

REGULAR BOARD MEETING
REVISED AGENDA

Date: Tuesday, April 5, 2016
Time: 6:30 pm
Location: Corpus Christi Catholic Secondary School
5150 Upper Middle Road
Burlington, ON

Pages

1. Call to Order
 - 1.1 Opening Prayer: C. Kemeni
 - 1.2 Motions Adopted/Information Received In-Camera
2. Approval of the Agenda
3. Declarations of Conflict of Interest
4. Presentations
5. Delegations
 - 5.1 S. Bean, C. Suter and M. Sparrock - South Oakville PAR 1 - 4
 - 5.2 T. VanHeukelom, M. Needham and C. Needham - Southwest Burlington PAR 5 - 33
 - 5.3 L. Chan, C. Nicholson and C. Reddick - South Oakville PAR 34 - 38
 - 5.4 D. Aguirre, Southwest Burlington PAR 39 - 46
 - 5.5 K. Priestner, Southeast Burlington PAR 47 - 63
 - 5.6 O. Hoover, Southeast Burlington PAR 64 - 69
 - 5.7 T. Luther, A. Ricci and L. Guschin - Southeast Burlington PAR 70 - 90
 - 5.8 I. Vala, South Oakville PAR 91 - 96
 - 5.9 R. DeVito, Southeast Burlington PAR 97 - 155
 - 5.10 B. Mercer, Southeast Burlington PAR 156 - 188
 - 5.11 G. Vono, T. Vono and B. Neild Southwest Burlington PAR 189 - 201
 - 5.12 M. Lourenco, Southwest Burlington PAR 202 - 212
 - 5.13 M. Rudkin, Southwest Burlington PAR 213 - 216
 - 5.14 P. Temoche, Southwest Burlington PAR 217 - 224
 - 5.15 V. Tortis and Fr. Wagner, Southeast and Southwest PARs 225 - 235

5.16	P. Sharman, Southeast Burlington PAR	236 - 249
5.17	M. Meed-Ward, Southwest Burlington PAR	250 - 266
5.18	H. Krajewski, Southwest Burlington PAR	267 - 269
5.19	N. Popovacki, Southeast Burlington PAR	270 - 272
5.20	G. Anaka, Southwest Burlington PAR	273 - 281
5.21	J. Hood, South Oakville PAR	282 - 284
5.22	K. McCauley, Southwest Burlington PAR	285 - 295
6.	Approval of Minutes	
6.1	Special Meeting of the Board - March 10, 2016	296 - 303
6.2	Special Meeting of the Board - March 22, 2016	304 - 308
7.	Business Arising from Previous Meetings	
7.1	Summary of Outstanding Items from Previous Meetings	309 - 309
8.	Action Items	
8.1	Board Response to the Delegations (J. Michael)	
9.	Staff Reports	
9.1	Naming of the North Oakville Preserve Catholic Elementary School (C. Cipriano)	310 - 314
10.	Information Items	
10.1	Student Trustee Update	
10.2	Educational Field Trips (C. Cipriano)	315 - 320
10.3	Budget Report for September 1, 2015 to February 29, 2016 (P. McMahon)	321 - 327
10.4	Capital Projects Report as at February 29, 2016 (P. McMahon)	328 - 340
10.5	Release of the 2016-2017 Grant for Student Needs (GSN) (P. McMahon)	341 - 495
10.6	2016-17 Budget Estimates Update (P. McMahon)	496 - 501
10.7	Construction Report (G. Corbacio)	502 - 503
11.	Miscellaneous Information	
11.1	CPIC Minutes - February 1, 2016	504 - 507
11.2	Policy Committee Minutes - February 9, 2016	508 - 511
11.3	SEAC Minutes - February 22, 2016	512 - 516
12.	Correspondence	
12.1	Comments on the PAR Forums after Tuesday, March 22nd	
12.1.1	Burlington Southwest	517 - 518

13. Open Question Period
14. In Camera
15. Resolution re Absentees
16. Adjournment and Closing Prayer: A. Quinn

Good Evening,

My name is Stacey Bean and I'm pleased to introduce to you Michelle Sparrock and Carolyn Suter. We are here this evening, on behalf of St Dominic's school council to show support for the proposed Modified Pupil Accommodation Review Process for South Central Oakville.

On December 18th, 2016, St. Dominic Elementary School will celebrate its 60th birthday. We, along with the St. Dominic staff and parent community, feel blessed to have a school so rich in traditions and history. Many of our teachers have taught at the school for 10 plus years, and we have parents who attended St Dominic's when they were children. As such, our decision to support the Modified Pupil Accommodation Review Process was not taken lightly. The 60 years have been kind to St. Dominic and "she" has been well cared for and maintained over the years. However, as we know in this day and age, there is nothing wrong with having "a little work done" to make ourselves feel young and with the times.

A renovation to St. Dominic's would provide our children and the staff with the tools and environment necessary to realize their full potential.

21st century learning provides the students with digital literacy, critical thinking and problem solving skills. All key components that students need to develop in order to be successful in the information age.

Lighting is and always has been a key element to designing and operating schools. Studies have shown that students learning in schools with more natural lighting have better work habits, improved academics and resistance to fatigue, providing them with a more positive attitude throughout the day. The increased natural light will be welcomed by both teachers and students at St. Dominic who today, may spend a portion of their day in a classroom with no windows.

Dedicated rooms for science, music and art will provide optimal opportunities for learning. Well designed facilities can enhance both the teacher's ability to teach and the success of the student's learning experience. No longer will it be necessary for the teachers to spend time packing and unpacking their supplies as they move from classroom to classroom.

The rebuilt St. Dominic also includes a plan for a natural outdoor play area. Research has shown that natural environments have advantages over purpose built playgrounds (e.g. climbing apparatus) because they stimulate more diverse and creative play. Teachers have observed an increase in attention and focus in children after playing in natural environments compared to children playing on the school's play structure. The new play area would likely have appropriate grading to enable maximum activity levels for our children.

The proposed double gym will be a great win for the entire St. Dominic community. It will allow for one assembly that will comfortably accommodate the entire student population. When our wonderful children put on their performances there will be plenty of room for the family to

cheer them on! Special events such as our Remembrance Day assembly will be further enhanced by the larger gym and modern technology.

The population of St. Dominic has been on the rise in recent years especially at the Kindergarten level. That means we've had a lot more people driving their children to school which has made for a busier parking lot. The rebuilt school will optimize the parking and bus loops to maintain the safety of our children.

The addition of a childcare facility on the St. Dominic property will simplify life for families with children at various stages. The convenience of one pick up and drop off for the children is invaluable and will certainly make the transition to Kindergarten an easier one as the surroundings will be familiar. The combination of a modern school with a childcare facility will likely be an attraction for young families to relocate to the community.

Overall we see plenty of benefits to the plan for the entire St. Dominic community. We recognize that to achieve the end state, a relocation is required for a 12-18-month period to St. James while the rebuild is taking place. This will require adjustments to routines for many families and adjustment to a new environment for staff and students. Overall the St. Dominic School Council sees this as short term pain for long term gain for the community.

Thank you for your time this evening and providing us with the opportunity to voice our support for the Modified Pupil Accommodation Review Process for South Central Oakville.

St. Dominic Catholic School Council Presentation

HCDSB Modified Pupil Accommodation Review Process

April 5th, 2016

Stacey Bean, Michelle Sparrock, Carolyn Suter



Why We Support The Plan

- ✓ 21st century learning environment
- ✓ Natural lighting
- ✓ Dedicated science, music and art rooms
- ✓ Natural outdoor play area
- ✓ Double gym
- ✓ Improved parking and traffic flow
- ✓ New school and childcare facility will attract new families
- ✓ Short term pain for long term gain for the St. Dominic community

Speaking Notes - Lot Size and Parking Delegation

- Introduction
- The Halton Catholic District School Board states that elementary school lot size should be between 5 and 8 acres (HCDSB Operating Policy on School Sites and Facilities Criteria).
- The St. John lot is only 1.9 acres – significantly less than the 5-8 acre requirement from the board • There are zero (0) parking spots • There is no bus loop • The school was rebuilt in 1995 with a maximum capacity of 385 students in mind • The washrooms, hallways, gym and other school features are not being improved and cannot support 500+ students • The already limited outdoor play space will be reduced further with a building renovation/expansion.
- All of these legitimate issues have been intentionally downplayed and minimized by the HCDSB in their proposal.
- An honest evaluation of this proposal would clearly demonstrate that this is a poor decision and should be rejected so that viable solutions can be found.
- Only the Burlington Southwest proposal recommends a school that is less than 5 acres, doesn't include parking spaces and doesn't have a bus loop. The 1.9 acre lot is 3 times smaller than any other proposal. This is the only proposal not to include the building of a new school that can accommodate the projected number of students.
- Only in the Burlington Southwest proposal did the Board downplay issues with site size while also highlighting other external factors in an attempt to minimize the issues with the small site size.
- Unlike all other sites, St. John evaluation does not state "No parking or bus loading area on school property". Instead they overstate the lot size and use positive language to embellish other "features" like perimeter streets that take attention away from undersized site.
- St. John evaluation does not discuss the inability to accommodate more than 2 portables (mentioned elsewhere in the report) and does not state "No parking or bus loading area on school property" like it does with other site evaluations. There is also no mention of the limited playground space.
- St. Patrick is too small at 4.0 acres. St Raphael is too small at 1.86 acres and cannot accommodate a 648 pupil place facility.
- Yet, at 1.9 acres, St. John is somehow big enough to accommodate a similar amount of students?
- According to this proposal, property owned by the Church is "usable" by the Board but property owned by the Board on the actual school lot is "unusable"?????
- Usable site size listed in the report somehow includes property owned by the Diocese for St. John and then excludes property on the actual St. Paul site due to the Assumption track.
- Discuss Comments about the proposed site
- The lack of on-site parking and bus loop was downplayed significantly in the report

- There will be a major increase in the number of buses and riders attending the proposed school. There is no bus loop at St. John. How confident can parents be that their children (as young as 3) will be able to find and get on the right bus each day?
- The location can barely accommodate existing vehicles with only 45 parking spots (owned by Church). St. Paul has 107 spots that are always full at pick-up time. With the St. Paul students having to travel as far as 5.3km, there will be no walking or riding bikes to school.
- No bus loop with a plan for 8 new buses. Very limited street parking further reduced by additional buses. Parking spaces also reduced by weather (snow) and Church events (funerals).
- No bus loop - Parking lot cannot accommodate required buses - Courtland Dr. (option proposed by Board) does not have bus lane and property is not owned by the board (no costs provided) - Potential to cause bottleneck southbound on Brant St.
- School was rebuilt in 1995 with a capacity of 385 students in mind. The gym, washrooms, hallways, etc. were built to accommodate that many students – not 550+. Small outdoor play space will be further limited by building expansion, portables and need to accommodate parking and buses. No track or sports field. Almost all green space is owned by Church
- - Very limited play space owned by school - Number of students using small space will double - Absence of track, soccer or other sports field will impact existing St. Paul sports teams (soccer, track, cross country) - Grass play space not owned/controlled by Board
- School will be over 100% capacity on day 1. Board report states St. John can accommodate a maximum of 2 portables. Is that before the renovation/expansion? Number of planned portables keeps changing. What happens if enrollments projections are off? Multiple sources claim that the Board's enrollment projections are not accurate. The Drummond Report, Burlington Sustainable Development Committee, local Real Estate Agents and residents all claim that the population is expected to grow over the next 25 years. In fact, the City of Burlington's Growth Plan calls for 4750 new residential units in the combined St. John/St. Paul school districts by 2031.
- There is a major risk in planning to spend \$5 million to renovate a school that will be at maximum capacity upon opening with no options or opportunities to expand or build upon.
- Discuss sources contrary to declining enrolment projections.
- Similar mistakes made in public board
- Drummond Report findings
- Realtor Letter
- No room for growth
- Intensification from the sustainable growth document
- Summarize presentation
- The current Burlington Southwest QEW Proposal is NOT adequately researched, is NOT in the best interests of the students of St John/St Paul and is NOT in the best interests of the local residents and community.

- If declining enrollment requires a merging of 2 or more Burlington Catholic elementary schools, the board **MUST** provide a solution on a site/location that meets their own minimal standards and does not negatively impact our children and the community.

Burlington Southwest QEW School Proposal

Lot Size/Parking Concerns

Tenessa VanHeukelom
Michelle Needham
Chris Needham

HCDSB Policy on School Lot Size

The Halton Catholic District School Board states that elementary school lot size should be between 5 and 8 acres (HCDSB Operating Policy on School Sites and Facilities Criteria).

OPERATING POLICY	HALTON CATHOLIC DISTRICT SCHOOL BOARD
SCHOOL SITES AND FACILITIES CRITERIA	POLICY NO.: IV - 6 DATE : FEBRUARY 28, 1984 AMENDED : JULY 30, 1991
REQUIREMENTS FOR SCHOOL SITES:	
1. The size and shape of the site must be able to house a new school and associated outdoor facilities. Schools shall be organized as JK to Grade 8 (elementary) and Grade 9 – 12 (secondary).	
2. The size of a school site shall be as follows:	
i. for an elementary school: 3.2 ha (8 acres)	
ii. for an elementary school adjacent to an active park: 2.4 ha (6 acres)	
iii. for a secondary school: 7.3 ha (18 acres)	

Option Development Criteria – HCDSB Report from Jan 19, 2016

Criteria	Description
Site Size (approx. 5+ acres)	In order to provide for an adequate play space, parking facilities, pick up/drop off, bus loops, and other necessary exterior accommodations, a school size of five (5) or more acres is adequate.

Burlington Southwest QEW Proposal

Build addition to St. John school and consolidate 500+ students (266 from St. Paul and 297 from St. John) into the renovated St. John

- The St. John lot is **only 1.9 acres** – significantly less than the 5-8 acre requirement from the board
- There are **zero (0) parking spots**
- There is **no bus loop**
- The school was rebuilt in 1995 with a **maximum capacity of 385 students** in mind
- The washrooms, hallways, gym and other school features are not being improved and **cannot support 500+ students**
- The already **limited outdoor play space** will be reduced further with a building renovation/expansion.

All of these legitimate issues have been intentionally downplayed and minimized by the HCDSB in their proposal.

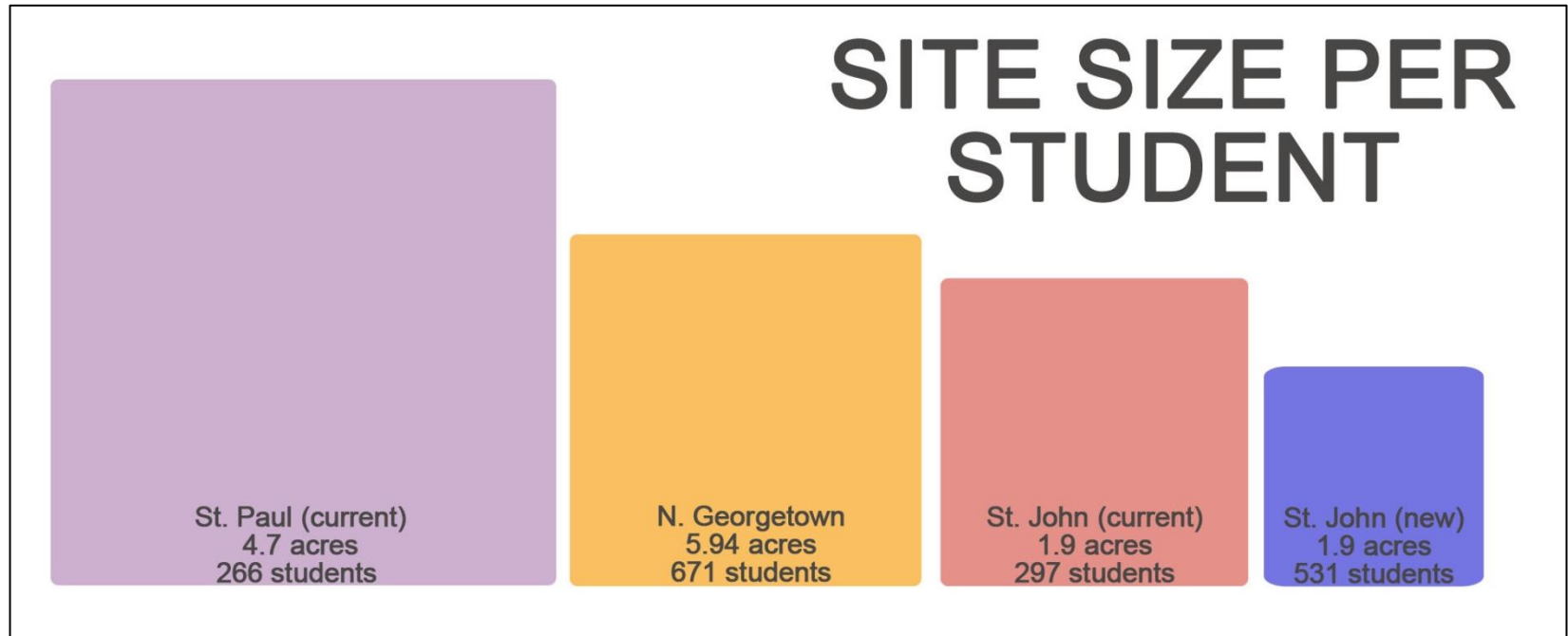
An honest evaluation of this proposal would clearly demonstrate that this is a poor decision and should be rejected so that viable solutions can be found.



Other Accommodation Proposals

Proposal	St. John/St. Paul (Burl. Southwest)		North Georgetown (New Build)		Burlington Southeast (New Build)		Oakville South (New Build)	
	Total	Per (531)	Total	Per (671)	Total	Per (648)	Total	Per (1219)
Site Size (acres)	1.9	.0036	5.94	.0089	5.75	.0089	7.10	.0058

Only the Burlington Southwest proposal recommends a school that is less than 5 acres, doesn't include parking spaces and doesn't have a bus loop. The 1.9 acre lot is **3 times smaller** than any other proposal. This is the only proposal not to include the building of a new school that can accommodate the projected number of students.



Inconsistencies in Evaluation

Only in the Burlington Southwest proposal did the Board downplay issues with site size while also highlighting other external factors in an attempt to minimize the issues with the small site size.

Evaluation Criteria: Site Size

St. Raphael	Undersized site (1.86 acres). No parking or bus loading area on school property. Parking and bus loading areas provided on the site of the adjacent St. Raphael Church.
St. Francis of Assisi (Georgetown)	Undersized site (3.46 acres). Inadequate parking and bus loading area, and play yard is quite small.
St. James (Oakville)	Undersized site (3.06 acres). No parking or bus loading area on school property. Parking and bus loading area is provided on the site of the adjacent St. James Church through a shared use agreement.
St. John	Undersized site (1.98 acres). Parking or bus loading area shared with adjacent parish St. John Church, which increases the actual total size that the Board has access to. The site has three streets on its perimeter which will greatly assist with access for pedestrians, buses and vehicular traffic.

Unlike all other sites, St. John evaluation does not state “No parking or bus loading area on school property”. Instead they overstate the lot size and use positive language to embellish other “features” like perimeter streets that take attention away from undersized site.

Inconsistencies in Evaluation

Only in the Burlington Southwest proposal did the Board downplay issues with site size while also highlighting other external factors in an attempt to influence the perception of the small site size.

Evaluation Criteria: Site Limitation

St. Francis of Assisi (Georgetown)	Cannot accommodate more than 6 portable classrooms; No further additions to the school possible.
St. Raphael	No parking or bus loading area on school property; limited playground space, with no grass
St. John	Shared parking and playground with adjacent church

St. John evaluation does not discuss the inability to accommodate more than 2 portables (mentioned elsewhere in the report) and does not state “No parking or bus loading area on school property” like it does with other site evaluations. There is also no mention of the limited playground space.

- 4) **Usable site acreage for St. Patrick School** – The St. Patrick School site is 4.0 acres which is not optimal for the proposed school size. Furthermore, the Board is not in a position to purchase any acreage from Mohawk park (as suggested by the community), as the City of Burlington has already notified staff of the parkland deficit in the area.
- 5) **Usable site acreage for St. Raphael School** – The St. Raphael School site is 1.86 acres, and cannot accommodate a 648 pupil place facility. The site is also, decentralized from the area in which it would need to serve.
- 6) **Traffic Mitigation** – The community expressed concerns of having a school located

St. Patrick is too small at 4.0 acres. St Raphael is too small at 1.86 acres and cannot accommodate a 648 pupil place facility.

Yet, at 1.9 acres, St. John is somehow big enough to accommodate a similar amount of students?

Inconsistencies in Evaluation

Figure 1: St. John School Site and St. Paul School Site Comparison



ST. JOHN (B) CES

- **Total site size:** approximately 1.96 acres in total – yellow outline
- **Usable site size:** approximately 3.96 acres
- **Play space area:** 1.65 acres – pink outline
- Adjacent to parish with existing shared use agreement
- Access to site by three (3) municipal streets – improves site functionality
- School Built in 1995 (21 years)

ST. PAUL CES

- **Total site size:** approximately 4.70 acres in total – yellow outline
- **Usable site size:** approximately 2.97 acres
- **Play space area:** 1.28 acres – pink outline (2.8 acres with running track)
- Regular shaped lot – shares site with Assumption for the Track (limited use)
- Small frontage – limited bus/vehicle access
- Potential to use lands for secondary project

According to this proposal, property owned by the Church is “usable” by the Board but property owned by the Board on the actual school lot is “unusable”?????

Usable site size listed in the report somehow includes property owned by the Diocese for St. John and then excludes property on the actual St. Paul site due to the Assumption track.

So, What Do People Say About This Site?



“The total available parking and drop-off area is inadequate for a school with approximately 300 pupils”.

- Assessment of Parking, Pick and Drop-off Areas, HCDSB Report from Jan. 19, 2016

“I can assure you that the residents have not been properly informed that the School Board is planning to undergo a major construction project, double the size of the school, increase traffic congestion in their area or use their street as a bus lane”.

- Pupil Accommodation Review Forum (feedback from someone with parent living on Courtland Drive)



“A large proportion of (St. John parent) respondents were concerned with transportation issues that would result from the plan. **Respondents were concerned with the added traffic in an already busy parking lot with poor traffic flow, and the challenges posed accessing and exiting the lot on an already busy street.**”

- Summary of St. John parent responses to online feedback survey

More Feedback from Parents

"I see a school .. that is already seriously challenged in terms of parking, pickup and drop off becoming even more burdened with a large increase to the student population."

"Proposal aims to almost double the population of St. John's school while .. decreasing the playground area... Explain that logic?"

"Not to mention the congestion on Courtland Drive at 3:00(pm) which is already almost impassable some days and they are planning to use as a bus lane. "

"Imagine not being able to back out of your driveway during school pickup times every day."

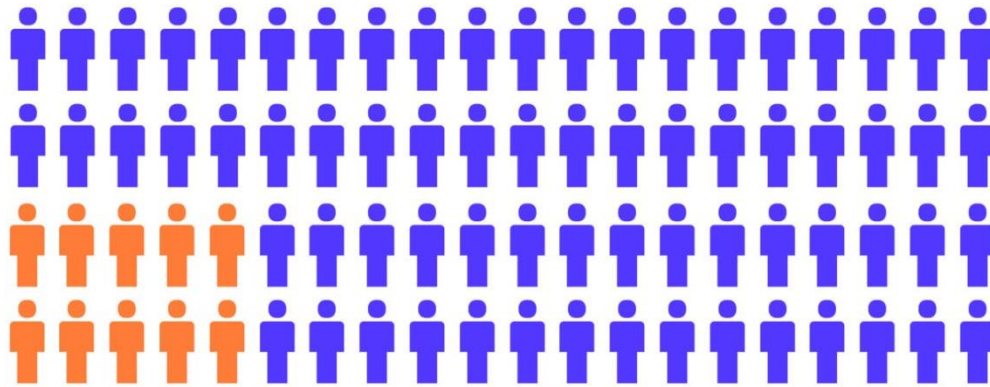
"My child goes to ST John's and the building is lovely and more modern .. but the physical space doesn't make sense. It would be better to sell the property ST John's sits on and rebuild a very modern ST Pauls. "



The Addition of 247 Bus Riders

The lack of on-site parking and bus loop was downplayed significantly in the report

TOTAL NUMBER OF BUS RIDERS



ST. JOHN

30

ST. PAUL

247

WILL GO FROM 30 RIDERS TO 277 RIDERS
(AN INCREASE OF 823%)

50%

OF ALL STUDENTS
WILL BE TAKING
A BUS TO SCHOOL

*"...the design of the
street (Brant Street)
is intended to be of
a walkable nature."*

- page 324 of report

The Addition of More Buses

There will be a major increase in the number of buses and riders attending the proposed school. There is no bus loop at St. John. How confident can parents be that their children (as young as 3) will be able to find and get on the right bus each day?



**BUSES REQUIRED TO SUPPORT
CURRENT ENROLLMENT AT ST. JOHN**



**ADDITIONAL BUSES REQUIRED TO SUPPORT
NEW STUDENTS FROM ST. PAUL**

** Based on current rate of 30 students per bus. Also assumes that one large bus is equal to two small buses in size.*

More Cars at Drop Off/Pick Up

The location can barely accommodate existing vehicles with only 45 parking spots (owned by Church). St. Paul has 107 spots that are always full at pick-up time. With the St. Paul students having to travel as far as 5.3km, there will be no walking or riding bikes to school.



St. John (Burlington)
Catholic
Elementary School

St. John

45 parking spots

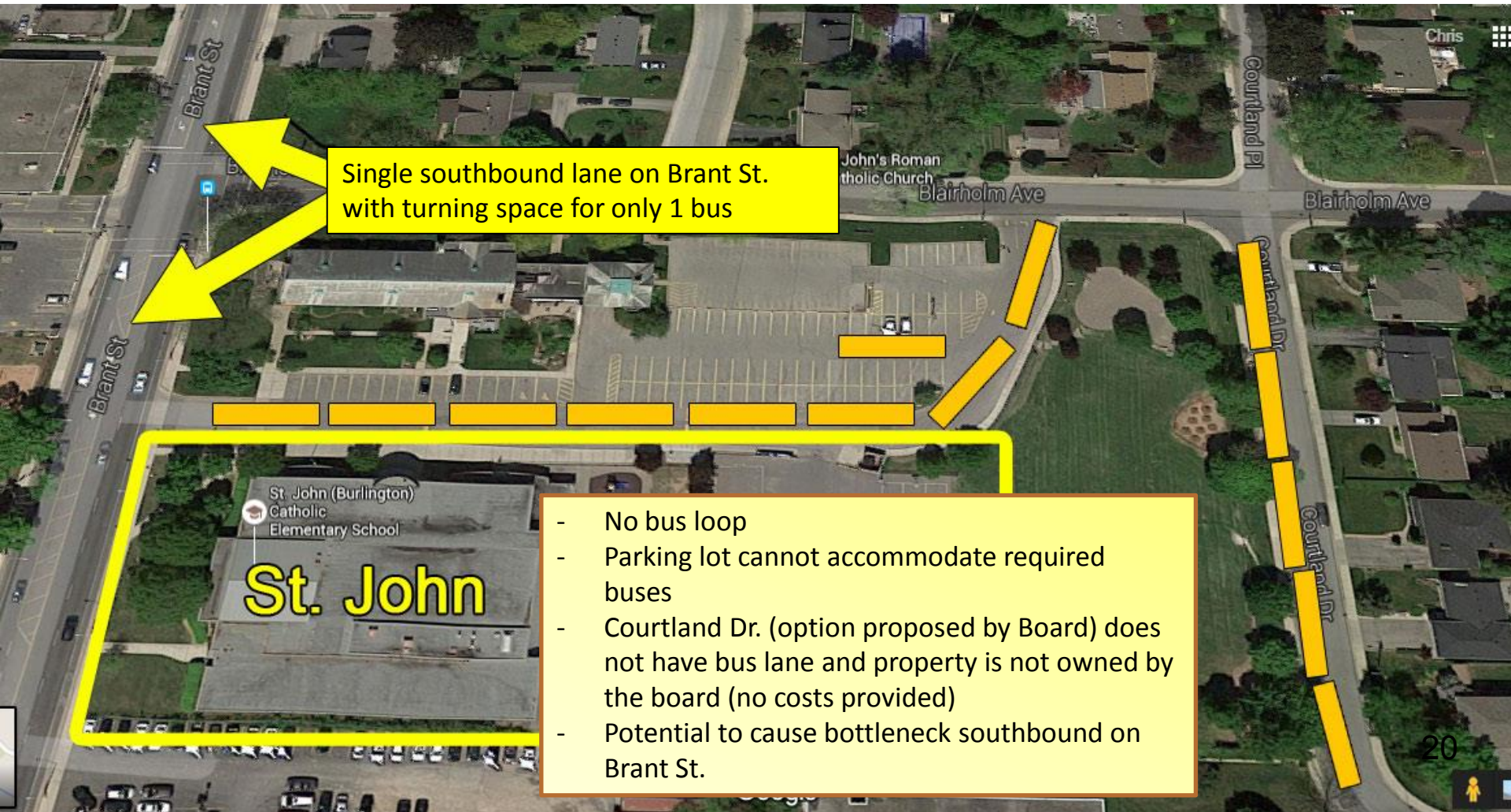
- Owned by Church
- Used for Church events

Limited street parking

- Full at pick-up time
- Some space to be used by buses?

Lack of Room – For Buses and Cars

No bus loop with a plan for 8 new buses. Very limited street parking further reduced by additional buses. Parking spaces also reduced by weather (snow) and Church events (funerals).



Single southbound lane on Brant St.
with turning space for only 1 bus

St. John (Burlington)
Catholic
Elementary School
St. John

- No bus loop
- Parking lot cannot accommodate required buses
- Courtland Dr. (option proposed by Board) does not have bus lane and property is not owned by the board (no costs provided)
- Potential to cause bottleneck southbound on Brant St.

Lack of Room – For Work and Play

School was rebuilt in 1995 with a capacity of 385 students in mind. The gym, washrooms, hallways, etc. were built to accommodate that many students – not 550+. Small outdoor play space will be further limited by building expansion, portables and need to accommodate parking and buses. No track or sports field. Almost all green space is owned by Church.

- Very limited play space owned by school
- Number of students using small space will double
- Absence of track, soccer or other sports field will impact existing St. Paul sports teams (soccer, track, cross country)
- Grass play space not owned/controlled by Board

St. John (Burlington)
Catholic
Elementary School

St. John

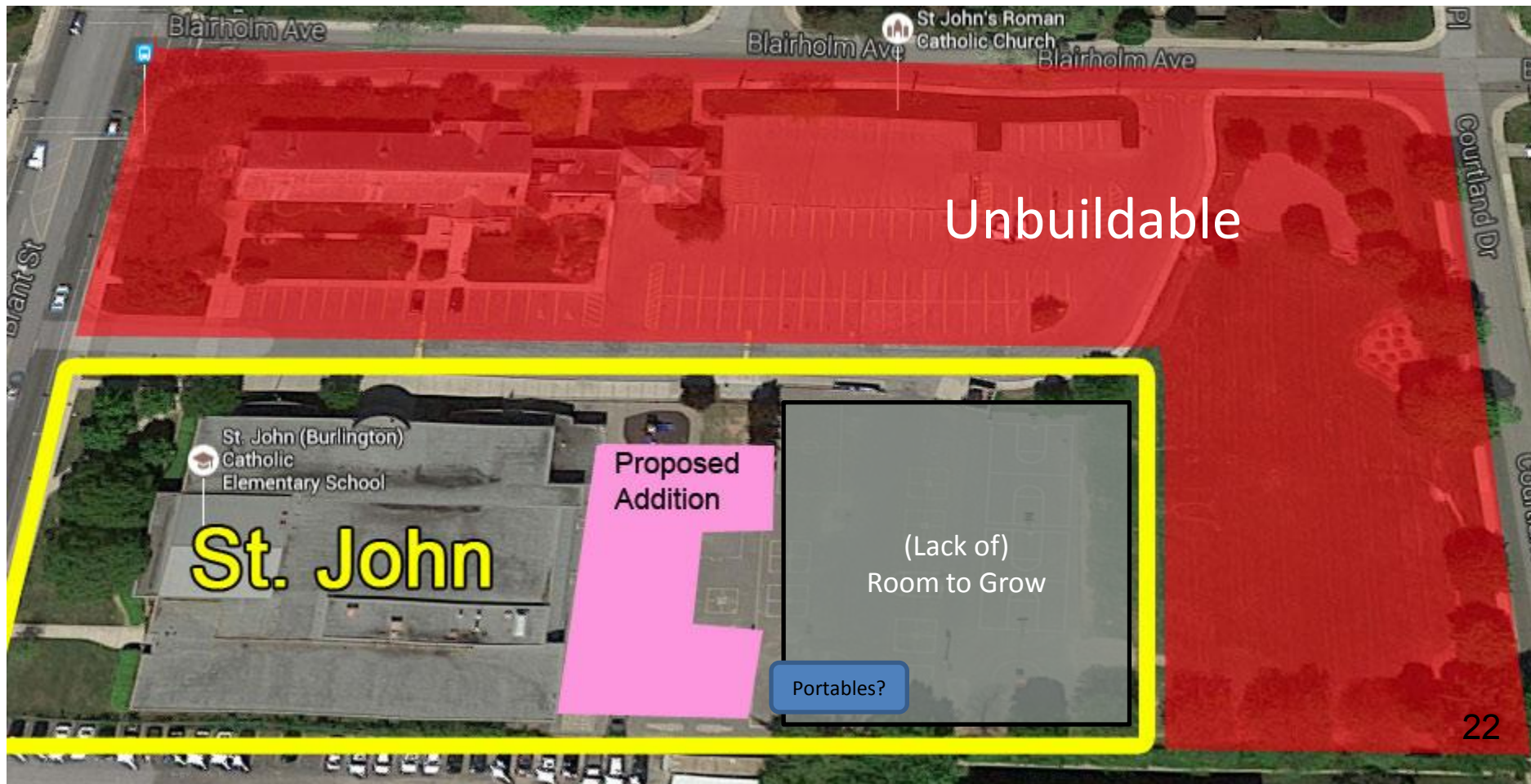
Proposed
Addition

Portables?

Proposed Path to Buses

Lack of Room – For Growth

School will be over 100% capacity on day 1. Board report states St. John can accommodate a maximum of 2 portables. Is that before the renovation/expansion? Number of planned portables keeps changing. What happens if enrollments projections are off?



Lack of Room – For Error

Multiple sources claim that the Board's enrollment projections are not accurate. The Drummond Report, Burlington Sustainable Development Committee, local Real Estate Agents and residents all claim that the population is expected to grow over the next 25 years. In fact, the City of Burlington's Growth Plan calls for 4750 new residential units in the combined St. John/St. Paul school districts by 2031.

There is a major risk in planning to spend \$5 million to renovate a school that will be at maximum capacity upon opening with no options or opportunities to expand or build upon.

"I strongly suggest a complete review of the research done which indicates a declining enrollment up to 2025. The sale of detached homes in the subject area ... has doubled since 2010. The turnover of the majority of these homes is not to mature families but rather to younger ones."

- Laura DiBiase, Royal LePage



"Enrolment is expected to keep declining until 2013–14. But enrolment will begin to rise again by 2015–16. This projected increase must be considered when planning for a period of controlled growth in the education sector."



- Commission on the Reform of Ontario's Public Services (Drummond Report)

As part of Burlington's Growth Plan, a focus will be placed on intensification – specifically targeting the downtown area, the corridor along Fairview, near transit hubs (Fairview GO) and around malls (Mapleview, Burlington). Approximately 4750 new residential units are planned to be built by 2031 in the combined St. John/St. Paul school districts.

- State of the Environment Report for the City of Burlington, June 2015²³

Summary of Concerns

The lot size of the Burlington Southwest QEW proposal is absolutely not acceptable for a school of 500+ students (as clearly stated by HCDSB).

Lack of parking and bus loop not acceptable for a school of 500+ students where 50% will be bused and another large percentage will be dropped off.

Gym, washrooms, hallways and other shared indoor spaces that are not being renovated/updated as part of this proposal were built for a maximum of 385 students and cannot support 500+ students.

No ability to address major concerns (change the lot size and add parking and/or a bus loop) without additional consultations, negotiations and costs – none of which are included in this report.

Not acceptable that a traffic study has not been completed to determine the impact on the local community and the potential for clogging the main road connecting the 407/QEW to downtown Burlington.

The full cost of implementing this proposal has not been determined and therefore this proposal does not provide enough information to responsibly move forward with an unchangeable decision impacting hundreds of families and community members.

Moving Forward

Alternative solutions will only be explored if Trustees
vote NO on this proposal

and force the board to explore additional options that consider reasonable alternatives and provide full and detailed cost estimates that can be analysed and voted on in good faith.

The current Burlington Southwest QEW Proposal **is NOT** adequately researched, **is NOT** in the best interests of the students of St John/St Paul and **is NOT** in the best interests of the local residents and community.

If declining enrollment requires a merging of 2 or more Burlington Catholic elementary schools, the board **MUST** provide a solution on a site/location that meets **their own** minimal standards and does not negatively impact our children and the community.

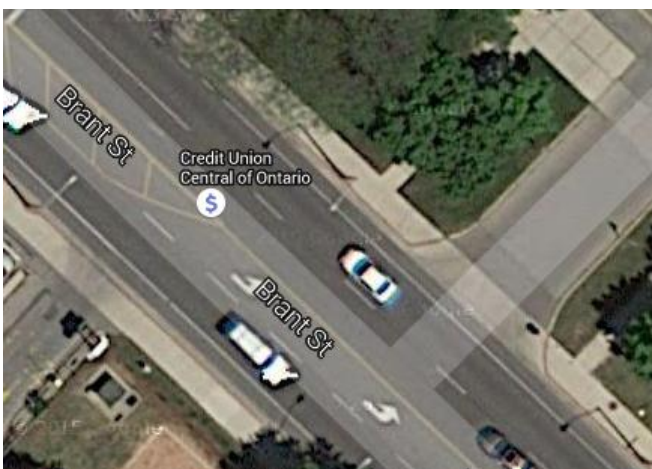
Appendix

- Brant Street – Traffic Concerns
- Proposed Bus Lane Location
- Travel Distance of St. Paul Students
- Urban Growth Projections
- Letter from Laura DiBiase, Sales Representative from Royal LePage
- St. John Facility Profile

Brant St – Traffic Concerns



There is a single lane of traffic southbound on Brant Street. Any bus or car coming south will be turning left on Blairholm or into the St. John parking lot. The turning lane for both can accommodate a maximum of 1 bus or 3-4 cars. There is no advanced green light to assist with traffic turning left on Blairholm. Anything beyond the 1 bus or 3-4 cars will cause a back-up into the only southbound lane of traffic on Brant St.



Proposed Bus Lane Location



A bus lane has been proposed on Courtland Dr. to accommodate the large increase in buses. This is a residential street that does not have the existing space to add an additional lane. The properties on Courtland look onto the greenspace owned by the Church/Diocese. Many large trees and an existing sidewalk are currently located where the Board has proposed the bus lane. The report does not provide information on the proposed design, the negotiations process with the Diocese/City, the cost to purchase/build, or any other details that would be crucial for decision-making.

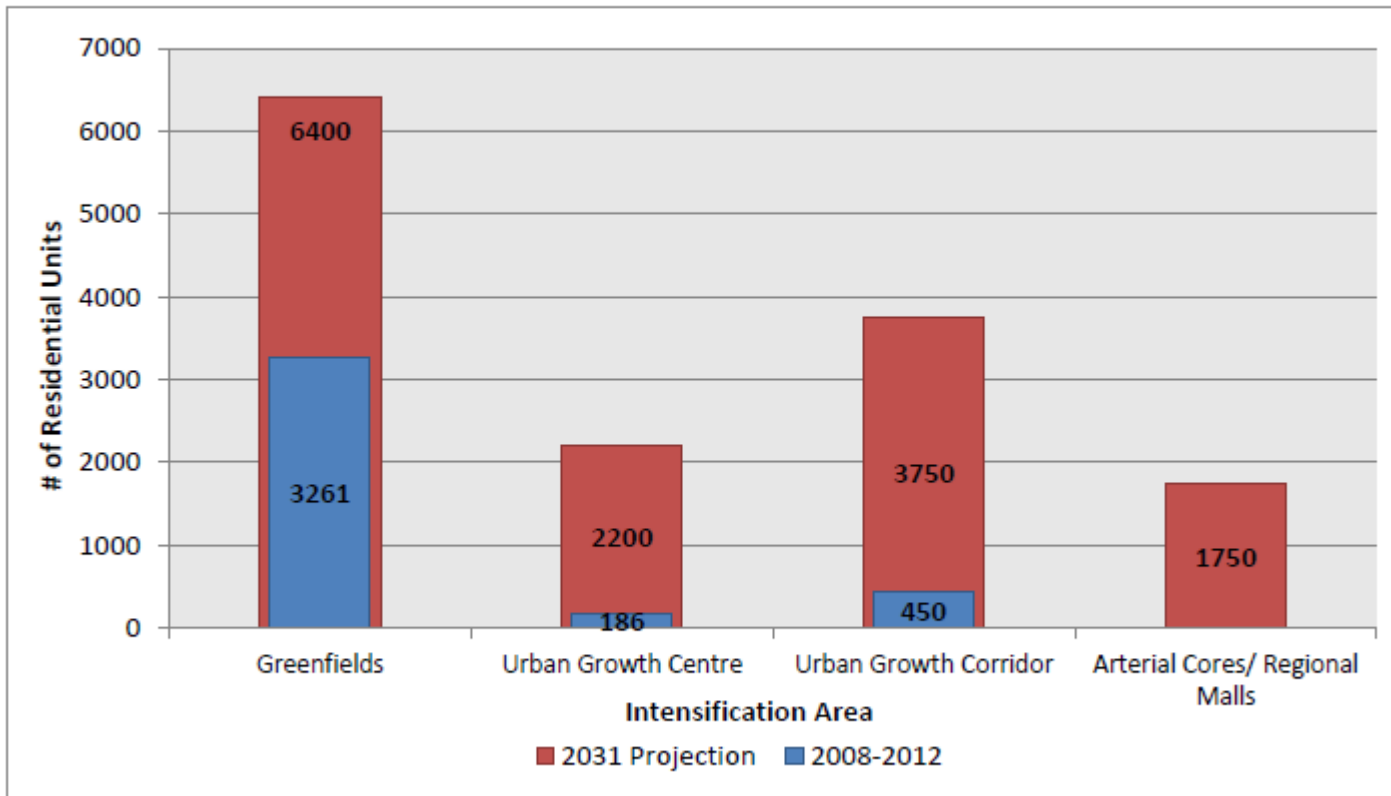


Travel Distance of St. Paul Students

- Google Maps lists the following distances from St. John to Guelph Line:
 - Along Fairview – 2.3km – 4 minutes
 - Along New St. – 2.6km – 6 minutes
 - Along Woodward – 2.1km – 5 minutes
- The vast majority of St. Paul students live East of Guelph Line, so any estimates stating an average distance of 2.4km is significantly understated
- Using the numbers provided by HCDSB:
 - Current St. John - 297 students - avg. distance of 1.32 km = 392.04 total km travelled
 - New St. John - 563 students - avg.. distance of 2.16 km = 1215.08 total km travelled
 - Take away the current St. John students and you have 266 students travelling a total of 823.04 km or an average of 3.1 km per student

Urban Growth Projections

Figure 2.6: Residential Units Built from 2008 – 2012 Compared to Residential Units to be Accommodated by 2031



Source: Official Plan Review Panel on Intensification Strategy

Page 19, *State of the Environment Report for the City of Burlington*, Burlington Sustainable Development Committee, June 2015

100% of the Urban Growth Centre is located in the St. John school district. Approximately 40-50% of the Urban Growth Corridor and 60% of Arterial Cores/Regional Malls are located in the St. John/St. Paul school district. This equates to 4750 new residential units in the combined school district by 2031

Urban Growth Projections



- Page 18, *State of the Environment Report for the City of Burlington*, Burlington Sustainable Development Committee, June 2015

March 10, 2016

Re: Potential closure of St. Paul's and St. Raphael's Catholic Elementary Schools

Laura DiBiase (Sales Representative)

To Whom It May Concern,

I have received enquires from clients considering a move to South Burlington and from clients currently residing in the area, regarding the impact of the potential closure of 2 Catholic elementary schools in South Burlington. The questions I have been asked are:

1. Why is the HCDSB considering the potential closure of 2 schools - St. Raphael's and St. Paul's?
2. Would they consider amalgamating those 2 schools?
3. How will this affect our property values and the future sale of our properties?
4. Should we consider selling now or wait to see what happens?

While I understand the situation is under review and no formal decision has been made, I would like to take this opportunity to bring to your attention some Real Estate related information:

1. **I strongly suggest a complete review of the research that was done which indicates a declining enrolment up until 2025.** The graph that was distributed at the review meeting on Tuesday March 7, 2016 at Assumption High School, showed a marginal, steady enrolment from 2012-2015 (with 2014 being higher than 2013). I would question what evidence is there to support the indication of more significant declining enrolment in the upcoming years? The sale of detached homes in the subject area over the past 5 years has doubled since 2010. The number of reported sales (DETACHED HOMES) to the Realtors' Association of Hamilton-Burlington (RAHB) is as follows: 83 (2010), 139 (2011), 137 (2012), 161 (2013), 138 (2014) and 170 (2015). The number of sales has doubled in the past 6 years. The aging population of the area is increasingly creating the need for downsizing to condominiums, smaller homes or retirement/nursing homes. Once these homes are on the market, Realtors are seeing first-time or second-time buyers viewing and purchasing the properties. A vast majority of these purchasers either have school-aged children or have yet to start a family. I believe we can agree that these new children in the community will all be attending school, either Public or Catholic. The turnover of the majority of these homes is not to mature families, but rather to younger ones. ***Please note that these numbers do not include private sales or those by outside Realtors that are not members of our local Real Estate Board.
2. Among the reasons that many people seek out a South Burlington home include: neighbourhood maturity and the location of shopping, schools (Elementary and Secondary), and places of worship within close proximity to each other. With public schools remaining within walking distance (or at least closer) for many, I believe it to be fair to assume that several families will consider removing their children from the Catholic school system. **This in itself would cause a decline in enrolment.**
3. Schools are very important and play a key role for many new home purchasers. The closure of the 2 schools will not be an advantage to the area. It is of my opinion that it will contribute to a lacking sense of Community as a direct result of the distance between Elementary and Secondary schools as well as the Church associated with them.

I urge you to reconsider the closings of St. Raphael's and St. Paul's. The potential for increased enrolment based on the increased sales of properties may in fact cause significant overcrowding at St. John's in the upcoming years. If that is the result, I would pose the following question: What funding will be available to assist with the building of a new school when that happens?

Please feel free to contact me at anytime to discuss.

Kindest regards,



St. John Catholic Elementary School
Burlington, Ontario

Facility Profile

1.1 General Information

School Name	St. John Catholic Elementary School
Address	653 Brant Street, Burlington, ON, L7R 2H1
SFIS ID	8126
Year of Construction	1995
Panel	Elementary
Grades Served	JK-8
Ministry On-the-Ground Capacity	395
Functional Building Capacity	383
Enrollment as of December 31, 2015	292
Current Utilization	76%
Site Area (Acres)	1.943
Building Area (sq. ft.)	43,730
Hard Surface Play Area (sq. ft.)	35,629
Grass Play Area (sq. ft.)	6,082
Number of Parking Spaces	0
Number of Portable Classrooms	0
Site Capacity for Portables	2

ST. JOSEPH PARENT DELEGATION

**IN SUPPORT OF THE OAKVILLE SOUTH
CENTRAL SCHOOL PROJECT**

Slide 2

INTRODUCTIONS

Dallas Nicholson

- Parent at St. Joseph Elementary School

Craig Reddick

- Parent at St. Joseph Elementary School

Thank you for hearing our delegation this evening.

