

**REGULAR BOARD MEETING  
AGENDA**

Date: Tuesday, May 19, 2020  
Time: 7:30 pm  
Location: Teleconference

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	<b>Pages</b>
<b>1. Call to Order</b>	
1.1 Opening Prayer, National Anthem and Oath of Citizenship (D. Caratao)	
1.2 Motions Adopted In-Camera	
1.3 Information Received In-Camera	
<b>2. Approval of the Agenda</b>	
<b>3. Declarations of Conflict of Interest</b>	
<b>4. Presentations</b>	
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<b>6. Approval of Minutes</b>	
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11.1	Graduation Ceremonies and Proms (B. Agnew)	
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<b>14.</b>	<b>Open Question Period</b>	
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<b>16.</b>	<b>Resolution re Absentees</b>	
<b>17.</b>	<b>Adjournment and Closing Prayer (B. Agnew)</b>	



Roles and Responsibilities of Itinerant and Consultants in Program Services	Item 4.1
Tuesday, May 19, 2020	

### Alignment to Strategic Plan

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

### Purpose

***Having gifts that differ according to the grace given to us, let us use them: if prophecy, in proportion to our faith; if service, in our serving; the one who teaches, in his teaching***  
Romans 12:6

The purpose of the report is to provide a response to a Trustee request for further information regarding the Roles and Responsibilities of teachers who are Itinerants and Consultants in the Program Services Department: Curriculum, Special Education and Student Success.

### Background Information

In the Program Services Department, elementary and secondary teachers are assigned to leadership positions to support teacher learning through professional development and capacity building. Educational research highlights the fact that there is a direct correlation between professional development and student achievement:

“Student achievement was consistently higher and growth in students’ basic and advanced reasoning and problem-solving skills was greatest when their teachers’ professional development focused on how students learn and how to gauge that learning effectively. This suggests that professional development that is rooted in subject matter and focused on student learning can have a significant impact on student achievement.”

<https://www.tolerance.org/professional-development/teaching-teachers-pd-to-improve-student-achievement>

We know that professional learning and collective teacher efficacy creates a school culture that nurtures and promotes academic excellence and significantly contributes to student achievement and success. *(Please refer to Appendix A for further Educational Resource References).*



Further to that point, the Ontario College of Teachers sets professional learning standards in **The Standards of Practice for the Teaching Profession** and **The Ethical Standards for the Teaching Profession** wherein the commitment to professional development, to support both teacher and student learning, is a requirement of the teaching profession in Ontario.

#### The Ethical Standards for the Teaching Profession

In our Catholic board, we ensure that we too set standards of practice for our teachers through our own publication, **Expectations for Teaching and Learning**.

#### HCDSB Expectations for Teaching and Learning in Our Catholic Schools

We understand that our vocational call is to reflect our Catholic teachings and Gospel values throughout all of our programming. We ensure that we are respectful of Ministry mandates and Curriculum expectations while honouring our Catholic faith throughout all of our teaching and learning.

In the Curriculum department, we have 5 Itinerant teachers who are Student Centered Coaches, 1 FSL Itinerant (when FSL funding is available) and 8 Consultants. They are highly regarded instructional leaders who provide curriculum expertise to support the professional development and learning of teachers and administrators. (*See Appendix B Curriculum Consultant and Itinerant Roles and Responsibilities*).

In Special Education Services, it is the philosophy of staff to respond as quickly as possible to student needs, by providing them with timely assessments, academic interventions, equipment, assistive technology, behavioural and mental health supports, to move them toward their unlimited potential. In order to achieve this, and to ensure staff are not operating from a reactive, or crisis response stance, the Halton Catholic DSB has built an intentional structure of support that allows staff to build, rather than maintain, or to simply respond to crisis', as a form of triage. There are 6 Special Education Consultants who act as project managers, overseeing every facet of special education in schools under their responsibility, ensuring all legal requirements are met. A critical role Consultants play is to act as a liaison between parents and their children's schools, to help build and maintain positive and collaborative working relationships. In addition, there is 1 SEA Consultant who oversees all aspects of assistive technology and equipment claims and all associated training. This individual co-leads the oversight of the IEP engine for the board. Supporting their work, are 10 Itinerant Teams made up of 1 SERT and 1 Educational Assistant, who each support 5 or 6 schools, providing scheduled, direct weekly support to students and staff. Much of this work is organized into specific areas of response. In addition to the 10 Itinerant Teams, the Board employs 3 Itinerant teachers for students who are Deaf/Hard of Hearing, and 2 Itinerant teachers for those who are Blind/Low vision. These teachers provide uniquely skilled and direct support to students with these exceptional needs.

In Student Success we have 3 Consultants, 4 Secondary Itinerants (1 Student Success; 1 Literacy; 2 Numeracy) and 9 Elementary Pathways Itinerants (*see Appendix C Student Success Consultants and Itinerants Roles and Responsibilities*) to support students in grades 7 to 12 tailor their education to their individual strengths, goals and interests to increase credit accumulation and graduation rates. The main pillars of this initiative are Grade 7-12 Literacy and Numeracy (EQAO), the Ontario Youth





Apprenticeship program, Specialist High Skills Majors, Dual Credits, Co-op and Experiential Learning and supporting successful transitions from Elementary to Secondary schooling.

### Comments

Teachers who are assigned to the HCDSB Program Services Department as Curriculum, Special Education and Student Success Itinerants and Consultants, fulfill a meaningful and integral role in the professional development and learning of all of our teachers. To that end, as master classroom teachers themselves they are the impetus and motivation to share their learning and expertise to improve professional knowledge and instructional practices. They are the conduit for delivering mandatory Ministry training in various Curriculum areas which no longer include any consideration related to Catholic Curriculum program delivery or cross-curricular connections to our faith. Hence, they directly contribute and impact student achievement through a continuous series of capacity building sessions whether individually or in groups motivating their peers to the highest of standards and academic excellence in delivering Catholic education in the HCDSB.

Special Education: The Special Education Consultants review approximately 3450 students annually. Some of the most common challenges these students present are in the areas of academic, social, emotional, with speech and language, and behavioural challenges. These students are brought to the Consultant's attention through Board Team to discuss needs and next steps. In September 2020, HCDSB will see 120 plus New Junior Kindergarten or new to HCDSB students transitioning with special needs. Our board develops 5060 Individual Education Plans annually. These are developed, implemented and monitored with ISERT and Consultant support. Through the work of both the Special Education Consultants and the Special Education Itinerants, the board is able to successfully support and monitor school teams, students and parents to meet their needs in a timely, uniquely responsive manner.

### Conclusion

With the roles and responsibilities of the Program Services departments outlined specifically herein, it is evident that the HCDSB has staffed these positions in a fiscally responsible manner in that the funds dedicated represent approximately 1% of our overall Board budget. More importantly, with the vast roles and responsibilities both within the Board, the Ministry as well as the Catholic Curriculum Corporation it is important to consider who would assume the duties of the Itinerants and Consultants should their positions be reduced and/or eliminated? How would we serve our system to ensure that our teachers have the required professional development, mentorship and resources to deliver quality programming resulting in academic excellence and student achievement?

The past many years has seen significant increases in students with autism, those who are deaf/hard of hearing, those with childhood cancer, unique chromosomal syndromes, Fetal Alcohol Spectrum Disorder, and those with behavioural and mental health challenges. In order to effectively support these students and other students with special education needs, we have built a unique model of support that is organized and intentional, designed to build capacity among school team members, so they have the skills and resources they require to meet the needs of their students and to help them progress and to thrive.

To that end, with over 2300 teachers and approximately 36,000 students, perhaps the conversation with regard to Program Services Itinerants and Consultants is not whether we have too many, but



rather do we have enough staff to meet the learning needs of our teachers and students? If we are committed to ensuring that every child in the HCDSB reaches their true God given potential in every regard, then should we not guarantee that every teacher has the professional learning required to ensure that we meet that commitment? It is our moral obligation to the children to create conditions for success ... Program Services staff are the impetus to meeting those obligations. It is what our students deserve and what we are called to provide for them.

***May my teaching drop as the rain, my speech distill as the dew, like gentle rain upon the tender grass, and like showers upon the herb.***

*Deuteronomy 32:2*

**Report Prepared by:** Anna Prkacin, Superintendent of Education, Curriculum Services  
Camilo Cipriano, Superintendent of Education, Special Education  
Colin McGillicuddy, Superintendent of Education, Student Success

**Report Submitted by:** Anna Prkacin, Superintendent of Education, Curriculum Services  
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**Report Approved by:** Pat Daly  
Director of Education and Secretary of the Board



# Educational Resource References

1. Job-embedded professional development: its impact on teacher self-efficacy and student performance. Source: Teacher Development: An international journal of teachers' professional development, 2015

[https://www.researchgate.net/publication/275061893\\_Job-embedded\\_professional\\_development\\_its\\_impact\\_on\\_teacher\\_self-efficacy\\_and\\_student\\_performance](https://www.researchgate.net/publication/275061893_Job-embedded_professional_development_its_impact_on_teacher_self-efficacy_and_student_performance)

“The conclusion reached is that job-embedded, sustained professional development leads to improved student achievement in mathematics. This finding was consistent even when students' SES was taken into account.”

2. Donohoo, J., Bryen, S., & Weishar, B. (2018). Implementing High-Leverage Influences from the Visible Learning Synthesis: Six Supporting Conditions. Education Sciences, 8.

<https://www.mdpi.com/2227-7102/8/4/215/htm>

The 6 supporting steps are relevant:

(1) The presence of a learning methodology; (2) clear examples of how to apply the strategies; (3) a 'knowledgeable other' to help assist educators in processing the research; (4) a supportive organizational environment; (5) the recognition of educators as agents of influence; and (6) the monitoring and adjustment of implementation strategies.

## CURRICULUM SERVICES

### CONSULTANT AND ITINERANT ROLES AND RESPONSIBILITIES AS OF MAY 2020

#### 1. Consultant, Multiculturalism, Community Liaison & Newcomer Outreach

- Develop and implement system wide multicultural and equity sessions/trainings as well as Black History, Hispanic Heritage, Asian Heritage and Filipino Heritage Month activities
- Provide interpretation services of essential messages coming from the school board or school
- Liaison with various community partners around implementing student programming and parent activities through our schools
- Created and supervise newcomer services at our 2 Welcome Centres that include full intake of all new immigrant families to HCDSB
- Coordinate with principals and ESL teachers settlement services in schools and orientation to Canadian culture, including school services, reflective of school community needs and work closely in developing programming supporting newcomer youth, parents and families through one-on-one services and group sessions for parents and families as they settle and integrate into Canadian life and especially those undergoing challenges with mental health
- Develop and implement system wide newcomer youth programming relevant to the needs of secondary students new to Canada
- Finalizing current Immigration, Refugee and Citizenship Canada (IRCC) settlement project and negotiating new project

Committees/ Working Groups	Role	Purpose	Meeting Details
Halton Newcomer Strategy Steering Committee	HCDSB Representative	School board voice for Halton Region's Newcomer Strategy, community consultation, strategic plan and implementation of work form action work groups.	Every 2-3 months
Halton Newcomer Strategy - Sub-Committee/Action Work Group: YOUTH	Co-chair	Our sub-committee does work from the region's strategic plan for newcomers around YOUTH.	Monthly
Peel-Halton Immigration, Refugee and Citizenship Canada (IRCC) Steering Committee	HCDSB Representative	Executive Directors of all settlement agencies/organizations act as a steering group to support IRCC initiatives and manager, Cliff, regarding settlement activities in Peel/Halton regions.	Every 2-3 months



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Community Connections Partnership - Peel/Halton - working group to steering committee Peel/Halton IRCC	Co-chair	Implementation of the workplan for YOUTH in Peel/Halton according to overall PEEL/HALTON strategic plan for IRCC	Every 2-3 months
PD/Conference Day planning sub-committee	Coordinating logistics/hospitality/ keynote speaker / honoraria/ activity lead	Organize a one day conference annually for settlement workers and youth workers in Peel/Halton	Every 2-3 weeks
Working Groups with community partners, Canadian Caribbean Association of Halton (CAAH) - BCC - HRPS - for Black History Month and Asian Heritage Month	HCDSB liaison and coordinator of BHM and AHM activities/events and board rep at community events	Organize events for Halton Region through our schools and community venues for Black History Month and Asian History Month.	As required
Equity and Inclusion PD Day Committee	Co-developer	PD development with the schools for E and I Day - February 14th	Completed
International Student Program (ISP)	Organize intakes for incoming international students for semester 2, assessor, settlement workers, welcome bags, interpreters	Support incoming new students and assist with transition to home schools	As required
Settlement Worker Team	Lead	Implement settlement and youth program and provide reception services to new families to Canada	Monthly



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**2. Consultant, Religious Education**

- Religious Education / Family Life support for entire system  
(Religious Education: Growing in Faith, Growing in Christ, Religious Education: Secondary, Family Life: Fully Alive, Equity and Inclusivity, Diocesan liaison, Religion Subject Council, Professional Development for Religion)
- New Teacher Induction Program (NTIP) support
- Ministry Projects / System Priorities
- Humanities (9-12)
- The Arts (K-12) for entire system
- Instructional Rounds
- Supports St. Thomas Aquinas & Holy Trinity Family of Schools

<b>Committees/ Working Groups</b>	<b>Role</b>	<b>Purpose</b>	<b>Meeting Details</b>
New Teacher Induction Program - Catholic D2L (Desire to Learn) Shell	Religion Consultant	Collecting catholic resources for new teachers	Monthly
Equity	Religion Consultant	Co planning HCDSB Equity & Inclusion events with a catholic lens	Monthly
Religion Subject Council	Religion Consultant	Support Religion Department Heads, providing HCDSB news and initiatives, coordinating events and experiences for students	Monthly

**3. Consultant, French Second Language**

- Develop and deliver meaningful opportunities rooted in faith and current practice for professional development for approximately 200 FSL teaching staff Grades 1-12 Core, Extended, Immersion FSL
- Provide support in programming and pedagogy for FSL teaching staff Grades 1-12; school administrators; Special Education personnel
- Collaborate with other departments for the purpose of forward planning for program expansion including Finance, Human Resources, Planning Services, etc
- Liaise with the Ministry of Education and other local, national, and international stakeholders
- Work at the school and system level to provide meaningful opportunities for students to develop confidence, proficiency, and cultural awareness in French



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**4. Consultant, Health & Physical Education / Social Studies**

- Health & Physical Education for entire system
- Ministry Projects/ System Priorities
- Social Studies (1-8)
- Instructional Rounds
- Community Partners for Healthy Living document, MindUP Curriculum Connections document, Grant Funds: new curriculum expectations 2019 Ontario HPE Grades 1-8, PPM 158 Concussion Protocol
- Supports the St. Ignatius of Loyola & Notre Dame Family of Schools

<b>Committees/ Working Groups</b>	<b>Role</b>	<b>Purpose</b>	<b>Meeting Details</b>
Instructional Rounds in Education Steering Committee (HCDSB)	Instructional Rounds Lead Facilitator	Instructional Rounds in Education - School Improvement	Yearly
Medical Conditions Committee (HCDSB)	Health and Physical Education Curriculum Consultant: connections to Health Living curriculum - Personal Safety and Injury Prevention	Communicate updates; review of procedures, protocols - concussions, anaphylaxis, diabetes, asthma, epilepsy, cannabis + vaping (Healthy Living - Substance Use, Addictions, and Related Behaviours)	Every 2-3 months
Concussion Protocol Committee PPM 158 (HCDSB + HDSB + PHN)	Health and Physical Education Curriculum Consultant: supporting revisions to PPM 158 - Concussion Education Health and Physical Education Curriculum Active Living – Safety	Revise updates to HCDSB Concussion Protocol documents as per PPM 158	Every 2-3 months
Halton Catholic Athletic Association (HCAA) Elementary Athletic Advisory Committee	Health and Physical Education Curriculum Consultant representative - discuss / advise /	Debrief Elementary Interschool Athletic seasons - make adjustments, develop codes of conduct - coach, athlete, parent, spectator, conflict resolution	Every 2-3 months





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reference historical perspectives

