups Demonstrate the importance the district attaches to its community connections <p>Diocese, Parishes and Catholic Partners</p> <ul style="list-style-type: none"> Collaborate with partners in Catholic education, on alignment and coherence of direction Routinely consult with diocesan bishops and diocesan staff on decisions affecting the Catholic school community Assist schools to develop and sustain effective working relationships with parish priests and parish communities Encourage schools to champion positive home-school-parish relationships <p>Parents</p> <ul style="list-style-type: none"> Hold schools accountable for developing productive working relationships with parents Influence the work of schools toward fostering improved educational cultures in the home environments of their students <p>Ministry of Education</p> <ul style="list-style-type: none"> Develop/maintain high levels of engagement with the provincial ministry of education Engage frequently with the ministry proactively rather than only responsively Make flexible, adaptive use of provincial initiatives and frameworks, ensuring that they contribute to, rather than detract from, accomplishing system goals and priorities

Personal Leadership Resources Leaders draw upon the personal leadership resources to effectively enact leadership practices

<p>Cognitive Resources</p> <ul style="list-style-type: none"> Problem-solving expertise Knowledge of effective school and classroom practices that directly affect student learning System Thinking* (*Especially important for system leaders) 	<p>Social Resources, including the ability to:</p> <ul style="list-style-type: none"> Perceiving emotions Managing emotions Act in emotionally appropriate ways 	<p>Psychological Resources</p> <ul style="list-style-type: none"> Optimism Self-efficacy Resilience Proactivity* (*Especially important for system leaders)
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PERSONAL LEADERSHIP RESOURCES

In addition to recognizing and undertaking effective leadership practices, effective leaders also tend to possess and draw on a small but critical number of personal leadership resources when enacting the leadership practices. There is a compelling research base for including cognitive, social and psychological resources, as briefly highlighted below.

Cognitive Resources	Social Resources	Psychological Resources
<p>Problem-solving expertise</p> <ul style="list-style-type: none"> • understanding/interpreting problems • identifying goals • articulating principles and values • identifying constraints • developing solution processes • maintaining calm/confidence in the face of challenging problems <p>Knowledge about school and classroom conditions with direct effects on student learning</p> <ul style="list-style-type: none"> • technical/rational conditions • emotional conditions • organizational conditions • family conditions <p>Systems Thinking</p> <ul style="list-style-type: none"> • being able to understand the dense, complex, and reciprocal connections among different elements of the organization • having foresight to engage the organization in likely futures and consequences for action 	<p>Including the ability to: perceive emotions</p> <ul style="list-style-type: none"> • recognizing our own emotional responses • discerning emotional responses in others through verbal and non-verbal cues <p>manage emotions</p> <ul style="list-style-type: none"> • reflecting on our own emotional responses and their potential consequences • persuading others to likewise reflect on their responses <p>act in emotionally appropriate ways</p> <ul style="list-style-type: none"> • being able to exercise control over which emotions guide our actions • being able to help others act on emotions that serve their best interests 	<p>Optimism</p> <ul style="list-style-type: none"> • habitually expecting positive results from our efforts • recognizing where we have, and do not have, opportunities for direct influence and control • taking positive risks <p>Self-efficacy</p> <ul style="list-style-type: none"> • believing in our own ability to perform a task or achieve a goal • as a result of positive self-efficacy, taking responsible risks, expending substantial effort, and persisting in the face of initial failure <p>Resilience</p> <ul style="list-style-type: none"> • being able to recover from, or adjust easily to, change or misfortune • being able to thrive in challenging circumstances <p>Proactivity</p> <ul style="list-style-type: none"> • being able to stimulate and effectively manage change on a large scale under complex circumstances • showing initiative and perseverance in bringing about meaningful change

PROFILE FOR EFFECTIVE CATHOLIC LEADERSHIP

Now there are varieties of gifts, but the same Spirit; and there are varieties of services, but the same Lord; and there are varieties of activities, but it is the same God who activates all of them in everyone. To each is given the manifestation of the Spirit for the common good.

1 Corinthians 12:4-7

CATHOLIC LEADERSHIP SELF-ASSESSMENT TOOL

The purpose of the Self-Assessment Tool for Catholic School Leaders in the Halton Catholic District School Board is to enable practicing school leaders to assess their practices with reference to those identified in the Ontario Leadership Framework that are required to lead our schools in providing excellence in Catholic Education by developing Christ-centered individuals enabled to transform society. The Self-Assessment Tool will provide potential leaders, and those serving in leadership positions, a means to evaluate their leadership skills on a continuum of development. The Catholic Leadership Self-Assessment Tool provides an opportunity for individuals to plan and seek out learning opportunities suited to their level of leadership development.

SELF-ASSESSMENT TOOLS TO SUPPORT THE ONTARIO LEADERSHIP FRAMEWORK

The Institute for Education Leadership (IEL) promotes and supports the Ontario Leadership Framework (OLF) 2012 as a powerful vehicle for strengthening school and system-level leadership. The Leadership Self-Assessment Tool is a resource that school and system leaders may choose to use to inform their professional practice.

Self-Assessment Tool for Aspiring Catholic Leaders (revised 2013) can be used:

- To highlight leadership practices and reflect on how you as a leader are implementing the practice. As part of identifying evidence, focus on three main practices and highlight the indicators that helped you identify areas for growth.
- For personal self-reflection to help identify areas of growth for inclusion in the Annual Learning Plan (ALP).

To access the Self-Assessment Tool for Aspiring Catholic Leaders go to Resources at:

<https://www.education-leadership-ontario.ca/>

Self-Assessment Tool for Catholic School Leaders (revised 2013) can be used:

- To highlight a leadership practice and reflect on how you as a leader implement that practice.
- For personal self-reflection to help identify areas of growth for inclusion in the Annual Growth Plan (AGP).
- To work with a critical friend or mentor to help identify and/or analyse the:
 - Quality of the evidence.
 - Areas of growth in the Annual Growth Plan.
 - Impact the evidence had on achieving the school's vision and improvement goals.
 - Next levels of learning for personal growth and development – i.e., the identification of leadership practices and personal leadership resources to develop.

To access the Self-Assessment Tool for Catholic School Leaders, Resources at:

<https://www.education-leadership-ontario.ca/>

PROFILE FOR EFFECTIVE CATHOLIC LEADERSHIP

<p>Setting Directions</p>	<p>The leader builds a shared vision for a model-teaching community that is distinctively Catholic, provides exceptional education and nurtures the call to love and serve as a people of faith. The leader nurtures Catholic faith, community and culture, models a commitment to Gospel values, and to the promotion of a Catholic school culture. The leader demonstrates a strong, active personal faith and is knowledgeable of Church teachings and faith traditions. The leader helps establish and foster a culture of continuous improvement, the acceptance of group goals, and communicates and monitors high performance expectations based on a belief that all students are created in the image of God, and that all students can learn.</p>
<p>Building Relationships and Developing People</p>	<p>The leader acts with openness and integrity and strives to foster trusting and collaborative relationships with all staff, parents and all members of the broader school community in response to our call as disciples of Christ. Guided by Gospel values, the leader demonstrates a commitment to effective and respectful working relationships with students, families, and communities.</p>
<p>Developing the Organization to Support Desired Practices</p>	<p>The leader demonstrates an acceptance of responsibility for school climate and student outcomes and works to establish a culture of shared responsibility that empowers all staff to effectively contribute to a positive school climate supporting high levels of success for all students by building relationships which nurture body, mind and soul. The leader has a transformational style of leadership which reflects Catholic discipleship, personal and professional integrity and a commitment to serving the needs of others.</p>
<p>Improving the Instructional Program</p>	<p>The leader is committed to ensuring success for each student, celebrating the inherent dignity of each person, created in the image and likeness of God, fostering a culture of inclusion while responding to the diverse learning needs of each person. The leader is knowledgeable and effective in implementing school improvement planning processes in support of student achievement and faith formation. The leader accepts responsibility for upholding human rights as defined by Catholic Social Teaching, and sustaining a safe, secure and healthy school environment.</p>
<p>Securing Accountability</p>	<p>The leader is committed to the success of our students, accepts personal responsibility and nurtures a culture of individual, team, and whole school accountability for student outcomes as articulated by the Ontario Catholic Graduate Expectations.</p>

CATHOLIC LEADERSHIP SELF-ASSESSMENT TOOL

Setting Directions

The leader builds a shared vision for a model-teaching community that is distinctively Catholic, provides exceptional education and nurtures the call to love and serve as a people of faith. The leader nurtures Catholic faith, community and culture, models a commitment to Gospel values, and to the promotion of a Catholic school culture. The leader demonstrates a strong, active personal faith and is knowledgeable of Church teachings and faith traditions. The leader helps establish and foster a culture of continuous improvement, the acceptance of group goals, and communicates and monitors high performance expectations based on a belief that all students are created in the image of God, and that all students can learn.

Practices, Actions, and Traits	Development Continuum		
	Awareness	Emerging	Applying
	I am gaining awareness of necessary practices, skills and knowledge.	I am acquiring practice, skills and knowledge.	I am applying practices, skills and knowledge to my work.
The Catholic leader works in collaboration with all stakeholders to translate the board's vision within the school community which is embedded in Gospel values that promote and sustain continuous school improvement.			
The Catholic leader facilitates stakeholder engagement and processes for identifying specific school goals nurtured in a Christ-centred community by building consensus.			
The Catholic leader builds a positive school climate by creating an inclusive, respectful, compassionate and equitable school culture based on Gospel Values and the belief that all students are created in the image of God.			
The Catholic leader models a Catholic vision that is clearly articulated, shared, understood and acted upon.			
The Catholic leader is committed to engaging the staff in a shared responsibility for life-long learning and openness to new ideas.			
The Catholic leader demonstrates an active personal knowledge of the Church teachings and faith traditions and promotes strategies to strengthen the Catholic school culture.			

Building Relationships and Developing People

The leader acts with openness and integrity and strives to foster trusting and collaborative relationships with all staff, parents and all members of the broader school community in response to our call as disciples of Christ. Guided by Gospel values, the leader demonstrates a commitment to effective and respectful working relationships with students, families, and communities.

Practices, Actions, and Traits	Development Continuum		
	Awareness	Emerging	Applying
	I am gaining awareness of necessary practices, skills and knowledge.	I am acquiring practice, skills and knowledge.	I am applying practices, skills and knowledge to my work.
The Catholic leader acknowledges and celebrates the achievements of individuals and teams and treats all stakeholders with equity, dignity, and respect.			
The Catholic leader fosters relationships by communicating effectively with all staff, parents, the parish, and the broader Catholic school community to support life-long faith formation and school programs.			
The Catholic leader manages conflict respectfully and effectively by creating a caring Catholic school culture. The leader is highly visible, listens with empathy and demonstrates cultural competency.			
The Catholic leader demonstrates knowledge and understanding about the processes of change and the impact that it has on organizations and individuals through respect, care, and personal regard for students, staff, and parents.			
The Catholic Leader encourages and supports staff to develop and review their own goals for professional growth and the relationship of those goals to student achievement.			

Developing the Organization to Support Desired Practices

The leader demonstrates an acceptance of responsibility for school climate and student outcomes and works to establish a culture of shared responsibility that empowers all staff to effectively contribute to a positive school climate supporting high levels of success for all students by building relationships which nurture body, mind and soul. The leader has a transformational style of leadership which reflects Catholic discipleship, personal and professional integrity and a commitment to serving the needs of others.

Practices, Actions, and Traits	Development Continuum		
	Awareness	Emerging	Applying
	I am gaining awareness of necessary practices, skills and knowledge.	I am acquiring practice, skills and knowledge.	I am applying practices, skills and knowledge to my work.
The Catholic leader contributes to a school ethos which promotes a shared knowledge and responsibility for outcomes through collaboration.			
The Catholic school leader is engaged in contributing to and sustaining a Catholic professional learning community that encourages focused dialogue and collaboration.			
The Catholic leader demonstrates personal and professional integrity and a commitment to serving the needs of others by creating positive school climate and modelling servant leadership.			
The Catholic leader encourages staff to adopt a broad view of parental engagement and invites parents to be involved in supporting all students to reach their Christ given potential.			
The Catholic Leader ensures that resources are allocated and aligned with priorities for school improvement and student achievement.			
The Catholic leader empowers staff to share responsibility in promoting a positive school climate and modelling appropriate behaviour as reflected in Gospel teachings.			

CATHOLIC LEADERSHIP SELF-ASSESSMENT TOOL

Improving the Instructional Program

The leader is committed to ensuring success for each student, celebrating the inherent dignity of each person, created in the image and likeness of God, fostering a culture of inclusion while responding to the diverse learning needs of each person. The leader is knowledgeable and effective in implementing school improvement planning processes in support of student achievement and faith formation. The leader accepts responsibility for upholding human rights as defined by Catholic Social Teaching, and sustaining a safe, secure and healthy school environment.

Practices, Actions, and Traits	Development Continuum		
	Awareness	Emerging	Applying
	I am gaining awareness of necessary practices, skills and knowledge.	I am acquiring practice, skills and knowledge.	I am applying practices, skills and knowledge to my work.
The Catholic leader is committed to a consistent and continuous school-wide focus on student achievement by collecting and using data to monitor progress and to inform decision making in school improvement planning.			
The Catholic leader demonstrates a deep understanding of current curriculum, instruction and assessment practices infused with the Catholic Graduate Expectations and Focus on Faith themes.			
The Catholic leader demonstrates knowledge and understanding of 21st century teaching and learning that enhances the instructional program.			
The Catholic leader responds to the diverse learning needs of each student and recognizes the inherent dignity of each human being and fosters a culture of inclusion.			
The Catholic leader learns along side staff in their instructional improvement work.			

CATHOLIC LEADERSHIP SELF-ASSESSMENT TOOL

Securing Accountability

The leader is committed to ensuring success for each student, celebrating the inherent dignity of each person, created in the image and likeness of God, fostering a culture of inclusion while responding to the diverse learning needs of each person. The leader is knowledgeable and effective in implementing school improvement planning processes in support of student achievement and faith formation. The leader accepts responsibility for upholding human rights as defined by Catholic Social Teaching, and sustaining a safe, secure and healthy school environment.

Practices, Actions, and Traits	Development Continuum		
	Awareness	Emerging	Applying
	I am gaining awareness of necessary practices, skills and knowledge.	I am acquiring practice, skills and knowledge.	I am applying practices, skills and knowledge to my work.
The Catholic leader nurtures a collective responsibility and accountability for the achievement and well-being of all students.			
The Catholic leader is committed to personal self-evaluation and reflection.			
The Catholic leader is committed to and accepts responsibility for school improvement by regularly engaging staff in analyzing data on the learning progress of all students.			
The Catholic leader ensures ongoing faith formation by creating an organizational structure that reflects the Catholic school's values and enables management systems, structures and processes to work effectively within the Catholic teachings and legal requirements.			

ADULT FAITH FORMATION PROGRAM

We believe that those entrusted with leadership positions in the Catholic Schools must be conspicuous for their goodness, sincerity and attachment to the faith. In other words, they are men and women who demonstrate in practice the very reason for the Catholic school's existence: an integrated Christian maturity, inspired by the Gospel and lived in authentic freedom and commitment.

Fulfilling the Promise: The Challenge of Leadership, 1993

ADULT FAITH FORMATION

Adult Faith Formation opportunities are provided to the staff of the Halton Catholic District School Board to help nurture their Catholic faith and engage in the process of spiritual development. As one matures in their faith development, they bear witness to Jesus Christ and embody the Gospel values within the context of the contemporary Catholic school.

Adult Faith Formation is the foundation of the Halton Catholic District School Board's Staff Development and Leadership Plan.

Leaders within Halton Catholic are increasingly expected to promote religious and spiritual growth within our school communities. This task entails creating and communicating a vision for the school, building trust and support for the implementation of this vision, sponsoring the faith formation of staff, supporting just and fair working conditions and discovering ways to inspire commitment to turn the Catholic vision of education into reality.

Foundational to this process is a leader who is rooted in faith and confident in sharing the same with others. Enrolling in a selection of AFF sessions will be a benefit to the individual growth of those serving in leadership positions and for those seeking leadership development opportunities. It is expected that those interested in leadership will take advantage of the many offerings in faith development.

Each AFF Session provides the elements of prayer, reflection on scripture, a unique content focus and small/large group discussion. A variety of topics are offered each year that reflect our Board's Theological Theme, Liturgical Seasons and Diocesan Initiatives.

Those who are interested in engaging in the process of faith formation and spiritual development are highly encouraged to review the Halton Catholic District School Board's AFF program booklet. Booklets are distributed to each site at the start of new school year. Information about registration, coverage, location, dates and times are included in the program booklet. This information and online registration is also available on StaffNet.

“Evangelizing is the Church’s mission. It is not the mission of only a few, but it is mine, yours and ours... We must all be evangelizers, especially with our life!” Thus, the role of adults in the evangelizing mission of the church is critical. As Catholics we are called to respond to this mission. However, to fulfill it, most of us need to renew and deepen our understanding of our faith. Through formation, we acquire the knowledge and the confidence to fulfill the Church’s mission.”