Speakers introduce themselves

- # of children who attend(ed) St. Joseph
- # of years as a parent at the school
- active members of the school community (PTA Executive Members)

REASONS TO SUPPORT RECOMMENDATION

- 1. Modernized School Facility**
- 2. Quality of Educational Experience**
- 3. Enhanced School Community Through Consolidation**

- We are here in support of The Oakville South Central School Project for these 3 keys reasons.
- Many of these have been mentioned in the reports but as parents, we would like to reiterate the points that are most important to our families and to our children

1. MODERNIZED SCHOOL FACILITY

- **Modern school design that supports current curriculum programming**
- **Specialized areas for music, art, science and learning areas**
- **Improved facility accessibility**
- **Double gymnasium with a stage**

- Current facilities of both St. Joseph and St. James are approximately 57 years old
- Learning methodologies and technology advancements have vastly changed since our schools were built and our facilities should change to match our modern times
- Basic needs of our schools like accessibility and appropriate sized classrooms and community space are not currently met
- The proposed school is the new benchmark and puts our children in a learning space that is at par with other new schools in the Halton area

2. QUALITY OF EDUCATIONAL EXPERIENCE

- **New, bright building changes the mood and frame of mind of our teachers and children**
- **More staff means the potential of more extra circular programming**
- **Better equipped and designed physical spaces for extra curricular activities**
- **Lower likelihood of spit-classes**

- We believe that a modern new school will greatly enhance the educational experience for our children by giving them a sense of pride in the new school and changing their mood when they walk into a bright new building.
- More teachers offers more opportunities for more and different extra circular activities which will give our children more options to find and participate in something
- The new school will also offer more space for activities to be offered at the same time and also space that is better equipped for it (ie music room for choir or a band, or the science lab for Mad Science)
- The space will also be adequate for us to host large events like science fairs, school plays or a basketball competition. Our current space and limited teacher resources makes doing these things very difficult.
- As you know, smaller schools have more split classes which can be challenging for teachers to deliver the curriculum expectations of both grades and not to mention the social challenges for kids who may only relate to half the class

3. ENHANCED SCHOOL COMMUNITY THROUGH CONSOLIDATION

- Larger selection of friends and social interactions (both with students and teachers)
- Reduces impact of transitioning to high school
- Double sized gymnasium allows school to house community events with all teachers, students and parents in one space
- Keeps schools together vs boundary review if enrollment declines to point of school closure
- Sense of community starts in the heart of individuals and not the size of the school

- A consolidation also means a larger school community for our children which we see as a positive
- Children will have a larger peer group and greater selection of friends to choose from and an opportunity to be with different classmates over the years opposed to the same class year after year
- Children will also have more adults to interact with and will see different points of view and a broader sense of the world
- All this will reduce the impact of transitioning to high school where they may be a school of 1000 students
- We also believe that the double gym will enhance a sense of community since it will be able to hold all members of the community...teachers, students, parents in one space for any type of community event
- One of the issues that the board is grappling with is declining enrollment in our schools
- If we don't take advantage of the provincial funding opportunity that currently exists, we could be facing a boundary review in a few years and see our current school communities divided. This way, both schools stay together and form a new school community together instead of small groups of our children being absorbed into other schools.
- Sense of community starts in our hearts and not the size of the school. As Executive Members of our PTA, we would do everything in our power to build an inclusive community that has a "small school feel". We can do this through open communications and creating opportunities to build comradery among students, teachers and parents.

CONSIDERATIONS

- Minimizing disruption for students
- Preserving the history of the two schools
- Solid transition plan with experts and advisors from parents, teachers and administrators who have gone through a similar consolidation
- Strong communication planning and execution
- Continued openness and patient listening to various perspectives to correct course as needed during the process

- Minimizing disruption for the students is a key concern for any parent and we ask the board to minimize the disturbance in the school when transitioning to the new school
- The unique history and identities of both St. Joseph's and St. James should not be forgotten and we should strive to preserve these in the new school
- The current timelines are quite aggressive and if all goes well, we could see the schools come together as early as September
- Please do not underestimate the monumental task of bringing these two school communities together. We would urge you to start thinking about the roles, guidelines and tasks etc. for the Transition Committee so that we are able to start the committee working as soon as provincial funding has been approved. We feel that experts on the Transition Committees and Subcommittees would be beneficial (for example a financial advisor to consolidate the accounts, parents and administrators who have gone through a similar consolidation we may learn from their best practices and mistakes)
- Parents seem to be most concerned with the transition plan and the lack of information on the plan leaves many of us uneasy
- A very strong communication plan needs to be in place and the right resources need to be assigned the job of executing this plan and keeping stakeholders up to date on progress, concerns and milestones. We all want to hear about the construction progress but we also want to hear what the committee is working on and keeping the community engaged.
- Lastly, we have appreciated the open dialogue and opportunities for feedback. We would like to continued openness and patient listening to different points of view and make any necessary adjustments during the enormous project

Thank you again

Transition year for the southwest proposal.

By: Daniel Aguirre

March 31st 2016

After reading the Modified Pupil Accommodation Review Interim Staff Report for the Burlington Southwest QEW School Project, we are left with many questions and concerns. The main question related to the transition plan is "What will happen to our children during the transition year?"

The Interim Staff Report only talks briefly about a transition plan on section 4.0; a total of 1 page out of the 28 pages included in the report (excluding Appendixes). This means that 27 pages were used to justify this project while only 1 page is used to explain the board's approach to the transition.

It appears that the staff is more concerned about the end result (consolidating St Paul and St John schools) and gaining access to the Ministry funds than how to get there. Transition is not just placing our children in portables and hope for the best. They deserve better than that and as of today, the staff hasn't provided one good idea that would ensure us that our kids won't be an afterthought during the transition period. It is like hopping that parents would support a school trip for their kids without knowing how, where, when and by whom they are going to be taken to their destination. Not many parents will see this with good eyes. The entire proposal has been rushed and this point is a clear example of it.

A transition plan that is likely to take a minimum of 1 year (in the best case scenario) or possibly more time can't be taken lightly. It needs to be planned from the beginning. The lack of information can be also concluded from multiple comments and questions from the community when asked what could be improved on the proposal (see following examples).

Page 423 of the report

"The requirement of a transition year where 2 schools will operate separately on one site will only cause confusion and animosity amongst the kids from the 2 different schools..."

Page 424 of the report

"...Where is the plan that involves the kids / parents coming together and getting to know each other. The plan to start blending the students. Family game night for both schools together. Getting the schools together for an assembly each month. School trips together ? All I hear is that the board is in a big rush to move kids to a different school and housed in portables. The idea of having all the students and teachers in one school operating as 2 different schools is the craziest thing. What benefits would come out of that? "

Page 435 of the report

"The main challenge I see is for the transition year. I am concerned with regard to the placement of portables to allow for an adequate amount of play area. I am concerned about the logistics of running two school communities at this aging site. Will the infrastructure be able to tolerate it?..."

Page 447 of the report

"Transitional issues for children has not been properly addressed "

In addition, as you can see from the report on Section 5.0 (page 340), the staff stated "No Modifications were made to the initial accommodation plan based on the community feedback". After all, we are not being taken in consideration and left with a lot of questions and concerns. Overall, you can sense an uncertainty feeling from parents as we don't have any concrete information as to what will happen to our children during the transition.

If any, the only factual information provided to us about the plan is that around 9 portable classrooms are planned to be installed at St. Paul to accommodate the students coming from St John.

PORTABLES AND SAFETY

According to the information provided by the staff, the portables will be located in a paved space. Looking at the site, the spaces available are either the parking lot or the playground. In the report, the staff already points out that St. Paul's small frontage poses a limitation for bus and vehicle access (page 330) therefore if portable classrooms are placed in the parking lot, the drop-off or pick-up process would be chaotic.

The only space available then, would be the paved play area. The basketball court alone is about 50 feet by 96 feet. Each portable is in average 24 feet by 32 feet which means it could fit about 4 to 5 portables and the other 4 will take roughly the same amount of space elsewhere. In total, this represents about half of the entire paved play area. Taking in consideration that the school's student body will double, the play area will be reduced to almost nothing (Figure 1). Having such a large number of students in a smaller area could potentially increase the cases of bullying amongst the students and teachers.



Figure 1. Shaded area: Paved play area. Light blue lines: Space portables would use.

On top of this, although these units are heated and cooled as needed, it has been reported on other schools that during peak summer and winter days, the units get too hot or too cold to be safe and comfortable for the kids to be in them, even with the HVAC systems. Hence, it would be necessary to move them inside the main building in such occasions. The question is where? There would be no room indoors to hold all the students.

Moreover, inside the units there are no washrooms, therefore children will have to leave the portables and walk outside by themselves to go inside the school. This represent two mayor problems; first, we don't know if St. Paul washrooms are enough to support a large increment in population as proposed; and second, who is going to go with the students outside to go to the washroom. It is not safe to go outside alone or even using a buddy system.

Teachers are not supposed to leave the classrooms unattended. In case of a situation with a student, teachers help each other, sometimes standing in the hall and keeping an eye on both classrooms while the situation is handled. With the portables, there is no way to do it. Therefore in the case of an emergency, either the teacher leaves the students go by themselves inside the school, or leave the classroom unattended, both options are unacceptable.

Also, we have heard complaints from teachers at other schools about wildlife and insects nesting at the portable during summer and raccoons and rodents trying to get refuge during winter.

Keeping up with safety concerns, during recess it would be harder for the teachers to keep an eye on the kids as they can hide behind the portables, or even worse, strangers could hide as well.

Apart from all the risk that portables represent, the drop-off and pick-up process would be a safety challenge. As I said before, staff already deems as insufficient the front space for this purpose at St Paul (page 330). It will make the street and the parking lot more congested; hence, accidents are more likely to occur when students come and go to the cars and buses.

COMMUNITY

During the time of the transition, St. John's parish would suffer a detachment from its community as they would be physically separated.

Also, just because you merge two schools at St Paul during the transition, it doesn't mean you will have a harmonious and unified community. The uniforms and logos would be different and this wouldn't be lost at the eyes of the children and parents, who already feel identified and a sense of belonging to their respective schools. St John students that used to walk to school or to travel a very short distances would need to be bused in during this transition. Sensitive children and to those reluctant to change might feel lost or left out. These changes could impact students very negatively in their performance and behavior.

Another unknown is the impact this transition year will have in the sports teams, clubs and any other extracurricular activity groups our children are part of. Are they going to keep the same structure as they are now? Are similar clubs/teams to be merged during the transition? Would the team names be kept the same? Keeping teams apart would be fair because each student earned the right to belong to each one of them, but at the same time, it could be a very large number of teams to maintain. On the other hand, if the decision is made to merge the teams, a large number of children would lose the spot they have worked so hard to obtain. This would affect the teams' performance during the transition period.

We are well aware that the purpose of the transition committee will be to address these issues but they are not small issues and the staff should be able to address these concerns in the proposal to a certain degree of detail and not after the approval is obtained

After all this have been said and going back to the school trip analogy, I would like to ask the Board of Trustees; would you approve your children to go on such a "school trip"? I know I wouldn't let my children go.

Transition year for the southwest proposal.

By: Daniel Aguirre

Transition year for the southwest proposal.

- Focus of the Interim Staff Report
 - End result focused
 - Gaining access to Ministry funds
 - Transition as afterthought
- Community Questions and Concerns
 - Many were raised by the community
 - Transition issues not being addressed by Staff

Transition year for the southwest proposal.

- Portable and Safety
 - Reduced play area



Transition year for the southwest proposal.

- Portable and Safety
 - Bullying
 - Temperature inside
 - Access to school services
 - Wildlife issues
 - Keeping an eye on students and strangers
 - Drop-off and pick-up process

Transition year for the southwest proposal.

- Community
 - St. John Parish physically separated
 - Uniforms and logos
 - Sense of belonging
 - Busing St. John students
 - Change Sensitive children
 - Sport teams, clubs and extracurricular activities

As a St. Raphael parent, parish member and former St. Raphael student myself I want to thank you for allowing me the time to speak this evening. (FLIP SLIDE to issues)

Tonight I will review the issues I feel arise in amalgamating three schools into one “mega” school: from the research that supports smaller schools for all stakeholders, the portables, the bussing, the extracurricular activity opportunities, the impact on our community and our real estate values. (FLIP SLIDE to Research)

I have not stopped researching studies about optimal school sizes since this proposal was delivered in January. Call it a gut feeling or mother’s instinct but something tells me that 750 elementary students in one building is asking for problems and frankly I have no desire to prepare my little one for his transition to high school in his primary years. I found countless studies supporting an optimal school size of 300 – 400, but not one in 8 weeks of research that supports 750 students. Students, parents, teachers and community volunteers in smaller schools reported greater satisfaction because they felt more connected to one another. Studies confirm that small schools achieve better academic results, especially for less affluent students. Given that St. Raphael ranks first of all 45 Burlington public and catholic elementary schools in the Fraser Institute rankings which are largely based on standardized testing this seems to bear witness. Teachers reported feeling more committed and connected in their work, higher job satisfaction and a greater sense of responsibility for ongoing student learning. Teachers expected more from their students because they knew them better and cared what happened to them, and students acknowledged this finding. Teachers reported more collaboration with colleagues and more regular professional

development at their schools. Teachers had more contact with parents and understood them as an integral part of student success. (FLIP SLIDE to bullying)

The greatest factor on student achievement was the reduction of anonymity. Students reported feeling safer, attended school more frequently, and reported being more attached to their schools. Going to a school where people know you and your family name made a difference in student success as well as reducing the incidence of fighting and violence. This is due to the fact that students took more responsibility for their behaviour and the behaviour of their classmates because they all knew each other well. This is the most important research to me. Anecdotally, I can tell you from patrolling my 13 old son and his city teammates' online social media presence that St. Raphael certainly provides a benefit in its small size in the social sense. The boys that attend mega schools are much more socially mature and have greater issues with social media getting out of hand. Bigger kids, bigger problems, accented by a bigger school is a recipe for disaster. I value the small population that allows my kids to stay age appropriate. Looking at the most recent bullying statistics that state the catastrophic effects on the self-esteem and social lives of 70% of young people, why would we want to add more children into potential bullying situations? (FLIP SLIDE to Extracurriculars)

Using the lure of more clubs, teams and programming gives us a false sense that our children will be more involved, satisfied and successful. I would argue that our St. Raphael's teams and clubs have always been very successful. My older children have been to the board finals in many sports, despite St. Raphael's being small. Perhaps because

we are small our dedicated coaches take on a few younger ones (the “little whippers”) to groom along the way and can keep replenishing their team with experienced players. But, what I value most is that they all have a chance to experience team sports. In a school of 750, if 12 players are picked for a volleyball or basketball team, there are certainly 100 kids that didn’t get chosen. Studies report in larger schools there is actually a smaller percentage of students involved in extracurricular activities due to far more competition for the available spots. I have asked a friend who works at a Halton Catholic Elementary with over 700 students about their extracurricular offerings and the response was surprising and dismal. There were limited lunchtime clubs this year and a basketball and volleyball team. That was it. My intermediate aged children have played basketball, volleyball, cross country, track and field, softball and hockey at their small school. As a Catholic high school phys ed teacher, the emphasis of elementary sports teams to me represent a chance to try something new, build leadership skills and support friends both on and off the court. As a rep parent, I see how competitive the community sports can be and overwhelming in the time and money demands. Recent studies have shown that the percentage of children involved in community sports has decreased due to rising costs so it more important now than ever to offer these kids opportunities to be involved at school. I have certainly enjoyed the time spent in our little gym watching kids play sports for the sheer love of the game and the smiles on their faces to be able to play with their best friends for a change instead of a group of friends spread far across the city in a more stressful environment. I am not ashamed nor embarrassed to have visiting teams play us in our gym, maybe it gives the opponent a

life lesson that great things can come from humble environments and we don't have to succumb to today's pressure that everything has to be brand new and shiny to have value. (FLIP SLIDE to portables)

Our school board has predicted a declining enrolment, creating a proposal that will result in this mega school being over populated for the next decade. If we do not see this forecasted decline and our neighbourhoods turn over as our City Councillors predict then we will have a very overpopulated school well past 2026. Lakeshore Public school has fought closing for many years and it is now in a situation where they have a waitlist for enrolment. This could very well be our situation. But, in the meantime our children currently in kindergarten face a minimum of ten years of portable classrooms, their entire elementary career. Portables provide a short-term fix that can lead to chronic problems in the long run. They burden schools with high energy costs and frequent maintenance needs. They expose students and teachers to mold and mildew, poor ventilation and the potential for volatile gases from cheap building materials. I know portables present a serious safety concern when my high school goes into lockdown mode so I expect this is the same for elementary schools. Students and teachers report the learning experience in portables is compromised by poor lighting, erratic temperatures and noisy heating and air conditioning. The structures often are relegated to soggy fields or parking lots, near noise and vehicle exhaust. I can attest that when I teach a high school credit in a portable, it is dark and dingy and I have to turn off the heat so my students can hear me speak without the fan drowning out my voice. In wrapping up the hazards of portable use, those assessing portables use carbon dioxide as an indicator of whether enough fresh air passes through a room or if

students are breathing germs, allergens and chemicals that accumulate in stagnant air. All of these trigger asthma — one of the leading causes of both school absences and child hospitalizations. To say we should be leary of building a mega school that may have portables for the foreseeable next generation or two is an understatement at best. (FLIP SLIDE to bussing)

The South Burlington proposals leave an 8 km stretch without a Catholic elementary school. This is unacceptable. We live in the dead centre of this stretch. This leaves our child who enjoys riding his bike in the fall and spring with no alternative but to be the first child picked up by a bus whichever school he attends, and I am confident it would be at least a 30 minute bus ride both ways every day. Studies show bussed children are less likely to participate in extra-curricular activities as they must catch their ride home, have significantly lower physical activity levels, receive less sleep and score lower on standardized testing. There are numerous provincial mandates that mention walkable schools and communities. Is this just lip service? There are Active Transportation plans that challenge the ministry and the school boards to create school site planning that incorporates walkability principles and reduce the number of buses required to bus children to school that can save thousands of dollars for school boards. So what are the Real Costs – financial and social– of bussing so many kids to school? Our Ministry of Education spends \$800 million dollars per year on bussing. That is approximately \$370 per Ontario student. Why is Student Transportation rarely factored into public discussion about containing education costs and creating liveable, walkable communities? Simply posing those questions will spark a *needed policy debate* over school consolidation, the rising

costs of student bussing, and the disappearance of walkable community schools.

(FLIP SLIDE to community)

I really struggle with the proposal to strip our church of its' two school communities. There are only 5 Catholic churches in Burlington with schools and the board proposes to reduce this to three. This will not be well received in the public eye as our Catholic board plays into the hands of those that wish to see Catholic Education abolished. This also seems to tear at the very fabric of our school, home and parish ties. For only one example as I am running out of time: St. Raphael runs the ST. Vincent De Paul out of the parish and removing both schools leaves the critical service without any school donations, crippling the resource.

(FLIP SLIDE to real estate)

Our community will feel the implications of this proposal in its real estate values and growth going forward. A fourth generation Burlington realtor has informed me that this is the worst possible thing that the school board could do right now. Due to the booming market, many of his clients in the Orchard and Alton are interested in selling their homes at \$800,000 plus and moving to South Burlington. They wish to have a bit more property and leave the problems their children face in their overcrowded schools. The first thing they ask is "Where is Tuck school, where is St. Raphael school?" Parents use the Fraser Index as a tool to find good schools and ours is at the top of the pile. If we close our schools and leave an 8km stretch without a Catholic school option we are essentially shutting down Catholic

families from looking to South Burlington as a housing option. (FLIP SLIDE)

In conclusion tonight, I wish to thank you for your time and urge you to vote no to this current proposal so as to look towards a better solution that solidifies our faith, maintains our communities and keeps our schools walkable. Let's start again and find a solution that works for our parish and our community.



Kristen Priestner - BA, Bed, MBA, PQP
Dufferin-Peel Catholic High School Teacher – 20 years
Education is my career
*but **Mother of 3** is my most important role*

Issues Arising From A Mega School



Research shows Smaller Schools are Better for all Stakeholders

“Reforming public education may be as simple as creating smaller schools. The results of two recent studies indicate that small schools may be the remedy for lots of what is wrong with public education. Small schools can reduce the negative effects of poverty, reduce violence, and increase parent involvement and student accountability.”



www.educationworld.com

Where does bullying occur?

- on school grounds and often on the bus.
- on cell phones and online on social networks, boards, and through email.



7 in 10 young people are victims of cyberbullying.

37% of them are experiencing cyberbullying on a **highly** frequent basis.

20% of young people are experiencing extreme cyberbullying on a daily basis.

Cyberbullying found to have **catastrophic** effects upon the self-esteem and social lives of up to **70%** of young people.

Extra-curricular Involvement



“Increasing school size, especially beyond 400 students, does not typically result in a large increase in curricular offerings.” --Slate & Jones

For example: If a school triples in population but only doubles it's offerings, then proportionately more children are left out.

Although larger schools often offer more activities, they have lower rates of activity participation, particularly in non-academic activities

THEY HAVE TO GO:

**WE CANNOT IGNORE THE
ENVIRONMENTAL AND HEALTH
COSTS OF PORTABLE
CLASSROOMS**



- The Ontario Ministry of Education currently spends about \$800 million annually on school bussing. It spends \$0 on walking & biking to school
- The shift back to active school travel requires commitment at the highest levels of government and proactive leadership from the Ministry of Education, school boards and the Ministry of Transportation.





*“focus on Achieving, Believing,
and Belonging, providing students
and staff with the tools for
realizing their full potential, while
also instilling a life-long
commitment to the community.”*



Society of
Saint Vincent de Paul
Ontario Regional Council

Holding our Real Estate Hostage



Anecdotaly, we all see our streets turning over to young families

As 2nd and 3rd generation South Burlington families, we know many of our older generation will be selling their homes in the coming years



Let's Start Again!

Delegation on the loss of Tax Dollars to Public Schools

Good evening Trustees and Board Members,

In the Board's presentation on the perceived need to close St. Raphael School and amalgamate with St. Patrick on the site of Ascension, the primary emphasis has been placed on money and finance above all else. The Board has suggested that now is the time when the school must be closed because it is only now and for a limited time that the Ministry of Education is offering funding to construct a new facility to support amalgamation. While another delegation is speaking on this subject, I would like to draw attention to the serious long-term financial danger posed to Catholic school funding by the potential closures of St. Raphael and St. Patrick.

If these schools close, many parents have stated that the inconvenience of getting their children to the proposed new school will cause them to remove them from the Catholic system and place them in public schools closer to home. We know this anecdotally, from speaking to individual parents, and from public statements made on the Board's accommodation review online forum and in editorials printed in the *Burlington Post*. The loss of students from the Catholic to the public system is not a secret and is a guaranteed outcome of the present closure plan.

When these students disappear, the tax funding of their parents will disappear with them. Over time the loss of this money will have a negative effect on the Board's ability to operate the schools that they retain. While it is possible that there might be some short-term savings to be had from the proposed closure of St. Raphael, these will almost certainly be offset by the long-term bleeding of tax dollars to the public school system. Ten years (counting from JK to grade 8) of tax dollars is

not an inconsiderable sum and when multiplied there is a risk of real damage to the Board's finances in the future.

It is not at all clear from the Board's report and presentation to the Trustees that the loss of tax dollars from parents removing their children to the public system has been taken into account. A potentially wider-reaching loss of tax funding has almost certainly not been considered: Many parents who will remove their children and the associated tax funding from the Catholic system also have tax-paying parents and other relatives in Burlington who do not have children in the schools. Who is to say that these will not also check the public school funding box at tax time out of solidarity with their children or siblings? My father-in-law, who has checked the Catholic school box on his tax forms his entire life, has openly said that he will give his tax dollars to the public system if St. Raphael closes. He is not likely to be the only one. Furthermore, the bad press that the Board has generally received in the *Burlington Post* for its timing and handling of the public consultation may cause Catholic taxpayers unconnected to the schools under discussion or to parents with children at them to think much more carefully about where they want to send their school tax dollars.

If there is a great exodus of children and their parent's tax dollars to the public system, presumably down the road the Board will be forced to close more Catholic schools and propose further amalgamations. This will in turn lead to the flight of more students and the hemorrhaging of further money from the Catholic system to public schools. It is not difficult to see that under these circumstances the

Catholic system in Burlington will eventually cease to be viable from the financial point of view and will at last be absorbed completely into the public system.

I think that everyone present tonight can see that this is not a good end and falls far short of the call to action made by Paula Dawson, Director of the Halton Catholic School Board in a document entitled “168 Years of Success: Ontario’s Catholic Schools” (<http://www.hcdsb.org/.../Docum.../OntarioCatholicSchools.pdf>). There she tells us, “In recent years there has been growing discussion around the funding of faith-based education. Despite its long-standing history of academic excellence and contributions to Ontario society, the funding of Catholic education has been drawn into this debate. The 2007 Ontario election campaign was a particular focal point, in some areas reinvigorating the efforts of interest groups that want to end public funding for Catholic schools in Ontario. . . . It is important to be vigilant and to refute these renewed attacks.” But the truth is that we don’t really need outsiders to attack us. The Board’s plan under discussion here tonight will establish the climate where we can—and will— ultimately do it to ourselves.

THE LOSS OF TAX DOLLARS TO PUBLIC SCHOOLS



OLIVER D. HOOVER

- **If St. Raphael closes some students will go to public schools**
- **Parents' tax dollars will go to public schools with them**
- **Relatives' tax dollars will go to public schools with them**
- **Concerned Catholics' tax dollars will go to public schools with them**

BIG PROBLEM

“168 Years of Success: Ontario’s Catholic Schools”

extract from page 2

CHALLENGING TIMES: In recent years, there has been growing discussion around the funding of faith-based education. Despite its longstanding history of academic excellence and contributions to Ontario



society, the funding of Catholic education has been drawn into this debate.

The 2007 Ontario election campaign was a particular focal point, in some areas re-invigorating the efforts of

interest groups that want to end public funding for Catholic schools in Ontario.

These detractors miss a crucial point: Catholic education is an integral part of Ontario society. It has deep roots throughout the province’s history and culture – as much as any other institution. Catholic education is built on a strong foundation supported by parents, students, teachers, administrators, religious sisters and brothers, the clergy and the community. It is a proven success.

There is simply no good reason to destroy a system that is working so well.

Nonetheless, it is important to be vigilant and to refute these renewed attacks. Following are responses to some of the arguments critics have used to try and end funding for Catholic schools in Ontario.

Fairness

Some contend it is unfair for only one faith to have publicly funded schools. Historically, Ontario’s Catholic education system was established in fairness to Catholics, a religious minority in this province. In 1867, the British North America Act guaranteed that all educational rights held by minorities at the time of Confederation would be constitutionally protected. Without this protection of denominational schools, Confederation would not have been achieved, and the Supreme Court of Canada has upheld this pillar of our nation.

Whether other faiths should receive public education funding is a matter of public policy debate. Governments of all political stripes, for various reasons, have decided against it. At the same time, Ontario

Southeast Burlington Delegation Script

Slide One

Good evening Madame Chair and honorable Trustees

Presenters in this delegation are: (in speaking order)

Tammy Luther, Andrea Ricci, and Lana Guschin

Slide Two

We are also representing 20 other families with the same position as ours. We did not canvas to have these families delegate with us, these are families asking that we represent them in our presentation.

At least 4 families are cross-boundary (Ascension)

Slide Three

During our delegation tonight, we are asking Trustees to consider the Health & Safety Impacts of the proposed Ascension site.

We want the appropriate health & safety impact studies as well as safe travel to school assessments conducted prior to approving a plan.

If Consolidation is a must – choose the St. Patrick site

Slide Four

Topics that we will cover during our presentation:

Health & Safety Impacts:

- Traffic Volumes
- Collision Data
- Traffic Related Air Pollution
- Noise Pollution
- Travel & Infrastructure

Why consider the St. Patrick site for a Southeast Burlington elementary school

- We are asking the School Board to be creative and make the St. Patrick site work.
- We are asking the Trustees to vote No to the current plan.

Slide Five

Conduct a traffic study & assess traffic related Health & Safety impacts prior to site selection & approval

Health and Safety impacts of Traffic Volumes

- New St @ Ascension has 15,881 vehicles in a 24 hour period
- Heavy Truck Route equals 5% of the Average Annual Daily Traffic (AADT*)= 794
- Kenwood Ave @ St. Patrick has 1,432 vehicles in a 24 hour period

Slide Six

Health and Safety impacts of Traffic Related Air Pollution (TRAP)

- Roads with AADT* > 15,000 considered significant local sources of TRAP
- New St @ Ascension = 15,881 AADT*
- Credible research indicates there is sufficient evidence for a causal relationship between exposure to TRAP and exacerbation of asthma and onset of childhood asthma

*Average annual daily traffic

Slide Seven

Health and Safety impacts of Traffic Related Air Pollution (TRAP).

- Credible research indicates, susceptible populations such as Schools, daycares, retirement homes etc. should be 150m from busy roads (where >15,000 AADT*)
- The proposed school building on Ascension site is too close to New St. (15,881 AADT*) (less than 150 m from New St)

*Average annual daily traffic

Slide Eight

Conduct a noise study and assess noise related Health & Safety impacts prior to site selection & approval.

Health and Safety impacts of Traffic Noise Pollution

- Epidemiologic studies have linked exposure to traffic-generated air and noise pollution with a wide range of adverse health effects in children
- Children spend a large portion of time at school, and both air pollution and noise are elevated in close proximity to roads
- Locations of schools may negatively impact the healthy development and academic performance of a large number of Canadian children
- Chronic exposure to traffic noise among children has been linked with increased blood pressure, reduced sleep quality, and cognitive deficits

Slide Nine

Health & Safety Impacts of Collisions

Collisions: New St. vs. Kenwood Ave

For the period 2000 - 2015

- New St. (Appleby to Burloak) had 577 Collisions, equal to 36 per year average
- Kenwood Ave. (Spruce to Lakeshore) had 33 Collisions , equal to 2 per year average

According to the Public Health Agency of Canada:

- Injuries are the leading cause of death for Canadians between the ages of 1 and 44 with motor Vehicle Traffic Collisions being the leading cause of injury-related death among Canadians 1-24 years of age

Slide Ten

Assess school travel plans and infrastructure related Health & Safety impacts prior to site selection & approval

Health and Safety impacts of removing safe and active routes to school

- Plan does not promote safe and active travel to school
- So many students bussed and for those that are not (all of St. Patrick) the infrastructure does not support safe and active travel
- In addition to traffic related issues raised, there are no stop signs, one cross walk (across 4 lanes), not enough traffic lights on New St in close proximity to proposed site
- Many streets en route do not have sidewalks for long distances (e.g. Meadowhill Rd, Cherryhill Crescent etc.)

Slide Eleven

Consider the St. Patrick Site, 200 Kenwood Ave

- Next to St. Patrick Church, Mohawk Park; across from Skyway Park
- Low AADT* of 1,432
- 40 km Speed limit
- Low number of collisions in close proximity to school
- 2 lane roadway, 0.8 km long
- All Way Stop Signs at Entrance
- Bus loop
- No site limitations

Be Creative. Why wouldn't we make St. Patrick site work for our children

Ascension Site, 5205 New St.

- NOT next to a Church
- 4 lane major roadway spanning Burlington and Oakville
- High AADT* of 15,881
- Heavy Truck Route
- High number of collisions in close proximity to school
- 60 km Speed limit (unless light flashing)
- NO All Way Stop Signs at Entrance
- Bus loop
- No site limitations

*Average annual daily traffic

Slide Twelve

Be Creative. Make the St. Patrick Site Work

- Revise Site & School plans to work on the St. Patrick site
- Close Ascension CES
- Do a land swap with the City of Burlington for part/all of Mohawk Park (7.2 acres) = zero cost to the School Board and quicker and easier process than disposal

Consider Another Consolidation Option – Combine 2 Schools in the Southeast vs 3:

- Combine Ascension with St. Patrick, re-build / renovate on St. Patrick site
- Create a school for 500+ students that will not require the same footprint as the planned 648 pupil school. Total meets the Board's stated optimal school capacity of 500-671 spaces. This also avoids the need for portables.
- Build up - St. Patrick footprint on one floor today fits 337

Slide Thirteen

The St. Patrick Site:

- 4 acres
- 337 person capacity on one floor
- Bus loop & no site limitations
- Next to St. Patrick Church
- City and Region are investing in the area (Mohawk Park, Skyway Arena, Burloak Waterfront Park)
- Lakeside Plaza re-development

Mohawk Park:

- 7.2 Acres
- Reciprocal Agreement
- Land Swap
- Land Lease / Purchase HCDSB may purchase or lease all or part of the park. No such request has been made to the City. Any sale consideration would have to be made by City Council resolution.

Slide Fourteen

Trustees please exercise your responsibility and look after your community

Hold the School Board accountable for:

- Incomplete staff work
- Providing only one option
- Choosing a Modified Process over the full process that would allow for an Accommodation Review Committee
- Lack of Integrity - Submitting the current plan for funding assuming community support and final Trustee approval prior to the conclusion of the MPAR process
- Conduct assessments prior to site selection and approval
- Make an informed decision

Slide Fifteen

Questions

Supplemental information can be found within the additional slides at the end of the presentation starting at slide 16 and within notes sections.

Public Delegation Southeast Burlington MPAR

Presenters: (in speaking order)

Tammy Luther

Andrea Ricci

Lana Guschin

Presenting to:

Chair and Trustees of the
Halton Catholic District School Board

Date: April 5th 2016

1

Also Representing...

The following St. Patrick Families asked us to represent their views in this position and speak on their behalf:

- Ricci Family
- Luther Family
- Guschin/Beaudette Family
- Herbeson Family
- Wathen Family
- Raspberry Family
- Zarowny Family
- Evans Family
- Marrs Family
- Da Silva Family
- Scott Family
- Muraca Family
- Vargas/Hiss Family
- Janisse/Silvestri Family
- Kielb Family
- Abac Family
- Ropa Family
- Roxas Family
- Teepell Family
- Vidal/Gonzalez Family

Includes 4 cross-boundary families

2

We did not canvas – there are people asking we represent them in our presentation

At least 4 families are cross-boundary (Ascension)

St. Patrick Parents

Andrea Ricci, Anthony Ricci, Tammy Luther, Adam Luther, Lana Gueshin, Chris Beaudette, Kara Herbeson, Philip Herbeson, Caroline Wathen, Graham Wathen, Kelly Zarowny, Kristen Marrs, Travis Marrs, Holly Da Silva, Rudy Da Silva, Cassie Evans, Tim Evans, Sylwia Kielb, Ziggy Kielb, Joel Abac, Vivien Abac, Christopher Ropa, Venus Ropa, Jimmy Roxas, Marilen Roxas, Jeff Scott, Nisa Scott, Ratti Teepell, Antonio Muraca, Marianna Muraca, Claire Raspberry, Monica Vargas, Ron Hiss, Paola Vidal, Carlos Gonzalez

St. Patrick Parents – enrolled for JK 2016

Amy Janisse, Antonio Silvestri

Janko Family – Tried to enrol for St. Patrick and denied because did not meet Admission requirements (Religion). Children enrolled in Mohwak.

Grandparents / Caregivers of St. Patrick children

Marion Briggs, Keith Briggs, Veronica Zarowny, Skevi Louca, John Louca, Beatrice Ricci, Vittorio Ricci,

Relatives within South Burlington Community (within catchment area)

Emily Papadopoulos, Nick Papadopoulos, Maria Vasilakos, Demos Vasilakos, Sotira Ioannou, Andrew Ioannou, Harrison Ioannou,

Our Ask to the Board of Trustees:

1. Consider the **Health & Safety Impacts** of the proposed Ascension site



2. Consider the **St. Patrick Site** for the Southeast Catholic Elementary School



3

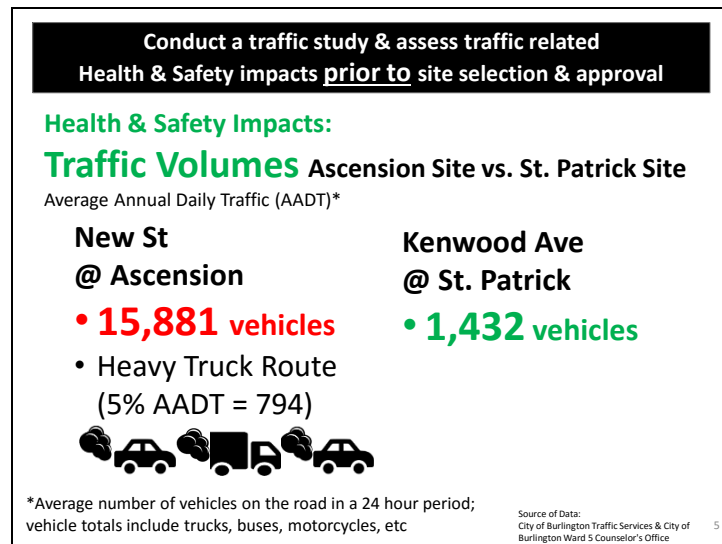
- Do the appropriate health & safety impact studies as well as safe travel to school assessments prior to approving a plan
- If Consolidation is a must – choose the St. Patrick site.
- When you know better, you do better

Slide 4

What We'll Cover...

- **Health & Safety Impacts:**
 - Traffic Volumes
 - Collision Data
 - Traffic Related Air Pollution
 - Noise Pollution
 - Travel & Infrastructure
- **Why consider the St. Patrick site** for a Southeast Burlington elementary school
- **Be Creative** – Let's make the St. Patrick site work!
- **Vote No** to the current plan!

4



- Average Annual Daily Traffic (AADT) in the areas around the two schools (St. Patrick and Ascension). The AADT means that in an average 24 hour period you will see this number of vehicles (including trucks, buses, motorcycles, etc) on the road. The AADT is for traffic volumes in both directions. The percentage that you see is the percent of heavy trucks along that stretch of road. Where there are no percentages, that means that it is not a heavy truck route.

Health & Safety Impacts: Traffic Related Air Pollution (TRAP)

- Roads with AADT* > **15,000** considered significant local sources of TRAP
- **New St @ Ascension = 15,881 AADT**
- Sufficient evidence for a causal relationship between exposure to TRAP and
 - **exacerbation of asthma**
 - **onset of childhood asthma**



Sources:

- Report for Health Canada 2012: Brauer M, Reynolds C, Hystad P. Traffic-related air pollution and health in Canada. CMAJ. 2013;185(18):1557-8
 - Public Health Ontario Case Study: Health effects of traffic-related air pollution in a small community; 2015

* Average Annual Daily Traffic

In a report for Health Canada, Brauer et al (conducted a literature review on traffic related air pollution) considered roads with AADT greater than 15,000 as significant local sources of TRAP:


- Report prepared for Health Canada in 2012: Brauer M, Reynolds C, Hystad P. Traffic-related air pollution and health: a Canadian perspective on scientific evidence and potential exposure-mitigation strategies [Internet]. Vancouver, BC: University of British Columbia; 2012 [cited 2014 Mar 26]. Available from: <https://circle.ubc.ca/bitstream/handle/2429/41542/2012-03-01%20Traffic%20and%20Health%20FINAL.pdf?sequence=1>
- Public Health Ontario **Case Study:** Health effects of traffic-related air pollution in a small community references report prepared by Brauer et al in report prepared for Health Canada: https://www.publichealthontario.ca/en/eRepository/Traffic_Pollution_Small_Community_2015.pdf
- Growing body of evidence that demonstrates a causal relationship between exposure to traffic-related air pollution and exacerbation of asthma
- Also concluded a causal relationship with onset of childhood asthma
- Canadian cities generally have good air quality; however, exposure to outdoor air pollution continues to elicit considerable negative health effects. Estimates suggest that there are 21 000 premature deaths attributable to air pollution in Canada each year,¹ nearly 9 times higher than the number of deaths due to motor vehicle collisions

Citation 2

Ontario Agency for Health Protection and Promotion (Public Health Ontario), Kim JH, Copes R. Case Study: Health effects of traffic related air pollution in a small community. Toronto, ON: Queen's Printer for Ontario; 2015.

**Health & Safety Impacts:
Traffic Related Air Pollution (TRAP) Cont'd**

- Site buildings housing susceptible populations (e.g. **schools, daycares, retirement homes**) **should be 150m from busy roads** (where >15,000 AADT*)¹
- Proposed school building on **Ascension site is too close to New St. (15,881 AADT*)**²
(less than 150 m from New St)



* Average Annual Daily Traffic
1 – One of a number of recommendations for municipal and local governments to reduce TRAP exposures
2 – AADT from City of Burlington Traffic Services

Source:
- Report for Health Canada 2012: Brauer M, Reynolds C, Hystad P. Traffic-related air pollution and health in Canada. CMAJ. 2013;185(18):1557-8

- Entire depth of site is approx 175m (mapping.burlington.ca)
- Refer to email from Dr. Brauer (slide 20) – air filtration not successful enough to filter out TRAP with opening and closing of doors etc.
- In a report for Health Canada, Brauer et al considered roads with AADT greater than 15,000 as significant local sources of TRAP:
- Report prepared for Health Canada in 2012: Brauer M, Reynolds C, Hystad P. Traffic-related air pollution and health: a Canadian perspective on scientific evidence and potential exposure-mitigation strategies [Internet]. Vancouver, BC: University of British Columbia; 2012 [cited 2014 Mar 26]. Available from: <https://circle.ubc.ca/bitstream/handle/2429/41542/2012-03-01%20Traffic%20and%20Health%20FINAL.pdf?sequence=1>
- Public Health Ontario **Case Study:** Health effects of traffic-related air pollution in a small community references report prepared by Brauer et al in report prepared for Health Canada: https://www.publichealthontario.ca/en/eRepository/Traffic_Pollution_Small_Community_2015.pdf

**Conduct a noise study and assess noise related
Health & Safety impacts prior to site selection & approval**

**Health & Safety Impacts:
Traffic Noise Pollution**

- Epidemiologic studies have linked exposure to traffic-generated air and noise pollution with a wide range of **adverse health effects in children**
- Children spend a large portion of time at school, and both air pollution and noise are elevated in close proximity to roads
- Locations of schools may negatively impact the healthy development and academic performance of a large number of Canadian children
- Chronic exposure to traffic noise among children has been **linked with increased blood pressure, reduced sleep quality, and cognitive deficits**

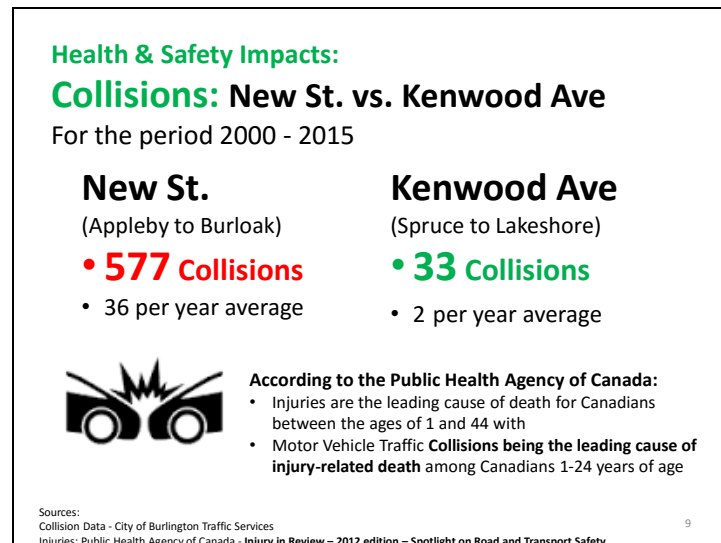
Source: Amram et al.: Proximity of public elementary schools to major roads in Canadian urban areas. International Journal of Health & Geographics 2011 10:68.

Journal provided by Dr. Brauer

According to a journal about the proximity of public elementary schools to major roads in Canadian urban areas findings indicated:
(points on slide)

Background: Epidemiologic studies have linked exposure to traffic-generated air and noise pollution with a wide range of adverse health effects in children. Children spend a large portion of time at school, and both air pollution and noise are elevated in close proximity to roads, so school location may be an important determinant of exposure.

Conclusions: A substantial fraction of students at public elementary schools in Canada may be exposed to elevated levels of air pollution and noise while at school. As a result, the locations of schools may negatively impact the healthy development and academic performance of a large number of Canadian children.



Public Health Agency of Canada - **Injury in Review – 2012 edition – Spotlight on Road and Transport Safety**

Leading cause of injury death among those aged 1-24 years fall under the category of Motor Vehicle Traffic Collisions

http://publications.gc.ca/collections/collection_2013/aspc-phac/HP15-14-2012-eng.pdf

According to the Public Health Agency of Canada: Injuries are the leading cause of death for Canadians between the ages of 1 and 44 and the fourth leading cause of death for Canadians of all ages. Motor Vehicle Traffic Collisions are the leading cause of injury-related death among Canadians 1-24 years of age combined

Vulnerable Road Users (VRUs)

Non-powered

- During the period 1990/91 to 2008/09, 18,542 injuries to pedal cyclists and pedestrians injured in a collision with a motor vehicle were identified in CHIRPP emergency department data. In both circumstances, **the most frequent mechanism was being struck while crossing a street/intersection.**
- For non-powered VRUs, the rate of pedestrian injuries was highest at 699 per 100,000 CHIRPP records followed by pedal cyclists at 310 per 100,000 CHIRPP records.
- 16.8% of injured pedal cyclists and 19% of pedestrians were admitted to hospital.

New drivers (high school) - <http://www.theglobeandmail.com/globe-drive/culture/commuting/sex-age-and-auto-insurance/article4389510/>

Assess school travel plans and infrastructure related
Health & Safety impacts **prior to** site selection & approval

Health & Safety Impacts:
Issues re: Safe & Active Routes to School

- Plan does not promote safe and active travel to school
- So many bussed and for those that are not (all of St. Patrick) the infrastructure does not support safe and active travel
- In addition to traffic related issues raised, there are no stop signs, one cross walk (across 4 lanes), not enough traffic lights on New St in close proximity to proposed site (see slide 20 for details)
- Many streets en route do not have sidewalks for long distances (e.g. Meadowhill Rd, Cherryhill Crescent etc.)

10

Active mode of transportation includes walking and cycling. Walking to a bus stop does not qualify as an active mode of transportation— confirmed by Public Health Ontario - **Health Promotion Consultant, Policy and By-law Development, Health Promotion Capacity Building**

Active and Safe Routes School <http://www.saferoutestoschool.ca/>

School travel planning toolkit
<http://www.saferoutestoschool.ca/sites/default/files/Canadian%20STP%20Facilitator%20Guide%20%281%29.pdf>

Impact of adopting school-based active transportation
policy http://www.publichealthontario.ca/en/eRepository/Active_Transportation_%20EB_2015.pdf

Healthy School Approach <http://www.halton.ca/cms/One.aspx?portalId=8310&pageId=70880>

Consider the St. Patrick Site

200 Kenwood Ave	5205 New Street
<ul style="list-style-type: none"> • Next to St. Patrick Church, Mohawk Park; across Skyway Park • Low AADT of 1,432 ↓ • 40 km Speed limit • Low number of collisions in close proximity to school* • 2 lane roadway, 0.8 km long • All Way Stop Signs at Entrance • Bus loop • No site limitations <p style="color: green;"><i>Why wouldn't we try to make the St. Patrick site work for our children?</i></p>	<ul style="list-style-type: none"> • NOT next to a Church X • 4 lane major roadway spanning Burlington and Oakville • High AADT of 15,881 • Heavy Truck Route • High number of collisions in close proximity to school* • 60 km Speed limit (unless light flashing) • NO All Way Stop Signs at Entrance • Bus loop • No site limitations

11
* 2000-2015

AADT, Collision data, location of stop signs from the City of Burlington Traffic Services
 Site characteristics from HCDSB Modified Pupil Accommodation Review Southeast QEW Burlington

Be Creative! Make the St. Patrick Site Work!

Revise Site & School plans to work on the St. Patrick site

- Close Ascension CES
- Do a **land swap** with the City of Burlington for part/all of Mohawk Park (7.2 acres) = **zero cost** to the School Board and quicker and easier process than disposal

Consider Another Consolidation Option –

Combine 2 Schools in the Southeast vs 3:

- **Combine Ascension with St. Patrick, re-build / renovate on St. Patrick site**
- Create a school for **500+ students** that will not require the same footprint as the planned 648 pupil school
- Total meets the Board's stated **optimal school capacity of 500-671** spaces. This also avoids the need for portables .
- Build up - St. Patrick footprint on one floor today fits 337

12

Land Swap option discussed with Ward 5 City Counselor P. Sharman

Be Creative! Make the St. Patrick Site Work!



St. Patrick Site

- 4 acres
- 337 person capacity on one floor
- Bus loop & no site limitations
- Next to St. Patrick Church
- City and Region are investing in the area (Mohawk Park, Skyway Arena, Burloak Waterfront Park)
- Lakeside Plaza re-development



Mohawk Park

- 7.2 Acres
- Reciprocal Agreement
- Land Swap
- Land Lease / Purchase HCDSB may purchase or lease all or part of the park. No such request has been made to the City. Any sale consideration would have to be made by City Council resolution.

Site graphic source: <http://www.hcdsb.org/Schools/AccommodationReviews/Documents/Burlington%20Southeast%20GEW%20MPAR%20Report.pdf>
 Mohawk Park Data Source: City of Burlington Ward 5 Councillor's Office

13

Mohawk Park Infrastructure Renewal (via City of Burlington Approved Capital Budget) **\$200,000 over 2016 and 2017** planned investment for Mohawk Park. This is the time to work with the City on a mutually beneficial plan for the park.

The City and the Public and Catholic School Boards share use of playgrounds and the parties permit each others' fields and facilities via a Reciprocal Agreement

Vote NO to the current plan!

- Exercise your responsibility!
- Look after your community!
- Hold the School Board accountable for:
 - Incomplete staff work
 - Providing only one option
 - Choosing a Modified Process over the full process that would allow for an Accommodation Review Committee
 - Lack of Integrity - Submitting the current plan for funding assuming community support and final Trustee approval prior to the conclusion of the MPAR process
- Re-think the approach!
- Conduct assessments prior to site selection and approval!
- Make an informed decision!

14

When you know better, you do better

Do you have all the information you need to make an informed decision that will impact children for the next 50 – 60 years?

Final trustee decision by March 28th 2016 for funding. MPAR process not be complete with final Trustee decision until April 19th 2016

Questions?

15

Slide 16

Supplements

- Response from Dr. Brauer re: Traffic Related Air Pollution
- Traffic Volumes
- Collisions
- Traffic Calming Measures
- Traffic Noise Pollution
- Mohawk Park
- St. Patrick Site Resides Among Future Developments
- Lakeside Visioning Session – What do you value about living in this neighborhood?
- Road Resurfacing 2017:
New St. Appleby Line & Burloak
- Can the Infrastructure in Southeast handle a Mega School at this time?

