

**REGULAR BOARD MEETING
AGENDA**

Date: Tuesday, November 3, 2020
Time: 7:30 pm
Location: Teleconference

		Pages
1.	Call to Order	
1.1.	Honouring of Land and Territory, Opening Prayer, National Anthem and Oath of Citizenship (J. Roshdy)	
1.2.	Motions Adopted In-Camera	
1.3.	Information Received In-Camera	
2.	Approval of the Agenda	
3.	Declarations of Conflict of Interest	
4.	Presentations	
4.1.	Halton Region Public Health (Dr. H. Meghani)	
5.	Delegations	
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6.	Approval of Minutes	
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9.	Staff Reports	
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10.1.	Student Trustees Update (N. Gubert, K. Kelly, J. Roshdy)	51 - 52

10.2.	2021 OCSTA AGM Resolutions (V. Iantomasi)	53 - 64
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11.	Miscellaneous Information	
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13.	Open Question Period	
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15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer (V. Iantomasi)	

Thank you for giving me the opportunity to talk to you this evening. I want to begin by thanking everyone: Board staff, Trustees and school staff on the hard work they have done throughout Covid. It is your hard work that has given me the confidence in sending my children to school. As you know, I have been an advocate for the amazing French immersion program you offer. One of my children is at St Mary in French immersion and my youngest is in JK at St. John Paul II. Every year, I find myself like many parents wondering if the program will expand, as I do not want to go through the same struggles, I had with my first child to ensure his acceptance. Therefore, I am coming to you tonight to remind you of the many delegations you have heard over the past several years and continue your progress, which was much appreciated.

A motion was passed on February 18, 2019, adding 2 additional classes to the current sites only for the year 2020-2021. Further expansion would be decided by the outcome of a FI Boundary Review. Registration for the 2021-2022 is starting November 9. Parents are unsure how many spots there are, if another site is on the horizon, and unaware what their chances are in having their child in the program. As a parent in Oakville and knowing many parents in the community, I can say there are at least 30-40 siblings who will be registering in Oakville for the upcoming year. This is overly concerning if only 46 spots will be offered. Last year there were not as many siblings and based on the waitlist numbers we had in Oakville this is suggesting the demand will be higher this year.

For the 2020-2021 school year the number of registrations was in:

Burlington 85

Halton Hills 56

Milton 154

Oakville 122

46 spots are just not enough. I understand due to Covid-19 the decision for 2021-2022 might have been overlooked but with registration around the corner November 9, parents are more anxious than before, especially during these difficult times. FI boundary review is mentioned as a decision factor, note in the FSL Policy II-51, item 1.5.2:

"the introduction and phase in of a new optional French program location and creation of a new family of schools for the program to expand services is an administrative decision made by the Director of Education as per Section 3 of this policy"

I've included the link to this policy:

[https://www.hcdsb.org/Board/Policies/PoliciesProcedures/II-51%20Optional%20French%20Programming%20\(French%20Immersion%20and%20Extended%20French\).pdf](https://www.hcdsb.org/Board/Policies/PoliciesProcedures/II-51%20Optional%20French%20Programming%20(French%20Immersion%20and%20Extended%20French).pdf)

Parents have advocated year over year. It is time to grow at a pace which is manageable before it is too late. I understand that 2 additional classes cannot be added to the current sites, but I am asking you to please consider adding another site. This decision can be made before the boundary review.

If we look at the 2018-2019 school years numbers, provided by CPF, Halton Catholic had 23 213 students of which 975 students were in FI and 1225 in EFI, which accounts for 9% of the total population. Halton Public had 45 604 students of which 9237 were in FI, which accounts for 21% of the population.

These statistics tell me we have some catching up to do. It seems this board wants to ignore it in hopes it will disappear. The French immersion demand is not a program which will disappear, it is a movement in our country of unity and peace. It is a growing demand in Canada. When you look at Halton Public which has accepts all students in French immersion, 21% is not a demand which Halton Catholic cannot attain in time. It is very feasible. How many Catholics have we lost to the public board and how many more are you willing to lose? Ontario is one of the last provinces which offers Catholic education, and we need to protect this.

Other Provinces made the mistake not to secure Catholic education. Let us not make the same mistakes.

When we mention FI Boundary Review we are referring to making changes to a current location. In policy item 1.5.3 When a portion and/or entire optional French Program and its existing students are proposed to be relocated to another site for accommodation purpose a full boundary review process is required as per the requirement of Operating Policy I-29 School Boundary Review Process. The Final boundary review accommodation plan is to be approved by Trustees.

What is considered during a Boundary Review for an FI Program? Is a report pulled on who is currently attending the program stating the location of their home school? Is a decision of a site based on which school the majority of student come from? Who is involved in this Boundary Review? Board members, parents? If parents are involved, how is it decided who is chosen? Is it parents who have children in the program only? Is the impact on families considered? Imagine all families in the current site being told, that their site may not be the future site of the program. This would be heartbreaking for the tight knit active Catholic community that have formed at these schools. The goal should not be to separate families even more. Parents understand site might sometimes change but this should be the absolute last resort when there are no other options.

In addition to faith and health, education is so especially important in a child's life. I hope Covid is not used an excuse to stall the work on expanding French immersion. These children have already sacrificed a lot during these times and to deny this opportunity will have a lifelong impact on them. Please help relieve families, of all this extra stress. You and others may have chosen a different path for your children or maybe French immersion did not exist at all for you, but this is the path we are choosing. It is time to work together on expanding French immersion and taking this key step to secure Catholic education for Halton families.

I ask you tonight to support the Director of Education in making a timely decision on new French immersion sites and to fulfill the commitment HCDSB has to ALL of our students.

MINUTES OF THE REGULAR BOARD MEETING

Date: October 20, 2020
 Time: 7:30 p.m.
 Location: Catholic Education Centre
 802 Drury Lane, Burlington

Board Room Attendance: V. Iantomasi, Chair of the Board
 B. Agnew
 N. Guzzo
 P. Daly, Secretary of the Board
 A. Lofts
 A. Swinden, Manager, Strategic Communications
 R. Di Pietro, Recording Secretary

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

Student Trustees: N. Gubert J. Roshdy
 (Electronically) K. Kelly

Senior Staff: E. Bakaic C. McGillicuddy
 (Electronically) S. Balogh R. Merrick
 A. Cordeiro L. Naar
 J. Crowell J. O'Hara
 N. Dinolfo T. Pinelli

Also Present: L. Collimore, Chief Officer, Research and Development Services
 (Electronically) B. Cripps, Senior Manager, IT Services
 A. Kapur, Parliamentarian

1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer, National Anthem and Oath of Citizenship (K. Kelly)

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

1.2 Motions Adopted In-Camera

There were no motions adopted in-camera.

1.3 Information Received In-Camera

The following information was received in-camera:

Retirements

Elizabeth Romanowicz retiring effective November 20, 2020. Aldona Bubulis retiring effective December 31, 2020.

Teacher Hiring

Katelyn Andrad, Brianna Basha, Jessica Belmonte, Jesirene Buenaventura, Claudia Buongiorno, Christina Caleca, Nicole Carrabetta, Caroline Chorzepa, Maria Cirinna,

Natalie Coram, Teresa Crawford, Sara De Jonge, Danielle Demers, Anoushka D'Gama Rose, Natalie Discenza, Sarah Donatelli, Heather Ferguson, Joanna Fernandes, Kataryna Filipowich, Victoria Giudice, Steven Guzzo, Barbara Habachi, Amanda Hyde, Melissa James, Natasha Jones, Lana Khader, Leila Koritko, Brenna Langdon, Katarzyna Lisowski, Melissa Marchesano, Andrew Mayo, Massimo Mercuri, Monique Moore, Tyler Moreira, Samantha Morrallee, Kelsey Mulligan, Anna Mulroy, Lisa Natale, Madeline Rhind, Brittany Robinson, Natalie Rosehart, Nicole Rubatto, Maria Runco, Daniel Salamaszek, Rachel Sehn, Michael Sengbusch, Catherine Shanahan, Sarah Siebel, Alyssa Spence, Kaitlin Stoute, Connie Stowe, Kayla Toste, Laura Traina, Alicia Vacca, Nicole Vicic, Isabella Vitale and Kellie Vuksani hired as probationary teachers effective October 5, 2020.

Stefanie Keith, Stephanie McDonald and Kristina Paglia hired as probationary teachers effective October 9, 2020.

Kayla Banks, Danielle Daoust, Renee Desousa-Brownridge, Nicole Hamel, Jamie Lynn Medeiros, Alana Principe, Raina Rebello, Samantha Scalia, and Jade Vital hired as probationary teachers effective October 13, 2020.

Michael Figliola hired as a probationary teacher effective October 14, 2020.

Melissa Florio hired as a probationary teacher effective October 15, 2020. Sarah Husiak hired as a probationary teacher effective October 19, 2020.

2. **Approval of the Agenda**

The following was added to the agenda:

10.4 Parliamentary Report (M. Duarte)

#254/20

Moved by: N. Guzzo

Seconded by: J. O'Hearn-Czarnota

RESOLVED, that the agenda be approved as amended.

The Chair called for a vote on **#254/20** and it **UNANIMOUSLY CARRIED**.

3. **Declarations of Conflict of Interest**

There were no conflicts on interest declared.

4. **Presentations**

There were no presentations.

5. **Delegations**

There were no delegations.

6. **Approval of Minutes**

6.1 **Minutes of the October 6, 2020 Regular Board Meeting**

#255/20

Moved by: M. Duarte

Seconded by: H. Karabela

RESOLVED, that the minutes of the October 6, 2020 Regular Board Meeting be approved.

The Chair called for a vote on **#255/20** 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

**8.1 Policy I-22 Admission to Schools Elementary and Secondary (N. Guzzo)
#256/20**

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I-22 Admission to School, Elementary and Secondary, be approved.

The Chair called for a vote on **#256/20** and it **UNANIMOUSLY CARRIED**.

**8.2 Policy II-34 Participation in Programs and Courses of Study in Catholic Religious Education (N. Guzzo)
#257/20**

Moved by: N. Guzzo

Seconded by: M. Duarte

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy II-34 Participation in Programs and Courses of Study in Catholic Religious Education, be approved.

The Chair called for a vote on **#257/20** and it **UNANIMOUSLY CARRIED**.

**8.3 Policy III-12 Academic Promotion (N. Guzzo)
#258/20**

Moved by: N. Guzzo

Seconded by: M. Duarte

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy III-12 Academic Promotion, be approved.

#258/20 (AMENDMENT)

Moved by: H. Karabela

Seconded by: M. Duarte

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy III-12 Academic Promotion, be approved **and the fourth bullet under requirements read: With the exception of the appointment of Superintendents and Principals, the Director of Education shall have the discretion to waive or amend the qualifications and requirements, in individual situations, in order to ensure that only the best candidates are appointed.**

The Chair called for a vote on **#258/20 (AMENDMENT):**

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
P. DeRosa	B. Agnew		
M. Duarte	N. Guzzo		
N. Gubert (non-binding)	K. Kelly (non-binding)		
V. Iantomasi	P. Murphy		
H. Karabela	J. O’Hearn-Czarnota		
T. O’Brien	J. Roshdy (non-binding)		

The amendment **CARRIED.**

#258/20 (AS AMENDED)

Moved by: N. Guzzo

Seconded by: M. Duarte

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy III-12 Academic Promotion, be approved and the fourth bullet under requirements read: With the exception of the appointment of Superintendents and Principals, the Director of Education shall have the discretion to waive or amend the qualifications and requirements, in individual situations, in order to ensure that only the best candidates are appointed.

The Chair called for a vote on **#258/20 (AS AMENDED):**

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
P. DeRosa	B. Agnew		
M. Duarte	N. Guzzo		
N. Gubert (non-binding)	K. Kelly (non-binding)		
V. Iantomasi	P. Murphy		
H. Karabela	J. O’Hearn-Czarnota		
T. O’Brien			
J. Roshdy (non-binding)			

The motion **CARRIED.**

8.4 Policy III-14 Employee Code of Conduct (N. Guzzo)

#259/20

Moved by: N. Guzzo

Seconded by: B. Agnew

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that the revised Policy III-14 Employee Code of Conduct be approved.

The Chair called for a vote on **#259/20:**

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	V. Iantomasi		
P. DeRosa	H. Karabela		
M. Duarte			
N. Gubert (non-binding)			
N. Guzzo			
K. Kelly (non-binding)			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
J. Roshdy (non-binding)			

The motion **CARRIED**.

8.5 International Day of Persons with Disabilities (B. Agnew)

#260/20

Moved by: N. Guzzo

Seconded by: B. Agnew

WHEREAS, the Halton Catholic District School Board (HCDSB) is fully committed to initiatives that promote equity and inclusion in keeping with our catholic values and fostering welcoming environments for all of our staff and students;

WHEREAS, many of our staff and students live with some form of disability or know someone who lives with a disability and will be touched at some point in their life personally by disability;

WHEREAS, people with disabilities come from all races, and creeds and whereas the United Nations has proclaimed International Day of Persons with Disabilities and this day is recognized and celebrated in 70 countries around the world;

BE IT RESOLVED, that the HCDSB formally recognize the International Day of Persons with Disabilities which occurs each year on Dec 3rd;

BE IT FURTHER RESOLVED, that this day be recognized and celebrated board wide every year as a weeklong initiative and be accompanied by opportunities for awareness and education;

BE IT FURTHER RESOLVED, that an International Day of Persons with Disabilities initiative resource kit be created by staff and in consultation with SEAC to help guide the efforts of each school to incorporate activities and curriculum into this day of recognition. Trustee were in agreement to add the word resource to the last sentence.

The Chair called for a vote on **#260/20** and it **UNANIMOUSLY CARRIED**.

**8.6 Board Meeting Time Keeping (B. Agnew)
#261/20**

Moved by: N. Guzzo

Seconded by: M. Duarte

WHEREAS, By-law 10.3 speaks to specific time limits around how long a mover, and any member may speak to a motion;

WHEREAS, our goal is to ensure efficient board meetings and to afford equitable opportunities to each member of the board to speak on a motion;

WHEREAS, multiple other boards utilize some formal method of visible time keeping;

BE IT RESOLVED, that the Director of Education procure a digital time keeping mechanism that can be displayed and can be controlled remotely by the chair to be used for bylaw 10.3 and other opportunities such as delegations.

The Chair called for a vote on **#261/20** and it **UNANIMOUSLY CARRIED**.

**8.7 In Person Board Meetings (N. Guzzo)
#262/20**

Moved by: N. Guzzo

Seconded by: M. Duarte

WHEREAS, Board Meetings have been conducted online for the past seven and a half months;

WHEREAS, our stakeholders have found it increasingly difficult to follow along with our board meetings in the online platform;

WHEREAS, we are all committed to returning to productive in person meetings;

WHEREAS, our board room can allow for a safe return for Trustees, and maintaining Public Health guidelines;

BE IT RESOLVED, that Trustees only return to "In-Person" meetings effective November 3, 2020, and safety protocols be implemented in consultation with Public Health.

The Chair called for a vote on **#262/20**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa		
N. Gubert (non-binding)	M. Duarte		
N. Guzzo	H. Karabela		
K. Kelly (non-binding)	T. O'Brien		
P. Murphy	J. O'Hearn-Czarnota		
J. Roshdy (non-binding)			

The motion was **DEFEATED**.

8.8 COVID-19 Related Financial Reporting (H. Karabela)**#263/20****Moved by:** H. Karabela**Seconded by:** T. O'Brien

WHEREAS, the Halton Catholic District School Board (HCDSB) has received, and will continue to receive funding from the Federal and Provincial governments directed towards management of re-opening of schools in light of the COVID -19 pandemic;

WHEREAS, the HCDSB has already utilized an additional \$2.6 million from the 2019-2020 budget surplus for implementing COVID-19 protocols;

WHEREAS, Resolution #227/20 directed staff to access Operating Reserve Funds in unspecified and unlimited amounts to achieve elementary class sizes with an average of 22.18 but no more than 25 students per class;

WHEREAS, Trustees are responsible for ensuring effective stewardship of board resources and thus should exercise diligent oversight of this specified funding and expenditures;

BE IT RESOLVED, that the Board of Trustees direct the Secretary of the Board and Director of Education to provide an ongoing financial report of the past expenditures by HCDSB and all past, current and future funding received by HCDSB from different levels of government to effectively manage COVID-19 by outlining in detailed categories and subcategories as provided by the Ministry of Education, actual spending to date of those categories and subcategories highlighting any excess or shortfall, as well as any funds taken from the reserves and/or other areas in the form of a monthly financial report commencing on Nov 3, 2020 until such a time as the Ministry of Education removes all COVID-19 related protocols and guideline and all schools have returned to a conventional full time learning model.