Pope Francis, May 22, 2013

INTRODUCTION TO LEADERSHIP

Catholic educators...must never have any doubts about the fact that they constitute an element of great hope for the Church

The Sacred Congregation for Catholic Education, Lay Catholics in the Schools: Witness to Faith

HCDSB LEADERSHIP STRATEGY

The goal of our leadership strategy is to encourage those considering leadership, prepare those who have embraced leadership, and support those new to the role and others in on-going ways. As such, the Leadership Strategy in HCDSB has five distinct components:

Discerning, Aspiring, Awaiting, Mentoring, and On-Going

The **Discerning** program is for those exploring leadership and considering not only the possibilities and opportunities in HCDSB, but also the theoretical framework and practical realities of leadership in large organizations.

The **Aspiring** program is a two-year commitment for those who are on a pathway toward formal leadership positions throughout the system.

The **Awaiting** program is for individuals who are formally awaiting placement in leadership positions in the system in order to allow them to be as prepared as possible to assume the role.

The **Mentoring** program is for newly appointed leaders in the first two years in the role as they learn with and from experienced leaders and develop relationships grounded in trust, respect, and on-going learning.

The **On-Going** program is for experienced leaders who continue to seek new opportunities for professional growth and development.

DISCERNING

The Leadership Journey: Your Steps, Your Direction

This series is offered to all Halton Catholic District School Board employees interested in exploring their leadership capabilities. Participants will begin the inner journey to better understand themselves and reflect on how they work with others. The series is designed to help participants develop a deeper understanding of what it means to be a leader. At the end of the series participants should have a clear idea of what steps to take and what leadership direction they would like to follow.

The three (3) sessions will explore:

- What is Leadership?
- The Ontario Leadership Framework
- Distributive Leadership
- Emotional Intelligence
- The 21st Century Leader
- Leadership opportunities within the HCDSB
- Conflict resolution and authentic conversations

Positions of Added Responsibility Selection Process

This session is open to any staff who are considering applying for positions of added responsibility. It will provide information on preparing your applications, considerations in preparing for interviews, and expectations of Catholic leaders in Halton Catholic DSB.

Teacher-in-Charge Workshop

Those discerning leadership in schools are encouraged to look for opportunities to assume leadership roles in their schools. The role of teacher in charge is one such opportunity. Those interested in this role should speak with their Principal.

This in-service is provided annually for all teachers who have been delegated authority by their principal to act as Teacher-In-Charge at their school. The in-service will focus on:

- The Role of a Teacher-in-Charge
- Progressive Discipline
- Conducting an Investigation
- Reporting Incidents
- Police Protocol
- Fire Plan
- Conflict Resolution

Please see the annual Leadership Journey Program Guide Booklet for registration information, dates, times and locations, for the above Catholic Leadership sessions.

LEADERSHIP FOR SUPPORT STAFF

For as in one body we have many members, and not all the members have the same function, so we, who are many, are one body in Christ, and individually we are members one of another.

Romans 12:4-5

And so amid variety all will bear witness to the wonderful unity in the Body of Christ: this very diversity of graces, of ministries and of works gathers the sons of God into one, for 'all these things are the work of the one and the same Spirit'

1 Cor. 12:11

LEADERSHIP DEVELOPMENT WORKSHOPS FOR SUPPORT STAFF

All staff members are an integral part of the Halton Catholic District School Board community in bringing about the mission or our system to ensure that our goals of achieving, believing and belonging for our students are met.

This series of workshops offered over the course of the school year, is intended to provide support staff with an opportunity to learn more about a variety of topics to support their professional learning goals.

Staff are encouraged to attend any of the sessions that meet their professional learning needs.

Session topics include, but are not limited to:

- Our Catholic Schools: Catholic Education In Halton
- Renewing the Promise: Responding to the Bishop's Call
- Leading In a Catholic Unionized Environment
- The Exercise of Influence
- Building Equity and Inclusiveness in the Work Place
- Finding Balance in Leadership
- Personal Leadership Resources
- Ethical Leadership
- Communication

SUPPORT STAFF LEADERSHIP DEVELOPMENT SERIES

This three-part series is open to all support staff and managers. It recognizes that in all of our roles, we are all leaders and we all have a leadership role to play within the HCDSB. This professional development series is intended for those who are interested in exploring and developing their leadership capabilities in the area of Building Relationships and creating a positive work environment for all staff. The first session will provide an introduction to the elements of creating a positive work environment for staff and key elements in building relationships. A needs assessment will be conducted with the group to determine the topics and contents of the remaining two sessions to ensure the group leadership/learning needs are met in this series. Please see the Annual Leadership Program Guide for more information and registration information.

Please see the annual Leadership Journey Program Guide Booklet for registration information, dates, times and locations, for the above Catholic Leadership sessions.

THE CATHOLIC LEADERSHIP PROGRAM

...and whoever shall be chief among you, let
him be your servant

Matthew 20:27

ASPIRING

Catholic Leadership Program

This program is designed for those considering a leadership position within the Halton Catholic District School Board. Candidates must possess a minimum of three (3) years successful teaching experience, inclusive of one (1) successful year with the Halton Catholic District School Board.

Persons interested in participating in the Catholic Leadership Program are requested to speak to their Principals/Supervisors. Together, the Principal and candidate complete the Catholic Leadership Program Candidate Entrance form and submit to the Superintendent of Education responsible for Leadership Development. Candidate Entrance Forms are to be handed in by the end of June for entrance into the Fall program. Once a candidate is enrolled in the program an information package containing details of the program will be provided in September.

The Catholic Leadership Program Candidate Entrance Form must be completed by the candidate and shared with their Principal/Supervisor. The Principal/Supervisor will support the application by signing this document.

The Catholic Leadership Program Candidate Entrance form is sent to the Superintendent of Education responsible for Leadership Development by the Principal/Supervisor. Candidates are expected to keep a copy of this form for their reference.

The Catholic Leadership Program Candidate Entrance form can be found on StaffNet on the Board Services' Staff Development webpage – Catholic Leadership Program link.

Program Components

The Catholic Leadership Development program is divided into two (2) modules. Participants are required to complete three (3) mandatory sessions in each of Module I and Module II. In addition to the mandatory sessions, participants are required to participate in two (2) additional leadership sessions of their choice, from the optional leadership sessions in the Annual Leadership Journey Program Guide, as well as one Faith Formation session in each module year in the program guide. Over the course of the two-year program, participants are also required to complete one First Nations On-Reserve Training opportunity, and one Self-Awareness session listed in the Program Journey Guide. Candidates in Module I are required to attend an introductory session.

Year 1 - Module I Requirements:	Year 2 – Module II Requirements	Requirements over the Two-Year Program
<ul style="list-style-type: none">• One Introductory Session• All Three Mandatory Sessions• Two Optional Sessions• One Faith Leadership Session	<ul style="list-style-type: none">• All Three Mandatory Sessions• Two Optional Sessions• One Faith Leadership Session	<ul style="list-style-type: none">• One First Nations On – Reserve Training Opportunity• One Self-Awareness Session

A Catholic Leadership Learning tracking sheet used by each participant will be used to track the sessions and learning experience from each session. A copy of this tracking sheet will be required upon completion of the Catholic Leadership program. The form can be found on StaffNet on the Board Services' Staff Development webpage.

All candidates will participate in an entrance and exit goal setting discussion with an assigned Leadership Advisory Team. These discussions will take place at the start of Module I and the exit of Module II. The exit discussion will include conversations about information provided in their Catholic Leadership Learning Experience tracking sheet and the development of the Leadership Portfolio.

PROFESSIONAL DEVELOPMENT FOR AWAITING LEADERS

...the Son of Man came not to be served but
to serve...

Gospel of Matthew

AWAITING

Preparing for the Role of Principal and Vice-Principal

This program is open to teachers and/or vice-principals who have been placed in the Elementary or Secondary Vice-Principal/Principal hiring pool. This program will allow participants to enter into learning experiences that will assist them as they move from their current role to the role of Principal/Vice-Principal. A needs Assessment of the group will be completed at the first session to determine the programming in the remaining sessions.

The sessions will be designed around the needs of the group and will include some reflection on the topics below:

- Creating a positive professional network of colleagues
- Examining the Catholic Leadership Framework, “Profile of a Catholic Leader”
- Use of the Leadership Self-Assessment tool to inform professional goals
- Case Studies
- Conflict Resolution
- Issues in Special Education
- Increasing knowledge of operational processes and procedures, resources and services (i.e. Human Resources, scheduling, Business Services, safe schools, school facilities, etc.

MENTORING

Mentoring and Coaching for Newly Appointed Catholic School Leaders

As part of the Halton Catholic DSB's Leadership Strategy, each new administrator is paired with a mentor who will assist him/her through the first two (2) years in their new role. This provides an opportunity for those new to the role of administrator to learn with and from experienced leaders and develop relationships grounded in trust, respect and on-going learning. Each mentor and mentee will work together to set annual learning goals that reflect the individual's learning needs as determined through the use of the Catholic Leadership Framework, the profile of a Catholic Leader, the Leadership Self-Review Tool and the Mentee's Portfolio.

Funds will be provided for some coverage for mentors and mentees to spend extended time together in addition to regular and ongoing communication and meetings.

Participants will:

- Develop a professional relationship that offers guidance and support during the mentee's leadership development
- Increase self-confidence as he/she becomes familiar with their new role and increased responsibilities
- Develop an Annual Growth Plan
- Dialogue on professional issues
- Seek and receive advice on how to balance new responsibilities, personal and professional commitments
- Experience the benefits of having a role model for Catholic Leadership
- Develop increased competencies and skills in Catholic Leadership
- Develop new support networks and greater collegiality with other professionals across the board

This program is offered throughout the school year. It is a mandatory program for newly appointed school leaders within their first two (2) years in the role. Newly appointed administrators will be provided with information about the Mentoring and Coaching for Newly Appointed School Leaders soon after their appointment. Mentees will complete a Mentee Personal Information Sheet to assist in the matching of a mentor. The Mentee Personal Information Sheet is available on StaffNet.

For information contact The Superintendent of Education responsible for Leadership Development.

Please see the annual Leadership Journey Program Guide Booklet for registration information, dates, times and locations, for the above sessions.

ON-GOING

Professional Development to Support Leaders

Vice-Principals'/Principals' Development Sessions

Vice-Principals'/Principals' development sessions are designed to offer Vice-Principals/Principals with the opportunity to refresh and hone their leadership skills. Vice-Principals in their first year are required to participate in this series. These sessions are also open to any administrator wishing to participate. Vice-Principals/Principals can select one or more sessions based on their Annual Growth Plan. A needs assessment will be conducted at the beginning of the sessions to determine the remaining offerings. The dates and times will be included in the annual Leadership Journey Program Guide.

Vice-Principals Community of Practice

The Vice-Principal Community of Practice has been established to provide networking and support in sustaining exemplary Catholic leadership in the Halton Catholic District School Board. Participants are invited to join together to build a network of Vice-Principals and work in partnership to collaborate and develop a plan that promotes and sustains learning throughout the school year with timely, self-directed professional development opportunities.

All members will engage in creating the year long professional learning plan with monitoring moments. The plan will be created by interested participants as a vehicle to learn from one another and dialogue about urgent learning needs and issues that are important to the professional development of the collective Vice Principal group.

This ongoing professional development opportunity will strive to promote capacity building for Vice-Principals as they lead their school communities.

Exploring the Role of the Supervisory Officer

These sessions are offered to administrators and managers with four (4) or more years of experience in their role who wish to learn more about the academic and non-academic Supervisory Officer role. The program will focus on increasing the participants' knowledge and attitudes expected of Supervisory Officers within the Halton Catholic District School Board and across the Province.

The sessions will include:

- Review the Catholic Leadership Framework for Supervisory Officers
- Gaining an understanding of the Superintendents' role
- Understand issues facing system leaders within the Halton Catholic District School Board and the Province
- Job-shadow a Superintendent
- Attend a Board meeting
- Understand the portfolios of various Superintendents

Equity and Inclusive Education Leadership Development Sessions

These sessions are open to all staff; in particular to those who are interested in leadership within the Halton Catholic DSB. Those who have graduated from the Leadership Modules 1 and 2 may find this opportunity beneficial for their professional learning as they continue their leadership journey. Participants in this series will receive a certificate at the completion of the sessions.

Leadership Development Workshops for Corporate Staff

This series is offered to all Halton Catholic DSB Corporate Central Office Staff. The sessions will take place as either sunrise (8:00 a.m. – 9:30 a.m.) or lunch and learn sessions (11:30 a.m. – 1:00 p.m.) They will provide corporate staff with an opportunity to learn more about a variety of topics and to network with their colleagues from within and across all departments.

PRINCIPAL/VICE-PRINCIPAL SELECTION PROCESS

Like good stewards of the manifold grace of
God, serve one another with whatever gift
each of you has received

1 Peter 4:10

PRINCIPAL/VICE-PRINCIPAL SELECTION PROCESS

Effectively responding to the call of Catholic leadership in the Halton Catholic District School Board is indeed a challenging undertaking, underlined by a complexity of personal qualities and competencies. The Principal / Vice Principal Selection Process has been developed to ensure that leaders in the Halton Catholic District School Board are of the highest calibre and are capable of not only meeting the demands of today's educational challenges, but also of providing hope for the future.

Stage One

Discernment

This is the process whereby a candidate determines whether he or she wants and/or is ready to apply for a Vice-Principal or Principal position in the Halton Catholic District Catholic School Board.

Self-discernment entails a self assessment of the strengths and weaknesses and experiences that the candidate has had throughout his/her career. The Catholic Leadership Self-Assessment Tool provides an opportunity for individuals to evaluate their leadership skills on a continuum of development (see appendix A). The candidate should review his/her experience through the lens of these competencies.

Stage Two

Leadership Identification Process / Leadership Candidate Profile - Readiness Meeting

Current leaders in the Halton Catholic District School Board have a responsibility to identify future leaders. Supervisory Officers and Administrators who recognize staff who possess leadership abilities and who demonstrate the Catholic leadership competencies, should encourage them to explore leadership opportunities.

If the candidate feels they are ready for the leadership position they are seeking, the next step is to speak with his/her principal or supervisor. The candidate will seek recommendation from his/her most current supervisor (within two years). If the candidate has worked less than two years with his/her current supervisor, the candidate may seek support from the next previous supervisor.

The candidate will meet with their Principal/Supervisor and Family of School or applicable Superintendent to discuss their readiness for the role of Principal/Vice Principal. During the meeting, the candidate will speak about their readiness for the position they are seeking based on the five competencies of the HCDSB Profile of an Effective Catholic Leader. The candidate can speak to the contents of their Leadership portfolio, which highlights the competencies of an effective Catholic Leader. Up to two Superintendents may participate in the Readiness Meeting with the candidate.

The Principal/Supervisor shall complete The Leadership Candidate Profile (Appendix B), in consultation with the Family of School or applicable Superintendent as a guideline for the discussion. In order to go forward in the process, a candidate must achieve a satisfactory endorsement from their principal/supervisor, and Supervisory Officer. Should the candidate go forward in the process, this form will be forwarded as part of the application process for the role of Principal/Vice Principal.

If the candidate is not recommended by his/her supervisor, a meeting with the candidate and his/her Supervisory Officer may be arranged at the candidate's request to obtain feedback regarding recommendations regarding competencies for development.

Candidates who have undergone the discernment process, have been recommended by their Principal and Supervisory Officer, and who are ready to apply to the Vice-Principal or Principal position in the Halton Catholic District School Board should do so through the posting and application process. A complete application package must be submitted, with copies of all required documentation requested on the job posting as follows.

- Résumé and cover letter
- Certificate of Qualification
- Leadership Development Program Certificate or Equivalent
- A Positive Pastoral Letter of Reference dated within the last twelve months completed by your Parish Priest (Appendix C)
- Completed Leadership Candidate Profile (Appendix B)
- Two letters of professional reference

Applicants who meet the minimum qualifications will move onto stage three of the selection process.

Stage Three

Final Interview

Applicants will be interviewed by a panel comprised of Supervisory Officers, Administrators and other designated staff. Candidates will be presented with questions that will allow them to further demonstrate their readiness for the position for which they have applied. The Director of Education may choose to be involved in any interview process at his/her discretion.

Successful candidates will be recommended by the Interview Committee to the Director of Education for final approval for the Principal /Vice Principal Pool. Candidates who are not recommended, (i.e. candidates that require further experience to build upon their knowledge, skills and competencies) will be invited to participate in a de-briefing meeting which will provide the candidate with next steps.

Applicant Pool

Applicants who are successful in the Halton Catholic District School Board Principal / Vice Principal Selection Process may be placed in a Pool to be appointed as positions become available. Success in the process does not guarantee placement in the pool, as this will be based on the anticipated need for administrators as determined by the board. Inclusion in the Pool does not guarantee appointment. The Board reserves the right to place a cap on applicant pools in accordance with anticipated needs. Furthermore, it may be necessary for the Board to place an expiry date on a Pool, after which time applicants would have to re-qualify. Currently, successful candidates must re-apply after three years in the pool. Extensions in the pool may be granted at the Director of Education's Discretion, on an annual basis.