16

Slide 17

From: "Brauer, Michael" <michael.brauer@ubc.ca>
Date: March 16, 2016 at 8:51:46 PM EDT
To: "Andrea Louca" <a_nicci@me.com>
Subject: RE: TRAP
 Andrea –

Response from Dr. Brauer re: Traffic Related Air Pollution

Thanks for your message. Certainly it is fine to cite our report – I am also attaching two other papers that might be useful (one on schools that is already cited in the report and a paper that is a shorter version of the report). I am not aware of anything more recent that is especially relevant – there is a planning document that was put together in BC that is at <http://www.metrovancouver.org/services/air-quality/AirQualityPublications/ReducingExposureToTrafficEmissionsProject.pdf> which you might find helpful. We also updated some planning guidelines for BC that we had previously developed – see <http://www.srv.gov.bc.ca/wld/documents/bmp/bmpwithcars/DWC-Air-Quality.pdf>

Of course the health research keeps piling up but nothing that would lead to dramatically different conclusions. A few things that might be worth noting:

- 1) the International Agency for Research on Cancer – the UN agency that makes determination on what is and is not carcinogenic – determined that air pollution, and particulate matter specifically, was a lung carcinogen. I have attached the brief report on that issue.
- 2) The evidence is quite a bit stronger now for traffic-related air pollution as being a cause of new cases of childhood asthma.

As far as advice – w/o knowing the specifics and just based on what you wrote it certainly doesn't seem like the school relocation will be a positive wrt health. Buildings in proximity to roads w/AADT >15000 are where we do see health impacts. There are some attempts to filter air in schools that are located along roadways but I haven't seen any so far where this has been done successfully (they seem to indicate that there is just too much opening and closing of doors, etc. in schools for filtration to work).

Anyway, hope this helps – feel free to follow up w/more specific questions and I'll do my best to help.

Michael Brauer
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 Director | Bridge Program
 The University of British Columbia
 366A – 2206 East Mall | Vancouver, BC Canada V6T 1Z3
 Phone 604 822 9585 | Fax 604 822 4994
michael.brauer@ubc.ca
www.spph.ubc.ca | www.bridge.ubc.ca

Dr. Brauer ScD (Harvard) has a doctorate in Environmental Health from Harvard University (1990) among a long list of other credentials.

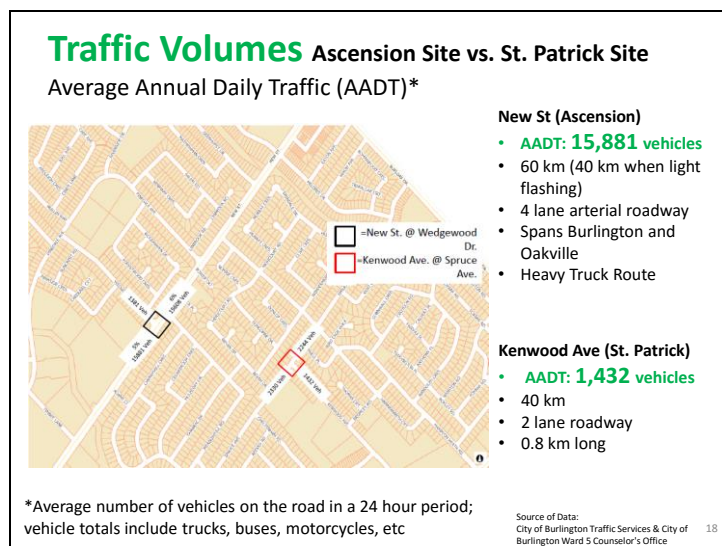
 See biography here:
<http://spph.ubc.ca/person/michael-brauer/>

17

Dr. Brauer ScD (Harvard) Has a doctorate in Environmental Health from Harvard University (1990) among a long list of other credentials. See biography here: <http://spph.ubc.ca/person/michael-brauer/>

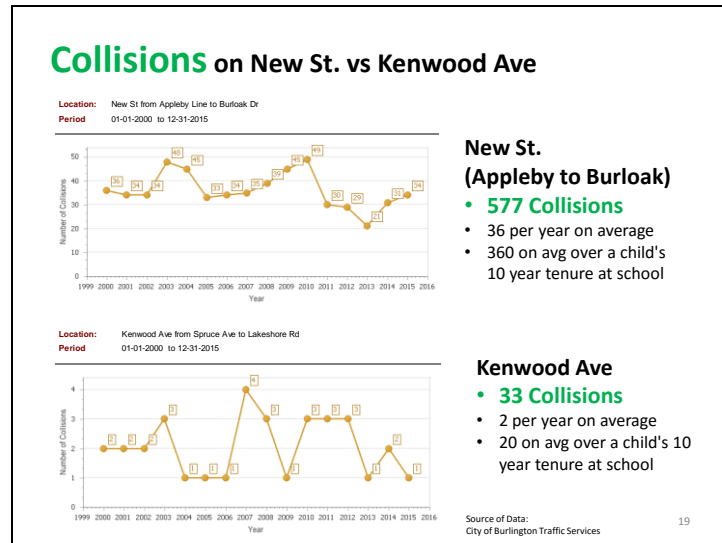
Brauer M, Reynolds C, Hystad P. **Traffic-related air pollution and health in Canada.** CMAJ. 2013;185(18):1557-8

Slide 18

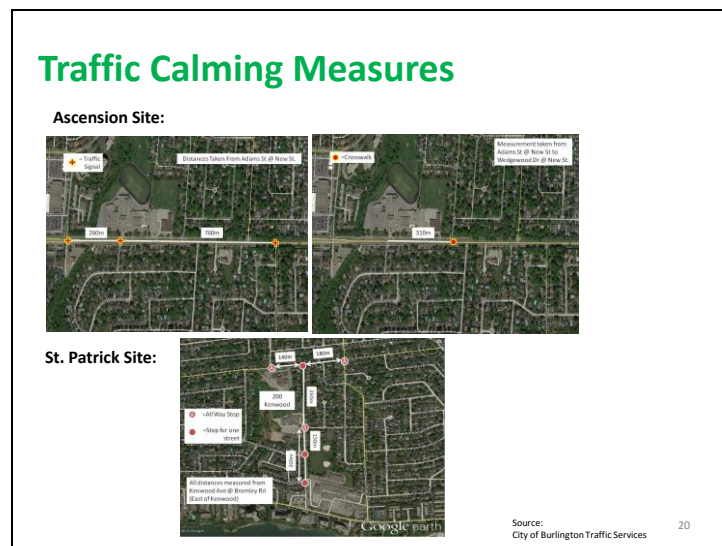


Average Annual Daily Traffic (AADT) in the areas around the two schools (St. Patrick and Ascension). The AADT means that in an average 24 hour period you will see this number of vehicles (including trucks, buses, motorcycles, etc) on the road. The AADT is for traffic volumes in both directions. The percentage that you see is the percent of heavy trucks along that stretch of road. Where there are no percentages, that means that it is not a heavy truck route.

Slide 19



Slide 20



Health & Safety Impacts: Traffic Noise Pollution

ENVIRONMENTAL NOISE GUIDELINES
MINISTRY OF THE ENVIRONMENT (MOE)

Reference: MOE Publication NPC-300, October 2013: "Environmental Noise Guideline, Stationary and Transportation Source - Approval and Planning".

SPACE	SOURCE	TIME PERIOD	CRITERION
Living/dining, den areas of residences, hospitals, nursing homes, schools, daycare centres, etc.	Road	07:00 to 23:00	45 dBA
	Rail	07:00 to 23:00	40 dBA
	Aircraft	24-hour period	NEF/NEP 5
Living/dining, den areas of residences, hospitals, nursing homes, etc. (except schools or daycare centres)	Road	23:00 to 07:00	45 dBA
	Rail	23:00 to 07:00	40 dBA
	Aircraft	24-hour period	NEF/NEP 5

Space: School, Source: Road, Criterion: 45 dBA

At Ascension the school is very close to a roadway with 15,881 vehicles passing daily of which 794 are heavy trucks:

Vehicles are categorized at 70 - 90 dBA on an individual scale

We need to understand exposure impacts to health & safety

DECIBEL SCALE
(dBA)

Figure 1: Decibel Scale: Showing sound levels typically associated by familiar sources of noise in the home and community.

Traffic numbers from City of Burlington Traffic Services

*City of Vancouver Noise Control Manual 21

Environmental Noise Guidelines – MOE Publication NPC-300, October 2014 * Environmental Noise Guideline, Stationary and Transportation Source – Approval and Planning
Decibel Scale via City of Vancouver Noise Control Manual <http://vancouver.ca/files/cov/noise-control-manual.pdf>

Mohawk Park

Size: 7.2 acres

Mohawk Park Infrastructure Renewal (via City of Burlington Approved Capital Budget) **\$200,000 over 2016 and 2017** planned investment for Mohawk Park. This is the time to work with the City on a mutually beneficial plan.

Land Swap – Swap part/all of Ascension land for required Mohawk Parkland.

Reciprocal Agreement to use the Park The City and the two school Boards (public and catholic) **share use of playgrounds and the parties permit each others' fields and facilities** via a Reciprocal Agreement to maximize facility use and minimize duplication of capital costs.

Land Lease / Purchase In order for the HCDSB to use Mohawk park for anything other than park use would require them to **purchase or lease all or part of the park. No such request has been made to the City.** Any sale consideration would have to be made by City Council resolution.



Source of Data: City of Burlington Ward 5 Counselor's office 22



Source: <http://www.burlington.ca/en/services-for-you/lakeside-vision.asp>
 Burlington Capital Plan

A Southeast Catholic School Belongs in Lakeside Village
 Lakeside Community Visioning Session Tuesday, November 24, 2015
 LAKESIDE COMMUNITY THEME:
WHAT DO YOU VALUE ABOUT LIVING IN THIS NEIGHBOURHOOD?

Trees, lot size, close to lake, **safe, great schools, walkable**, accessible to public transit, shops, **quiet**, low density feeling, close to Oakville, accessible to bike trail (along lake)

Walkability, GO station, close to lake, **green spaces**, shopping, access to highway, bus service, **not as congested** as downtown, **quiet**, likes easy parking and the shopping

Convenience of the plaza, **churches, schools**, great proximity to doctors, health centres, libraries, great neighbours, size of home and variety of sizes and designs and affordability, mature trees.

Large lots, not crammed in, lots of trees, diversity – **park spaces/schools/churches**, convenience shopping, particularly grocery store, pharmacy, doctor's office

Parking is accessible in this area, lots of wildlife, **traffic is lighter** than in north Burlington, housing is more affordable, access to lake, **neighbourhood church**, range of housing available, grocery stores, meeting places (Tim Hortons), diversity, **mix services – church, lake, school** – has it all

Safe
 Schools
 Walkability
 Churches
 Green Spaces
 Lighter Traffic
 Lake

24
 Source: <http://www.burlington.ca/en/services-for-you/lakeside-vision.asp>

First 5 sets of comments from the **Lakeside Community Visioning Session Tuesday, November 24, 2015**

Slide 25


Road Resurfacing 2017 – New St. Appleby Line and Burloak

In the capital budget (2015 – 2024) there are a number of projects identified for the study area, namely:

- 2017 – road resurfacing on New Street between Appleby Line and Burloak

Transportation Update

- A traffic signal at Lakeshore Road and Hampton Heath is expected to be installed in spring 2016.
- In the capital budget (2015 – 2024) there are a number of projects identified for this neighbourhood:
 - 2017 – New Street (Appleby Line to Burloak Drive) – road resurfacing
 - 2017 – Lakeshore Road (Appleby Line to Burloak Drive) – multi-use path reconstruction
 - 2019 – Kenwood Avenue (Lakeshore Road to Bromley Road) – minor reconstruction
 - The timing of these works are subject to change



https://www.burlington.ca/en/services-for-you/resources/Ongoing_City_Projects/Lakeside/City_of_Burlington_Presentation_Lakeside_Vision_Workshop.pdf

25

Slide 26

Can the Infrastructure in Southeast handle a Mega School at this time?

- Halton Region has identified Priority Areas with risk of sanitary sewer issues leading to basement flooding
- **Both Ascension and St. Patrick sites fall within the priority areas**
- The Regional Public Works Department has initiated programs to address the issue – including:
 - Enhancements to the public sanitary sewer system to build capacity
 - Programs to encourage private downspout and weeping tile disconnections
 - The improvements will take approximately 1 year to complete (later this year)
 - Monitoring of the improvements will then take place
- **Additional development and redevelopment is constrained until sufficient system capacity has been established**

Does the Region Support the proposed plan to start building in 2016 given the risk to overloading sanitary sewers large developments can pose?

26

Source: <http://www.burlington.ca/en/services-for-you/lakeside-vision.asp>

A note about sanitary sewer servicing. Adam Huycke from Halton Region spoke at the Lakeside Visioning session Nov 2015

Oakville South of QEW 2016 MPAR Proposal Feedback

Two Improvement Opportunities

Executive Summary

- In general, ongoing maintenance and upkeep of small community schools is my preferred option to consolidation and rebuild (community belonging, walking to school and enhanced sense of independence)
- Transition period and consolidation cause upheaval in the lives of kids currently in the system, their families and neighborhoods
- However, I also appreciate the funding constraints and considerations under which you are looking to optimize and propose a beneficial solution to the community
- My appeal to you today is not in opposition to the proposal in principle, but in an effort to:
 1. Make it safer for neighborhood kids who walk and bike to school using the south walkway (the only other connection to the school beside the main entrance at Warminster), and
 2. Convince you that you need to provision for likely inaccuracies in the projection numbers underlying the proposal and build a more adequately sized New South Oakville School

1. Safe Access to School via Wood Place Walkway – The Context

Design Guidelines Require Safe Access between the Neighborhood and School...

Component	Objective	Guideline
Community (Parks, Trails Roads, School/Park Blocks, Traffic)	1. To ensure safe connectivity between the School Site and adjacent Community	1.8 Ensure pedestrians are separated from vehicular Traffic
School Site (Access, Road, Traffic, Design)	3. To ensure School Site configuration is designed to maximize pedestrian and bicycle access	3.5 Ensure cyclists do not cross vehicular traffic to reach bike racks

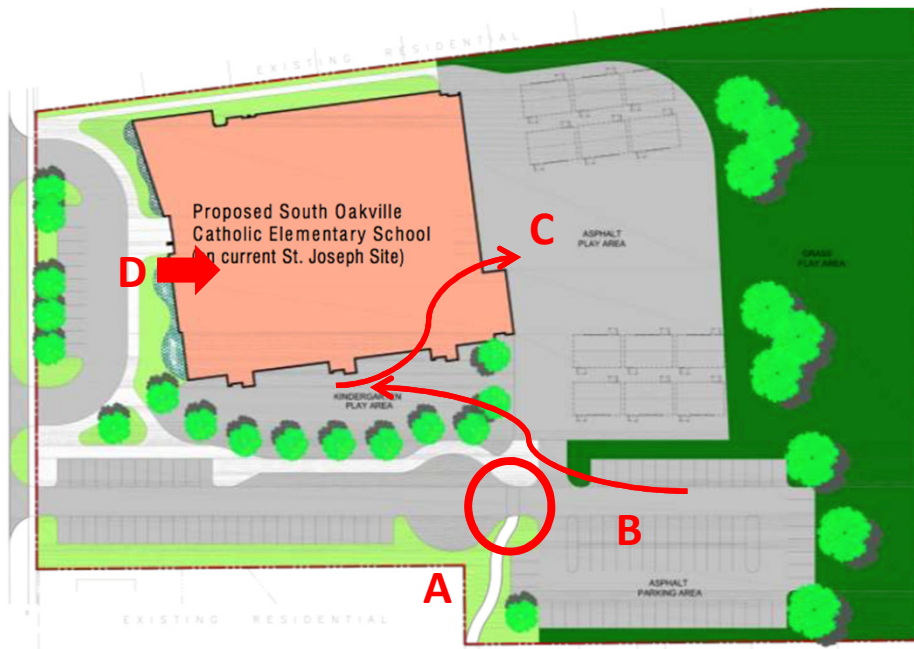
...The Current Proposal Raises Community Concerns

- Dozens of kids use the access walkway from Wood Place year round to walk or bicycle to school with or without parental supervision
- This is the only other access to the school grounds besides the main access point on Westminster
- The proposed plan has a parking lot intersecting the walkway and it is not clear why so many parking spots are required (~125 for a 504 pupil elementary school)
- A multi-year Transport Canada study on pedestrian fatalities indicate that 21% of them occur in parking lots/around parked cars (children are at even higher risk)

Source: *Design Guidelines for School Site & Adjacent Lands*, May 2011, Halton Technical Stakeholder Subcommittee

1. Safe Access to School via Wood Place Walkway – Proposed Changes

Proposed South Oakville School Site



Proposed Changes

- A. Eliminate the need for the parking lot to extend east of the Wood Place walkway
- B. Consolidate parking spots south of the school and west of the Wood Place walkway (potentially reconsider and reduce the high number of parking spots relative to # of kids and staff)
- C. Consolidate the kindergarten play area (even if enclosed and dedicated for the FDK kids) with the rest of the outdoors play space – little kids hate to be completely isolated; can still have proximity to parking lot for easy access at drop-off and pick up
- D. If required the school footprint can be shifted east to allow for more parking spots west of the school

Benefits

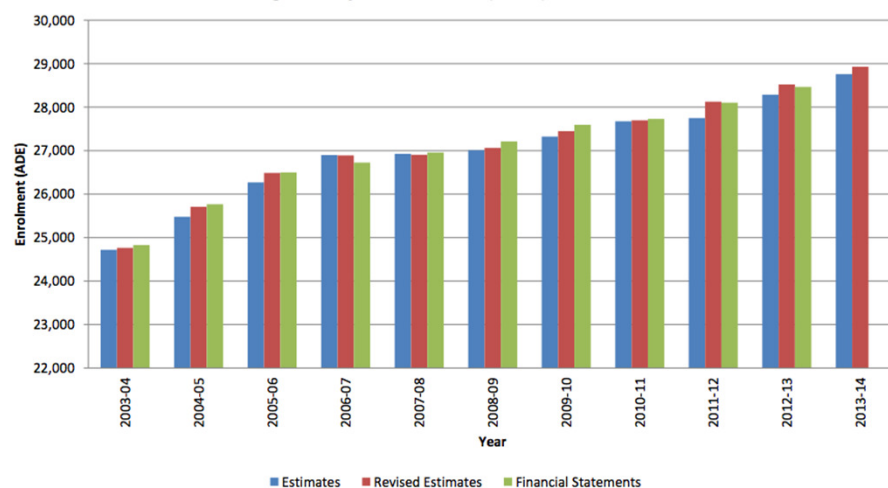
- Safe alternative to the main entrance for neighborhood kids walking or cycling to school
- Clear separation of parking and walking routes
- Potentially larger play area east of the school and walkway
- Design in line with the Halton Region and HCDSB-supported program “Active and Safe Routes to Schools”

Source: Proposed Site Plan Concept from An Overview of the MPAR Process – Oakville South of QEW 2016

2. Enrolment Projections – Historical Bent to Under-Estimation

While projections are opinions of how the future will unfold (even when based on data- and assumption-driven models) , historical performance relative to these projections represents a fact base.

A. Average Daily Enrolment (ADE) 2004 to 2014



Note: 2013-14 Revised Estimates ADE was 28,928.56

B. Board Provided Select Historical St. Joseph Enrollment Relative to Projections

	2006		2012		2015	
	Projected	Actual	Projected	Actual	Projected	Actual
St. Joseph CES	384	400	359	369	378	380

What the Data Shows

- A. At a macro/Board level:
 1. Sustained enrollment growth
 2. Consistent under-estimation of enrolment
- B. At a St. Joseph-school level:
 1. In spite of scant data available – actual enrolment exceeds projected enrolment
 2. Decline is not a straight line trend
- C. Given funding pressure via the School Consolidation Capital (SCC) Program which predicates funding grants on consolidation projects and declining enrolment projections, there is a strong incentive to forecast bigger than realistic decline in enrolment

Source: 2014-2015 Challenges & Priorities; Trustee/Senior Staff Working Session Apr 22, 2014; St. Joseph data received in an email from Erica Scriven, March 2016

2. More Realistic Enrolment Projections While Meeting Constraints – Request for Increased Capacity of the New School

Proposed Capacity

- The proposed 504 capacity for the new South Oakville School, represents a 28% reduction in capacity relative to the two existing schools and 15% reduction from 2015 enrolment in the two schools
- The projected decline in enrolment catches up to this capacity reduction in 4 years (2019) if estimates are correct

Challenges

- Likelihood of enrolment being underestimated is very high given historical under-estimated enrolment projections
- Projections do not take into account additional enrolment of St. Dominic students that may opt to register at New South Oakville School while St. Dominic is under construction. Many St. Dominic parents wishing to shorten their commute and provide their kids access to a better facility will register their children at the New South Oakville School, especially if they have kids going into FDK or Grade 5 French Immersion
- The enrolment projections also underestimate the growing impact of gentrification of the area by young families. A new school is certain to increase the desirability of the neighborhood to young families thus resulting in acceleration of this trend

Recommended Alternative

- A 550 -575 pupil school (~20% reduction from current capacity) will meet the minimum targeted 90% utilization over the next 10 years if a simple provision is made around an increase in enrolment due to attractiveness of new facility
- This increased capacity will minimize the likelihood that kids who go through the transitional period will spend additional years in portables and it also more fully accounts for potential enrolment dynamics in an area with both new and old schools

Slide one

My name is Rocco DeVito and I am representing St. Raphael Parish as one of the parish pastoral council members. I had been a member of the St. Raphael School Council for twenty four years as my four daughters attended the school. I am a member of the Assumption School Council and have served for twelve years. I am also involved with the church and the elementary and high school communities participating in the summer bible camps, sacraments, hospitality group, fund raising, and many other church based functions.

Slide 2

I am here to offer my support to the thwarting and dismantling of the Proposal before us. I am against it like so many parishioners, the Knights of Columbus, the Saint Vincent de Paul society, and many other members of the school and church community. If rebutting the proposal was my sole purpose I would be like a rebel without a cause, therefore the cause being an alternate proposed solution. My proposal is appropriately named after the bomb that was dropped on the entire Burlington South Christian Catholic community, The Modified Pupil Accommodation Review for South Burlington, An Alternate Proposed Solution.

Slide 3

I had quotes that I wanted to present, but time would not allow it. I have copies of the quotes from Pope Francis to the ex-director of Dufferin-Peel Catholic District School board, Mr. John B. Kostoff in an article written in the Catholic Register. These articles support the adjoining of church and school.

Slide 4 Modified Pupil Accommodation Review for South Burlington.

Slide 5 Enrolment is declining.

What does that mean for your school?

Declining student enrolment is like the weather, even though it may be cyclic, temperatures may rise and fall, the over-all drop is minimal in respect to the global picture. Our communities will undergo many changes, but ultimately the population will turn around and the empty nesters will downsize and new families will relocate in the area. In our end of the woods of the twenty four homes, two have pre-schoolers, fourteen have school age children from elementary to high school to university, four have adult children living at home, and the rest are near the point of selling and downsizing. In the last ten years fourteen of the homes have changed owners. I realize that this is only a fragment of the population, but it is a sample of Burlington. It is a popular belief of many city councillors that this will be predominant for years to come. That the decline of enrolment will not be as drastic as predicted in the report given to us.

Student enrolment has been declining, but programs have not suffered in South Burlington. It is the dedicated teachers that volunteer their time to provide the specialized programs and extra-curricular activities. The number of teachers in a school does not dictate the number of programs offered, it is entirely volunteer. As teachers know, school specialized programs are dependent on the will of the teachers. The number of teachers do not dictate the number of programs as is evident in our local schools today. They have many sports and other specialized programs in existence even though the numbers in each school have declined.

Numbers are rebounding as new families move into the area as empty nesters have downsized their accommodations.

Numbers may not warrant five schools, but the three schools that are attached to the churches model may provide us with a solution that will be less disruptive and less costly.

Slide 6 A window of Opportunity

Opportunities for funding are continuously being offered. If we do not want the proposed solution another opportunity will arise, so we should not be held hostage by 'a limited offer with limited funding'.

We can apply for the funding of a proposal that will be acceptable to the majority people, not a selected few.

We will apply for funding so that HCDSB will have the opportunity to renovate an existing school and build a new school on a location that is approved by the people of South Burlington that will incorporate 21st century learning concepts and designs for our community.

Slide 7 A Proposed Solution

Slide 8 The existing map of school boundaries. It seems very asymmetrical.

Slide 9 Schools in the review area.

Slide 10 A Proposed Solution

- A. Replacing the existing St. Raphael School with a new 700 pupil place elementary school on the existing site for the 2017-2018 school year.
- B. Working with the Region of Halton we could have a project for a new 88 place Child Care Centre.
- C. Close both St. Paul and Ascension of Our Lord Schools, and re-direct student populations to a new Burlington Southeast School on the existing St. Raphael School Site or the renovated St. Patrick site according to readjusted attendance boundaries.
- D. Re-direct all existing Board programs offered at St. Paul and St. Raphael schools to the new Burlington school at St. Raphael location and the Ascension school attendance be located according to the new boundary of Appleby Line to either the new school at St. Raphael or the renovated school at the St. Patrick site.
- E. Re-locate the Burlington Thomas Merton Adult Learning Centre into the existing St. Paul School facility.
- F. Disposition of the Ascension of Our Lord School site, with proceeds of the sale to be directed to the Board's reserve for future projects. Ascension could be sold for about \$10,575,000, St. Raphael?
- G. Keep St. John School attendance boundaries.

Slide 11 The Proposed Sites

Advantages to locating at St. Raphael site:

The three schools located near churches are bound by the natural boundaries of Burloak, Appleby Line, Guelph Line and the QEW.

Slide 12 What would occur?

- A. All students enrolled St. Raphael will be relocate to St. Paul School until reconstruction of the new school is completed with possible portable classrooms required.

- B. All students enrolled at St. Patrick School will be relocated at Ascension of Our Lord School until the construction of the St. Patrick School addition is completed with possible portable classrooms required.
- C. Upon completion of the new school and the reconstructed school, students will be relocated to their schools according to their new boundaries.

Slide 13 Why this approach?

Slide 14

Reasons for the proposed three school model at St. Raphael School and Church and St. Patrick School and Church sites: (each reason has its own slide so do not try to read all this!)

Slide 15

1. It is located next to churches. (Should be the only reason needed!)

Slide 16

2. St. Raphael is centrally located in the triad of the three churches and has the largest congregation in south Burlington.

Slide 17

3. Except for the proposed plan, other plans will fit nicely on the property.

Slide 18

4. Traffic on New St. at the St. Raphael location is safest since there are four traffic lights in a row from Walkers line to Nelson Arena, a distance of less than one kilometer and at the proposed site there is one light past Fortinos Plaza the one light at Hampton Heath a distance of over one kilometer and no traffic lights between where the new school was proposed.

Slide 19

5. The kiss and ride area is safer and longer.

Slide 20

6. There is an additional kiss and ride for FDK and day care.

Slide 21

7. The FDK and day care play area is shaded with mature trees.

Slide 22

8. A large tarmack play area leads to Strathcona Park that has mature trees for shade and large play area.

Slide 23 Other things to think about

9. A new school for the centre of Burlington that was our flagship school in this area, over 50 years ago.
10. Modern facilities for a modern community.
11. Sell the property St. Raphael and the church will not have enough parking, all lots are full.

12. Only school with its own road, Longmoor Dr. runs by the school and around the church; much safer.

Slide 24 A new school for Central Burlington

Twenty regular classrooms in a school on the original site of St. Raphael School and St. Raphael Church properties. Also a day care.

Slide 25 Here is the layout of the first floor.

Slide 26 Plus five FDK classes and four intermediate classes and six special services rooms.

Slide 27 Here is the layout of the second floor.

Slide 28 and 29 More school parking and church parking.

Slide 30 to 52

As I complete my talk, you can view the design of the New St. Raphael School.

What Does this Mean for Your School?


The decline not being as drastic as predicted, will allow for the three schools adjacent to the three churches to remain open, and when we are realistic about the numbers we can sustain all three schools. These three remaining schools are equal distance from each other. With the elimination of the board proposal we can start a new process with input from the community that this decision most effects, us! We need to start with boundary changes that fit the geographic make up of our community. Three churches and three natural boundaries and zones. Enrolment will not decline as predicted but decline they have and so the three school proposal must be considered.

When you drastically change the school zones little the board proposal, a mass exodus of our Catholic students will occur because of the unrealistic distance children will need to travel to get to the two schools is unreasonable. This will cause a drop of enrolment in our Catholic schools and ultimately in the Catholic community itself. Catholics will not move into an area that has limited Catholic schools. Other Catholic parents will opt for closer non-Catholic schools than travel great distances to the new modern school. Your new proposed mega school will have distances by the main compass points of up to two kilometres from the south, two and a half kilometres from the north, up to three kilometres from the west and finally my area, three and a quarter kilometres from the south, just to get to a Catholic school. From St. John School it would be as far as three and a half kilometres to its farthest location again by your proposal.

With the three school modified proposal; St. Patrick School would be by the compass points, 800 meters east, two kilometres north, one kilometre west and 500 meters, south. St. Raphael School would be by the compass points, 500 meters south, two kilometres west, two kilometres north and one kilometre, 500 meters east. St. John School would be, by the compass points 1 kilometre south and 800 meters in each of the other three directions. This means traveling less than two kilometres in three school proposal. Or would you rather have to traveling up to three and a half kilometres with the two school proposal.

Slide 53 – 54 Proposed Design for St. Patrick School

Slide 55 Let us hope you heed the masses. Thank you.



Hope

For a new
St. Raphael School



don't let your
Dreams just
be dreams.



Modified Pupil Accommodation Review for South Burlington



April 5, 2016

Presented by the
Catholic Parishioners of
South Burlington

Enrolment is declining.

What does that meant for your school?

Student enrolment has been declining, but programs have not suffered in South Burlington. It is the dedicated teachers that volunteer their time to provide the specialized programs and extra-curricular activities. The number of teachers in a school does not dictate the number of programs offered, it is entirely volunteer.

Numbers are rebounding as new families move into the area as empty nesters have downsized their accommodations.

Numbers may not warrant five schools, but the three schools that are attached to the churches model may provide us with a solution that will be less disruptive and less costly.

A Window of Opportunity.

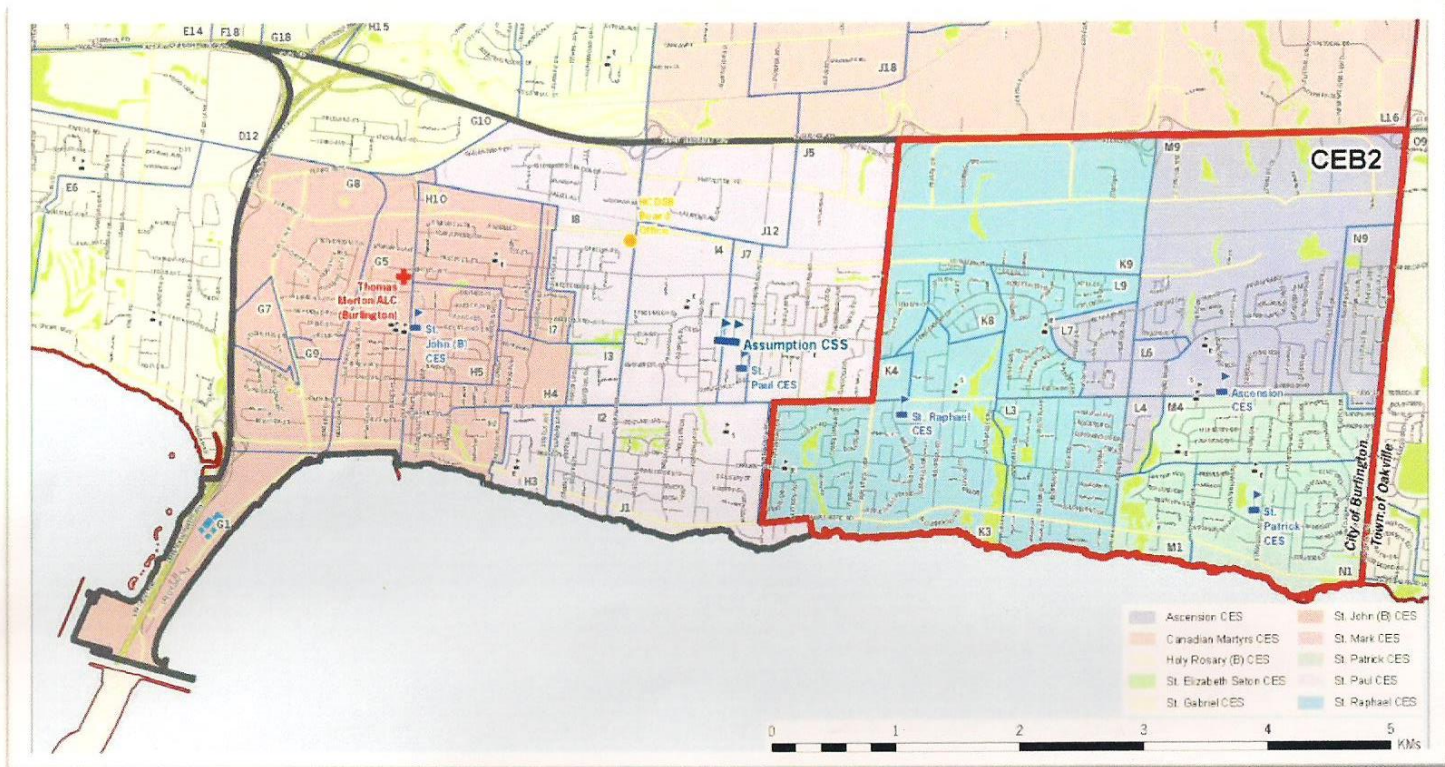
Opportunities for funding are continuously being offered. If we do not want the proposed solution another opportunity will arise, so we should not be held hostage by 'a limited offer with limited funding'.

We can apply for the funding of a proposal that will be acceptable to the majority people, not a selected few.

We will apply for funding so that HCDSB will have the opportunity to renovate an existing school and build a new school on a location that is approved by the people of South Burlington that will incorporate 21st century learning concepts and designs for our community.

A Proposed Solution

Burlington Southeast QEW



Existing boundaries for St. John, St. Raphael, Ascension of Our Lord and St. Patrick Schools.

Schools Included in this Review Area:

St. Raphael Catholic Elementary School



Ascension Catholic Elementary School



St. Patrick Catholic Elementary School



St. John Catholic Elementary School



St. Paul Catholic Elementary School



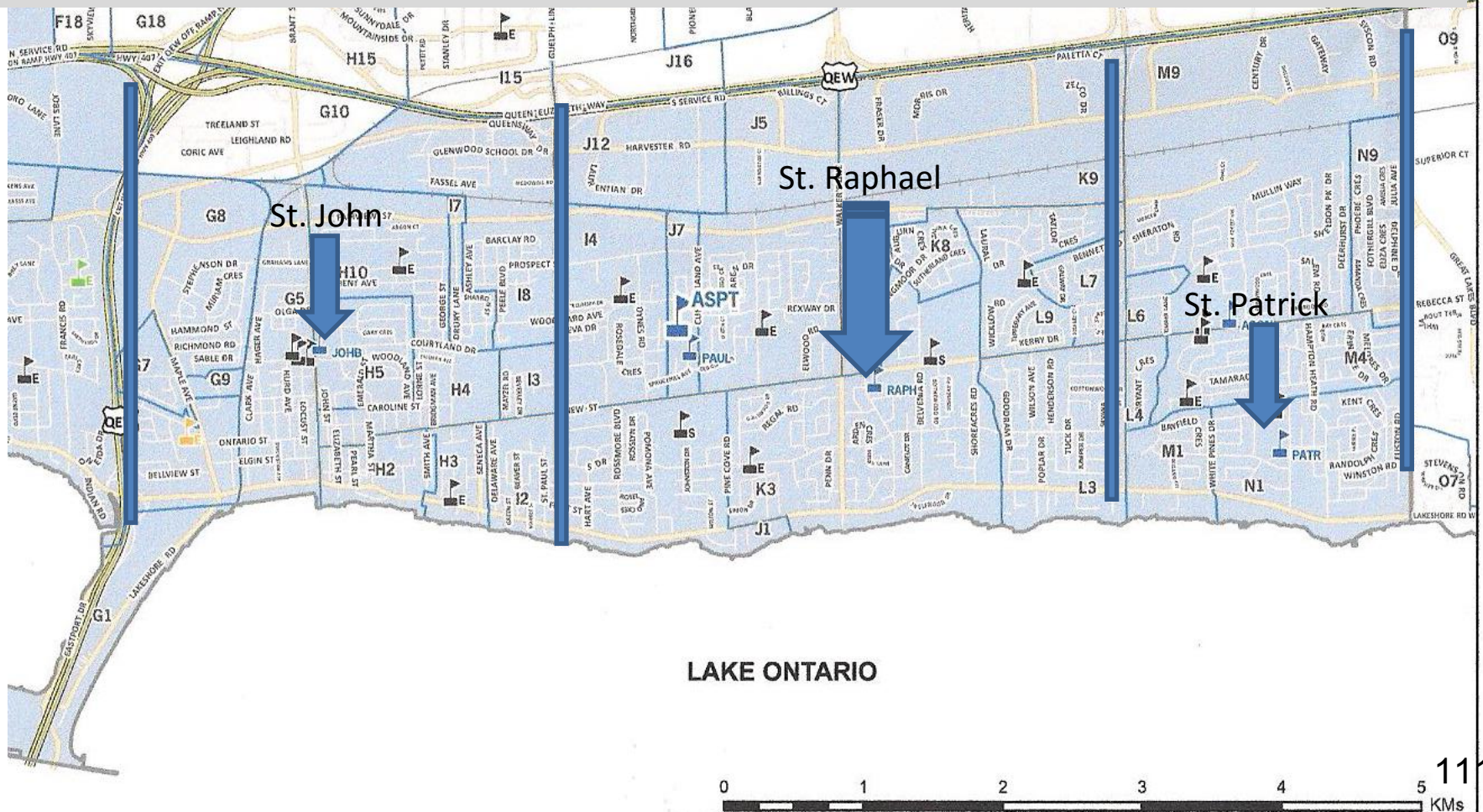
A Proposed Solution

- A. Replacing the existing St. Raphael School with a new 700 pupil place elementary school on the existing site for the 2017-2018 school year.
- B. Working with the Region of Halton we have a co-build project for a new 88 place Child Care Centre.
- C. Close both St. Paul and Ascension of Our Lord Schools, and re-direct student populations to a new Burlington Southeast School on the existing St. Raphael School Site or the renovated St. Patrick site according to readjusted attendance boundaries.
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- F. Disposition of the Ascension of Our Lord School, with proceeds of the sale to be directed to the Board's reserve for future projects.
- G. Keep St. John School attendance boundaries.

The Proposed Sites

Advantages to locating at St. Raphael site:

The three schools located near churches are bound by the natural boundaries of Burloak, Appleby Line, Guelph Line and the QEW.



What would Occur

- A. All students enrolled St. Raphael students will be relocate to St. Paul School until reconstruction of the new school is completed with possible portable classrooms required.
- B. All students enrolled at St. Patrick School will be relocated at Ascension of Our Lord School until the construction of the St. Patrick School addition is completed with possible portable classrooms required.
- C. Upon completion of the new school and the reconstructed school, students will be relocated to their schools according to the new boundaries.

Why this Approach?

Reasons for the proposed three school model at St. Raphael School and Church and St. Patrick School and Church sites:

1. It is located next to churches.

(Should be the only reason needed!)

2. St. Raphael is centrally located in the triad of the three churches and has the largest congregation in south Burlington.

3. Except for the proposed plan, other plans will fit nicely on the property.

4. Traffic on New St. at the St. Raphael location is safest since there are four traffic lights in a row from Walkers line to Nelson Arena, a distance of less than one kilometer and at the proposed site there is one light past Fortinos Plaza the one light at Hampton Heath a distance of over one kilometer.

5. The kiss and ride area is safer and longer.

6. There is an additional kiss and ride for FDK.

7. The FDK area is shaded with mature trees.

8. A large tarmack play area with access to park with mature trees and large play area Strathcona Park.



1. St. Raphael School is located next to a church (should be the only reason needed)!

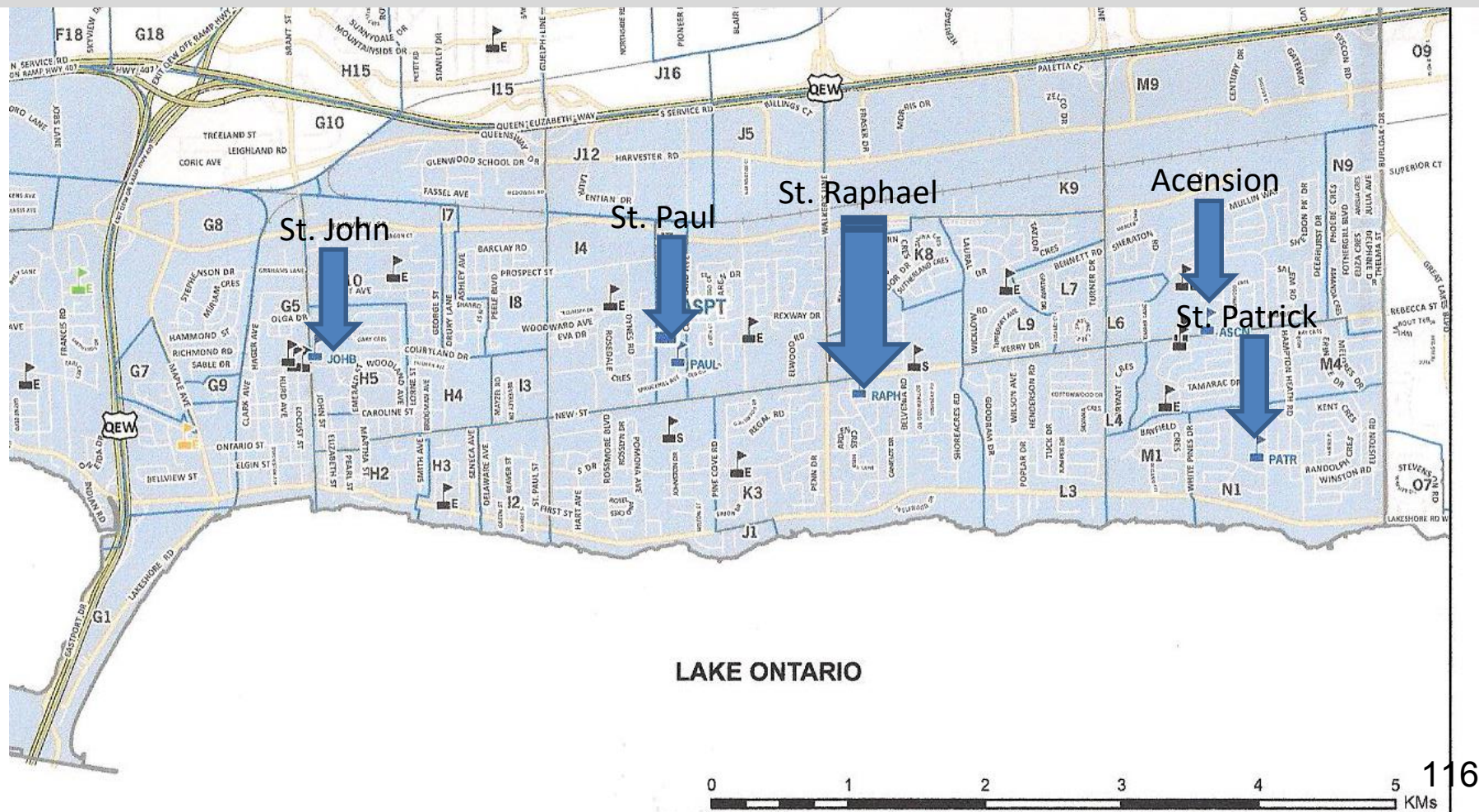
St. Raphael Church

Two lane Longmoor Rd. for driving and dropoff at church

New St. Raphael School

2. St. Raphael is the most centrally located school and also the most centrally located of the three churches.

St. Raphael Church as the largest congregation in south Burlington.

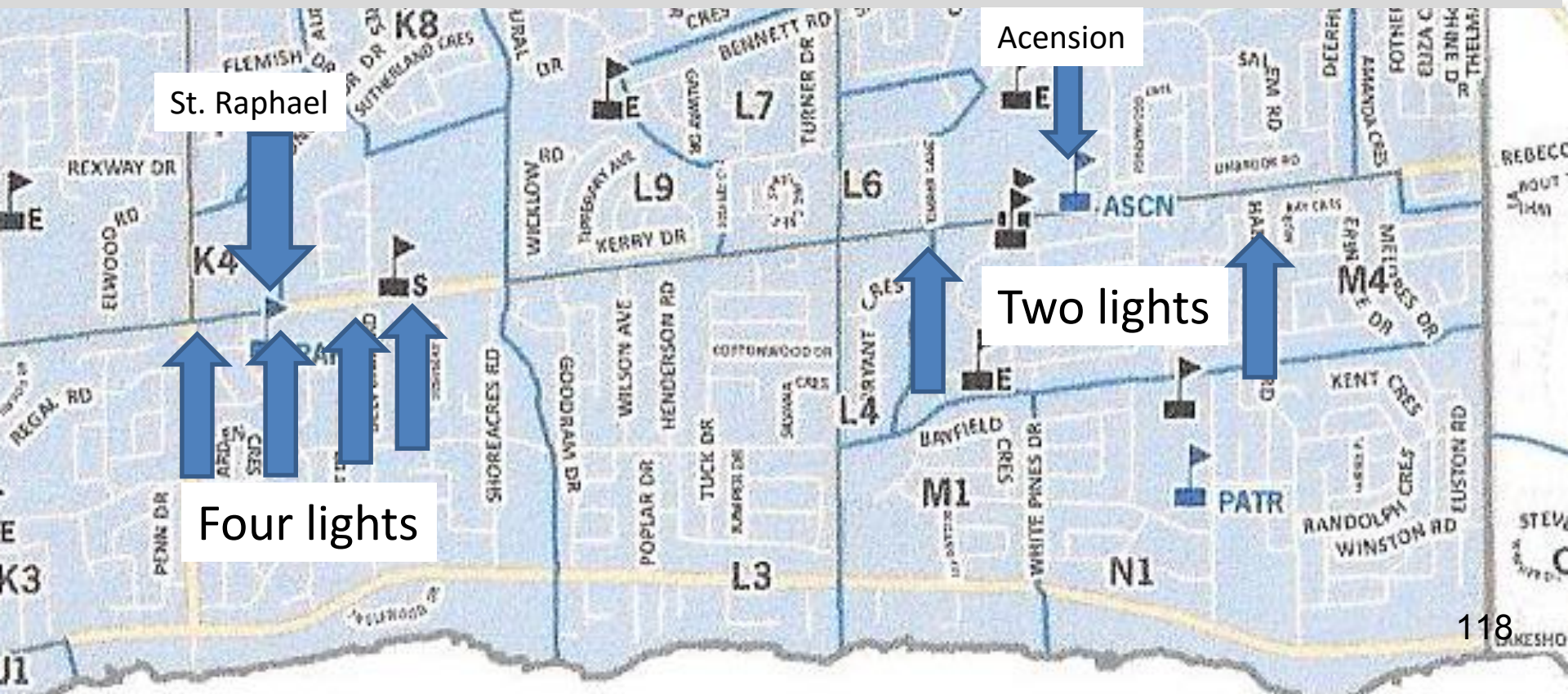


3. This proposed plan fits nicely on the property.

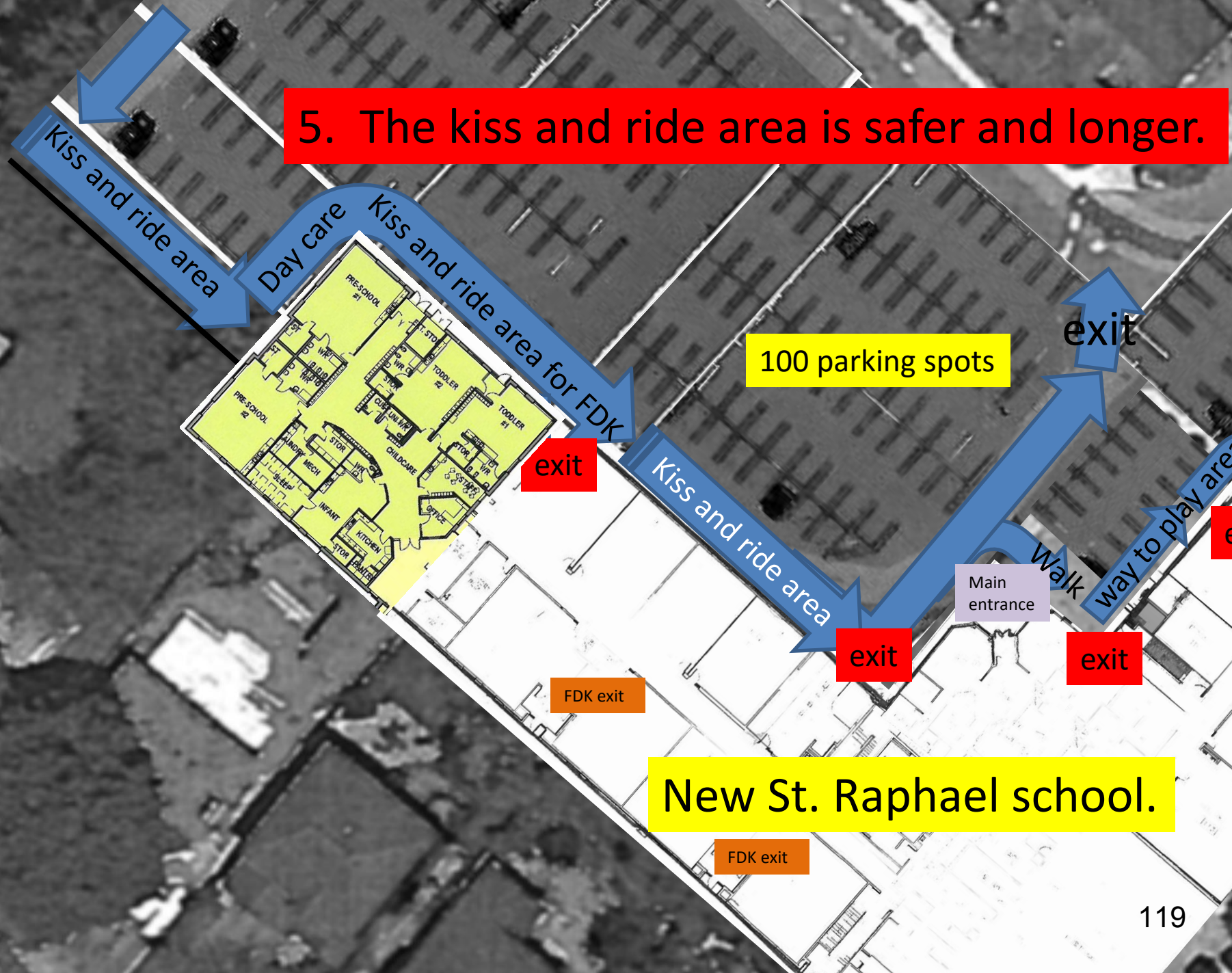
New St. Raphael school on
the old property.