#263/20 (AMENDMENT)**Moved by:** P. Murphy**Seconded by:** J. O'Hearn-Czarnota

WHEREAS, the Halton Catholic District School Board (HCDSB) has received, and will continue to receive funding from the Federal and Provincial governments directed towards management of re-opening of schools in light of the COVID -19 pandemic;

WHEREAS, the HCDSB has already utilized an additional \$2.6 million from the 2019-2020 budget surplus for implementing COVID-19 protocols;

WHEREAS, Resolution #227/20 directed staff to access Operating Reserve Funds in unspecified and unlimited amounts to achieve elementary class sizes with an average of 22.18 but no more than 25 students per class;

WHEREAS, Trustees are responsible for ensuring effective stewardship of board resources and thus should exercise diligent oversight of this specified funding and expenditures;

BE IT RESOLVED, that the Board of Trustees direct the Secretary of the Board and Director of Education to provide an ongoing financial report of the past expenditures by HCDSB and all past, current and future funding received by HCDSB from different levels of government to effectively manage COVID-19 by outlining in detailed categories and subcategories as provided by the Ministry of Education, actual spending to date of those categories and subcategories highlighting any excess or shortfall, as well as any funds taken from the reserves and/or other areas in the form of a **quarterly** financial report commencing on Nov 30, 2020 **and reported to the Board at the December 15, 2020 Board meeting** until such a time as the Ministry of Education removes all COVID-19 related protocols and guideline and all schools have returned to a conventional full time learning model.

The Chair called for a vote on **#263/20 (AMENDMENT)** and it **UNANIMOUSLY CARRIED**.

#264/20

Moved by: B. Agnew

Seconded by: H. Karabela

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

Discussion regarding amendments continued.

#265/20

Moved by: M. Duarte

Seconded by: H. Karabela

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

The Chair called for a vote on **#265/20** and it **UNANIMOUSLY CARRIED**.

#263/20 (AMENDMENT 2)

Moved by: B. Agnew

Seconded by: N. Guzzo

~~**WHEREAS**, the Halton Catholic District School Board (HCDSB) has received, and will continue to receive funding from the Federal and Provincial governments directed towards management of re-opening of schools in light of the COVID-19 pandemic;~~

~~**WHEREAS**, the HCDSB has already utilized an additional \$2.6 million from the 2019-2020 budget surplus for implementing COVID-19 protocols;~~

~~**WHEREAS**, Resolution #227/20 directed staff to access Operating Reserve Funds in unspecified and unlimited amounts to achieve elementary class sizes with an average of 22.18 but no more than 25 students per class;~~

~~**WHEREAS**, Trustees are responsible for ensuring effective stewardship of board resources and thus should exercise diligent oversight of this specified funding and expenditures;~~

BE IT RESOLVED, that the Board of Trustees direct the Secretary of the Board and Director of Education to provide an ongoing financial report of the past expenditures by

~~HCDSB and all past, current and future funding received by HCDSB from different levels of government to effectively manage COVID-19 by outlining in detailed categories and subcategories as provided by the Ministry of Education, actual spending to date of those categories and subcategories highlighting any excess or shortfall, as well as any funds taken from the reserves and/or other areas in the form of a quarterly financial report commencing on Nov 30, 2020 and reported to the Board at the December 15, 2020 Board meeting until such a time as the Ministry of Education removes all COVID-19 related protocols and guideline and all schools have returned to a conventional full time learning model.~~

The Chair called for a vote on **#263/20 (AMENDMENT 2)** and it **UNANIMOUSLY CARRIED**.

#263/20 (AS AMENDED)

Moved by: H. Karabela

Seconded by: T. O'Brien

BE IT RESOLVED, that the Board of Trustees direct the Secretary of the Board and Director of Education to provide an ongoing financial report of the past expenditures by HCDSB and all past, current and future funding received by HCDSB from different levels of government to effectively manage COVID-19 in the form of a quarterly financial report commencing on Nov 30, 2020 and reported to the Board at the December 15, 2020 Board meeting until such a time as the Ministry of Education removes all COVID-19 related protocols and guideline and all schools have returned to a conventional full time learning model.

The Chair called for a vote on **#263/20 (AS AMENDED)** and it **UNANIMOUSLY CARRIED**.

The Chair welcome new Superintendents of Education, Emi Bakaic, Anthony Cordeiro and Nancy Dinolfo.

9. Staff Reports

9.1 STEM Extra Curricular Engagement (J. Crowell)

Trustees updated on plans to support and encourage the participation of students in local, regional, university, national activities and competitions in math and science, along with other STEM initiatives.

9.2 Board Issued Devices (P. Daly)

Trustees provided information on Board issued devices.

#266/20

Moved by: M. Duarte

Seconded by: H. Karabela

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

The Chair called for a vote on **#266/20**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew		K. Kelly (non-binding)	
P. DeRosa			
M. Duarte			
N. Gubert (non-binding)			
N. Guzzo			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
J. Roshdy (non-binding)			

The motion **CARRIED**.

10. Information Items

10.1 Student Trustees Update (N. Gubert, K. Kelly, J. Roshdy)

The pillars of Achieving, Believing and Belonging were shared.

Student Trustees were excused from the meeting.

10.2 Construction Report - Assumption Catholic Secondary School, Bishop P.F. Reding Catholic Secondary School, St. Michael Catholic Elementary School, St. Peter Catholic Elementary School Child Care (R. Merrick)

Trustees provided an update on construction projects.

10.3 Changes to Learning Environment Update (P. Daly)

Director Daly provided information on learning and instruction (including changes to learning environment and secondary school reporting timelines) and maintaining safe and healthy schools.

#267/20

Moved by: N. Guzzo

Seconded by: T. O'Brien

RESOLVED, that the meeting moved past 11:30 p.m.

10.4 Parliamentary Report (M. Duarte)

Parliamentarian, A. Kapur provided a report to Trustees along with recommendations for professional development.

11. Miscellaneous Information

11.1 Minutes of the June 15, 2020 SEAC Meeting

Minutes of the June 15, 2020 SEAC Meeting provided as information.

11.2 Minutes of the August 17, 2020 SEAC Meeting

Minutes of the August 17, 2020 SEAC Meeting provided as information.

11.3 Minutes of the September 8, 2020 Policy Committee Meeting

Minutes of the September 8, 2020 Policy Committee Meeting provided as information.

11.4 Minutes of the September 28, 2020 SEAC Meeting

Minutes of the September 28, 2020 SEAC Meeting provided as information.

12. Correspondence

12.1 M. Lourenco

Correspondence provided.

13. Open Question Period

Question 1

Regarding the upcoming FI registrations. How many spots is there per city for the program?

Where do things stand for FI programming for the 2021-2022 school year?

I believe there is an upcoming FI program review. When is the review starting? Who is involved? How long does it take?

HCDSB expanded the French Immersion program up to two (2) classes at each of our sites for the 2020-2021 school year. In order to consider further expansion it was communicated that boundary reviews would be necessary. Further information regarding the roll out of the Secondary French Immersion Program is forthcoming.

Question 2

Will the school board download decision making on items like locker usage and food services to individual schools with the understanding that some schools are equipped to implement these items in a safe manner?

This is something senior staff have started to think about and will work with the advice from public health.

Question 3

Can we get clarity on the requirement for mask breaks at the elementary level? With today being a rainy day, my grade 1 and 3 did not get any breaks from their masks with the exception of the 20 minutes to eat their lunch. Even gym class (indoors) was fully masked. My understanding was that strict cohorting would entitle these kids to have some flexibility for social activities. To me it seems like we're tripling down on measure (cohorts, masks and distancing).

Teachers have the ability to give student masks breaks. On good weather days these breaks take place during lunch, recess and DPA. During inclement weather, teachers have opportunities to give mask breaks in the classroom which must be carefully planned and adhere to protocols. Protocols will be reviewed with school administrators.

Question 4

Can you please provide an update on the school level School Reopening Committees that were part of the board's Return to School plans? These were presented as an opportunity for parents to be involved in the process but parents haven't heard anything about them. Some schools have not even had a school council meeting yet. We are almost at the end of October and students have been back for well over a month now. Are parents an important stakeholder or aren't they?

Yes, parents are important stakeholders. Following a quick poll to schools, a number of schools have had both council and school reopening committee meetings.

14. In Camera

#268/20

Moved by: P. DeRosa

Seconded by: M. Duarte

RESOLVED, that the meeting move in-camera.

The Chair called for a vote on **#268/20**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew			N. Gubert (non-binding)
P. DeRosa			K. Kelly (non-binding)
M. Duarte			J. Roshdy (non-binding)
N. Guzzo			
V. Iantomasi			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			

The motion **CARRIED**.

The meeting moved back in-camera at 11:56 p.m.

The meeting move out of in-camera at 12:24 a.m.

15. Resolution re Absentees

There were no absentees.

16. Adjournment and Closing Prayer (N. Guzzo)

#269/20

Moved by: P. DeRosa

Seconded by: M. Duarte

RESOLVED, that the meeting adjourn.

The Chair called for a vote on **#269/20**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew			N. Gubert (non-binding)
P. DeRosa			K. Kelly (non-binding)
M. Duarte			J. Roshdy (non-binding)
N. Guzzo			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			

The motion **CARRIED**.

The meeting adjourned at 12:25 a.m. with a prayer led by Trustee Guzzo.

Secretary of the Board

Chair

BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
November 5, 2019	Math Action Plan	BE IT RESOLVED , that in December 2020, the Board of Trustees receive a staff report on the progress made toward achievement of the goals of the Math Action Plan with measurable outcomes using qualitative and quantitative data.	Curriculum	December 2020
November 19, 2019	Response to Delegations	WHEREAS , 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. BE IT FURTHER RESOLVED , 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.	Senior Staff	
March 31, 2020	Math & Science Extra Curricular Engagement – Past/Present Initiatives and Future Opportunities	BE IT RESOLVED , 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.	Curriculum	It was agreed to establish a Steering Committee consisting of but not limited to HCDSB staff, Trustees representatives and community partners with the following timelines: Draft Terms of Reference for June 2020 Committee Final Terms for September 2020 Initial Staff Report back to the Board of Trustees for the

October 20, 2020		<p>BE IT FURTHER RESOLVED, that subject to the May 5, 2020 report a plan be presented to the Board for review 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>		<p>October 20, 2020 Regular Board Meeting</p> <p>A request was made regarding what the costs would be to dedicate staff to this program.</p> <p>A summary of the initial meeting and next steps at the November 17, 2020 meeting.</p>
March 31, 2020	Update to Board Room Technology	<p>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,</p> <p>WHEREAS, current audio, video and data transfer equipment is antiquated and unsatisfactory</p> <p>BE IT RESOLVED, 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	Trustees in agreement that a staff working committee be struck in the Fall of 2020.

June 16, 2020	Food Waste Management Practices	<p>BE IT RESOLVED, that a staff report be completed and brought to the December 1, 2020 Regular Board meeting with regards to the Board's strategy in combatting food waste in secondary school serveries including details on waste audits and other pertinent information;</p> <p>BE IT FURTHER RESOLVED, that additional details be provided in the report around investigating the possibility of participation in food donation programs and if the Board is currently involved with same.</p>	R. Merrick	December 1, 2020
October 20, 2020	Board Meeting Time Keeping	<p>WHEREAS, By-law 10.3 speaks to specific time limits around how long a mover, and any member may speak to a motion;</p> <p>WHEREAS, our goal is to ensure efficient board meetings and to afford equitable opportunities to each member of the board to speak on a motion;</p> <p>WHEREAS, multiple other boards utilize some formal method of visible time keeping;</p> <p>BE IT RESOLVED, that the Director of Education procure a digital time keeping mechanism that can be displayed and can be controlled remotely by the chair to be used for bylaw 10.3 and other opportunities such as delegations.</p>	P. Daly	TBD

OUTSTANDING POLICY ITEMS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS



<p>Milton Secondary School Boundary Review – Ultimate Boundary and Interim Accommodation Recommendations</p>	<p>Item 9.1</p>
<p>November 3, 2020</p>	

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 update the Board on the recommendation of the Milton Secondary School Boundary Review Committee.

Background Information

1. Action Report Item 4.2 “Milton Secondary School Boundary Review” from the November 26, 2019, Special Meeting of the Board.
2. Action Report Item 8.8 “2019 Capital Priorities List Submission” from the June 18, 2019 Regular Meeting of the Board.
3. Information Report Item 10.9 “2019 Long-Term Capital Plan Update – Final Report” from the June 18, 2019 Regular Meeting of the Board.
4. Staff Report Item 9.1 “Milton #10 Catholic Elementary School Project Budget and Approval to Proceed with School Capital Planning” from the July 29, 2020 Special Meeting of the Board.
5. Staff Report Item 9.2 “Milton #3 Catholic Secondary School Project Budget and Approval to Proceed with School Capital Planning” from the July 29, 2020 Special Meeting of the Board.

Additional background material including the options explored, presentations and minutes of the Advisory School Boundary Review Committee can be found online at:

<https://schoolplanning.hcdsb.org/milton-css-boundary-review-2019-20/>

Comments

On September 30, 2019, the Board submitted its 2019-2020 Capital Priorities to the Ministry of Education. The Milton No. 3 Catholic Secondary School (CSS) project was submitted as Capital Priority #1. Subsequently, the Board received confirmation of funding for the project on July 28, 2020.

According to the Board’s [2019 Long-Term Capital Plan](#), St. Francis Xavier (formerly Jean Vanier) CSS would reach its maximum school and portable classroom capacity (60 portable classrooms) by the



2021-2022 school year. As a result, the Milton No. 3 CSS facility would be required for the 2021-2022 school year to alleviate enrolment pressures at St. Francis Xavier CSS.

Following the acquisition of the school site by the Board, staff have worked with the Town of Milton to advance site preparation and municipal approvals in wait for Ministry funding of the project to ensure construction of the school can proceed as rapidly as possible once funding is secured. However, an opening date for the 2021-2022 school year was not feasible and temporary accommodations needed to be explored. Based on current estimates, staff believe the earliest the secondary school can be ready for students is January 2023.

In order to address the above concerns, the Board initiated a secondary school boundary review through Board resolution #186/19 at the November 26, 2019, Special Meeting of the Board:

RESOLVED: that the Halton Catholic District School Board direct staff to initiate a school boundary review process to identify interim and ultimate accommodation plans for the Milton No.3 Catholic Secondary School.

The school boundary review was undertaken following the Board resolution according to [Board Policy No. I-29: School Boundary Review Process](#) and [Administrative Procedure No. VI-88: School Boundary Review Process](#) for the Town of Milton secondary school panel and created an advisory School Boundary Review Committee.

The advisory School Boundary Review Committee consisted of parent representation from all twelve (12) Milton elementary and two (2) secondary schools and student representation from the two (2) Milton secondary schools. A list of the School Boundary Review Committee members is provided in Appendix A.

The goals of the boundary review were to:

- Define the school attendance boundary for the future Milton No. 3 CSS, as well as its feeder elementary schools;
- Identify an interim holding solution to temporarily accommodate Milton No. 3 CSS students, in wait for the new school facility;
- Work with senior staff to develop an interim and ultimate accommodation plan for Milton secondary school students; and,
- Define future holding areas for the next Milton Catholic secondary school, as defined in the Board's 2019 Long Term Capital Plan.

School Boundary Review Milestones

From February 10, 2020 to October 7, 2020, the School Boundary Review Committee met through nine (9) committee meetings at secondary schools and virtual meetings, following the public gathering restrictions that took place due to the COVID-19 pandemic. In addition, two (2) Virtual Public Information Meetings and an Interim Accommodation Feedback Survey were presented to the community through virtual methods during this time to gather feedback on options being reviewed by the advisory Committee.



Table 1: School Boundary Review Completed Tasks

ACTIONS	DATE
Board approves Milton Secondary School Boundary Review	November 26, 2019
Inaugural SBRC Working Meeting	February 10, 2020
SBRC Working Meeting #2	February 27, 2020
SBRC Working Meeting #3	March 11, 2020
SBRC Working Meeting #4	April 20, 2020
Public Information Meeting #1 & Feedback Survey #1 Opens	April 24, 2020
Feedback Survey #1 Closes	May 4, 2020
SBRC Working Meeting #5	May 13, 2020
SBRC Working Meeting #6	May 20, 2020
SBRC Working Meeting #7	May 28, 2020
Feedback Survey #2 (Interim Accommodation Feedback) Opens	June 5, 2020
Feedback Survey #2 (Interim Accommodation Feedback) Closes	June 14, 2020
SBRC Working Meeting #8	August 11, 2020
SBRC Working Meeting #9	October 7, 2020
Public Information Meeting #2	October 14, 2020
Feedback Survey #3 Opens	October 15, 2020
Feedback Survey #3 Closes	October 22, 2020
Interim Staff Report presented to the Board	November 3, 2020
Public Delegations	November 3, 2020

Table 2: School Boundary Review Next Steps

ACTIONS	DATE
Public Delegations	November 17, 2020
Final Action Report presented to the Board	November 17, 2020

Ultimate Milton Secondary School Boundaries

Over the course of the School Boundary Review Committee meetings, five (5) ultimate Milton secondary school boundaries were considered (Options A, B, C, D and E). Based on the School Boundary Review Committee working meetings and public feedback received through Feedback Survey #1, Option A was selected as the recommended ultimate Milton secondary school boundary. Refer to Appendix B for a graphical depiction of the “Status Quo” school boundaries, and Appendix C for the recommended ultimate school boundaries as presented in Option A.

