

**REGULAR BOARD MEETING
 AGENDA**

Date: Tuesday, November 5, 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 (D. Caratao)	
1.2 Motions Adopted In-Camera	
1.3 Information Received In-Camera	
2. Approval of the Agenda	
3. Declarations of Conflict of Interest	
4. Presentations	
4.1 Human Rights and Equity (S. Jayaraman)	
4.2 Math Action Plan (A. Prkacin)	1 - 29
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5. Delegations	
6. Approval of Minutes	
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13.	Open Question Period	
14.	In Camera	
15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer (N. Guzzo)	



Math Action Plan	Item 4.2
November 5, 2019	

Alignment to Strategic Plan

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

Purpose

To review the revised **HCDSB Math Action Plan** which has been updated to meet the requirements of the Ministry's August 2018 update: *Focusing on the Fundamentals of Math, Grade 1 – 8*, as well as highlighting our current system Math initiatives and projects in our elementary and secondary schools. 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 in keeping with our Ontario Catholic Graduate Expectations.

Background Information

The HCDSB Math Action Plan and current math initiatives and projects were developed in response to key expectations defined in the *Ontario curriculum Grades 1 – 8 Mathematics, 2005*, the objectives of the *Renewed Mathematics Strategy (RMS) of 2016* and then the revisions outlined in *Focusing on the Fundamentals of Math, Grade 1 – 8, 2018* which are as follows:

1. Increased student achievement, well-being and engagement in mathematics;
2. Increased educator math knowledge and pedagogical expertise;
3. Increased leader use of knowledge of effective mathematics pedagogy to provide the necessary supports and conditions for school and system improvement

Comments

In addition to the **Math Action Plan**, current system math projects include **MathUp** (Elementary), **Math Monitoring** (Elementary), **Building Thinking Classrooms** (Elementary/Secondary) and **Evidence Based Strategies Literacy/Numeracy Teams** (Secondary). (Appendix A, B, C)

In creating and executing our Math Action Plan along with other related system initiatives, we utilize our guiding Catholic values to ensure that we promote the creation of environments that are



responsive to our *believing and belonging* priorities wherein we strive to meet the needs of the whole child, the belief of excellence in learning, recognizing the importance of building relationships and honouring the collective responsibility we have to the common good. Our goal is to ensure that in supporting students entrusted to our care, we will guide them toward achieving their God-given potential in every regard.

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.

Report Prepared by: M. Carnelos
Curriculum Coordinator (Acting)
J. Mickle
Math Lead Consultant

Report Submitted by: A. Prkacin
Superintendent of Education

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



MATHEMATICS ACTION PLAN

2019-2021

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. 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.

By our Catholic nature, we aspire to help students become who God intended them to be and we believe that this achievement is directly related to the relationships we, as educators, build with our student population. 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 of each student and tailored to individual learning needs.

As Catholic educators, teacher practice is never a judiciary function of employment, but a promise of baptismal fulfillment to spread the good news in word and deed. Student achievement should be increased when we recognize that the relationships we create with students and the content of any subject is part of our vocational call.

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**)

*“Be shepherds of God’s flock that is under your care, watching over them- not because you must,
but because you are willing, as God wants you to be...eager to serve.”*

1 Peter 5:2

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 will ensure students develop conceptual and procedural fluency to support efficient problem solving strategies - Teachers will embed different contexts of addition and subtraction (story problem types) to support the development of flexible understanding of the operations - Teachers will 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) <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 - All teachers will use developmental phases to support them in identifying student’s abilities and appropriate developmental next steps (ie zone of proximal development) - 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 - 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> - Mathematics Monitoring Project - MathUP - Monthly Sunrise Sessions
<p>Five schools will participate in Mathematics Monitoring and Learning Project as an extension of MathUP</p>			

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 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

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 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

And Jesus said to them, “What are you discussing with each other while you walk along?”

Luke 24.17

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;

**HCDSB EBS
(Evidence-Based Strategy)
PLC CONSOLIDATION
2018-2019**

**Let the
Evidence
Speak for Itself!**

How will changing our practice impact our students?

Know thy Impact!

What is my impact?

**Clear the Fog! Teacher Clarity
Leads to Student Success**

Be IT and they will learn!

Do I Make Myself Clear?

TEACHER *Credibility*



AND TEACHER **CLARITY**



**Clear, Concise Teaching
Positively Impacts
Student Learning**

Students must believe in **WHO you are,
WHAT you are doing, and
WHY you are doing it.**

**All comments
included in the following
Evidence Folders
were collected during the
EBS PLC sessions
at the secondary schools in
Halton Catholic District School Board.**

September 2018 - May 2019

HCDSB CURRICULUM SERVICES

EVIDENCE of TEACHER REFLECTION

DO NOT REMOVE

All evidence collected during HCDSB EBS sessions during 2018-2019

What do I do about students for/from whom I have no data?

If teacher/student relationship isn't ideal, how can strategies be impactful?

Is it my anxiety or wanting to be in control that limits me?

How do I know the results are due to what I did?

How do I effectively measure my impact in the classroom?



How can I be more intentional so I will be okay with letting go of control?

Assessing student achievement is also about assessing my impact.

I am trying to be more open, flexible and okay when things don't work as planned.

I am willing to be vulnerable and to be wrong and to take risks.

I am starting to buy into the strategies and let go of my insecurities.



Reflection can be hard but powerful if we use it to inform our growth, not to blame ourselves.

I need success criteria for me AND success criteria for my students.

I see now that teacher clarity is **CRITICAL** to student success and growth.

Let's learn to celebrate successes- even the small ones!

When things go well, I want to know why so I can make it happen again!



HCDSB CURRICULUM SERVICES

EVIDENCE of

CHANGE IN CLASSROOM PRACTICE

DO NOT REMOVE

All evidence collected during HCDSB EBS sessions during 2018-2019

 Wipebook

I am trying to collaborate with another teacher partner- I have questions ready to continue to challenge students to keep moving them along while still attending to those who need more support.

 Wipebook

I am allowing students to talk at the onset of lessons to get conversation and ideas started. I am trying to reflect a willingness to change so they will change too.

 Wipebook

I am adding jigsaw activities, debates and allocating time for discussion in my daily plans.

 Wipebook

We are working on relating Learning Goals to the real world- making them purposeful.

 Wipebook

I am always looking for activities that promote student dialogue now.

 Wipebook

I am getting more comfortable with silence and wait time. And so are my students!

 Wipebook

I am working on being okay with letting my students struggle as they learn. I needed to value the process and now they are starting to.

 Wipebook

It all started by building a rapport with my students.

 Wipebook

I shift my plans based on student needs. I am becoming more flexible.

 Wipebook

I am trying to sit and listen. I am not answering their questions as quickly and so they are starting to work things out on their own and aren't relying on me for "silly" questions.

 Wipebook

I have turned my lessons over to my students. There is an increase in student voice, discussion, resilience and they are more comfortable with each other. It's harder to plan but I am seeing a real difference.

 Wipebook

We have started conferencing in the math classroom.

HCDSB CURRICULUM SERVICES

EVIDENCE of CHANGE IN STUDENT LEARNING/EXPERIENCE

DO NOT REMOVE

All evidence collected during HCDSB EBS sessions during 2018-2019

Students are revisiting LG and SC to confirm strengths and focus on challenges.

How do I provide students with small successes and then move to greater challenges? We are working on building resiliency.

There's push back to change from students who just want teachers to “tell me what to do” but I am not giving in.

I am challenging student mindsets to allow for more dialogue.

Students are starting to prompt themselves in their thinking, rather than waiting for me to “swoop in”. We are working on struggling when things are challenging.

We are working on more higher-order thinking problems.

More students are willing to share their ideas.

My students are starting to be okay with not being right all the time. They are more eager to understand why and how to fix their mistakes.

My students' mindsets are changing, and the dialogue is starting to happen. It's slow, but it's working.

I am pushing them out of their comfort zone and keep challenging them to do better than their best.

My students are using the Success Criteria to monitor their learning.

They come in and ask for their cards. They are okay with the random groups and are more comfortable with each other.

Thank
you



All words/quotations taken from
teachers and administration at:

*Assumption
Bishop Reding
Christ the King
Corpus Christi
Holy Trinity
Jean Vanier
Notre Dame,
St Ignatius of Loyola
St Thomas Aquinas
Thomas Merton
and Melanie Butera
and Andrea Turchet.*

HCDSB Math Initiatives and Projects:

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.

Building Thinking Classrooms:

The focus of the Intermediate Math Project- Building Thinking Classrooms is to focus on strategies to facilitate meaningful discourse in the classroom. Throughout this collaborative inquiry, we will explore instructional moves educators can make in choosing rich tasks that increase students' level of engagement and influences that will support students in becoming assessment capable visible learners.



<p>Halton Student Transportation Services (HSTS) – Overview of Service Delivery and Routing in the Region of Halton</p>	<p>Item 4.3</p>
<p>November 5, 2019</p>	

Alignment to Strategic Plan

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

Purpose

The purpose of this presentation is to provide an overview to Trustees of the Halton Student Transportation Services Routing Practices in the Region of Halton.

Background Information

- 1) Action Item 8.1 “Busing”, from the October 1, 2019, Regular Board Meeting.

Comments

On October 1, 2019, at the Regular Meeting of the Board, Trustees approved a motion by Trustee Guzzo that read as follows:

Board Resolution #145/19

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 bussing routes/protocols of how the routes are decided and to advise the Board of Trustees of these efficiencies created by said routes using the routes using the neighbourhood of Clearview as a point of reference.

As such, Halton Student Transportation Services and Planning Services have developed a presentation to report on the information requested by the Board of Trustees. Staff from the HSTS consortium will be delivering the presentation, which includes the HSTS General Manager, HSTS Manager, and HSTS Transportation Analyst.

The presentation is split into three (3) components, which are entitled and described as follow:

PART 1: HSTS Transportation Consortium Overview

Provides a brief overview of the history of the establishment of transportation consortiums under a provincial mandate and the ultimate creation of HSTS. A description of the membership, roles, and responsibility as a division of the HCDSB are provided, as well as a general overview of services, programs, and general statistics offered by HSTS.

PART 2: Summary of Annual Routing Operational Processes

Provides a detailed overview of the annual process and protocols used by the HSTS in routing development for both member Boards. Each major milestones is described and is displayed in a chart to better understand the multiple moving pieces in routing tasks.

PART 3: Neighbourhood Routing Case Study – (Clearview)

A locational study of the Clearview Neighbourhood is presented to demonstrate how HSTS created the routes for the 2019-20 school year and the rationale as to why changes were made. Responses to parental concerns are also provided, and how they were addressed by presenting an overview of changes made to the routes and runs.

Conclusion

HSTS and the Board continue to be committed in providing safe, effective, and efficient transportation services to students. Given concerns related to the routing options employed to achieve these goals, staff provide this presentation to provide an enhanced understanding of annual routing development processes.

Report Prepared by:

F. Thibeault
Senior Manager, Planning Services

K. Lacroix
General Manager, Halton Student Transportation Services

S. Morgan
Manager, Halton Student Transportation Services

Report Submitted by:

A. Lofts
Superintendent of Business Services and Treasurer of the Board

Report Approved by:

P. Daly
Director of Education and Secretary of the Board



Halton Student Transportation Services

Overview of Service Delivery and Routing for
the Region of Halton

November 5, 2019



Presentation Outline

- ▶ **Part 1:** HSTS Transportation Consortium Overview
- ▶ **Part 2:** Summary of Annual Routing Operational processes
- ▶ **Part 3:** Neighbourhood Routing Case Study - (Clearview)





Part 1: HSTS Consortium Overview

Who we are and what services do we provide?



History of HSTS & Consortia

- ▶ HCDSB & HDSB have been working as a shared service model since 1996
- ▶ In 2006, the Ministry of Education announced a policy mandate for coterminous school boards to form consortia and cooperate in the shared delivery of transportation for students in their community
- ▶ On September 1, 2007, HSTS's membership agreement was finalized and the Board's transportation departments began operating as a consortium
- ▶ Summary of Organization and Governance at HSTS:
 - The consortium is a **Not-for Profit Publicly Funded** entity
 - The consortium is staffed by seconded board employees from the HCDSB and the HDSB
 - The consortium is governed by a Board of Directors, represented equally between both boards
 - There are written agreements outlining consortium membership, governance structure and by-laws



Effectiveness & Efficiency Reviews

- ▶ Along with the mandate to form consortia, the Ministry required consortia's participation in E&E Reviews to assess their performance in delivering student transportation.
- ▶ The reviews evaluated consortia in four categories and identified best practices, accomplishments and recommendations for improvement in each category.
- ▶ Annual funding adjustments are currently applied to deficit amounts based on the 2014 'follow-up' E&E review rating of the consortium.

HSTS E&E Review Results		
	2009	2014
Consortium Management	Moderate	Moderate-High
Policies & Practices	Moderate	High
Routing & Technology	Moderate-High	High
Contracts	Moderate-High	High
Overall Rating	Moderate	High
Funding Adjustment to Deficit	60%	100%



HSTS Membership & Staff

*All HSTS staff members are seconded from the HDSB and HCDSB.
Below is the membership of the team:*

▶ Board of Directors

- Two (2) Chairs
- Two (2) Directors of Education
- Two (2) Superintendents of Business Services

▶ Operations Committee

- Two (2) Superintendents of Business Services
- Two (2) Managers of Planning Services
- General Manager
- Manager of Transportation

▶ HSTS Staff

- General Manager
- Manager of Transportation
- Manager of Administration & Finance
 - One (1) Transportation Analyst
 - Six (6) Regional Transportation Officers
 - Two (2) Transportation Officers SPED
 - One (1) Financial Analyst
 - One (half-time) Communications Assistant

230 *Years of collective
experience*



HSTS Mission Statement

“To provide safe and reliable transportation services in an effective and efficient manner to all eligible students in the Halton Student Transportation Services jurisdiction.”

HSTS Staff Why Statement

“ To provide exceptional service in a supportive environment so that the start and end of every student’s school day drives their success and instills the confidence of the communities we serve”



HSTS Consortium Overview

- ▶ 2019 Annual Expenditure of \$25,825,561 (2019 Audited Financial Statements)
- ▶ 102,098 students in BusPlanner database between HCDSB and HDSB
- ▶ 32,066 students eligible for transportation (as of October 2019)
- ▶ Manages and annually plans for over:
 - 450 bus routes
 - 1,921 bus runs; and,
 - 12,569 bus stops. (as of October 2019)
- ▶ Manages 5 School Bus Company providers (10 contracts)
- ▶ Manages 6 Taxi Company providers



HSTS Student Statistics

- ▶ The HCDSB has a total student population of 36,621 students.
- ▶ A total of 12,352 students are eligible for transportation, with an additional 478 students riding courtesy seats.
- ▶ HSTS regularly transports 11,980 students for the HCDSB.

Board	Total Students	Total Eligible	Total Courtesy Riders	Total Riders Opting Out
HDSB	65,477	19,714	786	1,107
HCDSB	36,621	12,352	478	850
<i>Total</i>	<i>102,098</i>	<i>32,066</i>	<i>1,264</i>	<i>1,957</i>

*Data as of October 2019, excludes taxed students
 Note – Courtesy seat process not completed at export date*



HSTS Bus Fleet Statistics

- ▶ **232 - Full Size Buses**

- 71 - 72 passenger



- ▶ **162 - Mini Buses**

- 18 - 20 passenger



- ▶ **25 - Mini Vans**

- 5-6 passenger



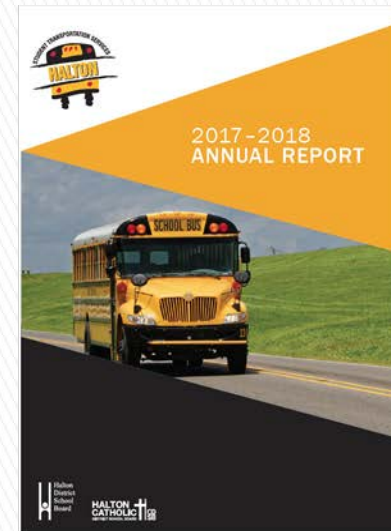
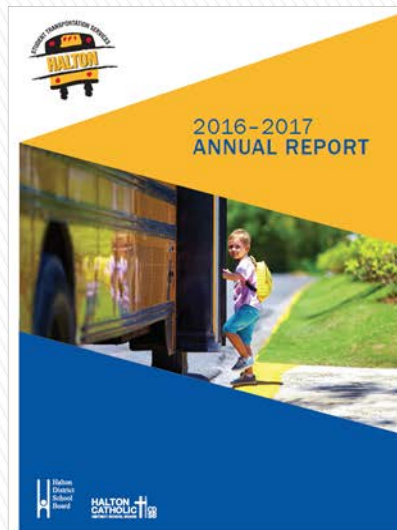
- ▶ **31 - Wheelchair Accessible Vehicles**

- 6 passenger (3 W/C, 3 walk ons)



HSTS Annual Reports & AGM

- ▶ The HSTS Annual Report, presented to the HSTS Board of Directors at the Annual General Meeting in February, and posted online at www.haltonbus.ca
- ▶ All Trustees are invited to attend the Annual General Meeting



HSTS Student Safety Programs

Annual Student Safety Training

- ▶ Annual First Time Rider Safety Program (available to all JK/SK and first time riders)
- ▶ Student Safety Training (Mandatory in-school training):
 - Buster the Bus (Grades JK-3)
 - Rider Role Model Safety Program (Grades 4-8)
- ▶ Annual trips to Halton Safety Village (Gr. 2)
- ▶ Online Safety Videos

Student Initiatives

- ▶ Live daily data transfers for student information (e.g. allergies, stop changes, needs)
- ▶ JK/SK identification tag system
- ▶ First year French immersion identification tag system
- ▶ Bus pass stickers for eligible secondary students
- ▶ Twitter - safety related messages
- ▶ Annual operator facility audits
- ▶ Route/run/bus stop/school loading zone audits