HCAA Executive - Secondary HPE Curriculum Consultant Communicate updates, reference HCAA Secondary Constitution, Convenor Report - HCAA Financial report - Every 2-3 months representative -discuss / Interschool Athletics, GHAC + OFSAA updates, Transfer Report advise / reference historical perspectives as per the Constitution

**5. Consultant, Technology / Science**

- 21st Century Teaching and Learning for entire system (Nov. 22 PA Day Theme: Assessment and the Virtual Learning Environment (VLE), Creation of Science Safety modules for Secondary/Elementary, Intermediate iPad Project, VLE “Specialists”, D2L Brightspace Learning Opportunities)
- Technology-Enabled Learning & Teaching Contact (TELT- C)
- Science for entire system
- Ministry Projects/ System Priorities
- Instructional Rounds
- Supports Thomas Merton

Committees/ Working Groups	Role	Purpose	Meeting Details
Technology Enabled Learning Ontario (TELO)	TELT contact (Technology Enabled Learning and Teaching Contact)	<ul style="list-style-type: none"> <li>• Supports educators and students in effectively using Ontario’s Virtual Learning Environment (VLE) along with ministry-provided digital tools and resources in both eLearning and face-to-face classrooms,</li> <li>• Develops strong pedagogical knowledge and skills in eLearning teachers,</li> <li>• Collaborates with the Ministry of Education to build understanding of local board needs related to technology enabled learning and teaching,</li> <li>• Supports building parent engagement through Ontario’s Virtual Learning Environment.</li> </ul>	Every 2 weeks



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Ontario Catholic eLearning Consortium (OCeLC)	HCDSB representative	The primary purpose of the OCeLC is to provide equity of access for Catholic secondary students to take secondary credits developed and taught by Catholic teachers. The OCeLC also supports Technology Enabled Learning & District e-Learning contacts via virtual and face-to-face meetings, as well as hosts an annual Forum.	Every 2-3 months
Catholic Curriculum Consortium (CCC) and Information and Communications Technology (ICT) committee	HCDSB representative	Building and sustaining the Catholic capacity of Educators through the development and provision of high quality Catholic curriculum, resources, support and professional development through an ICT lens.	Every 2-3 months

#### 6. Consultant, Mathematics / Business

- Mathematic for entire system (Math Monitoring & Learning Project, MathUP (+ Sunrise Sessions), Intermediate Math Project: Building Thinking Classrooms, Early Years Numeracy Screener Project, School Program Team Leader (SPTL) sessions
- Business
- Instructional Rounds
- Ministry Projects/ System Priorities
- Supports Jean Vanier Family of Schools

#### 7. Consultant, Early Years / First Nations, Metis, Inuit (FNMI) / Canadian World Studies

- Early Years (New to Kindergarten support; Supporting Kindergarten educators with programming and learning environment at schools where there are concerns; Natural Playground support for schools with new playgrounds or revitalized playgrounds; Early Numeracy Screener; Capacity building for Early French Immersion Grade 1 teachers (English and French stream) supporting the K-1 transition; Professional learning for Special Education Resource Teachers (SERT) around the Early Years (Kindergarten Program, developmental programming, etc.)
- Equity and Inclusion (PA Day capacity building for equity champions to be able to plan and facilitate their site based PA Day)
- First Nations, Metis and Inuit Studies (Indigenous Education Circle)
- Canadian and World Studies (9-12) (Capacity building with English teachers connected to the NBE NAC courses; "Marketing" campaign for making the NBE3C and NBE3U the compulsory Grade 11 English course; CWS-Grade 10 History revisions-capacity building with teachers)
- Instructional Rounds
- Ministry Projects/ System Priorities
- Supports Christ the King & Corpus Christi Family of Schools



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<b>Committees/ Working Groups</b>	<b>Role</b>	<b>Purpose</b>	<b>Meeting Details</b>
Halton Region Transition to School	HCDSB representative	Supporting children and families as they prepare for the transition to Kindergarten (including children with special needs)	Every 2-3 months
Our Kids Network (OKN) Acton Hub	HCDSB representative - virtual input	Supporting early years population in Acton, using EDI data as the primary source for planning and decisions	Every 2-3 months
OSIP (Ontario Student Injury Prevention)	Kindergarten and Natural Playground Information and Safety representative	Lead by S. Balogh to develop an action plan for student safety	Yearly
Indigenous Education Circle	HCDSB Committee member	Develop and implement system wide messaging, protocols, resources to support Indigenous connections, teachings, and knowledge	Every 2-3 months

**8. Consultant, Language/Literacy K-12, Mathematics 9-12**

- Mathematics 9-12 (Data sessions for School Administrators, Building Thinking Classrooms project, Mathematics Subject Council)
- Language/Literacy K-12 (NBE3U/C Curriculum Roll-out, Board Approved Literature Studies (Elementary & Secondary), English Subject Council)
- Instructional Rounds
- Ministry Projects/ System Priorities
- Supports Assumption and Bishop Reding Family of Schools
- Evidence-based strategies (EBS) teams (all Secondary schools)



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<b>Committees/ Working Groups</b>	<b>Role</b>	<b>Purpose</b>	<b>Meeting Details</b>
Working Group for Health and Safety PA Day	Collaborator	To plan the April 27 PA Day	Every 2-3 months
Catholic Curriculum Corporation English & Moderns Subject Council	Secondary Rep Chair	To collaborate and share with the other Catholic School Boards. To share and work on board priorities, department priorities and leadership development.	Every 2-3 months Every 4-6 months
Board Approved Literature Studies	Facilitator for Secondary, Participant for Elementary	Provide titles from the Board Approved Literature List	On-going
Public Speaking Steering Committee	Co-Chair	To set direction and coordinate English and French Public Speaking Competitions	As required
English Language Arts Network (ELAN)	Participant	The English Language Arts Network is a professional organization of Ontario educators providing curriculum leadership in English, Language Arts, Media & ESL.	Monthly

Curriculum Itinerant – French Second Language (FSL)

- Assist in the development and delivery of meaningful, faith-based opportunities for professional development for FSL teaching staff Grades 1-12 Core, Extended, Immersion FSL
- Provide site visits to all schools at HCDSB to assist FSL teaching staff with programming and pedagogy, servicing approximately 200 FSL teachers in all programs, panels, and grades
- Assist in forward planning collaboration with other departments and stakeholders to support scheduling, programming, and pedagogy
- Work at the school and system level to provide meaningful opportunities for students to develop confidence, proficiency, and cultural awareness in French
- Maintain the online presence of FSL at HCDSB across multiple platforms to support FSL teaching staff and stay connected to school communities



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### Curriculum Itinerant

- Student-Centred Coaching
- Intermediate Math Project
- Facilitating Instructional Rounds

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- Student-Centred Coaching
- Facilitating Instructional Rounds



## STUDENT SUCCESS

### CONSULTANT AND ITINERANT ROLES AND RESPONSIBILITIES AS OF MAY 2020

#### SHSM/OYAP Consultant

##### SHSM (Specialist High Skills Major)

- Support SHSM programs board wide
- Facilitate school's SHSM team meetings (Principal, SHSM Leads, Guidance, Co-op, Financial Clerk)
- Develop sector partnerships for SHSM programs
- Build capacity for certifications, sector partnered contextualized experiences, reach-ahead and experiential learning experiences
- Develop applications for future SHSM program expansion
- Manage SHSM Board budget and allocate funding to school based programs
- Provide professional development for SHSM leads
- Collaborate and share best practices with other school board's SHSM leads
- Complete required Ministry reports

##### OYAP (Ontario Youth Apprenticeship Program)

- Develop Ontario Youth Apprenticeship Program business plan
- Manage OYAP budget
- Facilitate student experiences focusing on the skilled trades
- Provide professional development for educators related to the skilled trades
- Work with students, parents, co-op teachers and guidance staff to assist in OYAP promotion and the registration process
- Register OYAP participants with the Ministry of Labour, Training and Skills Development
- Collaborate and share best practices with other school board's OYAP coordinators
- Complete required Ministry reports



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### Technology

- Facilitate Tech Subject Council meetings
- Provide professional development for Technology Teachers
- Oversee Tech equipment inspections
- Support Tech department heads with equipment repairs/replacements
- Manage the Tech budget
- Support Tech educators with the delivery of Tech curriculum
- Review and renew software subscriptions

### Experiential Learning Consultant

#### Leadership and Training

- Identify stakeholder needs (i.e., educators, parents/guardians, students, schools, community members)
- Provide guidance, advice and support to educators, community members and organizations as they design, deliver and evaluate experiential learning opportunities with/for learners
- Design and deliver effective professional learning for various audiences
- Create resources for specific audiences and purposes
- Share challenges, solutions, strategies and best/promising practices throughout the board and across the province
- Identify and address barriers (e.g., systemic, individual, cultural) to the delivery of experiential learning and to ensure full participation and engagement
- Identify connections and find efficiencies between experiential learning and other board and school programs and priorities, for example:
  - Skilled trades
  - Science Technology Engineering Math (STEM)
  - Ontario Youth Apprenticeship Program
  - School Effectiveness / Student Success
  - Focusing on Foundational Mathematics
  - Technology Enabled Learning & Teaching
  - Indigenous Education
  - Adult Education
  - Mental Health / Wellbeing
  - Outdoor Education
  - Special Education



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- Specialist High Skills Major
- School-College-Work Initiative including Dual Credit Programs
- Liaise and collaborate with school and board staff, local and regional partners, and Ministry staff to deepen and broaden the implementation of schools' education and career/life planning programs (e.g., attend the October conference by the Ontario Council for Technology Education)

### Planning

- Collaborate with others to develop a plan to expand the use of experiential learning for children, youth and adult learners
- The plan describes how the board will facilitate:
  - industry and community member involvement;
  - student participation and engagement;
  - educator planning and delivery of experiential learning opportunities; and
  - a focus on increasing exposure to and awareness of technology, the skilled trades and apprenticeship as viable pathway options for students

### Sustainability

- Work with the board leadership team to allocate and distribute funds in ways that ensure long-term sustainability and the highest return on investment focused on the following three categories:
  - student participation and engagement in experiential learning opportunities
  - educator planning and capacity building through professional development; and
  - community member involvement.
- Collect, maintain and analyze data to support system and school improvement planning
- Report, in PRISA (Planning and Reporting for Improved Student Achievement), on expenditures and progress towards the achievement of goals

### Creating and Maintaining Partnerships

- Conduct outreach and develop partnerships with community and industry partners, in collaboration with various school board leads (e.g., OYAP, SCWI, SHSM, the Indigenous Education Lead, Guidance, subject leads) to provide opportunities that promote all pathways for all students, with a particular focus on opportunities to promote technology, skilled trades and apprenticeships
- Engage parents with information sessions, job fairs, targeted communications, pathways planning opportunities and connections with community partners
- Make contributions to the Leaders' Experiential Learning eCommunity





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### Co Operative Education

- Facilitate Halton Cooperative Education Council meetings
- Provide professional development for Co Op teachers
- Manage the Co Op budget
- Support educators with the delivery of Co Op curriculum
- Review and renew software subscriptions
- Take part in Regional Co Op Meetings

### Outdoor Education

- Manage the Outdoor Education (OE) budget
- Report HCDSB Outdoor Ed spending and initiatives to the Ministry
- Liaise and collaborate with school and board staff and local and regional partners to broaden the implementation of schools' outdoor education funding
- Conduct outreach and develop partnerships with the greater Halton community

### Pathways Consultant

- Assists in the development and implementation of pathways curriculum at the system, school and classroom level including HCDSB's school family community.
- Assists with staff development opportunities that include Professional Learning Communities and networks that support board Pathways and Student Success Initiatives

### Guidance Subject Council

- Support Guidance Counsellors and Guidance Department Heads

### Skills Competition

- Organization of Halton, Ontario and Canada Skills for HCDSB student participation

### School College Work Initiative

- Creating, implementing, Ministry reporting and budgeting for Dual Credits and SWAC (School Within a College) programs with Sheridan, Humber and Mohawk College



## Item 4.1 | Roles and Responsibilities of Itinerant and Consultants in Program Services

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### Ministry and Local Initiatives

- Proposal writing, submission and implementation of Experiential Learning opportunities, Apprenticeship/technological experiences, Halton Industry Education Council –industry connections to education, Participating member of Provincial Association for Ontario Guidance Leadership
- Facilitate learning and implementing new Ministry Curriculum (eg. Careers course)

### Creating Pathways to Success ~ Ministry Policy

- Support Principals, Guidance, Classroom and Student Success Teachers, in continued successful implementation.
- Educate and support Parents with their child’s Pathway planning, myBlueprint use
- FOS Cross Panel Initiatives, myBlueprint Data collection to use for program planning and team goals (ie. Usage and exit surveys)
- Promote Pathways through Social Media, Provincial newsletters; create content for Student Success website; collaborate with the Board’s Communications Department to promote Pathway education and initiatives across our school system
- Create Educational materials for use in Pathways Planning (eg. Program Brochure, Elementary Pathways Planner)
- Contribute to leading the direction of and support the work of our 9 Elementary Pathways Itinerants
- Classroom, parent, school presentations
- Collaborate with Curriculum to support Pathways Curriculum and support student achievement (eg. Work with Special Education Department to create initiatives to support workplace bound students)
- Connect and work with Curriculum Department Subject Councils on Pathways

### Student Success Itinerant

#### School Based

- Support of Student Success programs at each of the secondary schools
- Organizing Student Success Meetings at the school level
- Organizing Credit Recovery Meetings at the school level
- Provide resources and guidance to Students Success and Credit Recovery Teachers and their students
- Provide data reports on credit accumulation and support strategies
- Distribution and collection of Monitoring Tools, Credit Recovery Planners and Class Charts
- Support of Transition Meetings from Elementary and Secondary
- Support leadership opportunities for those students on the Student Success lists
- Provide myBluePrint assistance



## Item 4.1 | Roles and Responsibilities of Itinerant and Consultants in Program Services

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### Board Based

- Organizing Student Success and Credit Recovery Meetings at the Board level
- Organizing the Annual Student Success Conference
- Managing the Student Success Website
- Monitor, Organize and Support Speak Up Grants
- Provide assistance for Cross-Panel initiatives
- Create promotion videos highlighting programs within our secondary schools
- Attend Ontario Guidance Leadership meetings
- Provide assistance to Pathways Consultant (Halton Industry Education Council events, Halton & Ontario Skills Competition, Cross-Panel initiatives)

### Dual Credits

- Promote college dual credits across the board including Thomas Merton
- Organize, Register and Monitor students enrolled into the dual credits program
- Organizing transportation via taxi, shuttle bus or parking passes
- Submitting data reports to the Ministry
- Creating proposals for new dual credits for the following academic school year
- Attend Regional Planning Teams in the GTA and Golden Horseshoe

### Elementary Pathways Itinerant

- The Elementary Student Success Itinerant supports Pathways Promotion/Awareness, Education, Career/Life (ECL) Planning and student transitions from Elementary to Secondary

### Individual Pathway Planner (myBlueprint)

- Set up every grade 7-8 student and teacher with an individual myBlueprint account
- Promote and support staff in effective usage of myBlueprint for supporting Career and Life Education
- Troubleshoot issues that may arise with students accessing and using their accounts
- Promote myBlueprint usage to the school community through information nights



## Item 4.1 | Roles and Responsibilities of Itinerant and Consultants in Program Services

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### Career and Life Education/ Pathway development for students

- Present and promote various Pathway opportunities through a whole class presentation at the beginning of the year
- Meet with every 7-8 student a minimum of twice a year as required by Creating Pathways for Success (CPS requires each student to meet with a caring adult twice a year)
- Small group discussions/activities focusing on the 4-stage inquiry model for Pathway development: Who am I? What are my opportunities? What is my Plan? Who do I want to become?
- As a Who am I? component, discuss our Catholicity and the Ontario Catholic Student Graduate Expectations eg. What are my God-given talents and skills? How might I share these gifts with my community and the world?
- After each small group meeting, each student is required to complete a reflection in their myBlueprint portfolio. Pathway Itinerants record the date when they met with each student

### Transitions from elementary to high school

- Support cross panel initiatives specific to Pathways eg. Grade 8 visits, spirit days, attendance at ECL meetings
- Support Grade 8 teachers and students with option sheets and transition meetings
- Attend Student Success Transition Meetings

### Experiential Learning Opportunities (within context of CAREER/LIFE and EDUCATION planning using 4 step Inquiry Model)

- Support Halton Industry Education Council grade 7 visits
- Implement and support Ministry initiatives (eg. Mobile App Knowledge Economy)
- Support various experiential learning opportunities for students (eg. Student Success Conference, Halton/Ontario Skills)
- Create and facilitate activities for grade 7 students in the Pathways Exploration room

### Professional Development

- Attend provincial and local conferences ex. Women/Men as Career Coaches Night (Halton Industry Education Council), Connect, Cannexus, Women in Trades, Indigenous PD, Equity and Inclusion, When Faith Meets Pedagogy
- Attend Board-provided training eg. Mental Health First Aid to support student wellness, Cultural Sensitivity Training to help facilitate interactions with students
- Organize and facilitate student conferences eg. Females in Trades Symposium, Young Women's Summit Design and provide PD and/or support for K-8 teachers as requested by Principals



### **Secondary Numeracy Itinerant**

- EQAO Grade 9 Assessment of Mathematics preparation and support (especially for Applied level learners)
- School Improvement Planning
- School Numeracy Team support
- Collaborative Instruction/Differentiated Instruction (CI/DI)
- Intermediate Math Project
- Facilitating Instructional Rounds

### **Secondary Literacy Itinerant**

- EQAO OSSLT preparation and support (especially for Applied level learners)
- School Improvement Planning
- School Literacy Team support
- Collaborative Instruction/Differentiated Instruction (CI/DI)
- Facilitating Instructional Rounds



# Special Education Consultant and Itinerant Model of Support



The past many years have seen **significant increases** in students with autism, those who are deaf/ hard of hearing, those with childhood cancer, unique chromosomal syndromes, Fetal Alcohol Spectrum Disorder, and those with behavioural, and mental health challenges.