Option A was selected for the following reasons:

- It was most optimal in achieving the criteria for the creation of school attendance areas/boundaries and had the least amount of impact on existing school communities;



- Over the long-term, it best distributes enrolment pressures between the three (3) Milton secondary schools;
- Reduces overall number of portables required at existing secondary schools;
- It was best suited to accommodate future growth in the Milton community in preparation for the next Catholic secondary school (Milton No. 4 CSS); and,
- It allowed for the secondary schools to be located central to the communities they serve;
- Highest number of students that can walk to/from school and reduces the number of students that require student transportation;
- 69% of the respondents from the Feedback Survey #1 were in favour of the option.

It was determined in School Boundary Review Committee meetings that followed that optional secondary French Immersion and Extended French locations will be reviewed at a later time. As such, Bishop P. F. Reding CSS will accommodate the new secondary French Immersion program and the Extended French program until the program locations will be reviewed at a later date.

Option A was presented once again to the community through Virtual Public Information Meeting #2 and an additional opportunity to provide feedback was available. Overall, 71% of all respondents and 78% of respondents living within the recommended Milton No. 3 CSS boundary supported Option A through this survey. The Report of Online Survey Results from Feedback Survey #3 is available in Appendix D.

[Interim Milton Secondary School Accommodation Plan](#)

As part of the School Boundary Review Committee review process, four (4) types of interim accommodation options were reviewed:

- Increase capacity at St. Francis Xavier (formerly Jean Vanier) CSS;
- Use other Board locations as a holding school;
- Use co-terminus board school locations as a holding school; and,
- Use third party leased space as a holding school.

The School Boundary Review Committee considered a total of four (4) options to increase capacity at St. Francis Xavier CSS, which include classroom loading increases by the Ministry of Education, 6-day period scheduling, 7-day period scheduling and split days.

HCDSB locations that were considered for holding schools included; Bishop P. F. Reding CSS, Corpus Christi CSS, St. Ignatius of Loyola CSS, Holy Trinity CSS, Notre Dame CSS, Christ the King CSS, and Milton No. 10 CES. In total, seven (7) HCDSB locations were considered.

Three (3) co-terminus Board schools that were considered as a potential holding location include Robert Bateman H.S., Lester B. Pearson H.S., and E.C. Drury School for the Deaf.

In addition, leased warehouse/commercial space in Milton was also considered.



By the time of Virtual Public Information Meeting #1, the School Boundary Review Committee selected four (4) interim accommodation options for public feedback. Through Feedback Survey #1, respondents indicated concern for the 6-period day option at St. Francis Xavier CES and transportation to HDSB schools in Burlington, and their desire to attend a school in Milton. Based on the feedback and discussions at Working Meetings #5 to #7, the School Boundary Review Committee selected three (3) interim accommodation options in order of preference based on prior public feedback and discussion of pros and cons of each option. The options in order at that time were:

1. Lester B. Pearson H.S. – 1st Preference
2. E. C. Drury School for the Deaf – 2nd Preference
3. 6-Period Day at St. Francis Xavier CSS – 3rd Preference

The above interim accommodation options were presented through the Interim Accommodation Feedback Survey (Feedback Survey #2) to gather additional feedback. Through the Interim Accommodation Feedback Survey, there were three (3) main themes that were identified from the public feedback of the review;

- The public desire to keep secondary students in the Milton community;
- Avoid overcrowding at existing secondary schools; and,
- Minimize the amount of transitions for secondary students.

All three themes were instrumental in guiding the School Boundary Review Committee in their recommendation for the Interim Secondary School Accommodation Plan.

At Working Meeting #8 and #9, the School Boundary Review Committee was informed by Board staff regarding the Ministry of Education’s funding announcement for Milton No. 10 CES. This announcement presented the opportunity to use the new elementary school once construction is complete as a holding school for the Milton No. 3 CSS community. Based on the shorter elementary school construction timelines, this school could be ready for students in the 2021-22 school year. Under this interim accommodation option, Milton No. 10 CES could accommodate Grade 9 students within the Milton No. 3 CSS catchment for the 2021-22 school year, and Grade 9-10 students in the 2022-23 school year. In addition, this elementary school site is located approximately 1.1 km from the planned Milton No. 3 CSS and students will remain in the Town of Milton until the completion of the new secondary school. Milton No. 10 CES will not be used for elementary students until after the holding school leaves the facility when Milton No. 3 CSS opens.

In addition, E.C. Drury School for the Deaf as a holding school was determined to no longer be a viable interim accommodation option due to classroom and programming requirements for the existing school.

Through the Milton secondary boundary review process and in consideration of the themes from public feedback, the School Boundary Review Committee recommended Milton No. 10 CES as the interim holding school solution at the Working Meeting #9, on October 7, 2020. Milton No. 10 CES is a newly



funded project for the Board and is currently in the design development stage. As such, construction is not expected to begin on the new facility until January 2021. While every effort will be made to complete construction on Milton No. 10 CES as soon as possible, the typical construction period on a new elementary school is 12 months. In the event that Milton No. 10 CES is not ready for the start of the 2021-2022 school year, the School Boundary Review Committee recommended the Milton No. 3 CSS students be temporarily held at Halton District School Board's Lester B. Pearson H.S. in Burlington, until Milton No. 10 CES is completed and ready for occupancy. In the event that Lester B. Pearson H.S. is required on a temporary basis, all students will receive student bus transportation.

While the Milton No. 10 CES facility is accommodating secondary school students from the Milton No. 3 CSS catchment, the Milton No. 10 School would not accommodate elementary school students simultaneously. As such, elementary school students would be accommodated at alternate facilities, presumably existing HCDSB elementary schools.

Public Feedback Comments and Concerns

Public feedback was sought out several times throughout the School Boundary Review process. All Milton parents were sent communications by the Board through email regarding each of the Public Information Meetings and feedback surveys. In addition, question portals were available through the [Milton Catholic Secondary School Boundary Review website](#) for members of the public to ask questions from their local School Boundary Review Committee parent and student representatives, and Board staff throughout the Public Information Meeting and feedback survey time periods. Responses to common questions were posted on the [Milton Catholic Secondary School Boundary Review website](#) under Frequently Asked Questions (FAQ).

On October 14, 2020 the Board hosted the Virtual Public Information Meeting #2. The purpose of the meeting was to present the School Boundary Review Committee's recommended ultimate secondary school boundary option and the Milton No. 3 CSS interim accommodation plan to the Milton community and solicit feedback. The feedback received from the Milton Community is presented in Appendix D.

Based on feedback received through Virtual Public Information Meeting #2 and Feedback Survey #3, 71% of respondents supported Option A as the ultimate school boundary option and 60% of respondents supported the interim accommodation plan as presented at the meeting.

Conclusion

The recommendation of the advisory School Board Review Committee is to have Option A, as shown in Appendix A, serve as the ultimate secondary school boundaries for secondary school students in the Town of Milton. It is further recommended that Milton No. 10 Catholic Elementary School serve as the interim holding school location for Milton No. 3 CSS students until the new Milton No. 3 CSS facility is completed. The interim holding school will open with Grade 9 starting in the 2021-22 school year, with an additional grade added each school year.

It has also been recommended by the advisory School Board Review Committee that in the event Milton No. 10 CES is not ready for the start of the 2021-2022 school year, Milton No. 3 CSS students will be



temporarily held at Lester B. Pearson H.S. in Burlington. In the event that Lester B. Pearson H.S. is required on a temporary basis, all students will receive student bus transportation.

Draft Recommendation

Resolution#:

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board direct staff to implement boundaries presented in Option A for the 2021-2022 school year for Milton No. 3 CSS, whereby these changes shall have the effect of altering existing attendance areas by:

1. Re-directing patch V30, V35, V40, and V46 from St. Francis Xavier CSS to Milton No. 3 CSS.
2. Re-directing designated holding areas in principle for Milton No. 10 CES and Milton No. 11 CES, currently identified as patch V50, V56, V58 and V59 from St. Francis Xavier CSS to Milton No. 3 CSS.
3. Re-directing future development in Town of Milton Phase 4 Urban Expansion Lands, located within patch V37 and identified as future Britannia East/West, Agerton and Trafalgar secondary plans, from Bishop P. F. Reding CSS to Milton No. 3 CSS.

RESOLVED, that students currently attending in Grade 9-11 at St. Francis Xavier CSS in the 2020-2021 school year be grandfathered with student transportation.

RESOLVED, that students entering grade 9 starting in the 2021-2022 school year that are within the redirect areas identified attend Milton No. 3 CSS for their secondary school education.

RESOLVED, that Milton No. 10 CES be temporarily established as the Milton No. 3 CSS Holding School for the 2021-2022 school year and until Milton No. 3 CSS is completed.

RESOLVED, that should Milton No. 10 CES not be completed for the 2021-2022 school year, grade 9 students will be temporarily accommodated at Lester B. Pearson HS in Burlington until the completion of Milton No. 10 CES.

Report Prepared by:

B. Vidovic
Senior Manager, Planning Services

D. Gunasekara
Planning Officer, Planning Services

Report Submitted by:

R. Merrick
Superintendent, Facility Management Services

Report Approved by:

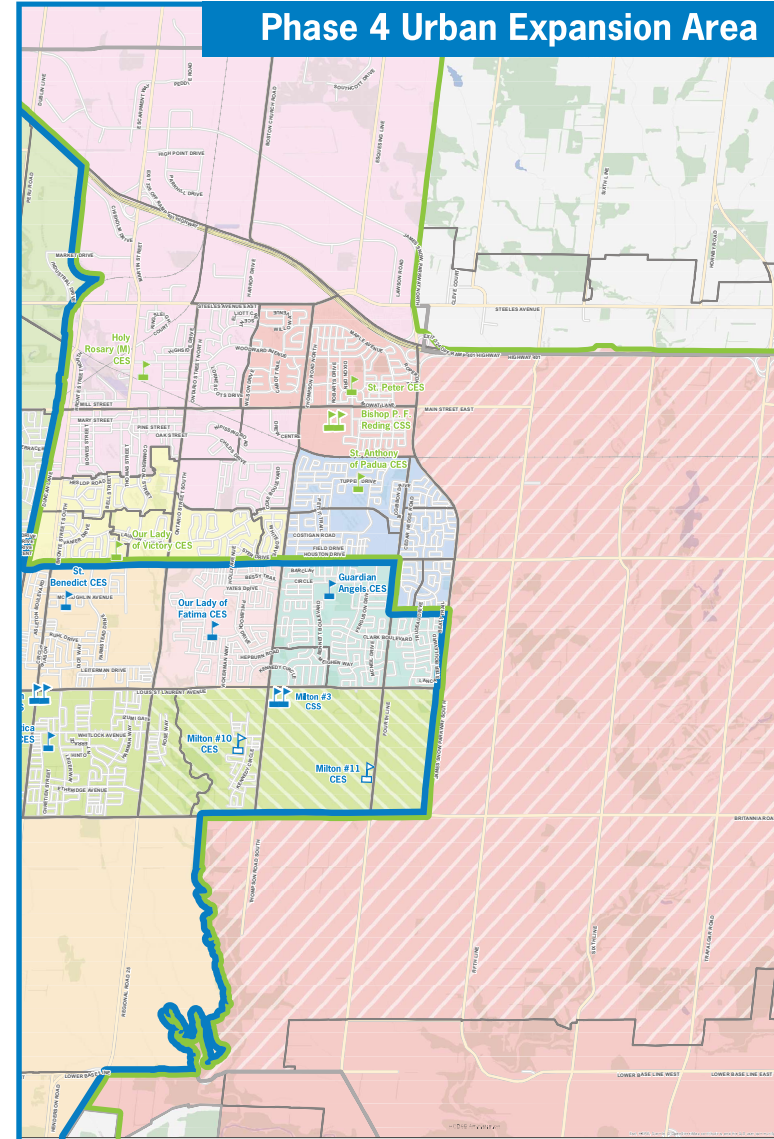
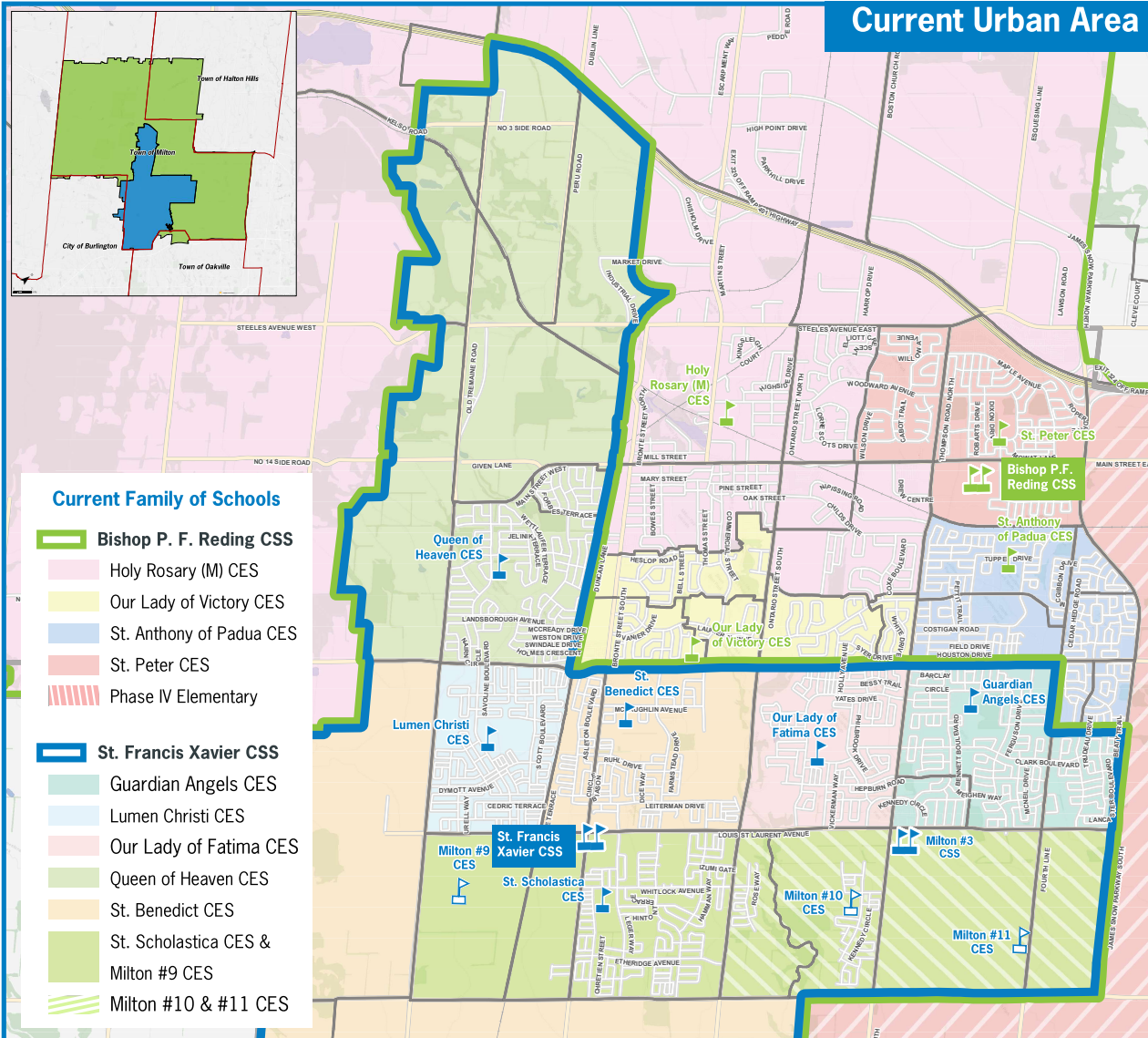
P. Daly
Director of Education and Secretary of the Board

School Boundary Review Committee (SBRC) Members
Milton Catholic Secondary School Boundary Review

Parent and Student Representatives	Bishop P. F. Reding CSS	Pat Grisoni
		Naghmeh Razmpoosh
		Nathan Rodrigues (student)
		Laura Greenway (student)
	Holy Rosary CES	Ann-Marie Vis
		Sandra Alva
	Our Lady of Victory CES	Mark Billy
		Melanie Price
	St. Anthony of Padua CES	Francine Countryman
		Tanya Reis
	St. Peter CES	Jessica Macias
		Mae Protacio
		Marc LeBrun
	Jean Vanier CSS	Jennifer Botelho
		Nikki Rang
		Trish Vergata
		Gurtaj Malhi (student)
		Zaina Qasim (student)
	Guardian Angels CES	Jennifer Santos
		Natalie Russell
Lumen Christi CES	Michelle Bazinet	
	Adaeze Nwosu	
Our Lady of Fatima CES	John Babos	
Queen of Heaven CES	William Bressette	
	Katarina Busija	
St. Benedict CES	Enrique Boggio	
	Bryan DeSousa	
St. Scholastica CES	Lisa Paulo-Alberto	
	Natalia Gorska-Anderson	
Board Staff	Superintendent of Education	Jeff Crowell
	Superintendent of Education	Lorrie Narr
	Superintendent, Facility Management Services	Ryan Merrick
	Administrative Assistant, Facility Management Services	Donna Sayers
	Senior Manager, Planning Services	Branko Vidovic
	Planning Officer, Planning Services	Dhilan Gunasekara