Annual Driver Training workshops:

- ▶ Conflict management
- ▶ Student behaviour management
- ▶ Reporting discipline (Safe Schools Act)
- ▶ AODA
- ▶ Reporting of bullying
- ▶ Anaphylaxis (Sabrina's Law)
- ▶ Asthma (Ryan's Law)
- ▶ Managing students with special needs
- ▶ Bus evacuation & emergency site management procedures
- ▶ Defensive driving
- ▶ Winter driving
- ▶ Loading/Unloading
- ▶ Railway crossing procedures



Communication Strategies

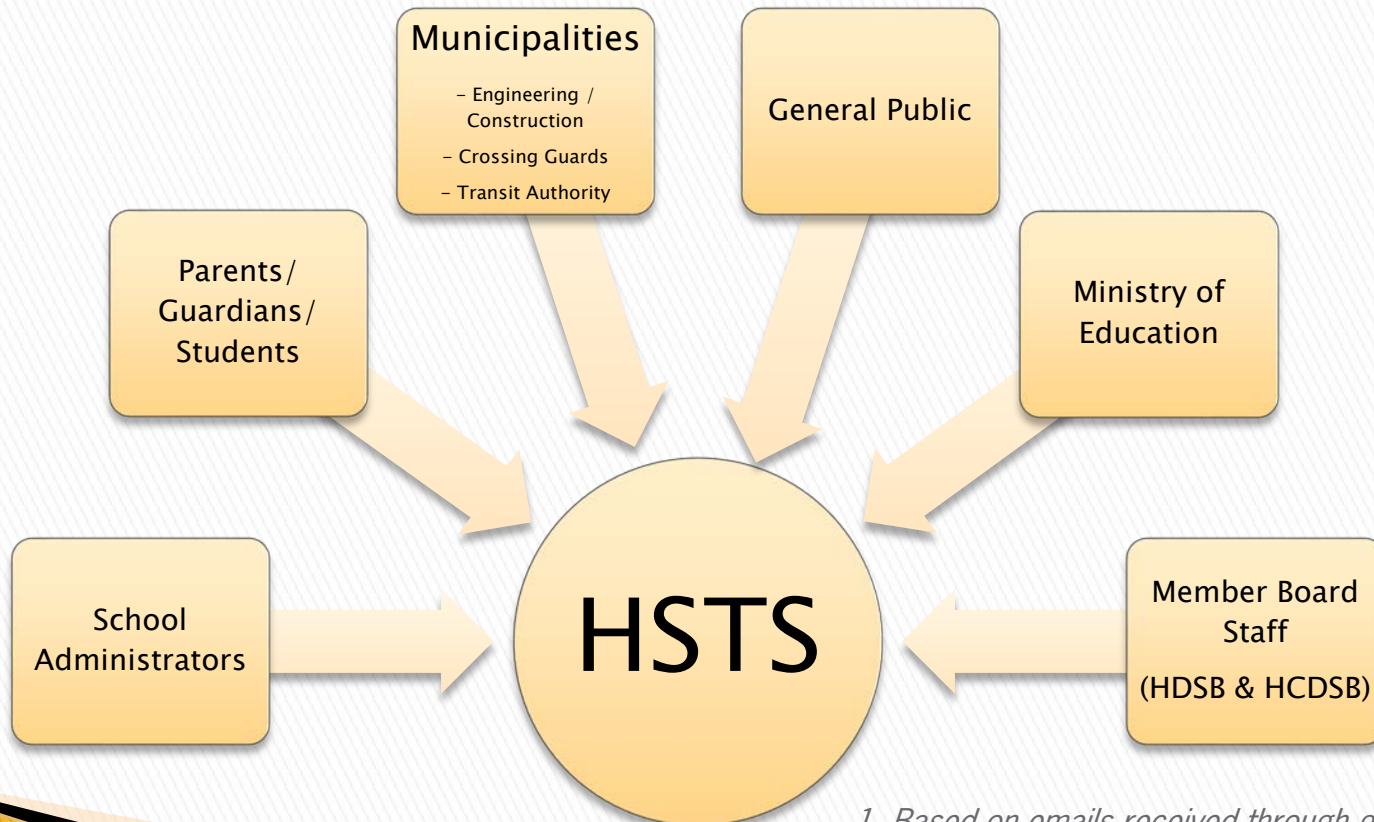
Effective communication is one of the keys to a successful organization. HSTS utilizes several communication strategies to reach our broad client base:

- ▶ Toll Free & Local Phone number (12 lines)
- ▶ General email inquiries responded to through 'Help Desk' environment to ensure timely responses to stakeholders
- ▶ Call centre at high volume call times (annually August to October)
- ▶ Targeted email messages to parents/guardians
- ▶ HSTS website – haltonbus.ca
 - Parent, School and Bus Operator Portals
 - Intranet for school administrators and operators
 - Newsletters, forms, procedures, inclement weather, safety resources, general Information...
- ▶ Online route delay & cancellation notifications - Email subscriptions
- ▶ Twitter – @haltonschoolbus
- ▶ Community / Member board events



Incoming Stakeholder Communication

- ▶ HSTS receives an average of 1,200 phone calls & 1,000 emails the first two weeks of school annually.
- ▶ HSTS responded to greater than 4,800 email inquiries from stakeholders in 2018-2019 ¹.
- ▶ Over 20% of annual inquiries are received the first two weeks of school.



1. Based on emails received through general HSTS email address. Does not include inquiries received through HSTS staff email accounts

Annual Spring Communication

Parents/Guardians

- ▶ In May annually, HSTS communicates with parents of eligible students via email regarding:
 - Who is HSTS?
 - Process for transportation assignment
 - Distance criteria information
 - What to do if child is NOT going to use the bus and/or how to opt back in for transportation
 - Transportation arrangement parameters for caregivers
 - JK/SK/FI identification tags
 - Secondary bus pass stickers
 - How and when to find out student transportation schedule for upcoming school year
 - Shared school runs (ie. OTH/AQUI)
 - Where to find additional information
 - Links to safety program information on haltonbus.ca
 - HSTS office hours (specifically through summer months)
 - HSTS contact information

School Administrators

- ▶ In June annually, HSTS communicates with school administration staff regarding:
 - Planning reminders (address changes, childcare arrangements)
 - How to access school bus lists
 - Reports available through BusPlanner Web
 - Student/Parent/Guardian access to student transportation schedules (with or without OEN)
 - How transportation is set up for students
 - How to stay informed of delay and cancellations
 - JK/SK/FI identification tags
 - Informing HSTS of students who are not riding
 - Student medical information
 - School bus safety programs
 - Courtesy seat requests – procedure & important dates
 - HSTS contact information & how to reach HSTS directly while call centre in place





Part 1: HSTS Consortium Overview

QUESTIONS?



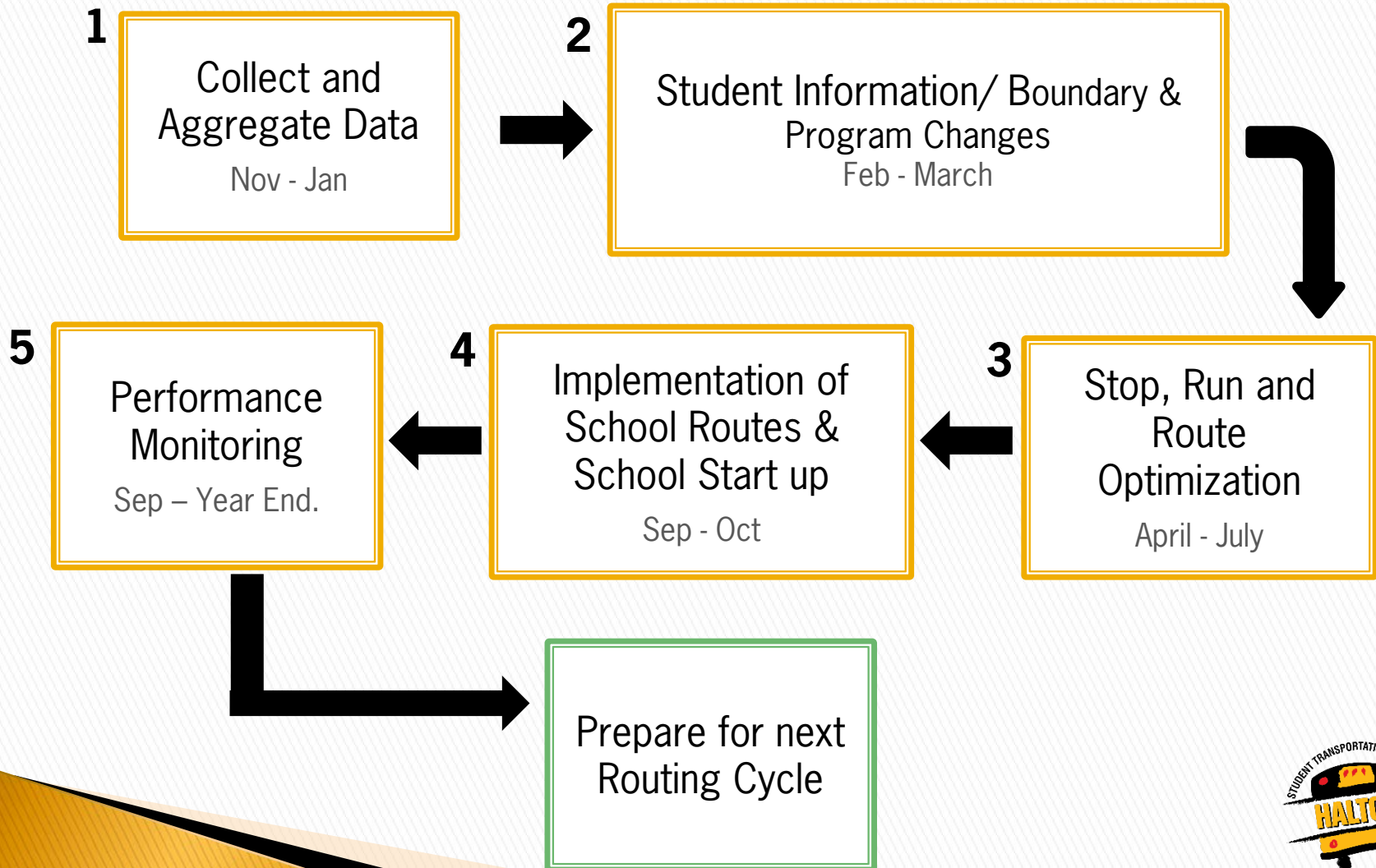


Part 2: Annual Routing Processes

How do we accomplish routing?



Annual Routing Planning Process



P1 - Collect and Aggregate Data

November to January - Consultation Phase

▶ **Member Boards**

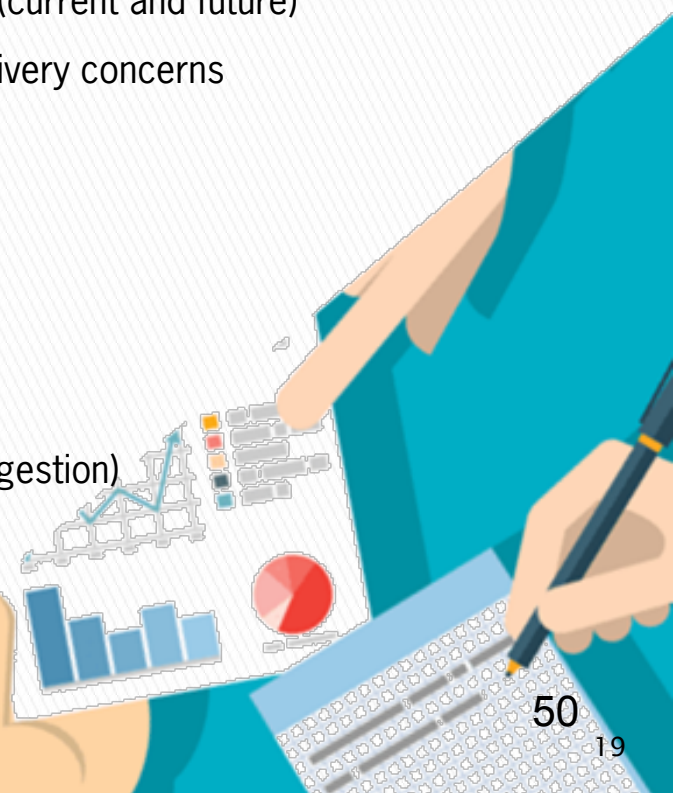
- Planning Department / School Programs – new school openings, boundary changes, new programs, program location changes, future Program and Accommodation Reviews (PARs), possible boundary reviews, new subdivisions, crossing guard location changes
- Information Technology – confirm all relevant student data will be transferred to HSTS database
- Facilities – construction progress on new facilities or renovations (current and future)
- School Administration – school hour change requests, service delivery concerns

▶ **Municipal Partners**

- Road construction projects which may impact routing
- Transit authorities

▶ **School Bus Operators**

- Concerns impacting service delivery (ie. school loading zone congestion)
- Feedback from drivers regarding current stops/runs and routes
- Feedback from drivers regarding ridership counts



P1 - Collect and Aggregate Data

November to January - Review and Update

- ▶ Upgrade HSTS base map with data from Halton Region
- ▶ Review previous year GPS statistics to calibrate road speeds
- ▶ Review growth/decline trends across Halton Region in each municipality
- ▶ Review and document service delivery concerns
- ▶ Review trends in student ridership data



P2 – Student Information/ Boundary & Program Changes

February to March - Student and Board Information Collection

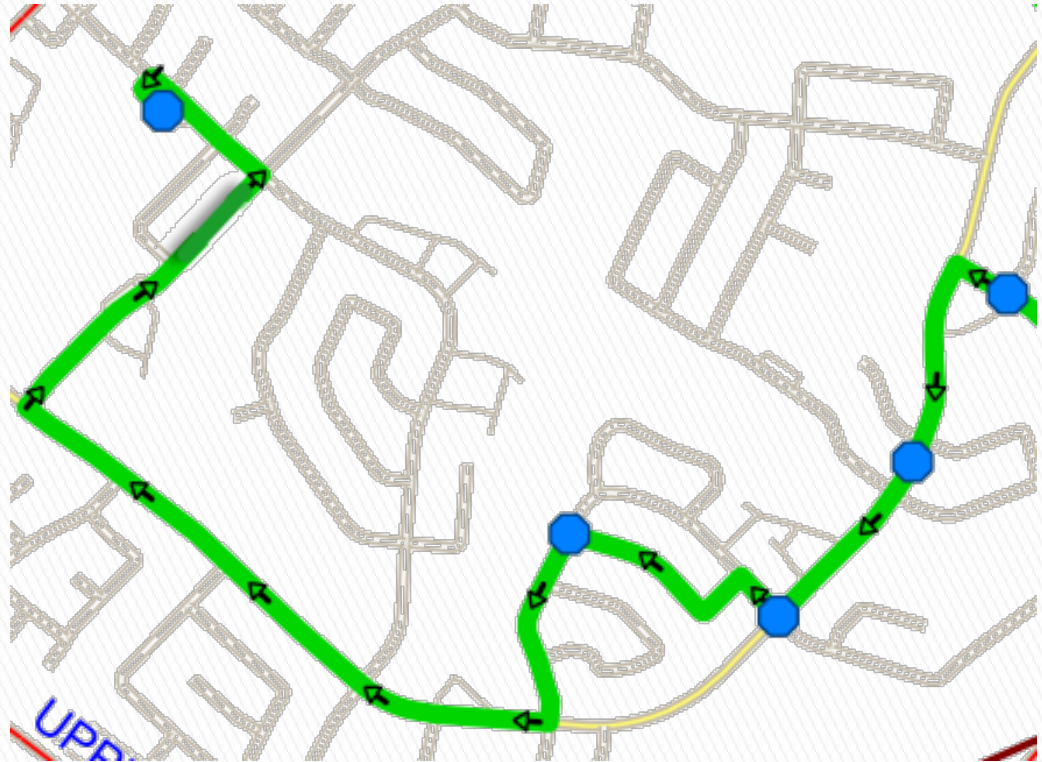
- ▶ New school year transportation database created
- ▶ Update school and program boundaries
- ▶ Students are “graduated” to the next grade/school
- ▶ New student enrolment and existing student updates are imported from board SIS into transportation database on a regular schedule
- ▶ Compile school hour bell time requests
- ▶ Update transportation exemption areas (safety & infrastructure) and grandfathered zones
- ▶ Review student data to ensure completeness and accuracy



P3 – Stop, Run & Route Optimization

Definition: Bus Run

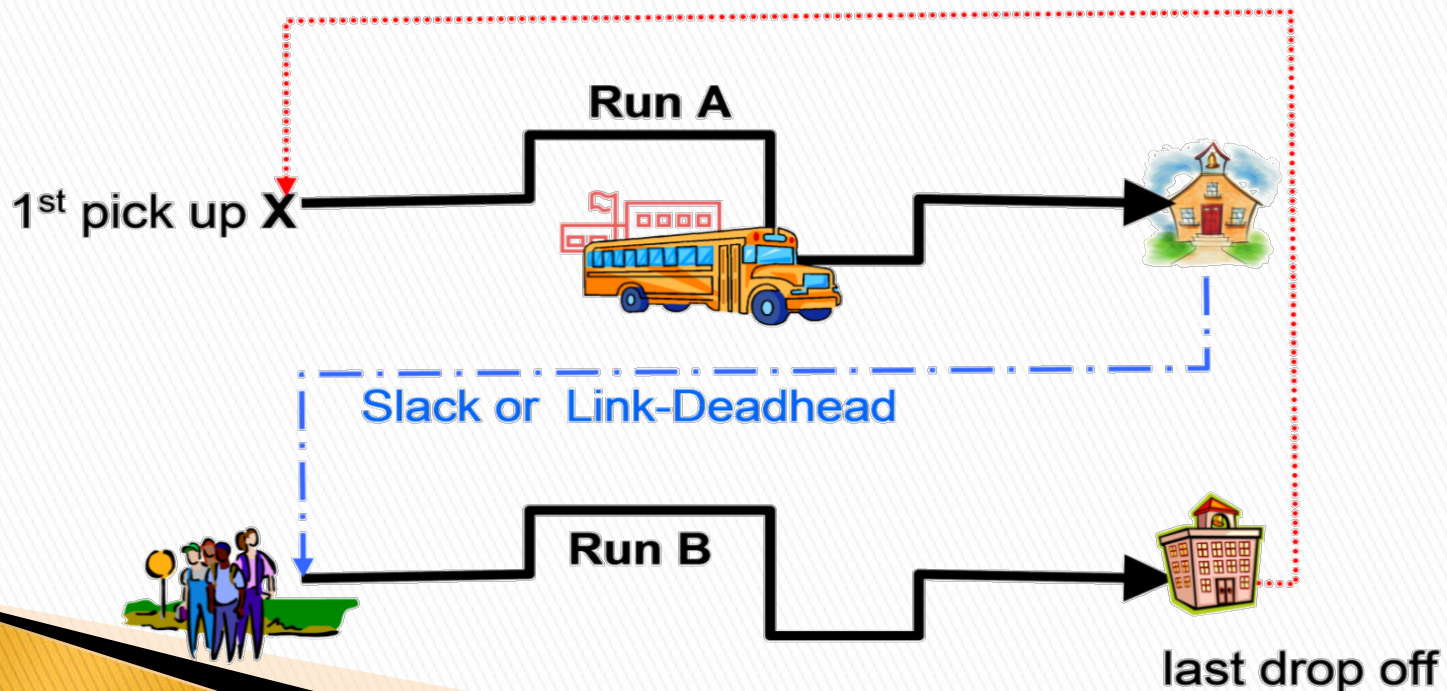
- ▶ A bus that picks up students at designated bus stops in the morning until it arrives at the school.
- ▶ A bus that departs the school in the afternoon and drops off students at designated bus stops until the bus is empty.