In order to effectively support these students, and other students with special education needs, we have built a **unique model of support** that is organized and intentional, designed to build capacity among school team members, so they have the skills and resources they require to meet the needs of their students and to help them progress and to thrive.

## Special Education Consultants

We have 6 Special Education Consultants who act as project managers, overseeing every facet of special education in their districts of schools, ensuring all **legal requirements are met**.

In addition, these Consultants act as a liaison between our parents and their children's schools, to help build and maintain **positive and collaborative working relationships**.

## SEA Consultant

We have 1 SEA Consultant who oversees **all aspects of** assistive technology and equipment claims and all associated training.

In addition, this person co-leads the **oversight of the IEP system** for the board.

## Itinerant Teams

Supporting their work, are 10 Itinerant Teams made up of 1 SERT and 1 Educational Assistant, who **each support 5 or 6 schools**.

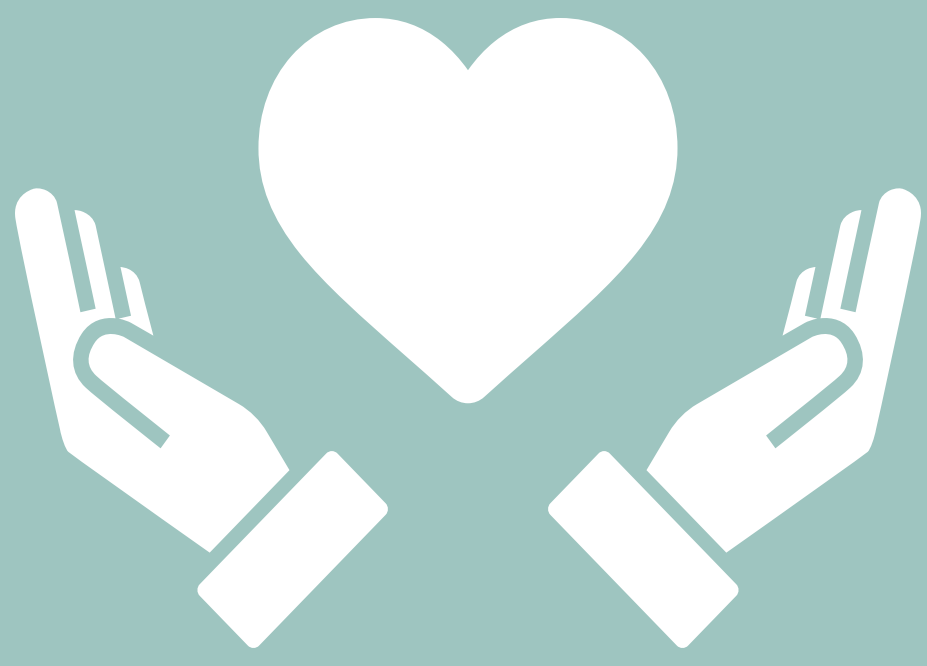
They provide **scheduled, direct weekly support** to students and staff. Much of this work is organized into specific areas of response.

## Blind/Low Vision Deaf/Hard of Hearing

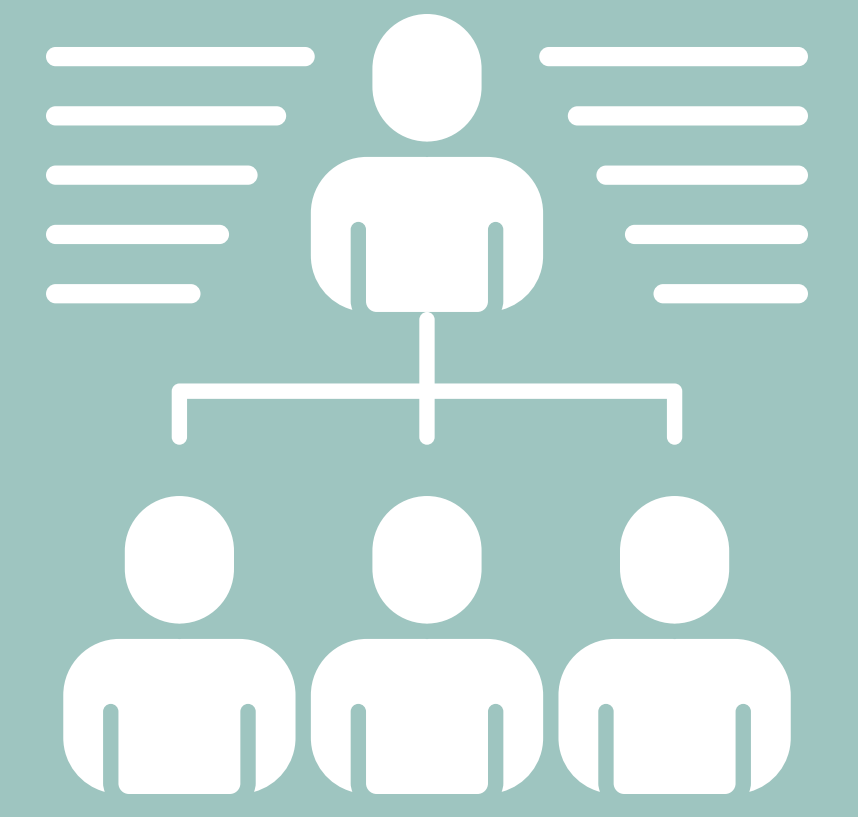
We have 3 Itinerant Teachers for students who are **Deaf/Hard of Hearing**, and 2 Itinerant Teachers for those who are **Blind/Low Vision**.

These teachers provide **uniquely skilled and direct support** to students with these exceptional needs.





# Special Education Consultant



- Help to interpret, understand and disseminate announcements/information from the Special Education Branch of the Ministry of Education to schools
- Help to create Special Education Procedures, as directed by the Ministry of Education or the Superintendent of Special Education
- Help to inform the Ministry's priorities in supporting IEP planning, development and implementation and ensure accountability in the development and implementation of effective IEPs
- Review the Special Education in Ontario Kindergarten to Grade 12: Policy and Resource Guide (2017) and provide on-going professional development, where needed, as well as any existing PPMs pertaining to special education documents in order to meet Ministry of Education expectations and standards
- Support the Implementation of Board Policies related to special education
- Meet with schools regularly through Board Team with administrators, SERTs and teachers, to discuss student-specific special education needs as well as students who are struggling academically, socially and/or emotionally and approve those students requiring Psycho-Educational or Speech and Language assessments
- Confer with school Principals to problem-solve issues involving students with special educational needs
- Oversee the work of Itinerant SERTs, who meet regularly in a family of schools
- Oversee all specialized classes, including supporting the discernment and transition of potential students into the classes, presenting information to parents, assisting in open house presentations and participating in the IPRC process, as part of a committee member
- Involved in the process of gathering information from schools to determine EA support, through the Independence Rubric, and meeting as part of a team of stakeholders to ensure equitable support for students requiring it, across the system
- Lead transition of all new students with special education needs into HCDSB from JK through to 21, to and from community-based classrooms and board to board. This includes preschool/school visits, case conferences, and EA allocation procedures
- In partnership with the Coordinator of Special Education, provide PD for special education resource teachers throughout the year, via monthly Family of Schools meetings, Catholic Learning Communities for all specialized classes, Department Head Meetings, and New SERT meetings
- Oversee all special education transportation requests and the Regional IPRC process for students with special education needs



- Lead portfolio work to address ongoing and new projects to meet the needs of students and staff including – Special Education Connections, Catholic Learning Communities (Gifted, ESC, A4- STC/CLC LifeSkills), New SERT Meetings as well as overseeing the new electronic management system for IEPs including all technical and reporting aspects of the IEP and IPRC process
- Committee Work Includes: Transition to School Committee, Transition to School Committee for Children with Special Education Needs, Coordinated Service Planning, Ontario Autism Program, School-Based Rehabilitation Services, Alternative Program Goals and Expectations and IEP development and Trillium, Transition to Post-Secondary (Halton Transition Advisory Committee/Project Search), executive member for the Association for Special Education Technology, a non-profit organization/conference for educators, Chair of Ontario Council of Administrators in Special Education (OCASE)
- Responsible for the development, review, update, and implementation of the Special Education Plan for the HCDSB
- Support the implementation of the Board Improvement Plan
- Participation in Ministry Projects – e.g. Pilot to Support Transitions to Post Secondary Pathways for Students with Developmental Disabilities
- Act as a conduit to the other areas within the Special Education Services Department (CYC, SW, Psychology, and SLP)
- Act a liaison between the parents and the school
- Share with SERTs existing support resources for developing effective Individual Education Plans, with the specific lens of ensuring effective programming and reporting requirements
- Approve and participate in Transdisciplinary Rounds, Focused Support and Transition Support process
- Actively involved in all Tier 3 cases in our board managing the support and collaboration of all stakeholders to ensure schools and families can access the board and community supports required to support these children at school.
- Facilitate Community annual events including Inspire Accessibility Showcase and parent information sessions (Parent engagement events) along with Community partners (Halton DSB, DSO, Community Living Oakville/North Halton / Burlington, Halton Support Services)
- Create and Maintain Digital platforms that provide current resources for SERTS specific to assigned portfolios and exceptionalities –ESC TEAMS, NEW SERT TEAMS, Special Education Connections, A4TEAMS site, A4 D2L
- In collaboration with the Student Success Consultant, develop and maintain a Community Pathways component for MY Blueprint
- Research and purchase resources for special education students (e.g. ABLLS, AFLS, Virtual Reality equipment, equipment for Special Education Classrooms)
- Review and update existing supporting HCDSB information documents (e.g. Parent Handbook for Special Education, Alternative Programming Family Brochure)
- Approve and facilitate school SEA claims submissions (technology, mobility, and Track B) initiated by school SERTS
- Liaise with External agencies (Erin Oak, Woodview, ROCK, Nelson Youth, Halton Region Resource Consultants, etc.) to support student well-being and improvement





# SEA Consultant with SEA Itinerant SERT support

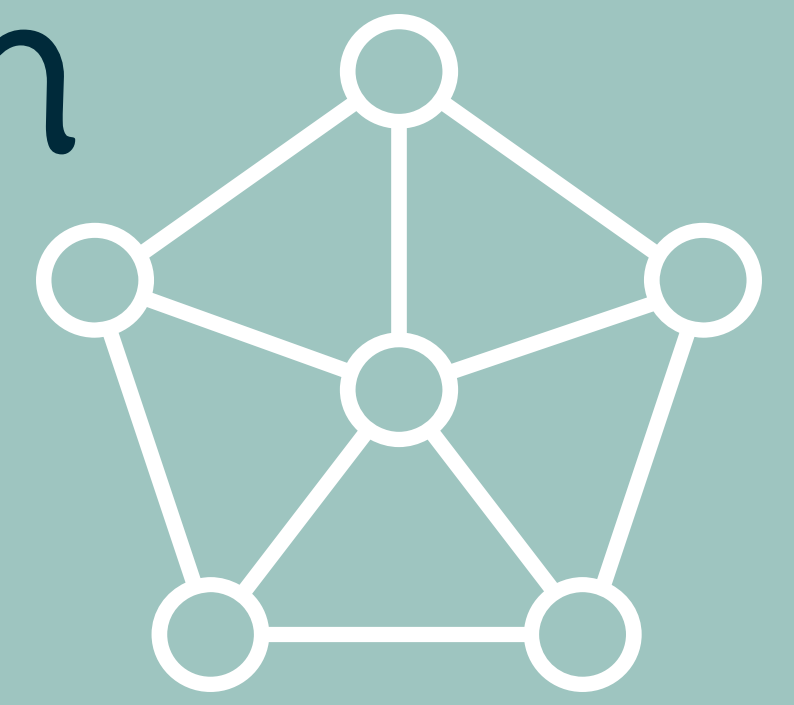


- Manage approvals of all SEA claims to ensure Ministry compliance
- Manage inventory of SEA Equipment (technology and peripherals, mobility, deaf and hard of hearing/communication, blind/low vision)
- Manage distribution of all technology equipment to schools
- Complete Ministry reporting for all SEA Per Pupil Amount (PPA) and SEA claims-based amount purchasing under the direction of the Superintendent
- Provide ongoing staff training, presentations and support for board platforms and software (e.g., Boardmaker Online, D2L, Read and Write, eLite)
- Co-ordinate LEARNStyle technology training for students
- Co-ordinate/develop staff training for teachers of community classrooms to support student learning
- Co-ordinate and develop a variety of new system initiatives to engage special education staff, students and families (e.g., SEA Showcase and Ignite Grant, Gifted Robotics Competition)
- Approve and co-ordinate SEA Mobility Equipment repairs and maintenance
- Support provincial/board assessments delivered in a technology format for special education students (test/format systems documents to ensure compatibility, provide staff training)
- Support the work of the Family of Schools Special Education Consultants and Coordinator, through their Catholic Learning Communities, SERT meetings, and portfolio projects/work
- Co-creator/administrator of SEAit platform (currently utilized by several boards in the province to manage their SEA processes/equipment inventory)
- Manage internal and external transfers of all SEA equipment (school to school; board to board)
- Attend all transition meetings for incoming students with mobility needs and obtain equipment over the summer months to prepare for a September entrance
- Develop processes to meet Ministry Guidelines (ie. Track B process)
- eLite system co-administrator (manage IEP Engine, IPRC system)
- Support review/processing of all Special Incidence Portion (SIP) claims
- Meet regularly with regional boards, community partners, and training partners to collaborate on new guidelines, updated processes, and share information.
- SEA Consultant oversees the work of the ISERT SEA and SEA Application Analyst
- Committee member for ASET (Association of Special Education Technology)