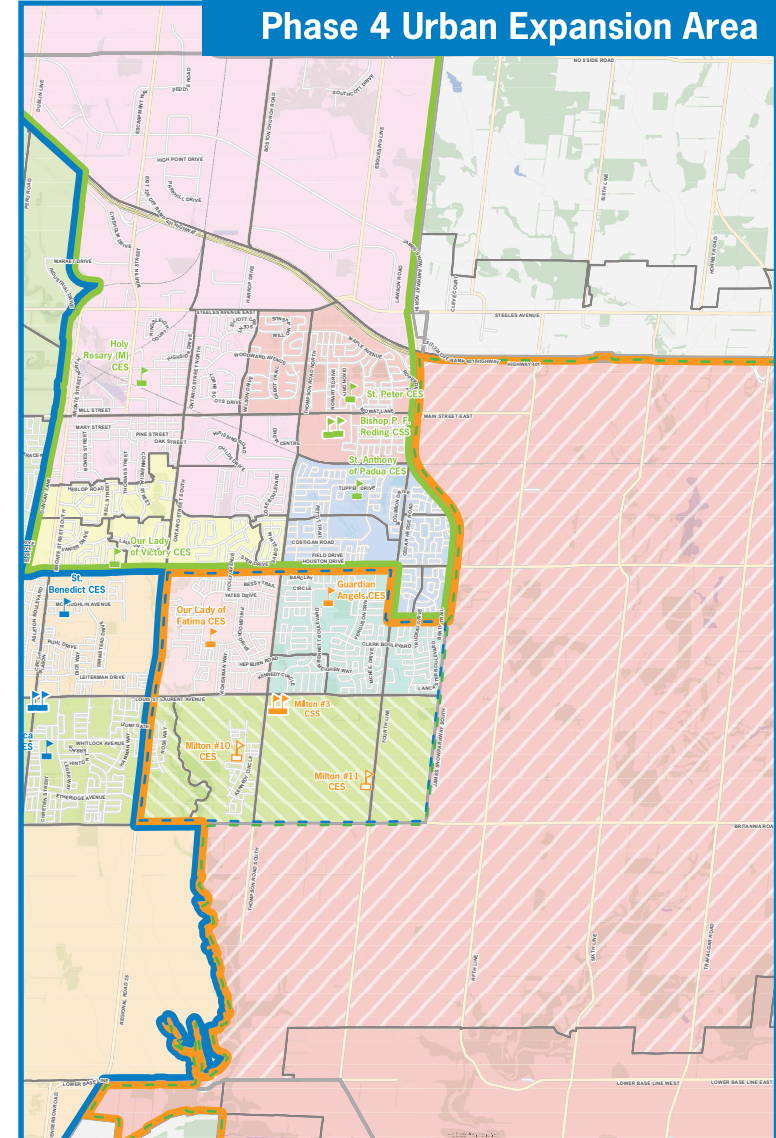
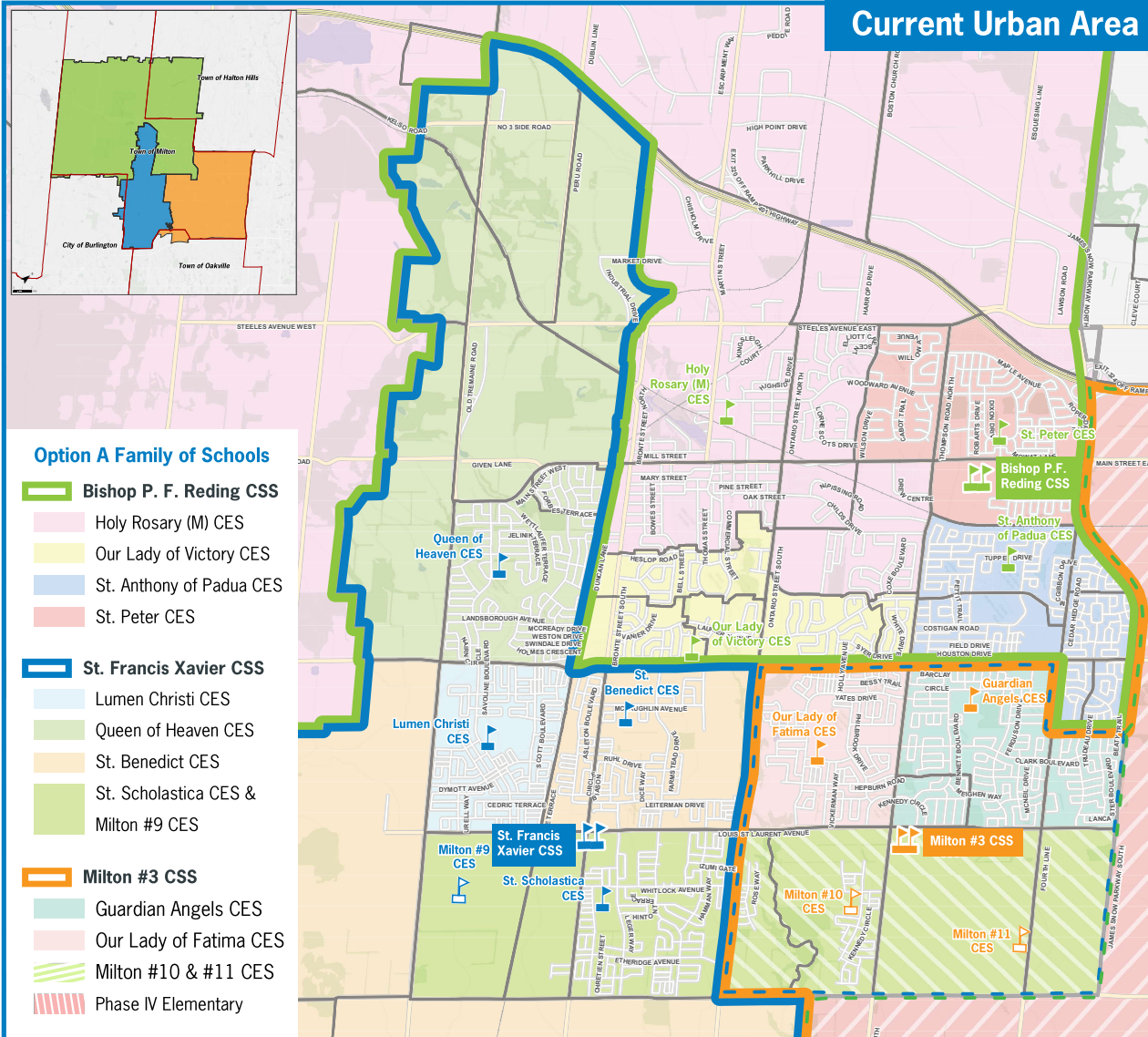
CSB Current Boundaries

Status Quo



CSB Recommended Boundaries

Option A





Milton Secondary School Boundary Review

Report of Online Survey Results

Report Prepared by:
Research & Development Services
10/26/2020

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Milton Secondary School Boundary Review

Report of Online Survey Results

Survey Background

The purpose of this survey was to collect feedback on the recommended ultimate and interim accommodation options for Milton Secondary Schools, proposed by the Halton Catholic District School Board (HCDSB) School Boundary Review Committee. The survey was available online from Thursday October 15th to Thursday October 22nd, 2020. In total, 201 responses were received. Responses are aggregated and discussed below. While many stakeholders provided their feedback, the results are not representative of the entire HCDSB community and should be interpreted with caution.

Survey Results

About the Respondents: Demographics

When asked to select their role, the majority of respondents (n = 198; 98.5%) indicated that they were *parents/guardians* (see *Table 1*).

Table 1

Respondents' Roles

Role	Count (n)	Percentage (%)
Parent/Guardian	198	98.5%
Other (e.g., general member of the community)	2	1.0%
Student	1	0.5%
TOTAL	201	100%

If respondents selected *Parent/Guardian* as their role, they were then asked to select the school(s)¹ that their child(ren) attend. Most of the parent/guardian respondents indicated that they were part of the following three schools: *St. Francis Xavier* (n = 57; 28.8%); *Guardian Angels* (n = 49; 24.7%); and, *Our Lady of Fatima* (n = 31; n = 15.7%). Please see [Appendix A](#) for the complete breakdown. When asked for the current grade(s) of their child(ren), the most selected answer was *Grade 8* (n = 42; 21.2%). Please see [Appendix B](#) for the complete breakdown.

If respondents selected *Student* as their role, they were then asked to select the school and grade they are currently enrolled in. The one student respondent is in *grade 9* at *St. Francis Xavier*.

¹ Parents/Guardians with children in different schools were able to select more than one school.

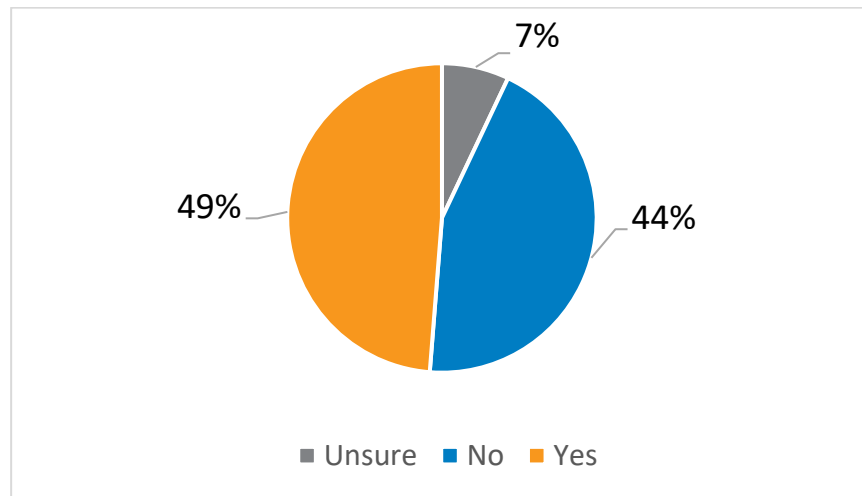
Ultimate School Boundary

Q1: Based on the boundary details above, do you/your children live within the boundary of the new Milton #3 Catholic Secondary School?²

Nearly half of respondents (n = 97; 49%) indicated that they live within the boundary of the new Milton #3 CSS (see Figure 1).

Figure 1

Summary of Respondents Living Within and Outside of the Newly Proposed Catchment (n = 199)



Q2: Do you support Option A as presented above for the ultimate boundaries for the new Milton #3 CSS?

Results are presented for three groups of respondents, namely: (1) *All respondents*; (2) *Milton #3 respondents* (includes students and parents/guardians who indicated that they are located within the boundary of the new Milton #3 CSS); (3) *Respondents who are NOT within the boundary of the new Milton #3 CSS*. As in shown in Figures 2, 3, and 4 below, the pattern of results did not differ between these three groups; the majority of respondents supported Option A.

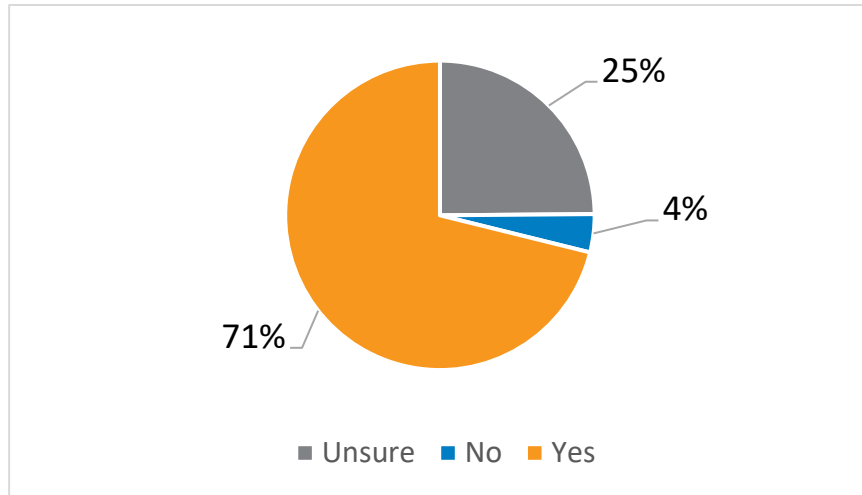
All Respondents

As shown in Figure 2, below, the majority of respondents (n = 143; 71%) support Option A for the ultimate boundaries for the new Milton #3 CSS.

² Only parents/guardians and students were asked this question.

Figure 2

Support of Option A for the Ultimate Boundaries – All Respondents (n = 201)

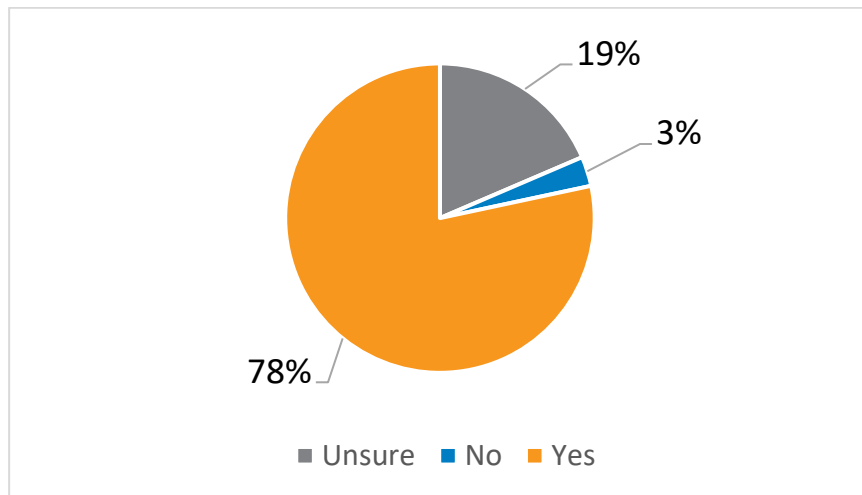


Respondents within the Milton #3 Boundary

As shown in *Figure 3*, the majority of Milton #3 respondents (n = 76; 78%) support Option A for the ultimate boundaries for the new Milton #3 CSS.

Figure 3

Support of Option A for the Ultimate Boundaries – Respondents within the Milton #3 Boundary (n = 97)

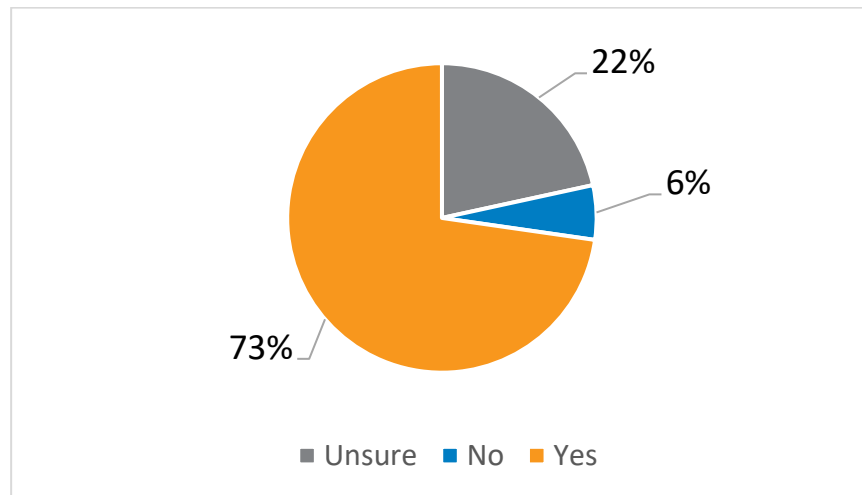


Respondents outside the Milton #3 Boundary

As shown in *Figure 4*, the majority of respondents (n = 64; 73%) support Option A for the ultimate boundaries for the new Milton #3 CSS.

Figure 4

Support of Option A for the Ultimate Boundaries – Respondents Outside Milton #3 Boundary (n = 88)



Interim Accommodation Options

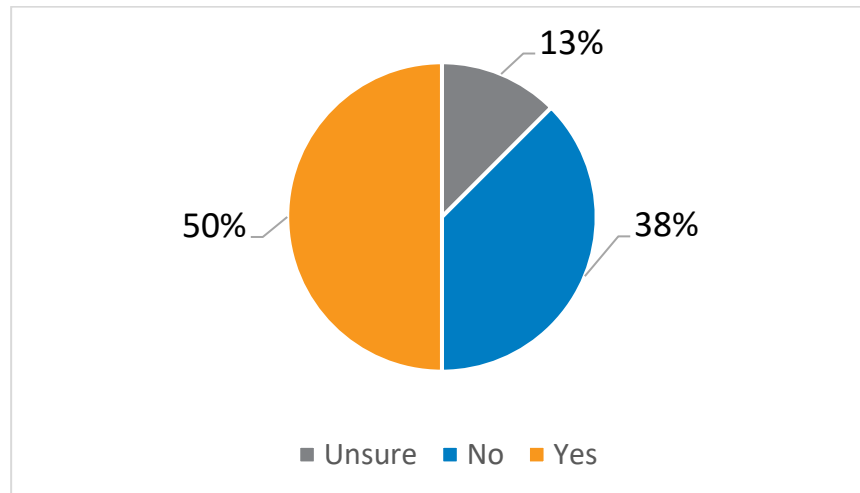
Q3: Based on the above information, will you/your children have to attend the holding school (Milton #10 CES) before Milton #3 CSS is open?³

As shown in *Figure 5*, half of respondents (n = 48; 50%) indicated that they/their child(ren) will have to attend the holding school before Milton #3 CSS is open.