P3 – Stop, Run & Route Optimization

Definition: Bus Route

- ▶ A bus route is a sequence of bus runs from different schools that are linked together to be served by one bus based on the school start and end times.
- ▶ A bus route has a morning component and an afternoon component.
- ▶ Morning component of a bus route (vice-versa for pm):



P3 – Stop, Run & Route Optimization

Definition: Loading Guidelines

- ▶ The manufacturer's capacity of a full size school bus is 71/72 passengers
- ▶ For planning purposes, HSTS uses the following guidelines:
 - **JK to Grade 6:** 3 per seat
 - **Grade 7 to Grade 12:** 2 per seat



P3 – Stop, Run & Route Optimization

April to July – Planning Bus Stops

- ▶ Review new and existing student data for impact on bus stop placement
- ▶ Review student locations and student density
- ▶ Assess location of bus stops taking into consideration student needs, student safety, community design (ie. parks, walkways), and the Highway Traffic Act
- ▶ Ensure bus stop placement meets distance to stop policy
- ▶ Review the number of students at a bus stop
- ▶ Remove bus stops for graduating students

P3 – Stop, Run & Route Optimization

April to July – Designing Bus Runs

HSTS staff must balance competing priorities when optimizing runs **with safety always being the number one priority.**

When planning bus runs, the following is taken into consideration:

- ▶ The number of students assigned to the bus and historical ridership data
- ▶ Vehicle type required based on student needs & geographic constraints
- ▶ The total time students will be travelling on the bus based on existing policies
- ▶ School loading zone capacity and configuration
- ▶ Test multiple run solutions including shared runs (multiple schools), transfers, stop order (run path), to enhance safety, efficiency, and service delivery

P3 – Stop, Run & Route Optimization

April to July – Bus Routing & Optimization

Goal of Optimization: To achieve the best stop, run and route design that enhances safety, service delivery and operational efficiencies.

The following are factored into route optimization:

- ▶ School hours and school hour change requests
- ▶ Supervision windows at schools
- ▶ Number of buses at a school
- ▶ Vehicle type – big bus, mini bus, van, wheelchair bus
- ▶ Total route time including deadhead and slack time
- ▶ Start/End points of runs (to minimize deadhead travel and maximize efficiencies)
- ▶ Operator contract parameters
- ▶ Minimize travel time in high traffic/volume areas



P3 – Stop, Run & Route Optimization

April to July – Bus Routing & Optimization

- ▶ Test multiple route configuration solutions to enhance safety, service delivery & efficiency, and to assess financial impact
- ▶ Consider bell time options for route timeline and operational challenges which would be sustainable over 3-5 years
- ▶ HSTS presents the annual School Hour Report and Transportation Report to the HSTS Board of Directors



P3 – Stop, Run & Route Optimization

April to July – Final Steps Prior to Start-up

- ▶ Final review of bus runs in June
- ▶ Finalize route timelines during the month of July
- ▶ Bus Operators perform Run/Route reviews and provide feedback regarding bus times, bus stops and run design.
- ▶ HSTS staff update runs and routes based on feedback, if required
- ▶ Continue to review new/changed student data on a daily basis and if required add new bus stop and modify bus runs
- ▶ Receive student information changes from parent/guardian when schools are closed
- ▶ Bus schedules are available to parents and students on the HSTS website the third week of August



P4 – Implementation of School Routes & Start-up

September to October – Update Routing

HSTS starts the school year with a route solution that is safe, effective and road worthy however we expect to make adjustments as new information is received after schools open and after student transportation schedules are released.

During 2019-20 start up (Aug 26 – Sept 13), HSTS staff implemented

- ▶ 709 stop/run changes
- ▶ 4574 students were added to bus stops
- ▶ 3674 students were removed from bus stops



P4 – Implementation of School Routes & Start-up

September to October – Update Routing Cont'n

- ▶ Respond to parent and school email and phone inquiries regarding:
 - Bus schedules, distance eligibility, distance challenges, courtesy seats, service delivery concerns, bus stop change requests, change to student information, change to daycare schedule, opt out or opt in notification, transportation information request, shared custody
- ▶ Investigate and respond to bus operator safety concerns regarding bus stops/loading zone congestion/ bus run or bus route timing issues



P4 – Implementation of School Routes & Start-up

September to October – Update Routing Cont'n

- ▶ Revise routing due to road construction or road closure notifications
- ▶ Process new student registrations
- ▶ Perform site visits
- ▶ Perform run/route/stop audits
- ▶ Request student counts from bus drivers
- ▶ Provide bus passes to secondary schools for distribution to eligible students



P4 – Implementation of School Routes & Start-up

September to October - Addressing Overloads

When a possible overload on a school bus is brought to our attention, the following steps are taken to address the overload:

- ▶ Feedback from the driver regarding how many students are riding the bus on a daily basis
- ▶ Ask the school staff to remove any non-eligible students to see if this resolves the overload issue

If the above does not resolve the issue:

- ▶ Request student counts on all buses at the school
- ▶ If possible, shift bus stops from one bus to another to address overload
- ▶ An additional bus may be required



P4 – Implementation of School Routes & Start-up

September to October – Addressing Timing Issues

If a route timing issue is brought to our attention, the following steps are taken to address the issue:

- ▶ Review and discuss timing issues with bus operator
- ▶ Assess the reason for the timing issue (temporary or ongoing)
- ▶ Review GPS data
- ▶ Perform run and route timeline analysis
- ▶ Decide on best possible option to address timing issue (shorten bus run length by moving stops to another bus, move the bus run to another bus route)
- ▶ Communicate any changes to the bus operator/schools/parents/students



P5 - Performance Monitoring

September to June – Refine, Adjust, Adapt

- ▶ HSTS monitors on time performance on a daily, monthly and annual basis
- ▶ GPS is required on all school bus vehicles
- ▶ All bus companies must report route delays that are greater than 10 minutes using BusPlanner Web. Bus delay information is available via:
 - Website (everyone)
 - Email notification (direct to subscribers)
- ▶ The length of delay and the reason must be reported as soon as the Operator is aware the route will run late
- ▶ Other performance auditing & monitoring strategies initiated by customer, community, and regular performance reviews are:
 - Route/Run/Stop/Loading Zone Audits (on-road)
 - Operator Facility Audits
 - GPS Audits



Part 2: Annual Routing Process

QUESTIONS?





Part 3: Locational Study

Clearview Community Case Study









Locational Study Overview

- ▶ **Part A:** What we learned in 2018-19
- ▶ **Part B:** What we did in 2019-20 for Oakville/Clearview
- ▶ **Part C:** Results of Routing Optimization
- ▶ **Part D:** Parental Concerns regarding solution
- ▶ **Part E:** Results of Changes



A – What we Learned in 2018-19

Why we sought improvements/changes for 2019-20:

- ▶ Shift in enrolment and transported students in Oakville:
 - South of QEW: Total Students -3.5%  Eligible Students – 3% 
 - Between QEW & Dundas: Total Students 0%  Eligible Students – 1% 
 - North of Dundas: Total Students +21%  Eligible Students +43% 
- ▶ Bus delays in East Oakville due to driver shortages
- ▶ Opportunity for efficiencies/sharing:
 - Extended French due to boundary changes, increase in program sites, fewer eligible students and grandfathering of students;
 - Early French Immersion – program growth (add a grade each year)
- ▶ Reserve capacity in South East Oakville route timeline for St Nicholas CES move in mid year
- ▶ Ongoing traffic issues at St Thomas Aquinas CSS – minimize the number of buses



B – What we Implemented

What we implemented:

- ▶ Sharing and transfers with St Thomas Aquinas CSS and Oakville Trafalgar HS to improve service by reducing number of buses in an area that has a history of delayed buses due to driver shortage
- ▶ Changed school hours to expand utilization capacity in routing timeline
- ▶ Shared busing to improve service – shorten ride times and walk distances (one neighbourhood/one bus)
 - St Andrew/Posts Corners
 - St Ignatius of Loyola/Abbey Park
 - St Gregory the Great/Oodenawi
 - St Matthew St Bernadette/Pilgrim Wood
 - St Michael/Montclair
 - St Marguerite/Sheridan
 - St Vincent/E.J. James
 - St Mary/Pilgrim Wood

What we didn't implement:

- ▶ Did not change school hours for schools that had a change in the past 3 to 4 years



C – Results of Optimization cont'

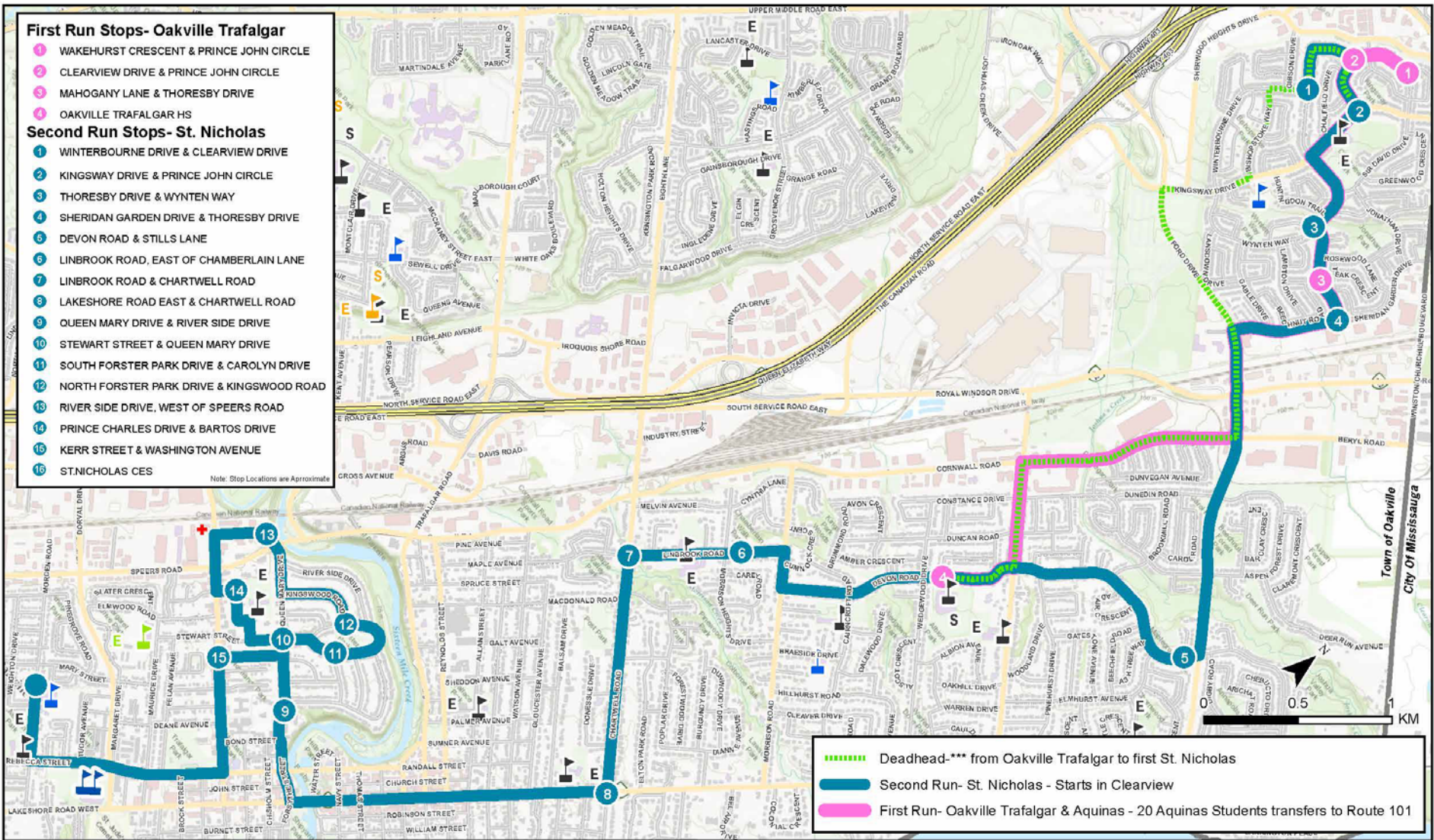
First Run Stops- Oakville Trafalgar

- 1 WAKEHURST CRESCENT & PRINCE JOHN CIRCLE
- 2 CLEARVIEW DRIVE & PRINCE JOHN CIRCLE
- 3 MAHOGANY LANE & THORESBY DRIVE
- 4 OAKVILLE TRAFALGAR HS

Second Run Stops- St. Nicholas

- 1 WINTERBOURNE DRIVE & CLEARVIEW DRIVE
- 2 KINGSWAY DRIVE & PRINCE JOHN CIRCLE
- 3 THORESBY DRIVE & WYNTEN WAY
- 4 SHERIDAN GARDEN DRIVE & THORESBY DRIVE
- 5 DEVON ROAD & STILLS LANE
- 6 LINBROOK ROAD, EAST OF CHAMBERLAIN LANE
- 7 LINBROOK ROAD & CHARTWELL ROAD
- 8 LAKESHORE ROAD EAST & CHARTWELL ROAD
- 9 QUEEN MARY DRIVE & RIVER SIDE DRIVE
- 10 STEWART STREET & QUEEN MARY DRIVE
- 11 SOUTH FORSTER PARK DRIVE & CAROLYN DRIVE
- 12 NORTH FORSTER PARK DRIVE & KINGSWOOD ROAD
- 13 RIVER SIDE DRIVE, WEST OF SPEERS ROAD
- 14 PRINCE CHARLES DRIVE & BARTOS DRIVE
- 15 KERR STREET & WASHINGTON AVENUE
- 16 STNICHOLAS CES