# Itinerant Special Education Resource Teacher - Generalist

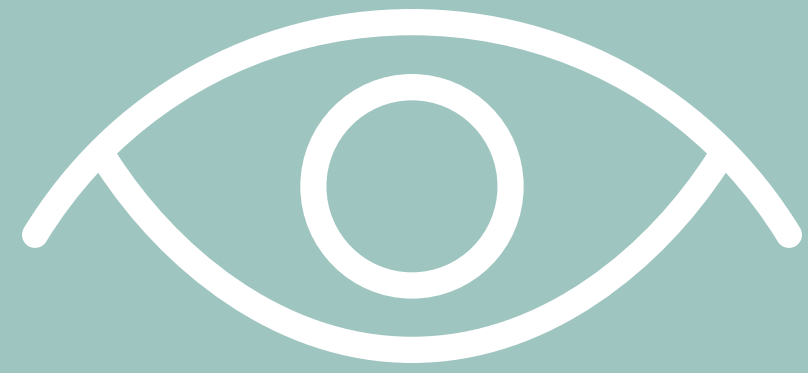


- ISERTs are in every school on a weekly basis to provide frequent and timely support to SERTs and Teachers focused on real-time coaching, assessment and instructional strategies, special education programs, transitions, and ABA strategies with a focus on building capacity within our system and supporting student needs (when not in schools, ISERTs are available to support their school teams daily via phone or email)
- Complete Special Incidence Portion (SIP) claims each year, in order to ensure necessary supports are available for our most complex needs students. The revenue generated by the submission of these claims was 1.77 million dollars this year, a figure that has steadily been increasing each year
- Support the development and implementation of Individual Education Plans, Indicator Response Plans and Safety Plans
- Support school teams with instructional coaching of Tier 1 and 2 strategies, data collection and analysis, as well as planning and programming for students with complex needs
- Participate in the Transdisciplinary Rounds, Focused Support, and Transition Support process with the Behaviour Analyst, ensuring that Itinerant Team action items are completed, as well as provide in the moment coaching to Teachers, SERTs and Educational Assistants with the strategies outlined in the action plan
- Support and coach SERTs and classroom teachers with programming for their students including reviewing resources such as Empower, GATE, Leveled Language Intervention, Class Act A Functional Assessment and Curriculum, A4 and Structured Teaching materials and pedagogy Gifted Test Process – support of CCAT and the Gifted Screening Process
- Support and coach new SERTs with completion of the Kaufman Test of Education Achievement - 3 (KTEA) and Key-Math assessments, along with scoring and reporting of results in feedback sessions to parents and teachers
- Build staff capacity by presenting at ABA Bonanza, Educational Assistant PD days, school staff meetings, divisional meetings, and lunch and learns, on topics related to Special Education
- Build school capacity by sharing best practices with school teams on topics ranging from EA scheduling and SERT timetables to school-based team frameworks
- Support the SEA allocation process by assisting SERTs in the completion of SEA claims, and delivering all AT equipment to the schools
- Support and plan the transitions of students entering JK, from elementary to secondary school, to and from community-based classrooms, and board to board. This includes participating in observations at home, in daycare settings, in community classrooms and classrooms in other boards to assist in the completion of the student Independence Rubrics and attending transition case conferences
- Participate in school-based Special Education Board Team Meetings with SERT, Consultant, Principal, and Teachers



- Support next steps in schools as a result of Board Team Meetings
- Support the implementation of Special Education goals outlined in the Board & School Improvement Plans
- Collaborate with Itinerant Educational Assistants, Psycho-Educational Consultants, Behaviour Analysts, Speech and Language Therapists, Social Workers, Child and Youth Counselors, Parents, Administrators, Special Education Teachers, and external agencies to support student programming
- Ongoing support to SERTS with navigating the new elite IEP engine, including the creation of student profiles and IPRC documents
- Supporting SERTs with the completion of special transportation requests and the Accessibility for Ontarians with Disabilities Act (AODA) individual transportation plans
- Wrap-around support to schools for students with behavioural needs; including collaboration with outside agencies such as Woodview, ROCK, Nelson Youth Centre, ErinOakKids
- Work in collaboration with families, high schools and Disability Services Ontario to plan effectively for post 21 pathways, ensuring students are connected with appropriate funding (ODSP, Passport Funding) and community supports (i.e Community Living, Respite) upon completion year 7
- Work in liaison with families, students, SETs and Special Education Department Heads to transition Life Skills Students into Co-Op Placements as well as post-secondary CICE (Community Integration Co-Op Education) Programs in community colleges
- Facilitate medical case conferences for students presenting with complex medical needs and work collaboratively with multiple disciplines both at board level (Speech and Language, Blind/Low Vision, Deaf and Hard of Hearing) and within the community (School Health Rehabilitation Support Services – Nursing via Local Health Integration Network, OT and PT via ErinOakKids, W. Ross Mc Donald )
- Work in collaboration with SEA Consultant and SERT/SET to ensure that mobility equipment (trike, stander, walker, medical lift and tracking, therapy bed, etc) are ordered via SEAit and installed (if needed) and ready for the student upon the start of school so that programming may commence
- Work in collaboration with OT and PT, SLP, BLV, DHH to support SETs/SERTs regarding Alternative programming for students who have a medically complex diagnosis and multiple identifications; ensure that staff have received the necessary training
- Work with SET/SERT to ensure transitions plans have been completed to advocate for the dignity and success of the student throughout the school year within multiple capacities (as per PPM 156)
- Portfolio/Committee Work includes: Halton FASD, Special Education Connections, creation and implementation of A4 Teams and A4 D2L Platforms, professional development for Educational Assistants, Transition to Post 21 A4 Document Writing Team, organization and implementation of Special Olympics events, creation of the HCDSB Learn at Home Distance Learning website (in collaboration with all board Itinerants and Consultants), Relias Training in ABA
- Presentations: FOS Meetings, New SERT Meetings, Catholic Learning Communities for Specialized Classrooms, A4 Alternative Programming, ABA for All, ABA Bonanza, EA PD Days





# Blind/Low-Vision & Deaf/Hard of Hearing Itinerant Special Education Resource Teacher



- Provide regularly scheduled, direct withdrawal instruction to students in the development of auditory skills, braille skills, speech and language (as required), including the pre-teaching of classroom curriculum
- Maintain caseloads to coordinate support for students from JK through to the completion of their secondary program
- Develop, teach and report on alternative IEP goals
- In-service and work collaboratively with school staff to increase their understanding of the educational impact of their student's hearing/vision loss and use of equipment/technology
- Provide EA's with student-specific training to support IEP goals
- Teach self-advocacy skills to students throughout their school years
- Foster emotional well-being and encouraging social interaction with peers within the school community. Providing opportunities, where possible, for social interaction among peers with hearing/vision loss
- Order and facilitate set up of SEA equipment to support access to the curriculum for students who are blind/low vision, deaf and hard of hearing and have auditory processing disorders
- Complete functional vision assessments for students to determine specific accommodations within the school setting (seating arrangements, font size, technology)
- Complete formal and informal assessment of articulation, language skills, and auditory skills development
- Teach and support orientation and mobility skills to students that are visually impaired
- Develop strategies with classroom teachers to most effectively enable the student to access the curriculum. Communicate goals and strategies to parents, as educational partners
- Consult with the Provincial Schools Branch on behalf of students
- Teach students to read and write braille
- Teach students how to use assistive technology to access the curriculum and participate in the classroom
- Create braille materials for visually impaired students to provide access to the curriculum
- Translate student-created braille materials to enable teachers to assess learning
- Program and support instruction for culturally Deaf students





# Special Education by the Numbers Yearly



Our philosophy is to respond as quickly as possible to our students, by providing them with timely assessments, academic interventions, equipment, assistive technology, behavioural, and mental health supports, to move them toward their limitless potential. In order to achieve this, and to ensure we are not operating from a reactive, or crisis response stance, the Halton Catholic DSB has built an intentional structure of support that allows staff to build, rather than maintain, or to simply respond to crisis', as a form of triage.

**120+**

New JK or new to HCDSB students transitioned with special needs

**1.77**

Million dollars generated through the Special Incidence Portion (SIP) process

**525**

AT SEA claims (laptops & iPads) completed

*202*

SEA mobility claims completed

**130**

Track B claims processed

**909**

Independence Rubrics completed

**3450**

Students struggling academically, socially, emotionally, speech and language, or behaviour, brought forward to the Consultants through Board Team to discuss strengths, needs and next steps

**3**

Special Olympics Events per year - Cross-Country, Track and Field and Torch Run

**72**

Parent Sessions  
SEA Showcase  
ABA Bonanza  
Open Houses for Specialized Classes  
Kindergarten Night  
INSPIRE AccessAbility

**5060**

Individual Education Plans developed, implemented and monitored with ISERT/Consultant support

**6**

Structured Teaching Classes

**7**

Gifted Classes

**1**

Community Living Classes

**4**

Essential Skills Classes

**17**

Life Skills Classes

**1000+**

Parent meetings and phone calls

**44**

Transition Support Cases leading to...

**25**

Transdisciplinary Rounds Cases leading to...

**30**

Focused Support cases leading to...

**25+**

Tier 3 cases requiring coordination of the highest level of internal and external supports available

**220**

in class coaching visits

**125**

in class coaching visits

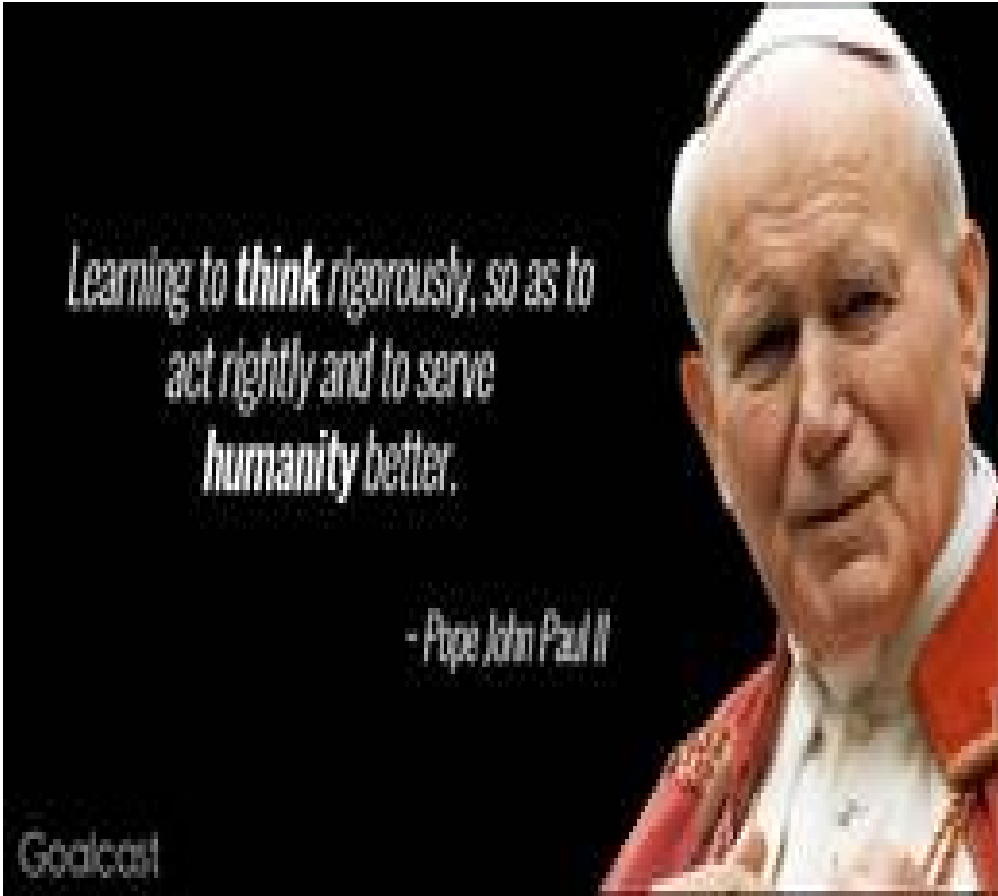
**90**

in class coaching visits

# CURRICULUM SERVICES

IN NUMBERS

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# HALTON CATHOLIC DISTRICT SCHOOL BOARD

- 45 ELEMENTARY SCHOOLS
- 9 SECONDARY SCHOOLS + 1 Adult Learning Centre







8  
Consultants



6  
Itinerants

*May my teaching drop as the rain, my speech distill as the dew, like gentle rain upon the tender grass, and like showers upon the herb.*

Deuteronomy 32:2



<https://cdn1.vectorstock.com/i/1000x1000/17/15/big-group-young-happy-casual-people-faces-isolate-vector-10541715.jpg>

From  
September  
to  
December  
2019

**Curriculum  
has facilitated**

**190+**  
**sessions**

**and supported  
over**

**3500**  
**teachers**



IF **1** teacher in a classroom  
can affect the learning of **25** students (on average),



THEN **1** teacher as an itinerant or consultant,  
who facilitates an average of **25** learning sessions per year,

working alongside an average of **20** teachers per session,

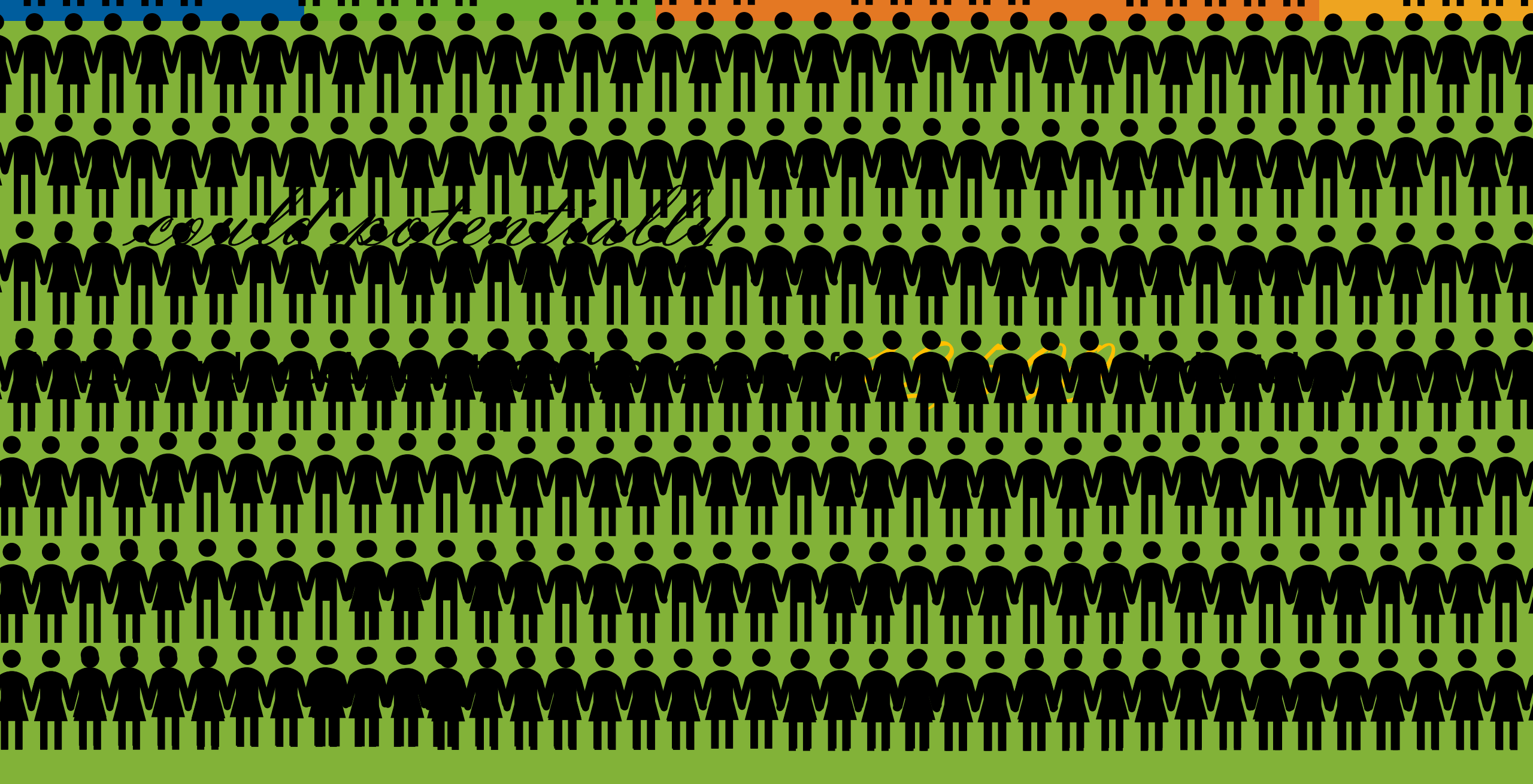
*building collective efficacy,  
strengthening and  
developing instructional practices,*



*could potentially*

impact and accelerate the achievement of *12,500* students!