Stage Four

Appointment

The Director of Education may appoint a Principal / Vice Principal from the pool based on identified needs at his/her discretion. Such appointments will be brought to the Board of Trustees for information in advance of the appointment where circumstances allow.

LEADERSHIP POSITIONS, SKILLS, COMPETENCIES, PATHWAYS & REQUIREMENTS

And this is my prayer that your love may overflow more and more with knowledge and in full insight to help you determine what is best... having produced the harvest of righteousness that comes through Jesus Christ for the Glory and praise of God.

Philippians 1:3-11

LEADERSHIP POSITIONS, SKILLS, COMPETENCIES, PATHWAYS & REQUIREMENTS

Catholic Supervisory Officers

Position Overview

As a member of the Board's senior administrative team, the Catholic Supervisory Officer will report to the Director of Education. This position calls for Ontario Supervisory Officer's Qualifications, familiarity with various aspects of School Board operations; such as, curriculum, Special Education programs, School Improvement planning, processes to support School Effectiveness, Human Resources and Business operations demonstrated leadership skills, a capacity for personal growth and development. A Catholic Supervisory Officer has a strong commitment to Catholic education, knowledge of the Education Act and are current on recent changes in the field of education.

Skills and Competencies

In addition to a valid Ontario Teaching Certificate, an Ontario Supervisory Officer's Certificate or equivalency, and thorough knowledge of the Education Act of the Province of Ontario, the individual will have proven leadership skills. Having a strong commitment to the Catholic school community involving school, church and home and having positive interpersonal relationships with staff, students, parents and other members of the school community is essential.

Pathways and Requirements

- A minimum of seven (7) years of successful teaching/administrative experience
- A minimum of two (2) years of successful experience in one of the following areas:
 - a. Principal with successful experience as a school administrator
 - b. As an Education Officer employed by the Ministry of Education
- Masters in Education
- Successful completion of the Supervisory Officer's Qualification Program (SOQP)
- A recent pastoral reference from a Parish Priest

Catholic School Elementary Principal

Position Overview

The Catholic school elementary Principal nurtures Catholic faith, community and culture and models a commitment to Catholic education. Position requirements are subject to change based on System needs.

Skills and Competencies

In addition to Principals' Qualification program, Ontario College of Teacher's Certificate and a servant leader in the Halton Catholic District School Board, the individual's past administrative experience indicates their ability to work strategically with staff, parish and community towards a common goal promoting the vision of our Catholic schools. He/she has the ability to motivate others towards discipleship is evident in their proficient work in School Effectiveness, Special Education, accountability for student outcomes and the management of collaborative and effective partnerships. The individual's instructional leadership in data collection and analysis, curriculum design, and management and staff development is demonstrated in his/her commitment to Catholic learning communities. The individual is a model of a strong, authentic and active faith reflective of our Gospel values.

Pathways and Requirements

- 7 years of successful teaching/administration experience; teaching experience of two divisions and/or specialized areas within the school system
- Certificate of Qualification
- Completion of the Board's Catholic Leadership Program (Modules I & II)
- Completed Principal's qualifications according to Regulation 298: Section 9 (Principal's Certificate Part I and Part II or equivalent) prior to beginning assignment
- Masters of Education is preferred
- Completed Religious Education in Catholic Schools AQ Course: Parts I and II with a commitment to complete Specialist, or equivalency (i.e. Masters of Religious Education)
- Sections A & B of the Principal/Vice-Principal Candidate Application Form (as posted on StaffNet) and completed Leadership Candidate Profile (as posted on StaffNet)
- A recent pastoral reference from a Parish Priest
- Recommendation by his/her Superintendent

Catholic School Secondary Principal

Position Overview

The Catholic school secondary Principal nurtures Catholic faith, community and culture and models a commitment to Catholic education. Position requirements are subject to change based on System needs.

Skills and Competencies

In addition to Principals' Qualification program, Ontario College of Teacher's Certificate and a servant leader in the Halton Catholic District School Board, the individual's past administrative experience indicates their ability to work strategically with staff, parish and community towards a common goal promoting the vision of our Catholic schools. He/she has the ability to motivate others towards discipleship is evident in their proficient work in School Effectiveness, Special Education, accountability for student outcomes and the management of collaborative and effective partnerships. The individual's instructional leadership in data collection and analysis, curriculum design, and management and staff development is demonstrated in his/her commitment to Catholic learning communities. The individual is a model of a strong, authentic and active faith reflective of our Gospel values.

Pathways and Requirements

- 3 years of experience as a Secondary Vice-Principal
- Certificate of Qualification
- Completion of the Board's Catholic Leadership Program (Modules I & II)
- Completed Principal's qualifications according to Regulation 298: Section 9 (Principal's Certificate Part I and Part II or equivalent) prior to beginning assignment
- Masters of Education or equivalent is preferred
- Completed Religious Education in Catholic Schools Specialist or equivalency (i.e. Masters of Religious Education)
- Sections A & B of the Principal/Vice-Principal Candidate Application Form (as posted on StaffNet) and completed Leadership Candidate Profile (as posted on StaffNet)
- A recent pastoral reference from a Parish Priest
- Recommendation by his/her Superintendent

Catholic School Elementary Vice-Principal

Position Overview

Working in concert with the Catholic school Principal, the Catholic school elementary Vice-Principal nurtures Catholic faith, community and culture and models a commitment to Catholic education. Position requirements are subject to change based on System needs.

Skills and Competencies

As a servant leader in the Halton Catholic District School Board, the individual's past teaching/administrative experience indicates his/her ability to work strategically with staff, parish and community towards a common goal promoting the vision of our Catholic schools. The individual's ability to motivate others towards discipleship is evident in their proficient work in School Effectiveness, Special Education, accountability for student outcomes and the management of collaborative and effective partnerships. His/her instructional leadership in data collection and analysis, curriculum design and management and staff development is demonstrated in their commitment to Catholic learning communities. Individuals are a model of a strong, authentic and active faith reflective of our Gospel values.

Pathways and Requirements

- A minimum of five (5) years of successful teaching experience
- Teaching experience in a minimum of two (2) divisions and/or in specialized areas within the school system
- Certificate of Qualification
- Masters of Education is preferred
- Certificate of Qualification
- Completed Principal's qualifications according to Regulation 298: Section 9 (Principal's Certificate Part I and Part II or equivalent) prior to beginning assignment
- Completed Religious Education in Catholic School AQ Course, Part I & II with a commitment to complete Specialist, or equivalency (i.e. Masters of Religious Education)
- Completion of the Board's Catholic Leadership Program (Modules I & II)
- Completion of Leadership Candidate Profile (as posted on StaffNet)
- A recent pastoral reference from a Parish Priest
- Recommendation by his/her Superintendent

Catholic School Secondary Vice-Principal

Position Overview

Working in concert with the Catholic school Principal, the Catholic school secondary Vice-Principal nurtures Catholic faith, community and culture and models a commitment to Catholic education. Position requirements are subject to change based on System needs.

Skills and Competencies

As a servant leader in the Halton Catholic District School Board, the individual's past teaching/administrative experience indicates his/her ability to work strategically with staff, parish and community towards a common goal promoting the vision of our Catholic schools. The individual's ability to motivate others towards discipleship is evident in their proficient work in School Effectiveness, Special Education, accountability for student outcomes and the management of collaborative and effective partnerships. His/her instructional leadership in data collection and analysis, curriculum design and management and staff development is demonstrated in their commitment to Catholic learning communities. Individuals are a model of a strong, authentic and active faith reflective of our Gospel values.

Pathways and Requirements

- Five (5) years successful teaching experience
- Teaching experience of two (2) divisions and/or in specialized areas with a school system
- Certificate of Qualification
- Masters of Education or equivalent is preferred

Certificate of Qualification

- Completion of Principal's qualifications Part I prior to beginning assignment, with a commitment to complete Part II within the first year of appointment
- Completed Religious Education in Catholic Schools AQ Course, Part I & II with a commitment to complete Specialist, or equivalency (i.e. Masters of Religious Education)
- Completion of the Board's Catholic Leadership Program (Modules I & II)
- Completion of Leadership Candidate Profile (as posted on StaffNet)
- A recent pastoral reference from a Parish Priest
- Recommendation by his/her Superintendent

Catholic Curriculum and Special Education Consultant

Position Overview

Reporting directly to the Superintendent of the assigned area, Consultants facilitate professional development for system and Family of Schools Catholic Learning Communities and provide leadership and guidance for the system implementation of Ministry teaching and learning programs that focus on our faith. Position requirements are subject to change based on System needs.

Skills and Competencies

Demonstrated leadership in Catholic teaching and learning programs, with enhanced understanding of the Ontario Catholic School Graduate Expectations and Ministry policy and support documents and initiatives. System Consultants require demonstration of strong facilitation skills, and the ability to collaborate and participate as a member of Catholic Learning Communities.

Pathways and Requirements

The following qualifications and documentation will be required for a Consultant's position:

- Certificate of Qualification
- A recent and positive pastoral reference from a Parish Priest
- Completion of Religious Education in Catholic Schools AQ Course, Part I
- Specialist or Honour Specialist in one or more subjects or programs in Curriculum
- A minimum of five (5) years of successful teaching experience in at least two (2) divisions
- Completion of the Board's Catholic Leadership Program (Modules I & II)
- Sections A & B of the Consultant Candidate Application Form (as posted on StaffNet)

Catholic Department Head

Position Overview

The Department Head reports directly to school administration and as a member of the school leadership team it is their responsibility to provide leadership and guidance in the implementation of programs for their department. The Ontario Catholic School Graduate Expectations and Ministry guidelines are central to department curriculum design and management; therefore, the Department Head will need to be committed to individual and department accountability for student outcomes.

Department Head positions are term appointments and are system deployed. Position requirements are subject to change based on System needs.

Skills and Competencies

Demonstrating a commitment to the Catholic school culture, the Department Head needs to be knowledgeable about effective programs for students and assist their department in securing high standards of achievement. The Halton Catholic District School Board's Department Heads will need to utilize strong interpersonal skills, good communication skills and model effective teamwork.

Pathways and Requirements

The following qualifications and documentation will be required for a Department Head position:

- Certificate of Qualification
- A recent pastoral reference from a Parish Priest
- Completion of Religious Education in Catholic Schools AQ Course, Part I
- Specialist or Honour Specialist in one or more of the subjects taught in the organization unit
- Teaching experience in a minimum of two (2) divisions and/or in specialized areas with the school system
- A minimum of five (5) years of successful teaching experience
- Completion of the Board's Catholic Leadership Program (Modules I & II)
- Completion of Section "A" of the Department Head Candidate Application Form (as posted on StaffNet)
- Completion of Department Head Candidate Profile (as posted on StaffNet)

Catholic Itinerant Teacher

Position Overview

The Itinerant Teacher works directly with the Consultants of the assigned area, Itinerants support the Board's Curriculum Initiatives. Itinerants support staff in delivering effective programs and work as a team member to plan capacity building in-service sessions for teachers. In addition, Itinerants support classroom instruction through Instructional Coaching, providing materials and assisting teachers and administrators as needed. Position requirements are subject to change based on System needs.

Skills and Competencies

Itinerants require demonstration of strong facilitation skills, and the ability to collaborate and participate as a member of Catholic Learning Communities. Itinerants will need to utilize strong interpersonal skills, good communication skills and model effective teamwork to plan appropriate skill and strategy lessons for students, model lessons for teachers, and to assist schools with the implementation of their School Improvement Plans and implementation of improvement plan foci.

Pathways and Requirements

The following qualifications and documentation will be required for an Itinerant position:

- Certificate of Qualification
- A minimum of five (5) years of successful teaching experience
- Teaching experience in a minimum of two divisions

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HALTON CATHOLIC DISTRICT SCHOOL BOARD
Catholic Education Centre
802 Drury Lane, Burlington, Ontario, L7R 2Y2
TEL: 905-632-6300 TOLL-FREE: 1-800-741-8382 FAX: 905-333-4661

www.hcdsb.org

Achieving Believing Belonging

The Leadership Journey



2019–2020 Program Guide



A LEADER'S PRAYER

Leadership is hard to define.

Lord, let us be the ones to define it with justice.

Leadership is like a handful of water.

Lord, let us be the people to share it with those who thirst.

Leadership is not about watching and correcting.

Lord, let us remember it is about listening and connecting.

Leadership is not about telling people what to do.

Lord, let us find out what people want.

Leadership is less about the love of power

and more about the power of love.

Lord, as we continue to undertake the role of leader

Let us be affirmed

By the servant leadership we witness in your son Jesus.

Let us walk in the path

He has set and let those who will, follow.

Let our greatest passion be compassion.

Our greatest strength love.

Our greatest victory the reward of peace.

In leading let us never fail to follow.

In loving let us never fail.

Amen

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HALTON CATHOLIC DSB LEADERSHIP STRATEGY

Leadership development is the foundation to ensure that the Halton Catholic District School Board can achieve its mission in fulfilling the goals of Achieving, Believing, Belonging, and Creating Conditions for the success of our students. The Halton Catholic District School Board's Leadership Strategy has been developed to create, enhance, and promote leadership opportunities that engage all staff as transformational leaders in order to strengthen staff capacity for instructional leadership, to enhance organizational effectiveness, and to support succession planning. This strategy has been designed to foster leadership of the highest possible quality at both the school and board level. The Halton Catholic District School Board's Leadership Journey is a comprehensive program designed to support faith formation, and student achievement and well-being, by developing passionate and skilled leaders.

We know that school leaders have a profound impact on student achievement, and they play a crucial role in creating successful schools. Professional learning is integral to the success of all students in our Catholic school system. While research shows that the Principal is second only to the teacher in improving student achievement, it also shows that it is leadership distributed across a system that has the greatest potential to impact student learning. Hence, the Halton Catholic District School Board Leadership Strategy is designed to offer all employees an opportunity to consider their leadership potential and support those new to the roles and others in on-going ways in order to build on leadership capacity. Our goal is to encourage those considering leadership, prepare those who have embraced leadership, and support those new to the role and others in on-going ways. As such, the Leadership Strategy in HCDSB has five distinct components:

Discerning, Aspiring, Awaiting, Mentoring, and On-Going

The *Discerning* program is for those exploring leadership and considering not only the possibilities and opportunities in HCDSB, but also the theoretical framework and practical realities of leadership in large organizations.

The *Aspiring* program is a two-year commitment for those who are on a pathway toward formal leadership positions throughout the system.

The *Awaiting* program is for individuals who are formally awaiting placement in leadership positions in the system in order to allow them to be as prepared as possible to assume the role.

The *Mentoring* program is for newly appointed leaders in the first two years in the role as they learn with and from experienced leaders and develop relationships grounded in trust, respect, and on-going learning.

The *On-Going* program is for experienced leaders who continue to seek new opportunities for professional growth and development.

The Halton Catholic District School Board Leadership Strategy, implemented through the Leadership program, is designed to offer all employees an opportunity to consider their leadership potential, to commit to learning and growing as leaders, and to build on leadership capacity.

DISCERNING

THE LEADERSHIP JOURNEY: YOUR STEPS, YOUR DIRECTION

Audience:

Open to all. Highly recommended for SPTLs, SERTs and Pastoral Animators

Participants must register for all three (3) sessions.

Description:

This series is offered to all Halton Catholic District School Board employees interested in exploring their leadership capabilities. Participants will begin the inner journey to better understand themselves and reflect on how they work with others. The series is designed to help participants develop a deeper understanding of what it means to be a leader. At the end of the series participants should have a clear idea of what steps to take and what leadership direction they would like to follow.

The three (3) sessions will explore:

- ◆ What is Leadership?
- ◆ The Ontario Leadership Framework
- ◆ Distributive Leadership
- ◆ Emotional Intelligence
- ◆ The 21st Century Leader
- ◆ Leadership opportunities within the HCDSB
- ◆ Conflict resolution and authentic conversations

Presenter: **Tony Agro**

Date: **Thursday, November 28, 2019**

Time: 4:30 p.m.—6:30 pm

Location: CEC, Board Room

Date: **Thursday, January 23, 2020**

Time: 4:30 p.m.—6:30 pm

Location: CEC, Board Room

Date: **Thursday, March 12, 2020**

Time: 4:30 p.m.—6:30 pm

Location: CEC, Board Room

LEADERSHIP SESSION: POSITIONS OF ADDED RESPONSIBILITY SELECTION PROCESS

Audience:

Open to all. **Maximum number of participants: 35**

Description:

This session is open to any staff who are considering applying for positions of added responsibility. It will provide information on preparing your application/resume, considerations in preparing for interviews and expectations of leaders in the Halton Catholic District School Board.

Date: **Wednesday, October 23, 2019**

Presenter: Joe O’Hara and Darlene Ilczyna

Time: 4:30 p.m.—6:30 p.m.

Location: CEC, Board Room

LEADERSHIP SESSION: TEACHER-IN-CHARGE

Those discerning leadership in schools are encouraged to look for opportunities to assume leadership roles in their schools. The role of Teacher-in-Charge is one such opportunity. Those interested in this role should speak with their Principal.

Audience:

Teachers who are delegated authority by their Principal to act as Teacher-in-Charge/Assistant to the Principal in the absence of both the Principal and Vice Principal(s).