Note: Stop Locations are Approximate

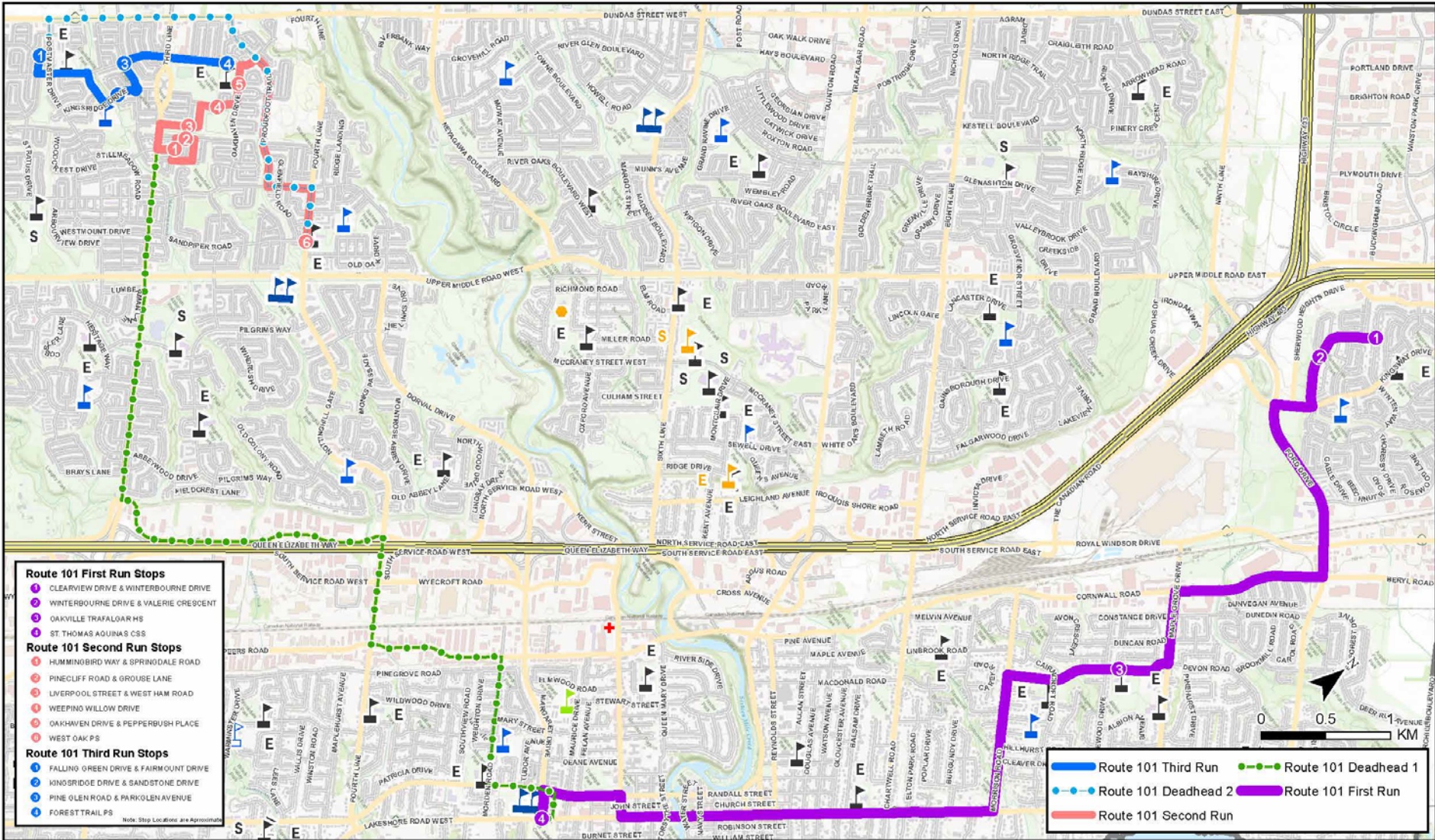


- Deadhead-*** from Oakville Trafalgar to first St. Nicholas
- Second Run- St. Nicholas - Starts in Clearview
- First Run- Oakville Trafalgar & Aquinas - 20 Aquinas Students transfers to Route 101

Route 108 With Transfers

	HCSB Secondary		CSDCCS Schools		CS Viamonde Schools		HCSB Adult Learning Centre
	HCSB Elementary		HDSB Schools		Administration or Other		HCSB Proposed Elementary

C – Results of Optimization cont'



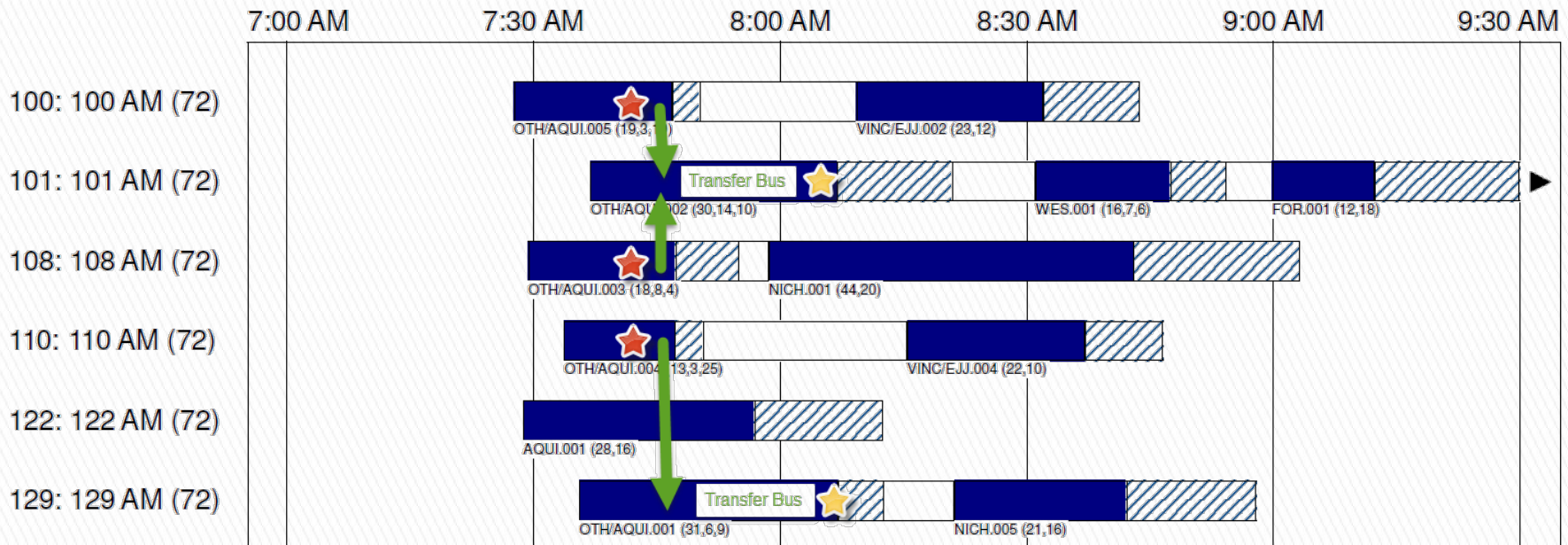
Route 101 With Transfers - from Routes 108 & 110




C – Results of Optimization cont'

St Thomas Aquinas AM Routes - Sept 2019

With Transfers 

-  runs end at OTH - next runs East Oakville
-  runs end at Aquinas - next run West Oakville



-  - Run Format: RunID (Time-Active,Deadhead,Slack)
-  - DeadHead
-  - Slack



C – Results of Optimization cont'

- ▶ Number of buses at St Thomas Aquinas CSS remained at 10, total buses in Clearview 6, down 1 from last year
- ▶ Average distance to stop for St Thomas Aquinas CSS students reduced by 144 metres, and 17 metres for Oakville Trafalgar HS students
- ▶ Average ride time for St Thomas Aquinas CSS students increased by 3 minutes, no change for Oakville Trafalgar HS students





D – Expressed Parental Concern

Parent concerns regarding overloaded buses:

- ▶ There was a perception that buses were loaded over legal capacity
- ▶ Eligible students did not receive a bus pass

Explanation:

- ▶ It is not uncommon to have a greater number of students riding the bus at the start of the school year and stabilizes by the 2nd or 3rd week of school
- ▶ Ridership can fluctuate daily, especially during start-up

Response:

HSTS received parent concerns and commenced investigative process. Refer to P4 – “Implementation of School Routes and Start-up – Addressing Overloads” for additional details on potential actions.



D – Expressed Parental Concern

Overload Investigation Actions

- ▶ School Admin on site at transfer school to ensure students getting on the bus were eligible to take the bus
- ▶ HSTS asked the bus operator to take student counts for a 3 day period
- ▶ Arranged for shadow bus to assist with possible overload
- ▶ Earlier distribution of bus passes
- ▶ Start checking bus passes at bus stops and at schools when loading



D – Expressed Parental Concern

Secondary students transferring buses at a member board school

- ▶ Concerns related to transfers at another school:
 - The safety of secondary students having to physically get off one bus and get on to another bus at a member board school.
 - Who would be responsible if anything happened to a student if they had to wait at the transfer school for the transfer bus
 - Delayed buses so students may miss the transfer bus
 - Inclement weather causing students to have to wait outside for the transfer bus if it was delayed.
 - Buses were arriving later at St. Thomas Aquinas CSS than in the past.



D - HSTS Planned Solution

Planned Strategies in Effect at Start-up

- ▶ All buses serviced by the same bus operator so the drivers could remain in radio contact at all times if one of the buses was delayed.
- ▶ Time built in to pick up bus timeline to allow transfer students to remain on the pick up bus until transfer bus arrival.

Additional Strategies to Address Transfer Concerns

- ▶ Adjust bus arrival times at Oakville Trafalgar HS to reduce possible student wait times for transfer bus.
- ▶ Adjust the schedule of the shared buses so they would arrive earlier to Oakville Trafalgar HS which in turn would result in an earlier arrival at St. Thomas Aquinas CSS.



D- Implemented Resolution

Actions taken to address parental concerns

- ▶ The transfer buses were removed from the route design for St. Thomas Aquinas
- ▶ Some run sharing continued between St. Thomas Aquinas and Oakville Trafalgar
- ▶ Additional buses were required to offset lost time savings gained from transfers
- ▶ Pick up times were adjusted for an earlier arrival at St. Thomas Aquinas



E – Adjusted Routing Results

Action taken:

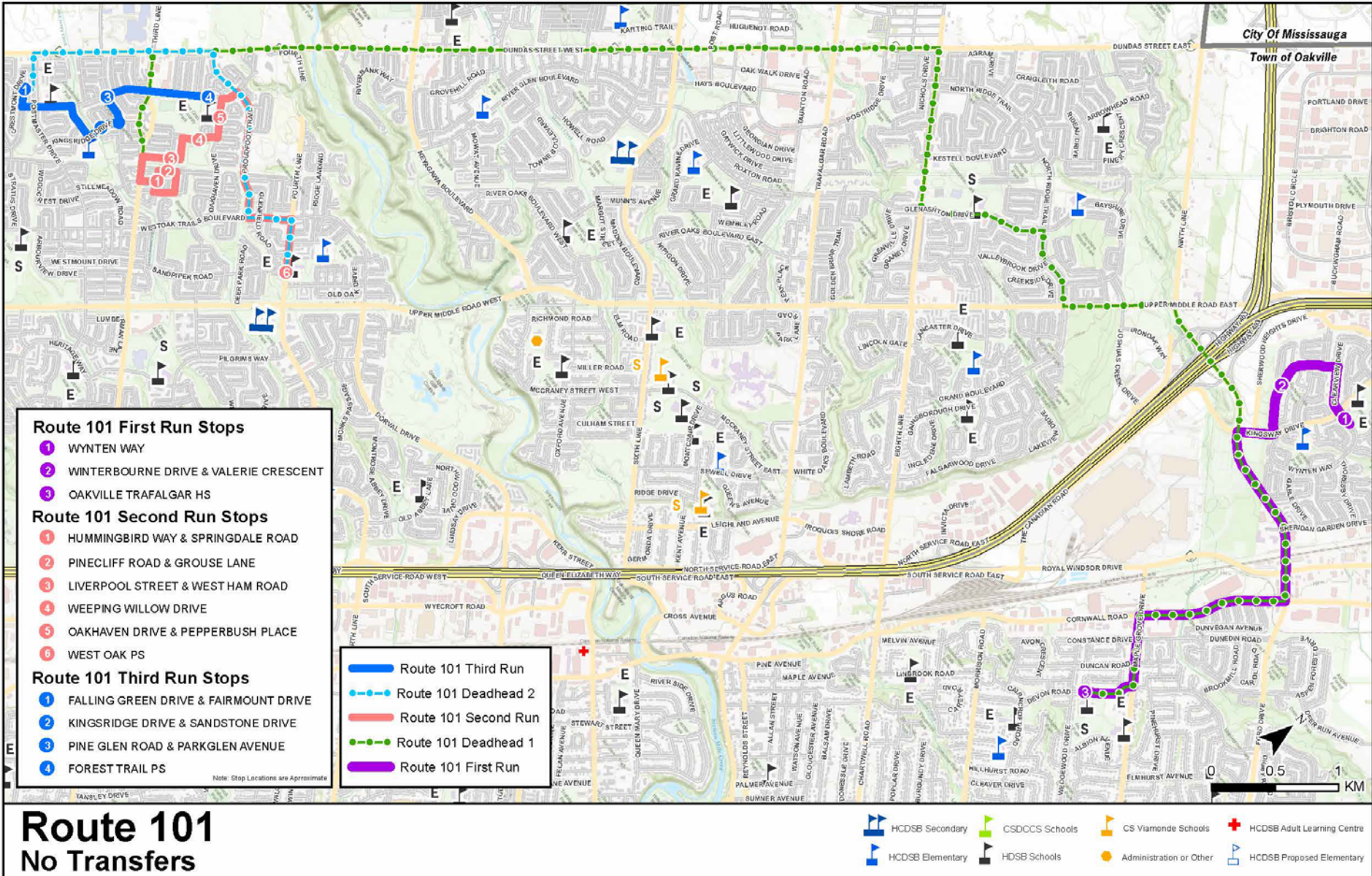
- ▶ Transfers were removed - all St. Thomas Aquinas CSS buses start and end at the school
- ▶ Runs on routes were reorganized to not disrupt HCDSB and HDSB elementary schools and minimize disruption to Oakville Trafalgar HS students

Results:

- ▶ The total number of big buses at St. Thomas Aquinas CSS increased from 10 to 12
- ▶ Two extra routes, single run routes, reduction of slack (time buffer) time or too much slack time
- ▶ Clearview area:
 - Adjusted: 8 big buses – 3 shared
 - Start-up: 6 big buses – 5 shared



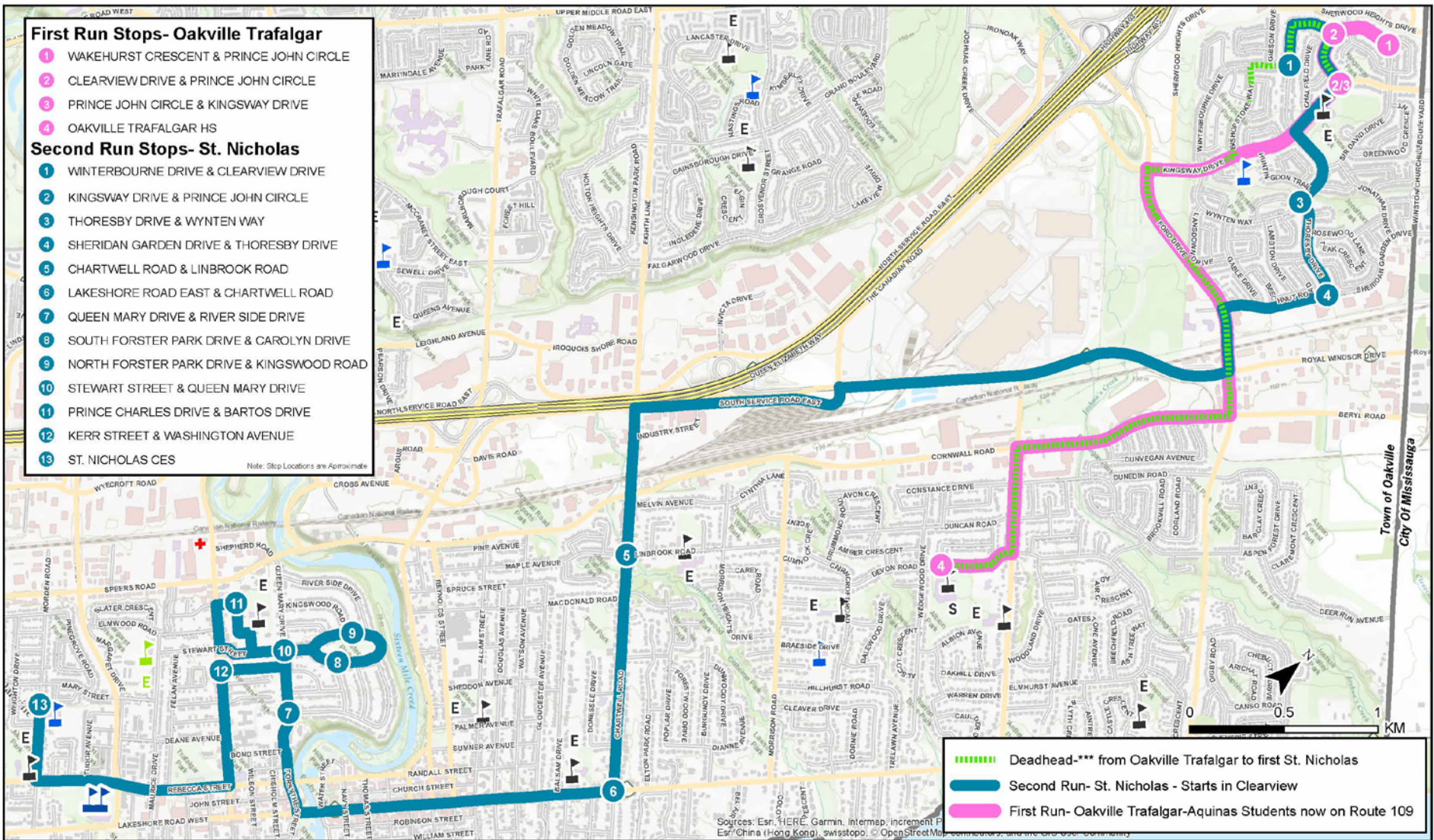
E – Adjusted Routing



Route 101 No Transfers

E – Adjusted Routing cont'

- First Run Stops- Oakville Trafalgar**
- 1 WAKEHURST CRESCENT & PRINCE JOHN CIRCLE
 - 2 CLEARVIEW DRIVE & PRINCE JOHN CIRCLE
 - 3 PRINCE JOHN CIRCLE & KINGSWAY DRIVE
 - 4 OAKVILLE TRAFALGAR HS
- Second Run Stops- St. Nicholas**
- 1 WINTERBOURNE DRIVE & CLEARVIEW DRIVE
 - 2 KINGSWAY DRIVE & PRINCE JOHN CIRCLE
 - 3 THORESBY DRIVE & WYNTEN WAY
 - 4 SHERIDAN GARDEN DRIVE & THORESBY DRIVE
 - 5 CHARTWELL ROAD & LINBROOK ROAD
 - 6 LAKESHORE ROAD EAST & CHARTWELL ROAD
 - 7 QUEEN MARY DRIVE & RIVER SIDE DRIVE
 - 8 SOUTH FORSTER PARK DRIVE & CAROLYN DRIVE
 - 9 NORTH FORSTER PARK DRIVE & KINGSWOOD ROAD
 - 10 STEWART STREET & QUEEN MARY DRIVE
 - 11 PRINCE CHARLES DRIVE & BARTOS DRIVE
 - 12 KERR STREET & WASHINGTON AVENUE
 - 13 ST. NICHOLAS CES
- Note: Stop Locations are Approximate