According to research,

# Professional Development Programs

*have the **potential** to accelerate student achievement.*

According to John Hattie, and Visible Learning's 250+ Influences on Student Achievement, Professional Development Programs have an effect size of 0.41 while Collective Efficacy has an effect size of 1.57.

<https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf>



According to research,

## Professional Development Programs

have the potential to *accelerate* student achievement.

**ACCELERATE,  
not just impact!**

According to John Hattie's *Visible Learning*, Professional Development Programs have an effect size of 0.47, while Collective Efficacy has an effect size of 0.57.

<https://visible-learning.org/wp-content/uploads/2018/03/Visible-Learning-2017-2018-2019-US-252-Influences-Hattie-ranking-DEC-2017.pdf>



Initiatives in French as a Second Language	Item 4.2
Tuesday, May 19, 2020	

### Alignment to Strategic Plan

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

### Purpose

The purpose of this report is to share and celebrate the current ongoing initiatives in French as a Second Language at the Halton Catholic District School Board (HCDSB).

### Background Information

**EXPLORE** the possibilities, **ACCUEILLIR** les possibilités – *HCDSB nurtures Collaborative Catholic Contributors who find meaning, dignity, fulfillment and vocation in work which contributes to the common good.*

- **Alumni outreach**
  - Alumni of HCDSB’s FSL programs will be invited to retain ties with the board through Human Resources and FSL outreach, to keep them alerted to further opportunities at HCDSB.
- **Online and Social Media Presence**
  - Teachers may take part in a vibrant online community to share successes, initiatives, and news. We are expanding our social media presence to build and foster our French as a Second Language community of teachers, students and other professional groups. This professional learning community of Catholic educators will be housed on D2L Brightspace, Twitter and Instagram.
- **Promotional videos** to welcome FSL teaching applicants to Halton
  - The first film will highlight and promote life in Halton, as part of **FSL at HCDSB**. We will represent the inclusive, diverse Catholic community of Collaborative Contributors at HCDSB.
  - The second set of films will highlight a series of **“HCDSB FSL Teacher Stories”** with a special focus upon our own alumni celebrating our commitment to Catholic education and FSL programming



- These films can be used at recruitment events, on the HCDSB website, and in other promotional settings both virtual and in person. They can inform parents, prospective Teacher applicants, and other stakeholders in the community regionally, provincially and nationally.

**EXPERIENCE** the community, **ACCEPTER** l'invitation – *HCDSB values Caring Family Members who minister to the family, school, parish and wider community through service.*

- **New Teacher Induction Program (NTIP) support for FSL Teachers**

- New Teachers are mentored through the NTIP program so that they are supported in practice and pedagogy throughout their first teaching years, promoting a network of supportive individuals dedicated to servant leadership and thus building our Catholic learning community grounded in our faith and shared vocation to Catholic education.

- **Itinerant Support for FSL Teachers**

- All FSL Teachers have access to FSL Itinerant support for co-planning, co-teaching, modelling, in-class support and other professional development. The FSL Itinerant works with Teachers in all FSL programs: CORE, French Immersion and Extended French supporting Teachers in their roles from Grade 1-12.

**EXPAND** the network, **ACCÉDER** à l'avenir– *HCDSB develops Effective Communicators who use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.*

- **FSL Part 1:** Ontario College of Teachers accredited Additional Qualification Program

- Teachers interested in teaching FSL will have the option to complete their FSL Part 1 qualification through online learning at HCDSB, beginning in Summer 2020.

- **Summer Writing Projects**

- A series of capacity-building summer writing opportunities are offered to Teachers of FSL, including summer cultural experiences for students through summer camps; creation of resources to support French Immersion programming at the Secondary level; and a series of webinars to be created by Teachers for Teachers to inform effective practice and pedagogy.

- **French Immersion Program Expansion**

The French Immersion program is expanding! September 2020 will mark the first year that the full complement of Grades 1-8 will be operational in Elementary, and additional Grade 1 FI classes have been added to three sites to accommodate the popularity of the program and high number of applicants. September 2021 will also mark the entry point of our first cohort of French Immersion students. A framework of class options has been proposed and approved, and Grade 8 students will be filling out their option sheets in the Fall.



## Comments

We believe that Catholic education in Ontario along with French as a Second Language programming makes a significant and outstanding contribution to faith formation and student achievement. Our graduates are a testament to our shared faith and vocation ... together, we ensure that every student is provided with the highest standard of programming excellence in order to celebrate the God given gifts and true potential of every child. We are very proud of the commitment to, recognition of and support for French as a Second Language programming and we trust that these initiatives will further enhance our offerings to the system.

## Conclusion

Merci – we are most grateful for your ongoing support of FSL education at HCDSB. Through our collaborations, we are truly engaging all stakeholders as we create a vibrant FSL culture in our schools!

**Report Prepared by:** Renata Dean, Curriculum Consultant (Acting), FSL, Curriculum Services  
Kathy Irvine, Curriculum Itinerant, FSL, Curriculum Services

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

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

**MINUTES OF THE REGULAR BOARD MEETING**

Date: May 5, 2020  
Time: 7:30 pm  
Location: Catholic Education Centre  
802 Drury Lane, Burlington

Board Room Attendance: V. Iantomasi, Chair of the Board  
P. Daly, Secretary of the Board  
A. Lofts, Superintendent, Business Services  
A. Swinden, Manager, Strategic Communications  
R. Di Pietro, Recording Secretary

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

Student Trustees:  
(Electronically) M. Bhabra  
D. Caratao  
D. Suan

Senior Staff:  
(Electronically) S. Balogh  
C. Cipriano  
J. Crowell  
C. McGillicuddy  
R. Merrick  
L. Naar  
J. O’Hara  
T. Pinelli  
A. Prkacin

Also Present:  
(Electronically) A. Cross, Senior Manager, Financial Services  
L. Collimore, Chief Officer, Research and Development Services  
J. MacDonald, Research Officer, Research & Development Services  
K. Ongaro, Human Resources Analyst, Human Resources Services  
F. Thibeault, Senior Manager, Planning and Assessment

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**1. Call to Order**

Due to COVID-19 and social distancing, trustees and staff joined the meeting electronically. The following trustee and staff were physically present at the Board office: V. Iantomasi, Chair of the Board; P. Daly, Director of Education and Secretary of the Board; A. Lofts, Superintendent, Business Services and Treasurer of the Board; A. Swinden, Manager, Strategic Communications and R. Di Pietro, Recording Secretary.

The Board room was closed to the public and a live stream was made available.

The Chair called the meeting to order.

**1. Call to Order**

The Chair called the meeting to order.

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

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

**1.2 Motions Adopted In-Camera**

The following motions were adopted in-camera:

A motion regarding property was adopted in-camera.

and

**Resolved**, that the Halton Catholic District School Board ratify the attached Memorandum of Settlement between the Board and CUPE Local 3166 (Clerical / Technical) to be effective September 1, 2019 and to expire August 31, 2022.

**1.3 Information Received In-Camera**

The following information was received in-camera:

Department Heads

John Barbati, Anna Carambia, Elissa Cherubini, Naomi Coffey, John Colterman, Lee Cond, Paul Cushing, Kelly Grant, Wendy Giroux, Alyson Little-Velianou, Erin Mckee, Michelle Mowat, Cynthia Obrovac, Danielle Piantoni, Lisa Reid, Mario Soster, Natalie Vander Burgt, Miranda Walsh, Izabella Waters and Ivan Yurgan appointed as Department Heads effective September 1, 2020 for a period of up to four (4) years.

Consultants

Carmen Condo, Robert Crowe, Catherine Jenkins and Jaclyn Priest-Brown appointed as Consultants effective September 1, 2020, for a period of up to three (3) years with the possibility of a one (1) year extension.

Acting Curriculum Consultant

Kristen Davison appointed as Acting Curriculum Consultant effective September 1, 2020 for a period of up to one (1) year.

Retirement

Karyn Kastelic, Denise Oakie, Catherine O'Brien and Nancy Varga retiring June 30, 2020.

Resignation

Nicole Boucher resigned April 23, 2020.

**2. Approval of the Agenda**

The following was added to the agenda:

- Action - Halton Food for Thought (HFFT) Donation (P. Daly)
- Notice of Motion - HCDSB Procedural By-Laws (H. Karabela)

**#100/20**

**Moved by:** N. Guzzo  
**Seconded by:** B. Agnew  
**RESOLVED**, that the agenda be approved as amended.

The Chair called for a vote on **#100/20** and it **UNANIMOUSLY CARRIED**.

**3. Declarations of Conflict of Interest**

There were no conflicts of interest declared.

**4. Presentations**

There were no presentations.

**5. Delegations**

There were no delegations.

**6. Approval of Minutes**

**6.1 Minutes of the March 31, 2020 Regular Board Meeting  
 #101/20**

**Moved by:** J. O'Hearn-Czarnota  
**Seconded by:** T. O'Brien  
**RESOLVED**, that the minutes of the March 31, 2020 Regular Board Meeting be approved.

The Chair called for a vote on **#101/20** and it **UNANIMOUSLY CARRIED**.

**6.2 Minutes of the April 21, 2020 Regular Board Meeting  
 #102/20**

**Moved by:** J. O'Hearn-Czarnota  
**Seconded by:** B. Agnew  
**RESOLVED**, that the minutes of the April 21, 2020 Regular Board Meeting be approved.

The Chair called for a vote on **#102/20**:

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

The motion **CARRIED**.

**6.3 Minutes of the April 30, 2020 Special Board Meeting  
#103/20**

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

**Seconded by:** M. Duarte

**RESOLVED**, that the minutes of the April 30, 2020 Special Board Meeting be approved.

The Chair called for a vote on **#103/20** 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**

**#104/20**

**Moved by:** N. Guzzo

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

**RESOLVED**, that the Halton Catholic District School Board approve the donation of \$20,000 in gift cards from Halton Food for Thought to be distributed to families in need throughout the Board.

The Chair called a vote on **#104/20** and it **UNANIMOUSLY CARRIED**.

**9. Staff Reports**

**9.1 HCDSB Participation in Math and Science Events (A. Prkacin)**

A summary of findings regarding participation in math and science events was provided and discussed.

Staff to follow up with replies to Trustee questions.

**9.2 Upgrade to Board Room Technology (Verbal Report) (P. Daly/A. Lofts)**

Due to COVID-19 information is still being gathered for Trustees.

Trustees in agreement to add to the May19, 2020 Regular Board Meeting agenda as well as the Business Arising Chart.

**10. Information Items**

**10.1 Student Trustees Update (M. Bhambra)**

The pillars of Achieving, Believing and Belonging were shared.

**10.1.1 Transit Feedback among Halton Catholic District School Board's  
Burlington Secondary Students (D. Suan)**

Feedback and recommendations were provided.

**10.2 Long Term Capital Plan (LTCP) - Progress Update (A. Lofts)**

A progress update was provided. Due to COVID-19 upcoming milestones have been moved to the Fall of 2020.



**10.3 Long Term Facility Renewal Strategy (R. Merrick)**

The updated Long-Term Facility Renewal Strategy was presented.

**10.4 Laserfiche Empower 2020 Conference (J. O'Hara)**

Information regarding the conference was provided.

**10.5 Notice of Motion – HCDSB Procedural By-Laws**

**BE IT RESOLVED**, that resolution **#P21/20** from the Policy Committee which reads:

*THAT, a bylaw working committee be struck involving all trustees, the director of the board and other superintendents as resources, to meet a half hour prior to every policy meeting prior to the June 9, 2020 review of bylaws. A third party will be brought, at the agreement of the trustees, in to advise, as required.  
be brought to the May 19, 2020 Regular Board meeting and establish the working committee reviewing the Halton Catholic District School Board Procedural By-Laws as an Ad Hoc/Standing By-Law Review Committee comprising all Trustees and be approved.*

**11. Miscellaneous Information****11.1 Minutes from the February 24, 2020 SEAC Meeting**

The minutes of the meeting provided as information.

**12. Correspondence**

There was no correspondence.

**13. Open Question Period**

No questions were submitted.

**14. In Camera**

**#105/20**

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

**Seconded by:** M. Duarte

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

The Chair called for a vote on **#105/20** and it **UNANIMOUSLY CARRIED**.

The meeting moved in-camera at 9:10 p.m.

The meeting moved out of in-camera at 10:30 p.m. The Vice-Chair read out motions adopted in-camera and information received in-camera (see agenda items 1.2 and 1.3).

**15. Resolution re Absentees**

There were no absentees.

**16. Adjournment and Closing Prayer (T. O'Brien)**

**#106/20**

**Moved by:** N. Guzzo

**Seconded by:** B. Agnew

**RESOLVED**, that the meeting adjourn.

The Chair called for a vote on **#106/20** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 10:40 p.m. with a prayer led by Trustee O'Brien.

\_\_\_\_\_  
Secretary of the Board

\_\_\_\_\_  
Chair



**BUSINESS ARISING FROM PREVIOUS MEETINGS**

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
November 19, 2019	Response to Delegations	<p><b>WHEREAS</b>, the Board of Trustees give direction to the Director of Education and Secretary of the Board to present a comprehensive plan to eliminate the waiting list, meet future demand and growth of French Programming for the 2020/2021 school year.</p> <p><b>BE IT FURTHER RESOLVED</b>, that the Board of Trustees further direct that the Multi year French Teacher Recruitment Plan include those schools identified in the delegation, including but not limited to Laurentian, Sherbrook, Bishops, Concordia, University of Quebec, etc.</p>	Senior Staff	
March 31, 2020	Math & Science Extra Curricular Engagement - Past/Present Initiatives and Future Opportunities	<p><b>BE IT RESOLVED</b>, that the Board of Trustees give instructions to its Secretary and Director of Education to prepare and present to the Board of Trustees on May 5, 2020 a detailed report outlining the current co-curricular and extra-curricular events being conducted in elementary and secondary math and science. The report should include the level of student participation in local, regional, university, national and international competitions for the past academic year.</p> <p><b>BE IT FURTHER RESOLVED</b>, that subject to the May 5, 2020 report a plan be presented to the Board for review</p>	A. Prkacin	

		<p>which includes the initiatives that support and encourage participation in local, regional, university, national shows and competitions in math and science, along with STEM initiatives moving forward.</p>		
March 31, 2020	Update to Board Room Technology	<p><b>WHEREAS</b>, the boardroom located in the Halton Catholic District School Board's Catholic Education Centre offices, is also the location where public meetings are held and in keeping with Section 208.1 sub sections 1, 2, 3 and 4 of the Education Act which states that access to proceedings be allowed from remote locations to Trustees; and,</p> <p><b>WHEREAS</b>, current audio, video and data transfer equipment is antiquated and unsatisfactory</p> <p><b>BE IT RESOVED</b>, that the Board gives instruction to the Secretary of the Board to investigate and provide at least three (3) costed reports at a regular board meeting, for the purpose of upgrading the current communication system and replace the same so as to allow seamless remote access with the latest technology (such as: speech timing, floor queuing, live streaming, recording, screen sharing, document comparing, etc..) that has the capability of allowing a minimum of 25 remote users by no later than the May 5, 2020 Regular Board meeting; and that this technology be capable of relocation to any board office if required.</p>	A. Lofts	

**OUTSTANDING POLICY ITEMS**

<b>DATE OF THE BOARD MEETING</b>	<b>AGENDA ITEM</b>	<b>ACTION REQUIRED</b>	<b>RESPONSIBILITY</b>	<b>STATUS</b>



<p>HCDSB Procedural By - Laws</p>	<p><b>Item 8.1</b></p>
<p>Tuesday, May 19, 2020</p>	

The following *Notice of Motion* was presented at the May 3, 2020 Regular Board meeting:

Moved by:           H. Karabela  
 Seconded by:

***BE IT RESOLVED***, that resolution **#P21/20** from the Policy Committee which reads:

***THAT***, a bylaw working committee be struck involving all trustees, the director of the board and other superintendents as resources, to meet a half hour prior to every policy meeting prior to the June 9, 2020 review of bylaws. A third party will be brought, at the agreement of the trustees, in to advise, as required.

*be brought to the May 19, 2020 Regular Board meeting and establish the working committee reviewing the Halton Catholic District School Board Procedural By-Laws as an Ad Hoc/Standing By-Law Review Committee comprising all Trustees and be approved.*



Policy I-15 School Name Selection	<b>Item 8.2</b>
Tuesday, May 19, 2020	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy I-15 School Name Selection*, as presented.