Description:

This in-service is provided annually for all teachers who have been delegated authority by their Principal to act as Teacher in Charge at their school. The in-service will focus on:

- ◆ The Role of Teacher-in-Charge
- ◆ Progressive Discipline
- ◆ Conducting an Investigation
- ◆ Reporting Incidents
- ◆ Police Protocol
- ◆ Fire Plan
- ◆ Conflict Resolution

Date: **Tuesday, September 17, 2019**
Time: 8:30 a.m. – 3:00 p.m.
Location: St. Patrick's Parish Hall
196 Kenwood Avenue, Burlington

THE CATHOLIC LEADERSHIP PROGRAM

Audience:

This Catholic Leadership Program is a two year program of education, relationship building, and discernment designed for those considering an academic leadership position within the Halton Catholic District School Board.

Candidates must possess a minimum of three (3) years successful teaching experience, inclusive of one (1) successful year with the Halton Catholic District School Board.

This program is for candidates who submitted the Leadership Candidate nomination form in June and were accepted into the program for September.

Program Components:

The Catholic Leadership Development program is divided into two (2) modules. Participants are required to complete three (3) mandatory sessions in each of Module I and Module II. In addition to the mandatory sessions, participants are required to participate in two (2) additional leadership sessions of their choice, from the optional leadership sessions in the Annual Leadership Journey Program Guide, as well as one Faith Formation session in each module year in the program guide. Over the course of the two-year program, participants are also required to complete one First Nations On-Reserve Training opportunity, and one Self-Awareness session listed in the Program Journey Guide. Candidates in Module I are required to attend an introductory session.

Year 1 - Module 1 Requirements	Year 2 – Module 2 Requirements	Additional Requirements over the Two-Year Program
<ul style="list-style-type: none"> ◆ One Introductory Session ◆ All Three Mandatory Sessions ◆ Two Optional Sessions ◆ One Faith Leadership Session 	<ul style="list-style-type: none"> ◆ All Three Mandatory Sessions ◆ Two Optional Sessions ◆ One Faith Leadership Session 	<ul style="list-style-type: none"> ◆ One First Nations On-Reserve Training Opportunity ◆ One Self-Awareness Session

THE CATHOLIC LEADERSHIP PROGRAM

MANDATORY SESSIONS:

Participants in Modules 1 and 2 are to register for all mandatory sessions.

Date: **Wednesday, November 13, 2019**
Time: 7:00 p.m.– 9:00 p.m.
Location: Jean Vanier CSS, Milton
Presenter: David Wells
Topic: Becoming Who You Are! Leadership According to Pope Francis.

Date: **Thursday, February 27, 2020**
Time: 7:00 p.m.– 9:00 p.m.
Location: Holy Trinity CSS, Burlington
Presenter: Various Carousels
Topic: Leadership Journeys

Date: **Wednesday, May 13, 2020**
Time: 7:00 p.m.– 9:00 p.m.
Location: Corpus Christi CSS, Burlington
Presenter: Pat Daly, HCDSB Director of Education
Topic: Catholic Leadership in HCDSB

THE CATHOLIC LEADERSHIP PROGRAM

MODULE 1 PARTICIPANTS

Participants must register for the following session:

Audience:

Leadership candidates in Module 1.

This session will provide Module 1 candidates an overview of the leadership program and the vision for Catholic leadership in Halton. Candidates will have an opportunity to become familiar with the Ontario Catholic Leadership Framework and supporting resources.

Session Topic: Beginning the Leadership Journey

Presenter: Lorrie Naar
Date: **Tuesday, October 22, 2019**
Time: 4:30 p.m. —6:00 p.m.
Location: CEC, Board Room

THE CATHOLIC LEADERSHIP PROGRAM

Session Topic: **Great Leadership starts with Self-Awareness**

“The first and main challenge involved in being a good or great leader (or person) is waking up to what’s happening in the present moment and coming to know yourself in a deeper and more mindful way.” Beatrice Chestnut, *The Nine Types of Leadership*, p. 4

Self-Awareness is one of the most important capacities that leaders need to develop. It is important that as leaders we understand what motivates us, and what our strengths and weaknesses are. Knowing as much as possible about our own personality, including how others see us is key to self-awareness.

This session will introduce participants to the Enneagram as a tool that is helpful for us in becoming more self-aware. The Enneagram is helpful in supporting the conditions that every leader must meet in order to be effective, including:

Self-awareness to support better decisions, strategies, and relationships among leaders.

Leaders must know what drives them. It’s critical to know why we do what we do.

Leaders’ commitment to growth. Once we know our type and its pitfalls, we can discover how to overcome them.

Leaders must see the best in their staff and be committed to the growth of their staff. We tend to think most people are like us. But they’re not. The Enneagram reveals just how different we are. As leaders are committed to their own growth, effective leaders are dedicated to helping their staff grow as well.

Candidates in [Module 1](#) of the Catholic Leadership Program are required to take one of these sessions over the course of the 2 year program. Current candidates in [Module 2](#) (Year 2 of the Program) are required to take one of the self-awareness sessions as one of their two optional session selections (for the 2019- 20 year only). There are several sessions offered to accommodate schedules.

Once candidates are registered, they will be required to complete the online Enneagram Type Indicator Test prior to attending the session. Candidates will be contacted with directions for accessing the test. Candidates will be asked to bring their confidential results with them to the session.

Presenters: Lorrie Naar and Cathy Horgan

Available Dates: **Thursday, January 16, 2020**

Thursday, April 2, 2020

Wednesday, April 29, 2020

Time: 4:30 p.m. —6:00 p.m.

Location: CEC, Board Room

THE CATHOLIC LEADERSHIP PROGRAM

OPTIONAL SESSIONS:

Participants are to register for two optional sessions.

Audience:

Leadership candidates in Modules 1 & 2.

Please Note: These sessions are offered first to our candidates currently enrolled in Module 1 or 2. Those who have graduated from the program may attend if there is space available. For those who have graduated from leadership and wish to attend, please contact Elizabeth Trolio at TrolioE@hcdsb.org to register.

Session Topic: Catholic Leadership in a Unionized Environment

Presenter: Joe O’Hara
Date: **Thursday, December 5, 2019**
Time: 4:30 p.m. — 6:30 p.m.
Location: CEC, Board Room

Session Topic: Emotional Intelligence

Presenter: Catholic Principals Council of Ontario (CPCO)
Date: **Thursday, December 12, 2019**
Time: 4:30 p.m. — 6:30 p.m.
Location: CEC, Board Room

THE CATHOLIC LEADERSHIP PROGRAM

OPTIONAL SESSIONS:

Session Topic: **Habits of Effective Catholic School Leaders**
Presenter: Catholic Principals Council of Ontario (CPCO)
Date: **Tuesday, January 28, 2020**
Time: 4:30 p.m. — 6:30 p.m.
Location: CEC, Board Room

Session Topic: **Courageous Conversations - Going Deeper (Part 2)**
Presenter: Catholic Principals Council of Ontario (CPCO)
Date: **Tuesday, February 25, 2020**
Time: 4:30 p.m. — 6:30 p.m.
Location: CEC, Board Room
**Note: Part 1 of this session was offered in 2018-2019.*

Session Topic: **School Improvement Monitoring**
Presenter: Catherine Serafim
Date: **Thursday, March 5, 2020**
Time: 4:30 p.m. — 6:30 p.m.
Location: CEC, Board Room

Session Topic: **Companions on the Journey**
Presenter: Catholic Principals Council of Ontario (CPCO)
Date: **Tuesday, April 28, 2020**
Time: 4:30 p.m. — 6:30 p.m.
Location: CEC, Board Room

THE CATHOLIC LEADERSHIP PROGRAM FAITH LEADERSHIP SESSIONS

Participants are to register for one faith session.

Audience:

Leadership candidates in Modules 1 or 2.

This session will explore our personal faith and the intersections with Catholic leadership through reflections on our Baptismal call in the context of *Renewing the Promise*. Participants will explore their gifts and charisms that they can bring to leadership in a Catholic System.

Sessions are offered at three times throughout the year so that candidates can choose the session that best aligns with their schedule and competing demands. Candidates are invited to sign up on Event Registration for one of the three dates offered. The completion of one Faith leadership session is a mandatory component to the program annually.

Session Topic: **Personal Faith and Leadership: A Reflection on our Baptismal Call**

Presenter: Lorrie Naar

Dates: **Thursday, January 9, 2020**
Wednesday, March 11, 2020
Tuesday, March 24, 2020

Time: 4:30 p.m.—6:30 p.m.

Location: CEC, Board Room

LEADERSHIP DEVELOPMENT SESSION: INDIGENOUS ON-RESERVE LEARNING OPPORTUNITY

Participants are required to register for one on-reserve learning opportunity by the end of the two years of the leadership program.

Audience:

Leadership candidates in Modules 1 or 2.

Session Topic: Aboriginal History, Culture and Issues

One of the goals for education in the province is that we close achievement gaps for First Nations, Metis and Inuit students, as well as increasing our own awareness of Aboriginal history, culture and issues. The recently released Truth and Reconciliation Commission Report also urges schools, teachers and leaders to build “student capacity for intercultural understanding, empathy and mutual respect”. This on-reserve experience will give participants an opportunity to authentically learn about the experience of First Nations peoples in this country, both as its original inhabitants, as well as participants in the process of colonization. A visit to the site of the Mohawk Institute Residential School and a guided tour by a survivor is part of this experience. Depending on the opportunity for scheduling guests, this will be a one to two day workshop. The location of the learning session is Six Nations Reserve, Ohsweken, Ontario (near Brantford). It is a highly recommended experience to further develop an equity lens on your leadership practices.

Dates: **TBD**

Location: Six Nations Reserve, Ohsweken, ON

Supply coverage will be provided and details will be shared upon registration on StaffNet’s Event Registration.

AWAITING

LEADERSHIP SESSION: PREPARING FOR THE ROLE OF PRINCIPAL / VICE PRINCIPAL

Audience:

This program is open to teachers and Vice-Principals who have been placed in the Elementary or Secondary Vice-Principal or Principal pool. This program will allow participants to enter into learning experiences that will assist them as they move from their role as classroom teacher to the role of Vice Principal or from their role as a Vice Principal to the role of Principal.

***Participants will be contacted by the Superintendent responsible for Leadership with details and registration information.**

The sessions will include:

- ◆ Creating a positive professional network of colleagues
- ◆ Examining the Catholic Leadership Framework, “Profile of a Catholic Leader”
- ◆ Use of the Leadership Self-Assessment tool to inform professional goals
- ◆ Conflict Resolution
- ◆ Case studies
- ◆ Issues in Special Education
- ◆ Increasing knowledge of operational processes and procedures, resources and services (i.e. Human Resources, scheduling, Business Services, safe schools, school facilities, etc.)

Dates: **Thursday, November 7, 2019**
 Thursday, January 30, 2020
 Thursday, March 26, 2020
 Thursday, May 21, 2020

Time: 4:30 – 6:30 p.m.

Location: CEC, Board Room

MENTORING

MENTORSHIP FOR NEWLY APPOINTED LEADERS

Audience:

This Mentoring program is for newly appointed leaders in the first two years in the role as they learn with and from experienced leaders and develop relationships grounded in trust, respect and on-going learning.

Catholic Learning Community/Coaching Sessions:

Date: **Wednesday, October 16, 2019**
Time: 8:45 – 3:00 pm – Mass included in the day.
Location: St. Patrick Parish Hall
Presenter: John Kostoff
Topic: Accompanying Each Other on the Journey

Date: **During November 2019**
Time & Location: TBD by Dyad
Topic: Focus on Learning Plan

Date: **Thursday, December 5, 2019**
Time: 8:45 – 11:30 am
Location: St. John (O) School Library
Presenter: Jeff Crowell and Police Liaison Officers
Topic: Safe Schools

Date: **Thursday, February 27, 2020**
Time: 8:45 – 11:30 am
Location: St. John (O) School Library
Presenter: Sita Jayaraman
Topic: Equity and Inclusion

Date: **During March 2020**
Time & Location: TBD by Dyad
Topic: Focus on Learning Plan

Date: **Thursday, May 14, 2020**
Time: 8:45 – 3:00 pm - Mass in pm
Location: St. Patrick Parish Hall
Presenter: Most Reverend Douglas Crosby, Bishop of Hamilton
Topic: Go Forth and Be Joyful Disciples

LEADERSHIP SESSIONS: EXPLORING THE ROLE OF SUPERVISORY OFFICER

Audience:

These sessions are offered to administrators and managers with four (4) or more years of experience in their role who wish to learn more about the Supervisory Officer role.

Session Dates:

Presenter: Lorrie Naar, Superintendent of Education

Date: **Thursday, March 26, 2020**

Time: 9:30 a.m. – 11:30 a.m.

Location: CEC, Trustee’s Meeting Room

Date: **Tuesday, May 12, 2020**

Time: 1:30 p.m.– 3:30 p.m.

Location: CEC, Trustee’s Meeting Room

LEADERSHIP SESSIONS: EQUITY & INCLUSIVE EDUCATION LEADERSHIP DEVELOPMENT SESSIONS

Audience:

This session is open to all staff; in particular to those who are interested in leadership within the Halton Catholic District School Board.

Those who have graduated from the Leadership Modules 1 and 2 may find this opportunity beneficial for their professional learning as they continue their leadership journey.

Session: Equity & Inclusive Education Training

This is an interactive, experiential course that includes learning on key concepts related to equity and inclusion, opportunities for self-reflection, discussion time and review of case studies to support student achievement and wellbeing with an equity lens.

Topics:

- ◆ Equity & Inclusion in Education
- ◆ Indigenous Knowledge: Pre and Post Contact
- ◆ Ministering to those in Poverty, LGBTQ & Non-Catholic Students from a Catholic Lens
- ◆ Understanding Islam and the Impact of Islamophobia
- ◆ Deconstructing Anti-Black Racism and the Impact on Students
- ◆ Supporting Newcomer Students

Dates: March 25, 2020

April 15, 2020

April 29, 2020

May 21, 2020

May 27, 2020

June 3, 2020

Time: 4:30 p.m. – 8:30 p.m.

Location: St. Joan of Arc CES (2912 Westoak Trails, Oakville)

In order to participate in the course, we ask that participants attend all six (6) sessions. Each session builds upon the concepts of the previous session. The learning experience this course provides extends beyond the cognitive level and encompasses the whole person, including their emotions and experiences.

*Please note: All sessions must be completed to earn a certificate.

For more information, please refer to the associated memo or contact:

Sita Jayaraman (jayaramans@hcdsb.org).

ON-GOING

P/VP DEVELOPMENT SESSIONS

Audience: Principals and Vice-Principals

This series is open to all Halton Catholic District School Board Principals and Vice-Principals.

Description:

These sessions are designed to build capacity in a number of areas determined by a needs assessment completed by current Principals and Vice-Principals.

Session topics may include, but are not limited to:

- ◆ Conducting Performance Appraisals
- ◆ Dealing with Conflict through a Catholic Lens
- ◆ Budgeting and Finances
- ◆ Parent Engagement
- ◆ Media/Dealing with Media/Communications
- ◆ Mental Health Supports

Dates: **Tuesday, October 8, 2019**
 Wednesday, November 6, 2019
 Wednesday, January 29, 2020
 Wednesday, March 25, 2020

Time: 1:00 – 3:00 p.m.

Location: CEC, Board Room

ON-GOING

LEADERSHIP DEVELOPMENT WORKSHOPS FOR CORPORATE STAFF

Audience: Corporate Staff

This series is offered to all Halton Catholic District School Board Corporate/Central Office staff.

Description:

Sunrise / Lunch and Learn Session. These informative sessions will provide corporate staff an opportunity to learn more about a variety of topics. These sessions will be offered either in a 'Sunrise' 8:00 am to 9:30 am or 'Lunch and Learn' 11:30 a.m. to 1:00 p.m. format.

Sessions are available to all Corporate/Central Office staff as an opportunity to network with their colleagues from within and across departments.

Session topics and dates will be posted.

Date(s): **Dates to be determined**

Location: CEC, Board Room



REGISTRATION FOR LEADERSHIP SESSIONS

- ◇ On HCDSB “StaffNet” click on “Event Registration”
- ◇ Identify the session(s) you would like to attend and click on “Sign Up” You will receive confirmation of your registration via email
- ◇ Where appropriate, please record your absence on SmartFind Express using the supply code provided on Event Registration

Contact Elizabeth Trolio at TrolioE@hcdsb.org, or by telephone at 905-632-6300, extension 135, if you have questions.