Four FDK classes or room for a day care

4. Traffic on New St. at the St. Raphael location is safest since there are four traffic lights in a row from Walkers line to Nelson Arena, a distance of less than one kilometer, but at the proposed site there is one light past Fortinos Plaza and one light at Hampton Heath a distance of over one kilometer.



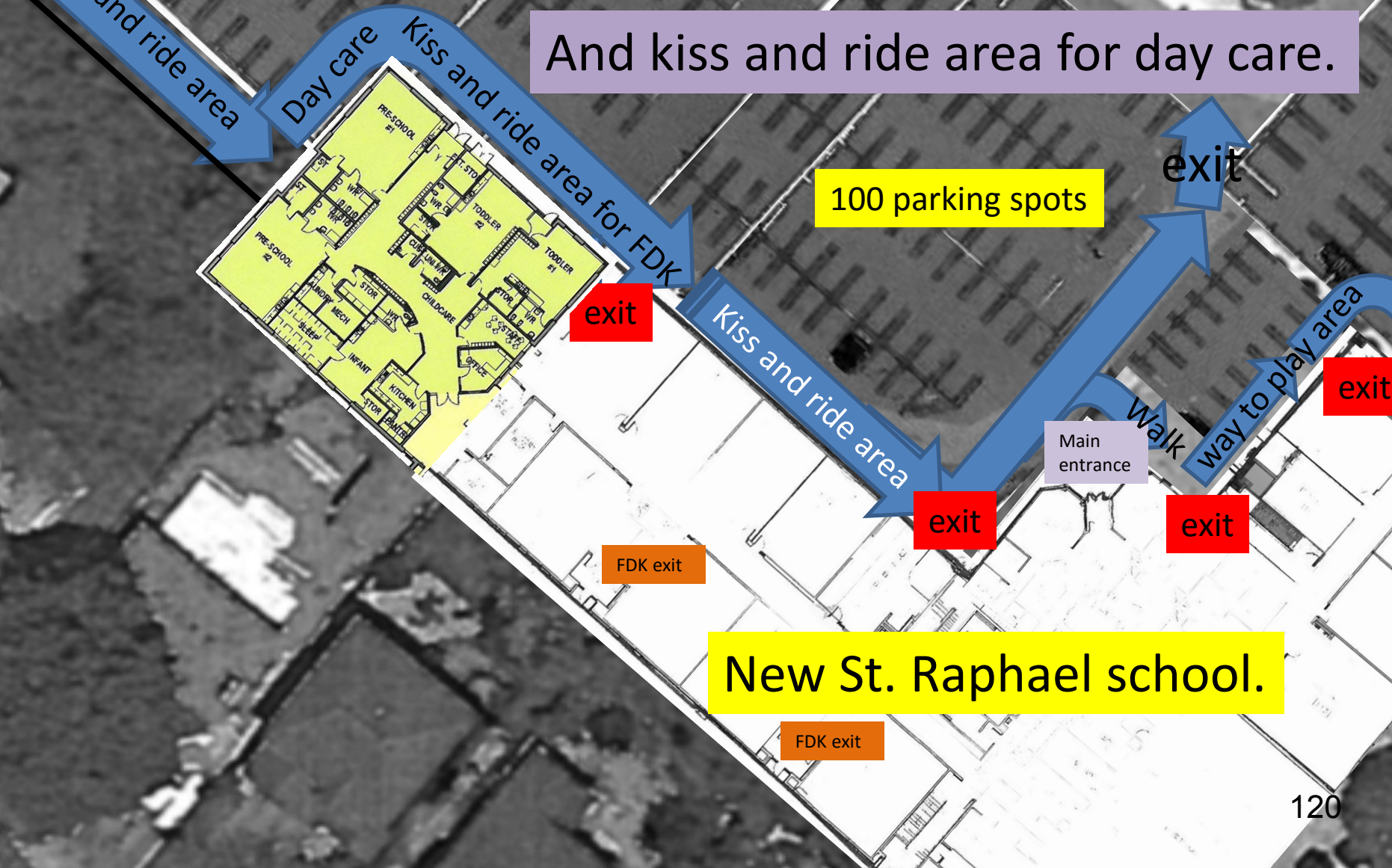
5. The kiss and ride area is safer and longer.



New St. Raphael school.

6. There is an additional kiss and ride area for FDK.

And kiss and ride area for day care.



7. The FDK and Day Care play area is shaded with mature trees.

Kiss and ride area

Day care Kiss and ride area for FDK

100 parking spots

exit

Playground for FDK and daycare

exit

Kiss and ride area

exit

Main entrance

exit

Walk way to play area

FDK exit

New St. Raphael school.

FDK exit

8. A large tarmack play area leads to Strathcona Park that has mature trees for shade and a larger play area.

Entrance to
the park

70 parking spots

Day time play area
Sunday Parking for
Seventy cars

100 parking spots

exit

exit

Main
entrance

s and ride area

Walk
way to play area

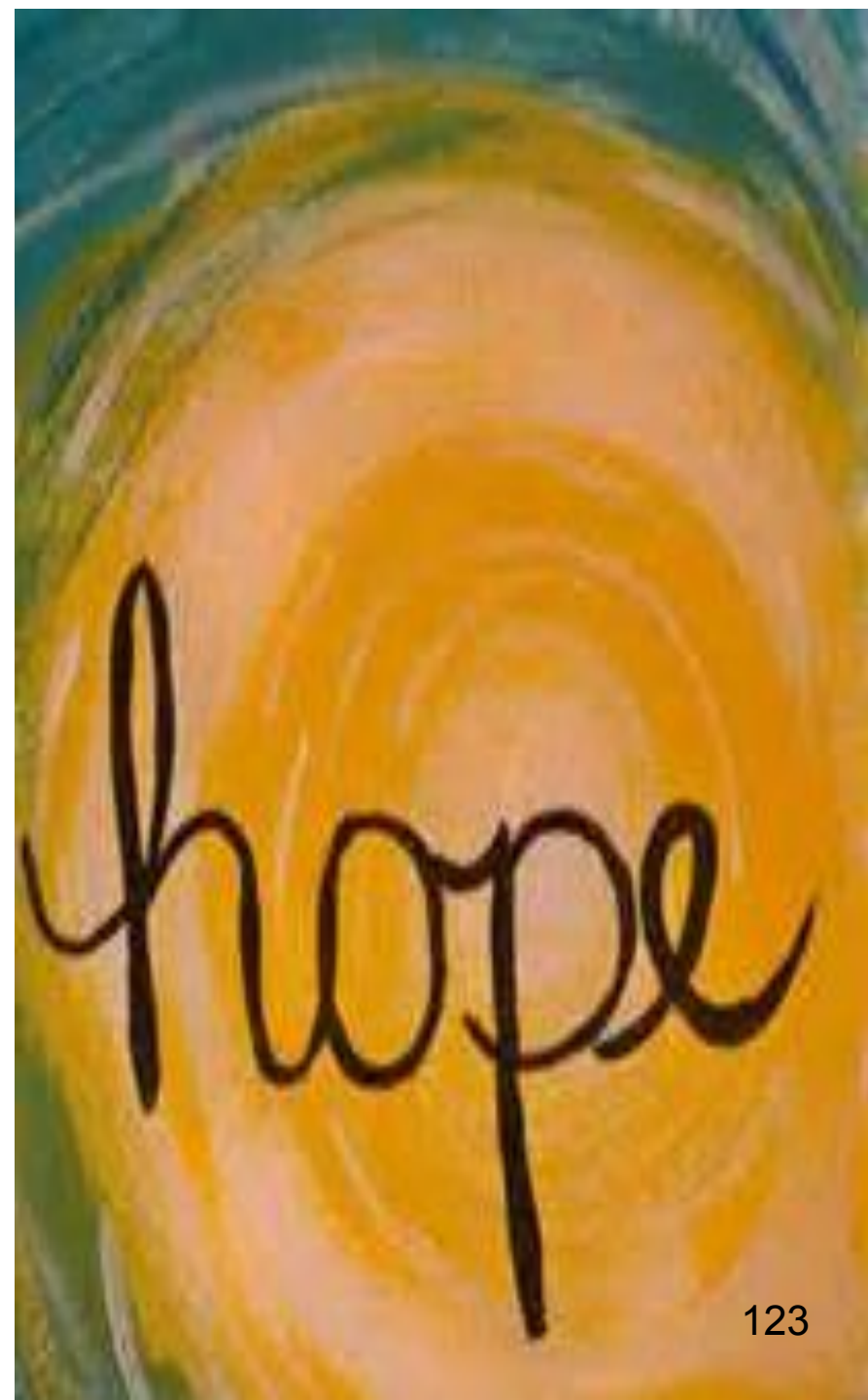
Other reasons for the three school plan:

9. A new school for the centre of Burlington that was our flagship school in this area.

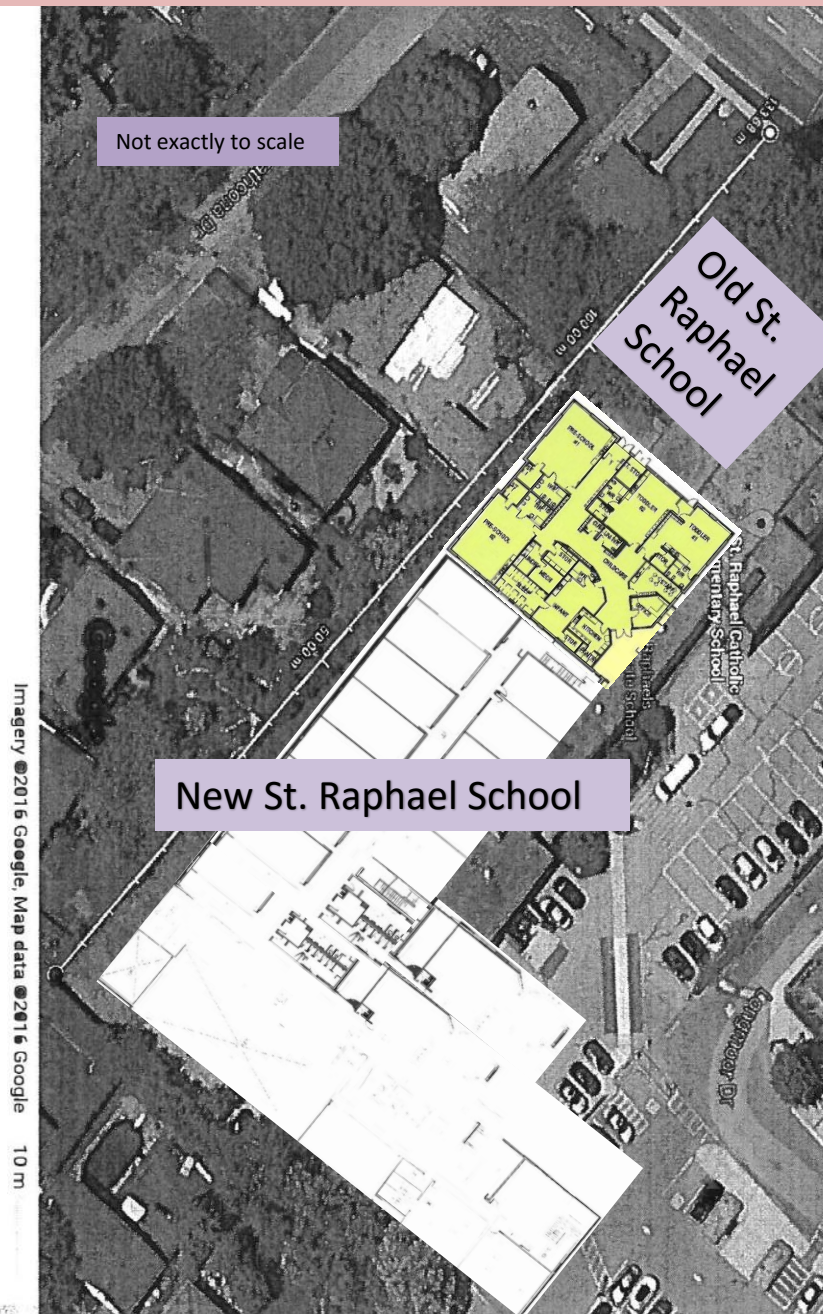
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11. Sell the property St. Raphael property and the church will not have enough parking.

12. Only school with its own road, Longmoor Dr. runs by the school and around the church; much safer.



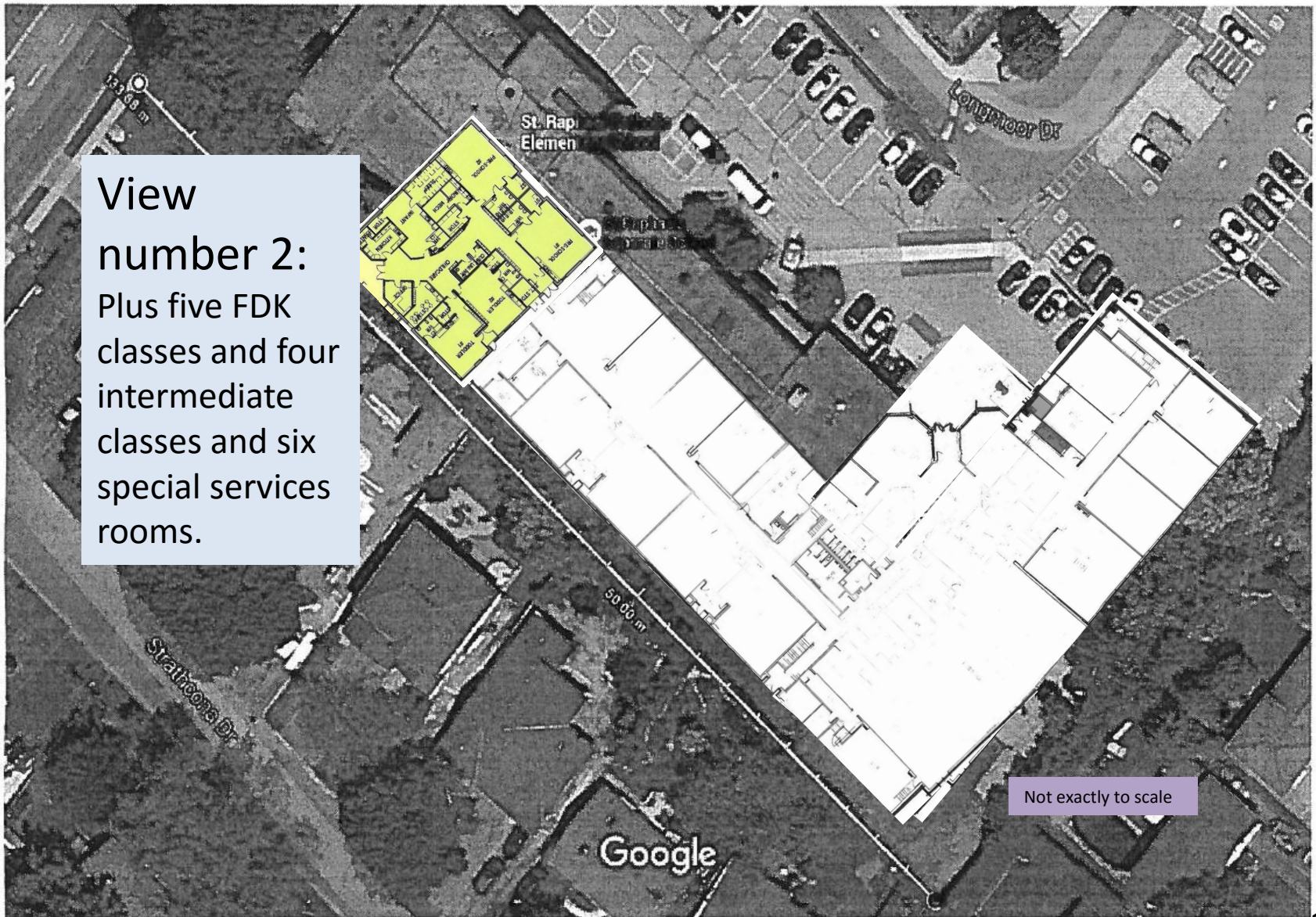
A new school for central Burlington.



Google Maps

View
number 1:
20 regular
classrooms in a
school on the
original site of
St. Raphael
School and St.
Raphael Church
properties.
Also a day care.

Imagery ©2016 Google, Map data ©2016 Google 10 m



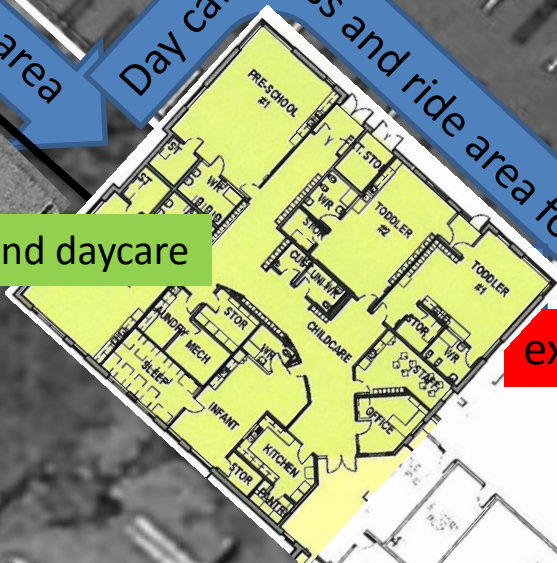
100 parking spots

More school and church parking.

Ride area

Ground for FDK and daycare

Day care



exit

100 parking spots

Kiss and ride area

exit

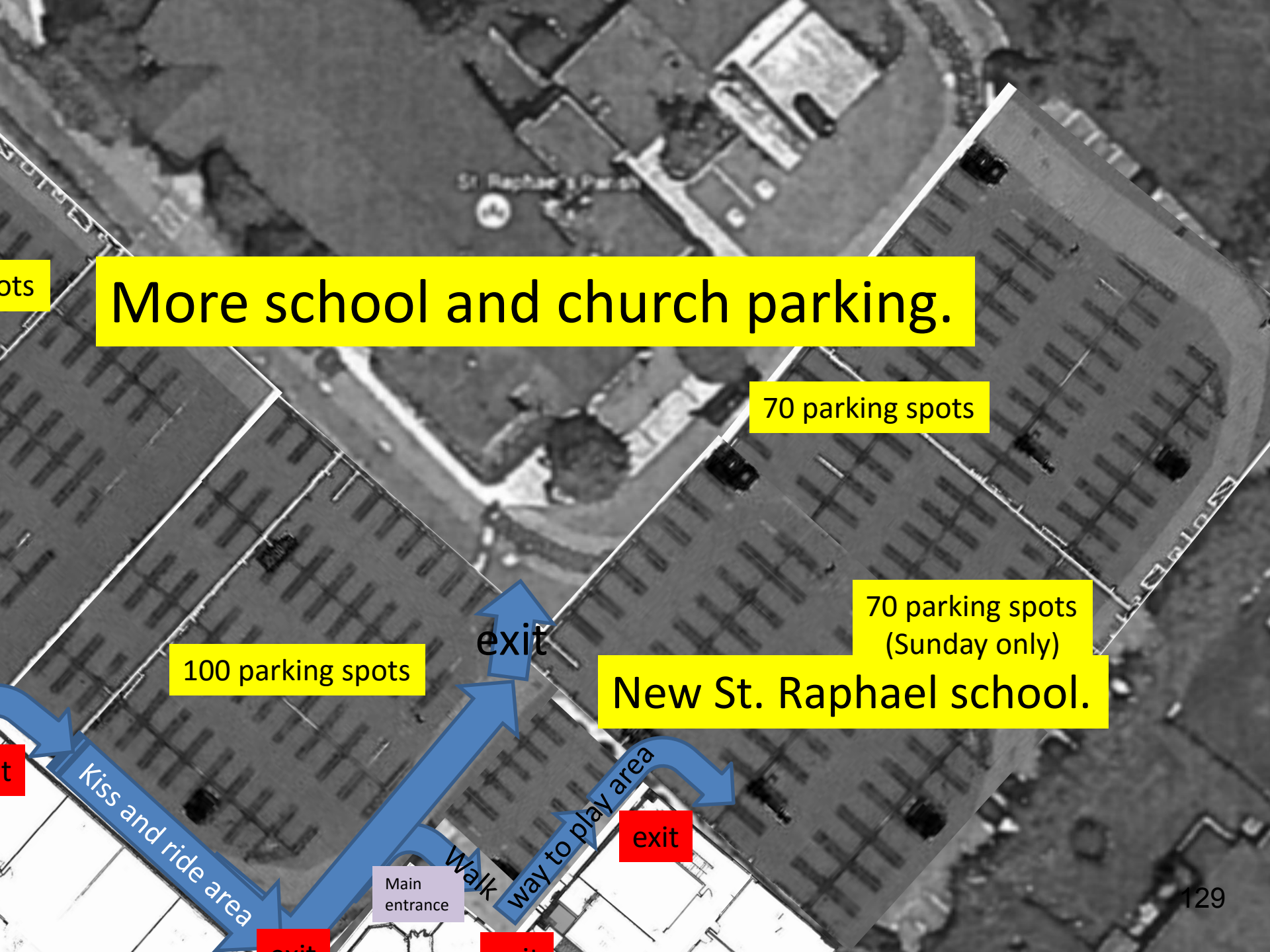
Main entrance

exit

Walk way to play area

exit

128



ots

More school and church parking.

70 parking spots

70 parking spots
(Sunday only)

100 parking spots

New St. Raphael school.

exit

t

Kiss and ride area

exit

Main entrance

Walk

way to play area

Proposed Design

New St. Raphael School



St. Raphael
School

Right side of school



Right side of school facing houses – FDK play area



Modern facilities for a modern community.

A look at the interior.



School entrance - foyer



School entrance - foyer



School entrance - foyer



School Hallway



"HOPE IS THE
ONLY THING
STRONGER
THAN
FEAR"



FDK large classrooms

View 1

Private exit to
playground

Small person
washroom



FDK large classrooms

View 2

Small person
washroom

FDK large classrooms

View 3



FDK large classrooms

View 4



Line Up Song
1 2 Listen and Do
3 4 Face the Door
5 6 Hips and Lips
7 8 Line up Straight
9 10 Let the Quietly
Walking Begin



Play ground with turf



Play ground with turf

Play ground with storage area.



Play ground with turf





Double Gymnasium with stage and large screen

Double Gymnasium





Double Gymnasium with stage and screen

JUST BREATHE

Everything is going to be okay

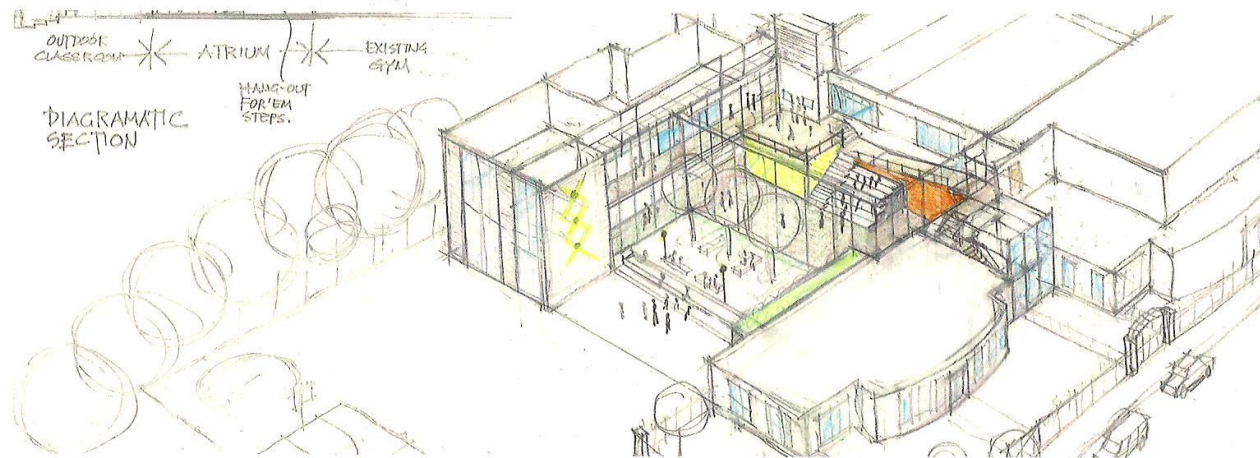


St. Raphael School



Proposed Design For St. Patrick School

Proposed Catholic Elementary School



Proposed Addition to St. Patrick CES

- 6 classroom addition to the rear of the existing St. Patrick School
- Incorporates 21st century learning concepts in various open and flexible educational spaces
- Compact and efficient design, allows for continued use of playspace, parking, and busloops



Hope for a better future

A single red rose stands prominently on the right side of the image, its stem and leaves visible. The background is a soft-focus field of tall, golden-brown grass. A warm, golden light, possibly from a low sun, creates a bright glow at the top center, casting a gentle light over the scene.

i almost GAVE UP
but GOD GAVE me HOPE

Halton Catholic District School Board Board of Trustees Meeting April 5th, 2016

Burlington Southeast MPAR Delegation
Presented by: Blake Mercer, Parent, St.
Raphael's

My question:

Is it better to rush this proposal through without collaborative community consultation and analysis only to end up with a solution that satisfies very few

OR

take the time necessary to work collaboratively with each community to arrive at the solution which best fits the community's needs?

Timeline – June 2013 – Day 1

- The HCDSB Board of Trustees approve the preliminary long-term capital plan
- The plan outlines four areas in Halton that merit further investigation and the development of possible solutions to deal with potential declining student population
- The four areas identified are the same four areas currently undergoing Modified Pupil Accommodation Reviews (MPAR)

Timeline – March 2014 – Day 300 (approx.)

- Ontario Ministry of Education announces an increase of \$750 million dollars in funding for school boards to use for realizing school board efficiencies and modernization

Timeline – November 10, 2015 – Day 893 (approx.)

- HCDSB Board of Trustees approves Operating Policy I-09 amending/replacing Operating Policy I-9 – codified MPAR process
- Removed references to guiding principles found in policy I-9 which among others stated:

“The Board acknowledges and accepts that the Catholic School serves as a centre for the local Catholic Community and supports Church activities and the local Parish”

“A school adjacent to a Church represents, by its proximity, the close relationship that should exist between the local Parish and all of the schools within the Parish”

“The Board endorses a process for considering the consolidation of schools that includes opportunities for community consultation and participation....”

Timeline – December 16, 2016 – Day 929 (approx.)

- Ontario Ministry of Education sends memo 2015:B16 to school boards in Ontario (see appendix for Memo)
- Memo outlines the types of projects that qualify for School Consolidation Capital projects (SCC)
 - * consolidating two or more schools into one new facility, **OR**
 - * building an addition and/or undertaking a major renovation to accommodate enrolments from other schools, **OR**
 - * right-sizing existing schools by renovating existing space for other uses including Community Hubs

Timeline – December 16, 2016 – Day 929 (approx.)

- Memo outlines timelines for Boards to submit Trustee approved business cases

“We expect that school boards will be submitting projects for SCC funding that are linked to accommodation review decisions. Please note projects related to accommodation reviews **must have a final trustee vote by March 28th, 2016 to be considered for SCC funding approval.**”

“School boards are required to submit their SCC business cases by February 29th, 2016. The Ministry will not accept business cases after this date.”

Timeline – January 19th, 2016 – Day 963 (approx.)

- HCDSB Board of Trustees receives initial staff report on school consolidation proposals in 4 previously identified areas including Burlington Southeast
- HCDSB Board of Trustees initiates MPAR process in four affected areas including Burlington Southeast

Timeline – January 21st, 2016 – Day 965 (approx.)

- Article appears in Burlington Post newspaper and Inside Halton website announcing the MPAR process (see appendix for article)
- Trustee Iantomasi “Until extensive community feedback is received and processed, no decision will be made.”
- Trustee Danko “Ratepayers will need to let us know their thoughts on this and, if that proposal is approved, we will need to make a stronger effort to maintain the home, school, parish partnership.”
- Trustee Danko “One downside is that we lose three schools that are adjacent to churches.”

Timeline – March 2nd, 2016 – Day 1,010 (approx.)

- **First and only** public community meeting held as part of the MPAR process for members of the Burlington Southeast community
- No opportunity provided for public Q&A of staff/Trustees by attendees
- Community limited to providing feedback on three set questions (same questions as made available through online survey) and a parking lot series of chart paper

Timeline – March 22nd, 2016 – Day 1,030 (approx.)

- HCDSB Board of Trustees receive final staff recommendation report on MPAR process for the four affected areas including Burlington Southeast
- Included in the Burlington Southeast report are 176 pages of feedback from members of the community – feedback from the online forum; online survey and the one public meeting.
- Of the 17 pages (excluding parking lot) of feedback from the meeting, 14 pages relate to questions #2 (What are challenges you see with the plan?) and #3 (Do you have any suggestions to improve this plan?)
- The final board recommendation contains NO substantive changes from the original report received in January

Timeline – March 28th, 2016 – Day 1,036 (approx.)

- Per Ministry of Education Memo 2015:B16 – final day for school boards to submit Trustee approved business plans
- **HCDSB misses filing deadline as Trustee vote not planned to occur until April 19th, 2016**
- **Per staff update at March 22nd Board meeting, staff was verbally notified by Ministry of Education staff that business cases submitted would not be reviewed under the SCC funding process due to missing the deadline**

Modified Accommodation Review Process

Funding

- On December 16, 2015, the Ministry of Education circulated Memorandum 2015: B16 “Request for School Capital Consolidation (SCC) Projects and New Construction of Child Care” requesting boards to submit consolidation projects that need to be completed by the 2019-20 school year.
- The Ministry’s School Closure and Consolidation (SCC) program serves as the primary funding mechanism to fund projects that consolidate two (or more) schools into a new facility, or proposes to build an addition and/or undertaking a major renovation to an existing school to accommodate enrolment from other schools that the Board has made a decision to close
- All projects contemplated hereafter, if approved, are entirely contingent on Ministry SCC Fundings approvals. **In the event that the project is not funded, the implementation strategy will not be implemented.**

Please Consider:

- **IF** a stated goal of the Trustees is to receive “extensive” community feedback on the MPAR process, **AND** a previous guiding principle for school closures was to endorse “a process.....that includes community consultation and participation”, then **WHY** did it take over 1,000 days from the release of the LTCP for the first community meeting to occur?
- While acknowledged by Superintendant Corbacio that staff “has been at this for years”, **WHY** was the community not involved in the process much earlier so that the Board would be in a position to have Trustee approved business plans to the Ministry of Education?
- **HOW** could Board staff possibly give due consideration to any suggestions or alternative proposals presented by the community when the final staff report was **due 20 days after** the only public meeting?

Please Consider:

- **IF** Board staff was aware that the deadline for submitting Trustee approved business cases to the Ministry of Education would not be met by March 28th, 2016, **WHY** then did the process continue on under the guise of it being to make submissions for SCC funding?
- **IF** per the “Funding” slide presented to the Board in January 2016 it is stated that “All projects contemplated hereafter, if approved, are entirely contingent upon Ministry SCC Fundings approvals. **In the event that the project is not funded, the implementation strategy will not be implemented.**” (emphasis not added) – **WHY is the Board still considering the MPAR proposal?** Funding will not be received under the Ministry SCC process.

Please Consider:

Please vote NO to the Burlington Southeast MPAR motion coming to your Board meeting April 19th, 2016.

Instead direct staff to take the next year to fully engage and involve the local community to review and modify the proposal using alternative solutions presented in both the Burlington Southeast and Southwest MPAR processes.

See beyond the numbers. Let's work collaboratively to create a solution that best works for the Schools – the Church – the Community as a whole.

“If you want to start over again, we’ll start over again” – G. Corbacio (Inside Halton – 3/30/26)

Appendix

- Ministry of Education Memo 2015:B16
- Burlington Post / insideHalton.com articles – “Halton Catholic board recommending school closures in accommodation review” and “Halton Catholic board staff maintains closing schools the best option”
- HCDSB January 19th, 2016 board report excerpt – slide 15 – Modified Accommodation Review Process – Key Milestone Dates
- Excerpt from HCDSB Operating Policy I-9
- HCCDSB Operating Policy I-09

Ministry of Education

Mowat Block
900 Bay Street
Toronto ON M7A 1L2

Ministère de l'Éducation

Édifice Mowat
900, rue Bay
Toronto ON M7A 1L2



2015: B16

MEMORANDUM TO: Directors of Education
Consolidated Municipal Service Managers (CMSMs)
District School Services Administration Boards (DSSABs)

FROM: Gabriel F. Sékaly
Assistant Deputy Minister
Financial Policy and Business Division

Nancy Matthews
Assistant Deputy Minister
Early Years Division

DATE: December 16, 2015

SUBJECT: Request for School Consolidation Capital Projects and New
Construction of Child Care

We are writing to announce details of the 2016 School Consolidation Capital (SCC) program which is supported through the \$750 million in funding that was announced in the 2014-15 GSN release as part of the School Board Efficiencies and Modernization (SBEM) initiative.

As was first communicated in [2015:B11 Memorandum: Capital Funding for New Construction of Child Care](#), child care project submissions are included as part of the SCC program. The memo included the details of a new investment of \$120 million over three years to support the construction of new child care spaces for children 0 to 3.8 years of age in new and expanded schools. As communicated in the memo, future opportunities to apply for major capital funding to support new construction of child care would continue as part of the Capital Priorities and SCC programs.

The SCC investments are intended to help school boards adjust their cost structure in response to reductions in Ministry funding that currently supports underutilized space and where needed, replace child care spaces that would be lost due to a school closure or address demand in a new school being built as part of a school consolidation project.

The Ministry recognizes that for school boards to effectively and efficiently manage their excess capacity, they will need to, in some cases, adjust their capital footprint. Through the SCC program, capital funding will be available to school boards to support projects that address a board's excess capacity. This funding will be allocated on a business case basis for new schools, retrofits and additions that support consolidations.

School boards are requested to provide the Ministry with their consolidation projects that need to be completed at the latest by the 2019-20 school year. The Ministry will be reviewing the SCC submissions for funding consideration, as well as to understand the need for ongoing capital investments in the education sector.

Business Case Considerations

The Ministry will consider funding business cases under the SCC program that allow a board to reduce their excess capacity. Only projects that are identified as consolidating excess space will be eligible for funding. Eligible projects for funding consideration include the following:

- Consolidating two (or more) schools into one new facility.
- Building an addition and/or undertaking a major renovation to an existing school to accommodate enrolment from other schools that a board has made a decision to close.
- Right-sizing existing schools by renovating existing excess space for other uses including Community Hubs.

The SCC business cases will be reviewed by the Ministry with the focus being on the cost effectiveness of the proposed solutions. The business cases should address the following:

- Improvement of facility utilization through the reduction of unused space.
- Impact on reducing a school board's operating and renewal costs.
- Enrolment projections for schools in the area of the project.
- Existing renewal needs of schools that are part of the business case.
- Other benefits, such as improved programming, accessibility and/or energy efficiency.
- Results of the accommodation review process (where applicable).

We expect that school boards will be submitting projects for SCC funding that are linked to accommodation reviews decisions. Please note, projects related to accommodation reviews must have a final trustee decision by March 28, 2016 to be considered for SCC funding approval.

Submission of School Consolidation Capital Projects

Beginning January 15, 2016, school boards will be able to submit their requests for SCC funding through the School Facilities Inventory System (SFIS). Only a school board's eight highest priority projects expected to open no later than 2019-20 will be considered for SCC funding and will need to be supported with a completed business case. School boards are required to submit their SCC business cases by February 29, 2016. The Ministry will not accept business cases after this date.

School boards can save their work in progress within the SFIS Capital Priorities module, however, once school boards submit their business cases, their submissions will be locked from further editing. School boards will only be able to modify their business cases by requesting that their Capital Analyst unlock the submission.

The Ministry is aiming to make announcements regarding their SCC funding decisions in early Spring 2016 with an announcement of the next round of Capital Priorities to follow shortly thereafter.

Submission of Child Care Projects

As with the previous round of child care project submissions through the Capital Priorities program, school boards and CMSMs/DSSABs have an opportunity to submit child care projects through the SCC program. To date, 49 projects have been approved totaling \$80.1 million to support the new construction of 164 new child care rooms and 2,901 new child care spaces.

As part of the SCC program, school boards can submit a request for the inclusion of new child care construction. Note that stand-alone child care capital projects are not eligible as part of the SCC program.

Eligibility

The Ministry will consider funding the new construction of child care in schools, under the following conditions:

- 1) The target school is any of the following:
 - a) an existing school that will be accommodating students from a closing school that currently contains child care spaces,
 - b) a new school that is to be constructed and receives Ministry funding approval,
 - c) an existing school that is to undergo a major addition/renovation that receives Ministry funding approval, or
 - d) an existing building that has been purchased for the purposes of student accommodation and receives Ministry funding approval.

- 2) The school board has the support of the corresponding CMSM/DSSAB regarding the eligibility and viability requirements to build child care rooms and create spaces for ages 0 to 3.8 years in the identified school.
- 3) The child care spaces will not result in a child care operating pressure for the CMSM/DSSAB.

When considering long-term viability, CMSMs/DSSABs and school board planners must consider at least the next five years and use population projections as well as other local data to inform submission decisions.

Affirmation Letter

As part of your SCC submission, the Ministry will require an affirmation letter (see Appendix A for the template) signed by both the CMSM/DSSAB Manager of Children's Services and the school board Director of Education. The affirmation letter includes project details and confirms that the child care program meets all eligibility and viability requirements.

To be considered for funding, the affirmation letter must be submitted as part of the school board's SCC business case. A copy must also be provided to your school board's Ministry Early Years Regional Staff (Education Officer and Child Care Advisor) (see Appendix B) and Capital Analyst (see Appendix C). The Ministry may request supporting documentation following a review of the affirmation letter.

Prioritization of Eligible Child Care Capital Projects

As communicated in 2015:B11 Memoranda, the Ministry of Education will use the following factors to prioritize projects under this policy should the number of eligible submissions surpass available funding:

- child care replacement due to school closure/accommodation review;
- age groupings (infant rooms are a priority);
- accommodation pressures/service gaps; and
- cost effectiveness and viability.

Joint Use Capital Projects

As with previous Capital Priorities Grant programs, the Ministry encourages school boards to consider collaborative capital project arrangements between school boards. The Ministry will review all joint use projects for funding consideration before evaluating any other SCC submissions. Joint use projects are more likely to receive capital funding and also have the opportunity to generate an increased amount of capital funding than individual projects. Please see Memorandum B2013:18, Initiative to Encourage Joint Use/Collaboration between School Boards on Capital Projects, for further details.

Community Hubs

As you are likely aware, in August 2015, the Premier's Community Hubs Framework Advisory Group released a report titled [Community Hubs in Ontario: A Strategic Framework and Action Plan](#). This action plan brought renewed focus to the discussion of strategies to support the formation of community hubs across the province. The ministry recognizes the value of joint community based planning across local agencies. To that end, the Ministry encourages school boards to seek out community organizations for possible partnership opportunities in their SCC submissions.

Proceeds of Disposition

School boards will not be required to allocate their Proceeds of Disposition (POD) towards new SCC projects. School boards are reminded, however, that projects that they wish to undertake on their own using POD will first need to be submitted to the Ministry through the Capital Priorities or SCC programs. Additionally, school boards have the option to identify POD as a funding source for a SCC project that addresses outstanding renewal needs. Please see Memorandum B2015:13, Proceeds of Disposition Policy, for further details.

Capital Analysis and Planning Template

The Capital Analysis and Planning Template (CAPT) is an essential tool for understanding school boards' capital financial position. An approved CAPT is necessary before the Ministry is able to sufficiently assess the existing capital activity of a school board. As a result, school boards will not be considered for SCC funding approval if the Ministry does not have an approved CAPT consistent with the board's 2014-15 Financial Statement.

Highlights/Summary Points

- School boards to submit School Consolidation Capital projects expected to open no later than the 2019-20 school year.
- School boards will be able to submit their business cases through SFIS beginning on January 15, 2016.
- The deadline for School Consolidation Capital submission is February 29, 2016.
- Business cases will be required only for a board's top 8 School Consolidation Capital projects.
- School boards may also request funding for the construction of new child care spaces as part of a board's School Consolidation Capital submission.

Ministry Contact

If you have any SCC program questions, or require additional information, please contact the Capital Analyst assigned to your school board or:

Paul Bloye, Manager, Capital Policy and Programs Branch at 416-325-8589 or at Paul.Bloye@ontario.ca, or

Mathew Thomas, Manager, Capital Policy and Programs Branch at 416-326-9920 or at Mathew.P.Thomas@ontario.ca.

If you have any child care program questions, or require additional information, please contact the local Early Years Regional Staff assigned to your school board or:

Laura Sparling, Manager, Full Day Kindergarten at 416-212-4004 or at Laura.Sparling@ontario.ca.

We look forward to working with you to identify your future Capital Priorities Consolidation projects.

Original signed by

Gabriel F. Sékaly Assistant Deputy Minister Financial Policy and Business Division	Nancy Matthews Assistant Deputy Minister Early Years Division
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Appendices:

Appendix A: Template – Affirmation Letter: Capital Funding for New Construction of
Child Care – School Consolidation Capital

Appendix B: List of Ministry Early Years Regional Staff

Appendix C: List of Ministry Capital Analysts

cc: Superintendents of Business and Finance



Halton Catholic board recommending school closures in accommodation review

Kathy Yanchus

Burlington Post | Jun 21, 2016

With falling enrolments and aging buildings, the Halton Catholic District School Board is recommending the closure of three Burlington schools and one Oakville school and the consolidation of others, according to an accommodation review report presented Tuesday night.

The motion to initiate the review was approved, however there are still community consultation meetings to come in early March, as well as a board meeting devoted to delegations on April 5.

Trustees will not vote on a final report until April 19.

The four schools proposed for closing are St. Patrick Catholic elementary school, St. Raphael elementary and St. Paul elementary in Burlington, and St. James elementary in Oakville.

"The board approved a motion to proceed with a modified pupil accommodation review which, at this point, is only that — a review," cautioned Burlington trustee Arlene Iantomasi.

"A consistent pattern of slow decline in the southern area of Halton warrants that we explore options for our students."

In the staff recommended option for southeast Burlington, students currently attending St. Patrick and St. Raphael would be re-directed to a new Ascension elementary school, which would be built on its existing site.

The new building would have a capacity of 648 students and would open for the 2017-18 school year.

The St. Patrick site would be sold while St. Raphael would become the new home of the Burlington Thomas Merton Adult Learning Centre.

Enrolment at these southeast end schools has been declining over the past five years, a trend that is expected to continue for the next decade, according to the report.

"The average age of the three facilities within the accommodation review area is approximately 51 years," stated the report.

"Educational programming for elementary school students has changed significantly over the past 50 years. Learning environments are critical to program delivery and facilities constructed 50-plus years ago may not meet the programming needs of today," continued the report.

"We owe it to our communities to ensure all our students have access to and be able to benefit from the same programs and resources. Until extensive community feedback is received and processed, no decision will be made," Iantomasi added.

In the city's southwest end, HCDSB staff recommends the closure of St. Paul, with its students re-directed to an expanded St. John for the 2017-18 school year.

Importantly, in all the recommended options, students will remain with their friends, said Iantomasi.

Oakville's St. Joseph elementary would be demolished to make way for a new school accommodating 504 students, including those from St. James.

St. James would be closed and converted to the Oakville Thomas Merton Adult Learning Centre.

Staff's recommendation also calls for the construction of a new addition to St. Dominic's, replacing the original building section constructed in 1969.

"I think all of the proposals are very pragmatic and difficult to argue with," said Oakville trustee Anthony Danko. "One downside is that we lose three schools that are adjacent to churches."

"In Oakville, the St. James community will see the student body moved to St. Joseph school and the old school used for the board's adult learning centre."

"Ratepayers will need to let us know their thoughts on this and, if that proposal is approved, we will need to make a stronger effort to maintain the home, school, parish partnership," he said.

Kathy Yanchus is a reporter with the Burlington Post. She can be reached at kyanchus@metroland.com. Follow her on Twitter and the Burlington Post on Facebook





Halton Catholic board staff maintains closing schools the best option

Kathy Yanchus

Burlington Post | 7 hours ago

Community feedback has not convinced Halton Catholic District School Board staff to waver from its original proposal to close three Burlington schools.

That is clear in its final recommendations presented to trustees last Tuesday night at a special meeting of the board.

Although community concerns were addressed in the voluminous pupil accommodation review interim report, in the end staff maintained the optimal resolution to declining enrolment and aging buildings south of the QEW is the closure of St. Patrick, St. Raphael and St. Paul schools.

If the proposals are approved by trustees, students at St. Patrick, St. Raphael and Ascension will be consolidated into a new Ascension elementary school, and current St. Paul students will attend an expanded St. John.

There is still an opportunity for community members to delegate to the board on April 5, with trustees voting on the proposals April 19. Both board meetings will be held at Corpus Christi Secondary School beginning at 7:30 p.m.

Parents, neighbours and parishioners' concerns — solicited through online surveys and community consultation meetings — have been primarily related to busing, traffic, site sizes, as well as the loss of church/school links and the close-knit culture of small schools.

Parents also have questioned the board's transparency with the process, the source of its declining enrolment statistics, as well as noted in their submissions to the board the potential loss of Catholic students to closer, walkable public schools should the proposals be approved.

"We need to ensure the longterm sustainability of these projects. We are cognizant of the comments, but we just want to make sure we're looking at the longterm as well," said Fred Thibeault, administrator of planning services.

"Nothing that we've seen in our numbers, both past and future, demonstrates that there will be a resurgence in the neighbourhood. It's an aging neighbourhood."

In the city's southeast, the plan calls for students from St. Patrick, St. Raphael and Ascension to be consolidated into a new building on the "centralized" site of Ascension elementary.

The current Ascension school would be demolished and the Thomas Merton Adult Learning Centre would be moved into one of the two southeast schools slated for closure.

Both the Ascension and St. John locations met criteria beyond the size of the site — a sticking point for parents of both communities who argued that other smaller properties would be preferable to the "busy" proposed locations — including centrality and transportation times for students, said Thibeault.

Board staff also noted at last week's meeting that in recent conversations with Ministry of Education officials, its proposals may be too late for currently available consolidation funding; if that's the case, they will re-submit their plans for the next round of funding, which will more than likely come in May, said Giacomo Corbacio, the board's superintendent of facility management services.

The board was hard pressed to meet the deadline, but decided to make every effort to get as close to the ministry's end of March date as possible, said Corbacio.

"It was always the intention of board staff to move forward with this process (pupil accommodation review) sooner rather than later. We don't feel the time was wasted. When we went to the community, we gave the most optimistic dates.

"If and when the board and the ministry approve the proposals, staff will have a better idea of what the new construction dates would be," said Corbacio.

Issues such as traffic studies, parking and church/school connections will be addressed by a transition committee, if the proposals are approved by trustees and the ministry, said Thibeault.

Trustees have the ultimate decision as to whether staff's proposals go through.

"If you want to start over again, we'll start over again," said Corbacio.