- - - - - Deadhead-*** from Oakville Trafalgar to first St. Nicholas
————— Second Run- St. Nicholas - Starts in Clearview
————— First Run- Oakville Trafalgar-Aquinas Students now on Route 109

Sources: Esri, HERE, Garmin, Intermap, increment P, Esri/China (Hong Kong), swisstopo, © OpenStreetMap contributors, and the GIS User Community

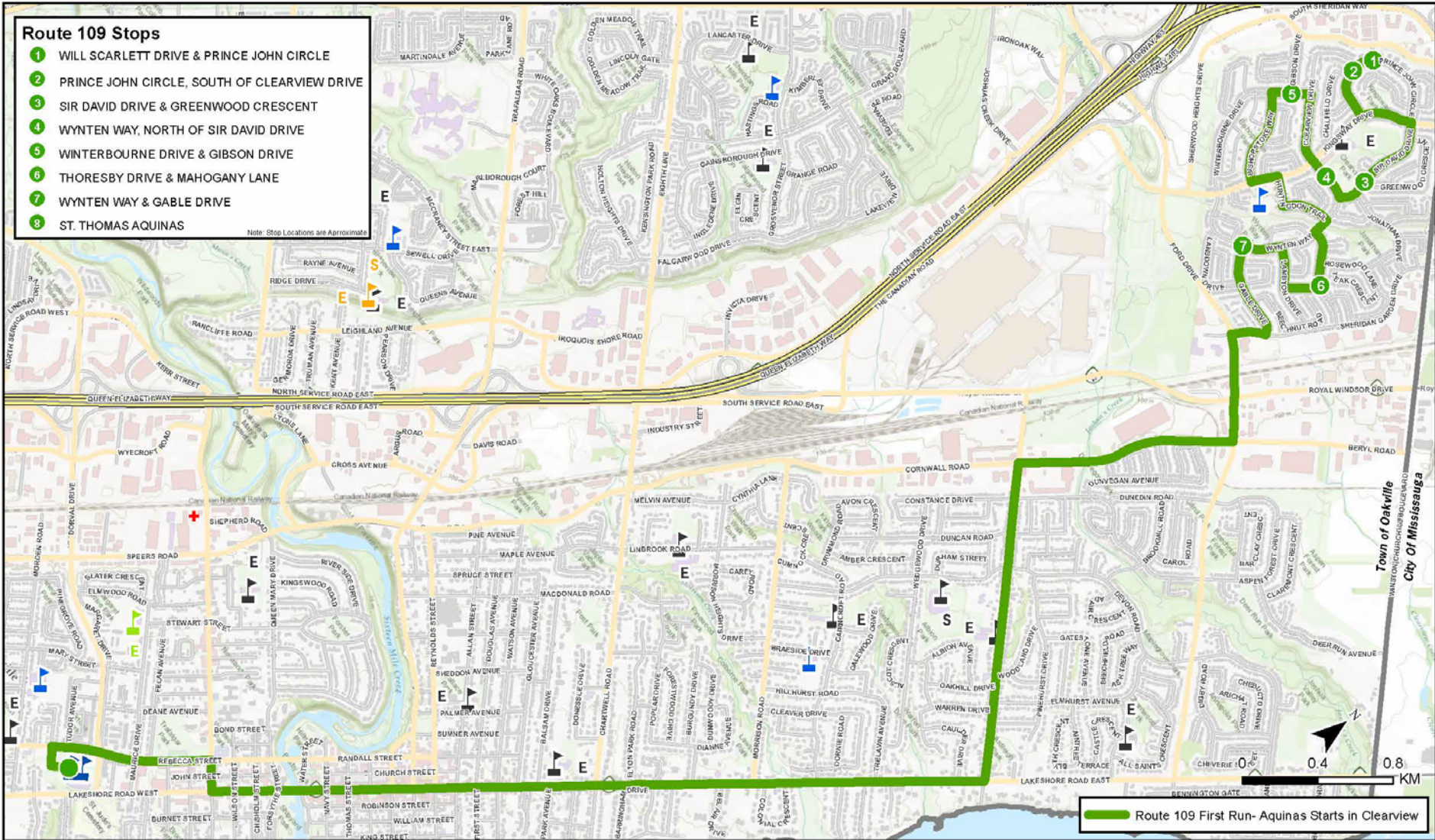
Route 108
No Transfers

- HCDSB Secondary
- CSDCCS Schools
- CS Mamonde Schools
- HCDSB Adult Learning Centre
- HCDSB Elementary
- HDSB Schools
- Administration or Other
- HCDSB Proposed Elementary

E – Adjusted Routing cont'

Route 109 Stops

- 1 WILL SCARLETT DRIVE & PRINCE JOHN CIRCLE
 - 2 PRINCE JOHN CIRCLE, SOUTH OF CLEARVIEW DRIVE
 - 3 SIR DAVID DRIVE & GREENWOOD CRESCENT
 - 4 WYNTEN WAY, NORTH OF SIR DAVID DRIVE
 - 5 WINTERBOURNE DRIVE & GIBSON DRIVE
 - 6 THORESBY DRIVE & MAHOGANY LANE
 - 7 WYNTEN WAY & GABLE DRIVE
 - 8 ST. THOMAS AQUINAS
- Note: Stop Locations are Approximate



Route 109 First Run- Aquinas Starts in Clearview

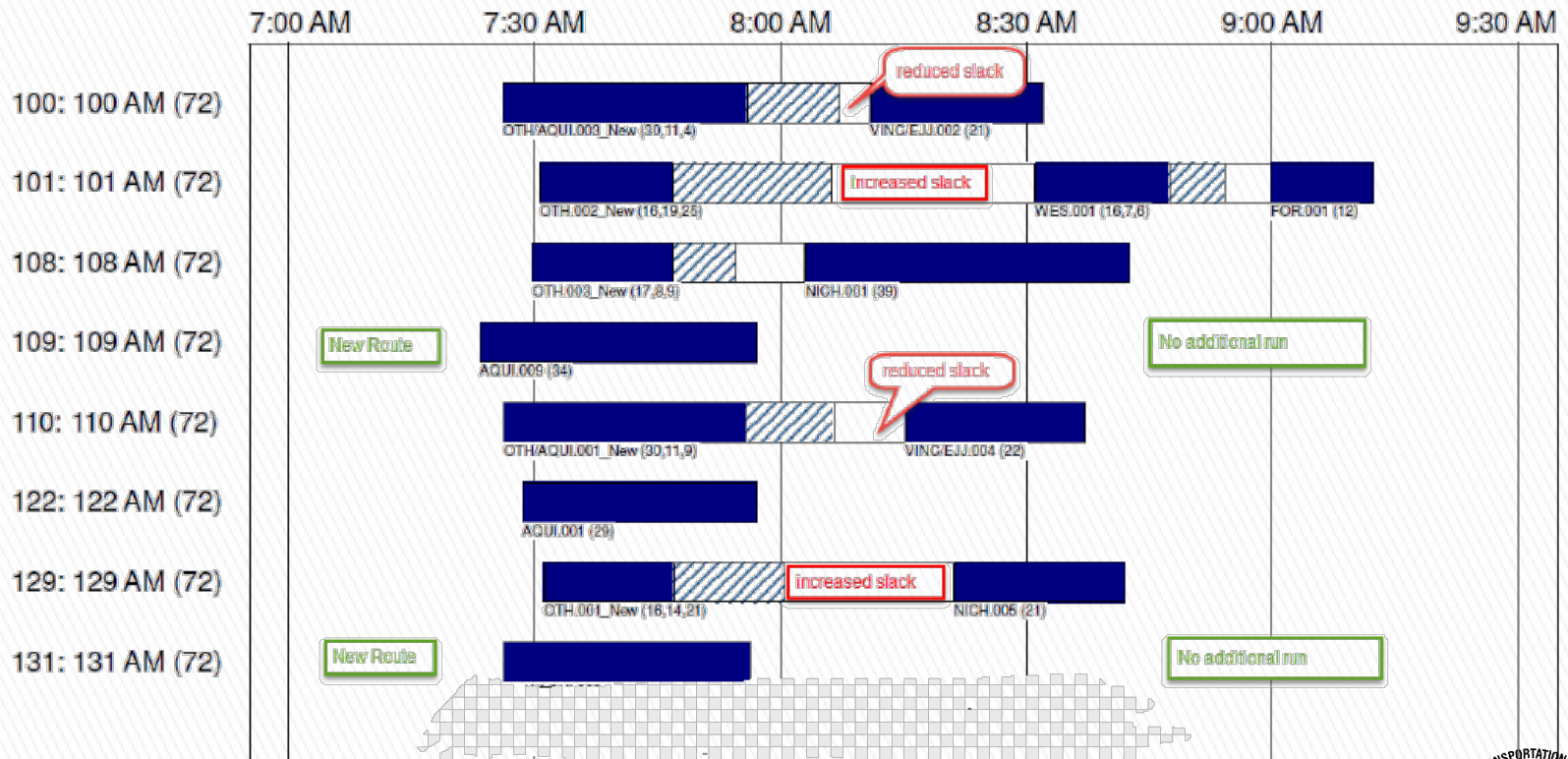
Route 109 No Transfers

- HCDSB Secondary
- CSDCCS Schools
- CS Viamonde Schools
- HCDSB Adult Learning Centre
- HCDSB Elementary
- HDSB Schools
- Administration or Other
- HCDSB Proposed Elementary

E – Adjusted Routing cont'

St Thomas Aquinas AM Routes - Oct 2019

No Transfers





Part 3: Locational Study

QUESTIONS?



MINUTES OF THE REGULAR MEETING

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

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

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

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

Also Present: S. Allum, Manager, Energy and Environmental
D. Attardo, Principal, St. Gregory the Great CES
R. Cilliers, Metroland Media
A. Cross, Senior Manager, Financial Services
J. Gligoric, Junior Communication Officer, Strategic Communications
T. Hambly, President, Halton OECTA Elementary
A. Swinden, Manager, Strategic Communications

Recording Secretary: R. Di Pietro

1. Call to Order

In the absence of Trustee DeRosa, Trustee Murphy took on the roll of Chair and called the meeting to order.

1.1 Opening Prayer, National Anthem and Oath of Citizenship (M. Bhambra)

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

1.2 Motions Adopted In-Camera

The following motion was adopted in-camera:

RESOLVED, that the Halton Catholic District School Board ratify the central terms contained with the Memorandum of Settlement and attached Appendices, dated October 6, 2019 made between the Canadian Union of Public Employees (CUPE) and the Council of Trustees Associations (CTA) comprised of l'Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO), l'Association franco-ontarienne des conseils

scolaires catholiques (AFOCSC), the Ontario Catholic School Trustees' Association (OCSTA) and the Ontario Public School Boards' Association (OPSBA) and Agreed to by the Crown.

Further that the approval of the ratification of the central terms be reported to OCSTA.

1.3 Information Received In-Camera

The following information was received in-camera:

Christine Henstridge hired as a probationary teacher effective September 25, 2019. Michelle Bruno hired as a probationary teacher effective October 3, 2019. Victoria Armstrong and Victoria Peric hired as probationary teachers effective October 7, 2019. Kurt Bartlett hired as a probationary teacher effective October 11, 2019.

Patrick Durka, retiring effective October 20, 2019.

2. Approval of the Agenda

The following was added to the agenda:

- 10.8 Timelines for Early French Immersion (EFI) and Extended French (EF) registration (H. Karabela)

#148/19

Moved by: H. Karabela

Seconded by: V. Iantomasi

RESOLVED, that the agenda be approved as amended.

The Chair called for a vote on **#148/19** and it **UNANIMOUSLY CARRIED**.

3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

4. Presentations

4.1 Camp SummerLAND: Literacy and Numeracy Development for Students (A. Prkacin)

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.

4.2 Energy Conservation Initiatives and Updates (R. Merrick)

Initiatives and updates provided to Trustees.

5. Delegations

There were no delegations.

6. Approval of Minutes**6.1 Minutes of the October 1, 2019 Regular Board Meeting****#149/19****Moved by:** H. Karabela**Seconded by:** J. O'Hearn-Czarnota**RESOLVED**, that the minutes of the October 1, 2019 Regular Board meeting be approved.The Chair called for a vote on **#149/19** 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 Policy I-33 Classroom Observations by External Third Party Professionals (N. Guzzo)****#150/19****Moved by:** N. Guzzo**Seconded by:** T. O'Brien**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.The Chair called for a vote on **#150/19**:

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

The motion **CARRIED**.**8.2 Policy II-02 Educational Assistants (N. Guzzo)****#151/19****Moved by:** N. Guzzo**Seconded by:** H. Karabela**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-02 Educational Assistants, be approved, as amended.The Chair called for a vote on **#151/19**:

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

The motion **CARRIED**.

8.3 Policy II-09 Opening and Closing Exercises (N. Guzzo) #152/19

Moved by: N. Guzzo

Seconded by: J. O'Hearn-Czarnota

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

The Chair called for a vote on **#152/19**:

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

The motion **CARRIED**.

8.4 Policy II-12 Management of Aggressive Student Behaviours Within Our Schools (N. Guzzo) #153/19

Moved by: N. Guzzo

Seconded by: J. O'Hearn-Czarnota

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

The Chair called for a vote on **#153/19**:

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

The motion **CARRIED**.

8.5 Policy II-53 Exemption From Instruction in the Family Life program Fully Alive related to Human Development and Sexual Health Expectations in Ontario Curriculum Health and Physical Educational, Grades 1-8, 2019 (N. Guzzo) #154/19

Moved by: N. Guzzo

Seconded by: T. O'Brien

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.

The Chair called for a vote on **#154/19**:

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

The motion **CARRIED**.

8.6 Canadian World Studies and Resource Selection (A. Prkacin) #155/19

Moved by: J. O'Hearn-Czarnota

Seconded by: M. Duarte

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.

The Chair called for a vote on **#155/19**:

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

The motion **CARRIED**.

9. Staff Reports

9.1 Mental Health & Addictions Strategy (C. Cipriano)

The Mental Health & Addictions Strategy was shared. How the Board addresses student mental health, well-being and suicide prevention, intervention and postvention in a systematic and intentional manner were highlighted.

Trustee DeRosa arrived at 8:29 p.m.

9.2 Proposed 2020 Facility Renewal Projects (R. Merrick)

Trustees provided the proposed 2020 facility renewal projects.

10. Information Items

10.1 Student Trustees Update

10.1.1 Student Trustee Update (M. Bhambra)

Student Senate meeting discussion included looking at changes to how Student Trustees are elected.

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

10.1.2 e-Learning Mandate (D. Suan)

A summary of the mandate was provided as well as the OSTA-AECO survey.

Trustee O'Brien moved that a staff report regarding possible strategies for students regarding e-Learning be brought back to the Board.

The Director of Education confirmed that information is outstanding from the Ministry of Education and a staff report would be premature at this time.

There was no seconder for the motion.

10.2 School Educational Field Trips (C. McGillicuddy)

School trips were provided as information.

- 10.3 Construction Report - St. Nicholas Catholic Elementary School (R. Merrick)**
An update was provided on construction at St. Nicholas Catholic Elementary School.
- 10.4 Construction Report - Bishop P.F. Reding Catholic Secondary School (R. Merrick)**
An update was provided on construction at Bishop P.F. Reding Catholic Secondary School.
- 10.5 Construction Report - Assumption Catholic Secondary School (R. Merrick)**
An update was provided on construction at Assumption Catholic Secondary School.
- 10.6 2018-2019 EQAO and OSSLT Results (A. Prkacin/C. McGillicuddy)**
Trustees provided a summary of the HCDSB results of the 2018-2019 EQAO and OSSLT results.
- 10.7 Leadership Journey (L. Naar)**
The 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.
- 10.8 Timelines for Early French Immersion (EFI) and Extended French (EF) Registration (H. Karabela)**
In order to align with Policy discussion and decisions it was suggested that the registration process for French Immersion be extended.

Staff confirmed that the 2020-2021 registration process is currently in place and has been communicated to staff and parents.

#156/19

Moved by: H. Karabela

Seconded by: T. O'Brien

RESOLVED, that the registration process or the results for French Immersion for 2020 be delayed until after the Board receives the sibling priority cross boundary acceptance staff report at the November 12, 2019 Policy Committee meeting with a subsequent vote on this issue at first reading on the Optional French Policy at the November 19, 2019 Regular Board meeting.

Staff explained that that the selection process is not until November 22, 2019 and all information will be provided to Trustees before that time.

Trustees were in agreement to rescind the motion on the table.

The Chair called for a vote on rescinding motion **#156/19** and it **UNANIMOUSLY CARRIED**.

#157/19**Moved by:** M. Duarte**Seconded by:** V. Iantomasi**RESOLVED**, that the meeting move past 10:00 p.m.The Chair called for a vote on **#157/19** and it **UNANIMOUSLY CARRIED**.**11. Miscellaneous Information****11.1 Minutes of the June 17, 2019 SEAC Meeting**

Minutes of the June 17, 2019 SEAC meeting provided as information.

11.2 Minutes of the September 10, 2019 Policy Committee Meeting

Minutes of the September 10, 2019 Policy Committee meeting provided as information.

11.3 Minutes of the September 23, 2019 CPIC Meeting

Minutes of the September 23, 2019 CPIC meeting provided as information.

12. Correspondence

There was no correspondence.