 **NOTES**

*Front Cover Image : **Road to Emmaus** by Daniel Bonnell (www.bonnellart.com)*



“Staff Development...accompanying one another on our journey of learning for a Christ-centered and student focused education”



MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: June 17, 2019
 Time: 6:30 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

Members Present	B. Agnew (Chair)	J. Lim
	M. Arnold	A. Louca-Ricci
	M. Arteaga	M. Lourenco
	D. Bardon	P. Moran
	R. Barreiro	R. Quesnel
	D. Hotopeleanu (Vice Chair)	D. Rabenda
	H. Karabela	L. Stephenson
		T. Veale

Staff Present

- C. Cipriano, Superintendent of Special Education Services
- P. Daly, Director of Education
- A. Bator, Special Education Consultant
- C. Bauman, Special Education Consultant
- G. Brown, Chief of Mental Health Programming
- A. Flis, Special Education Consultant
- O. Foese, Chief of Psychological Services
- D. Kattlus, Manager, Educational Assistants
- L. Keating, Chief Officer, Research & Development
- D. Kollee, Chief Speech Language Pathologist
- A. Lofts, Superintendent Business Services
- K. McCarthy, Special Education Consultant
- J. McInnis, Itinerant SERT
- W. Reid-Purcell, Special Education Coordinator
- L. Vacca, Special Education Consultant
- Z. Walters, Researcher

Members Excused

- T. Beattie
- M. Duarte
- Y. Taylor

Members Absent

- N. Guzzo
- C. Parreira

Recording Secretary

- A. Hughes
- J. Crew

1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer

The meeting opened at 6:31 p.m. with a prayer led by the Chair.

1.2 Approval of Agenda

Moved by: D. Rabenda

Seconded by: R. Quesnel

RESOLVED, that the agenda be accepted as received.

CARRIED

2. Presentations

2.1 Budget Presentation (A. Lofts)

A. Lofts, Superintendent of Business Services presented the 2019-2020 Board level and Special Education Budget information. The presentation is attached.

2.2 Gifted Program Parent Survey (Dr. L. Keating)

Dr. L. Keating introduced Zoe Walters, Researcher with HCDSB and they presented the gifted parent survey results summary. The presentation is attached.

B. Agnew advised that further questions can be emailed to Dr. L. Keating.

2.3 Year in Review (Special Education Staff)

C. Cipriano introduced the Special Education staff present and thanked the Trustees and Director for their support of special education.

D. Kollee presented a video, 'Special Education 2019' that she, in collaboration with special education staff, created for SEAC. The compilation showcased the collaborative work and successes in special education over the 2018-2019 school year.

C. Cipriano will inquire to see if the presentation can be uploaded to the SEAC website page and/or YouTube.

Staff concluded by answering questions.

W. Reid-Purcell noted that a discussion can take place at the next leadership meeting regarding the feasibility of parent calls in to the ABA Tele-Support phone line. C. Cipriano added that the Behaviour Analysts developed postcards that describe the Walk-In and Tele-Support services available for staff. The postcards are in schools. C. Cipriano will provide a copy of the postcards to SEAC.

C. Cipriano will provide the messaging on Roots of Empathy to share with associations.

D. Hotopeleanu thanked Joan Crew who is retiring.

3. Actions to be taken

3.1 Minutes of the May 27, 2019 SEAC Meeting

Moved by: D. Rabenda

Seconded by: P. Moran

RESOLVED, that the minutes of the May 27, 2019 SEAC Meeting be approved as presented.

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

4. Declarations of Conflict of Interest

No conflicts of interest were declared.

5. Business Arising from Previous Meeting

6. Action and Information Items

6.1 SEAC Communication Protocols (Chair)

The Chair noted there were 2 parts to the discussion on SEAC communication protocols.

A communication plan for SEAC stakeholder engagement around the work SEAC is doing. B. Agnew met with A. Swinden from the HCDSB Communications Department and C. Cipriano around developing a communication plan for SEAC. They discussed the possibility of a twitter account, what that would look like, what information SEAC would include, etc.

The Chair also noted that previous SEAC Soundbytes became difficult to produce every month, so maybe looking at a SEAC Newsletter that would be published 3 times a year.

B. Agnew asked members to provide their thoughts on a communication plan and to look at putting together a subcommittee to figure out how the plan would look. It was noted that goals for social media would need to be consistent, timely and constitute information stakeholders want to know about.

Members were asked to let the Chair know if they had any questions and a Communications Plan will be added to the September agenda.

The Chair noted that SEAC members, in their role, have the opportunity to reach out directly to staff members to ask questions; and these communications have always been done in good faith. Recently an email chain to staff was subsequently shared with an association distribution group. When corresponding with staff, SEAC members are asked to please be aware of the disclaimer at the bottom of staff emails outlining *that it is intended only for the person(s) to whom it is addressed, etc.*

6.2 Equity and Inclusive Education Policy No. II-45

The Policy will be presented at the June 18th Board meeting to the Board. Questions and comments can be sent to B. Agnew to take to the Board meeting. If not able to meet the deadline, staff will bring it back to policy to review SEAC recommendations.

7. Communication to SEAC

7.1 Superintendent Report

C. Cipriano pointed out that his usual updates were captured in the staff Year in Review presentation and highlighted some celebration events such as the Torch Run, the Track and Field event, the Deaf

and Hard of Hearing picnic and Life Skills Prom.

7.2 Trustee Reports

H. Karabela provided updates on:

- Tuesday June 18, 2019 is the last Board meeting of the year. Highlighted agenda items are:
 - Final approval on surveillance cameras on school busses
 - New policy on optional French programming (early and extended)
 - Feasibility of clustered classes and or accelerated learning opportunities in secondary schools that currently have Advanced Placement; a staff report will go to the Board in September
 - Policy on Service animals in school will come to SEAC for stakeholder feedback once passed first reading
 - Construction reports
 - Budget
 - Graduations

8. Next Agenda: Meeting Monday, September 30, 2019

The agenda will include the Service Animal Policy, Autism Ontario Presentation and SEAC Communication Plan.

9. Adjournment

9.1 Resolution re Absentees (Chair)

Moved by: D. Rabenda

Seconded by: M. Lourenco

RESOLVED, that T. Beattie, M. Duarte, Y. Taylor be excused.

CARRIED

9.2 Adjournment and Closing Prayer (Chair)

Moved by: D. Hotopeleanu

Seconded by: M. Lourenco

RESOLVED, that the meeting adjourn.

CARRIED

The meeting adjourned at 8:45 p.m. with a prayer led by the Chair.

2019-2020 Special Education

Special Education Advisory Committee

Monday, June 17, 2019

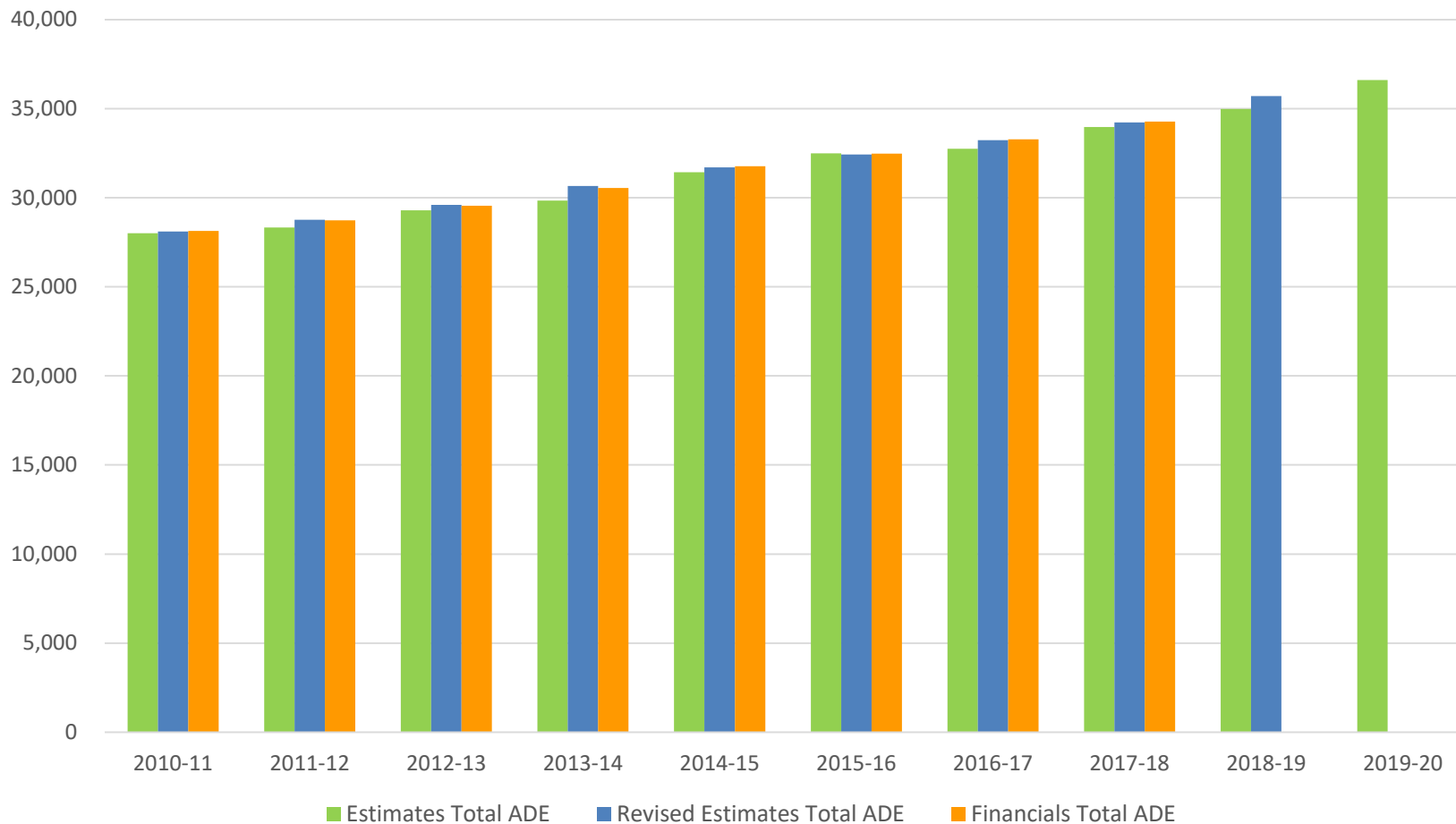
Presentation Overview

1. HCDSB's Estimated Enrolment
2. Budget Consultation Survey
3. HCDSB Estimated Revenues and Budget Challenges
4. HCDSB Estimated Expenses
5. HCDSB Estimated Financial Position
6. HCDSB Estimated Special Education Revenues
7. HCDSB Estimated Special Education Expenses

2019-20 Budget Estimates Draft: Enrolment

Enrolment Trends

10 Year Overall ADE Comparison



NOTE: Enrolment trends exclude International Students, currently projected at 26 ADE for elementary and 170 ADE for secondary.

2019-20 Budget: Consultation Survey

2019-20 Budget Consultation Survey: Four Strongest Themes

- **Theme: Focus on Academic Achievement (29%)**
 - Impact on classroom was focus when deciding potential changes
- **Theme: Invest in Students (23%)**
 - Focused on classroom;
 - Alternative delivery of professional development;
 - All available revenue allocated to the system
- **Theme: Special Education (22%)**
 - Educational Assistants hired as part of Local Priorities funding retained;
 - Additional 19 Educational Assistants added
- **Theme: Classroom Technology (22%)**
 - Continue improvement of infrastructure in our schools

2019-20 Budget: Estimated Revenue and Challenges

2019-20 Revenue Allocation

Revenue Source	2019-20 Budget Estimates	2018-19 Revised Estimates	2017-18 Actuals
Legislative Grants	\$294,231,000	\$295,194,000	\$275,779,000
Municipal Taxes	\$91,228,000	\$86,906,000	\$87,055,000
TOTAL GSN	\$385,459,000	\$382,100,000	\$362,834,000
Other Provincial Grants	\$1,804,000	\$4,045,000	\$4,310,000
Government of Canada	\$2,593,000	\$2,610,000	\$2,947,000
Tuition Fees	\$2,539,000	\$2,975,000	\$3,079,000
Use of Schools/Rentals	\$1,475,000	\$1,475,000	\$1,369,000
Education Development Charges	\$7,000,000	\$7,000,000	\$6,909,000
School Generated Funds	\$13,000,000	\$13,000,000	\$12,568,000
DCC Amortization	\$18,446,000	\$16,296,000	\$17,723,000
Other Revenue	\$3,274,000	\$3,928,000	\$7,872,000
OPERATING REVENUE (\$)	\$435,590,000	\$433,429,000	\$419,611,000
OPERATING REVENUE PERIOD-OVER-PERIOD CHANGE (%)	0.50%	3.29%	
Land Revenue	(\$7,000,000)	(\$7,000,000)	(\$5,855,000)
(Surplus) Deficit - Operating	\$909,000	(\$196,000)	(\$283,000)
Transfer from Internally Appropriated Reserves	\$534,000	(\$573,000)	(\$3,487,000)
PSAB Adjustment	(\$645,000)	(\$635,000)	(\$770,000)
TOTAL AVAILABLE REVENUE AFTER PSAB ADJUSTMENTS	\$429,388,000	\$425,025,000	\$409,216,000
TOTAL PERCENTAGE CHANGE	1.03%	3.86%	

* "Other Revenue" Includes: Interest; Secondments; Miscellaneous; Donations and Commissions.

2019-20 Budget Challenges

GSN Allocation Reductions

- Secondary teachers funded at 28-to-1; however HCDSB's collective agreements are at 22-to-1 without any additional funding;
- Elimination of Secondary Programming amount;
- ECE's funded at 1 per teacher (previously 1.14 per teacher);
- Discontinuation of Local Priorities Fund, HR Transition Supplement, and Cost Adjustment for Non-Teachers.

Shortfall of Attrition Protection Allocation

- Currently, there is a projected shortfall of \$3.5 million for secondary panel as staffing levels are required to follow the collective agreement at the 22-to-1 ratio.

2019-20 Budget Challenges

How Revenue Reductions Were Addressed

- No transfers to operating and capital reserves.
- Reduction of 6% to departmental and school budgets.
- Reduction in professional development budget.
- Redeploying central teachers (ESL/consultants/itinerants) to the classroom or not replacing upon appointments to P/VP roles.
- Reducing staffing levels through attrition.
- Identifying savings in operating costs, such as bank interest and cell phone plans.

2019-20 Budget Challenges

Special Education Shortfall

- Projected shortfall of \$3.4 million.
- Due to:
 - Addition of 19.0 FTE Educational Assistants based on growth and need.
 - Discontinuation of Local Priorities Fund and uncertainty of PPF.

Transportation Shortfall

- Projected shortfall of \$137,000.
- Identified cost savings and efficiencies of \$364,000 by changing the bell times to reduce the number of new buses required. Without bell time change, shortfall is \$501,000

2019-20 Budget: Estimated Expenses

2019-20 Expense Allocation

Expense	2019-20 Budget Estimates	2018-19 Revised Estimates	2017-18 Actuals
Operating Expenses			
Salary & Wages	\$287,863,000	\$284,006,000	\$270,432,000
Employee Benefits	\$47,940,000	\$47,628,000	\$44,778,000
Professional Development	\$911,000	\$1,555,000	\$1,600,000
Supplies & Services	\$27,179,000	\$29,220,000	\$25,763,000
Operating Interest	\$27,000	\$50,000	\$54,000
Rentals & Leases	\$4,433,000	\$4,136,000	\$3,588,000
Fees & Contractuals	\$18,443,000	\$17,356,000	\$15,670,000
Other	\$751,000	\$1,449,000	\$4,641,000
Leases / Rentals	\$1,157,000	\$1,150,000	\$1,021,000
TOTAL OPERATING EXPENSES	\$388,704,000	\$386,550,000	\$367,547,000
Capital Expenses	\$7,913,000	\$8,517,000	\$9,089,000
School Generated Funds	\$13,000,000	\$13,000,000	\$12,424,000
Amortization Expenses	\$19,786,000	\$17,594,000	\$20,323,000
PSAB Adjustments	(\$645,000)	(\$636,000)	(\$167,000)
TOTAL EXPENSES AFTER PSAB ADJUSTMENTS	\$428,758,000	\$425,025,000	\$409,216,000
Percentage Change	0.88%	3.86%	

2019-20 Staffing Changes - TOTAL

EMPLOYEE GROUP	POSITIONS	REASON	FTE
Elementary Teachers (OECTA Elementary)	Elementary Teachers	Growth	16.0
TOTAL ELEMENTARY TEACHERS			16.0
Secondary Teachers (OECTA Secondary)	Secondary Teachers	Growth	10.3
TOTAL SECONDARY TEACHERS			10.3
School Support Staff (CUPE)	Educational Assistants	Growth	19.0
	Early Childhood Educators	Based on current enrolment levels	2.0
	School Administration Staff	Redundancy due to discontinuation of funding	(7.0)
	Custodial staff	Attrition	(3.0)
	Library Technician	Unfilled Vacancy	(0.5)
TOTAL SCHOOL SUPPORT STAFF			10.5
TOTAL STAFFING ENHANCEMENTS			36.8

2019-20 Staffing Changes-ELEMENTARY

EMPLOYEE GROUP	POSITIONS	REASON	FTE
Elementary Teachers (OECTA Elementary)	Elementary Teachers	Growth	16
Elementary Teachers (OECTA Elementary)	Elementary Teachers	Added Back to Classroom	6
TOTAL ELEMENTARY TEACHERS ADDED TO CLASSROOM			22
Elementary Teachers (OECTA Elementary)	Elementary Teachers	Consultants or Itinerants Promoted/Retired/LTO not extended	5.5

2019-20 Staffing Changes-SECONDARY

EMPLOYEE GROUP	POSITIONS	REASON	FTE
Secondary Teachers (OECTA Secondary)	Secondary Teachers	Growth	10.3
Secondary Teachers (OECTA Secondary)	Secondary Teachers	Added Back to Classroom	14.3
TOTAL SECONDARY TEACHERS ADDED TO CLASSROOM			24.6
Secondary Teachers (OECTA Secondary)	Secondary Teachers	Consultant Promoted	1

2019-20 Budget: Estimated Financial Position

2019-20 Financial Position: Available for Compliance

ESTIMATED 2019-20 FINANCIAL POSITION	OPENING BALANCE	IN-YEAR CHANGE	CLOSING BALANCE
Operating Surplus	\$1,026,000	(\$278,000)	\$748,000
Internally Restricted Reserves			
Operating Reserve (Working Funds Reserve)	\$5,206,000		\$5,206,000
Indigenous Reserve	\$0		\$0
Capital Reserve	\$8,634,000	(\$750,000)	\$7,884,000
Capital Capacity Planning Reserve	\$71,000		\$71,000
Committed Capital Projects	\$9,586,000	\$292,000	\$9,878,000
Sinking Fund Interest Earned	\$1,367,000	(\$76,000)	\$1,291,000
TOTAL Internally Restricted Reserves	\$24,864,000	(\$534,000)	\$24,330,000
TOTAL ACCUMULATED SURPLUS (DEFICIT) AVAILABLE FOR COMPLIANCE	\$25,890,000	(\$812,000)	\$25,078,000

2019-20 Special Education: Estimated Revenues

2019-20 Special Education Grant

The Special Education Grant provides additional funding for students who need special education programs, services and equipment.