³ Only respondents who indicated that they lived within the Milton #3 boundary were asked this question.

Figure 5

Summary of Respondents Within the Milton #3 Boundary Who Will Attend the Holding School (n = 96)



Q4: Based on the information provided above and the website, do you support the SBRC recommended interim accommodation plan?

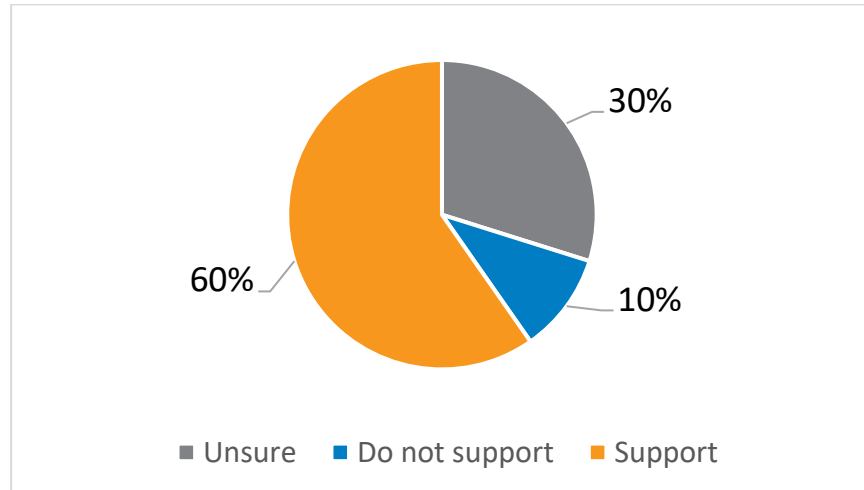
Results are presented for three groups of respondents, namely: (1) *All respondents*; (2) *Milton #3 respondents who will attend the holding school (Milton #10 CES)*; and (3) *Milton #3 respondents who will NOT attend the holding school (Milton #10 CES)*. There is more support for the recommended interim accommodation plan by those respondents who will be attending the holding school and less support by those who will NOT be attending the holding school.

All Respondents

As shown in *Figure 6*, below, the majority of respondents (n = 120; 60%) support the SBRC recommended interim accommodation plan.

Figure 6

Breakdown of Support for the Recommended Interim Accommodation Plan – All Respondents (n = 201)

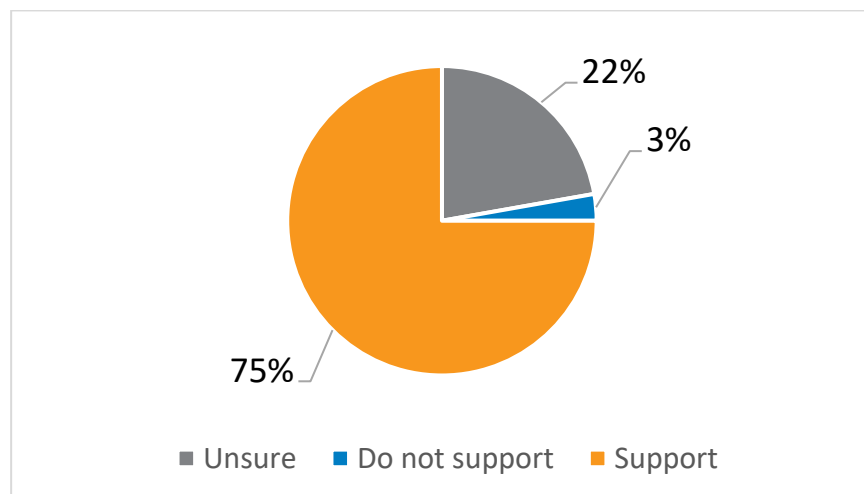


Milton #3 Respondents Who Will ATTEND the Holding School

As shown in *Figure 7*, the majority of respondents who will attend the holding school (n = 27; 75%) support the SBRC recommended interim accommodation plan.

Figure 7

Breakdown of Support for the Recommended Interim Accommodation Plan – Respondents Who Will Attend the Holding School (n = 36)

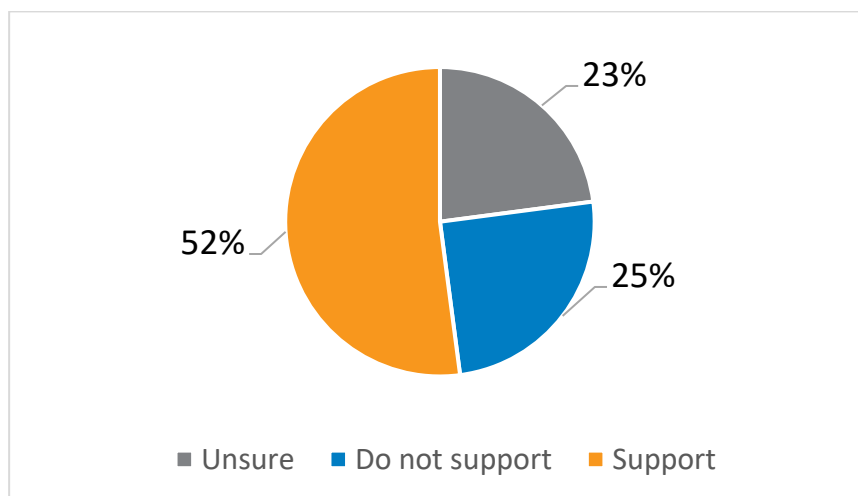


Milton #3 Respondents Who Will NOT ATTEND the Holding School

As shown in *Figure 8*, slightly more than half of respondents who will not attend the holding school (n = 25; 52%) support the SBRC recommended interim accommodation plan.

Figure 8

Breakdown of Support for the Recommended Interim Accommodation Plan – Respondents Who Will NOT ATTEND the Holding School (n = 48)



Q4: Do you have any additional comments or suggestions? (n = 41)

Forty-one (20%) respondents provided a comment. *The issue of students potentially attending school in Burlington* was the most prevalent theme amongst the comments. Please see [Appendix C](#) for the full list of comments.

Appendix A

Total Count of Respondents' School(s)

Schools	Count (n)	Percentage (%) ⁴
St. Francis Xavier CSS	57	28.8%
Guardian Angels CES	49	24.7%
Our Lady of Fatima CES	31	15.7%
St. Benedict CES	18	9.1%
Bishop P.F. Reding CSS	14	7.1%
Queen of Heaven CES	12	6.1%
St. Anthony of Padua CES	11	5.6%
Lumen Christi CES	11	5.6%
St. Peter CES	10	5.1%
Holy Rosary CES	9	4.5%
Our Lady of Victory CES	5	2.5%
HDSB Elementary School	2	1.0%
Other (e.g. private school)	1	0.5%
HDSB Secondary School	1	0.5%
Other HCDSB Secondary School (not listed above)	1	0.5%
Other HCDSB Elementary School (not listed above)	0	0.0%
CSV Elementary School	0	0.0%
CSV Secondary School	0	0.0%
CSCM Elementary School	0	0.0%
CSCM Secondary School	0	0.0%
HDSB Elementary School	2	1.0%
TOTAL	232	

⁴ Total exceeds 100% as respondents were able to select more than one school.

Appendix B

Total Count of Respondents' Grade(s)

Grade	Count (n)	Percentage (%) ⁵
Younger than JK/SK	6	3.0%
Kindergarten (JK/SK)	31	15.7%
1	15	7.6%
2	22	11.1%
3	19	9.6%
4	24	12.1%
5	29	14.6%
6	26	13.1%
7	36	18.2%
8	42	21.2%
9	39	19.7%
10	20	10.1%
11	17	8.6%
12	8	4.0%
Continuing Education/Adult Learning	0	0.0%
Post-secondary school (e.g., college, university, trades school)	0	0.0%
Other	0	0.0%
TOTAL	334	

⁵ Total exceeds 100% as respondents were able to select more than one grade.

Appendix C

Final Comments as Received

Bussing to Burlington not something that works well for our family. Will have to decide to place child at CK in public board if the new elementary school is not ready as a holding school.

Can you please stop referring to schools with their number and just print their name?!!!! I'm a parent and this issue makes me not understand this document well.

Current students at St Francis who will be moved to the new school should also attend the alternate school for the 2021/22 school year. St Francis is outrageously over crowded, its a danger to the students.

Current students within the boundary should have first selection of school they want to attend before those outside of boundary shown

Do not support children being transferred out of Milton area to school in Burlington under any circumstance. If new catholic high school is not ready and new elementary 'holding'school is not ready, accomodations must be made at an alternate location in Milton. Will not support anything out of Milton area under any circumstances.

Find a way to make EC Drury work.

Glad to see that current gr 9 class will be grandfathered to stay at St FX! Thank you!

Good work!

Have you considered the migration out of St. Francis Xavier into the upcoming Public Secondary School?

Hello,

The situation amounts to only one thing: ridiculous. Lack of competence and inability to plan ahead is terrifying. If our children have to go to school in Burlington, an educational authority will be one of the greatest failures in the recent history of the region. It is really sad that that our tax money are wasted for the catholic educational system that fails to deliver on every level. Not only the entire system provides low quality education but also is managed by people that time and again prove to be completely unqualified to do their job.

I am not willing to change my child's current school at this time .

Any modification will result in a lot of challenges.

I am UNHAPPY that French immersion will no longer be offered at number 3. WHY? You snuck that into the presentation thr other night. I was one of 44 watching. I think it is unfair that all enrichment programs are offered at BR. That skews the average student grades. My children did not go to FI because they didn't want to change schools (when they started school it was offered at OLF. Then it was moved to St Benedict. Now it's back at OLF!) the chaos that our small area of town has enduring with boundary reviews is unfair.

I am seriously considering moving my children to the public system despite the fact that they've been in Catholic until now simply because CK offers the IB. Program.

It's also unfair that our kids have to go through this. I don't know why there's no space to accommodate them at St Francis. Catholic students coming from the feeder schools should have priority registration.

I don't think this has been addressed anywhere - what will be the impact on the elementary students that will be attending Catholic Elementary School #10? How will high school students and elementary students cohabit this school for two years? Will there be mingling of students? Will the two 'schools'

be completely separate from each other? Will they be on different schedules? (e.g. start and end times?). I think this is very important to address as this will directly affect families that will have young children attending the new elementary school.

I don't like that the students may have to be bussed to Burlington (2022 year for my daughter). I like that any student already attending St Francis Xavier will not be moved to the new school (my son who is currently in gr 9). Please try your best to have the new Milton #10 CES built by Sept 2022 (at the very latest).

I think the kids should stay at Lester B Person school until the new CSS is built. Less moving around in case the height school is delayed.

I will have one in grade 11 in 2022 -2023 and her little sister will be coming into grade 9.

If they have an older sibling at St Francis Xavier can they not stay at same school? Meaning can't the sibling come to St Francis If they have a sibling there??? Please advise

I will not let my child travel to Burlington. We need a school on Milton.

I would like to know if Lester Pearson high school is a vacant school or if it currently has students attending it. Will the Milton students be integrated with an existing school with Burlington students.

Also, I would like to confirm that there will be no elementary students attending the Milton#10 elementary school while it is being used for the grade 9 high school students.

I would like to thank the committee for having the present grade 9 and wo's to stay at St. Francis Xavier Secondary School. My son has an exceptionality and transitions are normally hard. This truly helps my child. Thank you.

If the new CES is used as a holding school, will there be enough space to accommodate the elementary students who are supposed to attend the new school in the interim?

Instead of going to Pearson school in Burlington for a few months while ces#10 is completed, why not to take classes online?

Is it possible to house the grade 9 student at St Francis Xavier until Milton #10 CES is ready?

It would be really terrible if our kids will have to be transported to Burlington location.\ From Milton to Burlington??? During traffic times, during snowy winter - road conditions - , what about summer - does a school bus have an AC .???? Give me a break. Many of us have to travel like it to work, No, it is not 20-30 min drive!!!~

It would be quite outrageous , honestly speaking, given that it should not come as a surprise to people responsible that Milton has been growing in population....

Simply, the new nr 3 High School should have been finished by now!!!!

Funding excuse? Again, and again>>>??? Pushing responsibility from one level to another???? Shame. Don't we pay enough taxes each year for everything????

Planning!!!! Usually planning is done waaayyy ahead of time!!!! The money should have been found long time ago!!!!!!!!!!

After all, we don't leave in a third world country, but sometimes it feels that way.... thanks to some public servants....., planners, politicians etc

It would have been nice for this planning and funding to have been completed earlier so as to avoid the possibility of transporting our children out of the town for schooling.

Its not very clear on how the children will attend the school in Burlington in terms of transportation that will be provided

Make it so!

No.As our opinions will not change the outcome of the decisions already been made..

nothing at the moment

Pearson in Burlington ..again

My family and I feel that this problem, where the new High school is not being ready by 2021 should have been anticipated a long time ago.

During these stressful times, you are simply putting additional strain on our health and the well being of our children. In addition to overwhelming amounts of emails from work, school, school board, we are constantly bombarded with an issue that should not Even exist in a province where condos and townhouses, grow faster than ragweed. Last survey was had not given Your Committee the Desired results. So obviously the committee has found a NEW way to reintroduce the Burlington idea to us. We have concerns, and our child will not go to Pearson, whether 20 days or 4 months.

I am a catholic School supporter. A choice that has always been on my Property taxes. I suggest reminding Parishes and School boards to emphasize and remind People to 'tick off proper boxes" & call MPAC to verify who they are supporting.

Please do all that is possible to speed up completion of Milton #10 holding school. It is not favourable for students to commute to Burlington.

Send a separate email that is specific to the grade cohort for the affected student. I have a child in grade 9 and grade 11 at StFX and I would like to know specifically what happens to each. Although the information is detailed, I find it too confusing

Shuffling kids to 3 schools is not a solution for a stable/enjoyable high-school experience, especially in the current climate. I am especially concerned should children have to be sent to Burlington. I hope this will be resolved by 2022/23, or we will switch to the public system, CK, as we we did for our first child who started grade 9 this year.

Thank the Team and Support Staff for Job well done so far.

Thank you for keeping us current grade 9 students at St FX for next year and on!

The best option

This is extremely confusing. I have re-read it twice and I still do not understand your plan.

Even your map lacks a proper key indicating what each line represents.

I have indicated unsure on all answer as I have no idea what you are attempting to convey to your community.

this is the better option, keeps the children in Milton and alleviates pressure to St FX

Very complicated and difficult to understand all the details provided in the survey.

WANT THE KIDS KEPT IN MILTON

We hope our son doesn't have to go all the way to Burlington while school is built.

Why did the project the new Milton #3 CSS take so long to be implemented/planned/funding approved if the projected growth within Milton showed that this new CSS was required for the 2021-2022 School year.



<p>North Oakville No. 4 Catholic Elementary School Approval to Proceed with School Capital Planning</p>	<p>Item 9.2</p>
<p>November 3, 2020</p>	

Alignment to Strategic Plan

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

Purpose

To obtain Board authorization for staff to select an architect for the proposed North Oakville No. 4 Catholic Elementary School, to initiate a School Attendance Boundary Review and to proceed with any other planning matters for this school project.

Background Information

1. [Action Report 8.8 "2019 Capital Priorities List Submission"](#) from the June 18, 2019 Regular Board Meeting

Comments

On October 20, 2020, the Board was informed of its Capital Priorities allocation for the new North Oakville No. 4 Catholic Elementary School (Appendix "A"). The funding allocation was in the amount of \$14,499,502 for a 671 pupil place elementary school. Now that the Board has received this school capital allocation, the objective is to establish the new North Oakville No. 4 School community and to construct the school at the earliest opportunity.

A number of activities are required to be initiated for the new North Oakville No. 4 Catholic Elementary School capital planning process. One of the first steps in the school capital planning process is to select and appoint an architect for the project. Therefore, it is recommended that staff be authorized to immediately commence the process to appoint an architect for the new North Oakville No. 4 Catholic Elementary School.

Another important activity to initiate when a new school is being planned is a school attendance boundary review process. It is recommended that staff be authorized to commence a school attendance boundary review process for the new North Oakville No. 4 Catholic Elementary School.



The commencement of the above noted school capital planning steps would greatly assist the Board to achieve a September 2022 opening date for the new North Oakville No. 4 Catholic Elementary School.

Conclusion

The Board is very appreciative of the Ministry's recognition of the Board's student accommodation pressures in north Oakville with its announcement of funding for the new North Oakville No. 4 Catholic Elementary School. It is recommended that staff be authorized to proceed with the school capital planning for the new North Oakville No. 4 Catholic Elementary School.

Recommendation

The following recommendations will be submitted for Trustee consideration and approval at the November 17, 2020 Regular Meeting of the Board:

Resolution#:

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board authorize staff to select an architect and proceed with the school capital planning process, for the proposed North Oakville No. 4 Catholic Elementary School Project.

Resolution#:

Moved by:

Seconded by:

Resolved, that the Halton Catholic District School Board authorize staff to initiate a school attendance boundary review process for the proposed North Oakville No. 4 Catholic Elementary School, and any other elementary schools as determined by staff that may be impacted by the opening of this new school.