13. Open Question Period**QUESTION ONE**

Please explain how the report addresses the concerns in our delegation - that we need to provide students with mental health education. Specifically, please answer how the strategy incorporates mental health education to help students:

- Understand how to optimize and maintain good mental health throughout life;
 - *holistic approach*
 - *strengthen home, school, parish and community connections*
 - *create safe, caring, and inclusive mentally healthy classrooms and schools*
 - *ensure students are eating properly, sleeping well, and have regulated access and balanced use of social media*
 - *encourage physical activity for good health*
 - *create safe spaces, make connections with peers, get involve with social activities and build strong relationships*
 - *support teachers in identifying behaviours and know what behaviours mean and where to connect students who may be struggling*
 - *support all students in their social, emotional, mental, physical and cognitive well-being*

- Learn to recognize when a friend or loved one might be struggling;
 - *change in students baseline behaviour – know who our students are and notice when there are changes*
 - *ask questions such as “what's up” if you notice someone may be struggling or having a bad day – don't make assumptions about what is causing them distress*
 - *follow pathways to care when notice or struggle or crisis – there are support services embedded in schools i.e. CYC, SW and PSY and community agencies*
 - *recognize struggles in various domains*

- Understand mental disorders and their treatments;
 - *recognize and identify changes in baseline in students social, emotional and behaviour*
 - *understand that these changes in behaviour, etc. become a concern when they persist, intensify, or are inappropriate for the developmental age of the student, and that they need to seek help when this occurs*
 - *be mindful that cultural background can affect how families perceive their child's behaviour and seeking treatment and may require additional supports to do so*
 - *recognize that we have embedded support services in schools and formalized pathways to external agency resources and LHIN Mental Health & Addiction Nurses*
- Decrease stigma;
 - *need to speak more openly about mental health issues in a more natural and normalized manner*
 - *work with schools to ensure their school climate is safe, caring, inclusive and creates a sense of belonging*
 - *embed mental health language in curriculum – help students and teachers to identify feelings and how the mind, body and physical health are all connected*
 - *student friendly age appropriate language*
 - *treat mental health related issues as we would physical health issues and normalize conversations*
- Enhance help-seeking efficacy (knowing when and where to get help, having the skills necessary to promote self-care and how to obtain good care).
 - *schools share clear pathways to support to students both within schools (embedded support services in a transparent way ie CYC, SW & PSY) and formalized pathways to external agency resources when needs exceed what school supports can offer*
 - *tiered model of intervention – promotion of positive mental health and positive school sense of community; provide intervention to students who require more specific support; provide intensive and focused assessment and support for Tier 3 students along with referrals to external agencies*
 - *specific programs in schools that support students ie Boys/Girls Night encourage social connection and sense of belonging*

14. In Camera

There was no follow-up In-Camera session.

15. Resolution re Absentees

There were no absentees.

16. Adjournment and Closing Prayer (M. Duarte)

#158/19

Moved by: J. O'Hearn-Czarnota

Seconded by: P. DeRosa

RESOLVED, that the meeting adjourn.

The Chair called for a vote on **#158/19** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 10:21 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	RESOLVED , that the Halton Catholic District School Board develop a feasibility study exploring Advanced Placement (AP) courses in North Halton Hills.	Senior Staff	TBD

OUTSTANDING POLICY ITEMS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
October 15, 2019	Policy II-53 Exemption from Instruction in the Family Life Program Fully Alive related to Human Development and Sexual Health Expectations in Ontario Curriculum Health and Physical Education, Grades 1-8, 2019.	2 nd and 3 rd Reading	N. Guzzo	November 19, 2019



Proposed 2020 Facility Renewal Projects	Item 8.1
Tuesday, November 5, 2019	

Alignment to Strategic Plan

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

Purpose

To update Trustees on the proposed 2020 facility renewal projects and seek approval to proceed with the 2020 projects.

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 are respectfully submitted for Trustee consideration and approval to proceed with the proposed 2020 facility renewal projects.

<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.



City of Burlington Transit Proposal	Item 9.1
November 5, 2019	

Alignment to Strategic Plan

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

Purpose

The purpose of this report is to summarize a proposal put forward by City of Burlington Mayor Marianne Meed Ward to explore the option of free transit for high school students in Burlington, to be implemented as early as 2020.

Background Information

In July 2018 staff from the City of Burlington and Mayor’s office met with staff and trustee representatives of the various schoolboards in the region and Halton Student Transportation Services to discuss the feasibility of free student transit for Secondary school students in Burlington.

On Sept. 23, 2019, Burlington City Council unanimously passed a motion to direct the Mayor and Director of Transit to develop a draft report including a Memorandum of Understanding (MOU) regarding free transit for Burlington students, outlining the program, costs, revenue impacts, eligibility, and commitments in more detail, in partnership with Halton Region and the four school boards that serve Halton students: Halton District School Board, Halton Catholic District School Board, and the two French school boards, Conseil scolaire Viamonde and Conseil scolaire catholique MonAvenir, and report back to council for a decision.

Comments

The goals of free fares include: removing some of the barriers to taking transit; getting vehicles off the road; reducing Green House Gas emissions from vehicle trips driving students to and from school; introducing students to transit so they become lifelong riders; and working toward achieving our modal split of 15% non-car travel trips among all users.

The free transit program would be available to all students, but the primary goal is reach those not eligible for yellow bus service (for example, those who live within 0 to 3.2 kilometres from their school) and who may be driven to school now. Yellow bus service would continue. Fares would be free on both



conventional and Handivan buses (as per AODA rules). The Board currently purchases bus passes from Burlington Transit. The City of Burlington would be expecting the Board to continue to make this contribution to help defray the costs of the program. The funding formula and any changes over time, would be negotiated.

Conclusion

Staff recommends that the Board continue to investigate this transit proposal and if feasible to enter a Memorandum of Understanding to support the concept.

Staff will return to the Board of Trustees on November 19, 2019, to seek approval to initiate the process. The draft recommendation is presented below for future consideration:

Draft Recommendation

Resolution#:	<i>Moved by:</i>
	<i>Seconded by:</i>
Resolved , that the Halton Catholic District School Board support, in principle, the concept of free transit for Burlington secondary school students through Burlington Transit, and direct staff to investigate with partners, the details of a Memorandum of Understanding, and to report back regarding this opportunity.	

Report Prepared &
Submitted by:

Pat Daly
Director of Education and Secretary of the Board

Report Approved by:

Pat Daly
Director of Education and Secretary of the Board



Milton Secondary School Boundary Review	Item 9.2
November 5, 2019	

Alignment to Strategic Plan

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

Purpose

To initiate a school boundary review process to establish school boundaries for the future Milton #3 “Mazmik” Catholic Secondary School. This process will seek to also establish interim and ultimate student accommodation plans for the secondary panel leading up to the opening of the new school.

Background Information

1. Action Report Item 8.8 “2019 Capital Priorities List Submission” from the June 18, 2019, Regular Meeting of the Board
2. Information Report Item 10.9 “Long-Term Capital Plan Update – Final Report” from the June 18, 2019, Regular Meeting of the Board
3. Information Report Item 10.4 “2018-19 Annual Facility Accommodation Report” from the April 2, 2019, Regular Meeting of the Board.
4. Information Report 10.9 “Planning Services Work Plan for 2018-2019” from the October 2, 2018, Regular Board Meeting.

Comments

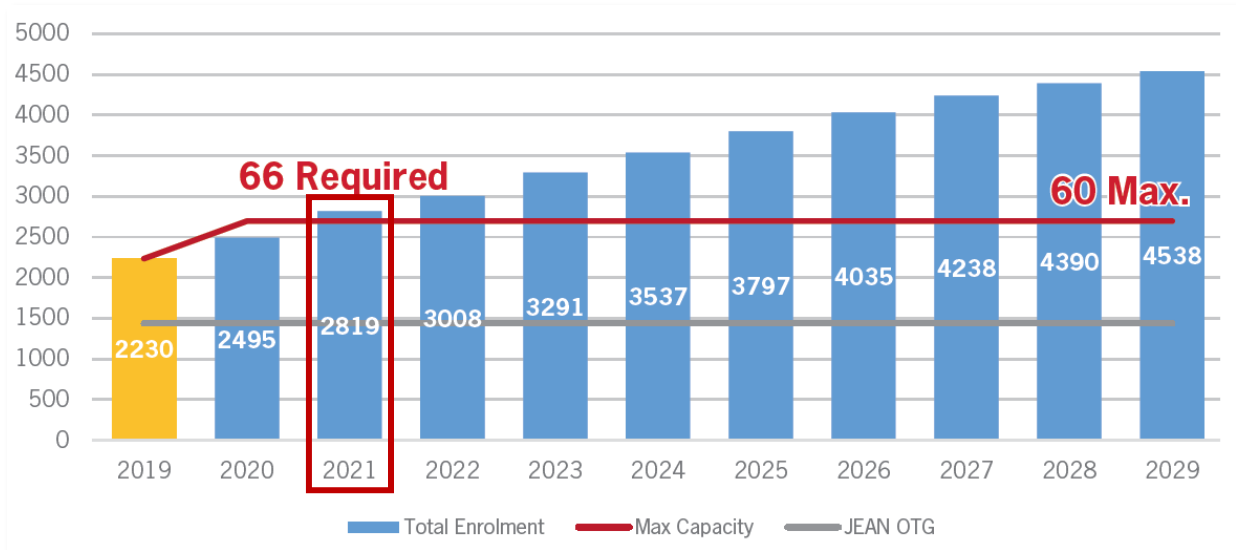
On September 30, 2019, the Board submitted its 2019-20 Capital Priorities Submission to the Ministry of Education. The Milton #3 Catholic Secondary School project was submitted as Priority #1 of the six (6) projects submitted. It is anticipated the funding announcements will be made in early 2020, at which point the Board will receive confirmation if it was successful.

The [2019 Long-Term Capital Plan Update](#) indicates that the Milton #3 CSS project is required by the 2021-22 school year. At this time, Jean Vanier CSS, which is currently holding Milton #3 CSS students, will surpass its maximum portable classroom capacity of 60 units by the 2021-22 school year. The expected portable classroom requirement at Jean Vanier CSS for the 2021-22 school year is 66 portable classrooms. See Figure 1.

Given the increasing enrolment pressures, new secondary accommodations are urgently required to house the Town of Milton Secondary School population.



Figure 1: Jean Vanier Catholic Secondary School Projections



It is important to note that a secondary school takes a minimum of three (3) years to construct, from start to finish. The first year is dedicated to obtaining the required planning and building approvals, and the latter two (2) years for construction. Board staff is already undertaking works related to the required planning approvals to prepare the site for construction.

Anticipating an announcement from the Ministry in early 2020, and the required time to receive Approval to Proceed (ATP), and tendering the project, it is no longer feasible to achieve a September 2021-22 opening date. Opening the Milton #3 CSS by the 2022-23 school year is now considered the most likely opening date.

Considering that Jean Vanier CSS will have surpassed its total on-site capacity by 2021-22, Milton #3 CSS students may need to be temporarily relocated to alternate school accommodations with available space within the Board’s jurisdiction.

As a response to the above concerns, Facility Management Services and Planning Services is recommending that the Board initiate a Secondary School Boundary Review for the Town of Milton secondary panel. The scope of the school boundary review would be as follows:

- Define the school attendance boundary for the future Milton #3 CSS, as well as its elementary family of schools;
- Identify an interim holding school to temporarily accommodate Milton #3 CSS students, in wait for the school opening;
- Work with senior staff to develop an interim and ultimate accommodation plan for Milton Secondary Students; and,
- Define future holding areas for the next Milton Catholic Secondary School, as defined in the Board’s 2019 Long-Term Capital Plan.



The proposed school boundary review process is governed by [Operating Policy I-29: School Boundary Review Process Administrative Procedure](#), and follows the protocols of the *Standard School Boundary Review Process*, based on Section 4.3 of [Administrative Procedure VI-88: School Boundary Review Process Administrative Procedure](#). The standard process applies given the complexity of the review.

Advisory School Boundary Review Committee Composition

When a process is initiated, an Advisory School Boundary Review Committee (SBRC) is created. The role of the committee is advisory and is responsible for reviewing potential boundary and accommodation options with an objective lens meant to benefit the Catholic school community as a whole.

Given the scale of this boundary review, parent representation on the SBRC should include Catholic School Council representatives from all elementary and secondary schools in Milton. For the elementary panel, it would be ideal to have representation from parents of intermediate/senior students, as they will be most affected by the changes. The Director of Education may also designate the affected Family of School Superintendent and other Board Senior Staff to participate in the SBRC.

In the development/exploration of interim accommodation options that involve other school communities outside the Town of Milton, a representative of the affected school community may also be invited to sit on the SBRC in a temporary or permanent capacity.

School Boundary Review Milestones:

The following table provides the tentative School Boundary Review milestones:

Table 1: Tentative School Boundary Review Milestones

TENTATIVE DATE	FORUM	ACTIONS
September 30, 2019	Ministry Submission	Milton #3 CSS Capital Priorities Submission
November 5, 2019	Board Meeting	Staff Report – SBRC Initiation Report
November 19, 2019	Board Meeting	Action Report – SBRC Initiation Report
Mid-November 2019	Information Meeting	Milton Parent Council Information Night
Late-November	Information Meeting	Public Information Night
December 2019	Notification	Communication for SBRC Parent Member Selection
January 2020	SBRC Meeting	SBRC Information Start-Up & Working Meeting #1
February 2020	SBRC Meeting	SBRC Working Meeting #2
March 2020	Information Meeting	Public Meeting #1
March 2020	SBRC Meeting	SBRC Working Meeting #3
April 2020	SBRC Meeting	SBRC Working Meeting #4
May 2020	Information Meeting	Public Meeting #2
May/June 2020	SBRC Meeting	SBRC Final Working Meeting
June/Sept	Board Meeting	Interim Staff Report – SBRC Recommendations
June/Sept	Board Meeting	Public Delegations
June/Sept	Board Meeting	Final Action Report – SBRC Recommendations



TENTATIVE DATE	FORUM	ACTIONS
June/Sept	Notification	Communication to the Milton communities.

The above schedule is tentative, and may be subject to change as the SBRC moves through the process. It should also be noted that if additional or fewer working meetings and/or public meetings are required, further modifications may be made to the above schedule.

The goal is to complete the boundary review process prior to the 2021-22 registration period, so as to give advance notice to the parent and school communities.

Conclusion

Staff recommends that a standard School Boundary Review Process be initiated to establish interim accommodation options to hold future Milton #3 CSS students, as well as to define the ultimate school boundaries once opened. September 1, 2021, has been identified as the earliest implementation date for any boundary changes, if approved.

Staff will return to the Board of Trustees on November 19, 2019, to seek approvals to initiate the process. The draft recommendation is presented below for future consideration:

Draft Recommendation

<p>RESOLUTION:</p>	<p><i>Moved By:</i> <i>Seconded By:</i></p>
<p>RESOLVED, that the Halton Catholic District School Board direct staff to initiate a school boundary review process to identify interim and ultimate accommodation plans for the Milton #3 Catholic Secondary School.</p>	

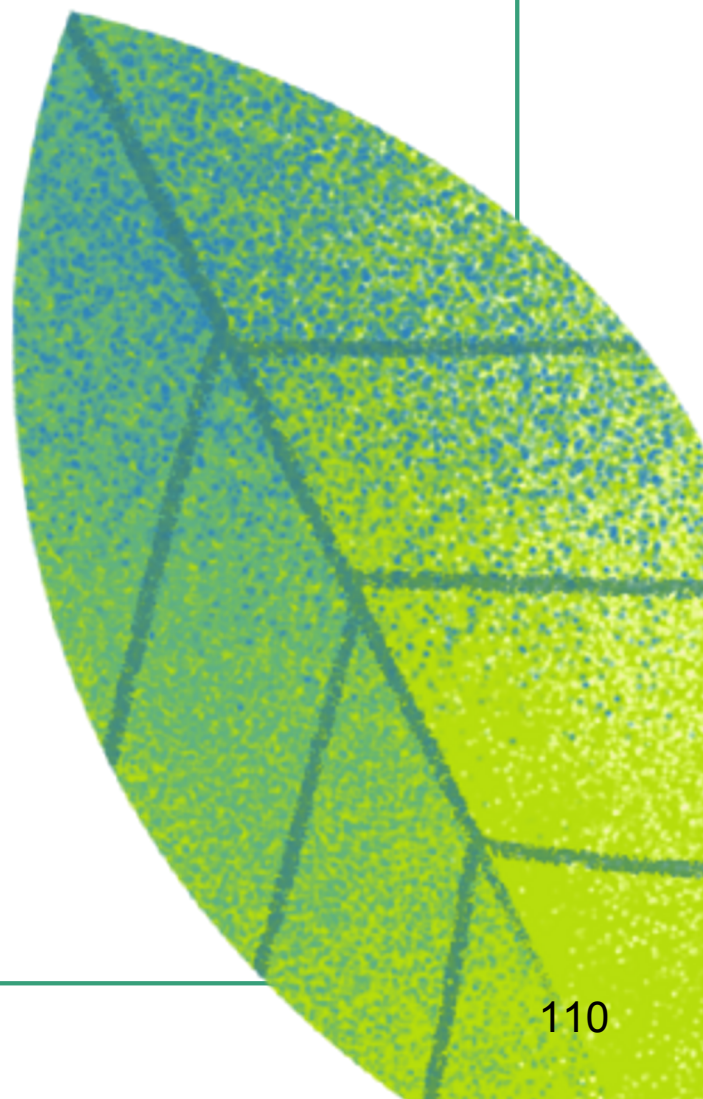
- Report Prepared by: F. Thibeault
Senior Manager, Planning Services
- Report Submitted by: R. Merrick
Superintendent, Facility Management Services
- Report Approved by: P. Daly
Director of Education and Secretary of the Board

2019-2020

STEWARDS OF SUSTAINABILITY



OSTA-AECO
Catholic Board Council



ABOUT

OSTA-AECO is the largest official student stakeholder group in Ontario, representing and advocating for approximately 2 million students. For over almost 20 years, OSTA-AECO has acted as a strong, effective, and positive voice for students across the province. The association is comprised of the public and Catholic board councils who strive to empower students as well as student trustees and works to improve education across the province. In addition to advocacy work, OSTA-AECO provides rich professional development for Ontario's student trustees.