The Special Education Grant is made up of the following components:

- Special Education Per-Pupil Amount (SEPPA);
- Differentiated Special Education Needs Amount (DESNA), previously the High Needs Amount (HNA);
- Special Equipment Amount (SEA);
- Special Incidence Portion (SIP);
- Behaviour Expertise Amount (BEA).

The Special Education Grant can only be used for Special Education expenditures; any unspent amount is treated as deferred revenue.

2019-20 Special Education Revenue

- The Special Education Allocation decreased by \$0.7 million over 2019-20 Revised Estimates
 - SEPPA and SEA **increased** \$831,000 and \$33,000 due to enrolment growth,
 - DESNA **increased** \$844,000 primarily due to changes in the projected Measures of Variability (MOV) amount and projected MOV Spec Ed Statistical Prediction Model,
 - Behavioural Expertise Allocation **increased** \$253,000 (more than doubled),
 - Use of SEA carry-forward **increased** by \$218,000;
 - Local Priorities funding discontinued resulting in **decrease** of \$2.6 million,
 - Self-Contained classroom allocation from Pupil Foundation Grant and Teacher Qualification and Experience Grant **decreased** by \$213,000 (\$200,000 from secondary panel).

2019-20 Special Education Revenue

(cont.)

Grant Revenue:	Enrolment	Amt/Pupil	2019-20
Special Education Per-Pupil Amount (SEPPA)			
JK to 3	11,435.50	\$1,015.60	\$11,613,894
Grades 4 to 8	12,266.50	\$780.12	\$9,569,342
Grades 9 to 12	12,808.10	\$515.04	\$6,596,684
			<u>\$27,779,920</u>
Special Education Equipment Amount (SEA)			
Claims Based Amount			\$400,000
Board Amount			\$10,000
Per-Pupil Amount-Elementary	23,702.00	\$36.10	\$855,666
Per-Pupil Amount-Secondary	12,808.10	\$36.10	\$462,385
			<u>\$1,728,051</u>
Projected Measures of Variability Amount			
Projected Measures of Variability (MOV) Amount			\$3,375,884
Projected MOV Special Education Statistical Prediction Model Amount			\$12,749,978
DSENA Base Amount for Collaboration and Integration			\$459,874
Multi-Disciplinary Team Support Amount			\$397,684
Multi-Disciplinary Teams Other Staffing Resources			\$345,177
			<u>\$17,328,597</u>
Special Incidence Portion (SIP)			
			<u>\$1,300,000</u>

2019-20 Special Education Revenue

(cont.)

Grant Revenue (cont.):	Enrolment	Amt/Pupil	2019-20
Behavioural Expertise			
<i>Behavioural Expertise Board Allocation</i>			\$176,642
<i>Per-Pupil Amount-Elementary</i>	23,702.00	5.83	\$138,183
<i>Per-Pupil Amount-Secondary</i>	12,808.10	5.83	\$74,671
<i>ABA Training Board Allocation</i>			\$1,500
<i>Per-Pupil Amount-Elementary</i>	23,702.00	2.95	\$69,921
<i>Per-Pupil Amount-Secondary</i>	12,808.10	2.95	\$37,784
			<u>\$498,701</u>
Allocation for Pupils in Self-Contained Classes			<u>\$1,800,959</u>
Other Revenues			
Pupil Foundation Grant			<u>\$268,070</u>
Special Education Equipment			
PLUS: SEA Enveloping - Opening Balance		\$857,328	
PLUS: SEA Enveloping - Current Year Allocation		\$1,328,051	
LESS: Amount Estimated Spent in Current Year		(\$1,855,000)	
EQUALS: SEA Enveloping - Ending Carry-Forward Balance		\$330,379	
THUS: SEA Net Change in Carry-Forward Balance			<u>\$526,949</u>
TOTAL			<u>\$51,231,246</u>

2019-20 Special Education: Estimated Expenses

2019-20 Special Education Expenses (cont.)

Expense:	\$
Special Education Resource Teacher Salaries and Benefits	
(Including Secondary Department Heads)	<u>\$18,027,000</u>
Educational Assistant Salaries and Benefits	<u>\$25,047,000</u>
Professionals and Paraprofessionals Salaries and Benefits	
Central Administration Staff	
Secretarial Staff	
Social Workers	
Communicative Disorders Assistants	
Child & Youth Counsellors	
Psychometrists	
Speech & Language Pathologists	
Behaviour Analyst	
	<u>\$8,349,000</u>

2019-20 Special Education Expenses (cont.)

Expense (cont.):	\$
Consultants Salaries and Benefits	
Educational Assistant Supervisors	\$243,000
Special Education Consultants	\$833,000
	<u>\$1,076,000</u>
Non-Spec Ed Salaries and Benefits (under BAGG)	
Superintendent of Special Education	\$0
Administrative Assistant	\$0
	<u>Note 1</u>
	<u>\$0</u>
Total Salaries and Benefits Expense	<u>\$52,499,000</u>
Other Expenditures	<u>\$2,098,000</u>
TOTAL SPECIAL EDUCATION EXPENSE	<u>\$54,597,000</u>

Note 1: The Superintendent of Special Education and Special Education Administrative Assistant's salary and benefits are not part of the Special Education expenses. These are included in the Board Administration & Governance Grant. SpecEd Transportation are covered in the Transportation Allocation.

2019-20 Special Education Expenses

- Salaries and benefits represent \$52.5 million, or 96.2% of the total Special Education budget;
- The remaining \$2.1 million, or 3.8% of the budget is travel, textbooks, classroom materials, supplies, equipment and workshops;
- Overall, Special Education expenditures are \$2.1 million higher than the 2018-19 Revised Estimates;
- **NOTE:** Special Education transportation cost is approximately \$2.1 million and is captured in the Transportation Budget. Also the salary and benefits for the Superintendent and Administrative Assistant of Special Education are covered under the Board Administration and Governance Grant.

2019-20 Special Education Shortfall

SPECIAL EDUCATION REVENUE SHORTFALL:	\$
Special Education Revenue	51,231,000
Special Education Expenditures	54,597,000
Total Special Education Shortfall	(3,366,000)

- Shortfall expected to be approximately \$3.4 million (compared to \$0.6 million at 2018-19 Revised Estimates).
- **NOTE:** Other areas of the GSN are meant to complement special education expenses and help close this gap.

Questions?

2019 Gifted Parent Survey Results

Prepared for the June 17, 2019 SEAC meeting

Presented by:

Laura Keating, Acting Chief Research Officer
Camillo Cipriano, Superintendent of Special Education
Services

Background and Methods

Background

At the Regular Board Meeting held on November 20, 2018, the Board of Trustees approved a motion to conduct a survey of parents with students identified as Gifted.

Methods

- The online survey was developed by Research & Development Services and Special Education Services
- Parents of children who have been identified as gifted through the board's IPRC process were invited to complete the survey between April 24th until May 8th, 2019
- Unique survey links were generated using Qualtrics Survey Software®, and sent to the list of parents identified from the HCDSB student database
- 484 survey links were sent out (243 elementary, 241 secondary)
- 227 completed survey responses were received: 47% response rate
- Responses were graphed, analyses included z-tests and Cronbach's alpha

Summary of Results

- Most parents were satisfied with program options for secondary school
 - 69% and 67% for elementary and secondary, respectively
- 16% and 21% of elementary and secondary respondents, respectively, felt their child's current placement was not meeting their academic needs
- 72% and 61% were happy with their child's current placement for elementary and secondary, respectively
- 46% of elementary respondents (n = 59) would enroll their child in clustered gifted classes in high school, compared to 30% in secondary school
 - New/different placement options in secondary school were not a priority for most secondary parent respondents
- Comparison of responses from the 2018 Gifted Student Survey of secondary students and the current survey were similar
 - Academic achievement, preparation for post-secondary education and social functioning the top three priorities for parents and students
- Results are representative across all schools and grades
 - Findings not representative in subgroups with low sample sizes
- Cronbach's alpha, a measure of internal consistency, was between 0.88 and 0.91 (good to excellent)

Gifted Parent Survey Results - Elementary

Q: How satisfied are you with the current programming options for gifted students at the secondary level, as described above? (n = 127)



The majority of respondents (69%; n = 88) were either satisfied or very satisfied with the current programming options for gifted students at the secondary level.

Gifted Parent Survey Results - Secondary

Q: How satisfied are you with the current programming options for gifted students at the secondary level, as described above? (n = 91)



The majority of respondents (67%; n = 61) were either satisfied or very satisfied with the current programming options for gifted students at the secondary level.

Gifted Parent Survey Results – Implications and Plans

Implications:

- Most parents believe the HCDSB is meeting the needs of their gifted children
- Areas for improvement in the current survey were consistent with the 2018 student survey
- The survey findings here do not appear to be biased in any systematic way; the sample in this report appears to be representative of all grades and schools
 - Exception: parents with students at Notre Dame Secondary School and/or in grade 4
- Important to note that AP and IB are available to all students of the Board

Future Plans:

Research is working with senior staff in three key areas related to these findings:

- 1) A literature review of current best practices for training educators who teach children with exceptionalities, including gifted;
- 2) Evaluating assessment information that has been collected by Psychological Services
- 3) We are revising the School Climate survey, and working towards a Census survey which will be linked to student records.

Thank you for your attention

QUESTIONS?

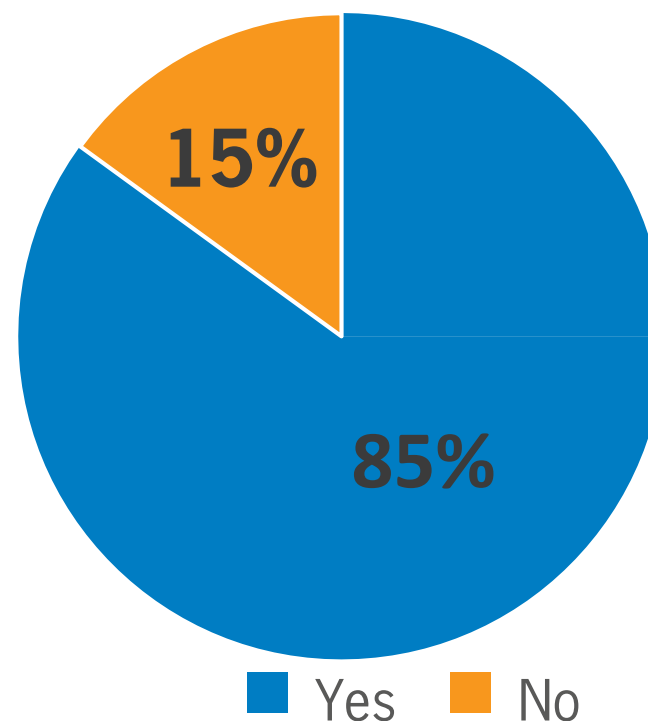


Gifted Parent Survey Results - Elementary

Gifted Parent Survey Results - Elementary

Aggregate survey results are discussed below to summarize participant responses. In total, 136 survey responses were received, resulting in a 56.0% response rate.

Was your child identified as gifted through the HCDSB Gifted screening process? (n = 136)



The majority of respondents (85%; n = 115) indicated that their child was identified as gifted through the HCDSB Gifted screening process. The remaining 21 respondents (15%) indicated that their child was identified externally, via private assessment or at a different school board.

Gifted Parent Survey Results - Elementary

Q: Overall, I am happy with my child's current placement. (n = 136)



The majority of respondents (72%; n = 97) either agreed or strongly agreed that they are happy with their child's current placement. Only 14% of respondents (n = 19) disagreed or strongly disagreed with this statement.

Gifted Parent Survey Results - Elementary

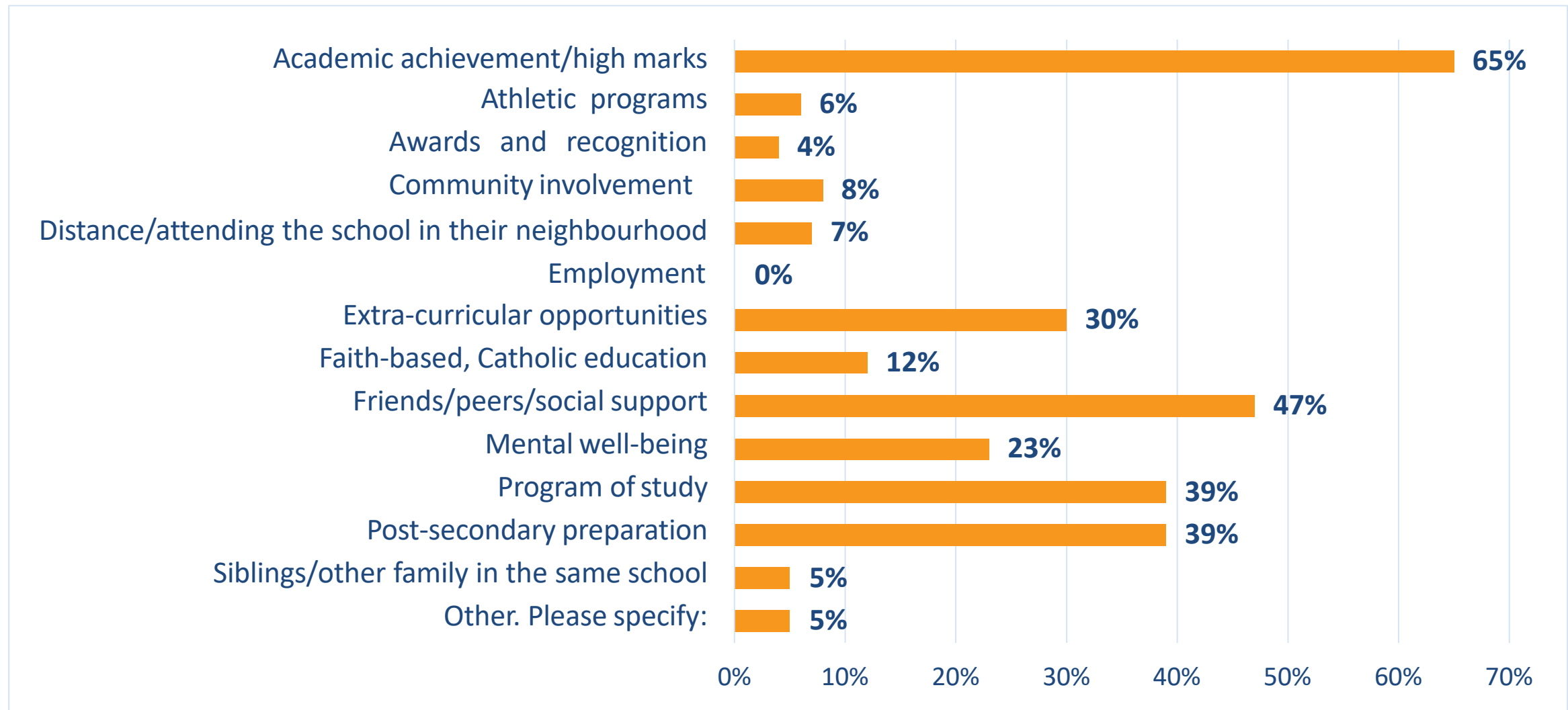
Q: To what extent do you agree or disagree that your child's current IPRC placement meets their academic needs? (n = 136)



■ Strongly Disagree or Disagree ■ Neutral ■ Strongly Agree or Agree

The majority of respondents (69%; n = 94) either agreed or strongly agreed that their child's current IPRC placement meets their academic needs. Only 16% of respondents (n = 22) either disagreed or strongly disagreed.