### Comments

In February 2020, very sadly, credible evidence was brought to light internationally that Jean Vanier had abused several women. This very understandably caused great upset throughout the community of believers and non-believers alike, especially the school community of Jean Vanier Catholic Secondary School (JVCSS) in Milton and all the HCDSB community.

Concern from the JVCSS community was brought forward to trustees by way of correspondence to rename the school.

At the March 3<sup>rd</sup> Board meeting, the following motion was brought forward:

*Motion #64/20*

**RESOLVED**, that the Halton Catholic District School Board direct the Director of Education to begin immediately the process to rename Jean Vanier Catholic Secondary School in Milton, in accordance with the requirements set out in *Policy I-15 School Name Selection*.

The motion passed unanimously, including the non-binding vote of all the student trustees.

Discussion was clear that Jean Vanier could no longer be held up as a role model of Christian living as the integrity of his character was severely compromised, even amid the good work that he had accomplished with L'Arche.

Another significant consequence in renaming a school is the cost involved to change uniforms, banners, gym floors / outdoor fields, and to remove logos throughout.

The Catholic Church has a very strong vetting process, the process of canonization, which determines after extensive study and research and even prudently the passage of time after death, and with verified miracles attributed to the person since death. It was suggested that this would be best practice and



prudent going forward to keep the naming of a school when a person to a declared saint to ensure the integrity of process, lasting example of faith and virtue and thus be an excellent role model for students and community alike. A summary of the email communication with the Vicar of Education and Bishop Crosby regarding verified miracles, prior to the April 21<sup>st</sup> Board meeting, is attached as **Appendix A**.

The revised policy was brought to the April 21<sup>st</sup> Board meeting where discussion ensued and another phrasing was brought forward that encompassed, in a more succinct yet broader way, suggestions for naming schools.

As any phrasing change would need to go to the Bishop's office for consideration, as the policy reflects a diocesan opinion, the policy was voted to go back to the policy meeting of May 12<sup>th</sup> with the new phrasing and then be submitted to the Bishop's office for confirmation.

Further amendments to *Policy I-15 School Name Selection* were shared with the Vicar of Education, from the Hamilton Diocese, and the revised phrasing of May 12<sup>th</sup> was supported. A summary of the email communication with the Vicar of Education is attached as **Appendix B**.

## Conclusion

*Policy I-15 School Name Selection* was presented at the Policy Committee Meeting on May 12, 2020 with a recommendation that it be forwarded to the Board of Trustees for approval.

## Recommendation

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

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

Report Submitted and  
Approved by:

N. Guzzo  
Chair of the Policy Committee





## Appendix A

At the April 14, 2020 Policy Committee meeting, proposed amendments were made to *Policy I-15 School Name Selection*. Prior to the April 21, 2020 Board meeting, Superintendent Balogh consulted with Fr. Con. O'Mahony, on behalf of the Chair of the Policy Committee Trustee Guzzo and Director Daly, requesting that the Action Report and proposed amendments to Policy I-14 School Name Selection to be reviewed.

On April 17, 2020 the response from Bishop Crosby, through Fr. Con. O'Mahony, was returned to Superintendent Balogh indicating that the documents were found to be in order. Below is the email from Bishop Crosby, dated April 16, 2020:

*I have reviewed the documents you have sent. I find everything to be in order. The reference to “3 miracles” is unnecessary. It is not always the case. I think one miracle is required for Beatification and one miracle is required for Canonization – and it happens that a Pope can dispense from that. So ... if the Trustees want the background information to be correct the text might refer more simply to “verified miracles and other verified qualities” or something like that. The reference to the Bishop varies from Board to Board. This is how the Halton Board has done it in previous instances. Thanks for checking with me.*

Furthermore, according to Fr. Con. O'Mahony, the point regarding the required miracles is very important as it better reflects the practice that has become the norm in Rome under both Pope Benedict and Pope Francis.



## Appendix B

At the May 12, 2020 Policy Committee meeting, proposed further amendments were made to *Policy I-15 School Name Selection*. Prior to the May 19, 2020 Board meeting, Superintendent Balogh consulted with Fr. Con. O'Mahony, on behalf of the Chair of the Policy Committee Trustee Guzzo and Director Daly, requesting that the proposed amendments to Policy I-14 School Name Selection to be reviewed.

Fr. Con. O'Mahony, responded to Superintendent Balogh by email on May 13, 2020 indicating his support of the changes to the policy.

<b>School Name Selection</b>	
<b>Adopted:</b> January 30, 1991	<b>Last Reviewed/Revised:</b> May 19, 2020
<b>Next Scheduled Review:</b> 2022-2023	
<b>Associated Policies &amp; Procedures:</b> <a href="#">I-09 School Accommodation Review – Consolidation/Closure</a> <a href="#">VI-35 School Accommodation Review – Consolidation/Closure</a> <a href="#">V-18 Community Engagement and Public Consultation Policy</a>	

## Purpose

To develop a policy for the selection of names for elementary and secondary schools within the Halton Catholic District School Board.

## Application and Scope

This policy applies to all new schools in the Halton Catholic District School Board and existing schools involved in consolidation.

## Principles

The Board recognizes that the selection of the name of each school should:

- serve to express our Catholic heritage both local and universal;
- provide our youngsters with an exemplar for their appropriate development; and
- be appropriate to various uses commonly required in a school operation.

There is a Diocese opinion that schools should be named after Persons and Mysteries celebrated as feasts in the church's liturgical calendar, recognized blessed and saints, or Popes.

## Requirements

### Consolidation Process:

The Transition Committee established through Policy I-09 will determine whether a name change is recommended for the consolidated school.



**Policy No. I-15 | School Name Selection**

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If a new name is not recommended, the existing name of the building in which the consolidation will take place will remain.

If a new name is recommended by the Committee, the established process outlined in the New School Process will be followed.

**New School Process:**

The Board will establish a Committee comprised of trustees and student trustees, including but not necessarily exclusive to local area Trustees; Family of Schools Superintendent, principal of the naming school (if appointed); Pastor(s) of the associated Parish(es); and parent representative(s) from the naming school.

The Committee:

- will invite submissions of suggested names based on diocesan criteria
- will review possible names and develop a priority list of at least two (2) names for consideration
- shall survey local public comment including parents and students who will attend the naming school community

The Board will review and approve a list of two (2) names: a preferred name and an alternate. This list will be forwarded to the Bishop of the Diocese for review and consideration.

The Bishop is requested to advise the Board if:

- The preferred name is acceptable;
- In the event the preferred name does not meet diocesan criteria, or, is for any reason not acceptable to the Bishop. The Bishop is requested to advise the Board if the alternate name is acceptable.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*



Policy I-42 Out of Province Staff Travel	<b>Item 8.3</b>
Tuesday, May 19, 2020	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy I-42 Out of Province Staff Travel*, as presented.

### Comments

*Policy I-42 Out of Province Staff Travel* was reviewed as part of the regular Policy review cycle. No changes are recommended at this time.

### Conclusion

*Policy I-42 Out of Province Staff* was presented at the Policy Committee Meeting on May 12, 2020 with a recommendation that it be forwarded to the Board of Trustees for approval.

### Recommendation

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

<b>Resolution#:</b>	<i>Moved by:</i>
	<i>Seconded by:</i>
<b>Resolved</b> , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy I-42 Out of Province Staff</i> be approved as reviewed.	

Report Submitted and  
Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>Out of Province Staff Travel</b>	
<b>Adopted:</b> May 6, 2014	<b>Last Reviewed/Revised:</b> May 19, 2020
<b>Next Scheduled Review:</b> 2022-2023	
<b>Associated Policies &amp; Procedures:</b> <a href="#">I-24 Fraud Management</a> <a href="#">VI-24 Fraud Management</a> <a href="#">I-34 (A) Reimbursement of Board Business Expenses for Employees</a> <a href="#">VI-90 Reimbursement of Board Business Expenses for Employees</a> <a href="#">III-13 Corporate Purchasing Card Distribution and Usage</a> <a href="#">VI-86 Corporate Purchasing Card Distribution and Usage Procedure</a> <a href="#">VI-73 Meal and Hospitality Expenses for Employees at Board Sanctioned Events Procedure</a>	

## Purpose

To describe the terms and conditions under which staff, while representing the interests of students, the community and the Board and/or carrying out their responsibilities as an agent of the board request travel outside of the Province of Ontario.

## Application and Scope

This operating policy applies to all employees of the Board requesting to travel outside of the Province of Ontario in their capacity as agents of the Board.

## Principles

- Where appropriate, staff may have the opportunity to take part in professional learning at the national or international level that would be considered valuable to the growth of the entire District.
- The Board recognizes and values professional learning opportunities for all staff, and the potential impact it can make to system priorities and ultimately, student learning.
- Where appropriate, staff may have the opportunity to explore other jurisdictions/Districts outside of the Province of Ontario that may give new awareness to potential advances in current practices within our District.

- The Board recognizes the moral, ethical and monetary value of responsible financial stewardship of the Board’s resources as it relates to expenses outside of the regular delivery of programming.
- The Board commits to open, consistent and transparent processes for the approval of travel requests.

## Requirements

- Staff requesting to travel out of Province, but within Canada and the U.S.A. shall require the approval from the Director of Education.
- Staff requesting to travel out of Canada and the U.S.A. shall require the approval from the Board of Trustees.
- Considerations for approval will be based upon the potential value to the System; including professional development, networking opportunities, professional collaboration and the reciprocal relationship of sharing best practices with other Districts.
- Following the approved conference, an Information Report is to be submitted to the Board regarding the details of the conference and possible future changes to our practices and benefits to our system.
- A request to travel out of Province must be submitted at least 60 Days prior to the date of the departure, when possible, along with the following documentation:
  - Details of the conference, convention or seminar/workshop, including cost.
  - Place and Duration of the Conference.
  - Summary of the benefit this program may provide individual and/or board.
  - Reimbursement of business-related expenses shall be consistent with *Operating Policy I-34 (A) Reimbursement of Board Business Expenses for Employees*.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*



<p>Policy II-13 Psycho-Educational/Psychological Assessment of Individual Students</p>	<p><b>Item 8.4</b></p>
<p>Tuesday, May 19, 2020</p>	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy II-13 Psycho-Educational/Psychological Assessment of Individual Students*, as presented.

### Comments

*Policy II-13 Psycho-Educational/Psychological Assessment of Individual Students* applies to students of HCDSB and the Administration and Special Education Services Staff involved in determining the learning profiles and programming needs of students through psychological/psycho-educational assessment.

The proposed changes of the policy include the following amendments:

1. Updating of language in the Purpose Statement.
2. Addition of References.
3. Updating of language regarding the reason for the assessment through a personal interview with the school Principal.
4. As recommended and agreed by SEAC, the following was added to the Principles section of the policy: Board staff is committed to conscientious wait-time monitoring and management, with the consideration of equitable and well timed access to psycho-educational/psychological assessments across the board.

### Conclusion

*Policy II-13 Psycho-Educational/Psychological Assessment of Individual Students* was presented at the Policy Committee Meeting on May 12, 2020 with a recommendation that it be forwarded to the Board of Trustees for approval.





## Recommendation

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

**Resolution#:**

*Moved by:*

*Seconded by:*

**Resolved**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-13 Psycho-Educational/Psychological Assessment of Individual Students be approved as amended.

Report Submitted and  
Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>Psycho-Educational/Psychological Assessment of Individual Students</b>	
<b>Adopted:</b> April 21, 1987	<b>Last Reviewed/Revised:</b> May 19, 2020
<b>Next Scheduled Review:</b> 2022-2023	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-89 Psycho-Educational/Psychological Assessment of Individual Students</a> <a href="#">VI-48 Protocol with External Agencies For The Provision Of Services By Regulated Health Professionals, Social Service Professionals, And Paraprofessionals (PPM 149)</a>	

## Purpose

The Halton Catholic District School Board recognizes its responsibility to guarantee to parents adequate care and attention when administering individual psychological/psycho-educational assessments to students, especially in such areas as the protocol of parental involvement, the qualifications of those conducting the assessment and the confidentiality of assessment results, and the monitoring and management of appropriate wait-times.

## Application and Scope

This policy applies to students of the Halton Catholic District School Board and the Administration and Special Education Staff involved in determining the learning profiles and programming needs of students through psychological/psycho-educational assessment.

## References

[Education Act](#)

[Psychology Act](#)

[Personal Health Information Protection Act \(PHIPA\)](#)

[Standards of Professional Conduct](#)

[Regulated Health Professions Act](#)

[PPM No. 8 – Identification of and Program Planning for Students with Learning Disabilities](#)

[HCDSB Special Education Annual Plan](#)

## Principles

- Board staff is committed to conscientious wait-time monitoring and management, with the consideration of equitable and well-timed access to psycho-educational/psychological assessments across the Board.
- Assessments require explanation of the reasons to parents through the principal/designate\*\* and permission in writing, followed by Informed Consent through Psychology Staff.
- The results of the assessments and recommendations will be provided to the parents by psychology staff.
- It is a fundamental consideration to be able to assure those concerned, that assessments are conducted competently and only by appropriately qualified personnel.
- The principal and psychology staff will take necessary precautions to protect the confidentiality and privacy of any assessment information.
- Since it is recognized that the assessment and results are for the educational benefit of the student, the principal shall inform specific teaching personnel as required and direct appropriate programming.
- Psychological reports may be placed, with parental consent, in the Ontario Student Record folder and psychological files are being stored and retained in accordance with the Personal Health Information Protection Act, Standards of Professional Conduct and HCDSB Retention Schedule.

*\*\* designate under this policy refers to the Vice-Principal, Department Head of Special Education, or Special Education Resource Teacher*

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*



<p>Policy II-18 Non-Motorized and Non-Licensed Motorized Transportation Safety</p>	<p><b>Item 8.5</b></p>
<p>Tuesday, May 19, 2020</p>	

### Alignment to Strategic Plan

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

### Purpose

To approve *Policy II-18 Non-Motorized and Non-Licensed Motorized Transportation Safety*, as presented.

### Comments

*Policy II-18 Non-Motorized and Non-Licensed Motorized Transportation Safety* was reviewed as part of the regular Policy review cycle. A link to the Ontario Ministry of Transportation was added to the References.

### Conclusion

*Policy II-18 Non-Motorized and Non-Licensed Motorized Transportation Safety* was presented at the Policy Committee Meeting on May 12, 2020 with a recommendation that it be forwarded to the Board of Trustees for approval.

### Recommendation

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

<p><b>Resolution#:</b></p>	<p>Moved by:</p> <p>Seconded by:</p>
<p><b>Resolved</b>, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy II-18 Non-Motorized and Non-Licensed Motorized Transportation Safety</i> be approved as amended.</p>	



Report Submitted and  
Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>Non-Motorized and Non-Licensed Motorized Transportation Safety</b>	
<b>Adopted:</b> August 30, 1983	<b>Last Reviewed/Revised:</b> May 19, 2020
<b>Next Scheduled Review:</b> 2022-2023	
<b>Associated Policies &amp; Procedures:</b> N/A	

## Purpose

To promote an awareness of non-motorized and non-licensed motorized transportation modes safety, and to establish rules and expectations for various personalized transportation equipment while on school property for all pupils enrolled in the Halton Catholic District School Board.

## Application and Scope

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

## References

[Education Act](#)

[Safe Schools Act](#)

[Ontario Regulation 298](#)

[Ontario Ministry of Transportation](#)

## Definitions

**Non-Motorized Transportation Mode** – Any mode of transportation that includes walking, bicycling, and variants such as small-wheeled transports (e.g. skates, skateboards, push scooters, etc.).

**Non-Licensed Motorized Transportation Mode** – A mode of transportation that requires the use of a motor to propel the equipment, but does not require an individual to obtain a license through the Ministry of Transportation in order to operate such equipment (e.g. hover board, Vespa, e-Bike, etc.).