The Catholic Board Council is comprised of Catholic student trustees who advocate for publicly funded Catholic education and provide a voice for approximately 600,000 Catholic students in Ontario. This academic year, the Catholic board council strives to focus on increasing eco-awareness and sustainability across school boards within the province.



FOREWORD

The Earth and its biodiversity have been drastically impacted by human pollution as a result of consumerist lifestyles and current pollution practises of large corporations. Looking forward, society must make drastic changes to ensure that our choices do not negatively impact the earth. It is our calling to reverse the effects of climate change and to protect God's creation.



OSTA-AECO's Catholic Board Council strives to create a sustainable environment within school boards across Ontario. In a world where the human ecological footprint continues to grow and climate change is causing irreversible changes to the environment, it is our duty to recognize how we can be active stewards of creation within our Catholic education system.

RATIONALE



Our faith guides us as Catholic leaders to protect and conserve all of creation. This is seen through scripture and other globally recognized documents. Laudato Si', the second encyclical of Pope Francis I states,

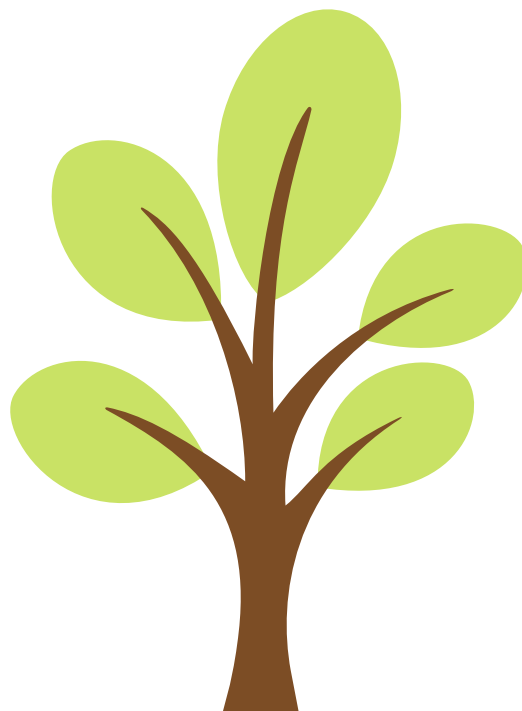
“If someone has not learned to stop and admire something beautiful, we should not be surprised if he or she treats everything as an object to be used and abused without scruple”.^[1]


We can use Pope Francis' words to bring emphasis on the importance of our actions and society's current lack of concern for the future. Ignorance can lead to misuse, therefore we must educate ourselves before using and interacting with all the gifts nature has to offer. Education on environmental responsibilities is the key to ensuring future generations will have a healthy and sustainable earth to live on.

Proverbs 21:20, “Precious treasure remains in the house of the wise, but the fool consumes it.”[3]


We must be conscious of the resources we are using and the way in which we are using them. A majority of the earth’s resources are non-renewable, meaning they cannot be replenished. For instance, fossil fuels, coal, and natural gas are non-renewable sources that release massive amounts of pollutants into the atmosphere. These pollutants then circulate through our ecosystems and are a leading cause in climate change. This passage from Proverbs stresses the significance of using only what is necessary and preserving the limited resources.

Not only does our faith call us to continue sustainability efforts, but there is also a worldwide concern for the condition of our common home. There have been countless studies that show the effect humans have had on Earth’s resources.





The Intergovernmental Panel on Climate Change of the United Nations published a report highlighting that currently, humans have increased global temperatures by about 1.0 degrees compared to pre-industrial global temperatures.[4] If no change is made to the polluting lifestyle and global temperatures continue to increase there will be irreversible change to the planet. This includes extinctions, droughts, floods, and extreme and inhabitable temperatures. We must be the change makers to protect our earth.



The Government of Canada stated in the Canada's Climate Change Report 2019 that on average, Canada experiences double the magnitude of global warming and is currently warming at double the global rate. The effects of climate change will only intensify in Canada, leading to less extreme cold, more extreme heat, longer growing seasons and thinning glaciers. In addition, areas in the Arctic and Atlantic oceans are to experience longer and broader intervals of sea-ice-free conditions. Sea ice and glaciers are crucial to our ecosystems and provide a habitat for many arctic species. As they melt, this will cause rising water levels and flooding in the coastal regions of Canada, leading to loss of ecosystems and damage to coastal infrastructure.[5] Reducing carbon emissions will not be easy and will take a lot of cooperation, however with the current condition of the climate, it is necessary to take action.

RECOMMENDATIONS

As OSTA-AECO's Catholic Board Council, the intention of the following recommendations are to establish and maintain eco-friendly and sustainable Catholic school boards. The purpose of these recommendations are to ensure that every Catholic board in Ontario is actively becoming more aware of their ecological impact in their community and the world.

Education is the foundation for future generations, we must equip individuals with the knowledge necessary to be active contributors to society. If, as a global Catholic community, we intend on preserving God's creations and reducing our carbon footprints, we must educate our society on the importance of ecological awareness and the repercussions of our daily actions. The Catholic Board Council believes that the following recommendations will ensure that we maintain the sanctity of our planet.

Recommendation 1:

The Catholic Board Council of OSTA-AECO recommends that school boards increase environmental stewardship awareness by incorporating relevant climate change content, and prevention strategies into board system priorities and strategic plans.

There is currently a plastic pollution crisis, where only 9% of plastics ever created have been recycled. The remaining plastics circulate through ecosystems because it can take up to 1000 years for plastic to decompose. Plastic water bottles are a major contributor to this global issue, with nearly a million plastic water bottles being sold every minute around the world[6].

Recommendation 2:

The Catholic Board Council of OSTA-AECO recommends that School Boards provide accessible water filling stations for reusable bottles, and implement policies to eliminate the presence of plastic water bottles in all board facilities and schools.

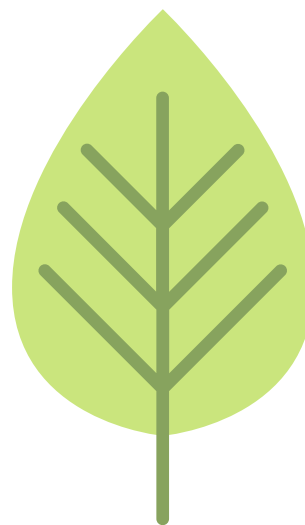


Jeremiah 2:7, "When I brought you into the garden land to eat its goodly fruits, You entered and defiled my land, you made my heritage loathsome." [7]

One of the main causes of deforestation is the careless use of paper. In 2016, 67% of total solid waste production in Canada was paper and organic material, roughly 6.2 million tons. Not only does the production of paper result in deforestation, but in water and energy consumption as well. To produce 1kg of paper approximately 2L of water are required to be evaporated. [8] In today's society, we can look to technology as a resource to decrease the use of unnecessary paper.

Recommendation 3:

The Catholic Board Council of OSTA-AECO recommends that boards have paperless board meetings and provide board members with digital copies of agendas and documents.



Recommendation 4:

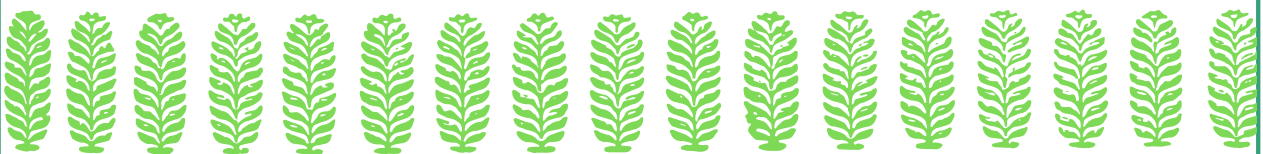
The Catholic Board Council of OSTA-AECO recommends that boards implement policies limiting the overconsumption of paper in classrooms, and improve the availability of technology so that documents or files may be viewed using technology rather than paper.

“These problems are closely linked to a throwaway culture which affects the excluded just as it quickly reduces things to rubbish. To cite one example, most of the paper we produce is thrown away and not recycled.” (Laudato Si’)[2]]

In 2016, Canadians disposed and diverted a total of 34.2 million tons of solid waste and approximately 20% of all food produced annually in Canada becomes food waste resulting in landfills.[9][10] With efforts in recycling and composting, the quantity of waste produced by Canadians could be significantly reduced. Our schools use large amounts of paper and consume a great deal of organic material.

Recommendation 5:

The Catholic Board Council of OSTA-AECO recommends school boards ensure recycling and composting is readily accessible and executed throughout schools to manage as well as reduce waste.



It is crucial that all members of the community are involved in the process of being stewards of sustainability. Climate change cannot be solved by a single individual. We must all work together to create a future where God's many creations are protected and preserved.

Recommendation 6:

The Catholic Board Council of OSTA-AECO recommends that boards ensure equity by consulting with diverse cultures, backgrounds, and community groups on how to best fulfill our calling to be stewards of sustainability.



CONCLUSION

In unity, as a Catholic community, we have the opportunity to use our faith as a guide to understand the importance of being stewards of sustainability. The recommendations made by the Catholic Board Council of OSTA-AECO are intended to initiate important conversations on climate change within board tables across Ontario to create positive change for students.

1 Corinthians 4:1-2, “Thus should one regard us: as servants of Christ and stewards of the mysteries of God. Now it is of course required of stewards that they be found trustworthy.”[11]

We are blessed to live in an abundant world where God has given us endless gifts. He confides in us to use these gifts wisely and not exploit their many purposes. We must now answer this calling. For numerous years, we have abused the gifts that nature has to offer. However, we must look forward and strive to do our best to preserve our ecosystems.

Students are the future, and it is our duty to recognize and resolve the issue of climate change. It is our hope that in the future every school board, school, student and community member will join the movement to becoming consciously aware of their actions and how they affect the environment.

REFERENCES

1. Pope Francis I, Enciclica Laudato Si'. (Vatican City: The Vatican Press, 2015), 157
2. *ibid.*, 17.
3. Proverbs 21:20 (NASB), The New American Standard Bible. (LaHabra, California: The Lockhart Foundation, 2002).
4. The Intergovernmental Panel on Climate Change, Global Warming of 1.5°C. (The Intergovernmental Panel on Climate Change, 2018), 6.
5. Elizabeth Bush and Donald S. Lemmen, Headline Statements; Canada's Changing Climate Report, (ed.). (Ottawa: Government of Canada, 2018), 5.
6. Laura Parker and Jason Treat, Fast Facts about Plastic Pollution. (National Geographic, December 20, 2018).
7. Jeremiah 2:7 (NASB), The New American Standard Bible. (LaHabra, California: The Lockhart Foundation, 2002).
8. Pratima Bajpai, Pulp and Paper Industry; Pulp and Paper Industry. (ScienceDirect, 2019).
9. Environment and Climate Change Canada, Canadian Environmental Sustainability Indicators: Solid waste diversion and disposal. (Ottawa: Government of Canada, 2018), 5.
10. Environment and Climate Change Canada, Taking stock: reducing food loss and waste in Canada. (Ottawa: Government of Canada, 2019).
- 11.1 Corinthians 4:1-2 (NASB), The New American Standard Bible. (LaHabra, California: The Lockhart Foundation, 2002).



OSTA-AECO
CATHOLIC BOARD COUNCIL

Approved School Educational Trips

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

Dated: Tuesday, November 5, 2019

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Elementary						
St. Matthew CES, Oakville, ON	7	54	Camp Muskoka Bracebridge, ON	The St. Matthew CES students will have the opportunity to build on leadership and team building skills, and to deepen their understanding of the gr. 7 Focus on Faith Theme, Human Dignity and Question, "What is our Story?" Students will be asked to reflect on their personal faith journey; and will also learn about First Nations People and their traditions. Staff and students will participate in daily prayers.	Wednesday, January 15 - Friday, January 17, 2020	\$325.00

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Secondary						
Corpus Christi CSS, Burlington, ON	9-12	1	Pine Knot Golf and Country Club, Dorchester, ON	The focus of religious values of the tournament weekend is based on the Common Good. As individuals and as a team in a social setting, student (s) will respect themselves, one another, opponents, and all the people that they come in contact with throughout the tournament. On Tuesday evening of the tournament, along with all the other teams, students will break bread together and make connections to competitors from other parts of the country. Prior to each match, students will pray to thank God for the opportunity and for the health and well-being of all those involved.	Tuesday, October 15 - Thursday, October 17, 2019	\$150.00
St. Ignatius of Loyola CSS, Oakville, ON	9 - 12	4	OFSAA Golf Tournament Kingsville Golf and Country Club, Kingsville, ON	Participation in the OFSAA Boys Golf Championship promotes Catholic values and Catholic Graduate Expectations that build developmental assets. Student and Staff will participate in daily prayers.	Tuesday, October 15 – Thursday, October 17, 2019	\$157.00

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Secondary						
Assumption CSS, Oakville, ON	9-12	52	North American Invitational Model UN Conference Washington, DC USA	The model UN conference is an excellent opportunity for students of all grades to learn about the United Nations and its purpose and operation. Students will practice their research skills and have the opportunity to debate about issues ranging from cultural to political to economic to environmental. These debates or conversations all students the opportunity to exercise their Catholic Christian faith and values. Staff and Students will attend Sunday Mass at Basilica of the National Shrine of the Immaculate Conception, Washington, DC)	Thursday, February 13 - Sunday February 16, 2020	\$1200.00
St. Thomas Aquinas, CSS Oakville, ON	9-12	9	OFSAA Cross Country Championship Sudbury, ON	The St. Thomas Aquinas Cross Country team will participate in the Provincial Championships. The focus of religious values of the Championships is on the Common Good. As individuals and as a team, in a social setting, we will respect ourselves, one another, our opponents, officials, the competition and all others we encounter. As team practice, the Hail Mary and a prayer to St. Thomas Aquinas will be offered before each race, as well as prayers before meals.	Friday, November 1, - Saturday, November 2, 2019	\$120.00
Christ the King CSS	10	6	Jr. Boys OFSAA Cross Country Championship Sudbury, ON	Students in accordance with the developmental assets that we seek to encourage in our students have been a member of a team, practicing and competing at least 5 hours each week. OFSAA is a celebration of their achievements, and their progress as a team and individuals, giving them an opportunity to strive for excellence and to develop their full potential. The team will come together before the meet on Saturday to reflect on their day, their season, their accomplishments, and the great talents they have been blessed with. The OFSAA championships overall will help students to grow as collaborative contributors and Catholic leaders Staff and students will participate in daily prayers.	Friday, November 1, - Saturday, November 2, 2019	\$16.00



2019 Facility Renewal Cost Reconciliation	Item 10.3
Tuesday, November 5, 2019	

Alignment to Strategic Plan

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

Purpose

To update Trustees on the 2019 Facility Renewal Projects.

Background Information

The following approved Action Reports outline the projects undertaken during the 2019 school summer break period.

1. Action Report 8.5 “Assumption Catholic Secondary School Renewal Project Budget” from the May 15, 2018, Regular Board Meeting
2. Action Report 8.6 “Proposed 2019 Facility Renewal Projects” from the January 15, 2019, Regular Board Meeting
3. Action Report 8.1 “Bishop P.F. Reding Catholic Secondary School Artificial Turf Replacement” from the April 2, 2019, Regular Board Meeting

Comments

Upon approval of the Action Reports, staff proceeded to prepare competitive tender packages and the subsequent award of the projects to general and sub-contractors to complete the work during the summer break. The tables below summarize the completed and ongoing facility renewal projects costs for each facility renewal project by school.



Completed Facility Renewal Projects

School	Budgeted Price	Contingency	Budgeted Total	Actual Expenses	Available Balance
Assumption CSS (Artificial Turf)	\$750,000	\$75,000	\$825,000	\$630,000	\$195,000
Bishop Reding CSS (Artificial Turf)	\$750,000	\$75,000	\$825,000	\$710,000	\$115,000
Canadian Martyrs CES	\$1,255,000	\$125,500	\$1,380,500	\$1,375,000	\$5,500
Notre Dame CSS (Renovation & Artificial Turf)	\$1,840,000	\$184,000	\$2,024,000	\$2,050,000	-\$26,000
St. Gabriel CES	\$1,575,000	\$157,500	\$1,732,500	\$1,665,000	\$67,500
St. Mark CES	\$2,760,000	\$276,000	\$3,036,000	\$2,655,000	\$381,000
Subtotal	\$8,930,000	\$893,000	\$9,823,000	\$9,085,000	\$738,000
Professional Fees			\$873,000	\$747,919	\$125,081
Total			\$10,696,000	\$9,832,919	\$863,081

Ongoing Facility Renewal Projects

School	Budgeted Price	Contingency	Budgeted Total	Actual Expenses	Available Balance
Assumption CSS (Renovation & Addition)	\$14,000,000	\$0	\$14,000,000	\$7,425,000	\$6,575,000
Bishop Reding CSS (Renovation)	\$2,870,000	\$287,000	\$3,157,000	\$250,000	\$2,907,000
St. Michael CES (Renovation)	\$600,000	\$60,000	\$660,000	\$0	\$660,000
Subtotal	\$17,470,000	\$347,000	\$17,817,000	\$7,675,000	\$10,142,000
Professional Fees			\$1,501,750	\$1,055,500	\$446,250
Total			\$19,318,750	\$8,730,500	\$10,588,250

Conclusion

Staff completed several facility renewal projects during the 2019 summer break. The cost of the completed 2019 facility renewal projects was approximately \$9.8 million. The Board also has three ongoing renewal projects which accumulated a cost of approximately \$8.7 million. Funding to complete the projects was allocated from available capital funding and the capital reserve. The projects will help



to maintain the Board's facility condition index (FCI) as one of the best in the province and ensure a safe and comfortable learning environment for students and staff.