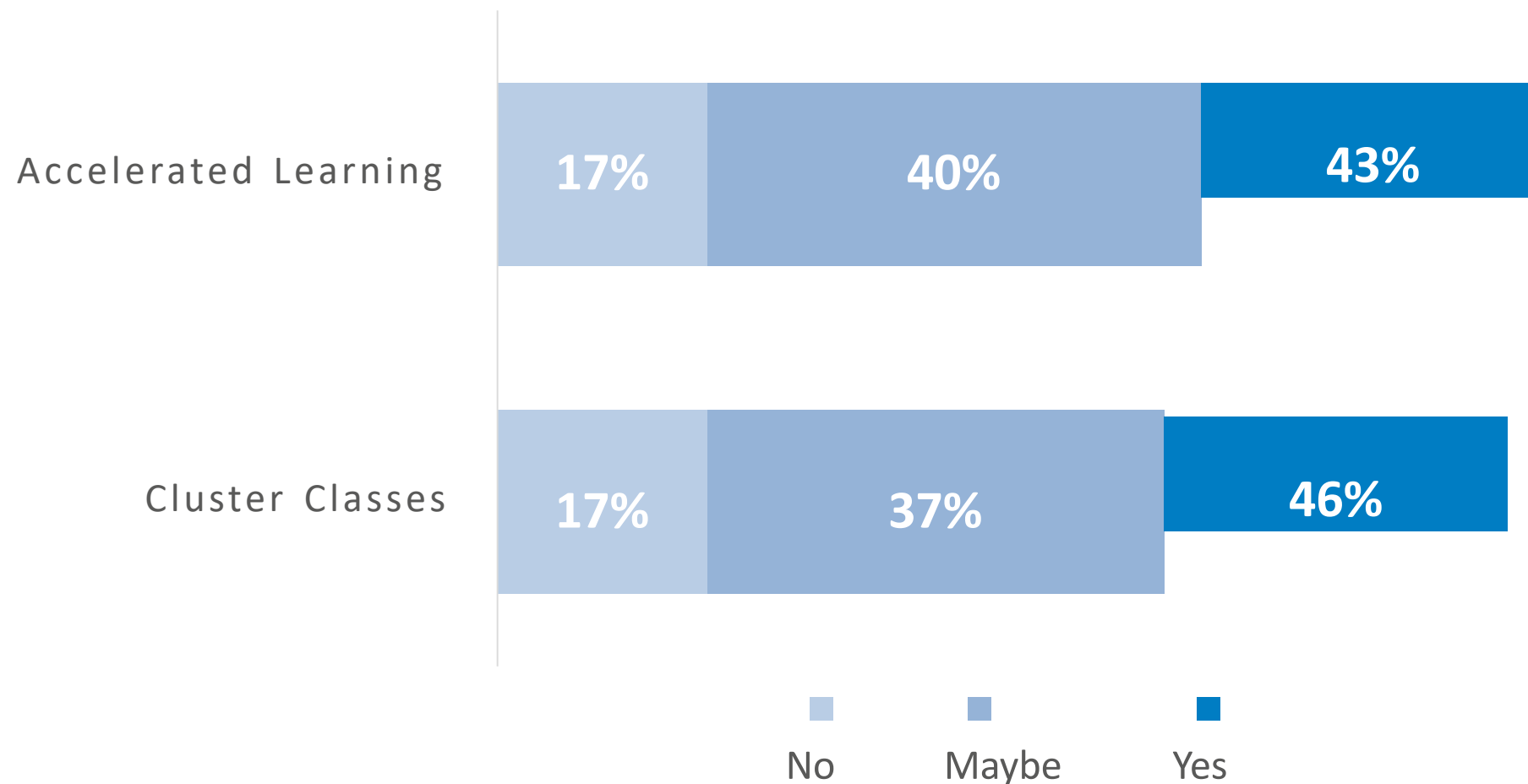
Gifted Parent Survey Results - Elementary



Respondents were asked to select their top three priorities for their child's secondary school experience. Academic achievement/high marks (65%; n = 82)
Friends/peers/social support (47%; n = 60)
Program of study (39%; n = 50)
Post-secondary preparation (39%; n = 50).

Gifted Parent Survey Results - Elementary

Q: The programs below are not currently offered at HCDSB. If these options were to become available when your child enters high school, would you enroll your child in any of the following programs instead of the programs currently available? (n = 127)



Gifted Parent Survey Results - Elementary

Q: Do you have any additional comments? (n = 49)

Forty-nine respondents (36%) provided a comment in the space provided, which were aggregated into three themes:

1) More programming options for secondary students (40.8%; n = 20)

Examples included increasing the number of AP and/or IB sites (n = 11), and adding more programming options for high achieving secondary students (n = 7)

2) Teacher training (22.4%; n= 11)

Examples included having more qualified teachers/SERTs, and more challenge and engagement from staff.

3) Improve programming to better meet students' academic needs (20.4%; n = 10)

Examples included more challenge, support, secondary preparation, enrichment opportunities, etc.

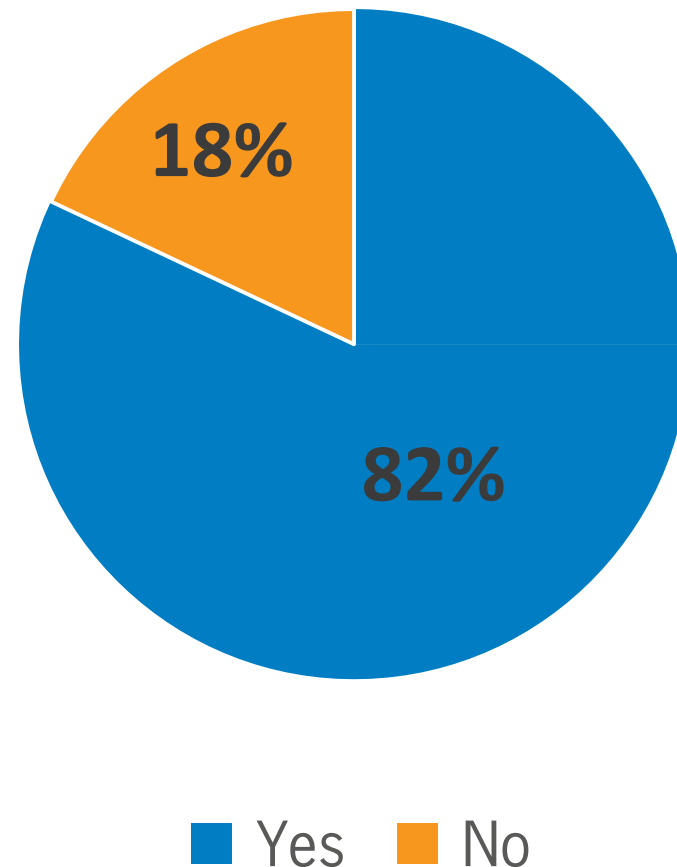


Gifted Parent Survey Report - Secondary

Gifted Parent Survey Results - Secondary

Aggregate survey results are discussed below to summarize participant responses. In total, 91 survey responses were received, resulting in a 37.8% response rate.

Q: Was your child identified as gifted through the HCDSB Gifted screening process? (n = 91)



The majority of respondents (82%; n = 75) indicated that their child was identified as gifted through the HCDSB Gifted screening process. The remaining 16 respondents (18%) indicated that their child was identified externally, via private assessment or at a different school board.

Gifted Parent Survey Results - Secondary

Q: What grade is your child in? (n = 91)

GRADE	PERCENTAGE	COUNT
9	27%	25
10	29%	26
11	22%	20
12	22%	20
TOTAL:	100%	91

Q: What high school does your child attend? (n = 91)

GRADE	PERCENTAGE	COUNT
Assumption	13%	12
Bishop P.F. Reding	27%	25
Christ the King	20%	18
Corpus Christi	9%	8
Holy Trinity	7%	6
Jean Vanier	2%	2
Notre Dame	0%	0
St. Ignatius of Loyola	5%	5
St. Thomas Aquinas	16%	15
Total	100%	91

Gifted Parent Survey Results - Secondary

Q: Overall, I am happy with my child's current placement. (n = 91)



■ Strongly Disagree or Disagree ■ Neutral ■ Strongly Agree or Agree

The majority of respondents (60%; n = 55) either agreed or strongly agreed that they are happy with their child's current placement. Only 14% of respondents (n = 13) either disagreed or strongly disagreed with this statement.

Q: To what extent do you agree or disagree that your child's current program meets their academic needs? (n = 91)



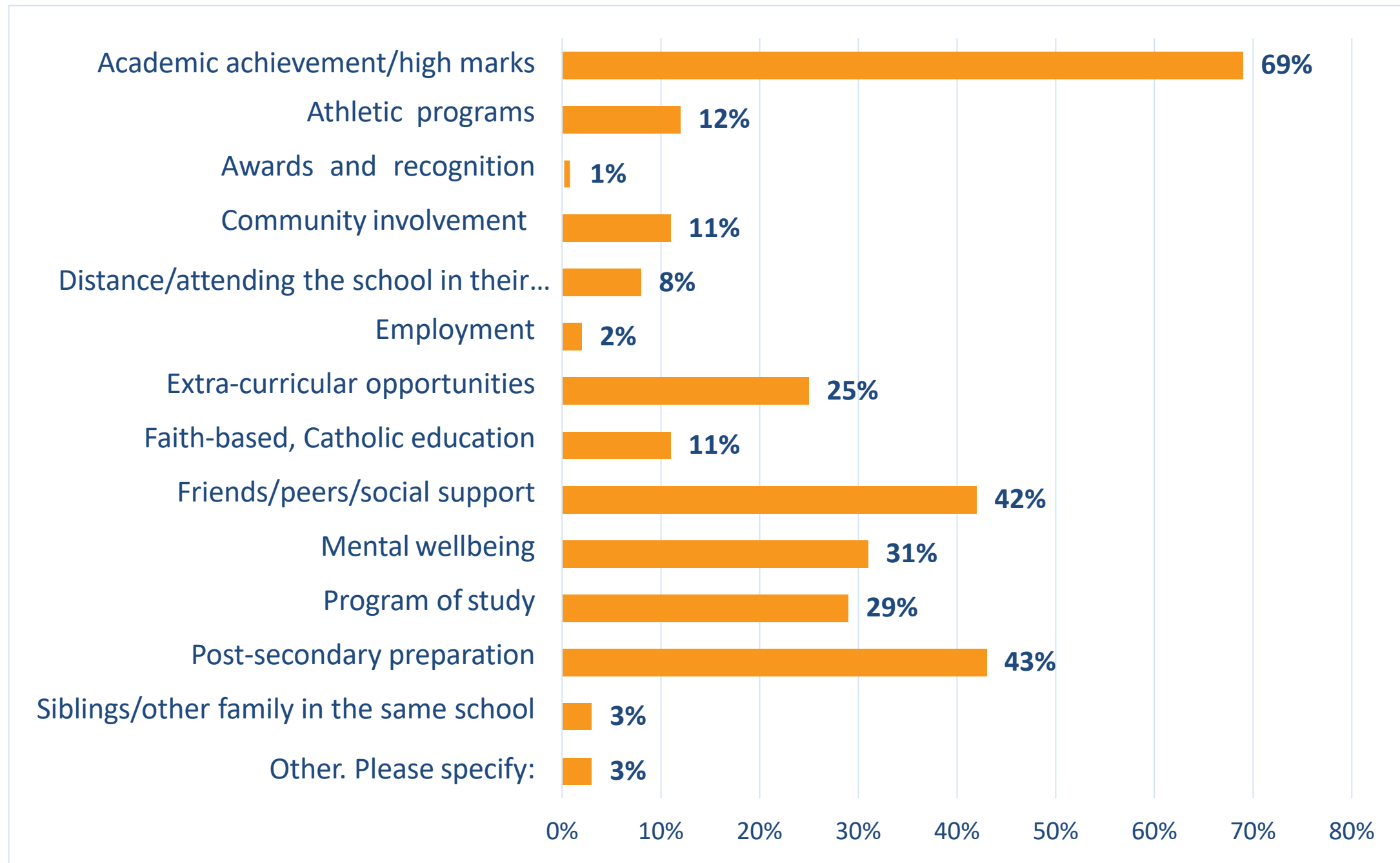
■ Strongly Disagree or Disagree ■ Neutral ■ Strongly Agree or Agree

The majority of respondents (59%; n = 53) either agreed or strongly agreed that their child's current IPRC placement meets their academic needs. Only 21% of respondents (n = 19) either disagreed or strongly disagreed.

Gifted Parent Survey Results - Secondary

Q: What are *your* priorities for *your* child's secondary school experience?

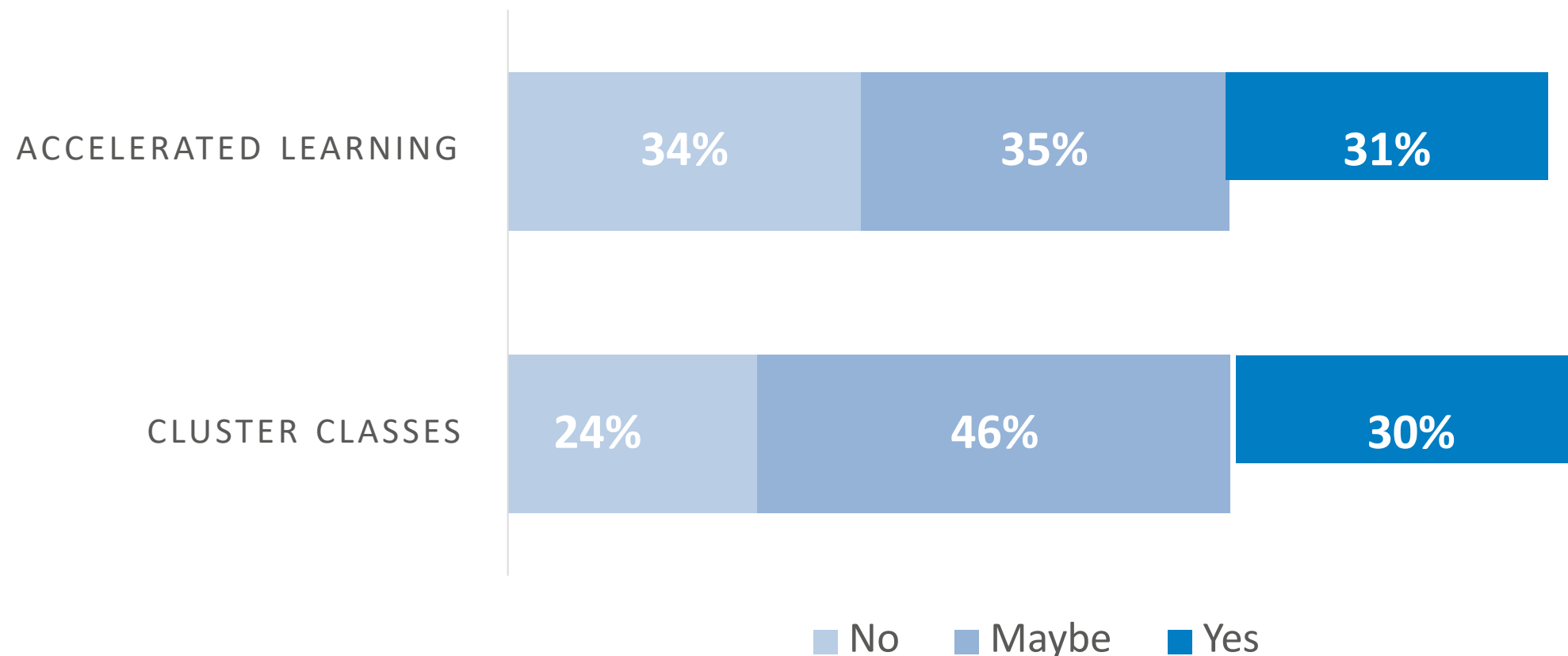
Please select up to three (3) responses (n = 91)



The most selected answers include: Academic achievement/High marks (69%; n = 63); Post-secondary preparation (43%; n = 39); and Friends/peers/social support (42%; n = 38).

Gifted Parent Survey Results - Secondary

Q: The programs below are not currently offered at HCDSB. If these options had been available when your child was entering high school, would you have enrolled your child in either of the following programs instead of their current program? (n = 91)



Less than a third of respondents indicated that they would have enrolled their child in an Accelerated Learning (31%; n = 28) or Cluster Gifted Classes (30%; n = 27) if they had been available at time of enrollment

Gifted Parent Survey Results - Secondary

Q: Do you have any additional comments?

44% (n=40) provided a comment in the space provided, which were aggregated into four themes:

1) Improve Gifted programming to better meet students' academic needs

Examples included more challenge, support, post-secondary preparation, enrichment opportunities, etc. (30%; n= 12)

2) More programming options for secondary students (28%; n = 11)

Examples included increasing the number of AP and/or IB sites (n = 6); adding more programming options for high achieving students in secondary (n = 5).

3) Teacher training (20%; n= 8)

Examples included having more qualified teachers/SERTs, and more challenge and engagement from staff.