Report Prepared and Submitted by:

R. Merrick
Superintendent, Facility Management Services

Report Approved by:

P. Daly
Director of Education and Secretary of the Board

Ministry of Education

Capital and Business Support
Division

315 Front Street West
15th Floor
Toronto ON M7A 0B8

Ministère de l'Éducation

Division du soutien aux
immobilisations et aux affaires

315, rue Front Ouest
15^e étage
Toronto (Ontario) M7A 0B8

STRICTLY CONFIDENTIAL AND EMBARGOED

October 20, 2020

Mr. Pat Daly
Director of Education
Halton Catholic District School Board
Catholic Education Centre, 802 Drury Lane
Burlington, ON L7R 2Y2

Dear Mr. Daly,

I am writing with respect to the ministry's ongoing Capital Priorities Program, and to provide further information about the status of your board's submissions.

Demand for funding for new schools and child care spaces through the recently completed 2019-20 Capital Priorities Program was significant. The ministry recognizes that there are still ongoing accommodation needs that could not all be supported with the investment of over \$500M announced in July 2020. Schools are critical infrastructure. They are an essential part of supporting student achievement, as well as providing safe and healthy learning environments for our students and work environments for school staff.

With the additional challenges we face during the COVID pandemic, the ministry decided to expedite the approval of additional capital projects related to accommodation pressures across the province based on 2019-20 Capital Priorities Program submissions. This strategy is intended to reduce the administrative burden on school boards to submit business cases to support requests for funding for either new school space or the creation of licensed child care spaces in

schools as part of the larger school capital project, as well as allowing projects to get underway in a timely manner.

I am writing to inform you that the Ministry of Education has completed an additional review of the business cases your school board submitted under the 2019-20 Capital Priorities Grant program. **Please note that information provided in this letter is strictly confidential and must be embargoed until further notification from the Ministry of Education.**

I am pleased to inform you that the ministry has approved funding to support the following project for your school board, under the 2020-21 Capital Priorities Grant program, as outlined in the table below:

Project ID #	Project	Capital Priorities	Child Care	Total
46-061	North Oakville #4 CES	\$14,499,502	\$0	\$14,499,502

Please note that for the project listed in the table above, funding is based on updated cost benchmarks communicated through the 2019-20 Capital Priorities Program and therefore reflects a four percent increase to recognize rising construction costs. This increase does not apply to any previously-approved projects.

The funding approved for your school board through the 2020-21 Capital Priorities Program represents a significant investment in school infrastructure by the Government of Ontario. Your board is responsible and will be held accountable for measures to ensure that the cost and scope of any approved projects are within the approved funding amounts.

This newly approved Capital Priorities project brings the ministry's total capital investment in your board to a total of \$181.3 million for 15 projects that have been approved through the Capital Priorities, School Consolidation Capital and Child Care Capital Programs over the years.

Appendix A provides a table showing how funding was determined for the approved project.

Your funding approval is conditional upon the 2020-21 Grants for Student Needs (GSN) regulation by the Lieutenant Governor in Council.

Accountability Measures for Approved Projects

As a reminder, school boards must receive ministry approval if the total cost of a capital project exceeds the funding source amounts approved by the Ministry. School boards are expected to ensure adequate controls are in place in managing project budgets. Furthermore, school boards are reminded that they are to seek a revised Approval to Proceed with additional funding sources identified if they anticipate any costs that cannot be addressed through contingency funding or other identified savings within their existing project Approval to Proceed. Excess costs incurred

prior to receiving ministry approval may remain the responsibility of the school board and may impact future Capital Priorities project approvals for school boards.

Site Acquisition, Demolition and Unique Site Costs

The ministry has funding available to address costs related to site acquisition and preparation for project construction costs that are not included in the ministry's capital funding benchmarks. Additional funding will be provided to school boards based upon submission of a detailed estimate with supporting engineering reports. Eligible costs include, but are not limited to:

- the acquisition of a site for new school construction;
- the acquisition of lots adjacent to existing schools for school expansion, including child care centres and community hubs;
- site improvements to make the sites suitable for construction, such as soil remediation, additional fill or demolition of existing structures; and
- addressing extraordinary municipal requirements.

School boards are to seek funding approval for these costs prior to incurring any costs. Costs incurred prior to receiving ministry Approval to Proceed (ATP) may remain the responsibility of the school board.

Change in Project Scope

If your school board chooses to amend the project scope approved through the 2020-21 Capital Priorities Program at a later date, you are required to inform your Capital Analyst prior to engaging your architect regarding the new proposed scope to confirm whether a revised Minister's approval is required. School boards may not proceed with project designs for scope amended projects without ministry approval.

If your project requires additional ministry funding, the school board may be required to forfeit its project approval and re-submit a revised Capital Priorities business case with the alternative project scope.

In addition, any changes to the approved child care capital component of the project will require the approval of your Consolidated Municipal Service Manager or District Social Services Administration Board (CMSM or DSSAB) and you will be required to re-submit a revised *Joint Submission – Capital Funding for Child Care* form.

Child Care Projects

The child care funding allocation you have received can only be used to address capital costs related to the creation of child care rooms. As a reminder, prior to requesting an ATP, school boards are required to provide the Ministry of Education's Child Care Quality Assurance and

Licensing Branch with a floor plan of any child care space. Once the space has been approved, a floor plan approval letter will be issued to your school board. This letter must be sent to the Capital Analyst when requesting the ATP. If you require further information about the floor plan approval letter process, please contact the ministry's Child Care Quality Assurance and Licensing Branch at 1-877-510-5333 or email childcare_ontario@ontario.ca. All child care rooms must be built in accordance with the *Child Care and Early Years Act, 2014* (CCEYA).

Payment

The Capital Priorities Grant, Full Day Kindergarten, and all associated child care funding will operate on a modified grant payment process, where cash flow is based on school board spending. There are two annual reporting periods for these programs:

- For the period of September 1st to March 31st, all related expenditures are recorded in the school board's March Report; and,
- For the period of April 1st to August 31st, all related expenditures are recorded in the school board's financial statements.

School boards will also be funded for the short-term interest costs related to these capital programs reflecting that cash flows will occur on a semi-annual basis. The short-term interest payments will be calculated in a manner similar to how they have been calculated for other eligible capital programs.

Ministry staff are committed to working collaboratively with your school board to provide guidance and respond to questions as your school board considers the development of future capital plans, including requests for Capital Priorities funding.

To assist boards in planning for upcoming capital funding programs, we are pleased to inform you that the ministry is anticipating the launch of a Child Care Capital Program to support the submission of board requests for child care centre only projects that are not associated with Capital Priorities, in the near future. The ministry is also anticipating the launch of the 2021-22 Capital Priorities program, inclusive of a request for new business cases, in the Spring of 2021. We look forward to providing you with additional details for Capital Priorities in the new year.

Please refer to the Appendix B – Communications Protocol for detailed requirements regarding public communications, events and signage related to the project. Should you have any communications-related questions, please contact MinistryofEducation@ontario.ca.

We would like to take this opportunity to thank you and your staff for your assistance and support throughout this process and look forward to continuing to work with your school board.

Should you have any questions regarding your Capital Priorities and/or child care requests, please contact your Capital Analyst, Sarosh Yousuf at 647-278-4622 or via email at Sarosh.Yousuf@ontario.ca.

Sincerely,

Original signed by:

Didem Proulx
Assistant Deputy Minister
Capital and Business Support Division

Attached:

Appendix A – Details of Approved Projects

Appendix B – Communication Protocol Requirements: Public Communications and Events

- c: Aaron Lofts, Superintendent of Business Services and Treasurer of the Board, Halton Catholic District School Board
- Paul Bloye, Director, Capital Program Branch
- Andrea Dutton, Director (A), Capital Policy Branch



Student Trustees Update	Item 10.1
November 3, 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

Achieving

As Student Trustees we are continuously looking for ways in which we can further enrich students' educational experiences. As of our last Senate meeting, we have implemented five , working subcommittees for each Student Senator to join. These committees allow Senators to work on initiatives as it pertains to their operational area, and they are to advise Student Trustees on relevant topics when appropriate. This is all to make the Student Senate a more productive governing body, as it elevates Senators responsibility, accountability, and levels of involvement. Our Student Constitution has been put back under review, and the vote has been deferred to our November 24, 2020 meeting. In coordination with senior board staff, we have developed a Student Well-being survey regarding our return to school during a pandemic. We estimate that the data from this survey will be presented at the December 1, 2020 Regular Board Meeting. All in efforts to spark fruitful conversation in ways that we as a Board can further support our many students, in these unprecedented times. Lastly, we three Student Trustees attended OSTAAECO's Fall General Meeting which ran from October 22-25, 2020. We participated in professional development sessions, breakout groups, and listened to guest speakers – most notably, Minister Stephen Lecce and Deputy Minister Nancy Naylor.

Believing:

As we continue to venture into the unknown it is important we remain devout in our commitment of faith and ensure each decision we make as a Board is rooted out of our Catholic values. In efforts to strengthen our faith as a community, we have recently opened closing prayer to our Lead Senators during our monthly senate meetings. This helps create



student engagement while promoting the development of Catholic graduate expectations in our students. We will continue to expand opportunities that incorporate our faith for the Student Senators, and our school communities to engage and partake in. We have to believe that we will get through it together, we will succeed together. We have to believe that there's tomorrow so we can give all we have today for a better future. We have also created initiatives for Student Senate to encourage them and believe that they can make a change, as well as to believe that their opinion matters and is heard. It also gives them self-respect and motivation to go beyond and outside of the box. Believing that there's a brighter future is always what we need and what we are working to provide to every single student.

Belonging

During these last few weeks, the Student Senate account has accomplished a social media campaign against cultural appropriation. We brought up this initiative as it is a topical issue that often occurs on Halloween.

The goal of this campaign was for people to use it as a resource. It included a guide that defined cultural appropriation and gave examples of cultural appropriative costumes. It also detailed its impact on racialized people, and how it is upheld by privilege. Finally, it included questions to ask oneself to avoid cultural appropriation.

We had an overwhelmingly successful response from this campaign, which can be found on Instagram and Twitter. We would like to thank Sita Jayaraman, Senior Manager, Human Rights and Equity and the Student Senate Staff Advisors, Ms. Ellison, and Ms. Taylor, for all of their help and support.

Report Prepared & Submitted by: N. Gubert
Student Trustee, North Halton

K. Kelly
Student Trustee, Burlington

J. Roshdy
Student Trustee, Oakville

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



OCSTA 2021 AGM Resolutions	Item 10.2
November 3, 2020	

Alignment to Strategic Plan

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

Purpose

The purpose of this report is to inform Trustees of the process for submitting resolutions to the OCSTA AGM.

Background Information

The OCSTA AGM will take place on April 14 - 16, 2021. The resolution process provides member boards with the opportunity to shape the work of the Association by bringing important issues, which have provincial implications to the attention of all trustees in the province.

Comments

Delegates will consider and vote on all resolutions received from OCSTA members. During the year, important issues of a provincial nature that arise at the board level may be used to develop resolutions for OCSTA. Resolutions for the OCSTA 2021 Annual General Meeting may be submitted at any time up until the deadline of January 29, 2021.

The attached memo includes all details for the preparation and submission of Resolutions.

Conclusion

Resolutions should be submitted to the Chair by Thursday January 14, 2021 in order to be considered by Trustees at the January 19, 2021 Regular Board Meeting.



Report Prepared &
Submitted by:

Vincent Iantomasi
Chair of the Board



Ontario Catholic School
Trustees' Association

Guidelines for Preparing Resolutions

To improve the effectiveness of the resolution process, we ask boards to review the following guidelines.

Resolutions are your opportunity to shape the work of the Association by addressing problems, solutions or concerns, which affect Catholic education in Ontario. **A resolution approved by the membership at the Annual General Meeting calls for priority action by OCSTA and the commitment of OCSTA resources to address the particular issue outlined in the resolution.**

- A. All Resolutions will be reviewed by the Resolutions Committee and a Committee Recommendation will be added to each Resolution. Committee Recommendations will be guided by the following criteria.**

The resolution:

- a. Is in keeping with the Mission, Vision and Strategic Priorities of the Association.
- b. Is of a provincial nature and addresses an area of concern for the province's Catholic school boards is a matter that requires attention or action.
- c. Is written in language appropriate for province-wide consideration (language contained in resolutions is often incorporated into subsequent communications to the government or other relevant parties).
- d. Is accompanied by substantiated rationale.
- e. Does not deal with education funding issues.
 - OCSTA addresses education funding issues in the Annual Finance Brief to the Minister and submission to the yearly Pre-Budget Consultation. Boards are encouraged to submit education funding issues requiring Association action and advocacy **by the middle of October.**

B. Steps in Preparing a Resolution

1. Review the Mission, Vision and Strategic Priorities of OCSTA.
2. Identify the concern. Be sure the concern is a matter of **province-wide** scope.
3. Research and gather sufficient supporting background materials to substantiate the resolution. If the concern has been presented/dealt with in a previous resolution, review the outcome of that process to assess what changes in approach/additional information might be useful.
4. Write the resolution in the following proposed format taking care to ensure that:
 - a. Each "*Whereas*" is accompanied by adequate background material.
 - b. The "*Therefore be it Resolved*" directs OCSTA to take specific action.

C. Writing A Resolution

Structure

The resolution should be assigned a succinct title that identifies the problem or issue (or its proposed solution). There should be two parts to the resolution: a preamble followed by a resolving clause (or clauses).

1. Preamble

The preamble is a brief statement of background or rationale coming before the resolving clause(s). The purpose of the preamble is to provide information without which the point or the merits of a resolution are likely to be poorly understood.

Each clause in a preamble is written as a separate paragraph, beginning with the word “WHEREAS”.

2. Resolving Clauses

A resolving clause indicates what action(s) is to be taken given the “WHEREAS” clause(s) in the preamble. If more than one action is being recommended, the “Therefore be It Resolved” portion should be divided into a), b), c), etc.

3. Submission Statement

Please include the following information in the submission statement.

[Mover’s Name]
[Secunder’s Name]
[Board Name]
[Topic]

D. **Submission Deadline Date**

The **final** deadline date for receipt of resolutions in the OCSTA office is **12:00 p.m. EST, January 29, 2021**. We encourage boards to submit their resolutions at any time from May to January by email to Connie Araujo-De Melo at cdemelo@ocsta.on.ca.

E. **Regulations**

Please see the attached current regulations regarding submission and presentation of resolutions at the AGM.

These guidelines, the enclosed template and the resolution session procedures are provided as a reference that we hope you will find useful in preparing effective resolutions for your Association and Catholic education in Ontario.

Template

Please **do not use** tables, text boxes or any type of graphic or letterhead. The type of font to be used in this document is **Times New Roman 12pt**.

The following example is taken from a Resolution dealt with at a previous AGM and is provided for your reference.

Moved by: [Mover's Name] **[Board Name]**
Seconded by: [Secunder's Name]
Topic: [e.g. Vacancies on School Boards]

Whereas: from time to time a vacancy occurs in the office of a member of the board;
and

Whereas: according to Section 221(1) of the *Education Act*, the vacancy must be filled
by either a by-election or by appointment; and

Whereas: boards choosing to appoint a new trustee will, most commonly, engage in an
open and fair process of selection; and

Whereas: the *Education Act* requires that the process be fully completed within 60
days of the office becoming vacant; and

Whereas: the 60 day time period may encompass a part of the year (e.g. Christmas,
summer months, March Break) when board operations and processes are
reduced, thus making the timelines very tight and, potentially,
unmanageable;

Therefore be it Resolved that:

OCSTA petition the Ministry of Education to review the section of the *Education Act* which
relates to trustee vacancies with a view to extending the timeline by either increasing the number
of days or altering the requirement that the process be completed within a designated number of
regular school days.

*If you have any questions regarding this template please contact Connie Araujo-De Melo either by
telephone at 416-932-9460 ext. 226 or by e-mail at cdemelo@ocsta.on.ca.*

Explanation of Committee Recommendations & Resolution Session Procedures

Resolution sessions will be conducted using “**Robert’s Rules of Order**” and the provisions of the OCSTA Constitution. The chairperson of the session will ensure compliance with their rules.

Explanation of Committee Recommendations

The **Resolutions** Committee will study the resolutions and offer recommendations on the best way to meet their intent. The recommendations and their implications are:

- i. **Approve**
The direction given in the “therefore be it resolved” section of the resolution will be carried out.
- ii. **Approve and refer to the committee for appropriate implementation.**
The resolution will be forwarded to the designated committee for implementation.
- iii. **Receive and refer to the committee for study.**
The resolution will be forwarded to the designated committee for study. Following the study and receipt of the committee’s recommendation, the Board of Directors will determine whether or not the resolution will be implemented.
- iv. **Not support**
No action will be taken.
- v. **No recommendation**
The committee is not making any recommendation with respect to the resolution.
- vi. **No action required**
The intent of the resolution has been met. No further action will be taken.

Resolution Session Procedures

Delegates wishing to speak to a resolution must go to one of the floor microphones and state their name and the name of the board they represent.

The mover of a resolution will have the opportunity to be the first and last to speak to that resolution. Other trustees may speak **once** to a resolution.

The chairperson may declare a motion out of order giving the reasons for doing so. The chairperson’s decision may be challenged by a majority vote of those voting delegates at the session when the vote is called.