## Principles

- The primary responsibility for the development of pupil safety awareness and for ensuring the suitability of the pupil's non-motorized and/or non-licensed motorized transportation modes concerning size, maintenance and proper equipment (e.g., bell or horn, reflector or lights, helmet use etc.) rests with the parents of such pupils.
- The Board further recognizes that prior to allowing their children to use non-motorized and/or non-licensed motorized transportation modes, parents should ensure that their children understand safety rules, the rules of the road in relation to these modes of transportation and, most importantly, that their children are physically capable of operating such transportation modes in a safe manner, and are legally permitted to operate one.
- The schools of the Halton Catholic District School Board partner with parents to ensure the safe use of these non-motorized and/or non-licensed motorized transportation modes while on school property.
- The Board and school are not responsible for the storage, loss, theft or damage to the non-motorized and/or non-licensed motorized transportation equipment.

## Requirements

- The Principal shall communicate rules and expectations around the use of non-motorized and/or non-licensed motorized equipment while on school property through a variety of school sources (e.g. website, school newsletter, announcements, assemblies, student agenda, emails, etc.).
- The Principal may consider adopting safety programs related to these modes (e.g. Bicycle Safety Awareness Week, Helmet Safety workshops etc.).

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*



Student Trustees Update	Item 10.1
Tuesday, May 19, 2020	

### Alignment to Strategic Plan

This report is linked to the strategic priorities:

**Achieving:** Meeting the needs of all learners

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

**Belonging:** Embracing relationships & sustaining safe, welcome schools

#### Achieving

On May 8, 2020, Trustee Suan was interviewed by Grand Toronto, a Francophone Toronto-based newspaper, and appeared on an article called “High school education in the era of COVID-19, a precarious situation” (*L’éducation secondaire à l’ère de la COVID-19, une situation précaire*). The article was focused on concerns from students during the COVID-19 pandemic, especially the state of online learning.

Furthermore, the Ontario Student Trustees Association (OSTA-AECO) is releasing a document to the Ministry outlining recommendations on how to best serve students during this period of school closures. The recommendations include how the Ministry should approach marks, how to accommodate Francophone, First Nations, Métis & Inuit, and ESL students during this time, and how to help students prepare for the upcoming year.

Additionally, Student Senate applications for the 2020-2021 school year were released earlier this week to all secondary schools via online methods. The applications will close on June 1, 2020. The three incoming Student Trustees will review the applications to select the Student Senators hopefully before the school year ends.

#### Believing

In recognition of Staff Appreciation Day, the three Student Trustees created a small video (themed #HCDSBHeroes) to commend all Halton Catholic District School Board (HCDSB) staff members for the hard work they are doing during this difficult time. This video was shared and retweeted multiple times from the HCDSB’s Twitter page. In addition, the Catholic Board Council in OSTA-AECO celebrated Catholic Education Week through their video which celebrated the theme “Igniting Hope”. This was posted on the Ontario Catholic School Trustees Associations’ (OCSTA) YouTube page.



The Jean Vanier School Renaming Committee, chaired by Superintendent Crowell, on which Trustee Caratao sits, published its shortlist of names to be released for stakeholder feedback last Thursday.

Trustee Caratao attended the Trustee professional development session on May 9, 2020 regarding human rights and equity in education leadership. The seminar was excellently done, and all student trustees call for the proliferation of more professional development sessions.

## Belonging

Trustee Suan and Trustee Caratao, as well as soon-to-be-Trustees Kelly and Roshdy, attended the May 14, 2020 Equity and Inclusion Committee meeting, chaired by Sita Jayaraman, Manager Human Rights and Equity. The meeting centered around understanding the demographics of our community, as well as considering Equity and Inclusivity recommendations that HCDSB could make based on the findings of the Peel District School Board's review released earlier this year, as well as the current initiatives and potential gaps at HCDSB.

Trustee Caratao presented a discussion item at the May 12, 2020 Policy Committee meeting regarding Policy I-26 *Student Trustees*, with a various suite of amendments, and encouraged the board to take the necessary steps to continue review of the proposal and bring it into reality.

All three Student Trustees are working to transition the incoming Trustees into their roles. Instead of the Annual General Meeting held during the last week of May, the Ontario Student Trustees Association (OSTAAECO) has been working on providing modules and professional development sessions to its members. As well, they are working on setting up Organization emails for incoming Trustees in order to facilitate better communication for the upcoming years.

In releasing the report entitled "*Transit Feedback among Halton Catholic District School Board Secondary Students*", Trustee Suan was contacted by City Councilors and Burlington Transit to look at the report and its recommendations. Burlington Transit says they are currently working to make buses more affordable for students, although it was not clear whether they referred to high school or university students. As well, the councilors were very interested in reading the report, and appreciated the effort in bringing this valuable information to light.

Lastly, current Student Trustees will be hosting a year-end final meeting with the Student Senate on May 26, 2020 to discuss the initiatives that occurred this year, what could be improved going forward and what do students want to see once they return back to school. All three Student Trustees are grateful to have been able to serve such a wonderful group of students, and we are excited to see what plans the incoming Student Trustees have in store.

Report Prepared &  
Submitted by:

D. Suan  
Student Trustee, Corpus Christi Catholic Secondary School

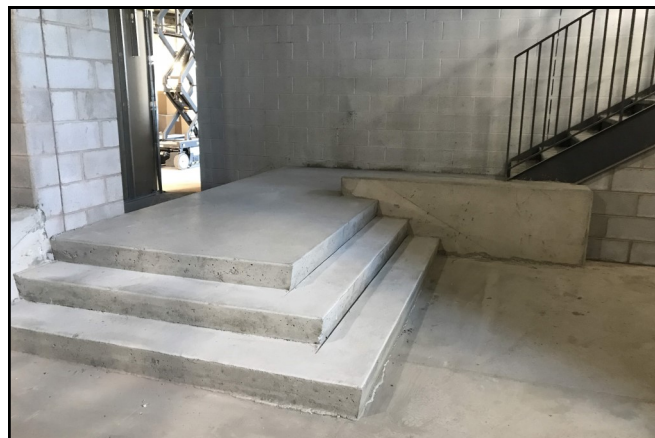
D. Caratao  
Student Trustee, Bishop P.F. Reding Catholic Secondary School

M. Bhambra  
Student Trustee, St. Thomas Aquinas Catholic Secondary School

Report Approved by:

P. Daly  
Director of Education and Secretary of the Board

## Construction Report - May 2020



### **Construction Update**

- The pictures above were taken on May 12, 2020. The top-left picture shows brick veneer nearing completion. The top-right picture shows concrete stair installation in main entrance. The bottom-left picture shows cafeteria servery exhaust hood. The bottom-right picture shows ceramic tile in the third floor corridor.
- Work completed included acoustic ceiling, 2nd floor painting, elevator and ceramic flooring installation.

### **Schedule Update**

- Acoustic ceiling
- Ceramic & vinyl flooring
- Servery epoxy flooring
- 1st & 2nd floor lighting

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



## **Construction Report - May 2020**



### **Construction Update**

- The pictures above were taken on May 13, 2020. The top pictures show the concrete slab being poured in the childcare addition. The bottom-left picture shows steel decking being welded in the cafeteria. The bottom-right picture shows courtyard brick veneer nearing completion.
- Work completed included childcare foundations, brick veneer, roof decking and underground plumbing.

### **Schedule Update**

- Cafeteria concrete floor slab
- Childcare centre load bearing masonry walls

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



## Construction Report—May 2020



### **Construction Update**

- The pictures above were taken on May 12, 2020. The top picture shows the completed footing installation. The bottom picture shows the underground plumbing equipment being installed in the addition.
- Work completed included installation of footings and remedial work in the existing building

### **Schedule Update**

- Underground plumbing
- Slab on grade concrete
- Mason to begin installation of load bearing walls
- Installation of underground mechanical and electrical services

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



Upgrade to Boardroom Technology	Item 10.3
May 19, 2020	

### Alignment to Strategic Plan

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

### Purpose

This report is in response to Resolution #83/20, which was passed at the March 31, 2020, Regular Board Meeting. The resolution reads as follows:

**WHEREAS**, the boardroom located in the Halton Catholic District School Board’s Catholic Education Centre offices, is also the location where public meetings are held and in keeping with Section 208.1 sub sections 1, 2, 3 and 4 of the Education Act which states that access to proceedings be allowed from remote locations to Trustees; and,

**WHEREAS**, current audio, video and data transfer equipment is antiquated and un-satisfactory

**BE IT RESOVED**, that the Board gives instruction to the Secretary of the Board to investigate and provide at least three (3) costed reports at a regular board meeting, for the purpose of upgrading the current communication system and replace the same so as to allow seamless remote access with the latest technology (such as: speech timing, floor queuing, live streaming, recording, screen sharing, document comparing, etc..) that has the capability of allowing a minimum of 25 remote users by no later than the May 5, 2020 Regular Board meeting; and that this technology be capable of relocation to any board office if required.

### Comments

This report serves to provide the Board of Trustees with a cost estimate for replacing the current conference microphone system with a modernized solution. Features included in this estimate are delegate timing, delegate queueing, voting capabilities, live streaming, telephone call in, recording, screen sharing and document comparing.



The current conference microphone system and meeting management software were upgraded in July 2014. Requirements at that time were to enhance the physical hardware that was failing and unsupported and meet AODA standards for utilizing the room in its public capacity.

A total of four estimates were received with a range of \$100,000 - \$150,000. Two of the estimates were performed with virtual tours of the current board room, one was over the phone, and one was in-person. All vendors mentioned they would require site visits with engineers to review the room to finalize any quotations.

Some of the estimates did not provide all of the features outlined in the above scope; other tools that are currently in place could be integrated into this request.

Additional costs that should also be considered:

- Staffing to operate the system.
- Minor construction to accommodate delegate panels, monitor displays, video streaming, audio acoustics. An additional media station will also be needed.
- Yearly hardware and software maintenance on equipment.

## Conclusion

Due to COVID-19 restrictions, staff were unable to obtain complete quotes. Once restrictions are eased, and quotes can be obtained, a staff report will be presented to the Board of Trustees, followed by an Action report, for Trustee consideration and approval.

Report Prepared by:

B. Cripps  
Senior Manager, IT Services

Report Submitted by:

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

Report Approved by:

P. Daly  
Director of Education and Secretary of the Board



## Regular Board Meeting

## Information Report

Extended School Closure and Distance Learning	<b>Item 10.4</b>
Tuesday, May 19, 2020	

### Alignment to Strategic Plan

This report is linked to the strategic priorities:

**Achieving:** Meeting the needs of all learners

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

**Belonging:** Embracing relationships & sustaining safe, welcoming schools

### Purpose

The purpose of this report is to update Trustees on distance learning during the extended closure period.

### Background Information

On March 12, 2020, the Minister of Education issued a Ministerial Order to close all publicly funded schools in Ontario for two weeks following March break, in response to the emergence of COVID-19 in Ontario. This means that Ontario schools have been ordered to remain closed from March 14 through to April 5, 2020. The Minister of Education extended the school closure period until May 4, 2020 and then again further extended the period to May 31, 2020.

The Ministry of Education has provided school boards with specific guidelines around hours and focus of instruction during this extended closure. Teacher work includes preparation of assigned work and providing feedback or assessment. Teacher engagement with students is expected but will vary depending on circumstances and could include a range of ways that teachers would connect with their students. The government expects that all students will continue to learn while in-school classes are suspended. Of note is a memo that was released on Friday May 8, 2020 which among other items indicated expectations that classroom teachers would employ some form of synchronous learning as one of the strategies to support and engage students during this distance learning period.





## Comments

Our shared goal is to ensure the successful completion of the school year for all students, and to support students to advance to the next school year, earn credits and to graduate.

Our view of distance learning has been that while some of the instruction may be conducted online, students will not be expected to be on a device for all of their learning. Our goal is to encourage students to read, communicate and engage in learning experiences.

It may look different for each class, but in general, distance learning

- Is flexible and can be done at any point during the day
- Does not always require online access
- Requires minimal parent/guardian support

Synchronous instruction has not been an expectation of our Board during this period. Teachers have been encouraged to create an online presence to continue to foster a sense of community with their students and during this phase of the school closure we have been working with schools to increase a variety of instructional approaches and ways that schools can “connect” with students. In some of the literature regarding online learning there are number of cautions with regards to synchronous learning. That being said in a synchronous setting students can ask questions and get answers in real time, and students may feel an increased sense of engagement or belonging in the class if they are able to participate in real time. Synchronous learning can take many forms including whole class, small group or even one on one instruction.

## Supports for Schools

- All Curriculum teaching staff have been assigned to schools to support teachers as distance learning continues
- Curriculum Services has developed and distributed Final Reporting in Secondary During Distance Learning
- New distance learning module now available to staff – engaging students, working with content, assessment tools
- Elementary and secondary teachers and administrators continue identify their learning need(s) using an online form so that we can continue to support groups of educators
- Elementary and secondary English as a Second Language (ESL) groups meet weekly to focus on strategies to support newcomer students and their classroom teachers
- Curriculum Services and IT have created a D2L Resource page on our internal Board Staffnet for teacher access
- Capacity Building - *Equity and Inclusive Education during Distance Learning* for over 330 staff including Educational Assistants (EA's), Social Workers, Teachers, Early Childhood Educators (ECE's), School Administration, Consultants, Research, Strategic Communications staff, Catholic Education Centre staff, Settlement staff during the extended closure period



## Item 10.4 | Extended School Closure and Distance Learning

- The Welcome Centre has provided virtual initial assessment and settlement workers continue to complete assessments and family settlement plans and translate documents for release by HCDSB
- Curriculum Services and Family of School Superintendents meet with counterparts from the HDSB to share resources/collaborate
- Senior Staff continue to meet twice per week as a group, participate in a weekly update with the Deputy Minister and meet virtually with provincial colleagues in their particular portfolio areas
- Senior Staff also meet weekly (and as needed) with all school administrators

### Pathways

- Guidance staff has been successfully reaching out to their students to secure option sheets and have begun scheduling for next year
- SHSM- certifications and other requirements are being delivered online through industry partnerships
- Tech- educators are being as creative as they can to deliver as rich of an experience as they can in an online environment (hands on skilled trades piece are a challenge) there is a growing community across the province to share in best practices
- Co op day school has been maintaining a distance learning environment that is fulfilling to students (virtual conferences, virtual learning opportunities- Ontario Skills, HIEC, etc. to engage SHSM- certifications and other requirements are being delivered online through industry partnerships students)
- Students continue to participate in 14 Dual Credit Courses through Humber, Sheridan and Mohawk Colleges

Pathways Itinerant teachers have:

- Created and shared lesson plans for grades 2-8. All lessons have Pathways connections including links to Religion Curriculum in grades 2 -6
- Are supporting staff and students/families with My Blueprint troubleshooting and navigation
- Supporting staff, students and families with any pathways related queries or concerns
- Co ordinated Experiential Learning social media program to showcase how students can utilize EL as part of their Distance Learning program

### Special Education

This period of school closure is challenging for students, perhaps even more so for students with special education needs. During this period, we continue to provide supports for our students through our Special Education department, which includes Special Education Resource Teachers (SERTS), EAs, Social Workers, Child and Youth Counselors (CYCs), Speech and Language Pathologists, Psychologists, etc.