Modified Accommodation Review Process

Key Milestone Dates:

- | | | |
|----|---|---------------------------|
| A. | Board of Trustee Approval to initiate a Modified Pupil Accommodation Review Process (MPAR) | January 19, 2016 |
| B. | Written notice sent to municipalities, co-terminus school boards, and the Ministry of Education, advising of the Board decision to proceed with the MPAR | within 5 days of approval |
| C. | Through a range of media, announce and advertise the decision | within 5 days of approval |
| D. | Meet with affected Municipalities | prior to CCM |
| E. | Host a Community Consulation Meeting (CCM) to discuss the proposed option in an open public forum | March 2-8, 2016 |
| F. | Present to the Board of Trustees the Final Staff Report | March 22, 2016 |
| G. | Provide notice and host public delegations at a regular meeting of the Board | April 5, 2016 |
| H. | Board of Trustees receives Final Staff Report with Delegations, and make a final decision on the recommended option. | April 19, 2016 |

OPERATING POLICY**HALTON CATHOLIC DISTRICT SCHOOL BOARD****SCHOOL ACCOMMODATION REVIEW –
CONSOLIDATION/CLOSURE**

POLICY NO.: I-9
DATE : OCTOBER 27, 1987
AMENDED : OCTOBER 29, 1996
AMENDED : MARCH 23, 2004
AMENDED : SEPTEMBER 18, 2007
AMENDED : MARCH 3, 2009
AMENDED : MAY 18, 2010

PURPOSE

The purpose of this policy is to provide the framework for dealing with the usage of school buildings to support the provision of quality Catholic educational programs and services in optimally utilized, quality facilities with clear direction on school consolidation developed in collaboration with, and edified by, public input and participation.

This policy incorporates the revised Pupil Accommodation Review Guidelines released by the Ministry of Education on June 26, 2009 (Ministry Memorandum 2009:B2). The revised *Pupil Accommodation Review Guidelines* (PARG) and the Ministry document entitled, *Administrative Review of the Accommodation Review Process* are attached as Appendix A and Appendix B respectively to this Policy.

APPLICATION & SCOPE

This policy applies to all schools within the jurisdiction of the Halton Catholic District School Board (hereinafter referred to as the "Board").

The PARG states that, "wherever possible, accommodation reviews should focus on a group of schools within a Board's planning area rather than examine a single school". The Board's elementary schools are generally organized in groups, and linked to a secondary school, referred to as a Family of Schools. The goal of providing a suitable and equitable range of learning opportunities in a school or a group of schools requires monitoring and active curriculum and programming decisions. Decisions that might require consolidation, closure, or major program relocation should take into account the needs of all the students in all of the schools in a particular group. There may, however, be circumstances in which a single school should be studied for closure.

The PARG also requires that, "school boards are expected to undertake long-term enrolment and capital planning that will provide the context for accommodation review processes and decisions" and that "this planning should take into account opportunities for partnerships with other school boards and appropriate public organizations that are financially sustainable, safe for students, and protect the core values and objectives of the Board". Any decisions under this policy should therefore take into account the Board's Long-Term Capital Plan (LTCP).

The following are not actions to which this policy applies:

- Where a replacement school is to be rebuilt by the Board on the existing site, or rebuilt or acquired within the existing school attendance boundary as identified through the Board's existing policies;
- When a lease is terminated;
- When the Board is planning the relocation in any school year or over a number of school years of a grade or grades, or a program, where the enrolment constitutes less than 50% of the enrolment of the school; this calculation is based on the enrolment at the time of the relocation or the first phase of a relocation carried over a number of school years;
- When the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
- Where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair.

OPERATING POLICY**SCHOOL ACCOMMODATION REVIEW –
CONSOLIDATION/CLOSURE****HALTON CATHOLIC DISTRICT SCHOOL BOARD**

POLICY NO.: I-9
DATE : OCTOBER 27, 1987
AMENDED : OCTOBER 29, 1996
AMENDED : MARCH 23, 2004
AMENDED : SEPTEMBER 18, 2007
AMENDED : MARCH 3, 2009
AMENDED : MAY 18, 2010

PRINCIPLES

- The Board recognizes that it has a fundamental duty to provide educational programs, services and adequate accommodation during each school year for the pupils who have a right to attend a school under its jurisdiction.
- The Board acknowledges and accepts that the Catholic School serves as a centre for the local Catholic community and supports Church activities and the local Parish.
- A school adjacent to a Church represents, by its proximity, the close relationship that should exist between the local Parish and all of the schools within the Parish.
- The Board provides for each of its schools the appropriate staff complement to deliver the prescribed programs within economically feasible conditions.
- Schools offering system programs for Special Needs and French Immersion students are recognized as serving a broader regional community.
- Where any school is host to a Special Education class with partial integration or full-time Special Education class as defined by the Education Act, the students attending this classroom will be recognized as an integral part of the school community and may not, for the purposes of an Accommodation/Consolidation Review, be considered separate from the general school community.
- The Board acknowledges that the optimum use of school facilities may require the consolidation of schools.
- The Board endorses a process for considering the consolidation of schools that includes opportunities for community consultation and participation. The Board agrees with the Ministry of Education's observation in the document entitled *Good Places to Learn: Renewing Ontario Schools* released on February 17, 2005 (Ministry Memorandum 2005:B2) that, "the education program needs of students must lead decisions concerning buildings and grounds", and that "there is a strong link between the standard of the physical environment and good outcomes, such as better student performance and higher teacher retention".

DEFINITIONS

Ministry - Ministry of Education for the Province of Ontario.

Accommodation Review Committee (ARC) - an advisory body established by the Board to conduct a public accommodation review of a school or group of schools, which must include membership drawn from the community.

Pupil Accommodation Review Guideline (PARG) - is a Ministry document that provides direction to the school boards regarding the public accommodation reviews undertaken to determine the future of a school or group of schools.

Administrative Review of Accommodation Review Process - is a Ministry document that sets out the conditions under which the Ministry may conduct a review of a school board's accommodation review process once the process is complete and once the Board of Trustees have made a decision.

Average Daily Enrolment (ADE) - the measure of enrolment used for Ministry funding purposes and which is calculated using two count dates within the school year: October 31st and March 31st. The full-time equivalent of students enrolled in a board's schools are weighted at 0.5 for each of the count dates.

OPERATING POLICY**HALTON CATHOLIC DISTRICT SCHOOL BOARD****SCHOOL ACCOMMODATION REVIEW – CONSOLIDATION/CLOSURE**

POLICY No.:	I-09
DATE:	OCTOBER 27, 1987
AMENDED:	OCTOBER 29, 1996
AMENDED:	MARCH 23, 2004
AMENDED:	SEPTEMBER 18, 2007
AMENDED:	MARCH 3, 2009
AMENDED:	MAY 18, 2010
AMENDED:	NOVEMBER 17, 2015

PURPOSE

The Halton Catholic District School Board (“the Board”) may consolidate/close schools in accordance with this Policy.

On March 26, 2015, the Minister of Education released a new *Pupil Accommodation Review Guideline, 2015* (the “PARG”). This Operating Policy and *Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure* are established by the Board in accordance with the PARG, as per Ministry requirement.

APPLICATION AND SCOPE

The Board is responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of its elementary and secondary programs. These decisions are made by the Board of Trustees to further its primary responsibility which aligns with the guiding principles of fostering student academic achievement and well-being, and ensuring effective stewardship of the resources of the Board, including the Board’s financial viability and sustainability. These guiding principles apply to any accommodation review conducted pursuant to this Policy, including those conducted under the modified accommodation review process.

In some cases, to address changing student populations, the Board of Trustees must consider undertaking pupil accommodation reviews that may lead to school consolidations/closures. Wherever practical, pupil accommodation reviews will include a school or group of schools to facilitate the development of viable solutions for pupil accommodation that support the guiding principles.

A pupil accommodation review of a school or schools will occur in the context of the Board’s long-term capital and accommodation planning process in conjunction with Board Policy I37: Community Planning and Facility Partnership if applicable, and after the necessary assessment of the options for the school(s) in accordance with that process.

This Policy outlines the process the Board undertakes to complete a pupil accommodation review process or a modified pupil accommodation review process.

This Policy applies to schools of the Board offering elementary and/or secondary programs. Wherever possible, schools will be subject to a pupil accommodation review only once in a five-year period, unless there are circumstances that necessitate a review in the interim, as determined by the Board, such as a significant change in enrolment.

The Board welcomes the opportunity for the public and affected school communities to be heard with respect to pupil accommodation reviews. The Board will make information pertaining to the accommodation review process publicly available.

The Board of Trustees will make the final decision regarding any pupil accommodation review.

OPERATING POLICY**HALTON CATHOLIC DISTRICT SCHOOL BOARD****SCHOOL ACCOMMODATION REVIEW – CONSOLIDATION/CLOSURE**

POLICY NO.:	I-09
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REQUIREMENTS

This Policy must be read together with *Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure*. The Administrative Procedure, may be amended from time to time in accordance with this Policy.

1.0 Pupil Accommodation Review Process

The pupil accommodation review process consists of the following:

1. Preparation and submission of an Initial Staff Report and School Information Profile(s);
2. Approval by the Board of Trustees to undertake a pupil accommodation review process;
3. Establishment of the Accommodation Review Committee (including its Terms of Reference);
4. Consultation with Local Municipal Governments/Community Partners;
5. Accommodation Review Public Meetings;
6. Preparation and submission of an Interim Staff Report, including a Community Consultation section;
7. Public Delegations to the Board of Trustees;
8. Preparation and submission of a Final Staff Report;
9. Decision by the Board of Trustees; and,
10. Establishment of a Transition Committee.

An Accommodation Review Committee may include students and representatives from the broader community and staff resources as provided in the *Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure*.

2.0 Modified Pupil Accommodation Review Process

A modified pupil accommodation review process may be initiated by the Board of Trustees where two (2) or more of the following factors are present:

1. distance to the nearest available accommodation is within **5 kilometers**;
2. utilization rate of the facility is equal or below **50%**;
3. number of students enrolled at the school is **126 or fewer**.
4. when the Board is planning the relocation (in any school year or over a number of school years) of a program, in which the enrolment constitutes more than or equal to 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
5. there are no more than **three (3) schools** subject to the pupil accommodation review process; or
6. the entire student population of a school that is subject to a pupil accommodation review process can be accommodated in another school without a boundary change.

OPERATING POLICY**HALTON CATHOLIC DISTRICT SCHOOL BOARD****SCHOOL ACCOMMODATION REVIEW – CONSOLIDATION/CLOSURE**

POLICY NO.:	I-09
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The modified pupil accommodation review process consists of the following steps:

1. Preparation and submission of an Initial Staff Report and School Information Profile(s);
2. Approval by the Board of Trustees to undertake a modified pupil accommodation review process;
3. Consultation with Local Municipal Governments/Community Partners;
4. An Accommodation Review Public Meeting;
5. Preparation and submission of an Interim Staff Report, including a Community Consultation Section;
6. Public Delegations to the Board of Trustees;
7. Preparation and submission of a Final Staff Report;
8. Decision by the Board of Trustees; and,
9. Establishment of a Transition Committee.

3.0 Exemptions to Pupil Accommodation Review Processes

The Board is not obligated to undertake a pupil accommodation review in any of the following circumstances:

1. where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary, as identified by the Board, including in its relevant policies;
2. where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified by the Board, including in its relevant policies;
3. when a lease for the school is terminated;
4. when the Board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
5. when the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
6. where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or
7. where there are no students enrolled at the school at any time throughout the school year.

4.0 Access to Pupil Accommodation Review Documents

This Policy and *Administrative Procedure VI:35 School Accommodation Review – Consolidation/Closure*, together with the Pupil Accommodation Review Guidelines and Administrative Review of Accommodation Review Process issued by the Minister of Education are available to the public on the Board's website and will be available upon request.

OPERATING POLICY**HALTON CATHOLIC DISTRICT SCHOOL BOARD****SCHOOL ACCOMMODATION REVIEW – CONSOLIDATION/CLOSURE**

POLICY No.:	I-09
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AMENDED:	MAY 18, 2010
AMENDED:	NOVEMBER 17, 2015

References:

Education Act, R.S.O. 1990, c. E-2 s. 8(1)25.

Ministry of Education, Pupil Accommodation Review Guideline (March 2015).

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

BIGGER ISN'T BETTER

BURLINGTON SOUTHWEST PAR (ST. PAUL CATHOLIC ELEMENTARY)

Dear trustees,

WHY CUT THE ROOTS OF A FRUITFUL TREE?

INTRODUCTION

For those of you who don't know me, my name is Gina Vono. I am a proud parent of 3 students currently at St Paul Catholic Elementary School.

My Colleagues and I are here today on behalf of the ST. Paul Community to express our concerns with respect to the differences of smaller compared to larger schools, the benefits of greenspace on student achievement as well as the physical and psychological impact on the students and the community.

This isn't just a matter of switching schools...Closing St. Paul school would be a devastating mistake. The viability and safety of our children and community is at stake.

BIGGER ISN'T BETTER

THE BIG DEAL ABOUT SMALL SCHOOLS

We feel that it is a matter of logic... in this case **BIGGER ISN'T BETTER.**

Study after study indicates the positive effects of small schools and that there is something to be said for the iconic 19th century "ONE ROOM SCHOOL HOUSE"

21st century bells and whistles hold no value on the fundamentals of education. Good teachings come from the heart and the mind.

*Research confirms instructional quality and academic success is higher at small schools.

* Small Schools, provide more opportunity to participate... i.e.: Less competition for a few coveted spots on a sports team.

From a cognitive standpoint... Teachers are able to get deeper into the curriculum and move through it at a faster pace.

*Much easier for teachers to maintain "bell curve "in smaller schools, where students needs are easily identified.

*It becomes difficult for children to go unnoticed and slip through the "proverbial cracks"

*Smaller schools create a greater sense of unity.

*Small schools build strong communities. Parents and neighbors are more likely to be actively involved. The students benefit from community support and the school in turn fosters connections among neighbors and encourages civic participation.

PROMOTE STUDENT ACHEIVEMENT by keeping our well-functioning school open.

BIGGER ISN`T BETTER

SWITCHING SCHOOLS

<http://www.thestar.com/yourtoronto/education.html>

As indicated by a study performed by Mc Master University. There is a direct correlation between student achievement and switching schools.

*Children who switch schools between kindergarten and grade 3 don't do as well on Ontario's Standardized tests.

*The provinces own Data from the Education Quality and Accountability (EQAO) shows that switching schools lowers math levels by over 10%, reading at 9% and 6% for writing.

*Switching schools creates instability and disrupts learning. Researchers refer to this as the "move effect" and it does affect performance.

Children especially in the primary grades who switch school need to have particular attention paid to their adjustments.

We ask HOW WILL PARTICULAR ATTENTION BE APPLIED TO 567 students who will all have been redirected as a result of this proposal going forward. (Particularly St. John's students who would be redirected twice)

It is a very big risk to take by putting such a large population at risk.

How can we in good faith expose our children to this Educational Harm?

BIGGER ISN'T BETTER

SENSE OF BELONGING

*It's a known fact that no matter age or ethnic background or economic class children want to feel engaged at school, they want to feel like what they do

matters,(not only to themselves but also to their parents and teachers)

*Students do better in places where they can't be unnoticed, where they are known by their teachers and where their education is the collective mission of a number of trusted adults.

*There is a stronger sense of belonging and self-concept in smaller school as well as objective measures such as attendance and future dropout rates.

INVESTING IN SMALL SCHOOLS

We can appreciate the benefits of small schools, yet some may argue the cost is prohibitive.

Dollars and sense summarizes research on educational and social benefits of small schools and the negative effects of larger schools on students, teachers and members of the community... the research shows that measuring the cost of education by graduates rather than by students that are just going through the system, "SMALL SCHOOLS ARE THE MOST WISE INVESTMENT" Small schools are cost effective.

Students in smaller schools feel safer, have better attendance, and report being more attached to their school. It is impossible to dismiss school size as a powerful and fundamental indicator of safety for our children,

- See more at:

http://www.communityworksinstitute.org/cwionline/essays/a_essaytext/grauer_smallsch1.html#sthash.CAss0jQB.dpuf

INVEST IN WHAT WORKS! KEEP OUR SCHOOLS OPEN!!

BIGGER ISN'T BETTER

HEALTHY REALTIONSHPIS (Home, school and parish)

<http://www.preynet.ca/about/team/board-of-directors/dr-debra-j-pepler>

Dr. Debra Pepler renowned psychologist and international leader in research who has done multiple studies examining the bullying and antisocial behavior of children and adolescents particularly in school contexts... quotes "Relationships are the oxygen of human development."

Healthy Relationships are imperative to healthy development. They help youth feel valued, supported and protected from stress factors. Sadly the number of children with healthy relationship circles are declining affecting mental and physical health.

Parent involvement is higher in smaller schools, St Paul's specifically has an abundance of parent volunteers and extra-curricular programs. Each of our student's is a name and a face. The relationship between families and staff are immeasurable. The thought of this being taken away has nearly grief stricken families. Forcing them to imagine a future with no local catholic education option.

We know what conditions best support children's success and it is our obligation to support it and do what is right.

Keeping St Paul school is invaluable to encourage and maintain a strong connection between our families our faith and school.

This Proposal puts those healthy relationships at risk.

BIGGER ISN'T BETTER

MENTAL HEALTH (refer to hand out)

Symptoms of mental health often first occur in childhood and adolescence. It is crucial to intervene early in order to prevent and treat mental health and

addiction problems... Children are happier, more resilient and more likely to succeed when they are able to cope with stress and manage the ups and downs of life... In a smaller school teachers are able to identify these symptoms much easier. As we see more children struggling with anxiety and depression, sending them to larger schools will hinder them from seeking the help they need.

The HCDSB has implemented a mental health and addictions strategy. This consolidation contradicts the vision to better identify and support those in need or deemed high risk.

Is the health care system prepared to handle the burden from these unnecessary strains?

BULLYING

Bullying and aggression rates are higher in larger schools. Bullies and victims are about twice as prevalent in large schools. Consideration should be given to keeping schools smaller so that bullying can be recognized and dealt with efficiently.

BIGGER ISN'T BETTER

ACTIVE TRAVEL.

Providing a physical option for travel is essential in maintaining a healthy lifestyle. By active travel we maintain a healthy body weight and reduce chronic disease and health concerns, therefore improving mental health and physical well-being.

i.e.; *develop cardiovascular fitness

Encouraging Active Travel at an early age will provide our children with lifelong benefits. EXAMPLE *confidence, navigation and local environment awareness, risk assessment and decision making

The Halton Region has initiated an Active Transportation master plan Study to develop required strategy, infrastructure, initiatives and programs to promote non-motorized travel throughout the region, as recommended by the plan-THE ROAD TO CHANGE. The regions objective is to create an Active Transportation Master Plan that is safe, affordable and sustainable.

This master plan should be taken into consideration with decisions affecting these concerns. (Trustees may refer to the link provided... titled ROAD TO CHANGE)

<http://www.halton.ca/cms/One.aspx?portalId=8310&pageId=76801>

As published in the BURLINGTON POST (March 25th) Editorial titled BE ACTIVE OR ELSE... the road to better long term health is in being active encouraging residents to practice active travel.

ACTIVE TRAVEL ENCOURAGES GOOD HEALTH, REDUCES FUEL COST AND POLLUTANTS AND RELIEVES COMMUNITY CONGESTION

"Children's stress levels fall within minutes of seeing green space" walking to school helps children to diffuse before arrival.

By bussing our total population we are not allowing children to exercise these rights.

BIGGER ISN'T BETTER

OBESITY /Physical ailments

The epidemic of childhood obesity is rising globally. Although there are many factors contributing to obesity, many are related to lifestyle and may be avoided by intervention. Societal trends have dramatically altered the nature of play and the way children interact with their environment. These trends have included a significant decrease in outdoor recreation, sleep and healthy eating opportunities.

There is an increased dependence on electronic media and sedentary activities.
(Refer to study" Distance to school is associated with sendentary time in children")

By providing families with a walkable community we would ensure that the community is given the opportunity to contribute daily to the efforts of a healthier lifestyle.

There are direct associations between walkability and physical activity and obesity in both children and adults

Children especially should be encouraged to walk to school.

Burlington is one of 45 communities across Ontario taking part in Ontario's Healthy Kids Community Challenge, uniting communities with one common goal: promoting children's health developing action plans for Physical activity...

Everywhere we look to it points in the same direction, Physical Activity is a growing concern. **By bussing nearly our total population we are increasing the risk to these potential health concerns.**

BIGGER ISN`T BETTER

GREEN SPACE. (Study handout to be shared to trustees)

The proposed site for consolidation does not meet the developmental criteria and presents concerns to the psychological benefits to our children as it lacks greenspace.

In a study conducted by Researchers in Spain evidence proves that exposure to green living leads to improved performance on attention demanding cognitive

tasks.

*Multiple benefits were found for children that went to schools that featured green spaces and natural scenery. Children exposed to more greenery as measured by satellite imagery of their schools and neighborhoods - showed not only better attention but also superior working memory.

(Details of the study can be found in the attached handout)(The study included 2593 students from 36 different schools internationally over the course of a full year. Satellite imagery determined the amount of green space around the home and path to school as well as school itself. Children with more exposure to greenery improved in working memory and attentiveness.)

An interesting Fact quoted.

By researcher (Mark Nieuwenhuijsen, a researcher with the center for research in environmental epidemiology in Barcelona) **is" the fact that the lack of greenness at home didn't seem to matter. -rather it was the greenness of the commute and especially the school that made the difference."**

*Children spend a considerable part of their daily time at schools and green exercise is directly related to mental health.

"GREENESS" results in positive mental capital which in turn has a lasting effect through the course of life...

BIGGER ISN'T BETTER

...Continued

GREEN SPACE

Contact with nature is thought to play a crucial and irreplaceable role in brain development," the researchers write in the Proceedings of the National Academy of Sciences. "Natural environments including green spaces provide children with

unique opportunities such as engagement, risk-taking, discovery, creativity, mastery and control, strengthening sense of self, inspiring basic emotional states including sense of wonder, and enhancing psychological restoration.”

The researchers found lower levels of traffic-related carbon levels inside schools that were surrounded by more green space. They believe this reduction in exposure to air pollution partly explains their positive results.

In summary... When we are deprived of greenery, it is harmful to our psyches.

"In this basis contact with Nature is a human need"

*The St. Paul Community feels that this right is being taken away.

By having 567 students sharing minimal greenspace on the proposed property for consolidation and forcing our children on busses we are putting them at risk by severely limiting their exposure to the natural world.

It is our obligation to ensure Green living environments are factored into our children's education. This proposal does not optimize these conditions.

BIGGER ISN'T BETTER

PORTABLES

Portables are by no means 21st century learning facilities! Safety concerns arise as many parents are concerned that we are trading a well-functioning brick facility for portables.

* Parents are concerned with poor functioning HVAC systems. (Minimal ventilation)

*Poor acoustics, from the venting system, and outside distractions.

*Chemical off-gassing from pressed wood and other high emission materials

- * Water entry and mould growth. Issues with weather into the portable. i.e.: rain, snow
- * Separate washroom facility, having to exit to use facilities.
- * Segregation from the local population.

IMPACT ON COMMUNITY

- *Community roots,
- *Property values (although stated not a priority in proposal, residents are concerned for the value of their communities)
- *Forced into the public sector.
- *We worry about future families not having Catholic school option.
- * We worry about our parish not thriving
- *The proposed transition year (logistics haven't been researched) also, no traffic studies done in both areas concerned.

BIGGER ISN'T BETTER

CONCLUSION

The St. Paul's community senses abandonment, we don't feel that the impact on our families, community and particularly the children have been considered. There is no direct benefit to our children nor is there a need to uproot the children and close our school.

This proposal lacks research and quality and is based on too many uncertainties.

As parents, educators and decision makers, it is our responsibility to identify the needs of our children and communities that result in practical education options that continue to serve long term.

At the end of the day we are our children's advocates and we are here to represent their helpless voices and needs. It is our duty as residents of the city of

Burlington to protect our heritage, promote walkable communities and encourage green living

In preparation for this delegation I was advised to leave out any emotional points as they would hold no value argumentatively. Although this is a valid point when discussing inadequate lot size, or discrepancies in projection numbers , I disagree when it comes to discussing the psychological well being of our children... To what point have we come that our feelings do not reflect our behavior. Are we no longer human?? Is it not the foundation of our religion to teach our children the importance of their roots. I just want to clarify that these points mentioned may make us emotional but they are indeed factual valid concerns that are backed by logic and years of research.

BIGGER ISN'T BETTER

...continued

CONCLUSION

(To name a few we worry about sacrificing what is a great school , we worry about our children adjusting , we worry about their safety and stability we worry about the relationship that will be severed their physical health and lack of green space . we worry about our community , the environment and about the future of catholic education .)

I ask that we reflect on the **vision and mission statements of the**

HALTON CATHOLIC DISTRICT SCHOOL BOARD.

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

The St. Paul Community prays that the decision on this proposal is based on truths and in good faith keeping in mind the good health and interests of the current and future community.

WHAT WE PLANT TODAY WE WILL HARVEST TOMORROW

Vote No! To this proposal.

On behalf of the SOUTHWEST Community

Thank you for considering these facts,

Implications to the Neighbours of St. John School

My name is Maria Lourenco. I'm a graduate of the Halton Catholic District School Board as well as a parent and an aunt to students currently attending four of our schools including St. John's and St. Raphael's. I'm an active volunteer, a former member of two parent councils and current SEAC member for our Board. I care about our students and our schools.

I see a lot of flaws in the South Burlington proposals particularly when combined. Many of these have already been brought to your attention. I'm representing a group you haven't heard from, despite significant and negative implications that they will face. ***You have not heard from them because there has not been a genuine or authentic effort to inform them nor to engage them in the consultation process.*** There are of course many stakeholders who feel this way about the process but I am referring to the neighbouring residents to St. John School. Outreach to them has been even more limited, significantly so, such that the neighbouring residents to St. John School have no idea what the Board is planning to do to their neighbourhood. My mother is one of those neighbours and along with many others has lived there for over 40 years. If she didn't have grandchildren attending the school, she'd have no idea that the Board was planning to increase the traffic congestion around her home and turn the road outside her front door into a school bus lane. My mother has always valued her residence as a quiet, peaceful and private space. I hope that she will be able to continue to enjoy her golden years in that environment.

The Board hand delivered letters to these residents although the extent of the delivery area is unclear. These ***letters did nothing to explain what was going on or to motivate residents to become involved in the discussion.*** I'd like to review with you what the residents received.

Inside the envelope addressed to “St. John (B)” (in itself confusing) was a cover letter and the same two page FAQ sheet that was sent electronically to parents. The documents use the terms “pupil..” or “school...” “accommodation”, or variations thereof, a total of 13 times, but never explain what that means. ***Even in the section entitled “What is a Modified Review Process”, the question isn’t really answered.*** The bullet points explain that the Board has revised its policies and procedures, refers to the existence of Ministry guidelines (without elaborating on them) and points out the difference between a modified and regular review process – without ever defining either!

At the March 22nd Board Meeting, Andrea Swinden acknowledged that the terminology was confusing to parents and stated that the Board had made efforts to increase clarity by referring instead to “school consolidations and closures” in later communications. Unfortunately, no such clarification was provided to the neighbours.

The documentation talks about “beginning” a review process, states in bold that **no determination has been made** regarding school consolidations or closures, and states, again in bold that **before the Board makes any decisions, a comprehensive community consultation will take place**. Both of these statements appear twice within the 3 pages of information received by residents. The documentation states that the Board is undertaking this review to address the delivery of specialized programs and extra-curricular activities in the face of declining student enrolment. The only statement regarding school consolidations or closures is in the negative. ***It sounds like the Board is at the preliminary stages of a lengthy and comprehensive process. Nothing to indicate a final decision is to be made in April, or that changes could be underway as early as September.*** Definitely nothing to suggest that the one and only option being considered and presented by the Board, was a school closure and consolidation. Given the repeated references to a “comprehensive process of community consultation”, one would not expect that the Board would be completely

unwilling to consider community feedback and make any revisions to their one and only solution to the challenges facing our schools.¹ Most concerning in the case of the neighbours; ***there was absolutely no way that they could have anticipated from these documents that this “Modified Pupil Accommodation Review Process” would mean traffic chaos and a school bus lane would soon be descending just outside their front doors.***

This scenario is not unlike the one we faced as parents. I didn’t know what a “Pupil Accommodation Review” was, and I didn’t give it much thought at first either. The difference is, these neighbours don’t have children in the school and aren’t directly connected to the school community and therefore, not part of the ongoing discussion. Sure they were invited to the March 8th meeting but what would compel them to attend?

The residents received no additional communication from the Board. The Board will say that the documents provided references to additional information and a dedicated webpage where updates would be available. Well, this might be an even more concerning aspect of ***these letters that were hand delivered to the elderly neighbours.*** The letters ***contained a number of hotlinks.*** In some cases they provided url addresses. Not much use to a 70 or 90 year old whose probably not internet conversant. But even worse, readers were also invited to view the policy and procedure documents, but were only given the titles of the reports. I know from the electronic version of the document that these were hotlinks, but that’s not much use in a hardcopy letter. My absolute favourite part of this package though, is where it says ***“Click here to read the full report”.*** ***As we all know, nothing happens when you click on a piece of paper!***

Its not like the Board doesn’t know the demographic of this neighbourhood. This “maturing neighbourhood” as they call it, is the primary factor behind the declining enrolment which has led to this

review process in the first place! ***This communication strategy was certainly effective at keeping the neighbours out of the process.***

Within the referenced documents, for anybody who took the trouble to find and read them, the Board does acknowledge that, with reference to St. John School, ***“The total available parking and drop-off area is inadequate for a school with approximately 300 pupils.”***² Yet there is no explanation as to how the Board proposes to then accommodate over 500 students on this site. This comes later, in the Interim Staff Report in which the Board indicates plans to locate a “bus drop off lane along Courtland Drive to offset on site circulation issues” (pg 8) and that “access to three municipal streets increases overall usable site space” (pg 12). ***The Board plans to address the site limitations by encroaching on the neighbourhood. They don’t feel a duty to inform the neighbours that they plan to borrow their streets to deal with the overflow resulting from putting too big a school on too small a lot. These residents deserve to be treated with more respect and dignity than that.***

It is ironic that the Ontario Catholic Graduate Expectations include a requirement to be “an effective communicator who presents information and ideas clearly and honestly and with sensitivity to others” 2(c). ***Our own School Board did not meet the expectation that we have of our Catholic graduates.***

The School Board has done little to authentically engage the neighbouring residents and has not been forthcoming with their plans. In short, the neighbouring residents were provided with a lot of confusing, misleading and inaccessible information. What they needed to be told, clearly and honestly was:

- the board is proposing to renovate the school in your community, leading to at least a year of major construction work in your neighbourhood
- once complete, we plan to double the number of students at the neighbourhood school
- that increase will come from students who will be either bussed or driven to school
- our school site can't handle that increased traffic so we plan to use Courtland Drive as a bus lane

In addition to not being properly communicated to neighbouring residents, the ***planned use of Courtland Drive simply doesn't make sense and will just make an existing problem worse***. For those of you who are not familiar with the area or the current situation, I will give you some background.

Courtland Drive runs primarily east-west; it curves north at the West end, just before St. John School. The north portion runs essentially the full length of the east boundary of the St. John site. There are five homes on Courtland Drive directly facing the east side of the school/church site. At least three of those residents have lived there for over 40 years, including my Mother. They have been good neighbours to our school.

Many parents already pick up their children along this stretch of Courtland Drive, parking on both sides of the road to wait for their children. ***Travelling west along Courtland and approaching the northbound curve at 3:00 is a dangerous prospect***. With cars parked on both sides, you can't see the road around the bend and there is not enough space for two way traffic. This is a ***head on collision waiting to happen***. My Mother's driveway gets blocked by parents waiting for their children and occasionally people will even park in her driveway. I've also encountered parents waiting in the middle of the road, completely blocking traffic, while they wait for their child to cross the playground. This is the current situation.

If the Burlington Southwest proposal is approved, another almost 300 students will be either driven or bussed to school. I suspect many parents will choose to drive their children in favour of a long

bus ride. Courtland Drive is already jammed at 3:00. Where are these additional parents supposed to go?

And the Board wants to add a school bus lane into the mix. There is no space. Not to mention, this is unfair and disrespectful to the neighbouring residents who, along with any visitors, already have trouble navigating that road or backing out of their driveways during school pick-up times.

This scenario also makes it extremely challenging for wheelchair accessible public transportation vehicles to provide service to these homes. This is a reality in this aging neighbourhood and these vehicles need to park on the road as they cannot provide their service on a sloped driveway. They shouldn't have to fight with school buses and parents for space on the street.

Especially concerning is access for emergency vehicles. This is something that should be considered in any area but, again, is of particular concern given the neighbourhood. My own father was taken away by ambulance twice in the months before he recently passed; the second time his life was literally hanging in the balance. I shudder at the image of an ambulance trying to make its way down a street with school buses, cars on either side and children crossing back and forth. This would not be an easy scenario to clear safely and quickly. Minutes and even seconds could be the difference between life and death.

By routing the traffic and school buses onto Courtland Drive you are creating a precarious situation, risking the safety of the most vulnerable members of our society; young children and the elderly.

Please don't take the attitude that this process is so far along that its too late to turn back. There is plenty of time to do this right. Ministry funds are available for projects to be completed by the 2019-2020 school year. Board Staff have already indicated that they are not likely to get Ministry

approval this May. Their plan would be to simply wait until the next opportunity for submission (I believe approximately one month later) and submit the same proposals. Instead, why not go back to the beginning of the process, and have it done right this time! You have the power as trustees to make this happen by voting “No”. Prove to your constituents that you are not just a rubber stamp for the Board but that you in fact represent the interests of your constituents. Show us that you have approached this process with an open mind and have given critical thought to the recommendations as well as the feedback of your stakeholders.

Please don’t say “thank you for raising some valid points and we’ll take them into consideration for next time”. Please show that you care, that you respect your constituents, including the vulnerable elderly members of your community, and take all of this into consideration for THIS time.

Footnotes

1. Pg 24 of the Interim Staff Report – “No modifications were made to the initial accommodation plan based on community feedback...”)
2. Pg 304 of Board Package dated January 19th, 2016 = pg 17 of St. John School Information Profile

January 26, 2016

RE: Modified Pupil Accommodation Review – Burlington Southwest of QEW

We are writing to provide you with information about a decision recently made by the Halton Catholic District School Board with regard to a Pupil Accommodation Review that will be undertaken in the vicinity of your neighbourhood.

At the January 19, 2016 Board Meeting, Trustees received and approved a report and recommendation to begin a Modified Pupil Accommodation Review for the following schools in Southwest Burlington:

St. John Catholic Elementary School, located at 653 Brant Street.

St. Paul Catholic Elementary School, located at 530 Cumberland Avenue.

At this time, **no determination has been made** regarding any school consolidations or closures. **Before the Board makes any decisions, a comprehensive community consultation will take place**, in accordance with our Board policy and procedure. As a neighbouring resident, we would welcome your attendance and input at the consultation meeting, which will take place at 7:00 p.m. on Tuesday, March 8, 2016 at *Assumption Catholic Secondary School* (3230 Woodward Avenue in Burlington). To attend, please register online at: <https://survey.hcdsb.org//2016MPAR>.

Attached, please find an FAQ sheet, which provides some general information about the Modified Pupil Accommodation Review.

We will be also be posting regular updates as we move along each step of this process. A dedicated webpage has been established where the most up-to-date information will be available at: <http://bit.ly/hcdsbMPAR>.

If you have any questions regarding this process, please feel free to contact us at 905-632-6300.



Jane Michael
Chair of the Board



Paula Dawson
Director of Education



St. John (B)

Believing Belonging

Envelope

Modified Pupil Accommodation Reviews

WHY IS THE BOARD REVIEWING PUPIL ACCOMMODATION AT OUR SCHOOL?

- On Tuesday, January 19, 2016, Trustees approved a **motion to proceed with a series of Modified Pupil Accommodation Reviews** in the following areas:
 - **North Georgetown** – with potential implications for the *Holy Cross* and *St. Francis of Assisi* school communities
 - **Burlington Southeast QEW** - with potential implications for the *St. Patrick*, *Ascension*, and *St. Raphael* school communities
 - **Burlington Southwest QEW** - with potential implications for the *St. John* and *St. Paul* school communities
 - **Oakville South of QEW** - with potential implications for the *St. Joseph*, *St. James* and *St. Dominic* school communities
- A number of the schools in our district have been experiencing declining student enrolment over the last several years. As schools become smaller, it becomes more difficult to keep offering the same number of specialized programs and extra-curricular activities.
- We want all of our students to have access to and be able to benefit from the same programs and resources.

WHAT IS A MODIFIED REVIEW PROCESS?

- Last November our school board revised the policy and procedure governing the School Accommodation Review Process. **We did this to be in compliance with guidelines released by the Ministry of Education** in March of 2015.
- In accordance with the Ministry guidelines, the new policy and procedure outline a regular review process, as well as a *modified* review process.
- **A Modified Pupil Accommodation Review Process** is a more streamlined process that may be initiated by a school board when certain key factors are in place (outlined on page 2 of Policy I-09). The basic difference between a modified review process and the regular review process is that the establishment of an **Accommodation Review Committee is not required**.



WHAT DOES THIS MEAN FOR OUR SCHOOL COMMUNITY?

- At this time, **no determination has been made** regarding any of the recommendations in the reports.
- The Board has simply asked staff to proceed with a **review – which includes a consultation process** where parents will be asked for their input.
- Before any decisions are made, a comprehensive process of community consultation will take place, in accordance with our Board policy and procedure.

PROCESS/NEXT STEPS

1. The **Board will be holding a public consultation meeting** for each community under review **in early March** to gather feedback and insight from parents, staff, students, and members of the community.
2. After all the feedback has been gathered, an Interim Staff Report will be presented to the Board of Trustees.
3. This report will be shared with parents and staff, and an opportunity will be extended to delegate to the Board before any decision is made.

REGULAR UPDATES

We will be providing regular updates for staff, parents and students as we move along each step of this process. A dedicated webpage has been established where the most up-to-date information will be posted at: <http://bit.ly/hcdsbMPAR>

MORE INFORMATION

- More information about the pupil accommodation review process is available on the Board's website at: www.hcdsb.org
- [Click here to read the full report](#) (items 8.3 – 8.6) presented to the Board of Trustees at the January 19, 2016 Board Meeting.
- To view the policy and procedure governing the School Accommodation Review Process:

[Policy I-9 School Accommodation Review – Consolidation/Closure](#)

[Administrative Procedure VI-35 School Accommodation Review – Consolidation/Closure.](#)

MPAR Survey Response

- The Board of Trustees stated that there was low interest to the survey.
 - “The number of people posting on the MPAR is not very high”
- The input options on the MPAR were specific to the proposal to consolidate the schools NOT to garner input from the affected people
- People were so outraged by the inability to provide feedback that an online petition started on 3rd February 2016
- The focus of the petition was twofold
 - Allow people to have a voice and show their opposition to the proposal
 - Suggest alternatives

Petition

- A petition was set up on www.change.org
- Since then 843 supporters have logged in and commented
- The comments made are from the Children themselves, Parents, Grand-Parents, Aunts, Uncles and concerned Community members
- 75% of comments are from local residents but Burlingtonians as far a field as:
 - Jamaica
 - New Jersey
 - Ho Chi Minh City, Vietnam
 - Texas
 - Spain

Have all commented...

- “We have **lost too many neighborhood schools in south Burlington** over the past 20 years: Fairfield, WE Breckon, Lawrie Smith, Wellington Square, Strathcona, Elizabeth Gardens to name a few! We do not need to lose MORE schools”
- **“A line item in the budget should not trump the educational experience that Paul's gives my children.”**
- “Local schools are the **foundation of our neighborhoods!**”
- “St. Paul's is a great school. How can two schools in a community that is currently flipping to a younger generation. We had 5 Houses with elderly people on our street move out this year. **Young couples with kids moved in.**”
- “I don't want to see Catholic Education die in south Burlington. Everyone I know, including myself will be **sending their children to public schools if this plan goes through.**”
- “St Pauls is a loving and caring family of people who always have the children's best interests at heart. **Our son has Autism and would be lost in the "super school"** that they are proposing at Brant Street.”
- “I'm signing because my son is supposed to attend St. Paul in 3 years and **we chose this house based on the proximity to the school.** We would be devastated if the school closed down!”
- “If St.Pauls closes I like so many I have spoken with **will be sending our children to the public school** down the street! So in the end the Halton Catholic School Board might be putting the nail in their own coffin.”
- **“There are times when the pursuit of efficiency, leads to the absence of humanity.”**

In Summary

- There were distinct themes to the comments
 - Move to Public Schools
 - Loss of a Catholic Community
 - Families moved in to a specific catchment area
 - Children getting “lost” in a Super School
- The Board of Trustees, to quote the HCDSB website:
“Are accountable to our school community” and “are always willing to listen to parental concerns”

The Parents have spoken and are concerned...

The potential negative impact of busing our children

Halton Catholic District School Board Meeting

Delegation to the Board re: Modified Pupil Accommodation Review

Southwest MPAR: St. Paul – St. John

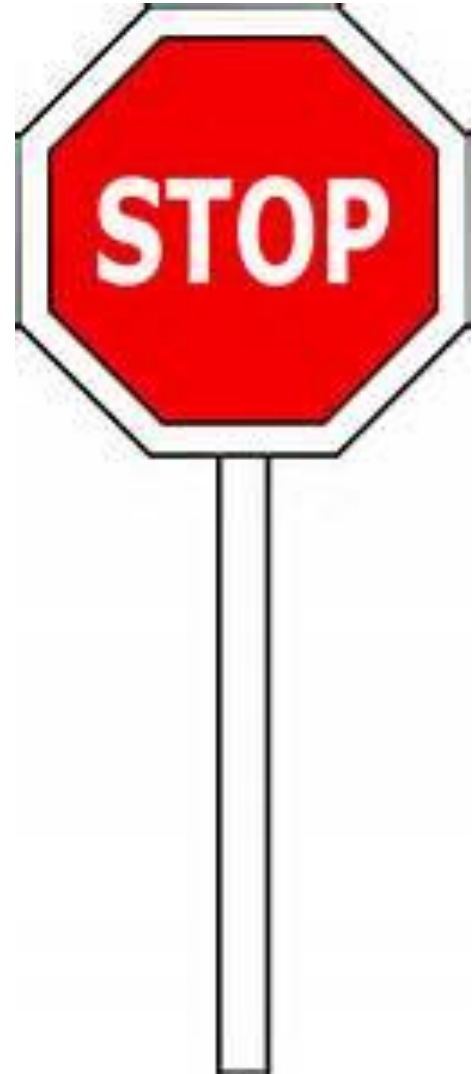
Peter Temoche
St. Paul Parent Council Member

April 5, 2016



Agenda

- My Personal Reflection
- Length of Bus Rides
- Alarming Obesity Rates in Children
- Financial Cost & Other
- Environment Impact: Changes today will effect our children tomorrow!



My Personal Reflection

- Who am I?
 - My name is Peter Temoche and I am a proud father of two beautiful children, Alex & Charlotte
 - I am an active member of St. Paul's Parent School Council Committee
 - I am a local firefighter, so I believe I was born to “fight” all types of fires!

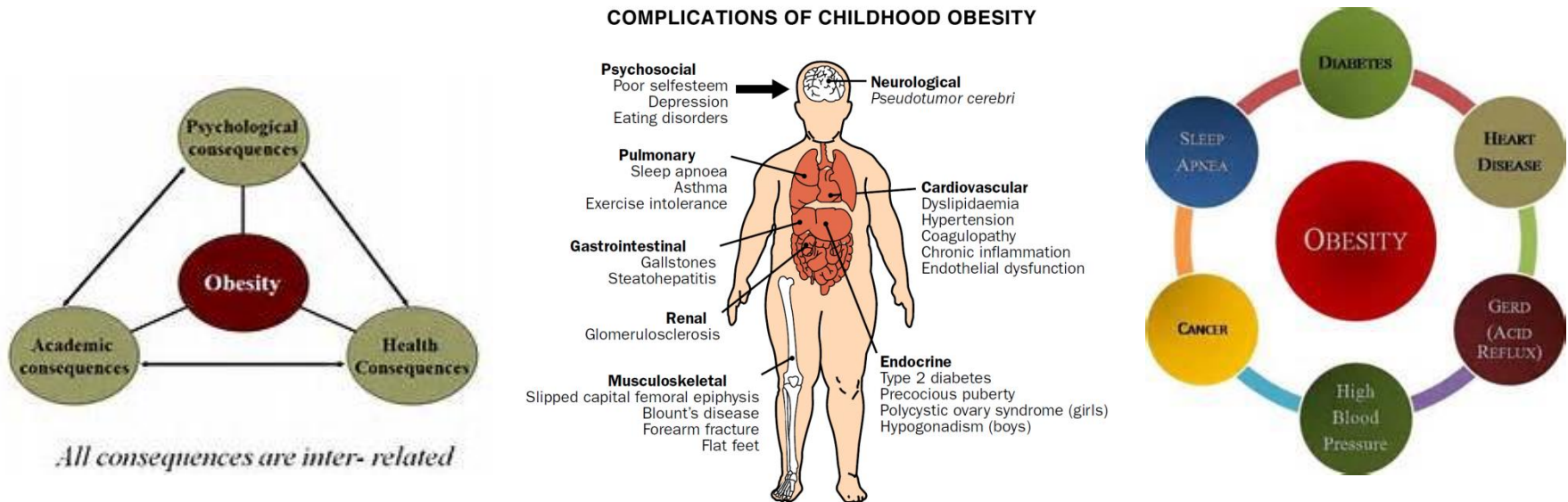


Length of Bus Rides



- Definite discrepancy between the Board's initial "prediction" of bus ride times vs their "best guess" current bus times:
 - Initial bus ride times: 14-15 minutes
 - Current bus ride times: 40-60 minutes
 - Note: Bus times referenced at community meetings.
- Bus routes and times need to be confirmed before any decisions are made, especially as this is a change for the majority of our school community
- This bus ride will "drive" many families out of the Catholic Board and into the Public Board
 - This will result in a decrease in student enrolment for the Catholic elementary schools and will eventually lead to the loss of enrolment for the Catholic secondary schools

Alarming Obesity Rates in Children



- Some of the referenced material include, but are not limited to, the following:
 - The US National Library of Medicine
 - Healthychildren.org: November 2015 edition
 - http://www.saferoutespartnership.org/sites/default/files/pdf/school_bus_cuts_national_stats_FINAL.pdf
 - ***Kids are less active today, and 23% of children get no free time physical activity at all. Approximately 25 million children and adolescents – more than 33% – are now overweight or obese or at risk of becoming so. Walking one mile to and from school each day generates two-thirds of the recommended sixty minutes of physical activity a day. Plus, children who walk to school have higher levels of physical activity throughout the day.***
 - Obesity in Canada - March 2016
 - ***“Since 1980, the number of obese adults has doubled, while the number of obese children has tripled. Canada has moved into 5th place for the number of obese adults and 6th place for the number of obese children when compared to other industrialized countries.”*** 221

Financial Cost & Other

- Some of the referenced material include, but are not limited to, the following:
 - Dollar amounts noted within Board/Ontario Report:
 - ***“It will cost \$1653 to bus 1 student per year. Multiply this by 277 St. Paul’s students = \$457,881 per year going to bus transportation costs.”***
 - <http://www.cbc.ca/1.2900213>
 - Subject: School busing costs nearly doubled despite plunging enrolment
 - ***“The decision to build the new Moncton High School in Royal Oaks is a perfect example of decisions that are being made that run counter to common sense and add to the cost of student transportation. – Paul Bennett, author AIMS report on school transportation”***
 - http://www.saferoutespartnership.org/sites/default/files/pdf/school_bus_cuts_national_stats_FINAL.pdf
 - ***“Returning to 1969 levels of walking and bicycling to school would save 3.2 billion vehicle miles, 1.5 million tons of carbon dioxide and 89,000 tons of other pollutants—equal to keeping more than 250,000 cars off the road for a year.”***

Environment Impact: Changes today will effect our children tomorrow!

- Some of the referenced material include, but are not limited to, the following:
 - <https://www.nrdc.org/stories/long-road-safer-school-buses>
 - <http://www.saferoutestoschool.ca/research-0>
 - <http://www.environmentalhealthnews.org/ehs/news/idling-school-buses>
 - ***“That’s roughly 130,000 tons of carbon dioxide, 940 tons of nitrogen oxide, 24 tons of soot particles, and 6,400 tons of carbon monoxide each year.”***
 - <http://www.propane.ca/en/about-propane/environmental-benefits:>
 - ***“Our health and that of our planet is worsened by inefficient and dirty fuel sources that contribute to asthma, cancer, heart disease, acid rain and other serious problems. According to Environment Canada, studies show there are more than 5,000 premature deaths a year in Canada that can be attributed to air pollution. In Ontario alone, during an average year, exposure to air pollution results in an estimated 60,000 emergency room visits and 17,000 hospital admissions.”***
 - http://www.saferoutespartnership.org/sites/default/files/pdf/school_bus_cuts_national_stats_FINAL.pdf
 - ***“Schools that are designed so children can walk and bicycle have measurably better air quality.”***



Thank you



- Burlington is 1 of 45 communities across Ontario taking part in Ontario's Healthy Kids Challenge so why is the Board wanting to bus an entire school?
 - Note: Document issued by Halton Catholic School Board – Preview attachment NAT March meetings.pdf
- Burlington was ranked #11 in Canada for being one of the “**Most Walkable Cities**” in our country...let's move up our ranking by ensuring our children have the right to walk, run or bike to school everyday!
 - <http://m.huffpost.com/ca/entry/2535699>
- Thank you for allowing me the opportunity to share my concerns and views on the Board's MPAR for southwest region, specifically for St. Paul.

Good evening, my name is Vince Tortis and I am here tonight on behalf of the St Raphael Parish Pastoral Council along with Father Frank Wagner CSC and Father Francis Salasiar CSC. We thank you for your time to hear our view in regards to the two motions which if implemented would leave the Catholic schools of south Burlington without a connection to St. Raphael Parish

The two proposals will have a negative impact on St. Raphael Parish as both elementary schools connected to St Raphael Parish will be removed. We urge the trustees to vote against the Burlington Southeast and Burlington Southwest proposals and ask the staff to prepare another which allows for at least one Catholic school integrally connected to St. Raphael parish.