- Report Prepared by:** 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

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: September 30, 2019
 Time: 7:00 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

Members Present	B. Agnew (Chair)	H. Karabela
	D. Bardon	J. Lim
	R. Barreiro	A. Louca-Ricci
	T. Beattie	M. Lourenco
	M. Duarte	R. Quesnel
	D. Hotopeleanu (Vice Chair)	D. Rabenda

Staff Present

- C. Cipriano, Superintendent of Special Education Services
- P. Daly, Director of Education
- A. Jones, Manager, Educational Assistants
- D. Kollee, Chief, Chief of Speech Language Pathologist
- W. Reid-Purcell, Special Education Coordinator
- A. Swinden, Manager, Strategic Communications

Members Excused

- M. Arteaga
- P. Moran
- C. Parreira
- Y. Taylor
- T. Veale

Members Absent

- M. Arnold
- N. Guzzo

Recording Secretary(s) A. Hughes

1. Call to Order

The Chair called the meeting to order.

1.1 Commissioning of SEAC

The meeting opened at 7:02 p.m. with a prayer led by the Chair and C. Cipriano.

1.2 Approval of Agenda

Moved by: M. Duarte

Seconded by: D. Rabenda

RESOLVED, that the agenda be accepted as received.

CARRIED

1.3 Welcome Back

The Chair welcomed SEAC members back after the summer break.

2. Presentations

2.1 Autism Ontario

B. Agnew introduced L. Boyd, Service Navigator Central Team Lead for Autism Ontario - Halton, Waterloo, Wellington region. L. Boyd provided information on Autism Ontario's new roles and the new Ontario Autism Program (OAP). The presentation is attached.

3. Actions to be taken

3.1 Minutes of the June 17, 2019 SEAC Meeting

Moved by: D. Bardon

Seconded by: M. Duarte

RESOLVED, that the minutes of the June 17, 2019 SEAC Meeting be approved as presented.

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

4. Declarations of Conflict of Interest

No conflicts of interest were declared.

5. Business Arising from Previous Meetings

C. Cipriano informed members that an electronic copy of the Roots of Empathy flyer would be shared as discussed with members. ABA postcards were distributed.

6. Action and Information Items

6.1 SEAC Communications Plan (B. Agnew/A. Louca-Ricci)

B. Agnew informed members that the first SEAC Communications Sub Committee meeting was held prior to tonight's meeting. A. Louca-Ricci provided an update on recommendations from the sub committee. A SEAC Twitter account will be created. A SEAC event with a speaker and road show to go to the School Parent Councils was proposed.

B. Agnew suggested putting a communication plan for SEAC Events on the next agenda.

6.2 Student Use of Service Animals in Schools Policy

C. Cipriano provided an overview of Policy No. II-52 Student Use of Service Animals in Schools which was recently passed by the Board of Trustees. The policy is a result of the Ministry of Education drafting a PPM requiring all school boards to create a policy on service animals in schools. The Student Use of Service Animals in Schools Procedure will be shared at the Board of Trustees October 8th policy meeting.

6.3 Clustered Classes and Accelerated Learning Opportunities Board Report

C. Cipriano shared a Board Staff Report on Clustered Classes and Accelerated Learning Opportunities. This report was a collaboration of Program Services (Special Education, Student Success, Curriculum), Research Development Services, Business and Planning Services and Academic Services. The report was in response to a motion passed at the June 18th, 2019 Regular Board meeting, requesting that "Senior Staff examine the feasibility of clustered classes and/or accelerated learning opportunities in secondary schools that currently have the Advanced Placement (AP) Programme and prepare a staff report to the Board in September 2019". Members discussed various details of the staff report.

7. Communications to SEAC

7.1 Superintendent's Report

C. Cipriano provided updates on:

New SERTs: attended our first new SERT Catholic Learning Community meeting on September 17th. Topics included the IEP Engine, SEA and Alternative Programming students.

Stay, Play Talk Training: took place on September 25th. Additional classrooms are participating this term with SLP/CDA support. HCDSB is piloting an experienced Stay, Play, Talk educator mentoring/coaching for other staff to deliver the program to help increase the number of classrooms we can support. Digital resources will also be available to schools for Stay, Play, Talk kits.

NEW IEP Writer: is live and staff development is ongoing. New training is beginning for Essential Skills Class teachers to support their use of technology in the classrooms. Training for Structured Teaching Classes and Life Skills teachers will continue in order to support the use of technology as a teaching tool in these classrooms.

Mental Health Strategy Committee Meeting: took place on September 17th. Representations included community members, elementary and secondary administrators, various HCDSB staff, parents and students. The mental health strategy will be presented to the Board of Trustees at the October 15th Board meeting. HCDSB is in year three of the three-year mental health strategy plan and currently developing the new three-year plan.

Psychological Assessments: were conducted over the summer. Wait time has been reduced from just over 1 year to just under a 10 month wait time for a Psychological Assessments.

Mary Mother of God Parish in Oakville: will be having Sensory Friendly Masses beginning on November 10th. The Masses will take place once a month, on the second Sunday at 3:00 pm. The Mass will include lower lights, softer music, shorter and more literal homilies, low gluten hosts, small host portions and the freedom to move around as necessary. Flyers were distributed and will be sent electronically.

Professional Development: sessions have been run for SERTs, Special Education Department Heads, New SERTs, Empower Reading teachers, and Essential Skills Class teachers. The launch of Professional Development for Structured Teaching, Community Living Classes, and Life Skills SETs as well as Gifted SETs, will occur over the next couple of weeks.

Program Services Department Meeting: the first meeting took place on September 13, 2019, the topic was Trauma Sensitive classrooms.

HCDSB Special Olympics Elementary Cross-Country Meets: have been planned on the following days, according to municipality: Tuesday October 8th (Oakville schools), Wednesday October 9th (North Halton schools), Thursday October 10th (Burlington schools). The event runs from approximately 9:45 am to 2:00 pm at Kelso Conservation Area.

C. Cipriano will be attending the Learning Disabilities Association of Halton-Hamilton Corporate Breakfast on October 1st in Hamilton. This is the first annual breakfast to benefit children, youth and adults living with learning disabilities and ADHD/ADD.

P. Daly provided an update on CUPE's legal job action and explained that CUPE for our Board includes Educational Assistants, Early Childhood Educators, Custodians, Library Technicians, Information Technology Staff and School Office Secretaries. It was noted that our Board is different from our co-terminus Board **131**

whose Educational Assistants are not in CUPE. There is a live tap that is updated on the HCDSB website. Communication updates will be provided via the website, emails and social media.

7.2 Trustee Reports

M. Duarte reported that trustees have attended two Board meetings this school year. Highlights from the meetings are:

- Delegations on French Programming
- A Staff Report on French Programming will be presented at an upcoming meeting
- The 2018-2019 parent satisfaction survey report was presented; the full report is available online
- Policies approved include Student Use of Service Animals in Schools, Optional French Programming

7.3 Association Reports

Learning Disabilities Association of Halton-Hamilton (T. Beattie)

T. Beattie provided information on the first Learning Disabilities Association of Halton-Hamilton (LDAHH) Corporate breakfast on October 1st and noted it was to celebrate the expansion of the chapter and the associations new name. Information was also provided on LDAHH's lecture series: Decoding the Psychoeducational Assessment and Parent Advocacy Workshops. Registration can be done on the website.

October is LD awareness month. Posters have been shared electronically with the Board and to our families. Details are outlined in the attached LDAHH association report.

8. Next Agenda: Meeting Monday, October 28, 2019

9. Adjournment

9.1 Resolution re Absentees (Chair)

Moved by: M. Duarte

Seconded by: M. Lourenco

RESOLVED, that M. Arteaga, P. Moran, C. Parreira, Y. Taylor, T. Veale be excused. **CARRIED**

9.2 Adjournment and Closing Prayer (Chair)

Moved by: D. Rabenda

Seconded by: M. Duarte

RESOLVED, that the meeting adjourn. **CARRIED**

The meeting adjourned at 8:53 p.m. with a prayer led by the Vice Chair.

Service Navigation and the OAP

Autism Ontario's new roles,
and the new Ontario Autism Program



Who is Autism Ontario?

Autism Ontario is the province's leading source of information and referral on autism and one of the largest collective voices representing the autism community.

We are made up of knowledgeable parents, professionals, and autistic self-advocates who can speak to the key issues that impact those with autism, and their families.



Our Mission

To ensure that each individual with ASD is provided the means to achieve quality of life as a respected member of society.



Autism Ontario supports autistic children, youth, adults, and their families by advocating on their behalf, providing valuable programs and services, and creating acceptance and opportunities across Ontario.



THE NEW ONTARIO AUTISM PROGRAM (OAP)



Childhood Budgets

- Provide families of autistic children and youth with direct funding to spend on eligible services of their choice
 - Behavioural services, such as assessments and consultations
 - Speech language pathology
 - Occupational therapy
 - Physiotherapy
 - Family/caregiver capacity building and training
 - Respite services
 - Technology aids
 - Travel



Childhood Budgets

- Available for all children with a diagnosis of autism up to age 18
- Children under the age of six are eligible for up to \$20,000 annually
- Children and youth aged six and older are eligible for up to \$5,000 annually
- Families on the waitlist on April 1, 2019 can expect to receive their first Childhood Budget within the next 18 months



How Does It Work?

- Children must be registered in the OAP to be eligible for a Childhood Budget.
- Children already registered for the OAP and on the waitlist will be contacted when their Childhood Budget is available.



- Eligible families on the waitlist will receive a letter from the Ministry when it is time for them to apply for a Childhood Budget.
 - Letter will contain a unique reference number that will allow families to apply for the Budget online or over the phone
- After receiving their childhood budget, families can spend it on eligible services.



Unsure if you're on the list and registered for
OAP after April 1, 2019?

Call the Central Intake and Registration Team
(CIRT).

1-888-444-4530

If you registered with OAP before April 1,
2019, please call the Single Point of Access
Service Provider in your Region



Why Autism Ontario?

- A 46-year history of representing thousands of families and people with ASD across Ontario
- Local Support
 - Autism Ontario represents thousands of families across the province through our Chapters.
 - Chapters are under the leadership of committed and skilled volunteers who provide expertise and guidance to the organization and their communities.



Why Autism Ontario?

- Online Resources and Support
 - Learning Portal: home to all our great online resources
 - Provincial webinars that explore the latest research in easy-to-understand terms
 - Educational videos to share in classrooms and with employers
 - Education and advocacy toolkits to help inform about rights and responsibilities
 - Tip sheets that explore a wide variety of ASD topics



Why Autism Ontario?

- Social Learning Opportunities
 - Community events designed to offer opportunities for children and youth with ASD to connect with one another through a variety of family-friendly activities
- Training and Outreach
 - ASD related training to first responders, transit professionals and attractions aiming to make space more ASD friendly
- Autism Awareness and Acceptance Campaigns
 - Raise the Flag Campaign puts us in municipal offices and classrooms all over Ontario



THE AUTISM ONTARIO SERVICE NAVIGATION PROGRAM



What We Do

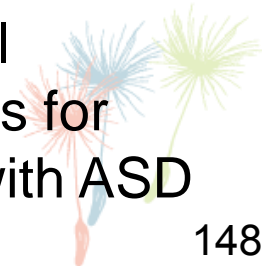
Provide support to families interested in accessing the OAP, currently registered in the program and waiting for a Childhood Budget, or families currently receiving services



What We Do

Support is offered through workshops, training sessions, and individual direct support to:

- Help families understand the new Ontario Autism Program and the services available to purchase with their Childhood Budgets
- Find qualified providers
- Support families in navigating autism services, including helping them find local services and supports in their communities
- Work in collaboration with families to set meaningful goals
- Provide access to parent resources and webinars
- Provide opportunities for families to connect with each other at events, including through peer-to-peer mentoring and social learning opportunities for children and youth with ASD



What We Don't Do

The Service Navigation Program does not:

- Provide families with service planning, case management, clinical support, behavioural services, or one-on-one parent coaching
- Partake in registration, intake, waitlist management, funding distribution, or reconciliation for the OAP



How it Works

Getting involved is easy!

Family visits **autismontario.com** and fills out an Intake form for Service Navigation



An Autism Ontario Service Navigator in their region is assigned to them and will reach out to schedule a phone call or face-to-face meeting



Autism Ontario's Service Navigator will help provide orientation to the new Ontario Autism Program including introducing them to the Childhood Budget process and helping them to make informed choices



Autism Ontario's Service Navigator will help families determine and prioritize their child's needs and goals



Autism Ontario's Service Navigator will connect families to local services and supports in their area



QUESTIONS?



THANK YOU!



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

Purpose

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

Application and Scope

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

References

[Education Act](#)

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

[Blind Person's Rights Act](#)

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

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

Definitions

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

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

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

Principles

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

Requirements

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

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board



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

Alignment to Strategic Plan

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

Purpose

Over the past several years, The Board of Trustees have received and reviewed several delegations and Staff Reports with respect to Gifted students and what experiences and opportunities exist for secondary gifted learners. At the June 18th, 2019 Regular Board meeting, a motion was passed by the Board of Trustees requesting that “Senior Staff examine the feasibility of clustered classes and/or accelerated learning opportunities in secondary schools that currently have the Advanced Placement (AP) Programme and prepare a staff report to the Board in September 2019”. This report is collaboration of Program Services (Special Education, Student Success, and Curriculum), Research Development Services, Business and Planning Services and Academic Services.

Background Information and Comments

Advanced Placement (AP) Classes

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



Pre -Advanced Placement (AP) Classes

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

Advanced Placement (AP) at HCDSB

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

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

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

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

Clustered Classes

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

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



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

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

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

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

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

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

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

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



Accelerated Learning

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

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

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

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

Contents:

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

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



Gifted Student Survey – February 2018

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

Gifted Parent Survey – May 2019

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

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

STUDENTS

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

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

PARENTS

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



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

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

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

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

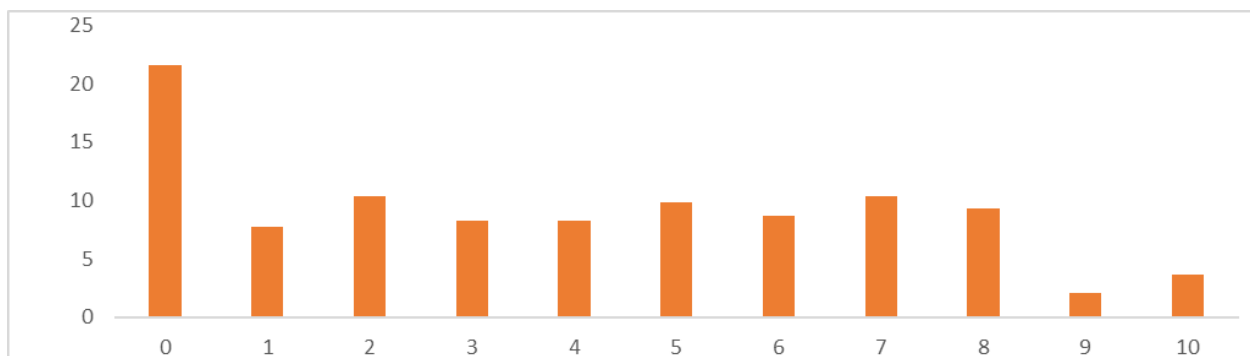
2) Interest in attending “regional type classes”: Students and parents

STUDENTS

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

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

Percent of respondents





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

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

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

PARENTS

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

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

3) Cluster-Grouping Classrooms: Overview of literature

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



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

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

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



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TRANSPORTATION

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

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

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

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

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

Scenario 1: Programs located at existing AP Schools

The following assumptions were made in developing this scenario:

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

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

Town of Oakville – Holy Trinity CSS Location

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

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



Item 9.1 | Clustered Classes and Accelerated Learning Opportunities

Yellow bus requirements would be:

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

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

City of Burlington – Assumption CSS Location

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

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

Yellow bus requirements would be:

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

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

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

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

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

Yellow bus requirements would be:

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

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

Scenario 1 Costs

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

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

Table 2: Transportation Costs for Scenario 1

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



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

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

The following assumptions were made in developing this scenario:

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

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

Service Parameters & Transportation requirements:

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

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

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

Table 3: Transportation Costs for Scenario 1

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

Scenario 2 Costs

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

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

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

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

Conclusion

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

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



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Director of Education and Secretary of the Board

Special Education Advisory Committee (SEAC)

Association Report

Association:	Learning Disabilities Association of Halton-Hamilton
Representative:	Tammy Beattie
Meeting Date:	September 30, 2019
Upcoming Events or Conferences	<p>Corporate Breakfast Tuesday October 1, 2019 at 7:00am - 9:30am Lincoln Alexander Centre – Hamilton, Ontario Keynote Speaker: Rick Green This is to celebrate the expansion of our Learning Disabilities chapter to cover Halton and Hamilton, a general population of 1.5 million, of whom approximately 125,000 will have learning disabilities. Tickets are \$30, \$25 for non-profit</p> <p>Lecture Series: Decoding the Psychoeducational Assessment Thursday, November 28. 6:30 pm Presented by: Tara Carman, ADHD Coach, Owner and Director of the Artemis Assessment and Treatment Centre</p> <p>Parent Advocacy Workshops: An Introduction to Advocacy and I.E.Ps 2019-2020 Workshop Dates:</p> <ul style="list-style-type: none"> • October 24, 2019 • November 25, 2019 • January 22, 2020 • May 4, 2020 <p>All workshops run from 7:00 – 9:00 pm</p> <p>Workshops and Lecture Series \$30, \$25 for members</p>
Website links/Brochure /Flyer attachments:	<p>https://ldahalton.ca/breakfast/ https://ldahalton.ca/solutions-learning-lecture-series/</p>
New Initiatives:	
Other Information:	