Voting will be by a show of hands. Delegates carrying proxies must have and show proper identification - i.e. proxy badge. Ballots will be provided in the event that a vote by ballot is called for.

Note Re Quorum: *Quorum for the transaction of business at any meeting of the Members shall require the presence in person or by proxy of not less than a total of forty (40) current Members.*

Grouped Resolutions

- a. the chair of the session will ask for a mover and seconder to approve the **grouping** of various related resolutions.
- b. the chair of the session will ask for movers and seconders for the committee recommendation for each group.
- c. delegates will vote on the committee recommendation for each group.

Delegates may request that any resolution(s) be removed from a “group” to be handled individually. These will be addressed when the group from which they have been removed has been dealt with.

Resolutions Handled Individually

These will include resolutions removed from the groups, resolutions for which the committee has not made any recommendation and resolutions from the floor.

A. Resolutions with committee recommendations

1. The chair of the session will announce the resolution number and the name of the sponsoring board:
 - the chair will call for the sponsoring board to move and second **the committee recommendation;**
 - delegates will speak to the committee recommendation;
 - delegates will vote on the committee recommendation.
2. If the sponsoring board does not move the committee recommendation from the floor:
 - the chair will call for the sponsoring board to move their **original resolution;**
 - delegates will speak to the resolution;
 - delegates will vote on the resolution.
3. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

B. Resolutions without committee recommendations

1. These resolutions will be handled as follows:
 - the chair will call for the sponsoring board to move their **original resolution;**
 - delegates will speak to the resolution;
 - delegates will vote on the resolution.
2. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

C. Amendments from the Floor

Amendments made on the floor relate to the “therefore be it resolved” section of the resolution and **must be written out** and handed to the chairperson. The chairperson will consider the amendment and, if necessary, discuss it with the parliamentarian or others to ensure that it is clearly understood.

- ❑ the chair will **read** the amendment;
- ❑ delegates will speak to the amendment;
- ❑ delegates will vote on the amendment;
- ❑ delegates will vote on the resolution as amended.

If the amendment is defeated:

- ❑ delegates will be asked to speak to the original resolution;
- ❑ delegates will vote on the original resolution.

D. Members’ Discussion Rights

Under Article 5.11 (*Members Discussion Right*), a Member may raise a matter for discussion at the Annual General Meeting. Subject to the provisions in Articles 5.10 to 5.10.5, and 5.11, the item may be addressed, and may be referred to a committee of OCSTA for further consideration, but it shall not be put to a vote at the meeting at which it has been raised.

If the Member continues such discussion for three minutes or more, the Chair of the meeting may interrupt the Member and permit others to speak and/or make any subsidiary motion related thereto.

Revised October 13, 2020



Ontario Catholic School Trustees' Association

Our Mission

Inspired by the Gospel, the Ontario Catholic School Trustees' Association provides the provincial voice, leadership and service for elected Catholic school trustees to promote and protect publicly funded Catholic education in Ontario.

Our Vision

Ontario is enriched by a publicly funded Catholic education system governed by locally elected Catholic school trustees who serve with faith, commitment and compassion.

The Association's **Strategic Priorities** are as follows:

1. Enhance Political Advocacy for Catholic Education

- a. Strengthen current advocacy platform by building positive new relationships and reinforcing existing ones with groups like OAPCE, OCSOA, CWL, etc.
- b. Communicate and promote current messages about the value of Catholic education to our key target audiences: parents, students, politicians, teachers, alumni, parishioners, etc.

2. Engage Trustees in an Enriched Development Program

- a. Assess the current needs and interests of members to guide development of appropriate programming.
- b. Ensure OCSTA programming provides timely and relevant content to support trustees in their roles as advocates and spokespersons for Catholic education.

3. Manage Human and Fiscal Resources to Effectively meet Changing Needs

- a. Align the work of committees, staff and fiscal resources behind structures and initiatives that support the association's three key priorities.
- b. Ensure OCSTA is structurally aligned to successfully fulfill its role as the legislated Employer Bargaining Agent for all of Ontario's English Catholic District School Boards.



OCSTA 2020 Resolutions with AGM Directives

	Board	Topic	AGM Decision
A-20	OCSTA	Resolution to Amend OCSTA By-Law 2019-01	Approve
1.	Dufferin-Peel	OCSTA Vote Allocations	That OCSTA develop an Ad Hoc Committee comprised of up to 7 members of the OCSTA Board of Directors to consider and research resolutions 1-6 and other governance and operating issues relating to OCSTA.
2.	Toronto	OCSTA Membership Fee Structure	That OCSTA commission a study to be conducted by an independent organization to research and recommend how OCSTA determines its membership fees through the OCSTA Board of Directors prior to the 2021 OCSTA AGM.
3.	Halton	Amendment to OCSTA By-Law relating to Class of Membership & Criteria for Determining Regions & Representation	That OCSTA develop an Ad Hoc Committee comprised of up to 7 members of the OCSTA Board of Directors to consider and research resolutions 1-6 and other governance and operating issues relating to OCSTA.
4.	Halton	Amendments to the By-Laws Relating Generally to the Conduct of Its Affairs	That OCSTA develop an Ad Hoc Committee comprised of up to 7 members of the OCSTA Board of Directors to consider and research resolutions 1-6 and other governance and operating issues relating to OCSTA.
5.	Toronto	Association Name Change	Defeated
6.	Waterloo	Term Limit for Regional Directors	That OCSTA develop an Ad Hoc Committee comprised of up to 7 members of the OCSTA Board of Directors to consider and research resolutions 1-6 and other governance and operating issues relating to OCSTA.
7.	Dufferin-Peel	Funding for Students with Diverse Learning Needs, including Special Education Needs	Approve
8.	Dufferin-Peel	Student Transportation Funding	Approve
9.	Dufferin-Peel	Parent Reaching Out (PRO) Grants	Approve
10.	Dufferin-Peel	Technology Funding	Approve
11.	Dufferin-Peel	Funding for Retrofitting/Renovating Schools	Approve
12.	Algonquin & Lakeshore	Broadband Modernization Program and E-Learning Strategy	Approve and Refer to Political Advocacy Committee
13.	Ottawa	Price on Pollution Funding	Approve and Refer to Political Advocacy Committee
14.	Ottawa	PsychoEd Assessments & Fetal Alcohol Spectrum Disorder	Approve and Refer to Political Advocacy Committee
15.	Ottawa	Single Use Plastics	Approve and Refer to Political Advocacy Committee
16.	Algonquin & Lakeshore	Executive Compensation	Receive and Refer to Labour Relations Committee
17.	Dufferin-Peel	Hard Caps in Kindergarten Classes	Receive and Refer to Labour Relations Committee
18.	Algonquin & Lakeshore	OSAP Access for Certification Program Students	Receive and Refer to Political Advocacy Committee
19.	Waterloo	Teacher Learning and Leadership Program (TLLP)	Receive and Refer to Political Advocacy Committee



	Board	Topic	AGM Decision
20.	Waterloo	Renew and increase Funding for Summer Learning Program (CODE Project)	Receive and Refer to Political Advocacy Committee
21.	Dufferin-Peel	Qualified French Teacher Recruitment & Retention	Receive and Refer to Political Advocacy Committee
22.	Toronto	Eco School Catholic Board Partnership	Approve and Refer to Catholic Education & Trustee Enrichment Committee

**2020 (24) OCSTA=2, Algonquin & Lakeshore (3), Dufferin-Peel=(8), Halton=(2), Ottawa=(3), Waterloo=(3), Toronto=(3)
2019 (37) OCSTA=1, Dufferin-Peel=15, Hamilton=1, Northwest =1, Ottawa=4, Peterborough=1, Simcoe Muskoka=7, Toronto=2, Waterloo=5**

2018 (20) OCSTA=1, Dufferin-Peel=12, Huron-Superior=1, Ottawa=1, St. Clair=1, York=4

2017 (08) Dufferin-Peel=4, Hamilton-Wentworth=1, Renfrew=1, Windsor=2

2016 (15) OCSTA=1, Dufferin-Peel=4, Kenora=1, Simcoe=3, York=6

2015 (27) Brant=1, Dufferin-Peel=4, Huron Superior=4, Kenora=1, Ottawa=1, Renfrew=1, Simcoe=6, Superior North=1, Toronto=2, Windsor=5

2014 (16): Algonquin=1, Eastern Ontario=1, Dufferin-Peel=6, Nipissing= 1, Northwest=1, Ottawa=3, Renfrew=1, Waterloo=1

2013 (16): Brant=1, Dufferin-Peel=2, London=1, Renfrew=1, Simcoe=1, Toronto=9, York=1

July 8, 2020



Ontario Catholic School
Trustees' Association

**Excerpt from
Ontario Catholic School Trustees' Association
General Working By-law 2020-1**

6. MEETINGS OF MEMBERS

6.9 Resolutions from CDSBs

Any CDSB may submit a Resolution for consideration at an Annual Meeting to address any challenge or opportunity which affects Catholic education in Ontario, subject to the following:

- 6.9.1 each such Resolution shall have been received at the Head Office of the Corporation not less than sixty (60) days prior to the date of the Annual Meeting;
- 6.9.2 each such Resolution shall have been considered and reported upon by a Committee of the Board, or by the Board of Directors;
- 6.9.3 each such Resolution shall be circulated among all CDSBs not less than thirty (30) days prior to the Annual Meeting;
- 6.9.4 each such Resolution shall be included in the notice of the Annual Meeting; and
- 6.9.5 no such Resolution shall be acted upon unless approved by a majority of the votes cast at an Annual Meeting.



Secondary French Immersion	Item 10.3
November 3, 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 information on the permanent French Immersion Program which will begin with Gr. 9 classes in September 2021.

Background Information

Planning for the creation of a Secondary French Immersion Program has been underway for many years. A Secondary French Immersion Program will allow students who have been in the Halton Catholic District School Board’s Early French Immersion Program from Grade 1 through Grade 8 to continue to develop their French Language Skills in a Secondary School French Immersion classroom.

Comments

We have Gr. 8 French Immersion classes in each of our four municipalities, and therefore Secondary French Immersion sites need to be chosen at high schools in each region of Halton. After careful consideration by Halton Catholic District School Board staff, including members of Planning Services, Curriculum Services, and members of the Senior Team, the decision has been made to hold our Secondary French Immersion programs at **Notre Dame Catholic Secondary School in Burlington, St. Ignatius of Loyola Catholic Secondary School in Oakville, the new Milton #3 Catholic Secondary School, and Christ the King Catholic Secondary School in Georgetown.** This will allow schools to use existing FSL Staff, primarily those in Extended French, to help support the new Immersion program.

Note: while the ultimate destination for the French Immersion site will be the new Milton #3 Catholic Secondary School, it has been determined that the interim location for this program will be Bishop P.F. Reding Catholic Secondary School in Milton. Again, this allows us to use the existing FSL staff at Bishop P.F. Reding Catholic Secondary School to support the new Immersion program.



For students to complete the Secondary French Immersion Program, this will require them to complete ten high school credits with instruction in French. Students will take the following courses in French to allow them to complete their program requirements:

Grade	Compulsory Credits	Code	Number of Credits
9	<ul style="list-style-type: none"> French Immersion, Academic Issues in Canadian Geography Religious Education 	FIF1D CGC1DF HRF 101	3
10	<ul style="list-style-type: none"> French Immersion, Academic Canadian History since World War I Civics and Citizenship (0.5 credit) Career Studies (0.5 credit) Religious Education 	FIF2D CHC2DF CHV2OF GLC2OF HRF201	4
11	<ul style="list-style-type: none"> French Immersion, University World Religions and Belief Traditions 	FIF3U HRF301	2
12	<ul style="list-style-type: none"> French Immersion, University 	FIF4U	1

These 10 credits will allow students to complete the French Immersion program requirements, while also aligning with the credentials that existing teachers have in our 4 Secondary School sites. Each school will also consider offering electives, based on teacher qualifications and student interest.

Transportation:

[Policy II-51 – Optional French Programming](#) and [Procedure VI-53 – Optional French Programming](#) will have to be updated to reflect this new program.

Conclusion

The pertinent information in this report will be shared with parents of Gr. 8 French Immersion students and posted on our Board website. A virtual French Immersion information night will be held for Gr. 8 parents on November 12, 2020 and these details will also be communicated with parents.

The planning for Secondary French Immersion has been underway for many years, and we are very excited about the opportunity to offer this program in each of our municipalities beginning September 2021.



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

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

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

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: October 5, 2020
 Time: 7:00 pm
 Location: Microsoft Teams

Members Present	B. Agnew (Chair)	M. Lourenco
	M. Arteaga	P. Moran
	R. Barreiro	M. Murphy
	N. Guzzo	R. Quesnal
	D. Hotopeleanu	D. Rabenda
	H. Karabela	T. Veale
	J. Lim	

Staff Present

- S. Balogh, Superintendent of Special Education Services
- G. Brown, Chief of Mental Health Programming
- P. Codner, Chief Social Worker
- P. Daly, Director of Education
- O. Foese, Chief Psychologist
- D. Kollee, Chief of Speech Language Pathologist
- J. O'Reilly, Special Education Coordinator
- S. Teremy, Manager, Educational Assistants

Members Excused

- A. Louca-Ricci
- M. Duarte

Members Absent

- T. Beattie
- D. Bardon
- C. Parreira
- Y. Taylor

Recording Secretary A. Hughes

1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer

The meeting opened at 7:01 p.m. with a prayer led by the Chair.

1.2 Approval of Agenda

Moved by: N. Guzzo

Seconded by: R. Barreiro

RESOLVED, that the agenda be accepted as received. **CARRIED**

2. Presentations

2.1 Return to School Special Education Services (Special Education Staff)

B. Agnew introduced Special Education Staff that were present. Staff presented a PowerPoint on the Return to School for Special Education students. Staff concluded by answering questions. The presentation is attached.

3. Actions to be taken

3.1 Minutes of the June 15, 2020 SEAC Meeting

Moved by: N. Guzzo

Seconded by: D. Rabenda

RESOLVED, that the minutes of the June 15, 2020 SEAC Meeting be approved as presented.

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

3.2 Minutes of the August 17, 2020 SEAC Meeting

Moved by: N. Guzzo

Seconded by: D. Rabenda

RESOLVED, that the minutes of the August 17, 2020 SEAC Meeting be approved as presented.

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

3.3 Minutes of the September 28, 2020 SEAC Meeting

Moved by: M. Lourenco

Seconded by: R. Barreiro

RESOLVED, that the minutes of the September 28, 2020 SEAC Meeting be approved as presented.

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

4. Declarations of Conflict of Interest

No conflicts of interest were declared.

5. Business Arising from Previous Meetings

6. Special Education Board Policy Review

There are currently no policies that need to come to SEAC for review. B. Agnew will email the policy review schedule to members.

7. Action and Information Items

7.1 Policy II-40 Bullying Prevention and Intervention Working Group

B. Agnew referred to N. Guzzo to explain to members that a decision was made to review Policy II-40 Bullying Prevention and Intervention through a working group. N. Guzzo described the goal of the working group is to review the policy and get feedback from stakeholders; that one lead and one alternative was required from SEAC. B. Agnew inquired if any members would like to volunteer to take part in the working group. R. Quesnal volunteered. Any other members that were interested were asked to email B. Agnew.

7.2 SEAC Member Invitation for Focus Group on School-Based Rehabilitation Therapy Services

B. Agnew reviewed the email that was sent inviting SEAC members to participate in an online focus group on School-Based Rehabilitation Therapy Services. If members are interested, they were informed to contact the individual in the email to participate in the study.

7.3 Uniform Committee Report

P. Moran and M. Lourenco were representatives from SEAC on the Uniform Committee and provided an update to members on the process of the uniform committee working group to select a preferred vendor. Members were informed of the willingness of vendors to accommodate specific student needs, that feedback was provided from a SEAC perspective and that the SEAC voice was heard. The selected vendor will be shared with SEAC once it is made public.

7.4 Equity and Inclusion Committee Report

B. Agnew updated members on the Equity and Inclusion Committee, that it is comprised of several different stakeholders with SEAC representation, explained topics the committee reviews and that action items are implemented. Upcoming meeting agendas can be shared for members to be informed on what the committee is working on. If members would like comments to be brought forward to the committee, please email B. Agnew.

Members were informed of an international initiative called “International Day of Persons with Disabilities”, that is recognized on December 3rd. The theme this year is “Not All Disabilities are Visual”. B. Agnew explained that she would like a notice of motion to go to the Board of Trustees in order to implement this day as a day of recognition. B. Agnew asked members to send their thoughts.

B. Agnew communicated that if SEAC members are interested in a committee to inform her.

8. Communications to SEAC

8.1 Superintendent’s Report

S. Balogh pointed out that most of her updates were captured in the Return to School Special Education Services presentation and thanked staff for the presentation. The following additional items were updated:

Learning Disabilities Association Parent Support Workshop: J. O’Reilly and S. Balogh spoke at the workshop on the return to school process in the Halton Catholic District School Board and participated in a moderated question and answer session with participants. S. Balogh thanked J. O’Reilly for her participation and the staff leads for their contributions to the presentation.

Special Education Coordinator: S. Balogh acknowledged J. O’Reilly, as the new Special Education Coordinator.