First and foremost, as you deal with these proposals you must keep in mind that these are Roman Catholic schools. By their name it indicates that faith is a strong component of the educational process and its structures. It has always been the vision of Catholic education that children from the community should study together, pray together, and grow in their faith together.

I quote from the Halton Catholic District School Boards website:

Our educational purpose is not only the transmission of knowledge but also the formation of the whole person, body, mind and spirit so that our graduate can contribute to the transformation of the world in the image of God'.ⁱ

This proposal jeopardizes the goal for which our Catholic schools exist. They will create confusion for the parents in their involvement with St Raphael parish. They will diminish the involvement of the children in the local parish and will negatively impact the mission of the Catholic School Board.

I would like to highlight several issues that we feel the trustees should consider before the vote:

A Divided community

Presently we have both St. Paul and St. Raphael schools in close relationship to the same Parish. The proposal has St. Paul school joining St. John School and St. Raphael School closing and merging with a new school on the current Ascension site. This will create a division among the children as to where they belong. I note

that the proposal does not amend the existing school boundaries, however, the proposal will break a very important boundary – the boundary of the St. Raphael Parish Community.

Home- School –Parish collaboration being disrupted

The proposed plan irreparably disrupts the Home School Parish, triad structure which is a backbone of Catholic education.

Removing **both schools** from St. Raphael Parish and moving them to two different parish locations will create a major problem in continuing to maintain this triad structure for St. Raphael Parish.

How could we have a close relationship with the teachers of the students, or parents of our parish children, when they are mixed together with other parish children?

Is it realistic to continue to have the priests and youth minister go to the school and talk to only to children from St. Raphael's Parish?

The priests and youth minister from St Raphael Parish in collaboration with the teachers actively develop plans for children for the coming year.

For example:

- Parent and student preparation and preparatory celebrations in the classroom and in St. Raphael Parish church:
- First Reconciliation [Advent Penitential service and Lenten celebration of the Sacrament] and Eucharist in our church
- Rite of Enrolment, Teaching Mass, Family and Class celebrations during Eastertide] in our church
- Confirmation [Rites of Acceptance, Enrolment, Commitment and Sealing] in our church.

That intimate connection between teachers and the parish, the homes and the parish will certainly be compromised, if not lost.

This program among all other worthwhile programs involving Home, School and Parish, (especially sacramental preparation) should have a priority in a Roman Catholic school.

Experience from other Catholic schools where the children of the parish were relocated to a school **within another parish boundary** has shown a negative impact on the parish that had lost its school. The children and families understandably will celebrate First Reconciliation, First Eucharist and Confirmation in the Parish church where the school is located, that is, St. Raphael Parish children and families understandably will celebrate those sacraments in St. John and St. Patrick Parishes and the connection with St Raphael Parish is lost.

St Raphael Church has a deep and ongoing connection to the students and teachers of both St Paul and St Raphael. The sacramental aspect is only one of the activities between St. Raphael parish and its two schools. Other activities include an invitation to the children and their families to be part of weekday and Sunday celebrations and acknowledge their work and their presence:

- Monthly school masses in the Church;
- school celebrations of the Sacrament of Reconciliation during Advent and Lent in the church;
- Grade Three: Rosary blessing and distribution with illustrations of the mysteries of the Rosary a Sunday Mass in October in the church;
- Grade Four: blessing and distribution of New Testaments provided by the Parish and the children's illustration of New Testament events at a Sunday Mass in October in the church;
- Preparation of materials by grade six students this year for our annual Parish Day in April 2016- Nature as the Word of God
- Hail Mary prayed with gestures in May by Grade One in the church
- Crowning of Mary in May by Grade Two-First Communion children in the church
- Graduation exercises for Grade Eight in the church
- Bible Camp in July
- Baptism and Profession of Faith of children from the Catholic schools in order to make First Communion and Confirmation.

All these examples support the Ontario Catholic School Graduate expectation “Creating discerning believers formed in the Catholic Faith Community” the faith community of St. Raphael Parish.

This regular interaction provides an opportunity for the parishioners to learn from the children and for families to worship in the parish church.

Since these religious and educational activities require some preparation and instruction in the class, if we are sharing the school with another parish, it will be almost impossible to organize.

At a time when practice of Catholic faith by this generation of parents is already diminishing, the Board’s proposals push our families even further away from St. Raphael Parish, since the children will not have any practical connection to their St. Raphael parish.

Why replace something that is clearly working?

We do not say that all schools have to be next to the parish church. However, St Raphael Parish has enjoyed this strong connection for over 50 years and we ask the trustees to maintain what is considered a “Best Practice” and a benchmark for Catholic Education. The Triad of Home, School and Parish has been working with St Raphael and St Paul Schools for many years and should not be discontinued.

Busing complications

The proposal will lead to complications in busing St. Raphael children to the Mass and other rehearsals that need to happen in St. Raphael Parish church.

Busing it is an already problematic and had to be limited for students to have Mass in St Raphael Parish church by St. Paul students because the budget for busing is insufficient. The less desirable alternative has been to have masses and reconciliation services in the school.

If the Board's proposal is accepted, would the Board allow sufficient funds to bus St. Raphael Parish Children to St. Raphael church from St. John School and the new proposed school?

Maintaining a school next to the parish avoids this problem and saves cost in the long run.

Sacramental preparation

These proposals will create a particular problem when it comes to Sacramental preparation. Today each parish has the freedom to design our immediate preparation for the children and deliver them through the school. The proposals mean that two different parishes will be sharing one school.

This will make the preparation very difficult as there will be children from different parishes in the same class room. This raises an issue of who will prepare the children for the sacraments (especially First Communion, First Reconciliation and Confirmation)?

These proposals will eliminate two schools closely tied to the Church and diminish an essential part of our Catholic schools that is the collaborative and mutual religious formation by home school and parish.

If these proposals are accepted it **will certainly diminish, if not terminate**, collaboration of St. Raphael with the children being relocated to the new proposed school locations.

For example, our Catholic children in the public school system participate in a sacramental preparation provided by the Diocesan catechetical program, but miss the integral Catholic faith education in our Catholic Schools.

If these proposals are accepted we fear that even more families will opt to send their children to public schools. Although some sacramental preparation will continue, not only will there be a loss of students to our Catholic system, **but also a loss of the holistic Catholic education of our parish children.**

As I end my presentation I leave with you some questions to reflect on as you make this very important decision

Is this new plan primarily about the new opportunities, new programs, new gadgets and getting the money from the Government?

Do these proposals reflect the Catholic priorities that we stand for as a Catholic faith and educational community?

As a Catholic board should we not deepen the Home School St Raphael parish connection and focus on the sacramental life of our children?

In conclusion, taking the schools away from the geographical boundary of the parish is not a good plan and should be rejected.

The plans divide the communities, it destroys the relationship between the home school and parish and it creates more problems than it solves.

As a Catholic school board, we need to seriously think about the important contribution of the local parish to the spiritual growth of our children and the consequences these proposals would levy on the parish.

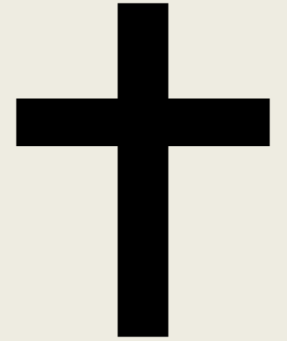
If we believe that ‘At the heart of Catholic Education is the person of Jesus Christ and the good news of his gospel’ⁱⁱ and the mission of the school board is to develop Christ centred individuals through home school and parish then we urge you as Catholic School Board to reject these proposals.

ⁱ Catholic Education: myths and realities – prepared by the Ontario Catholic trustees’ association.
http://www.ocecn.net/catholic_education/catholiceducation.pdf

ⁱⁱ Catholic Education: myths and realities – prepared by the Ontario Catholic trustees’ association.



St Raphael Parish Delegation



Halton Catholic District School Board
April 5, 2016

Home School Parish





Mission Statement



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

The Burlington Southeast and Southwest proposals will result in:

- A divided Parish/School community
- Home School Parish collaboration disrupted
- Replacing something that is clearly working
- A loss of the holistic Catholic education for our parish children
- A diminishment of the entire purpose of Catholic Education



Parish School Activities that will be affected:

- Monthly school Masses at St Raphael Church
- School celebration of the Sacrament of Reconciliation during Advent and Lent
- Grade 3 Rosary blessing and distribution with illustrations of the mysteries of the Rosary in October in St. Raphael Church
- Grade 4 blessing and distribution of New Testaments provided by the St. Raphael Parish at Sunday Mass in October
- Preparation of materials by Grade 6 students for our annual Parish Day in April 2016
- We invite the children and their families to be part of the Sunday celebration and acknowledge their work and their presence



St Raphael Parish Delegation



- Vote **NO** on the proposed Burlington School motions
- Allow the entire community to develop a new proposal that is suitable for all



Burlington Southeast QEW Pupil Accommodation Review

Delegation: Councillor Paul Sharman
Ward 5, City of Burlington &
Halton Region
i.e. Southeast Burlington

Introduction

- Accountant
- Organization performance improvement consultant
- Teacher
- President and CEO of US based IMA, one of largest accounting credentialing associations globally
- Served on Shape Burlington Committee 2009/10
- Elected official since 2010

Why are we here

- School Board Technical concerns:
 - Financial
 - Modernization
 - Meeting future capacity requirements
- Community concerns:
 - Nurturing community children
 - Focus on health/education outcomes for future generations
 - Family dynamics

Informed Choices

- Elected officials, essentially a citizens panel to exercise community influence of civil service (albeit recognize responsibility to the Board)
- Should consider the facts and data
- Complete staff work

Complete Data and Facts

- In determining the **best** location it is entirely appropriate to:
 - Consider traffic volumes and risk of accidents
 - Air quality and impact to young people's health
 - Spiritual factors such as proximity to a church
- Ensure trustee authority is exercised in accordance with **all** the rules
- Correct information provided

Data and Facts

- Tammy Luther, Andrea Ricci, Lana Guschin et al asked me to help them perform Board staff work. I did. They prepared the facts trustees need to consider.
- Availability of land. Burlington City Staff comments:
 - HCDSB did not ask us if we have a 5 ac parcel of land to consider to sell or swap in south east. So there response is not accurate.
 - The only time the school board spoke about land matters was in regard to St. Paul/Assumption and Cumberland Park.

Trustees, do you have all the data and facts??

Public Engagement

- City Council adopted “Shape Burlington” Recommendations in 2010
- City of Burlington increased public engagement substantially with huge impact on all decisions
- City Council added a cycle into decision making with respect to contentious development applications to ensure Council and staff would receive and **consider/react** to public concerns
- Burlington Community Engagement Charter approved 2013 a huge change for citizens of Burlington

Burlington is committed to respect and serve the interests of the community. Trustees might consider the degree to which an “abbreviated process” can actually serve community interests.

Community Engagement Charter

The Burlington Community Engagement Charter is an agreement between and among Burlington City Council and the citizens of Burlington concerning citizen engagement with city government that establishes the commitments, responsibilities, and fundamental concepts of this relationship.

- At the core of democratic government are two pillars that also form the basis of effective citizen engagement:
 - That government belongs to the citizens within its political boundaries, and
 - That the inhabitants of a city are “citizens” with the rights and responsibilities of citizenship based on justice, human rights, fundamental freedoms and rule of law.

Engaging people on issues that affect their lives and their city is a key component of democratic society. Public involvement encourages participation, actions and personal responsibility. The goal of community engagement is to lead to more informed and, therefore, better decision-making.

April 8, 2013

Public Engagement at Work

- John W. Boich school surplus land disposition - successful community engagement led to dedication of parkland.
- Sherwood Forest Park improvements deliberately dragged out over 4 years. Significant public influence and acceptance over park features.
- August 4th 2014 flooding - significant public engagement led to increase in budgets to remediate systems, \$120m so far.
- Appleby Village proposed condominiums community meeting, 350 +/- people expressed concerns about impact on sewer capacity. Project placed on hold indefinitely.
- Lakeside Plaza and area rejuvenation early community meeting 350 +/- people provided significant input to property owners and City officials.

Trustees, do not be rushed on decisions for your/our community and our children.

Governance and Creating Value

- City Council committed to modify the “professional” staff management of City planning processes.
- 2015 placed OP review on hold pending new strategic plan.
- Placed strategic plan update on hold pending thorough economic analysis and projections .
- BEDC created “business standard” competent economic vision.
- Performed a business standard competent strategic planning process.
- 2016 reinitiated OP review which will be completely reoriented to address the new 10 year economic vision and 25 year strategic plan.
- Council took responsibility to demand that staff complete their work in order to meet community values and long term sustainability.

**Trustees must strongly advocate for the interests of the community you serve
If not you, who? If not now, when? (US President Ronald Reagan)**

Governance and Creating Value

- The purpose of every organization is to create value for their stakeholders. This is greater than the technical consideration of highly “silo-ed” professional functional staff who have no personal skin in the game
- Our children stakeholders cannot be treated in a dispassionate manner
- Community parent stakeholders wishes must be given thorough and empathetic consideration. It is the Burlington way

The governance model is clear, trustees should exert the authority they received from the community by which they were elected.

Choosing the Right Location

- The work done by Tammy Luther, Andrea Ricci, Lana Guschin et al is compelling
- These parents and others they represent are deeply concerned that the right place for an elementary school is both safe, healthy and next to a church, the foundation of a faith based school board.
- It makes sense to me

Trustees, nurture our young ones.

Land Availability

- Staff will consider how to make land available to locate a combined school in the best location.
- I will engage my colleagues to ensure the work is done officially and reported to Council in a public process.

Trustees, let's get the facts straight. Don't be misled into making a poorly informed decision.


Questions?

Slide 1

Councillor
Marianne Meed Ward

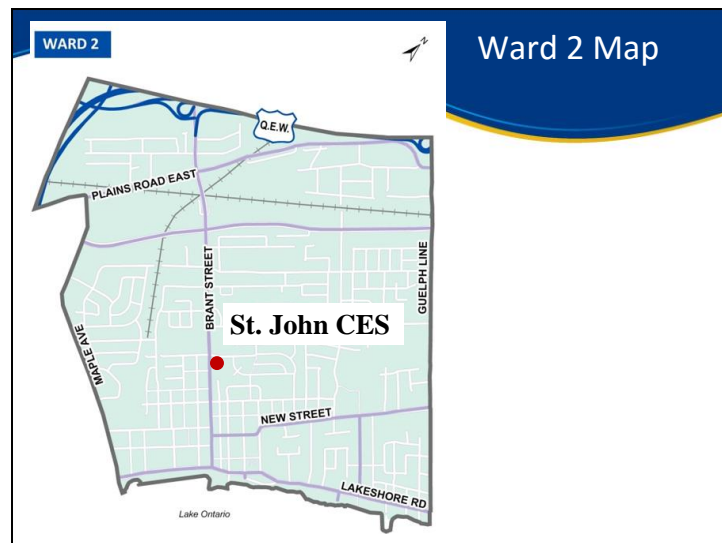
Accommodation Review

April 5, 2016
Board of Trustees
Halton Catholic District School Board

 **City of Burlington**

Marianne Meed Ward
City/Regional Councillor
www.ward2news.ca

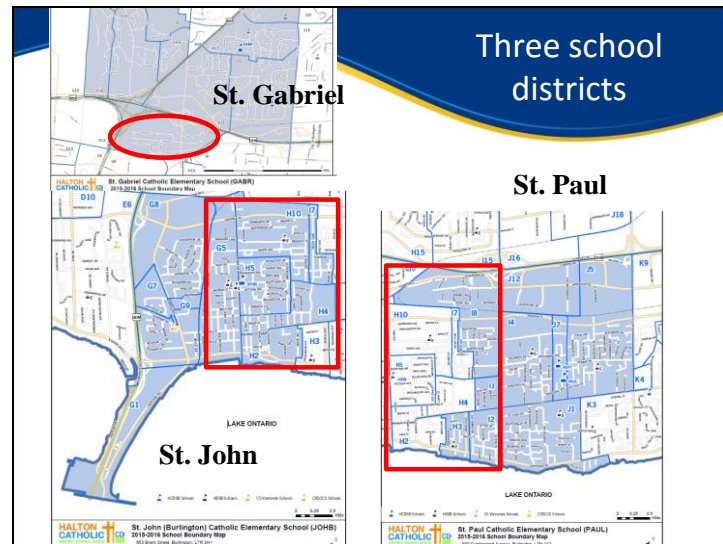
Slide 2



Here to bring information about what's happening in the city and downtown that you may not be aware of, and directly affects the growth projections. Hope you will consider this information in your decision-making.

I represent Ward 2 in Burlington.

Slide 3



Ward 2 overlaps three separate school boundaries; two are in the SouthWest district and will focus comments on those.

Slide 4



Would like to share information on population estimates, the city's plan for growth, our strategic plan to attract new families, and our emphasis on walkable neighbourhoods.

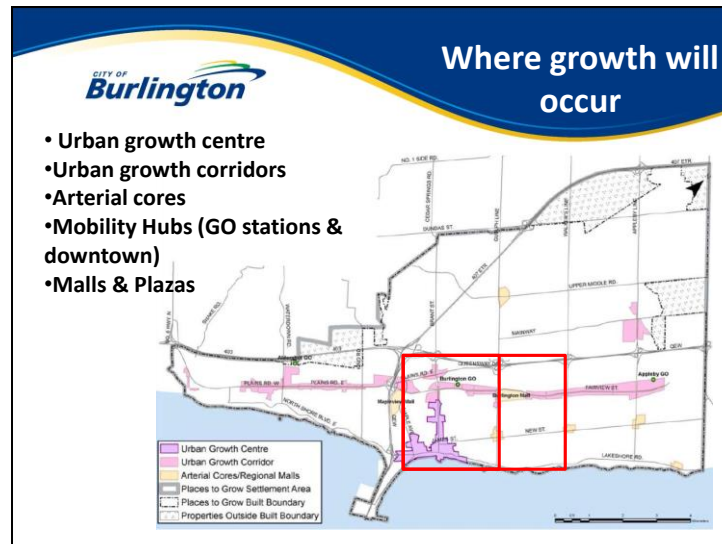
I will ask you to consider this: Does a plan to close/consolidate schools and bus kids align with the city's growth plan and vision for a walkable community for families?

Are the projections accurate?

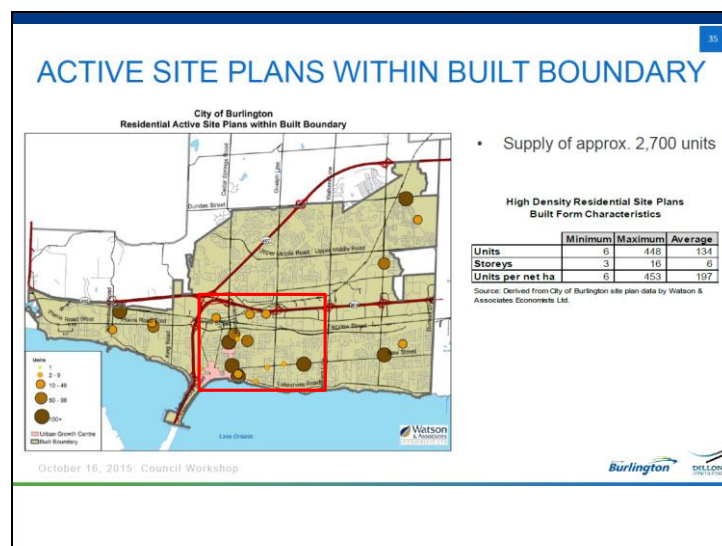
Will make some high level remarks, then focus on Ward 2 and Southwest section.

Council and staff believe the Region's Best Planning Estimates, Statistics Canada estimates underestimate growth in Burlington. To the degree the Accommodation review focuses on these data sources, they may be underestimating expected population growth or decline.

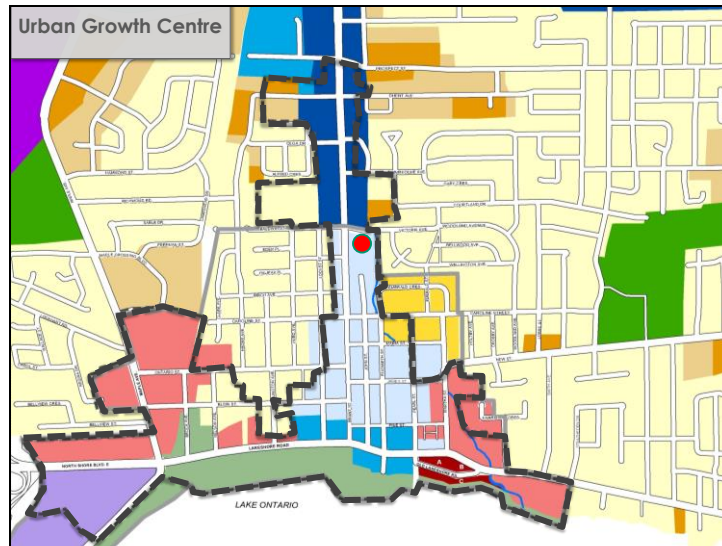
Slide 5



Slide 6



Slide 7



Slide 8

URBAN GROWTH CENTRE (UGC) OBJECTIVES




- Existing Official Plan and Zoning By-Law permissions can accommodate 200 people and jobs per hectare within the UGC by 2031
- This amounts to 22,800 people and jobs within the UGC by 2031

Image Source: Ontario Growth Secretariat, Ministry of Infrastructure
Copyright Queen's Printer for Ontario

October 16, 2015 Council Workshop

Burlington DILLON



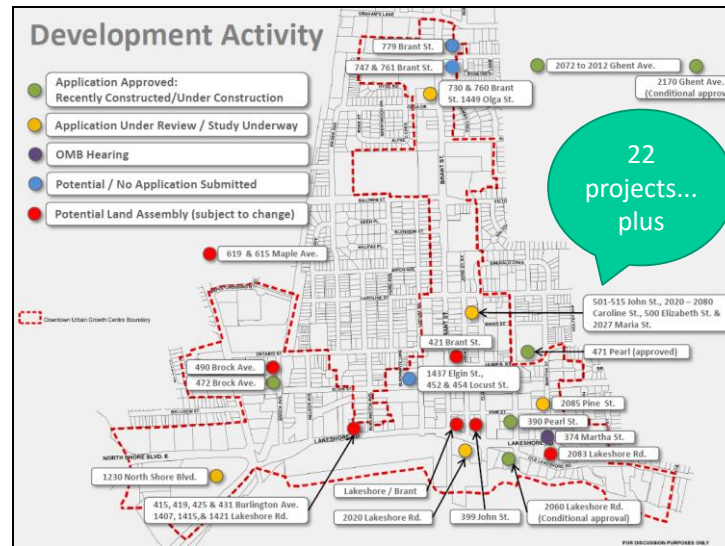
74% of density target met

“...with developments in the approval pipeline considered, the Urban Growth Centre is approaching 74% of the minimum density target for 2031.

“433 units not captured in census data.”

to reach the target requires adding about
“...350 people and jobs per year” for 17 years.

ADI report: 433 units not captured in the census data;



What does this mean for St. John and St. Paul?

LTCP: “To further supplement the existing community projection, we use all filed and active development application (subdivision, site plan, and condominiums) to estimate the number of new students yielded from new development units (i.e. a house). In the case of Burlington Southwest QEW, development is very limited, predominantly comprised of high density development (condominiums) that historically yields very few students.” Does not take into account that when seniors move into these areas, frees up single family stock on older neighbourhoods. Excludes a lot of development and infill at the periphery of urban growth that is in the form of towns.

Plus: Habitat townhomes in Queensway –

Habitat townhomes on Plains Road - St. Gabe district

If they are a bellweather of changing families – we will see many more in towns v singles, especially young families in starter homes

We are seeing more in apartments, too.

More important with apartments they so far have attracted seniors, who move out of established neighbourhoods and vacate their family homes, leaving them for new families. St. John and St. Paul are surrounded with these types of neighbourhoods. They are in transition. 5 years is too short a window to see this.

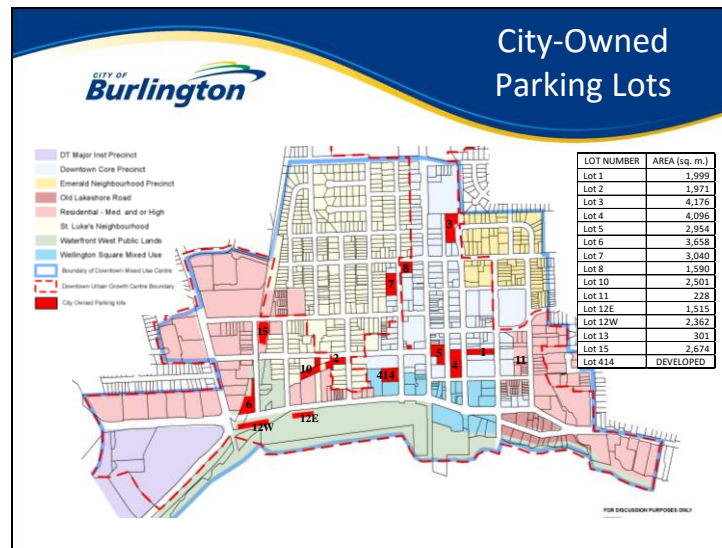
Unpredictability of housing arrangements (Alton, multi-families)

Growth not accounted for in Stats Canada (planning report)

Projections are just that – projections.

Also, though

Slide 11



Potential for towns on some of these parcels;

Slide 12



These are closer to, in some cases across from St. Paul. Any redevelopment because large parcels likely to include a combination of mixed housing – towns, apartments.

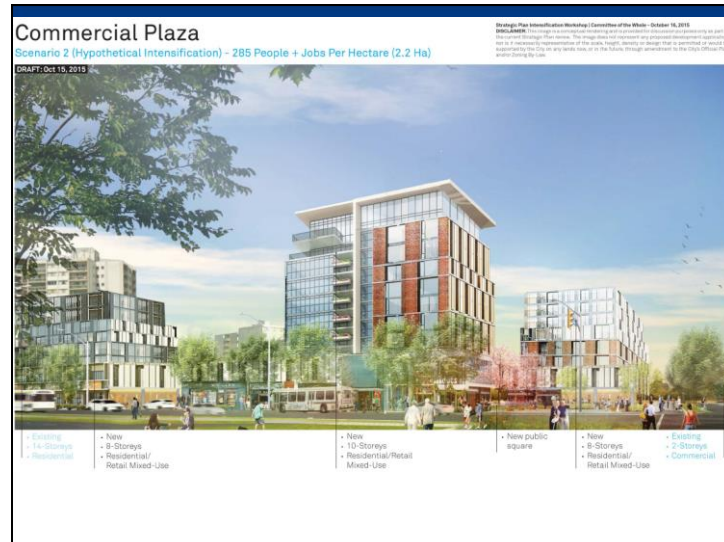
Slide 13



Slide 14

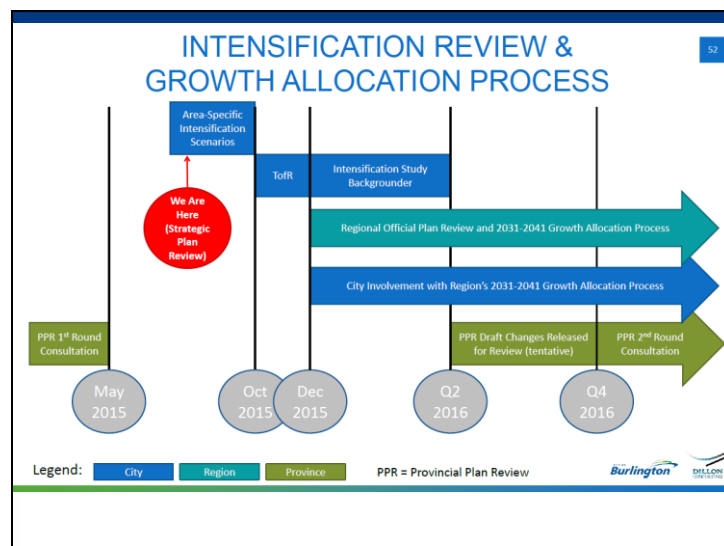


Slide 15

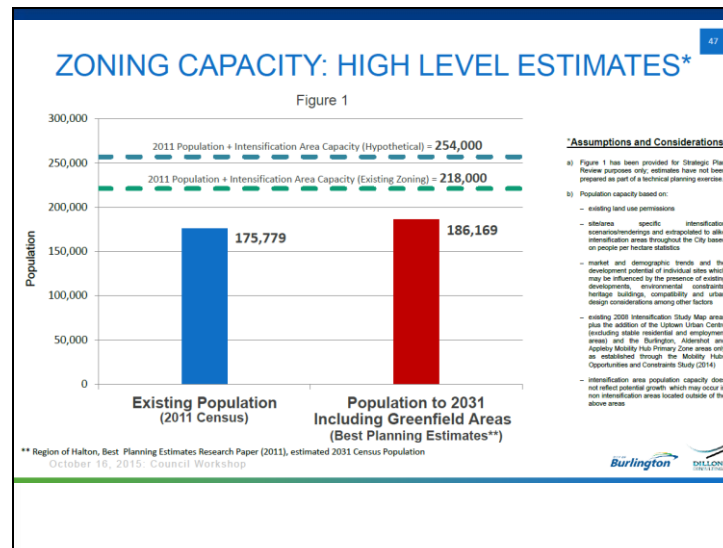


City is currently reviewing our growth plan intensification target and Best Planning Estimates; we are almost already there.

Slide 16



City is currently reviewing our intensification and growth allocation




The numbers that you're using may not take into account the city's plans which are fairly recent, within the past 6 months-year.

Slide 18 features a blue header with the text "Growth 'caveat'" in white. Below the header, on the left, are the logos for the City of Burlington and Watson & Associates Economists Ltd. The Watson & Associates logo includes a stylized leaf icon. To the right of the logos, the text "Enrolment projections base on:" is followed by a bulleted list: "• rate of growth", "• enrolment ratios", and "• grade transition". At the bottom of the slide, a quote states: "The rate of growth method assumes that past rates of enrolment growth or decline will carry forward. In today's changing demographic and economic landscape this method of enrolment forecasting is unreliable."

Growth "caveat"

CITY OF
Burlington

 **Watson
& Associates**
ECONOMISTS LTD.

Enrolment projections
base on:

- rate of growth
- enrolment ratios
- grade transition

"The rate of growth method assumes that past rates of enrolment growth or decline will carry forward. In today's changing demographic and economic landscape this method of enrolment forecasting is unreliable."

Education Development Charges 2013 study by Watson & Associates had this caveat about population estimates:

The combination of new initiatives, societal shifts in housing and the recent downturn in the economy have posed a set of unique challenges for municipalities in the area to develop long term population and housing projections. The development projections contained in this study are based on the Region's Best Planning Estimates (BPE), available at the time the study was being prepared.

The forecast information may be supplanted with other relevant data garnered from historical building permit issuance, small area development plans and prior conversations/meetings with local planning departments.

The prediction of school enrolment involves the consideration of a wide range of factors. There are 3 common methods of enrolment projections; rate of growth, enrolment ratios and grade transition. The rate of growth method assumes that past rates of enrolment growth or decline will carry forward. In today's changing demographic and economic landscape this method of enrolment forecasting is unreliable. The enrolment ratio method looks at historical ratios of school enrolment compared with the overall population and then carries forward these ratios or makes assumptions about new ratios and applies them to a population forecast. The grade transition method examines historical progression rates from grade to grade and makes assumptions about the retention of grades from one year to the next. Watson & Associates used a combination of the latter two methodologies – enrolment ratio and grade transition – in conjunction with strong demographic background data and historical Board enrolment to produce the enrolment forecast for the EDC. The enrolment projection methodology focuses on the relationships between demographic trends and actual historical enrolment of the Board. The basis of the assumptions for future trends comes from the analysis of these historical relationships.

A demographic profile is compiled for each review area within the board's jurisdiction using data from the 2001, 2006 and 2011 Census.

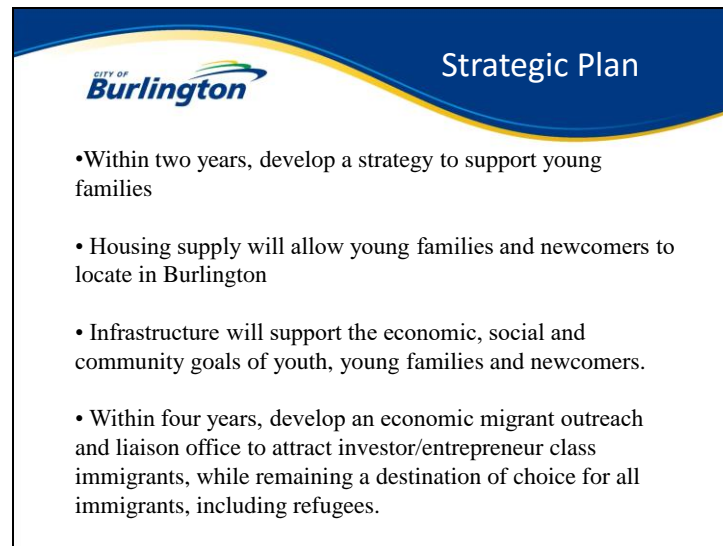


Key Strategic Directions

A City that Grows The City of Burlington is a magnet for talent, good jobs and economic opportunity while having achieved 7

Intensification and a balanced, targeted population growth for youth, families, newcomers and seniors.

1.3.a Burlington is an inclusive city that has a higher proportion of youth, newcomers and young families and offers a price range and mix of housing choices.



The slide features a blue header with a yellow and white wavy line. On the left is the City of Burlington logo, and on the right is the title 'Strategic Plan'. The main content area is white and contains a bulleted list of four strategic goals.

Strategic Plan

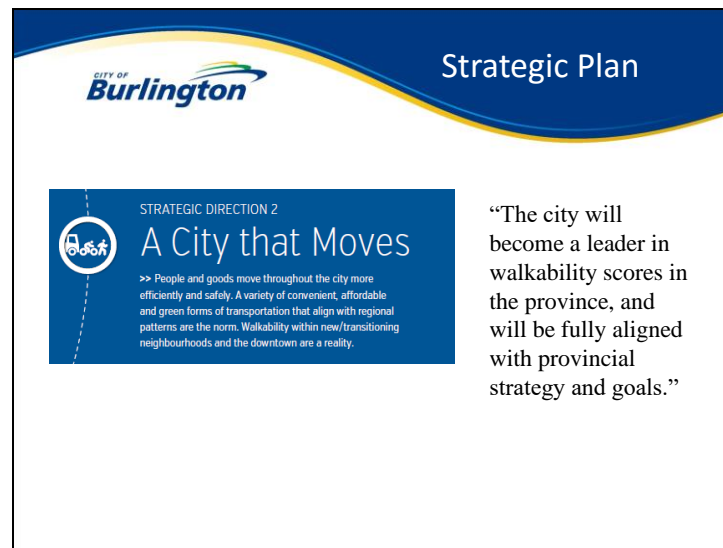
- Within two years, develop a strategy to support young families
- Housing supply will allow young families and newcomers to locate in Burlington
- Infrastructure will support the economic, social and community goals of youth, young families and newcomers.
- Within four years, develop an economic migrant outreach and liaison office to attract investor/entrepreneur class immigrants, while remaining a destination of choice for all immigrants, including refugees.

Strategic plan a city that grows:

calls for emphasis on attracting newcomers, young families. Within two years, the city will develop a strategy in co-operation with other levels

of government to support young families:

- Housing supply will allow young families and newcomers to locate in Burlington
- Infrastructure will support the economic, social and community goals of youth, young families and newcomers.
- Within four years, the city will develop an economic migrant outreach and liaison office to attract investor/entrepreneur class immigrants, while remaining a destination of choice for all immigrants, including refugees.



A City that Moves 15

People and goods move throughout the city more efficiently and safely. A variety of convenient, affordable and green forms of transportation that align with regional patterns are the norm. Walkability within new/transitioning neighbourhoods and the downtown are a reality.

Strategic Initiatives:

Future development will be higher density, walkable, accessible and transit-oriented. The city will become a leader in walkability scores in the province, and will be fully aligned with provincial strategy and goals.


Future development in key mixed nodes will be higher density, walkable, accessible, and well-served by public transportation. The city will become a leader in walkability in the province, and will be fully aligned with provincial strategy and goals.

Strategic plan a city that moves:

Focus on active transportation:

This plan calls for bussing – from 17% of population to almost 50% of population.

As of the December 31, 2015, transportation data, there are a total of 95 transported students within the Burlington Southwest QEW Neighbourhood. A preliminary analysis of the proposed attendance boundary for the proposed Burlington Southwest School estimates that a total of 277 students would be eligible for transportation, which is 49% of the student school population.



Active
Transportation

Municipal & Regional initiatives to increase physical fitness

- Halton Region's Active and Safe Routes to School Provincial Initiative
- City of Burlington Healthy Kids Community Challenge

Halton Region's Initiative

- Creating Walkable, Bikeable, and Transit Supportive Communities in Halton
- Halton Region's Clean Air Plan - 2006
- Clean Air Partnerships Report on School Buses, Air Quality and Children's Health

A plan that calls for bussing students is counter to these goals, and we hope that the board and the city can be aligned.

Bussed students are unable to take part in the following programs

Bike to School Week Program

International Walk to School Week

Green Action Centre's Walk to School Month

SUPPORTING WALKABILITY - PRO'S

ParticiPACTION's Canadian Physical Activity Guidelines for Children 5-11 years

Municipal and Regional initiatives to increase physical fitness

Halton Region's Active and Safe Routes to School Provincial Initiative

City of Burlington Healthy Kids Community Challenge

Halton Region's Initiative

Creating Walkable, Bikeable, and Transit Supportive Communities in Halton

OPPOSING BUSSING - CON'S

Pollution / Saving our Environment and creating environmentally conscious children and adults

Halton Region's Clean Air Plan - 2006

Clean Air Partnerships Report on School Buses, Air Quality and Children's Health

Ontario Physical Health and Education Association's Working Together Walking Together Initiative

Bussed students are unable to take part in the following programs

Bike to School Week Program

International Walk to School Week

Green Action Centre's Walk to School Month



Final comments as a mom of three kids in the public school system. But we all deal with the same ministry and funding formulas and policies. We've been down this path of school closures before.

Many years ago, the residents rallied to save Lakeshore Public School from closing. The board at that time was presented with similar data to what you are seeing – projections of declining enrolment. The community rallied, the school was saved, and is thriving – the neighbourhood did transition, as all neighbourhoods do. I was the direct beneficiary of these efforts, with a school my son could attend within walking/biking distance.

As such relying on these numbers to make such a permanent and significant decision as a school closure would not be wise. Take a pause. Do a boundary review. Find another way to improve the school (fundraising?)

Schools are the heart and soul of a community; parish schools are particularly special, given relationship to the church; there has got to be a better way to fund needed repairs and upgrades than disrupting neighbourhoods, children.

As such relying on these numbers to make such a permanent and significant decision as a school closure would not be wise. Take a pause. Do a boundary review. Find another way to improve the school (fundraising?)

Did modified accommodation review to speed up the process, presumably to qualify for the window of funding, but that eliminated the option for a more complete process that would have considered boundary reviews.



City of Burlington Contact

Contact details:

Phone: 905-335-7600 ext. 7588

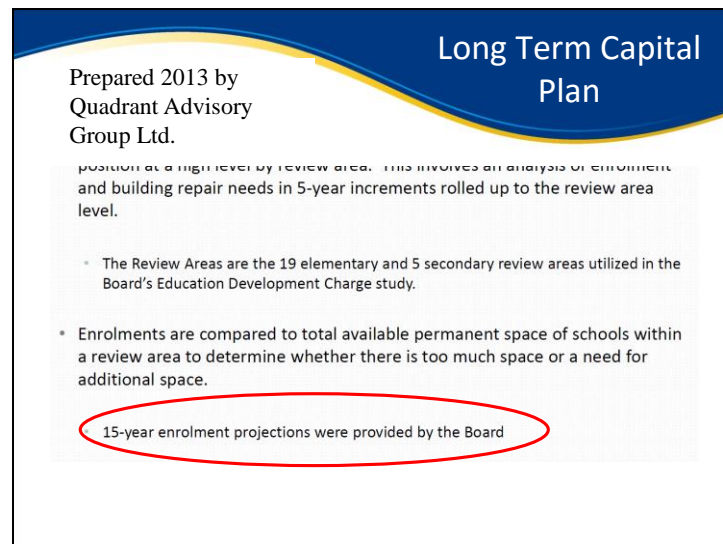
Email: marianne.meedward@burlington.ca

 Marianne.MeedWard

 @MariannMeedWard

 www.ward2news.ca

All of this information is on my business card



Long Term Capital Plan

Prepared 2013 by
Quadrant Advisory
Group Ltd.

position at a high level by review area. This involves an analysis of enrollment and building repair needs in 5-year increments rolled up to the review area level.

- The Review Areas are the 19 elementary and 5 secondary review areas utilized in the Board's Education Development Charge study.
- Enrolments are compared to total available permanent space of schools within a review area to determine whether there is too much space or a need for additional space.
- 15-year enrolment projections were provided by the Board

Long term capital plan bases enrolment projections on a variety of factors, including projected population growth.
Accommodation review is based on those projections.
Those projections were also in the Economic Development Charges review prepared by Watson & Associates.

DELEGATION SPEECH – CATHOLICITY AND FAMILIES LEAVING TO THE PUBLIC BOARD

My name is Halina Krajewski. I live within two blocks of St. Paul School. My two children were graduates of St. Paul's. I am a retired religion and math teacher from the Halton Catholic District School Board and I am a grandmother of three children who are currently at St. Paul School. The main reason I am standing before you this evening is that I believe that the values taught in the Gospel are best brought to light in small communities such as those of the current St. Paul and St. John communities.

I have been a lifelong supporter of the Catholic School System in Ontario. I recently read an email from the Catholic Trustees of this Board, the very ones that I speak to tonight. I whole heartedly agreed with their email dated January 14th of this year, thinking that it was very well thought out and made strong arguments for the continuation of supporting Catholic schools. The email indicated and I quote "If schools were amalgamated and hundreds of schools closed, all Ontario students would be displaced... There would be disruption and chaos in every community across this province" and again in another part it says, "Recent research from the University of Western Ontario shows that amalgamation does not save any money" and that the "cost of amalgamation would far out-strip any savings". Why should we create chaos here in our own backyard but at the same time tell the rest of the province to not create chaos in amalgamating Boards? Why should we believe that amalgamation of our two community schools would save money yet the amalgamation of Boards would not? Though this email addresses province-wide amalgamation of Boards, I am sure that the general public could clearly see the hypocrisy if our own Separate School Board chooses to amalgamate two of our very fine community schools.

I want to see a growth in our schools by promoting the characteristics that make our schools not necessarily better than the Ontario Public Schools but what makes us distinct – one thing that should make us distinct is our relationship with School, Church and Community. At this point in time we already have 563 students in St. Paul and St. John's who have chosen the values of a small community school, parents who have chosen to send their children to a school that is visited by their Parish priests, parents that recognize the faces that they meet when at their children's school. With consolidation, why should we create doubt in their minds and chaos in their lives? We want to keep these students, these families, in our system, not make them question why they are here in the first place.

As a retired teacher from Assumption Catholic High School, I can tell you that the vast majority of students that graduated from St. Paul went to Assumption. I am afraid that this retention rate would drop if the schools were to amalgamate. I find it of utmost importance that students carry on their faith journey from elementary school to secondary schools that are entrenched with Catholic values and traditions.

It is my understanding, in the proposal, that the school boundary lines would not be severed and that the entire St. Paul's population could go to St. John's. I am sure that this is meant to comfort people, knowing that their school population will be kept together but I see it in another light. Both the St. John and the St. Paul community have shared secular and Catholic traditions, yet they both have their own identity that makes them separate and strong. St. John Catholic School has been a part of the fabric of

Burlington since 1948 and has served the students of downtown Burlington with distinction for over 60 years. St. Paul Catholic School has been an integral part of the southwest Burlington area since 1968. Consolidating will certainly change each community's identity. St. Paul himself, who lived in many ancient Christian communities, clearly saw that the teachings of Jesus should hold the communities in unity but at the same time each community should keep its own uniqueness. This uniqueness of each small community is hard to maintain if the schools, which are central to the communities, are separated by such a large distance. The distance between a new Ascension school and a renovated St. John school would be 8 km. We are called to be Evangelists, spreading the Word, we should not try to upheave and displace communities: respecting the family, community, church and school to be central to the continuation of our faith.

The parish church of St. Paul school is St. Raphael Church. Father Frank, Father Francis and Cristian visit St. Paul School often to help the students grow in their faith. Due to their efforts and graces, they are not strangers in the hallways of St. Paul but are people who are welcomed due to their precious rapport with the students and staff alike. The entire student body of St. Paul attends masses at the church on a regular basis. The rosary ladies of the same parish visit the school to help students grow in their faith. St. Raphael Church is also the location for the sacraments of first reconciliation, first communion and confirmation. Wouldn't it be appropriate that the parents and students of St. Paul's keep this communal connection with their church? Our tradition gives our Catholic Schools strength.

A parish priest, Fr. Valiquette of St. Patrick Parish, once said that his vocation was to "break down barriers that keep Catholics from practicing their faith" and it was not "his job to build up walls that keep them from it". I think that the Trustees of our Board should reflect on this advice when making their final decision. There have been numerous comments on the online forum from families who indicate that they would switch from Catholic to Public Schools if consolidation occurs. The list of reasons includes but is not limited to: feeling their voices are not being heard, not wanting long bus rides for their children and the inability to make changes in their costly daycare arrangements. At this pivotal moment in the debate of the viability of Catholic Schools in Ontario should we not want to win over this segment of the public? To break down barriers so that their children can remain in Catholic schools instead of building up walls to keep them out?

As a former teacher who coached numerous teams and supervised many events during my career, I am also very concerned when I see the claim that one of the advantages of an amalgamation is that there will be more opportunity for students to participate in extra-curricular activities. I don't believe this to be necessarily true. At the heart of every extra-curricular activity there is often a teacher that is willing to dedicate their time to better their school community. If a staff is not engaged then the number of teachers on staff becomes irrelevant, and my experience is that a small school environment is often more encouraging of teachers to be involved. Doubling a teaching staff does not necessarily equate to doubling the amount of extra-curricular activities and it certainly does not mean that student involvement grows either. For Example: St. John's and St. Paul's each currently have a boys' basketball team. Each team has between 10 and 12 players on it. If you merge to one school, only 10 – 12 boys will have the chance to be on the team versus the 20-24 boys who are on it this year. What does this have to do with my topic: Catholicity? Central to the Catholic Faith are the 8 Beatitudes and central to the Beatitudes is the empowerment of the marginalized. Will the marginalized be better off in a larger school? I think not. My grandson played on the St. Paul Boys' basketball team this year. There were 3 students who recently made Canada their home that became part of the St. Paul team who in all

likelihood would not have made the team after consolidation. Is it not one of our duties as preachers of the Beatitudes to invite the poor and the meek and to welcome new members into our community? To make them excel, to help them to adapt, to lend a hand in improving their self-confidence?

I pray that all the stakeholders in the consolidation of the St. Paul and the St. John community have the continuation of our Faith AND the continuation of our Faith Communities as their top priority – and I am almost certain that they do. So why do I think a non-public, quiet spoken person as myself should feel compelled to speak in public on this issue? My prayer is that I have perhaps revealed an aspect of the consolidation that the Trustees may not have considered, an unintended consequence that may not have been brought to light or a concern that may not have been properly discerned in the quiet of their hearts.

Thank you and God Bless.

Halina Krajewski

Delegation to the Board Re: MPAR

Increasing Student Enrollment:

The HCDSB needs to approach the problem of declining enrollment as would any other business which finds itself in need of clientele. While the HCDSB already provides a high quality educational product, it must continue to provide a service at a level of excellence unattainable by the competition and as such the HCDSB must consider revisiting the programming and or the structure of the programming offered in the schools slotted for closure/amalgamation. Closing schools is defeatist. We would propose we actually want to expand our local Catholic School system to meet more current and future needs.

How can we expand the enrolment?