4) Social functioning (20%; n = 8)

Examples included the importance of being connected with non-gifted students and having the opportunity to participate in extra-curricular activities

Gifted Parent Survey Results - Secondary

Comparison to the 2018 Gifted Student Survey

When comparing the current results to the 2018 Gifted Student survey, there are several common findings:

- Overlap of top three priorities for high school experience between secondary parents and students: Academic achievement/high marks (93.7%), Post-secondary preparation (76.4%), and social functioning (69.9%)
- Similar scores for whether their courses/programs meet their (child's) academic needs (3.65 ± 0.8 vs 3.60 ± 0.9 , students and parents, respectively; $z = -0.6$, $p = 0.6$)
- Similar scores regarding happiness with their (child's) current stream (3.7 ± 0.9 vs 3.5 ± 1.16 , students and parents, respectively; $z = -0.9$, $p = 0.4$)

Q: What grade is your child in? (n = 136)

GRADE	PERCENTAGE	COUNT
4	4%	5
5	29%	40
6	17%	23
7	18%	25
8	32%	43
TOTAL:	100%	136

Q: Select your Family of Schools (n = 136)

GRADE	PERCENTAGE	COUNT
Assumption	5%	6
Bishop P.F. Reding	19%	21
Christ the King	7%	18
Corpus Christi	6%	11
Holy Trinity	22%	30
Jean Vanier	8%	8
Notre Dame	13%	9
St. Ignatius of Loyola	15%	26
St. Thomas Aquinas	4%	7
TOTAL:	100%	136

That, the Policy Committee recommends that Policy I-19, Occupational Health and Safety be forwarded, along with amendments, to the September 17, 2019 Regular Board Meeting for approval.

J. O'Hara noted that Policy I-19 Occupational Health and Safety is to be reviewed annually, and shared the amendments to the policy.

Questions for clarification were asked and answered. Ontario Health and Safety Act (OHSA) definitions were noted.

The chair called for a vote. Recommendation **P#54/19 Unanimously Carried.**

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

4.2 Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel (J. O' Hara) P#55/19

Moved by: M. Duarte

Seconded by: T. O'Brien

That, the Policy Committee recommends that Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel be forwarded to the September 17, 2019 Regular Board Meeting for approval.

J. O'Hara shared the information regarding the amendments to the policy.

H. Karabela recommended a change to the policy. In the Principles bullet 5: "...All authority of the Board to hire senior staff and the system chaplain is delegated through the Director of Education with final approval of the Board of Trustees, in camera."

Discussion ensued and it was determined to postpone the item to the next policy meeting.

P#55/19 (Amendment)

Moved by: V. Iantomasi

Seconded by: M. Duarte

That, the Policy Committee recommends that Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel be postponed to the October 8, 2019 Policy Committee Meeting for further discussion.

The Chair called for a vote. **P#55/19 (Amendment) Carried.**

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

4.3 Policy III-15 Workplace Violence (J. O' Hara)

P#56/19

Moved by: J. O'Hearn-Czarnota

Seconded by: M. Duarte

That, the Policy Committee recommends that Policy III-15 Workplace Violence, be forwarded, along with amendments, to the September 17, 2019 Regular Board Meeting for approval.

J. O'Hara noted that Policy III-15 Workplace Violence is to be reviewed annually and shared the amendments to the policy.

The was no discussion

The Chair called for a vote. **P#56/19 Unanimously Carried.**

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

4.4 Policy III-16 Workplace Harassment (J. O' Hara)

P#57/19

Moved by: V. Iantomasi

Seconded by: J. O'Hearn-Czarnota

That, the Policy Committee recommends that Policy III-16 Workplace Harassment, name be changed to Policy III-16 Workplace Discrimination and Harassment and be forwarded, along with amendments, to the September 17, 2019 Regular Board Meeting for approval.

J. O'Hara noted changes to the policy and the addition of the word Discrimination to the title to better reflect the content of the policy. It was also noted that historically, Policy III-16 Workplace Harassment Policy was written as an addition to Policy III-06 Harassment. Both policies were reviewed by legal counsel and it was recommended that the two policies should be combined, updated, and that Policy III-06 Harassment be rescinded.

Questions for clarification were asked and answered.

The Chair called for a vote. **P#57/19 Unanimously Carried**

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

4.5 ~Rescind~ Policy III-06 Harassment (J. O' Hara)

P#58/19

Moved by: V. Iantomasi

Seconded by: M. Duarte

That, the Policy Committee recommends that Policy III-06 Harassment be forwarded to the September 17, 2019 Regular Meeting of the Board to be rescinded.

The Chair called for a vote. **P#58/19 Unanimously Carried**

In favour	Opposed	Abstain	Absent
J. O'Hearn-Czarnota			B. Agnew
M. Duarte			
P. De Rosa			
P. Murphy			

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

4.6 -New- Policy II-51 Optional Programs - Early French Immersion - Extended French (A. Prkacin) P#59/19

Moved by: J. O'Hearn-Czarnota

Seconded by: T. O'Brien

That, the Policy Committee recommends that Policy II-51 Optional French Programming (Early French Immersion and Extended French), name be changed to II-51 Optional French Programming (French Immersion and Extended French) and be forwarded, along with amendments, to the September 17, 2019 Regular Board Meeting for approval at second and third reading.

H. Karabela proposed an addition to the policy.

P#60/19

Moved by: H. Karabela

Seconded by: T. O'Brien

That, Requirement 1.5.4: When deciding to eliminate an Optional French Program from the Halton Catholic District School Board (either French Immersion or Extended French), a report will be brought to the trustees for review, and a vote for final approval

Questions for clarification were asked and answered.

Discussion ensued

The Chair called for a vote. **P#60/19 Carried**

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

T. O'Brien proposed an amendment to the policy.

P#61/19

Moved by: T. O'Brien

Seconded by: J. O'Hearn-Czarnota

That, Requirement 1.1 - that the words "be considered" be changed to "will occur"

Discussion ensued. Questions for clarification regarding financial implications were asked and answered.

The Chair called for a vote. **P#61/19 Carried**

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

Stakeholder feedback was noted. Discussion ensued regarding spaces for siblings of French Program students. It was determined that the policy will be forwarded to the Board meeting for second reading only to allow staff to compile the information and return it to the next policy meeting for further review and discussion.

P#62/19**Moved by:** H. Karabela**Seconded by:** V. Iantomasi

That, the Policy Committee recommends that Policy II-51 Optional French Programming (Early French Immersion and Extended French), name be changed to II-51 Optional French Programming (French Immersion and Extended French) and be forwarded, along with amendments, to the September 17, 2019 Regular Board Meeting for approval at second reading.

The Chair called for a vote. **P#62/19 Unanimously Carried.**

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

P#63/19**Moved by:** H. Karabela**Seconded by:** T. O'Brien

That, a staff report describing the effects and ramifications of potential sibling acceptance into a school offering Optional French Programs (French Immersion and Extended French) be brought to the October 8, 2019 Policy Committee Meeting for review, prior to third reading of the Policy.

The Chair called for a vote. **P#63/19 Unanimously Carried**

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

The Chair returned to the main motion

P#59/19 (Amendment)**Moved by:** J. O'Hearn-Czarnota**Seconded by:** T. O'Brien

That, the Policy Committee recommends that Policy II-51 Optional French Programming (Early French Immersion and Extended French), name be changed to II-51 Optional French Programming (French Immersion and Extended French) and be forwarded, along with amendments, to the September 17, 2019 Regular Board Meeting for approval at second reading.

The Chair called for a vote. **P#59/19 (Amendment) Carried.**

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

**4.7 -New- Policy II-52 Student Use of Service Animals in Schools (C. Cipriano, S. Balogh)
P#64/19**

Moved by: V. Iantomasi

Seconded by: J. O’Hearn-Czarnota

That, the Policy Committee recommends that Policy II-52 Student Use of Service Animals in Schools be forwarded to the September 17, 2019 Regular Board Meeting for approval at second and third reading.

C. Cipriano presented the policy with minor amendments. Stakeholder feedback was noted.

There was no discussion.

The Chair called for a vote. **P#64/19 Unanimously Carried**

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

5. Discussion Items

5.1 Policy II-09 Opening and Closing Exercises (B. Agnew)

J. O’Hearn-Czarnota requested that the Policy II-09 Opening and closing Exercises be brought to the October 8, 2019 policy committee meeting as an action item with amendments.

Discussion ensued, and trustees agreed with the request.

5.2 PPM 162 - Discussion Item - PPM 162 Exemption from Instruction related to the Human Development and Sexual Health Expectations in The Ontario Curriculum: Health and Physical Education, Grades 1–8, 2019 (A. Prkacin, S. Balogh, P. Daly)

A. Prkacin shared the information regarding the recently released PPM 162. It was noted that HCDSB has had an informal process in place since 2016. Historical and current withdrawal data was shared.

P#65/19

Moved by: H. Karabela

Seconded by: V. Iantomasi

That, staff will create a policy and return it to the October 8, 2019 Policy Committee meeting as an action item.

The Chair called for a vote. **P#65/19 Unanimously Carried**

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

6. Information Items

6.1 Administrative Procedure VI-04 Complaints Resolution Process - Workplace Discrimination/Harassment/ Violence (J. O’ Hara)

6.2 Administrative Procedure VI-28 Selection and Appointment of Positions of Academic Administrative Responsibilities (J. O’ Hara)

6.3 Administrative Procedure VI-53 Optional French Programming (A. Prkacin)

The procedures were provided as information. It was noted that Procedure VI-28 will be deferred, with Policy III-11, to the next Policy Committee Meeting

Changes to Procedure VI-53 were noted to update the policy and removed the word “early”, throughout.

6.4 Upcoming Agenda Items (October 8, 2019)**6.4.1 Policy I-33 Classroom Observations by External Third Party Professionals (C. Cipriano)****6.4.2 Policy II-12 Management of Aggressive Student Behaviours Within Our Schools (C. Cipriano)****6.4.3 Policy II-02 Educational Assistants (C. Cipriano)****6.4.4 Policy II-28 Alcohol, Tobacco, Vaping and Drug Education and Abuse in Schools (J. Crowell)****6.4.5 Policy II-39 Progressive Discipline and Safety in Schools (J. Crowell)****6.4.6 Discussion Items****6.4.6.1 Policy I-31 Apparel Purchases and Fair Labour Practices (A. Lofts, D. Tkalcic)****6.4.6.2 Policy II-41 School Uniform Dress Code - School Dress Code (J. Crowell)****6.4.7 Information Items****6.4.7.1 Administrative Procedure VI-48 Protocol with External Agencies (PPM 149) (C. Cipriano)****6.4.7.2 ~New~ Administrative Procedure - Student Use of Service Animals in Schools (C. Cipriano, S. Balogh)****6.4.7.3 Administrative Procedure VI-44 Progressive Discipline and Safety in Schools (J. Crowell)****6.5 2019-2020 Work Plan (S. Balogh)**

The chart was presented to trustees as information, and will be updated to reflect the rescheduling of the policies noted in this meeting.

6.6 2019-2020 Policy Working Group Committee Members (S. Balogh)

Provided for information

P. Daly recommended that the date of the staff report regarding the French Policy be deferred until November 12, 2019. Trustees were in agreement.

7. Miscellaneous Information

There were no miscellaneous items.

8. In Camera

There were no in camera items.

9. Motion to Excuse Absent Committee Members

P#66/19

Moved by: V. Iantomasi

Seconded by: P. De Rosa

That Trustee B. Agnew be excused.

CARRIED

10. Motion to Adjourn/ Closing Prayer (P. De Rosa)

P#67/19

Moved by: J. O'Hearn-Czarnota

Seconded by: M. Duarte

That the meeting adjourn.

UNANIMOUSLY CARRIED

P. De Rosa closed meeting with prayer at 9:41 pm.

MINUTES OF THE CATHOLIC PARENT INVOLVEMENT COMMITTEE (CPIC)

Date: September 23, 2019
 Time: 7:00 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

Members Present	J. Crowell	G. Bergin
	P. Daly	D. Garell-Teti
	T. O'Brien	L. Efremova
	C. Thompson	J. MacLeod
	A. Gonzalez	O. Iluyomade
	Fr. Francis Salasiar	S. Boulanger
	S. Edeigba	
	S. Furlong-Warren	

Regrets V. Monaco
 A. McKinney
 Marvin Durate
 C. Grubsic

Also Present A.A. LeMay
 David Foster

Chair: C. Thompson (Co-Chair)
 Recording Secretary M. Zammit

1. Commission of CPIC members

The meeting began at 7:00 pm with a prayer service to commission the 2019-2020 CPIC members. New members were welcomed and the committee introduced themselves.

2. Elections & Acknowledgements

- i. J. Crowell shared with the committee that CPIC requires a Catholic member to assume the position of Co-Chair. He shared background and thanked A. Gonzalez for taking on the role for the last few months. Information was shared on duties and time commitment of this role.

Nominated by: S. Furlong-Warren
 Seconded by: D. Garell-Teti

THAT, S. Furlong-Warren be nominated for position of Co-Chair

ACCEPTED

THAT , G. Bergin be nominated for position of Co-Chair	Nominated by: G. Bergin Seconded by: S. Edeigba
	ACCEPTED

THAT , S. Boulanger be nominated for position of Co-Chair	Nominated by: S. Edeigba Seconded by: A. Gonzalez
	ACCEPTED

THAT , O. Iluyomade be nominated for position of Co-Chair	Nominated by: O. Iluyomade Seconded by: S. Edeigba
	ACCEPTED

Each candidate was given an opportunity to share why they feel they are best suited for the role.

A ballot vote was taken. O. Iluyomade is elected as Co-Chair of CPIC for the 2019-2020 school year.

C. Thompson thanked A. Gonzalez for her commitment and time over the last few months. Past CPIC members were acknowledged and thanked for their work.

ii. Election of Community Representative

J. Crowell shared with the committee that CPIC requires a community representative. Anyone interested was asked to put their name forward and was given an opportunity to share why they are best suited for the role.

Alice Anne LeMay put her name forward for the role of community representative. She shared her background and experience. Questions were asked and answered.

David Foster put his name forward for the role of community representative. He shared his interest and background.

A ballot vote took place. David Foster is elected as the CPIC community representative for the 2019-2020 school year.

3. **Review of By-Laws**

J. Crowell noted By-laws were shared via email. He highlighted important points such as:

- Communication with the public, parents are encouraged to speak to their principal when dealing with concerns.
- Decision making is by consensus.
- Minimum of 4 CPIC meetings per year. Found last year too many meetings took place and not much got accomplished. He proposed a plan where the first meeting (Sept.) will be as a large group, next meeting (Oct.) will be goal setting and establishing subcommittees, followed by sub-committee meeting (Nov.), and back together as a large group (Dec.) to discuss what has been accomplished at the subcommittee level.
- Information was provided on the different board level committees where a CPIC member is required. More information to follow.
- Conflict of Interest – Members were encouraged to review details.
- Housekeeping information of meeting format was shared. If there is no quorum, the meeting is for information purposes only. Attendance was reviewed at orientation portion.
- By-Laws can be modified, if members feel there are some bylaws that don't address certain items to propose to chair. J. Crowell will provide feedback based on elections. Group agreed to look at pieces of by-laws at a time instead of everything at once.
- Discussion took place on the role of CPIC members and the role of Board.

4. **Appointments**

S. Edeigba appointed as financial representative. Will monitor finances in conjunction with Co-Chairs.

5. **Approvals & Revisions**

5.1 **Agenda**

Moved by: Fr. Salasiar

Seconded by: S. Edeigba

That, the agenda be approved as amended.

CARRIED

5.2 **Minutes**

Moved by: S. Boulanger

Seconded by: O. Iluyomade

That, the minutes of the June 3, 2019 Catholic Parent Involvement Committee be approved as submitted.

CARRIED

6. Review of CPIC Goals

J. Crowell encouraged members to think about CPIC Goals and what the committee can do to engage parents.

7. OAPCE Update

D. Garell-Teti provided a handout which outlined an overview of OAPCE updates and communication. Discussion took place on proposed 2020 OAPCE Conference, which HCDSB would host at one of the schools. Questions were asked on CPIC involvement, finance, date, and what is entailed in hosting this conference overall. D. Garell-Teti to report back with more information. Members agreed they would be in favor of hosting, but need more information.

8. Council of Chairs Agenda

Information and dates were shared of upcoming Council of Chairs meetings. Committee was encouraged to provide ideas for possible topics, and speakers by the end of the week in order to draft a rough agenda. At the October CPIC meeting the agenda will be finalized. Discussion took place on possible topics such as, education on vaping and math curriculum/strategies. Turnaround time is short.

9. Future Agenda Items

- Standing Items OAPCE Update, CPIC By-laws, and Council of Chairs Agenda. Any other ideas are to be emailed to Co-Chairs.

10. Announcements

- 12th Annual Diocesan Mass – took place on October 18th.
- Bishop's Dinner – Information flyer provided; taking place on November 6th; any members interested in attending to please notify C. Thompson.
- People for Education Conference – Information was provided on conference which is taking place on November 2nd. Any members interested in attending to please notify C. Thompson.

10. Moved by: G. Bergin

Seconded by: J. MacLeod

That, the meeting adjourn.

CARRIED

11. Closing Prayer

F. Francis Salasiar closed the meeting with a prayer.

The meeting adjourned at 8:50 p.m.