Staff Development: The first new SERT and SET in-service of the year was held on September 21. Several topics were covered to support the staff who are new to their roles. Professional Development has also been provided to the newly hired Gifted SETs for the virtual classes and the newly hired SET for Structured Teaching virtual class.

Empower Reading: The new Empower Reading teachers were trained in September and schools are in the process of planning the support at each school site.

Virtual Geneva Centre Symposium: Behaviour Analyst and Psychology staff are scheduled to attend in November.

Mental Health and Well Being: School Mental Health Ontario has provided a toolkit with resources to support the mental health of students, families and staff. Many resources/links were used for the planning of the PA Days and the toolkit will continue to be an active resource in schools for future professional development planning. Tips and resources for families are available on the Board site through the Return to School plan. It includes key messages and resources for speaking with children about Covid-19 and many community resources. We will be continuing with the Tip of the Month and a Twitter feed for Mental Health is being developed.

8.2 Trustee Report

N. Guzzo reported on:

- There were several special Board of Trustee meetings throughout the summer to discuss the back to school planning.
- The GSN came in late June. The 2020-2021 budget estimates were presented at the July 29th special Board meeting.
- The August 19th special Board meeting included the last back to school re-opening plan.
- The last two meetings have been the regular called meetings, with the next meeting being October 6th.
- There have been a few different motions that were passed: masking was mandated for JK to grade 3 with medical exemptions applied, there are terms of reference set up for a stem extracurricular engagement committee that will be formed in October, a motion was presented to cap class sizes to 25.
- The Anti Bullying policy was discussed.

9. SEAC Discussion

M. Lourenco inquired if there had been a response to the letter that was sent to the Minister of Education in June regarding concerns with the Minister's Advisory Council on Special Education (MACSE). A. Hughes informed members that to date there was not a response. It was suggested to send a follow up email to the Minister. A. Hughes will send a follow up email.

A discussion occurred about updating and utilizing the Business Arising from Previous meetings chart. It was agreed to add the development of sub-committees to the Business Arising Chart. Items to be added to the Business Arising Chart will be decided on as a group. M. Lourenco agreed to draft a list of suggested topics to be added to the Business Arising Chart for members to review.

There was a discussion on the Community Consultation section of the Special Education Plan. S. Balogh indicated she would look into it to provide clarification.

B. Agnew invited members to email her if they would like items added to the meeting agendas.

10. Next Agenda: Meeting Monday, October 26, 2020

11. Adjournment

11.1 Resolution re Absentees (Chair)

Moved by: R. Quesnal

Seconded by: D. Rabenda

RESOLVED, that M. Duarte, A. Louca Ricci be excused. **CARRIED**

11.2 Adjournment and Closing Prayer (Chair)

Moved by: D. Rabenda

Seconded by: T. Veale

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

The meeting adjourned at 9:47 p.m. with a prayer led by the Chair.

Our Guiding Principles

- Prioritizing the **health, safety and well-being** of our students, staff and families.
- Developing and promoting enhanced **mental health supports and resources** for students, staff and families.
- Providing a **quality Catholic education** that is **flexible** and **engaging**.
- Creating and maintaining a **sense of community** and **welcoming spaces** in our schools and in our virtual classrooms.
- Ensuring students and staff have the **supports** needed to create teaching and learning environments that are **accessible to all**.



Safely Reopening Schools

Safely Reopening Schools

- The focus has been to safely reopen schools and board sites for the 2020-2021 school year, based on the direction and guidance from the Ministry of Education and Public Health.
- Protocols and guidance with regards to COVID-19 prevention and response speaks to the important and collective roles that everyone plays in providing a safe and healthy school environment for students, staff, and in safeguarding the broader communities in which they live.
- Health and Safety training was completed by all staff on the September PD Days and continues as required



Psychological Services Behaviour Analysts

The Behaviour Analysts (BAs) support the following processes:

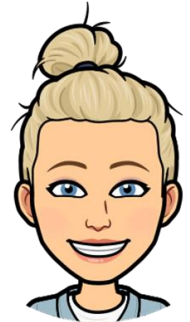
- Transition Support (TS)
- Focused Support (FS)
- Transdisciplinary Rounds (TDR)
- Tier 3 Students
- Virtual Walk-Ins and Tele-Support
- ABA for All
- Third Party Meetings and Observations



NICOLE



JODI



KATIE



MELANIE



AMY ⁶

Transition Supports:

20 + students are being supported directly by the BA on site across all FOS' to support a successful transition back to school

Tier 3 Students:

The BAs are currently working directly with 3 students who require ongoing and intensive support in school

Third Party Meetings:

Since the start of this school year the BA's have participated in 4 third party meetings

Supports for virtual/remote learners:

Currently working on formalizing this process using the information learned while supporting Summer School. Stay tuned!



ABA Walk-ins and Tele-support

Available to all staff within our Board. This year (2020-2021) HCDSB staff will be able to connect with a Behaviour Analyst virtually via Microsoft Teams

Below is a sample of topics that can be covered during this type of support:

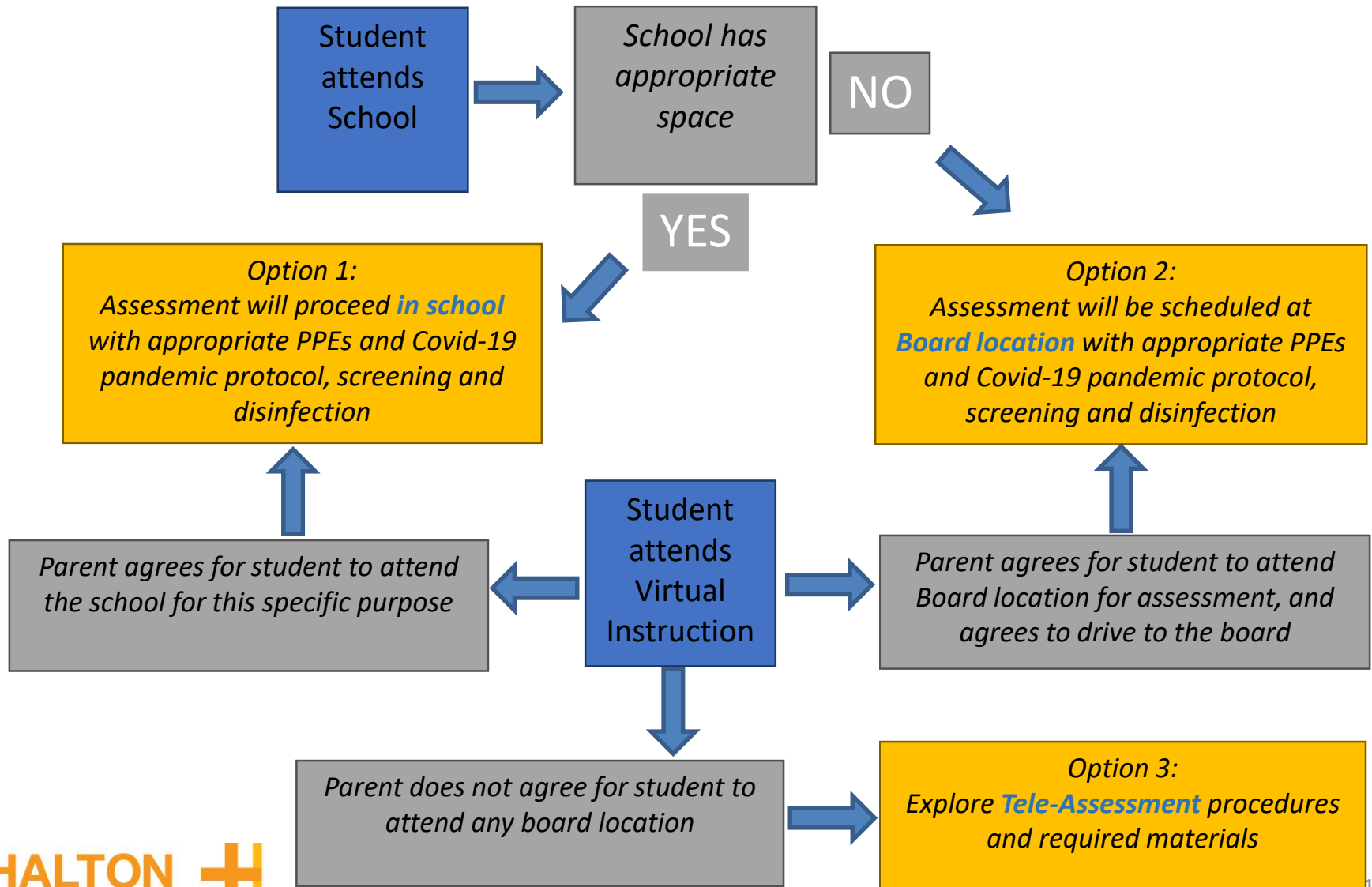
- General ABA (Applied Behaviour Analysis) questions – targeting ABA for All
- Data Collection
- Graphing data
- Behaviour Management Strategies
- Proactive strategies (i.e. Tier 1 strategies - reinforcement, prompting, etc.)
- Training supports
- Troubleshooting strategies already in place but may require adjustments

Psychology supports the following processes:



- Review of external medical and psychological reports
- Psychological Assessments have resumed with pandemic protocol
- Dedicated Mental Health Workers provide support to students via online intervention (see interdisciplinary process)
- Coming: Interdisciplinary Teams (MHWB MDT, TDR)

Assessment Options



Supporting Student Mental Health During the Return to School

Social Workers and Child & Youth Counsellors
The ABCs of a Mentally Healthy Return to School

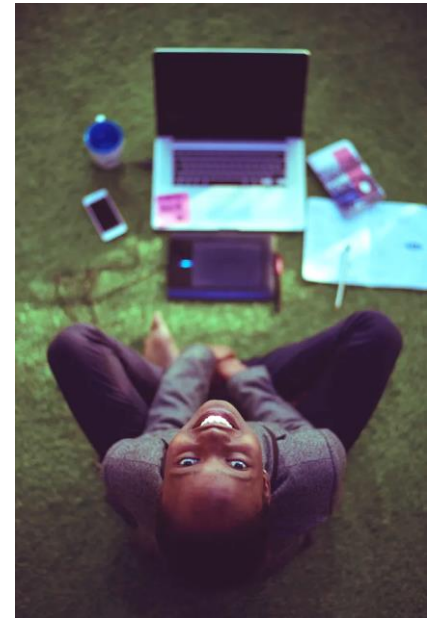
<https://smho-smso.ca/>

The ABC's of Creating a Mentally Healthy Return to School

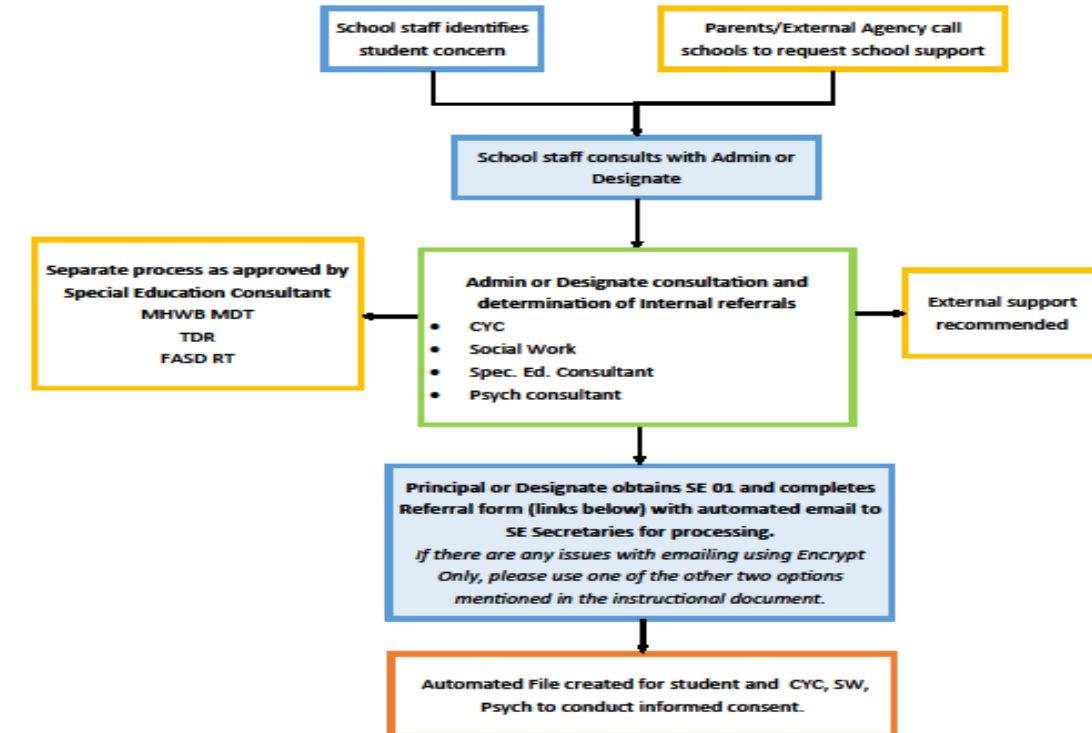
Acknowledge – We are finding our way and navigating these challenging times and we are all in this together. Validating that these are different times is important. Not only are we navigating a pandemic, we are also responding to and supporting Anti-Black Racism and the impact on students, families and all staff.

Bridge – Relationships are the bridge and most important across our different learning environments (remote learning, traditional classroom, hybrid experiences).

Connect – Some students will connect easily, others will need more active support and re-connection to feel safe, included, and engaged with school.



2020 - 2021 APSSP Support Services and Referral Process



[Glenda Brown](#) - Chief of Mental Health Programming
Manager, Child & Youth Counsellors
[CYC Referral Form](#)

[Patricia Codner](#) - Chief Social Worker
[Social Work Referral Form](#)

[Oliver Foese](#) - Chief Psychologist
[Psych Referral Form](#)

Achieving Believing Belonging

Revised September 30, 2020

Special Education Consultants

ISERTs

SERTs

Professional Development

- PD sessions provided to Department Heads, ISERTs and SERTs first week of school
- PD session for virtual teachers on special education in the virtual school
- SBRS Presentation from ErinOakKids



Resource Development



- "Using Teams to Support Online Learning" document
- "Tips for Teaching Special Education in a Virtual Environment" document

Transition Support



Tiered transition support document provided to SERTs



Transition support materials (e.g. social stories) created and posted on the "Return to School" website



Transition meetings being held



Activate BA transition support as required

Professional Collaboration



- ITEAMs have started weekly visits either virtual or face-to-face
- Review of EA Allocation with EA Managers and Consultants for new students and virtual learners
- Weekly ISERT/Consultant meetings and
- Weekly ITEAM/Consultant meetings
- Review of processes (e.g. sharing documentation) to ensure continuity of services
- Two town-halls held for the Educational Assistants to address/answer any questions or concerns around the return to school
- Ongoing site-specific meetings to address/answer questions and ensure correct PPE usage
- Continued ITeam support to our Educational Assistants in schools

Remote Learning



- Created 3 virtual specialized classes for our Gifted and STC students who opt for remote learning – supported by a SET and in the STC virtual EA support as well.
- To maintain continuity for students, SERTs at the home school will be the SERT for any remote learner
- EA's from the home school will support both in person and remote learners
- IEP's will be created in collaboration with the virtual teacher and home school SERT and administrators from the home school will sign IEP's and conduct virtual IPRCs for remote learners.

SEA Technology and Training



- Provide specialized equipment and AT equipment for students learning at school and at home
- Continue to provide technology training to students at school and learning at home

Speech and Language Services DHH/BLV Services

DHH Supports

- Supported students in summer school
- FM systems were processed and delivered to schools by September 3
- Tips sheets and video links sent to teachers to support set up of FM systems
- Supporting technology for both in-school and virtual school students
- Trialing use of Clear Mask with students who are DHH to determine effectiveness/ongoing need
- Preparing ongoing soundbytes in place of day long PD for classroom teachers



BLV Supports

Supported student who required Braille during summer school

Providing Braille materials to students who are virtual learners

Supporting teachers in adapting virtual lessons and alternative programming



SLP Supports

- Provided summer support to virtual classrooms as well as to 35 students through individualized sessions
- Review of external speech and language reports – 60 from Preschool Speech and Language Services to date
- Assessments have resumed with pandemic protocols
- Resources for mitigating impact of mask on communication and language development
- Supporting transition of students using AAC





CDA Tier 1 Supports

- Virtual Class Wide Programs for Elementary and Secondary
- Communicating in Masks
- Narrative Development
- Social Cognition Skills
- Phonological Awareness
- Conversational skills
- Discourse Skills (personal/procedural)

HALTON CATHOLIC DISTRICT SCHOOL BOARD CD SB

Communicating While Wearing a Mask

Wearing a mask can sometimes make communication more difficult, especially for people who have trouble speaking or hearing.

Masks can make it harder to communicate by:

- Muffling sounds, making it more difficult to understand speech
- Taking away our ability to read lips and see facial expressions, which help us better understand what we're hearing

Here are some strategies to improve communication while wearing a mask.

- Make sure you have your communication partner's attention
- Face your partner directly
- Talk a little louder
- Talk a little slower
- Move away from noise
- Ask your partner if they understand you
- Repeat what you heard
- Use your hands and your body language
- Use visuals or write it down
- Be patient

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