1. Programming

Rationale: In the face of decreasing enrollment it behooves us as a service provider in the existing community to present/create novel and sought after programs that would draw pupils from the public system schools that suffer from overcrowding and do not offer such programs as French Immersion, Advanced Placement Mathematics, Advanced Placement Science to name but a few.

i. French Immersion:

- There are currently no catholic elementary schools south of the QEW which offer this program
- All students from this area interested in this program are required to be bussed to St. Gabriel School, a school which currently operates above capacity and requires 6 portables to accommodate enrollment there.
- There are at present TWO French Immersion classes, accounting for between 40 and 48 pupil places. Addition of these students to the St Raphael population would result in approximately a 20% increase in students at this school.
- The central location of St. Raphael would dramatically decrease the travel time necessary for any students south of the QEW interested in this program
- Our direct competition for enrollment in the public board John T Tuck does not currently offer a French Immersion Program and is currently operating at capacity

ii. Advanced Placement Programs:

- Students pursuing a science and/or mathematics based post-secondary degree are often required to take SIX secondary MATHEMATICS credits as well as EIGHT secondary SCIENCE credits, the equivalent of 1 ½ YEARS of their 4 years of high school.
- Allowing students to obtain their grade 9 credits while still in elementary school would allow for;
 - a. Greater flexibility with regard to their post-secondary schedules
 - b. Improve the overall mental health of students in traditionally high stress streams of study

2. Structure:

Rationale: There exists a concern in schools with smaller populations that in order to maintain ministry mandated caps on teacher pupil ratios, an increasing number of classes would become multi-level or split in nature. In order to avoid this while at the same time providing for the needs of the immediate needs of the community consideration should be given to restructuring the St Paul/St. Raphael student body in such a way that would allow both school communities to remain open as well as keep students already enrolled in these schools close to their homes.

i. St. Raphael: The current site would act as a primary school serving students from JK through to grade 4

- This would allow for specialization of staff, programming and the site itself in order to address the needs of a younger population
- By amalgamating the students at this level a larger concentration of pupils per grade would alleviate/moderate the need for split classes

ii. St Paul: The current site would act as a middle school serving students from grade 5 through to 8

- At this level students are already being exposed to more demanding curriculum, establish a rotary system where appropriate, would allow students to benefit from the expertise of staff.
- Increasing the student base per grade would allow staff to offer programs to complement the more mature student body.
- The location of St Paul next to our Catholic Secondary School creates a natural progression for students in our board to remain in it. Proximity to a Catholic Secondary School may have the added benefit of reducing the anxiety of a graduation to the next level of education by allowing for joint activities between Assumption and St Paul Middle School
- It would create an opportunity to prepare a special stream of education focused on preparation for high school, which is a critical education period

- Students make critical subject decisions in Grade 9/10 that can determine what they are able to take at University; therefore, impacting career decisions. Are they properly prepared for that?
- A Middle School with very modern tools and setting would likely attract many kids outside our system
- It would likely not only retain our kids for our high schools, but also would stream more kids into elementary schools if we make it a preference condition of school that attendance at our elementary puts a student on the “priority list”, and only if there are free spots will we consider other students.

3. Amendment to Policy No: I-22 brought forward by Trustee Paul Marai

- Trustee Paul Marai is proposing an amendment to Policy No: I-22 to include **“The Halton Catholic District School Board believes in maximizing enrolment in our schools and keeping local Catholic schools open.”**

Trustee Marai is looking at ways to improve not close schools.

Please vote YES at the April 12, 2016 Policy Meeting.

4. Market our system to increase enrolment and grow the system.

- We need to proactively sell the value of the separate school system to parents.
- What is our value proposition? Just being Catholic will clearly not attract everyone to our system as many Catholic kids attend public schools
- What will bring them back? Why not ask them?
- Have we done everything possible to attract more students before deciding to close schools.

All of these ideas focus on GROWTH, not contraction. Address the problem of declining numbers in a city that has grown significantly.

To quote Superintendent, Facility Management Services, Giacomo Corbacio at the March 22 Board Meeting to Trustees **“If you want to start all over again, we will start over again.” YES PLEASE.**

Thank you for your time tonight.

Burlington Southwest

Modified Pupil Accommodation Review (MPAR)

Delegation 5.20

- Process and Timelines
- Communication between Halton Catholic District School Board and the community

Timeline

- 06/2013 - the Halton Catholic District School Board (HCDSB) approved a long term capital plan
- 03/2014 - the Ministry of Education announced funding in the amount of \$750 million dollars that would be made available to assist in modernization and finding efficiencies in schools
- 11/2015 – The HCDSB made changes to one of it's operating policies. The policy that was changed is the policy that dictates the type of review to be undertaken when school closure/consolidation projects are considered by the Board
- 12/2015 – The Ministry of Education sends a memo to the board outlining the projects that may qualify for funding
- 01/2016 – The HCDSB Trustees receive the initial report on school consolidations and initiate the Modified Pupil Accommodation Review

Modified Review/Process

- “A Pupil Accommodation review will occur in the context of the Board’s Long term capital and accommodation planning process”
 - **Long term capital plan was approved in 06/2013.**

PAR vs. MPAR

PAR

- 1. Preparation and submission of an Initial Staff Report and School Information Profile(s);
- 2. Approval by the Board of Trustees to undertake a pupil accommodation review process;
- **3. Establishment of the Accommodation Review Committee (including its Terms of Reference);**
- 4. Consultation with Local Municipal Governments/Community Partners;
- **5. Accommodation Review Public Meetings;**
- 6. Preparation and submission of an Interim Staff Report, including a Community Consultation section;
- 7. Public Delegations to the Board of Trustees;
- 8. Preparation and submission of a Final Staff Report;
- 9. Decision by the Board of Trustees; and,
- 10. Establishment of a Transition Committee.

MPAR

- 1. Preparation and submission of an Initial Staff Report and School Information Profile(s);
- 2. Approval by the Board of Trustees to undertake a modified pupil accommodation review process;
- 3. Consultation with Local Municipal Governments/Community Partners;
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- 8. Decision by the Board of Trustees; and,
- 9. Establishment of a Transition Committee.

Communication (...)

- The HCDSB advised the public of the potential changes very late in the process and terminology used was not easily recognizable for what it was
- Many of the immediate neighbours of the affected schools were unaware of the potential changes despite reassurances from the Board that notices were hand delivered
- The communication methods utilized by the HCDSB were ineffective at eliciting responses from parents and community stakeholders.
Communications were largely online and as such, were not accessible to all people
- The HCDSB received 176 responses to the 3 questions that were asked
- When the HCDSB received the previously noted community input, none of the responses, suggestions or ideas were taken into consideration or seriously considered by the Board staff working on the proposal

Communication (continued)

- Limited methods to provide feedback to the HCDSB (Online forum, “Parking lot” questions and online survey)
- Online forum was said by Board to be open to the public – correspondence received stated that the forum was only open to parents
- Online forum was presented as a place to ask questions. No responses were given, so people stopped engaging
- Many parents have complained about having to wait several days to be given access to the online forum
- Board staff stated that many of the electronic responses received were “weeded out” if multiple responses originated from the same IP address.
 - If multiple adults live at the same residence and had differing opinions, which opinion was the one that was counted?

Communication (continued)

- Responses to community concerns found in report only acknowledge some of the questions asked – other questions have been ignored
- It was mentioned several times by Board staff that the limited number of responses that they received were “surprising”

Closing statement

Dear members of the board,

Let's start at the beginning with a brief introduction: My name is Jennifer Hood. I am a low income, sole-support parent of two children at St. James School. I live in the Kerr Village neighbourhood.

Having follow the Modified Accommodation Review process and read the reports as they've been release I was surprised and deeply disappointed that in the written reports there has been no substantive consideration to the fact that by closing St. James school and relocating those students you will be removing a school from a low-income neighbourhood.

But then, maybe I shouldn't be surprised, but my life experience tells me that Oakville is a wonderful town filled with very generous, socially minded people...who collectively think of poverty as existing somewhere else. Well, I am here as one face of poverty in Oakville to share how not having a Catholic school in our neighbourhood will affect my family. To organize, what I have to say I will pose 3 questions for reflection and tell you a few stories.

I came tonight on the encouragement of my mom...good old mom to push you into a tough situation. I, resigned that the plans for the South Oakville schools seemed set and decided on from the beginning of the MAR process, told her that my biggest fear was my sensitive older child, my son, coming home from school in tears because he got in trouble for not being in proper uniform. I'd look him up and down at the generic non-McCarthy's navy shirt and pants he's wearing and know why. Then, look in the dresser to see there was no clean uniforms left. Then look at the clock to see there's no time for a trip to the laundry room tonight. And he'd have to where non-uniform navy clothes the next day. At St. James, this wouldn't be a problem. The teachers and staff get it, and just doesn't say anything when a kid shows up in makeshift uniform...they know the neighbourhood and they know parents are trying. It's not a big deal. But, would it be at the new school?

I'd like to direct you to review the report from Our Kids' Network "A Vision for Children in Halton: Report Card". (It can be found online at <http://www.halton.ca/cms/One.aspx?portalId=8310&pageId=8469> or www.halton.ca under Planning & Sustainability, then Demographics & Maps). The report breaks down Halton region into neighbourhoods. The two neighbourhoods relevant to my presentation are South Central Oakville and South West Oakville.

South Central Oakville is defined at 4th Line to the River, QEW south to the Lake, or similar to the St. James catchment area.

South West Oakville is defined at Burlington border to 4th Line and QEW south to the Lake, which includes the St. Joseph and St. Dominic school areas.

Families within the South Central Oakville\St. James area

- 16.1% of families live below the low income cut off compared with 6.4% in SW Oakville
- 18% headed my single parent vs. 11%
- More likely to speak English as their second language

- Less likely than Oakville average to most provincial expectations on standardized tests

The link between poverty and school achievement is well-documented, so I think I need to repeat is here. There is also strong evidence to school that mixed demographic schools benefit all students. I am not here to advocate against combining the schools, but to question the recommended location.

That brings me to question 1: was the fact that St. James serves a low income, disadvantaged neighbourhood considered in the review process....if not, why not.

St. James, at its current location, is more than a school. It acts as a hub for the community with numerous in-school and after-school extracurricular programs, most are free to the students. It has a very close knit relationship with St. James Parish. It is accessible by multiple bus routes. It is walking distance from subsidized housing.

If students from my neighbourhood are bussed to the St. Josephs site, there will be a direct impact to which programs are offered and which ones kids from the neighbourhood are able to participate in. Students from St. Thomas Aquinas will no longer be able to walk to the school to run programs. Students at the St. Joseph site won't be able to walk to the church for Mass. Students who would otherwise be able to walk home from school may not be able to participate in after school activities because they have to catch the bus.

Will YMCA programs like after school sports programs still be offered. Will it affect funding for programs for low income students because the demographic make-up of the school has shifted?

A school is always more than just a school in a low income neighbourhood. It becomes the safe place, the touch point, and the central landmark. Right now, I feel lucky because we have both the school and the church that my children are familiar and comfortable with. If they were ever seriously in trouble, 24 hours a day, they could make their way to the school or bang on the rectory door shouting Fr. Louis!! and someone they know and I know, would be there for them. As a single mom, that kind of security and community is invaluable and irreplaceable because if something happens where my kids cannot come to me there is no other parent.

A related issue is whether parents using public transit or with long commutes will even be able to get their kids to and from school or before & after care and still get to work on time, if the school is further away. Using my family as an example...an extra ten minutes in the drive to before school care is an extra 20 minutes round trip for me as the parent... which has to be repeated for pick up after school. That is an extra 40 minutes total in the day of commuting. Add that to 8.5 hour work day and an already long commute and there is a direct impact on a family's quality of life. It translates to less time for family, for homework, for reading, for time outdoors, for sleep, for breakfast. I had that type of routine what I had one child in school and one in daycare...and it broke my heart to know that my kids were in someone else's care for 10.5 - 11 hours a day. Faced with that situation again, I wouldn't send my kids that far to school. I'd enroll them in the public school that's a 5 min walk from home. A difference in travel time that seems small on paper is huge when it all falls on one parent or you're doing it by public transit. You will lose students over the added distance. You'll probably lose my kids.

In short, having a school that is close by and strong community that relates to the students and families

well is far more important than having the latest, best equipped building. But, I think you know that.

Which leads to Question 2: Can a Catholic elementary school be kept within the neighbourhood. Is the St. James site really too small for a larger school. What alternate/creative plans could be considered. If the new school is located at the St. Joseph site, how will you measure the impact of the distance from the school on students and how will you mitigate negative impacts.

Everything I've said so far, comes back to the same core, and frankly emotional perspective, that I opened with.... feeling invisible in our own community. Our family is not like the statistically average family in Oakville. We live in an apartment, not a house. We have one parent, not two. And we have about one third the household income of the average household income in Oakville. But we are also blest because of all the support and programs we have access to through our school community. St. James staff have done a remarkable job creating a school environment that responds in a direct way to the needs of the neighbourhood it serves. My fear, is that those unique needs won't be recognized as easily in the new school and my kids be like I was at the beginning of this meeting: invisible poor.

Kids like mine could get lost in the crowd and left out of full school life very easily. It happens so easily in a hundred small ways you would probably never realize. Eg. The minimum goal to get a fundraising prize is \$50 instead of \$20. There is an expectation that if your kid is on a sports team a parent will help carpool to games. Student council holds tie Tuesdays and you don't have a dad to borrow a tie from. I made my kids duct tape ties instead.It is not enough to have quiet conversations making exceptions that allow marginalized students to participate after the fact. That becomes another form of charity. From the planning process, through decision, the board should be seeking ways to move beyond charity and compassion to structural change that eliminated barriers to students and creates equity where there otherwise wouldn't be.

Finally, question 3: How will you ensure my children get the right supports when they don't fit the statistical average of the demographics and money is still taboo to talk about.

In summary, I think it is the wrong decision to locate the proposed new south Oakville school on the St. Josephs site. I think it should be on the St. James site to maintain the school connection with the neighbourhood specifically because families in the neighbourhood have fewer resources and turn to their school for support beyond nine to three classroom time. With some creativity concerns about distance for French immersion students and the site size could be addressed in alternate ways. However, something irreplaceable is lost if you remove a school from a disadvantaged neighbourhood.

Thank you for your time tonight. Special thanks to Danielle Ross for receiving my emails and communicating back the information about tonight. Thank you in advance for reflecting thoughtfully on my questions. I hope I have left you with another perspective to think about when you make your final decisions regarding these MAR, but also that you carry that perspective into future decisions.



ALTERNATIVES TO SOUTH WEST PROPOSAL 4.3

Delegate speaker:

Kevin McCauley



Alternatives that were suggested (8 in total)

- Bring French Immersion to South Burlington
- Merge St Paul and St Raphael
- If South East proposal accepted (4.2)
- New Land for St Paul and St Raphael
- Fill the Current Empty Classrooms with Daycare, Montessori on rental agreement.
- New specialty programs gifted, Flexible hours for High performers
- Change enrollment criteria
- STATUS QUO and do nothing

French Immersion South Burlington

- Demand has Increased over 10 years
- Students leaving south to attend FI in North
- Halton District School Board close to a quarter of all elementary school children are enrolled in French immersion. Globe and Mail March 7 2016
- Example: Tom Thomson Public School, 57 children are enrolled in Grade 1, and 53 of them are in the French immersion program, spread over three classrooms.
- Students do not have access to same programs offered in other areas.

	Offering FI GR5	# feeder Schools
Burlington	1	14
Halton Hills	2	5
Milton	2	9
Oakville	4	17

Merge St Paul and St Raphael

Renovate one of the buildings
with an add on

Tear Down and Rebuild

Where is the consideration even
given like St John proposal?

What about Gary Allen site
available? Confirm or deny

If South East Proposal Accepted (4.2)

- Keep St Paul Open
- Allow St Raphael parents to option either Ascension or St Paul
- This would INCREASE the numbers at St Paul
- The need for portables could be alleviated at the new Ascension school,
- cost savings??

Rental Opportunities

- The need for day care does not require a new build
- Use existing space
- Revenue stream for school
- Potential new client, from daycare to student for next 8 years
- Other options for space?

New Programs

- Gifted program that draws students in the south.
- Flexible hours for high performers.
- Currently offered in Milton on the Public side.
- Keep the Catholic athletes/students in our schools

Operating Policy I-22 – Admission to Schools

- No longer need to have one parent baptised
- No longer require child to be baptized
- small amendments to the admission policy will encourage non-Catholics to consider the Catholic system,
- which will help ensure a strong school system for years to come
- Grow the enrollment by promoting Catholic!
- Children will experience teachings grounded in faith of God at our wonderful Catholic schools. This aligns with the boards policy where you state;
- **"The Halton Catholic District school Board believes in maximizing enrolment in our schools and *keeping local Catholic schools open"**

Status Quo

- Most parents agree 80% utilization and doing well academically are far more important...Change nothing
- The dissent amongst parents is not about change but this specific proposal
- The proposal is not in the best interest of the children

Alignment with City of Burlington

- The proposal does not align with Burlington Official Plan
- The Urban growth Centre and Urban Growth Corridor are clearly South Burlington, specifically downtown core and Fairview between Brant and Appleby.
- The shift to development in the urban growth and arterial core intensification areas will be critical to accommodating growth in the City of Burlington.
- The Growth Plan requires that the downtown Burlington Urban Growth Centre achieve a density of 200 residents and jobs per hectare by the year 2031
- 40% of growth will be within the built-up area after 2015, this is a requirement for Halton Region overall
- Burlington is expected to exceed the 40%.
- If HCDSB gives up a foot print and green space now, how do you propose to get space back for the future growth of Catholic Education?

Conclusion

- Scrap this proposal because there are so many other options worth exploring before uprooting 567 kids and Families!!
- A smaller presence in the community does not create a stronger position for Catholic Education in Halton or Ontario.

MINUTES OF THE SPECIAL MEETING OF THE BOARD

Date: March 10, 2016
Time: 7:30 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

Members Present	J. Michael, Chair of the Board	P. Marai
	A. Danko	A. Quinn
	A. Iantomasi, Vice Chair of the Board	J.M. Rowe
	H. Karabela	S. Trites

Member Excused D. Rabenda

Student Trustees M. Zapata

Students Excused J. Brown C. Kemeni

Staff Present	B. Browne	C. McGillicuddy
	C. Cipriano	L. Naar
	G. Corbacio	J. O'Hara
	P. Dawson, Secretary of the Board	T. Overholt
	P. McMahon	T. Pinelli
		A. Prkacin

Also Present K. Ashe, Mosey & Mosey
A. Bartucci, Administrator, Strategic Communications Services
T. Davis, Senior Administrator, Human Resources Services
L. Ellis, SBCI
R. Nego, Senior Administrator, Financial Services
F. Thibeault, Administrator, Planning Services

Recording Secretary D. Ross

1. Call to Order

1.1 Opening Prayer: M. Zapata

The meeting opened with a prayer at 7:30 p.m.

1.2 Motions Adopted In-Camera

A. Iantomasi read the motions adopted and received in-camera.

RESOLVED, that the Halton Catholic District School Board ratify the Memorandum of Settlement dated February 11, 2016 between the Board and OECTA Elementary teachers to be effective September 1, 2014 and to expire August 31, 2017.

RESOLVED, that the Halton Catholic District School Board implement the compensation increases for the non-union employees who are not covered under the BPSAA, as per the Memorandum from the Ministry dated February 22, 2016 (2016:B03)

1.3 Information Received In-CameraSummer School Principals and Vice Principals – 2016

Teresa Castellarin and Josie Halycz renewed for second term as Summer School Principals – 2016. Adriano Perusin appointed as Summer School Principal – 2016 with a second renewable term for July 2017 at the Board's discretion.

Karen Boulhouwer and Christopher Tilley renewed for a second term as Summer School Vice Principals – 2016. Gino DeLuca appointed as Summer School Vice Principal– 2016.

Retirements

Sandra Lefebvre, Margaret MacDonald and Tanya Picone retiring effective June 30, 2016.

Title Change

Joseph Jurus' title changed from Acting Principal to Principal effective February 29, 2016.

Elementary School Vice Principal at St. Timothy

Laura Odo appointed as Elementary School Vice Principal, St. Timothy effective March 21, 2016.

2. Approval of the Agenda**#67/16****Moved by:** A. Quinn**Seconded by:** P. Marai**RESOLVED**, that the agenda be approved as presented.**CARRIED****3. Declarations of Conflict of Interest**

There were no declarations of conflict of interest.

4. Presentations

There were no presentations.

5. Delegations

There were no delegations

6. Approval of the Minutes**6.1 Minutes of the Regular Board Meeting of February 16, 2016****#68/16****Moved by:** J.M. Rowe**Seconded by:** A. Quinn

RESOLVED, that the Minutes of the Regular Board Meeting of February 16, 2016 be approved as presented.

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.

8. Action Items**8.1 First Nations, Metis and Inuit Education (A. Prkacin)**

As a point of order, A. Danko informed the Chair that the motion should be moved and seconded prior to being addressed.

#69/16

Moved by: A. Quinn

Seconded by: A. Iantomasi

Whereas, the Ontario Catholic School Trustees' Association approved the First Nation, Métis and Inuit Education Charter and has encouraged every Catholic School Board to adopt said Charter of Commitment; and

Whereas, the work of the National Truth and Reconciliation Commission (TRC) regarding residential schools in Canada concluded its work in June 2015, resulting in 94 far reaching Calls to Action, including a number specifically focused on education;

Whereas, the Halton Catholic District School Board recognizes the history of our area with due respect and honour to its First Peoples, by acknowledging the land and territory;

Be it Resolved, that the Halton Catholic District School Board:

- Endorse the Charter of Commitment for First Nation, Metis and Inuit Education and commits to having all students graduate with knowledge of residential schools and their effects on Aboriginal communities in Canada; and
- Endorse key education recommendations from the Truth and Reconciliation Commission of Canada: Calls to Action report, specifically 62 i) and 63 i) and 64.

#70/16

Moved by: A. Danko

Seconded by: A. Quinn

RESOLVED, that motion (#69/16) be postponed indefinitely.

Trustee Iantomasi requested and questioned the rationale for postponing the proposed motion which is in support of OCSTA's request for boards to move forward with. She noted that OCSTA represents all Catholic school boards in Ontario and includes a Bishop in their directorship.

Trustee Karabela commented that the proposed motion is too narrow in scope.

Speaking to the rationale for postponing the motion indefinitely, Trustee Danko indicated that it has come too quickly prior to action by the provincial and federal governments and that there are certain aspects of it that requires further discussion as well as a different emphasis of the proposal.

In Favour	Opposed
Danko, A.	Iantomasi, A.
Karabela, H.	Rowe, J.M.
Marai, P.	Zapata, M. - non binding
Quinn, A.	
Trites, S.	

The postponement motion **CARRIED**.

8.2 North Oakville Preserve Catholic Elementary School Boundary Review (T. Overholt)

T. Overholt addressed the Board report regarding the approval of the North Oakville Preserve Catholic Elementary Schools' attendance boundaries. Staff met with the Advisory School Boundary Review Committee (SBRC) at St. Mary Catholic Elementary School and presented the proposed option, hosted a Community Information Meeting in January, and based on input finalized their proposed recommendation on February 8, 2016. He reviewed the recommendations with the associated considerations provided by the Advisory Committee and supported by senior staff for the new 2016/2017 school attendance boundaries

Staff acknowledged that there were no request received by delegations.

As a point of order, A. Danko informed the Chair that the motion should be moved and seconded prior to staff presenting the preamble.

#71/16

Moved by: P. Marai

Seconded by: A. Quinn

Resolved, that the proposed boundary be implemented for the 2016-2017 school year, whereby these changes shall have the effect of altering existing attendance areas by: re-directing patches V23 and V24 from St. Mary Catholic Elementary School to the new North Oakville Preserve Catholic Elementary School.

Resolved, That all Grade 7 students, currently enrolled in the 2015-2016 school year, be offered the option (grandfathered) to remain at their home school until they graduate to the secondary panel. Furthermore, siblings of grandfathered students will not be given the option to be grandfathered to remain at St. Mary Catholic Elementary School.

UNANIMOUSLY CARRIED

8.3 Holy Rosary Catholic Elementary School Milton, Kindergarten and Classrooms Addition Project (G. Corbacio)

#72/16

Moved by: J.M. Rowe

Seconded by: A. Danko

Resolved, that the Halton Catholic District School Board rescind Board Resolution #44/14 and #45/14.

G. Corbacio provided an update on the Holy Rosary Catholic Elementary School, Milton Kindergarten and Classrooms Addition Project and provided a rationale for rescinding the motions previously approved by the Board on March 4, 2014 and replaced by the proposed resolutions. The funding is now in place for the entire project, and the Board is thus able to proceed with the project.

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

#73/16**Moved by:** J.M. Rowe**Seconded by:** A. Danko

Resolved, that the Halton Catholic District School Board approve a Preliminary Construction Project Budget not to exceed \$5,075,000 for the Kindergarten and Classrooms Addition Project at Holy Rosary Catholic Elementary School, Milton.

Resolved, that the Halton Catholic District School Board approve Borrowing By-Law No.2016 F02 in the amount of Five Million and Seventy Five Thousand Dollars (\$5,075,000) to finance the Preliminary Construction Project for the Kindergarten and Classrooms Addition Project at Holy Rosary Catholic Elementary School, Milton.

UNANIMOUSLY CARRIED

Mr. S. Paquette, Chair of the Aboriginal Education Advisory Committee (SESC), interrupted the meeting and addressed the Board to express his disappointment regarding the Board's decision to postpone the motion. The Chair of the Board ruled him out of order.

9. Staff Reports**9.1 Proposed 2016 Facility Renewal Projects (G. Corbacio)**

G. Corbacio presented the extensive list of proposed 2016 facility renewal projects. He noted that the report identifies the four major areas of renewal that are required for aging facilities, and he referenced the scope of work. This is a preliminary budget and once the projects are approved, staff will initiate the tender process to finalize the budget. It is anticipated that an updated and final report will be presented at the April 19th meeting for Board approval.

In response to questions, G. Corbacio addressed the scope of work at Our Lady of Peace, specifically, the lighting systems, mechanical systems and updates. He noted that some of the projects require extensive work since much of the maintenance was deferred over the past few years to address budget restraints.

10. Information Items**10.1 Student Trustees Update**

M. Zapata informed trustees that she recently attended a Lobby Day with MPs and Bishops, united for Catholic Education and that it was a great experience. As well, students are busy planning for different initiatives during education week, and senators recently filmed a video for Opening the Doors of Mercy. The process for the election of new student trustees for 2016-2017 is in place and schools are looking for candidates for the elections. M. Zapata provided information with respect to the pillars of Achieving, Believing, Belonging and listed several activities taking place in the various schools. She provided information regarding the purpose of Thinkfast that will be taking place at Bishop Reding.

10.2 School Educational Field Trips (T. Pinelli)

The report was provided as information.

10.3 2016-2017 Budget Strategy (P. McMahon)

R. Negoï indicated that the focus of the presentations is to address the two main budget challenges the Board is facing this year and going forward: the insured employee benefits and the new sick leave plan introduced in 2012-2014 round of bargaining, and still in

place with the Memorandum of Settlement for the 2014-2017 period. She introduced K. Ashe, from Mosey and Mosey.

10.3.1 Mosey & Mosey Group Benefits - Presentation (K. Ashe)

K. Ashe addressed benefit past and future trends and pointed out that this is a very large expenditure for the Board representing approximately \$20 million per annum to provide employee benefits for employees, their spouses and dependents. Through various charts and illustrations, K. Ashe commented on the annual premium breakdown and paid claims, for health and dental care. He also identified some of the factors that are triggering increases in benefit costs, as well as specific areas that are spiking (orthotics and physiotherapy), mostly due to demographics. The challenge for employers continues to be striking a balance by controlling costs and by providing a comprehensive benefits program.

Discussion that followed addressed questions regarding the benefit plan and requirements through medical practitioners; restrictions as a result of the plan design that was established through provincial bargaining; funding challenges based on current Ministry funding model; the role of Mosey and Mosey as benefits consultants; the RFP process for Insurance provider; role of SunLife and Mosey & Mosey in scrutinizing expense claims and the adjudicating process; as well as the Ministry funding that is insufficient to cover the gap and increasing costs in this area.

K. Ashe and staff provided information regarding the provincial benefit trust established and agreed upon by OCSTA, the unions and the Ministry of Education. This will result in reporting changes and will bring consistencies to the plan. Moving to a larger pool of employees provincially will provide an opportunity to look at economy of scales and take advantage of efficiencies.

10.3.2 SBCI Absence Study - Presentation (L. Ellis)

R. Negoï introduced L. Ellis, Director Attendance Support Services for SBCI, a not for profit co-operative, of which the vast majority of Ontario school boards are members and that provides advice and guidance on workers' compensation issues, among others. She pointed out that this is by far the Board's #1 budgetary challenge.

L. Ellis presented the Absence Study, the findings and interpreted the results, the challenges of the plan design that was introduced through the Memorandum of Understanding in 2012, how it has impacted costs, and Ministry funding challenges. She identified cost containment strategies and addressed setting saving goals for the school board.

In response to questions, staff provided information regarding trends in absenteeism in terms of the increases in sick days and increases in the duration of sick time attributed in part to demographics and in part to the plan design, as well as information regarding the Pilot Advisory Panel made up of 16 boards and the Ministry whose purpose is to address some of the cost concerns and bring forth a plan that will balance revenues and expenditures in this area. With respect to the business case to reduce absence duration and the potential of having the Board involved in such program, J. O'Hara indicated that the Advisory panel will be approaching the Ministry to cover some of the costs related to a third party adjudication in order for some boards to move toward a different model.

When asked how much money is coming from the discretionary areas of the budget to cover the unfunded staff benefits and sick leave benefits costs, P. McMahon addressed some of the challenges in quantifying the funded allocation with expenditures and acknowledged that the information would come in a future report, to the extent that specific amounts of funding are identified in the current funding model.

The Chair thanked the presenter for a very informative presentation.

10.3.3 2016-2017 - Budget Strategy Session (P. McMahon)

R. Negoï prefaced her presentation by indicating that the GSNs would not be released until March 24, 2016 and for that reason, staff cannot comment on next year's revenues. The information on revenues will be presented at the April 5th Board Meeting.

R. Negoï focused her presentation on costs, budget challenges, cost savings and revenue generating initiatives. She presented the provincial context and briefly commented on the organizational chart and responsibilities of senior staff. P. McMahon acknowledged that a list of new initiatives and areas of reductions proposed by senior staff would be presented to trustees at a later date.

Through various charts and illustrations, R. Negoï reviewed the financial reporting cycles, the budget process and listed and reviewed the Board's expenditures. R. Negoï reviewed in detail the budget challenges and priorities: Employee Benefits Costs; Enrolment Trends; Facilities-renewal needs; faith formation costs; French immersion program; information technology; and labour negotiations.

Below is a summary of responses to questions:

- Benefits (20.3 million of insured benefits costs representing 5.5% of the budget
- Sick Leave costs (\$12.3 million annually with an additional replacement cost of \$7.4 million that is unfunded).
- Trustee expenses of \$200,000 include honorarium, benefits, conferences, computer devices, equipment, mileage) and excludes OCSTA fees. A more detailed report will be forwarded to trustees in a future budget report
- RFP process was described for legal and professional fees based on the Broader Sector Procurement Process
- Only a small portion of the budget provides flexibility to address shortfalls. Often, the only option is to delay maintenance work to cover the increase of sick leave utilization and benefits costs;
- The Board is not mandated to be a member of OCSTA but they are the sole voice at the bargaining table for negotiations purposes.
- Very few boards have discretionary reserves. Staff will try and get that data for a future budget report.

#74/16

Moved by: A. Danko

Seconded by: P. Marai

RESOLVED, that the meeting continue beyond 10:00 p.m.

CARRIED

R. Negoï addressed shared services; sick leave costs; and special education costs. She also identified 2016-2017 cost savings initiatives and revenue generating initiatives. In her concluding remarks, she reviewed next steps.

In response to questions, staff provided information regarding the funding, programs and revenues generated by the Adult Learning Centre for Continuing Education; identified

efficiencies and new programs to reduce the need to hire support staff in spite of increased student enrolment; and provided information regarding the strategies in place to promote the AP and IB programs at the Board. It was suggested that consideration be given to increase the advertisement budget to attract students to the general stream of schools. P. McMahon pointed out that this would not be funded by the Ministry and it would be difficult to gauge and measure whether enrolment increased based on the advertisement.

10.3.4 Trustee Feedback

Trustees were asked to complete the form and forward to R. Negroi's attention by month end. An electronic version of the form will be made available for completion. The responses will be summarized and brought back as an information report at a future meeting for further discussion.

#75/16

Moved by: P. Marai

Seconded by: A. Danko

RESOLVED, that the meeting continues beyond 10:30 p.m.

DEFEATED

10.4 Student Engagement and Student Voice (C. McGillicuddy)

10.5 Positive Assets and Developmental Relationships (T. Pinelli)

11. Miscellaneous Information

11.1 SEAC Minutes - January 26, 2016

12. Correspondence

12.1 F. Loreto - Oath of Citizenship

13. Open Question Period

14. In-Camera

15. Resolution re: Absentees

#76/16

Moved by: A. Iantomasi

Seconded by: J.M. Rowe

RESOLVED, that Trustee Rabenda and Student Trustees Brown and Kemeni be excused. **CARRIED.**

16. Adjournment and Closing Prayer: H. Karabela

#77/16

Moved by: A. Iantomasi

Seconded by: J.M. Rowe

RESOLVED, that the meeting adjourn.

The meeting adjourned at 10:30 p.m.

Secretary of the Board

Chair

MINUTES OF THE SPECIAL MEETING OF THE BOARD

Date: March 22, 2016
Time: 7:30 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

Members Present	J. Michael, Chair of the Board A. Danko A. Iantomasi, Vice Chair of the Board H. Karabela	P. Marai A. Quinn D. Rabenda (Teleconference) J.M. Rowe S. Trites C. Kemeni
Student Trustees	J. Brown	

Students Excused M. Zapata

Staff Present	B. Browne C. Cipriano G. Corbacio P. Dawson, Secretary of the Board P. McMahon	C. McGillicuddy L. Naar J. O'Hara T. Pinelli A. Prkacin
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Also Present A. Bartucci, Strategic Communications Officer
R. Nego, Senior Administrator, Financial Services
A. Swinden, Swinden, Administrator, Strategic Communications Services
F. Thibeault, Administrator, Planning Services
B.K. Yanchus, Reporter

Recording Secretary D. Ross

1. Call to Order

1.1 Opening Prayer: P. Dawson

The meeting opened at 7:30 p.m. with a prayer led by P. Dawson.

2. Declarations of Conflict of Interest

There were no declarations of conflict of interest.

3. Approval of the Agenda

#78/16

Moved by: P. Marai

Seconded by: A. Quinn

RESOLVED, that the agenda be approved as presented.

CARRIED

4. Staff Reports

F. Thibeault provided a summary of the interim staff reports for the modified processes approved in January that applied to all four projects and a summary of what has transpired since June 2013, when the Board's Long Term Capital Plan (LTCP) was approved in principle by the Board, leading to the presentation of the staff reports, the delegations scheduled for April 5th and the anticipated decision by the Board on April 19th 2016.

F. Thibeault explained how the feedback was collected: through online discussion forum, compiled and redacted; online survey; community consultations; e-mails and correspondence. Trustees were assured that the transition and implementation plans will not move forward until approval is received from the Ministry of Education.

G. Corbacio reported that initially, the Ministry had suggested that they might consider projects submitted slightly passed the March 31st deadline but the Board recently received confirmation that after further review, it is not likely to happen. He noted that a request was made to the Board's Ministry Capital Analyst to provide this confirmation in writing to the Board. In the meantime, the Board will still qualify for the School Capital Priorities and grants submission anticipated to be circulated in April or early May, with a late June submission deadline.

4.1 North Georgetown Modified Pupil Accommodation Review - Interim Staff Report (T. Overholt, G. Corbacio, P. McMahon)

F. Thibeault identified the Review Area Analysis for the North Georgetown Community MPAR, provided an overview of the proposed boundary, addressed the option enrolment and utilization analysis, commented on the annual transportation savings, as well as the average distance to school, the site comparisons, the proposed site plan and school concept for the new Georgetown West Catholic Elementary School. He reviewed the community feedback obtained through the Community Consultation Meetings and online feedback survey responses which have been compiled by theme. He encouraged trustees to read through the transcribed comments.

Staff's recommendation would consist of closing the existing Holy Cross and St. Francis of Assisi school facilities and construct a 671 pupil place elementary facility on the Board owned Berton Blvd. school site. F. Thibeault noted that there would be some portable classrooms required at the onset but pointed out that schools are built to sustain mature growth yield.

In response to questions, staff commented on the Ministry timelines, as well as the impact on the proposed transition process and how the project could be implemented if it wasn't approved until spring. Staff assured trustees that none of the projects would move forward without Ministry approval. F. Thibeault and G. Corbacio addressed the challenges of aligning the process with the Ministry timelines. G. Corbacio reiterated that the business cases were submitted to the Ministry by February 29th as required by the Ministry submission process, but the final recommendations cannot be submitted until the Board has made its final decision on April 19th 2016. In the event, the Ministry does not consider the Board's current submission at this time, the projects will be ready for submission for the next round of funding announcements.

In terms of proceeding with a modified rather than a full accommodation review, staff explained that all the proposed school consolidation and closure projects met the criteria for a modified pupil accommodation review (MPAR) approach. Based on the concerns expressed and feedback received, trustees asked if staff would be prepared to reconsider other options. In response, staff is of the opinion that the proposed recommendations are in the best interest of the Board. As well, a number of options have been raised during the consultation process and addressed by staff. F. Thibeault reminded trustees that within the modified process, there is an option through the Policy and Procedure, to initiate another consultation if there is an alternative viable option.

With respect to purchasing or trading land in South Oakville or Burlington, F. Thibeault

explained that staff did look at existing Board assets and acknowledged that there is always an opportunity to purchase sites but those would not be EDC eligible costs. The Board would have to use funds from its existing reserves or request additional funding from the Ministry of Education to finance the purchase of additional lands.

4.2 Burlington Southeast Modified Pupil Accommodation Review - Interim Staff Report (T. Overholt, G. Corbacio, P. McMahon)

F. Thibeault identified the Review Area Analysis for the Burlington Southeast Modified Pupil Accommodation Review (MPAR), provided an overview of the proposed boundary, addressed the option enrolment and utilization analysis, commented on the annual transportation savings, as well as the average distance to school, the site comparisons, the proposed site plan and school concept for Burlington South East QEW. He reviewed the community feedback obtained through the Community Consultation Meetings and online feedback survey responses which have been compiled by theme.

F. Thibeault explained why the recommendation to redirect students from St. Patrick and St. Raphael Schools to the newly renovated 648 pupil place elementary school on the Ascension School site and to move the existing Burlington Thomas Merton ALC to either the St. Patrick or the St. Raphael School sites was the best option.

In response to questions, staff explained why some alternative plans submitted by stakeholders were not viable options, elaborated on the process for designing and configuring school plans that involves consulting school communities, staff and sharing best practices with other school boards. They provided an in-depth overview of how the plan designs, site plan and concepts are prepared, much of which will be achieved and completed through the Transitional process. With respect to community feedback, G. Corbacio explained that it is not staff's position to amend the proposal to incorporate all community feedback and adapt the plan to fully reflect feedback. Staff's responsibility is to present recommendations based on what is best for students and the Board.

With respect to child care spaces, a trustees questioned how much of it was driving the proposal. In response, staff explained that this is a collaborate process and it is advantageous to the Board to have pre-school children for long term sustainability. It is also a directive from the Ministry to include child care facilities to the design process. Staff also elaborated on the approval and selection process for the child care sites.

In terms of maximum distance from the school, staff commented on the 4 km total maximum distance for a student from either Ascension or S. John Schools, not the misleading 8 km distance between these two schools.

4.3 Burlington Southwest Modified Pupil Accommodation Review - Interim Staff Report (T. Overholt, G. Corbacio, P. McMahon)

F. Thibeault identified the Review Area Analysis for the Burlington Southwest Modified Pupil Accommodation Review (MPAR), provided an overview of the proposed boundary, addressed the option enrolment and utilization analysis, commented on the annual transportation savings, as well as the average distance to school, the site comparisons, the proposed site plan and school concept for Burlington Southwest QEW. He reviewed the community feedback obtained through the Community Consultation Meetings and online feedback survey responses which have been compiled by theme. During the presentation he addressed the bussing and traffic congestion; the usable acre site,

Staff's recommendation consists of redirecting St. Paul School students to St. John Catholic Elementary School by constructing a six (6) classroom, 144 pupil place addition to the existing St. John School and renovating approximately 2,000 square meters within the existing school.

Staff provided information that was shared with the City of Burlington to gather feedback and obtain their input regarding the proposed project, the traffic study, the traffic flow, parking and some of the infrastructure projects planned for New Street to mitigate traffic and enhance safety. As for Brant Street, staff explained that the City of Burlington believes that the current design standards of the right-of-way are already conducive to an urban walking environment, and that further enhancement are not contemplated at this time.

There was also some discussion regarding growth trends in South Burlington. F. Thibeault indicated that, as part of the process, a third party consultant was hired to review trends within the Board communities. The demographics are changing but Catholic presence is declining over time. There is nothing, in the past or future, which supports a resurgence in population. A similar trend is happening with the public board. As well staff does not anticipate a need for portable classrooms at St. John School once the addition is completed.

A. Swinden provided clarification regarding the statistics in total respondents.

P. Marai suggested possibly changing or altering entrance requirements to make schools more open and consistent with secondary schools and asked if that would alter projections. In response, G. Corbacio indicated that the policy is the decision of trustees and it was not part of the current MPAR process.

4.4 Oakville South of QEW Modified Pupil Accommodation Review - Interim Staff Report (T. Pinelli, G. Corbacio, P. McMahon)

F. Thibeault identified the Review Area Analysis for the Oakville South Central Modified Pupil Accommodation Review (MPAR), provided an overview of the proposed boundary, addressed the option enrolment and utilization analysis, commented on the annual transportation savings, as well as the average distance to school, the site comparisons, the proposed site plan and school concept for Oakville South Central. T. Pinelli reviewed and commented on the community feedback obtained through the Community Consultation Meetings and online feedback survey responses which have been compiled by theme. The most recurring challenge is with the transition plan and the use of portables during that time as well as transportation.

The proposed recommendations would consist of redirecting students from St. James School to a new school building on the current St. Joseph School site, as well as constructing a new 377 pupil place addition at St. Dominic School to replace the older section of the St. Dominic School building.

#79/16

Moved by: A. Quinn

Seconded by: A. Iantomasi

RESOLVED, that the meeting move beyond 10:00 p.m. **UNANIMOUSLY CARRIED**

In response to questions, staff addressed the child care needs at St. Dominic School and

commented on the child care registration process open to both Public and Catholic students. With respect to the limited number of responses from the St. James School community, staff indicated that the same outreach process was used for all communities and several strategies were applied to notify individuals involved in the process. A. Danko reiterated the need to inform the broader community if the school is being repurposed for different use.

There was some discussion regarding the projected enrolment and sustainable yield at St. Dominic and St. Joseph Schools.

5. Rise and Report

5.1 Adjournment

#80/16

Moved by: J.M. Rowe

Seconded by: A. Iantomasi

RESOLVED, that M. Zapata be excused.

CARRIED

#81/16

Moved by: S. Trites

Seconded by: J.M. Rowe

RESOLVED, that the meeting adjourned.

CARRIED

5.2 Closing Prayer: P. Marai

The meeting adjourned at 10:11 p.m. with a prayer led by P. Marai.

Secretary of the Board

Chair

BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
September 15, 2015	Policy III-17 Attendance Support Program	2 nd Reading	C. Cipriano	April 2016
December 15, 2015	Policy I-02, Records and Information Management; Policy I-07, Protection and Privacy and Policy I-30 Video Surveillance	2 nd Reading	C. Cipriano	April 2016
January 16, 2016	Policy II-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students - First Reading (P. Marai)	2 nd and 3 rd Readings	C. Cipriano	April 2016

STAFF REPORT

ITEM 9.1

NAMING OF THE NORTH OAKVILLE PRESERVE CATHOLIC ELEMENTARY SCHOOL

PURPOSE:

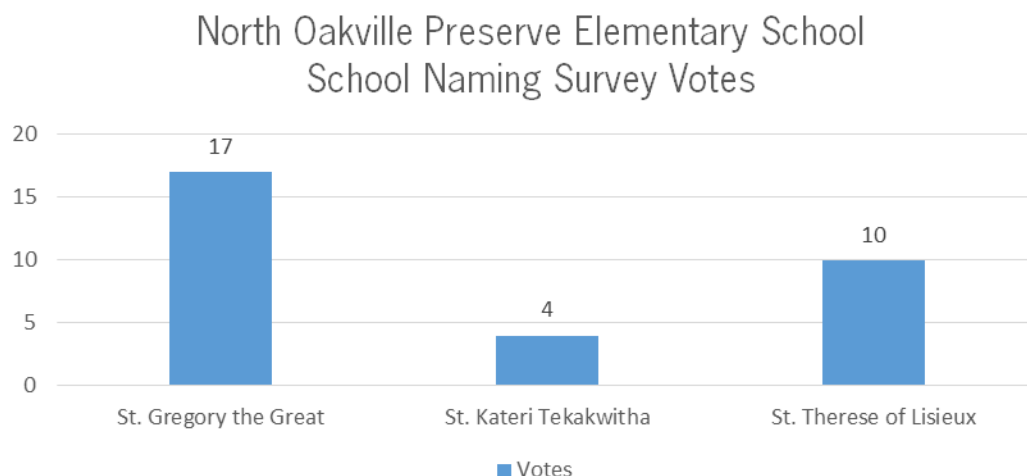
To provide Trustees with an update on the process of naming the new North Oakville Preserve Catholic Elementary School as per Board Policy I-15 School Name Selection.

BACKGROUND INFORMATION:

In consultation with the Chair Jane Michael, Vice Chair Arlene Iantomasi, Oakville Trustees Paul Marai, Anthony Danko, Anthony Quinn and Helena Karabella, Father John Van Hees, Director of Education, Paula Dawson, Superintendent Camillo Cipriano and Principal Daniela Atardo, three (3) names were submitted for consideration to the families eligible to attend the new North Oakville Preserve Catholic Elementary School. A brief biography of each name was also provided (see attached).

Stakeholders in this school community were asked to vote on their first choice and submit any other suggestions. The voting was done electronically. The information was posted on the Board website on Friday, March 11th, 2016 and was available until Friday, April 1st, 2016.

Specifically, the following votes represent the number of families indicating a name as their 1st choice:



There were 31 family votes cast for the school name. St. Gregory the Great received the greatest number of votes (17), followed by St. Therese of Lisieux (10) and St. Kateri Tekakwitha (4).

CONCLUSION:

The trustees are invited to consider the recommended name for the new North Oakville Preserve Catholic Elementary School. An Action Report recommending the new name to be submitted to Bishop Douglas Crosby for his consideration and response will be brought forward at the April 19th, 2016 Board Meeting.

REPORT PREPARED AND SUBMITTED BY:

CAMILLO CIPRIANO
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

St. Gregory the Great

Why name the school after St. Gregory the Great?

1. He's the patron saint of Teachers. It would be a way to honour the thousands of teachers at the Halton Catholic School Board.
2. St. Gregory the Great is the patron saint of England – a nod to Canada's historical roots.
3. He gave up a life of excess to help the poor.
4. He was a prolific writer and will inspire the students.



Examples of Quotes to Inspire Students:

"Don't be anxious about what you have, but about who you are."

St. Gregory the Great

"No one comes suddenly to the summit; but he must make a beginning of a good life in the smallest matters, so as to accomplish great things." St. Gregory the Great

Feast Day:

September 3rd

Biography:

St. Gregory the Great (also known as Pope Gregory I) was Pope from 3 September 590 to his death in 604.

He became Chief Magistrate of Rome at 34. When Gregory's father died, he gave up his wealth, converted the family villa into a monastery and began his life as a Monk. He viewed monastic life as the 'ardent quest for the vision of our Creator.'

On the death of Pope Pelagius II, Gregory was unanimously elected Pope. He was credited with re-energizing the Church's missionary work. He regained papal authority in Spain and France. His successful mission in England led to further evangelizing missions in the Netherlands and Germany.

He attempted to expand the reach of the Church in a difficult world, one that seemed to be quite hostile to Catholic views.

He was a prolific writer, writing more than any of his predecessor popes.

Most importantly, he was humble, on becoming Pope, one of his first acts was writing a series of letters disavowing any ambition to the throne of Peter and praising Monk life, a life he was forced to leave in order to serve.

* Sources: Wikipedia www.wikipedia.org and Catholic Online www.catholic.org/saints

St. Kateri Tekakwitha

Why name the school after St. Kateri Tekakwitha?

1. St. Kateri was a young person and her zeal of commitment and virtue to the Lord is a strong role model for our children to emulate.
2. She was the first Native American Saint.
3. She was a brave and independent women, who devoted her life to God.

Examples of Quotes to Inspire Students:

"I am not my own; I have given myself to Jesus. He must be my only love". St. Kateri Tekakwitha

"If I should become sick and unable to work, then I shall be like the Lord on the cross. He will have mercy on me and help me, I am sure".
St. Kateri Tekakwitha

Feast Day:

April 17th

Biography:

Kateri was born near the town of Auriesville, New York, in the year 1656, the daughter of a Mohawk warrior. She was four years old when her mother, a Mohawk warrior died of smallpox. The disease also attacked Kateri and transfigured her face. She was adopted by her two aunts and an uncle. Kateri converted to Catholicism as a teenager. She was baptized at the age of twenty and incurred the great hostility of her tribe. Although she had to suffer greatly for her Faith, she remained firm in it. Kateri went to the new Christian colony of Indians in Canada. Here she lived a life dedicated to prayer, penitential practices, and care for the sick and aged. Every morning, even in bitterest winter, she stood before the chapel door waiting until it opened at 4 a.m. and remained there until after the last Mass. She was devoted to the Eucharist and to Jesus Crucified. She died on April 17, 1680 at the age of twenty-four. She is known as the "Lily of the Mohawks". Devotion to Kateri is responsible for establishing Native American ministries in Catholic Churches all over the United States and Canada. Kateri was declared venerable by the Catholic Church in 1943 and she was beatified in 1980. Under the protection of Saint Kateri Tekakwitha, a spiritual mother in our faith. She is remembered as one who reveals to us what it means to be a follower of Christ and to allow the Holy Spirit to illuminate what is noblest, truest and holiest in our cultures. Her life of heroic virtue as a truly Christian Mohawk woman is a gift to all the Church in our country and around the world. St. Kateri Tekakwitha was canonized on 10/21/2012 by Pope Benedict XVI.