### Learn-Style:

- We have partnered with LEARNStyle to offer live virtual coaching sessions for students who had unfinished coaching sessions prior to March Break
- These sessions will take place on HCDSB Teams Platform, delivered by the LEARNStyle technology coach and **a SERT and/or classroom teacher will be in attendance** so they can support the student following the sessions
- Our SEA Consultant (Jenn Thompson) is meeting with each school individually to review eligible students, discuss appropriateness of the training and review the process
- The sessions will consist of two parts:
  - Triage – intended to support the student/family with accessing AT programs or to answer technology-related questions that may be arising as the student access' their VLE
  - Continue with training that began prior to March Break

### Additional Supports

- ABA Support for parents, to include PowerPoints, resources and some direct support through tele-conferencing
- New entry case conferences for all new students entering in Sep 2020
- Virtual Open Houses for parents whose children are being considered for any of our specialized classrooms (ESC, CLC, STC, and Gifted)
- All Group 1 external assessments have come in and have been reviewed. Feedback to schools and the Spec Ed Consultants will begin this week
- Specialized equipment for students with physical and medical needs is being ordered for all new students coming in, and who require it
- Weekly/Bi-weekly Consultant, Itinerant SERT and Department Head, and Leadership meetings
- Case conferences for students entering the Trillium Demonstration school for students with learning disabilities
- Regional IPRCs for placements into specialized classrooms

### Mental Health, Wellness and Community Supports

- Continued Regular outreach to parent/guardian/s via telephone, text, e-mail, mail and where needed registered mail (over 400 students on caseloads)
- Supports- referrals to community partners such as ROCK, MHAN, Grief Program, & access to food, housing, financial support, explore summer camp availability, respite supports etc.
- Continued meetings with pre-COVID-19 students/parents-willing to engage-share strategies to manage mental health/issues related to the pandemic/Support students with emancipation process during COVID
- Opening new files, utilizing new revised informed consent; conducting virtual clinical meetings, telephone and text connections where applicable (over 50 new files opened since March)



## Item 10.4 | Extended School Closure and Distance Learning

- Supporting principals, vice principals, teachers and other staff navigate new social worker referral process, duty to report, community resources, letters for students not logged or stopped logging on, coping strategies etc.
- Providing professional development for Secretaries, with upcoming professional development for ECE & EAs. Regular connections with teachers and administrators providing no name consultation
- Provided weekly professional development to EA department i.e. Mentally Health Classrooms, Validation, Skills Streaming
- Participating in virtual class wide lessons and delivering programs related to social-emotional learning, healthy transitions, zones of regulation, MINDUP, Kelso's Choice
- Continuing to support students on case load via virtual video counselling, regular check ins with parents and students
- Telephone calls to support parents as needed, constant contact with administrators for support with all students and possible new cases as needed
- Weekly CYC Department staff for check ins
- Revision and adapting programs for virtual delivery

### Deaf /Hard of Hearing Team

#### Current:

- Supporting transcription and captioning of teacher instructional videos
- Supporting teachers and average of 2-3 times for between 18-25 students each week
- Sending goal specific activities to 17 students as requested by parents/teachers
- Coaching parents on use of technology to access learning from home (approximately 36 sessions to date)
- Co-ordinating virtual Dress Loud Day

#### Next steps:

- Transition support for students with hearing loss entering HCDSB
- Planning logistics of end of year servicing of equipment (e.g. pick up from schools)

### Blind Low Vision Team

- Creating/translating braille materials 13-16 hours per week
- Average 10 online sessions per week with students
- Average 12 EA/Teacher consults per week
- Average 13-15 parent support consults each week

#### Next Steps:

- Transition support for students



## **SLP/CDA**

### **To date have completed:**

- 328 online therapy sessions with students (live)
- 199 parent coaching sessions
- 371 teacher consultations
- Home programs to 75 students
- 46 assessment feedback meetings

### **Next Steps:**

- Do speech screenings from our waitlist and refer to school-based rehabilitation services
- Support transition of students into kindergarten (attend meeting, review reports)

### **Psychology:**

- Reviewed 45 external reports (medical and psychological and are expecting an imminent second group of reports that may be a higher number for next phase)
- Completed 44 parent feedbacks for internal assessments and are currently completing through the school feedback meetings/debriefings (there are some parent feedbacks that are still scheduled due to delays in receiving outstanding information/scheduling challenges).
- Beginning psychotherapy/short term CBT based interventions in 3 cases (coming out directly from our psychological assessments) and may add more
- Currently exploring options for re-starting assessments on the waitlist, depending on projections for return to school. Intake, indirect measures, possible direct assessments

### **Next Steps:**

### **Behaviour Analysts:**

- Direct Support (students on caseload who we have worked with directly or supported the school team): 16
- Indirect Support (no-name walk ins, discussions with schools around general strategies): 28

Other activities include: Development of weekly EA PD (ongoing), Development of parent resources, infographics, Learn at Home (ongoing)

### **Psychology:**

- currently exploring options for re-starting assessments on the waitlist, depending on projections for return to school. Intake, indirect measures, possible direct assessments
- Further Mental Health support for students, short-term interventions
- Completion of school feedbacks and consultation (ongoing)
- 2<sup>nd</sup> phase of external report review for students transitioning into HCDSB



## Item 10.4 | Extended School Closure and Distance Learning

### Educational Assistants:

#### Student Engagement Numbers

Regional Area	Number of HCDSB Students receiving direct contact from EAs through live streaming	Number of students accessing pre-recorded activities/messages (in <b>ADDITION</b> to those students receiving live streaming)	Number of EAs participating in live streaming sessions with students
Burlington	96	94	106
Oakville	114	159	93
Milton	64	76	84
N. Halton	38	29	20
<b>TOTALS</b>	<b>322</b>	<b>353</b>	<b>303</b>

### Strategic Communications

- Continues to update the Learn at Home website with new resources provided for Indigenous Education, Applied Behaviour Analysis, Mental Health
- Worked in conjunction with System Chaplain and Curriculum Consultant for Religious Education to create and circulate virtual activities to promote engagement in our HCDSB community during Catholic Education Week
- Worked in conjunction with Mental Health Leadership Team to share resources and promote engagement around Mental Health Week
- Developed a plan to celebrate the Student Awards of Excellence recipients virtually
- Promotion of New Online Registrations for Secondary Schools
- Social media strategy continues to focus on: sharing mental health and well-being resources with staff and families; circulating learn at home resources; building and expanding our virtual community using common hashtag: #TogetherApartHCDSB; sharing examples of virtual learning that are happening across our schools; promoting in the media good news stories from across our district that are relevant to COVID-19
- Currently working on tip-sheets for parents to address common challenges with learning platforms



### **Year end Celebrations**

- Secondary Principals as well as elementary principals from each family of schools have been meeting to plan events for the conclusion of the school year and possibly the fall

### **Summer Learning Program**

- The 2020 Summer School Program will be conducted from July 6 through July 31, 2020 in virtual (e-learning) format. Registration for the 2020 Summer School Program began Wednesday, May 6, 2020. Secondary school summer credit courses are offered to students currently in grades 9 – 12

### **Intermediate Transitional Numeracy Camp**

- This two-week summer program is designed for students who would benefit from additional practice and assistance to ease their transition into Grade 7, 8 & 9.

### **Planning for Return to School**

Finally, it should also be noted that with the end of the latest school closure period looming, we have also begun to consider what plan for what a school reopening could look like in June.

With the expectation that restrictions will still guide us once schools and administrative buildings reopen, we are reviewing a few key considerations and how those may be addressed.

Final direction and requirements will come from the Ministry of Education, Halton Public Health and/or other public health agencies. We are however anticipating and considering issues in a variety of critical areas, including:

- Physical Distancing
- Attendance and Absenteeism – Staff and Student
- Personal Hygiene
- Maintenance/Cleanliness/Facilities
- Personal Protective Equipment (PPE)
- Special Education
- Student Transportation
- Child Care, Before- and After-School Programs

Plans, including timelines, are being drafted and will be finalized when direction is provided regarding health and safety guidelines and practices that must be in place when schools and/or administrative buildings re-open. This planning is being done with the best thinking to-date, in consultation with other Boards and based on the information available but are subject to change as the situation evolves.



## Conclusion

Our goal is to create teaching and learning conditions that will, as best as possible given the circumstances, lead to the successful completion of the school year for all students and to support students in advancing to the next school year and to graduate. We recognize that the opportunities for learning may be different for students and this remains at the forefront of our planning.

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



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

Date: January 20, 2020  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

Members Present	J. Crowell Fr. Francis Salasiar S. Furlong-Warren H. Karabela V. Monaco S. Edeigba A. McKinney (via phone)	G. Bergin D. Garell-Teti L. Efremova J. MacLeod O. Iluyomade A. Gonzalez David Foster S. Boulanger
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Regrets C. Thompson

Also Present: J. Mamer

Co-Chairs: G. Bergin  
Recording Secretary M. Zammit

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### 1. Opening Prayer

The meeting opened at 7:05 p.m. with a prayer led by Fr. Francis Salasiar.

### 2. Approvals & Revisions

#### 2.1 Agenda

**Moved by:** S. Furlong-Warren

**Seconded by:** Fr. Salasiar

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

**CARRIED**

#### 2.2 Minutes

**Moved by:** J. MacLeod

**Seconded by:** S. Edeigba

**That,** the minutes of the December 02, 2019 Catholic Parent Involvement Committee be approved as submitted.

### 3. Board Update

J. Crowell provided a Board update on the following:

- Kindergarten registrations taking place this month
- Secondary students will have Exams the week of January 23<sup>rd</sup> - January 29<sup>th</sup>
- Exam Review day is January 30<sup>th</sup>

- Jan. 31<sup>st</sup> – Elementary & Secondary PD Day
- January 27<sup>th</sup> is the United Nations International Holocaust Awareness Day - different activities taking place across system
- Council of Chairs Meeting taking place on February 19<sup>th</sup> at St. Joan of Arc in Oakville
- Uniform Consultation Nights Jan. 15<sup>th</sup> at Corpus and Jan. 16<sup>th</sup> at St. Peter

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

H. Karabela provided a Trustee update on the following:

- At the December 3<sup>rd</sup> meeting a new Chair (Vince Iantomasi) and Vice Chair (Marvin Duarte) were elected.
- A presentation on HCDSB Alumni Awards was made: Each year HCDSB will recognize 7 recipients – one in each Ontario Catholic Schools Graduate Expectation categories. Please see the Board meeting report for details.
- At the 10<sup>th</sup> December Policy meeting, Trustee Nancy Guzzo was re-elected as Chair.
- There was a discussion on expanding the early French Immersion program and staff made a presentation.
- Staff presented an update on School uniform consultation and the process involved.
- At the December 17<sup>th</sup> Board meeting, the “Keeping Christ in Christmas” awards were handed out to the winners in the Board room. Some students made presentations.
- At this meeting the Optional French program passed the 3<sup>rd</sup> reading.
- Trustees have attended the “School uniform consultation” meetings in Burlington with about 50 attendees & Milton with about 20 attendees. The meetings in both locations were well organized with participants giving good suggestions and ideas. The on-line survey opened up last Thursday with about 2500 respondents on day 1. We hope to get good response and feedback from parents, students and staff.

#### **5. YMCA – Overview of youth programs**

J. Mamer provided information on the YMCA programs available to families, and his interest to share this information at the upcoming Council of Chairs meeting.

#### **6. School Uniform – Update and Discussion**

J. Crowell provided information and timelines on the uniform consultation. Contract with the current uniform provider will expire on December 31, 2020, therefore an RFP will need to be issued in the spring and awarded shortly after. Messaging and request for feedback has been shared with school communities, school councils and staff. CPIC along with SEAC has also been requested to provide feedback. Committee discussed different options on how to submit their feedback. It was decided a survey would be sent out to the committee.

#### **7. Standing Item**

##### **i. CPIC Bylaw Review/Goal Setting**

Deferred.

## ii. OAPCE

D. Garell-Teti provided the following OAPCE update:

- Communication has been shared with the board about sending a “save the date” email to OAPCE Reps, and for information to be posted on website.
- D. Garell-Teti will be attending Board of Directors meeting this upcoming weekend.
- After this upcoming meeting will have a better understanding of responsibilities and information for the summit. There will be two speakers, a Liturgy and an opportunity for vendors. OAPCE will be looking for vendors, anyone who has someone in mind please contact. D. Garell-Teti.

## 8. Council of Chairs Agenda Planning and Review

Committee discussed and worked through certain suggestions for upcoming Council of Chairs meeting.

- YMCA – Committee was in favour to have information on the YMCA presented at the meeting. J. Crowell to confirm there are no conflicts.
- J. Crowell advised that S. Jayaraman Senior Manager of Human Rights and Equity is available to do a presentation on Equity and Inclusion.
- Cell phone ban – can be a topic at future meeting.
- Media Literacy – S. Furlong-Warren will present information on TikTok, changes to Instagram and YouTube that will educate parents on current trends. J. Crowell to connect with strategic communications as well.
- Networking – Will provide some time for parents to share “best practices” on parent engagement within schools, how to deal with challenges; share ideas on projects and initiatives within their family of schools. Some suggestions will be provided but would be best to have a free flow approach.
- J. Crowell advised the committee that Joe Brant Foundation is hoping to have some time on agenda. It was decided more information is required.
- Would be helpful to have a “CPIC” update on agenda to let parents know what CPIC is working on.
- Discussion took place on the importance of continuing the concept of “home, school, parish”. A. Gonzalez will inquire on availability of brochures she received at her last Focus on Faith meeting.
- Draft agenda will be sent out, which can be altered if need be.

\*Trustee Karabela left the meeting at 8pm\*

## 9. CPIC Subcommittees – updates

Subcommittees were asked to provide a summary of what they are working towards and what they have accomplished already. It was agreed each committee would meet prior to February 19<sup>th</sup> and provide written feedback to co-chairs by February 7<sup>th</sup>.

## 9. Event Updates

- CYO Fundraiser Gala – Feb. 27<sup>th</sup>; provided info on event; electronic version will sent to committee. Anyone interested to please let co-chairs know. J. Crowell to follow up to ensure CPIC funds can be used for this event.

## 10. Other Business/Future Agenda Items

### Action items:

- Ensure no conflicts exist in having the YMCA present their program offerings at the CoC meeting - **J. Crowell, ASAP**
- Confirm Sita for CoC presentation on Equity & Inclusion - **J. Crowell, ASAP**
- Work with Andrea Swinden on Media Literacy presentation - **Sara, ASAP**
- Sub-committee reports - each sub-committee to meet as needed to review and finalize goals and activities, and prepare written submission, including any activities in progress, to co-chairs by February 7<sup>th</sup> - **Sub-committee leads, by Feb. 7<sup>th</sup>**
- Check for availability of brochures from ICE for use in the small group discussion at CoC - **Alex, ASAP**
- CYO Fundraiser - check if funding is available to send a few CPIC members to the gala dinner and/or otherwise provide support - **J. Crowell**
- Identify and submit to co-chairs possible presenters for the May CoC meeting – **All**
- Prepare draft agenda for CoC and circulate - **Gerry & Careen, by Feb 7<sup>th</sup>**

### Future Agenda Items:

- A. Gonzalez requested that the “communications and outreach” subcommittee meet with A. Swinden.
- D. Foster discussed the possibility of presenting information on the cross pilgrimage he is involved with to parents or CPIC to increase participation. Information was shared and will be taken into consideration at a later date.

## 11. Closing Prayer

F. Francis Salasiar closed the meeting with a prayer.

The meeting adjourned at 8:45 pm.



*Office of the Chair of the Board*

**Sent Via Email**

May 11, 2020

Honourable Stephen Lecce  
Minister of Education  
5th Floor  
438 University Ave.  
Toronto, ON  
M5G 2K8

Dear Minister Lecce:

The Toronto Catholic District School Board (TCDSB) remains committed to student achievement and well-being. During these unusual circumstances resulting from the global pandemic, our staff have responded to the many challenges of distance learning and have been working together to ensure that students continue to learn and that they, and their families, stay connected to their school communities.

We recognize that once schools reopen, we will be faced with a whole new set of challenges as we work to ensure that our students and staff remain safe and healthy while at school and work. The Board of Trustees has passed a motion requesting the Ministry of Education to provide recovery funding through the Grants for Student Needs to ensure students' successful return to the classroom.

This additional funding will be needed to ensure that we are able to provide for:

1. Additional staffing and resources to support this transition by ensuring that students have access to adequate mental health and well-being, social work, psychological and spiritual supports.
2. Additional staffing and resources to address gaps specifically in the critical areas of literacy and numeracy.
3. Additional funding to build educator capacity in digital learning.
4. Transitional staffing resources including special education funding for children with special needs, many of whom will have been without adequate therapy or respite care for an extended period and who may need additional remediation and support.
5. Additional devices for our students, working towards a 1:1 student/device ratio without requiring Boards to reallocate funds to purchase technology.

While some cost savings have been realized through reduced utility and transportation costs during this period of school closure, TCDSB also incurred additional expenditures in the area of technology supports to enable students to participate fully in distance learning.

We look forward to a favourable response from your office, so that we can be assured of a smooth transition for all students, staff and families.

Sincerely,

A handwritten signature in black ink, appearing to read "Joseph Martino". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Joseph Martino  
Chair of the Board

cc. All Trustees  
OCSTA  
Chairs of Catholic School Boards