Honouring the Land and Territory:

Halton, as we know it today, is rich in the history and modern traditions of many First Nations and the Métis. From the lands of the Anishinabe to the Attawadaron, the Haudenosaunee, and the Métis, these lands surrounding the Great Lakes are steeped in Indigenous history. As we gather today on these treaty lands, our Catholic Social Teachings call us in Solidarity with our Indigenous brothers and sisters to honour and respect the four directions, lands, waters, plants, animals and ancestors that walked before us. All these wonderful elements of creation exist, gifted to us by our Creator God. *Sources: https://en.wikipedia.org/wiki/Kateri_Tekakwitha and http://www.catholic.org/saints/saint.php?saint_id=154



Saint Therese of Lisieux

Why name the school after St. Therese of Lisieux?

The life and teachings of St. Therese act as a true model to all Catholics today. As a young child herself, she recognized that life is about the simple gestures of love, compassion and the selfless acts we can show to one another each day. A smile, a helping hand, a prayer are simple yet practical ways that connect each of us through God's eternal grace. "What matters in life is not great deeds but great love"; words spoken by a beautiful saint. There is no greater way to live our lives than by these words alone. Together let's allow them to resonate in each of our hearts.



Examples of Quotes to Inspire Students:

"Let us be one with Jesus...May all moments of our life be for Him alone."

St. Therese of Lisieux

"Kindness is my only guiding star. In its light, I sail a straight route." St. Therese of Lisieux

"Everything that I do, my actions, my looks, everything is done through love." St. Therese of Lisieux

Feast Day:

October 1st

Biography:

St. Therese of Lisieux also known as "The Little Flower or The Keeper of the Garden" is considered one of the most influential saints of the Catholic Church. Pope Pius X named her "the greatest saint of modern times". Pope John Paul the II declared her the thirty-third Doctor of the Church; the youngest woman to ever be declared this title. She is credited for her divine grace, life of simplicity and unshakable dedication to God. In her autobiography "The Story of a Soul" she described her life as a "little way of spiritual childhood". At a young age she felt a sincere calling into religious life and remained confident in God's unconditional love. She is most commonly known for her devotion through practical deeds, simple acts of kindness, grace and generosity, which enabled her to emanate great beauty. It was through these simple acts of charity and sacrifice that she began to gain a deeper understanding of her true vocation, a life of holiness, doing all things with love and trust in God. "My mission in life is to make God loved, I will spend my heaven doing good on earth, I will let fall a shower of roses".

Although St. Therese is best known for living a hidden life and "wanted to be unknown" the inspiration of her life was revealed upon her death through her powerful autobiography, letters, poems and prayers. Countless lives have been touched by her intercession and millions have and continue to imitate her little ways. Mother Theresa herself was even credited for taking St. Therese's name as she too was profoundly impacted by her goodness.

* Sources: Society of The Little Flower www.littleflower.org and Catholic Online www.catholic.org/saints

APPROVED SCHOOL EDUCATIONAL TRIPS

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

Dated: Tuesday, April 5, 2016

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Elementary						
Guardian Angels CES, Milton	8	74	Ottawa, ON	This grade 8 trip will allow students to experience the language, culture, history and geography of the area and provide considerable time to build community among the students through team building and social interactions. Students will be visiting the Supreme Court of Canada, Parliament Hill and the Canadian War Museum. Staff and students will attend Mass at Notre Dame Basilica.	Tuesday, May 31 – Thursday, June 2, 2016	~\$569.00
St. Catherine of Alexandria CES, Georgetown	8	65	Ottawa, ON	This trip to Ottawa will enhance St. Catherine of Alexandria students' understanding of Catholic social justice issues and virtues, Catholic graduate expectations, History, Geography and Physical Education curriculum. Students will be visiting Parliament Hill, Canada's Cold War Museum, Crime and Punishment Jail tour and attend Mass at Notre Dame Basilica, to name a few highlights.	Monday, May 30 – Thursday, June 2, 2016	~\$729.00
St. Francis of Assisi CES, Georgetown	8	30	Ottawa, ON	The students from St. Francis of Assisi CES will be visiting Parliament Hill, Canadian War Museum, Royal Canadian Mint and Supreme Court of Canada, to name a few places of interest, which will enhance their understanding of the history, geography and religion studies curriculum. Staff and students will participate in Mass at Notre Dame Basilica.	Wednesday, June 8 – Friday, 10, 2016	~\$567.66
St. Peter CES, Milton	8	30	Ottawa, ON	The purpose of this trip is to enhance and supplement the grade 8 curriculum. Canada's Parliamentary system, Aboriginal, English and French cultures will all be explored. Students will also be encouraged to practice conversational French. The student will celebrate the Eucharist at Notre Dame Cathedral. The staff and students will be meeting three times a day to give thanks to God for their blessings and share meals together.	Tuesday, May 31 – June 2, 2016	~500.00
Holy Rosary CES, Milton	8	24	Ottawa, ON	The students will participate in various activities while on this trip that will augment their studies in Religion, History, Geography and French. Through exploration activities, tours, and discussions, students will be have the opportunity to reflect upon Catholic values and faith, realizing that they are embedded in all we do and who we are. The program planned is designed to assist students in development their whole self: physical, emotional, academic, and spiritual. The students and staff will participate in Mass at Notre Dame Basilica.	Tuesday, June 21 – Friday, June 24, 2016	~\$576.03

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
St. Timothy CES, Burlington	7	60	Ottawa, ON	This trip will enhance the St. Timothy students' History, Geography, and Arts curriculum. The students will tour Notre Dame Basilica, Parliament Hill, the Supreme Court, Turtle Island First Nations, and will visit the Canadian War Museum, to name a few. This tour will provide students the opportunity to explore the cultural and political aspects of our nation's capital . Staff and students will participate in Mass at the Cathedral of Notre Dame.	Tuesday, May 24 – Thursday, May 26, 2016	~\$650.00
Our Lady of Victory CES, Milton	8	26	Ottawa, ON	The students will participate in various activities while on this trip that will enhance their studies in Religion, History, Geography, French and the Arts. This trip to Ottawa is being used as a culminating activity, supporting our year-long efforts in promoting a way of living together in community, resulting in a positive Catholic learning environment. Through exploration activities, tours, and discussions, students will be have the opportunity to reflect upon Catholic values and faith, realizing that they are embedded in all we do and who we are. The students and staff will participate in Mass at Notre Dame Basilica.	Tuesday, June 21 – Friday, June 24, 2016	~\$576.03
St. Vincent CES Oakville	8	34	Ottawa, ON Quebec, QC	The grade 8 trip to Ottawa/Quebec City will enhance both faith and Catholic values as the students see first-hand God's wonderful creations in the many cultural activities and historic sites in a different province. The trip will allow students to be immersed in a French culture to practice, display and enhance their verbal French skills. Staff and students will attend Mass at the Ste. Anne Basilica.	Monday, May 9 – Thursday, May 12, 2016	~\$699.00
St. Anthony of Padua CES, Milton	7	60	Camp Brebeuf, Rockwood, ON	This Catholic leadership camp emphasizes cooperation and leadership development. Students will participate in activities that require teamwork and cohesiveness within a Catholic framework. The camp provides a nurturing environment that assists students in developing their relationship with peers as they continue to strengthen the gifts of the Holy Spirit they received in Confirmation. Staff and students will participate in a liturgy and daily prayers.	Thursday, May 19 – Friday, May 20, 2016	~\$85.00
Holy Rosary CES, Milton	7	21	Camp Tanamakoon, Huntsville, ON	Camp Tanamakoon provides opportunities for outdoor education, team building, leadership development and co-operative learning experiences. The trip has been designed to assist students in their physical, emotional, academic, and spiritual development. Staff and students will participate in daily prayer and reflection.	Monday, May 30 – Thursday, June 2, 2016	~\$396.00
St. Patrick CES, Burlington	8	~20	Camp Tanamakoon, Algonquin Park, ON	The trip to Camp Tanamakoon provides the Grade 8 students with the opportunity to interact with each other and the natural environment of Algonquin Park as they participate in outdoor experiential learning in support of the Ontario Curriculum Expectations. Prior to the trip students will study the Beatitudes. While on the trip students will participate in team building and leadership training activities. Groups of students will extend and apply this learning as they will be responsible for leading staff and students in daily liturgies based on their reflections.	Monday, May 30 – Thursday, June 2, 2016	~\$410.00

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
St. Gabriel CES, Burlington	7	76	Camp Tanamakoon, Algonquin Park, ON	This trip will be used as a culminating activity, supporting the year-long efforts of promoting a way of being together, resulting in a positive Catholic learning environment. This experience is designed to assist students in their physical, emotional, academic and spiritual development, as students will examine and apply responsible decision making skills while participating in outdoor challenges. Students will begin the day with prayer, say grace before meals and include mini Liturgies to end each day of activities.	Tuesday, June 7 – Friday, June 10, 2016	~\$350.00

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Secondary						
Christ the King CSS, Georgetown	Gr. 11/12	15-18	Rattlesnake Point, Milton, ON	This trip is a pre-study for Algonquin Park canoe trip in May. Our Outdoor Education trip will provide each student with an opportunity to witness first-hand the beauty that God has created in nature. Students will have an opportunity for trip planning to be put in practice, leadership and team building development, as well as promotion of lifelong fitness and survival skills. The group will participate in daily prayers.	Wednesday, April 27 – Thursday, April 28, 2016	~\$40.00
Christ the King CSS, Georgetown	Gr. 12	15-18	Algonquin Park, South River, ON	The students will be applying their pre-study curriculum and practical hands-on applications of all pre-study criteria and teamwork co-operative skills under the Outdoor Education and Leadership Program. Students will be able to demonstrate a confident and positive sense of self and respect for the dignity and welfare of others. The trip focuses on practical applications of learned skills in canoeing, portaging, water safety and outdoor skills. This trip will allow our Outdoor Education class to live, love, learn and grow in their faith in Jesus Christ. We look to better students as a whole, allowing them to witness the beauty God has created in nature. Students and Staff will participate in daily prayer/grace before each meal. Prior to departure on Sunday Morning, students are encouraged to attend Mass and receive the Eucharist on Saturday evening.	Sunday May 8 – Wednesday, May 11, 2016	~\$125.00
Bishop P.F. Reding CSS, Milton	Gr. 9 - 12	3	Windsor International Aquatic Center Windsor, ON	The school swim team will represent Bishop Reding at the 2016 OFSAA Provincial Championship swim meet at the Windsor International Aquatic and Training Centre. This tournament provides for fitness, sportsmanship, and an opportunity to display through behaviour and attitude, how our Christian virtues are manifested during competition and after. Staff will be leading students in daily prayer and reflection. They will be attending liturgy at Assumption Catholic Church (350 Church Rd., Windsor, ON).	Monday, March 7 – Wednesday, March 9, 2016	~\$28.25

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Holy Trinity CSS, Oakville	Gr. 9 - 10	1	Windsor International Aquatic Center Windsor, ON	This tournament promotes fitness, team play, and sportsmanship. As responsible, faith centered individuals; members of the team will model such religious values in representing both Holy Trinity and the Halton Catholic District School Board. The student will also attend the Tournament Banquet where they will interact with students from other schools. During the banquet there will be a quest speak who will discuss the issues of mental health that young people face throughout their lives. Staff and student will participate in daily prayer.	Monday, March 7- Wednesday, March 9, 2016	~\$75-100
Christ the King CSS, Georgetown	Gr. 9 - 11	6	Windsor International Aquatic Center Windsor, ON	Six students from the Christ the King Swim Team will participate in the OFSAA Swimming Championship. This tournament provides for fitness, sportsmanship, and an opportunity to display, by behaviour and attitude, how our Christian virtues are manifested during competition and after. The student and staff will participate in daily prayers, and grace before meals.	Monday, March 7- Wednesday, March 9, 2016	\$0
St. Thomas Aquinas CSS, Oakville	Gr. 9 - 12	11	Windsor International Aquatic Center Windsor, ON	The students of the St. Thomas Aquinas swim team have put in many hours of training to be able to compete at the provincial level that the OFSAA competition represents. The competition will allow students to excel both as individuals and as members of a relay team thus allowing them to grow as collaborative contributors finding meaning, dignity and vocation in work which respects the right of all and contributes to the common good. Staff and students will participate in morning prayer services.	Monday, March 7- Wednesday, March 9, 2016	\$90.00
Assumption CSS, Burlington	Gr. 9 – 12	1	Windsor International Aquatic Center Windsor, ON	One student from Assumption Catholic Secondary School will participate in the OFSAA Swim Championship, in Windsor. As an ambassador of the Catholic Community, our student athlete will be asked to display, by behavior and attitude, how our Christian virtues are manifested in and out of the pool. Staff and the student will participate in a morning prayer service.	Monday, March 7- Wednesday, March 9, 2016	\$0
Notre Dame CSS, Burlington	Gr. 9-12	6	Windsor International Aquatic Center Windsor, ON	Six students from Notre Dame Swim Team will participate in the OFSAA Swimming Championship. This tournament provides for fitness, sportsmanship, and an opportunity to display, by behaviour and attitude, how our Christian virtues are manifested during competition and after. The students and staff will participate in daily prayer prior to each race, and grace before meals every time the group has a meal.	Monday, March 7- Wednesday, March 9, 2016	\$197.00
Holy Trinity CSS, Oakville	Gr. 9 - 12	6	Beaver Valley Ski Club Markdale, ON	Approx. 6 students from the Holy Trinity snowboard team will participate at the OFSAA (York Region) tournament. Students participating in this tournament will apply their knowledge of guidelines and strategies that can enhance participation in recreational and sports activities. Maintain or improve personal fitness levels by participating in vigorous physical activities for sustained periods of time. Students will demonstrate an understanding of the importance of respect for self and respect for other. Staff and students will participate in daily prayer.	Wednesday, March 2- Thursday March 3, 2016	~\$75.00

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Bishop P.F. Reding CSS, Milton	Gr. 10 - 12	4	North Bay Granite Club North Bay, ON	The Senior Girls' Curling team will be participating in an OFSAA Girls' Curling Championship in North Bay. Students will spend time together strengthening Catholic values, camaraderie, cooperation and teamwork. Team bonding will be evident through respect for one another, and respect for opponents in a competitive environment. All participants will be attending a chapel service on Sunday upon arrival and receive a blessing from the school chaplain before departure.	Sunday, March 6, 2016 – Thursday, March 10, 2016	~\$62.50
Bishop P.F. Reding CSS, Milton	Gr. 9 - 12	15	Windsor, ON	The Senior Boys' Basketball team will be representing at the OFSAA Basketball Championships as GHAC Champions. This tournament promotes fitness, team play and sportsmanship, and offers the students an opportunity to form their faith, by working effectively as an interdependent team member and respecting the rights, responsibilities and contributions of self and others. The team will attend a chapel service on Sunday upon arrival and receive a blessing from the local parish priest.	Sunday, March 6 – Wednesday, March 9, 2016	~\$90.00
Corpus Christi CSS, Burlington	Gr. 9 - 12	2	Blue Mountain Resort, Collingwood, ON	Two students from the Corpus Christi Snowboard Team will participate in the OFSAA Snowboarding Championships. As athletes, they will respect all participants including each other, fellow competitors, gate keepers, convenors and other people they come into contact with throughout the day. Through prayers, they will thank God for the gifts He has given them and the talent bestowed upon them. The students and staff will gather together for morning prayer and reflection, and for grace before meals.	Wednesday, March 2 – Thursday, March 3, 2016	~85.00
St. Ignatius of Loyola CSS, Oakville	9 - 12	1	Blue Mountain Resort Blue Mountains, ON	Of the 20 athletes on the Loyola Alpine Team, 1 student earned the unique distinction of being the sole racer to qualify for the OFSAA Provincial Alpine Skiing Championships. This tournament promotes fitness, team play and sportsmanship, and offers the students an opportunity to form their faith. Student and staff will participate in prayerful reflection before and after games, and grace before meals.	Sunday February 26 – Tuesday, March 1, 2016	~\$160.00
All HCDSB Secondary Schools	9 - 12 (depending on the school)	5 – 10 per school	Ottawa, ON	This trip promotes Catholic teachings and values that a human life from the moment of conception has inherent dignity and work and must be protected and respected from conception to natural death. All students and staff will participate in the National March for Life in Ottawa, and will attend Mass, a banquet, and a student conference.	Thursday, May 12 - Friday May 13, 2016	~\$165.00
Corpus Christi CSSS, Burlington	Gr. 10 - 11	70	Camp Tanamakoon, Huntsville, ON	This is a leadership development initiative that promotes Catholic values and Catholic Graduate Expectations that build positive assets. The goal of the trip is to create a culture of service and servant leadership. Students will participate in activities that will teach them how to be effective and productive leaders. Staff and students will participate in a Catholic Commissioning Ceremony, a daily Prayer Service; Christian Meditation in Nature, and grace before meals.	Tuesday, May 24 – Friday, May 27, 2016	~\$225.00

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Assumption CSS, Burlington	Gr. 10 – 12	13	OFSAA Sr. Boys AA Basketball Tournament Timmons, ON	The Sr. Boys' AA Basketball Team will be participating in the OFSAA Basketball Tournament in Timmons, ON. The Assumption basketball players will be ambassadors for our Catholic community. Student-athletes will be asked to display, by behaviour and attitude, how our Christian virtues are manifested on and off the court. In addition, our student-athletes will work on building close relationships with each other to assist in developing group unity and fraternity. Prior to departure on Sunday Morning, students are encouraged to attend Mass and receive the Eucharist on Saturday evening. Staff and students will participate in daily prayers will on the trip.	Sunday, March 6 – Wednesday, March 9, 2016	~\$300.00
St. Thomas Aquinas CSS, Oakville	Gr. 9 – 12	15	Nipissing University/ Canadore College North Bay, ON	The St. Thomas Aquinas Senior Girls Volleyball team is considered one of the top teams in the province. These OFSAA championships will be the culmination of four years if playing volleyball for St. Thomas Aquinas. This experience will afford all team members an opportunity to compete, cooperate and grow together both individually and as teammates. The team will participate in pre and pose game prayers. The coach has invited players to attend Saturday evening mass together at St. Matthew Parish.	Sunday, March 6 - Thursday, March 10, 2016	~\$0.00
Corpus Christi CSS, Burlington, ON	12	70	Fair Havens Retreat Centre, Beaverton, ON	This is a Grade 12 end of high school career retreat. The purpose is to assist students to transition from secondary education to life after high school keeping God close. As part of the C5 program (Developmental Assets) and as a Catholic education system, this is a concluding retreat to review, acknowledge and give thanks for what they have gained from school and what legacy they leave behind. Student led prayer, liturgy and reflection is a main component.	Tuesday, April 26 – Wednesday, April 27, 2016	~\$155.00
Notre Dame CSS, Burlington, ON	12	12	Algonquin Park, South River, ON	Notre Dame students will apply their learning of practical leadership applications, and focus on teamwork, cooperation and survival skills in an outdoor environment. This trip challenges students to exercise Christian leadership in achieving individual and group goals and is an extension to their outdoor education curriculum. The students and staff will participate in daily prayers, and grace before meals	Tuesday, May 3 – Saturday, May 7, 2016	~\$200.00

INFORMATION REPORT

ITEM 10.3

BUDGET REPORT FOR SEPTEMBER 1, 2015 TO FEBRUARY 29, 2016

PURPOSE:

To provide the Board with the 2015-16 Budget Report for the 6 months ending February 29, 2016.

BACKGROUND INFORMATION:

The following information regarding the Board's 2015-16 Budget was previously provided to Trustees:

1. Action Report 8.4 – December 15, 2015 Regular Board Meeting – 2015-16 Revised Budget Estimates (Including September 1, 2015 to November 30, 2015 Actuals).
2. Action Report 8.7 – June 16, 2015 Regular Board Meeting – 2015-16 Budget Estimates – Final.

GENERAL:

This report compares the revenues and expenses (including commitments) to date with the 2015-16 Revised Budget to show the percentage received and spent to date. The report also provides the same information for the previous fiscal year, for comparative purposes.

The attached budget report covers the six-month period from September 1, 2015 to February 29, 2016. It also shows comparatives for the same time period in the 2014-15 fiscal year.

At February 29, 2016, the fiscal year is 6/12th or 50% complete and the school year is 6/10th or 60% complete. Therefore, we would expect the percentages received or spent to be between 50% and 60%. The report indicates that both revenues and expenses for the year are expected to remain within the revised budget.

The Ministry has recently revised the Board's 2015-16 Revised Estimates Education Finance Information System (EFIS) submission, to incorporate additional revenues to address the labour negotiations items for restoration of the grid movement and 1% lump sum payment for all employee groups. At the time of submission, labour related expenditures for the Ontario English Catholic Teachers Association (OECTA) employee groups of \$3.8 million were included, with no corresponding revenue, leading to an in-year Operating Accumulated – Unappropriated Deficit of \$5.0 million. The Ministry revisions included \$4.6 million in additional revenue, and \$622,000 in additional costs for employees groups represented by Canadian Union of Public Employees (CUPE) and Association of Professional Student Services Personnel (APSSP). Incremental costs resulting

from the labour negotiations for non-unionized employees (including Principals/Vice-Principals) have not yet been calculated and are to be included at year end. Prior to these costs being included, the revised in-year Operating Accumulated – Unappropriated Deficit has decreased to \$996,000. As the additional revenues have not been received to date, the numbers contained in this report and in the appendices do not reflect the revised Operating Accumulated – Unappropriated Deficit.

REVENUE HIGHLIGHTS (APPENDICES A-1 AND B):

Total revenues of \$188.0 million have been recorded for the period ending February 29, 2016. This includes \$136.2 million for legislative grants, \$31.4 million for municipal funding, and \$20.4 million in other revenue, other provincial grants and transfers to reserves.

The percentages received are in line with the percentages received for the same time period in the prior year. The percentages received, other than “Other Provincial Grants”, are also in line with the expected percentages received.

The main differences between revenues received up to February 29, 2016 and revenues received for the same period in 2015 relate to EDC Revenue and School Generated Funds revenues, both of which are received irregularly throughout the year. Miscellaneous revenues received to date also increased over last year’s by \$653,000, mostly as a result of Council of Directors of Education (CODE) funding for Technology Learning, which last year was received in multiple installments.

The Ministry has announced numerous programs to enhance student achievement which are updated in the current budget as they become official, either by Ministry announcement or through special agreements that the Board enters into with the Ministry. Such “Other Provincial Grants” are added to the revenue budget as the corresponding expense budget is developed. The revenue is recorded as the funding is received, and as such it is expected that the percentage received to date to differ from the previous year. Appendix B shows a copy of “Other Provincial Grants” awarded during the fiscal year, and the total amounts correspond with Appendix A-1.

EXPENSE HIGHLIGHTS (APPENDIX A-2):

For the period ended February 29, 2016, classroom expenses amounted to \$124.3 million or 49.4% of the 2015-16 Revised Budget compared to \$122.2 million or 50.5% for the period of September 1, 2014 to February 28, 2015. The main difference relates to teacher salary and benefits, to reflect growth over last year. The overall Classroom Instruction percentage spent is in line with the prior year and with the expected percentage spent indicated above. Computer expenditures appear to be over-budget at 101.5% spent but this will be adjusted at Year-End when all applicable computer purchases are capitalized, thereby reducing expenditures. Further, non-salary budget items are spent irregularly during the year, and thus it is expected that the percentages spent one year to the next to be different. School Support Services costs, including school administration, teacher consultants, and continuing education, are also in line with the prior year and expected percentage spent.

School support services costs, including school administration, teacher consultants, and continuing education of \$15.1 million or 49.9% of the Revised Budget have been expensed for the period ending February 29, 2016. This is consistent with \$14.8 million or 49.3% of the Revised Budget, expensed for the period ending February 28, 2015.

Other Non-Classroom expenses and commitments of \$7.9 million or 48.5% have been recorded for the period of September 1, 2015 to February 29, 2016. This is less than the \$8.6 million or 58.1% expensed for the period of September 1, 2014 to February 28, 2015. The reason for the variance is that the Transportation expense of \$3.7 million at February 29, 2016 is based on estimated invoices for September 1, 2015 to January 31, 2016 from the Halton Student Transportation Services (HSTS). February's invoice of \$681,000 was received late and is therefore excluded from the Transportation total.

School Operations and Maintenance expenses and commitments of \$16.5 million or 55.8% of the 2015-16 Revised Budget is in line with \$16.4 million or 58.5% from the previous year. The portable leases are lower than the previous year, as these are currently paid on a month-to-month basis, as opposed to up-front at the beginning of the year. This gives a more accurate accounting of the lease costs on an on-going basis.

ENROLMENT (APPENDIX C):

The funding allocation is based on estimated enrolment. Elementary and Secondary enrolment is based on Full-Time Equivalent (FTE) enrolment for October 31 and March 31. These two fixed-in-time FTE enrolment values are averaged to produce the annualized Average Daily Enrolment (ADE).

The 2015-16 enrolment reflects actual enrolment on October 31, 2015 and estimated enrolment on March 31, 2016, which will be reflected in the Financial Statements reporting cycle. The projected ADE of elementary students is 21,972.00 and of secondary students is 10,332.51 for a total enrolment of 32,304.51. This represents a decrease from the 2015-16 Original Estimates of 67.10 ADE (or -.02%) and an increase of 669.28 ADE (or 2.1%) over 2014-15 Actual ADE.

SUMMARY:

The percentages received/spent for the period from September 1, 2015 to February 29, 2016 are consistent with the prior year and fall within the expected range. Therefore, revenues and expenses to date appear reasonable.

Staff continues to control and monitor expenses against the 2015-16 Revised Budget in order to achieve a balanced position for the 2015-16 Year-End.

REPORT PREPARED BY:	J. CHANTHAVONG Acting MANAGER, BUDGET AND ACCOUNTING SERVICES
REPORT REVIEWED BY:	R. NEGOI SENIOR ADMINISTRATOR, FINANCIAL SERVICES
REPORT SUBMITTED BY:	P. MCMAHON SUPERINTENDENT OF BUSINESS AND TREASURER OF THE BOARD
REPORT APPROVED BY:	P. DAWSON DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Revenue

2015/2016 Budget Report
For the Six Months Ended February 29, 2016

Budget Assessment

Risk Assessment

OPERATING REVENUE

Province of Ontario

Legislative Grants	244,625,612	241,688,285	241,665,624	(22,661)	0.0%
Municipal Taxes	83,915,130	85,895,608	85,895,608	-	0.0%
	328,540,742	327,583,893	327,561,232	(22,661)	0.0%

Other Provincial Grants

Prior Year Grant Adjustment - Operating	-	-	-	-	
Other Provincial Grants	2,504,957	3,157,866	3,376,478	218,612	6.9%
Other Provincial Grants	2,504,957	3,157,866	3,376,478	218,612	6.9%

Other Revenue

Government of Canada	1,722,289	1,637,621	1,637,621	-	0.0%
Tuition Fees	1,309,900	1,325,600	1,325,600	-	0.0%
Use of Schools/Rentals	756,520	756,520	756,520	-	0.0%
Cafeteria, Vending, Uniform and OCAS Revenue	-	-	-	-	0.0%
Interest Revenue	25,000	41,000	41,000	-	0.0%
Donation Revenue	-	1,000	2,500	1,500	150.0%
Miscellaneous Recoveries	-	-	-	-	0.0%
Recoveries - Secondments	1,043,400	1,000,970	1,317,480	316,510	31.6%
Miscellaneous Revenue	822,809	939,710	916,395	(23,315)	-2.5%
Educational Development Charge (EDC) Revenue	7,000,000	7,000,000	7,000,000	-	0.0%
	12,679,918	12,702,421	12,997,116	294,695	2.3%

School Generated Funds Revenue

	12,500,000	12,500,000	12,500,000	-	0.0%
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Amortization of Deferred Capital Contribution

	14,093,304	14,130,784	14,130,784	-	0.0%
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Total Operating Revenue

	370,318,921	370,074,964	370,565,610	490,646	0.1%
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Available for Compliance

(Surplus) Deficit - Available for Compliance	(76,022)	4,967,519	4,716,927	(250,592)	
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Available for Compliance - Transfer from (to) Internally
Restricted Reserve (net)

	(967,475)	777,973	777,973	-	
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Total Available for Compliance (Surplus) Deficit

	(1,043,497)	5,745,492	5,494,900	(250,592)	
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Unavailable for Compliance

Unavailable for Compliance - (PSAB Adjustments)	(149,942)	(149,942)	(149,942)	-	
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Amortization of EFB - Retirement Gratuity & ERIIP Liability

	-	-	-	-	
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Amortization of EFB - Retirement/Health/Dental/Life Insurance

	(458,218)	(458,218)	(458,218)	-	
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Unavailable for Compliance - (Increase) Decrease in School

Generated Funds	-	-	-	-	
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Revenues Recognized for Land	(7,000,000)	(7,000,000)	(7,000,000)	-	
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Total Unavailable for Compliance	(7,608,160)	(7,608,160)	(7,608,160)	-	
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Total Annual (Surplus) Deficit	(8,651,657)	(1,862,668)	(2,113,260)	(250,592)	
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Total Revenue After PSAB Adjustments	\$ 361,667,264	\$ 368,212,296	\$ 368,452,350	\$ 240,054	
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2015/16 Revenues and Receipts @ Feb 29/16	% Received	2014/2015 Revenues and Receipts @ Feb 28/15	% Received	Year-to year Increase (Decrease) \$	Year-to year Increase (Decrease) %	2014/2015 Financial Statements August 2015
(in PSAB Format)		(in PSAB Format)				
136,247,335	56.4%	136,238,595	57.3%	8,740	-0.9%	237,867,168
31,396,926	36.6%	31,024,910	36.8%	\$ 372,016	-0.2%	84,272,864
167,644,261	51.2%	167,263,505	51.9%	\$ 380,756	-0.7%	322,140,032
33,413		12,099		\$ 21,314		3,059
1,806,648	53.5%	2,411,429	64.5%	\$ (604,781)	-11.0%	3,738,150
1,840,061	54.5%	2,423,528	64.8%	\$ (583,467)	-10.3%	3,741,209
571,352	34.9%	639,905	35.6%	\$ (68,553)	-0.7%	1,797,910
1,346,873	101.6%	740,143	94.2%	\$ 606,730	7.4%	785,630
901,246	119.1%	735,193	89.4%	\$ 166,053	29.7%	822,465
-	0.0%	-	0.0%	\$ -	0.0%	35,405
53,616	130.8%	12,996	32.1%	\$ 40,620	98.7%	40,499
2,500	100.0%	50	0.4%	\$ 2,450	99.6%	11,987
28,139	0.0%	15,924	14.6%	\$ 12,215	-14.6%	108,796
212,852	16.2%	532,785	45.9%	\$ (319,933)	-29.7%	1,161,582
1,185,913	129.4%	533,025	52.3%	\$ 652,888	77.1%	1,018,277
4,342,189	62.0%	3,002,107	34.6%	\$ 1,340,082	27.4%	8,664,543
8,644,680	66.5%	6,212,128	43.0%	\$ 2,432,552	23.5%	14,447,094
7,544,447	60.4%	5,100,521	42.8%	\$ 2,443,926	17.6%	11,913,498
7,065,392	50.0%	6,894,439	50.6%	\$ 170,953	-0.6%	13,616,163
192,738,841	52.0%	187,894,121	51.4%	\$ 4,844,720	0.6%	365,857,996
-		-		\$ -		(804,226)
910,038		1,478,688		\$ (568,650)		(1,687,097)
910,038		1,478,688		\$ (568,650)		(2,491,323)
-		-		\$ -		(125,387)
-		-		\$ -		-
-		-		\$ -		(242,811)
(1,348,371)		(1,190,122)		\$ (158,249)		44,126
(4,342,189)		(3,002,107)		\$ (1,340,082)		(8,664,543)
(5,690,560)		(4,192,229)		\$ (1,498,331)		(8,988,615)
(4,780,522)		(2,713,541)		\$ (2,066,981)		(11,479,938)
\$ 187,958,319		\$ 185,180,580		\$ 2,777,739		\$ 354,378,058

Halton Catholic District School Board
Expenditures
2015/2016 Budget Report
For the Six Months Ended February 29, 2016

Appendix A-2

Budget Assessment

Risk Assessment

	2015/2016 Original Budget Estimates (in PSAB Format)	2015/2016 Revised Budget Estimates (in PSAB Format)	2015/2016 Revised Budget Forecast @ Feb 29/16 (in PSAB Format)	Change \$ Increase (Decrease)	% Increase (Decrease)	2015/16 Expenses and Commitments @ Feb 29/16 (in PSAB Format)	% Spent	2014/2015 Expenses and Commitments @ Feb 28/15 (in PSAB Format)	% Spent	Year-to-year Increase (Decrease)	Year-to- year Increase (Decrease)	2014/2015 Financial Statements August 2015
										\$		
Classroom Instruction												
Classroom Teachers	\$ 190,992,910	\$ 193,217,540	\$ 193,211,990	(5,550)	0.00%	\$ 91,972,790	47.6%	\$ 89,686,758	48.6%	\$ 2,286,032	-1.0%	\$ 184,482,656
Occasional Teachers	3,161,000	3,598,500	3,599,113	613	0.02%	1,963,149	54.5%	1,913,116	52.5%	\$ 50,033	2.0%	3,640,585
Early Childhood Educators (E.C.E) and Supply	7,284,140	7,468,760	7,468,760	-	0.00%	4,315,646	57.8%	4,356,484	58.5%	\$ (40,838)	-0.7%	7,447,464
Teacher Assistants and Supply	19,163,090	20,529,391	20,529,391	-	0.00%	11,620,216	56.6%	12,017,815	58.4%	\$ (397,599)	-1.8%	20,575,427
Textbooks & Classroom Supplies	6,860,021	7,943,300	7,856,685	(86,615)	-1.09%	3,528,275	44.9%	3,699,749	59.4%	\$ (171,474)	-14.5%	6,227,368
Computers	1,740,869	1,740,945	1,619,382	(121,563)	-6.98%	1,643,045	101.5%	1,540,367	74.3%	\$ 102,678	27.2%	2,072,420
Professionals, Paraprofessionals & Technical	10,530,537	10,188,774	10,239,874	51,100	0.50%	5,462,190	53.3%	5,368,278	52.1%	\$ 93,912	1.2%	10,294,949
Library and Guidance	4,359,675	4,814,563	4,815,863	1,300	0.03%	2,606,245	54.1%	2,562,942	54.8%	\$ 43,303	-0.7%	4,673,603
Staff Development	2,129,348	2,115,640	2,359,837	244,197	11.54%	1,192,496	50.5%	1,044,467	41.6%	\$ 148,029	8.9%	2,513,574
Subtotal Classroom Instruction	246,221,590	251,617,413	251,700,895	83,482	0.03%	124,304,052	49.4%	122,189,976	50.5%	\$ 2,114,076	-1.1%	241,928,046
Non Classroom - School Support Services												
School Administration	19,591,146	19,900,978	19,760,875	(140,103)	-0.7%	10,247,165	51.9%	10,317,960	51.4%	\$ (70,795)	0.5%	20,061,009
Teacher Consultants	3,666,550	4,596,367	4,468,810	(127,557)	-2.8%	2,088,547	46.7%	1,607,109	44.2%	\$ 481,438	2.5%	3,632,579
Continuing Education	6,154,092	5,969,830	6,069,576	99,746	1.7%	2,786,816	45.9%	2,865,096	45.3%	\$ (78,280)	0.6%	6,319,030
Subtotal School Support Services	29,411,788	30,467,175	30,299,261	(167,914)	-0.6%	15,122,528	49.9%	14,790,165	49.3%	\$ 332,363	0.6%	30,012,619
Recoverable Expenses	1,043,400	1,000,970	1,317,480	316,510	31.6%	676,612	51.4%	533,706	45.9%	\$ 142,906	5.5%	1,161,582
Other Non Classroom												
Board Administration	8,872,176	9,327,628	9,334,738	7,110	0.1%	4,219,244	45.2%	4,632,805	56.8%	\$ (413,561)	-11.6%	8,150,531
Transportation	7,094,298	6,970,753	6,970,753	-	0.0%	3,694,063	53.0%	4,016,447	59.5%	\$ (322,384)	-6.5%	6,747,001
Subtotal Other Non Classroom	15,966,474	16,298,381	16,305,491	7,110	0.0%	7,913,307	48.5%	8,649,252	58.1%	\$ (735,945)	-9.6%	14,897,531
Pupil Accommodation												
School Operations and Maintenance	30,302,376	29,575,726	29,541,592	(34,134)	-0.1%	16,475,016	55.8%	16,448,954	58.5%	\$ 26,062	-2.7%	28,140,743
ALC and Portable Leases	1,000,000	1,435,000	1,470,000	35,000	2.4%	579,719	39.4%	835,341	106.5%	\$ (255,622)	-67.1%	784,322
Debt Charges	47,375	47,375	47,375	-	0.0%	-	0.0%	-	0.0%	\$ -	0.0%	47,375
Other Debenture Payments	10,096,617	10,096,617	10,096,617	-	0.0%	5,110,769	50.6%	5,322,353	50.5%	\$ (211,584)	0.1%	10,536,538
Subtotal Pupil Accommodations	41,446,368	41,154,718	41,155,584	866	0.0%	22,165,504	53.9%	22,606,648	57.2%	\$ (441,144)	-3.3%	39,508,978
School Generated Funds Expenditures	12,500,000	12,500,000	12,500,000	-	0.0%	6,196,076	49.6%	3,910,399	32.7%	\$ 2,285,677	16.9%	11,957,624
Amortization Expense	15,685,804	15,781,799	15,781,799	-	0.0%	7,890,900	50.0%	7,713,560	50.5%	\$ 177,340	-0.5%	15,279,876
Total Expenditures before PSAB Adjustment	362,275,424	368,820,456	369,060,510	240,054	0.1%	184,268,979	49.9%	180,393,706	50.9%	\$ 3,875,273	-1.0%	354,746,256
PSAB Adjustments												
Increase In Employee Future Benefits	(458,218)	(458,218)	(458,218)	-	0.0%	-	0.0%	-	0.0%	\$ -	0.0%	(242,811)
(Decrease) in Accrued Interest on Debenture	(149,942)	(149,942)	(149,942)	-	0.0%	-	0.0%	-	0.0%	\$ -	0.0%	(125,387)
Total PSAB Adjustment	(608,160)	(608,160)	(608,160)	-	0.0%	-	0.0%	-	0.0%	\$ -	0.0%	(368,198)
Total Expenditures After PSAB Adjustments	\$ 361,667,264	\$ 368,212,296	\$ 368,452,350	\$ 240,054	0.1%	\$ 184,268,979	50.0%	\$ 180,393,706	50.9%	\$ 3,875,273	-0.9%	\$ 354,378,058

Halton Catholic District School Board
Other Provincial Grants
2015/2016 Budget Report
For the Six Months Ended February 29, 2016

Appendix B

Grant Description	2015/2016 Original Budget Estimates	2015/2016 Revised Budget Estimates	2015/2016 Revised Budget Forecast	2015/2016 Actual @ Feb 29/2016	2014/2015 Revised Budget Forecast
A.Prkacin - EPO					
Library Staffing Grant	124,925	124,925	124,925	87,448	121,595
Physical Activity - Christ The King		1,717	1,717	1,233	19,445
Healthy Eating - Bishop Reding					5,620
ELP - Staff Development					16,000
PAN AM Games					8,600
Outdoor Education		309,594	309,594	-	300,529
French As A Second Language		96,913	96,913	58,148	115,408
First Nation/Metis/Inuit Education		63,268	63,268	37,961	54,180
Early Leadership - Early Development Instrument					45,550
Early Leadership Strategy	95,130	95,130	95,130	47,540	151,223
Tutors in the classrooms					9,000
E-Learning	105,000	105,000	105,000	73,500	105,000
Student Work Study	120,000	120,000	120,000	84,000	120,000
Building Capacity in Assessment for Learning			29,267	29,267	24,500
Collaborative Inquiry In Math	90,000	90,000	90,000	63,000	90,000
Network-School In The Middle	25,000	25,000	25,000	25,000	25,000
Network-Schools Helping Schools	130,500	130,500	130,500	96,350	137,400
P.R.O. - Multicultural					9,225
NTIP-Enhanced Teacher Development			13,459	9,797	36,617
	690,555	1,162,047	1,204,773	613,243	1,394,892
B. Browne - EPO					
Autism Support And Training	49,333	49,333	49,333	34,533	52,414
Learning For All	24,988	41,513	41,513	34,017	32,661
Mwntal Health					20,757
Board Leadership Development Strategy (BLDS)		51,789	51,789	-	52,174
	74,321	142,635	142,635	68,550	158,006
C. McGillicuddy - EPO					
Specialist Highskills Major (SHSM) Special Funding	63,696	63,696	72,836	-	67,847
Student-Speakup Grant		-	27,000	-	42,681
Collaborative Inquiry For Instructional Impact		29,414	29,414	20,590	28,464
Math And Literacy (Gains)		58,829	58,829	41,180	56,928
Differentiated Instruction (D.I)	117,657	29,414	29,414	20,590	28,464
S.S.Schls & Cross Panel Teams	27,647	27,647	27,647	19,353	37,430
Re-Engagement 12 & 12+		4,479	4,479	4,479	5,119
Career & Life Planning					8,774
Enrolment Reporting Initiative		62,656	62,656	44,719	27,201
	209,000	276,135	312,275	150,911	302,908
L.Naar-EPO					
Teacher Learning & Leadership Program-PKE			40,000	30,000	20,812
Teacher Learning & Leadership Program-Mahler		43,883	43,883	31,316	
Teacher Learning & Leadership Program-Ramirez		19,228	19,228	12,105	
	-	63,111	103,111	73,421	20,812
T. Pinelli - EPO					
Safe, Equitable And Inclusive Schools	89,981	89,981	89,981	62,986	63,161
	89,981	89,981	89,981	62,986	63,161
T. Overholt - EPO					
Parents Reaching Out (PRO)		36,379	36,379	35,508	35,187
Parents Reaching Out - Regional		15,000	15,000	13,500	27,872
	-	51,379	51,379	49,008	63,059
J. O'Hara - EPO					
Transitional Support-MOU		80,473	80,473	80,473	180,776
	-	80,473	80,473	80,473	180,776
G. Corbaccio - EPO					
Outreach Coordinator	73,600	73,600	73,600	46,000	73,600
	73,600	73,600	73,600	46,000	73,600
P.Dawson - EPO					
M.I.S.A - PNC	230,000			2,000	230,000
M.I.S.A - LOCAL	46,071	46,071	46,071	32,250	45,135
	276,071	46,071	46,071	34,250	275,135
Sub-total	\$ 1,413,528	\$ 1,985,432	\$ 2,104,298	\$ 1,178,842	\$ 2,532,349
O.Y.A.P GRANT	92,529	107,056	107,056	64,234	110,255
LBS Grants	98,900	98,900	98,900	55,613	98,900
Province Of Ontario-Citizenship-Estimated	900,000	934,080	1,033,826	475,560	800,000
PBLA IX FUNDING		21,186	21,186	21,186	
Province Of Ontario-Citizenship-One Time Funding		11,212	11,212	11,212	63,000
Sub-total	\$ 1,091,429	\$ 1,172,434	\$ 1,272,180	\$ 627,805	\$ 1,072,155
Total Other Provincial Grants per A-1	\$ 2,504,957	\$ 3,157,866	\$ 3,376,478	\$ 1,806,648	\$ 3,604,504

**Halton Catholic District School Board
Day School Average Daily Enrolment (ADE)
2015/2016 Budget Report**

Appendix C

	2015-16 REVISED ESTIMATES				2015-16 ORIGINAL ESTIMATES							
	Actual FTE Oct 31/15	Projected FTE Mar 31/16	2015-16 Revised ADE	% Change	Projected FTE Oct 31/15	Projected FTE Mar 31/16	2015-16 Original ADE	% Change	2014-15 Actual ADE	% Change	2013-14 Actual ADE	% Change
JK	2,062.00	2,070.00	2,066.00	2.1%	2,022.00	2,026.00	2,024.00	0.0%	2,086.50	112.2%	983.50	7.8%
SK	2,206.00	2,212.00	2,209.00	-2.8%	2,267.00	2,280.00	2,273.50	11.0%	2,195.50	111.8%	1,036.75	6.7%
Gr. 1 to 3	6,714.00	6,740.00	6,727.00	-1.8%	6,840.00	6,863.00	6,851.50	7.4%	6,512.50	4.4%	6,237.00	3.0%
Gr. 4 to Gr. 8	10,959.00	10,981.00	10,970.00	-0.1%	10,965.00	10,986.00	10,975.50	0.4%	10,935.50	2.2%	10,701.50	1.7%
Elementary Day School Enrolment	21,941.00	22,003.00	21,972.00	-0.7%	22,094.00	22,155.00	22,124.50	3.4%	21,730.00	14.6%	18,958.75	2.7%
Secondary Day School Enrolment	10,499.15	10,165.87	10,332.51	0.8%	10,412.88	10,081.33	10,247.11	3.5%	9,905.23	-0.2%	9,922.86	-0.8%
Total Day School ADE	32,440.15	32,168.87	32,304.51	-0.2%	32,506.88	32,236.33	32,371.61	3.5%	31,635.23	9.5%	28,881.61	1.5%

Notes: ADE - Average Daily Enrolment

FTE - Full Time Equivalent

Average Daily Enrolment (ADE) is based on 50% of March 31 FTE plus 50% Oct 31 FTE

% change equals the increase (decrease) in ADE from the prior year, or prior cycle

INFORMATION REPORT

ITEM 10.4

CAPITAL PROJECTS REPORT – AS AT FEBRUARY 29, 2016

The attached Consolidated Capital Projects Report provides a summary totaling \$438.9 million of all Board approved projects since the capital funding model was changed significantly by the Ministry of Education in 1998. There have been various iterations of capital funding programs since that time, to adapt to changing funding needs in school construction and maintenance. A total of \$407.2 million has been recorded for all projects, including open purchase orders of \$1.2 million which relate mainly to the construction of the North Oakville Preserve Catholic Elementary School and Child Care Centre and the Full Day Kindergarten (FDK) classroom addition at Holy Rosary (Milton) Catholic Elementary School (CES).

The Board receives Education Development Changes (EDC) revenue from the four Halton municipalities, which cover the purchase and preparation costs of school sites. Since 1998, the Board purchased school sites for a total of \$124.8 million, as broken down on page 5 of this report, which includes \$5.7 million on eligible EDC expenditures that have not been associated to a particular school (these are listed on page 6). Currently, the Board has an EDC shortfall of \$45.9 million, as EDC levies are typically collected over a 15 year period.

The expenditures outlined in the individual capital project summaries outlined on pages 7 to 9 reflect construction and first-time equipping costs to date. It should be noted that all of these projects are expected to be completed within budget.

The Debenture Financing Summary (Appendix A-1 to A-4) provides a summary of all projects that have been financed by debentures through the Ontario School Boards Financing Corporation (OSBFC) or the Ontario Financing Authority (OFA). This summary includes the March 2015 OFA debenture issue for the financing of primary class size (PCS) additions for St. Brigid CES and St. Catherine of Alexandria CES, in the amount of \$1.9 million.

The March 2015 OFA debenture issue was the last one to be offered. Going forward, the funding model has been replaced by capital grants, approved on a project by project basis and funded twice a year, based on the March 31 Provincial Consolidation Reporting (paid to the Board in July) and the August 31 Financial Statements Reporting (paid to the Board in February).

REPORT PREPARED BY:	J. CHANTHAVONG ACTING MANAGER, BUDGET AND ACCOUNTING SERVICES
REPORT REVIEWED BY:	R. NEGOI SENIOR ADMINISTRATOR, FINANCIAL SERVICES
REPORT SUBMITTED BY:	P. MCMAHON SUPERINTENDENT OF BUSINESS AND TREASURER OF THE BOARD
REPORT APPROVED BY:	P. DAWSON DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Halton Catholic District School Board
Consolidated Capital Projects
For the period ending February 29, 2016

SCHOOL BUILDINGS	BUDGET	EXPENSED Sep.1/98 to Aug.31/14	EXPENSED 2014 - 15	EXPENSED 2015- 16	Commitments 2015 - 16	Total Expensed and Commitments	AVAILABLE BALANCE
OLD PROJECTS							
Ascension Elementary	\$3,200,000	\$3,160,703	\$0	\$0	\$0	\$3,160,703	\$39,297
Holy Rosary Elementary, Milton	\$5,500,000	\$5,356,378	\$0	\$0	\$0	\$5,356,378	\$143,622
St. Patrick's Elementary	\$3,650,000	\$3,716,647	\$0	\$0	\$0	\$3,716,647	(\$66,647)
St. Francis of Assisi Elementary	\$3,770,000	\$3,669,902	\$0	\$0	\$0	\$3,669,902	\$100,098
Notre Dame Secondary	\$1,250,000	\$1,039,404	\$0	\$0	\$0	\$1,039,404	\$210,596
Mother Teresa Elementary	\$7,450,000	\$6,874,383	\$0	\$0	\$0	\$6,874,383	\$575,617
St. Andrew Elementary	\$7,770,000	\$7,255,509	\$0	\$0	\$0	\$7,255,509	\$514,491
Sacred Heart of Jesus Elementary	\$7,770,000	\$7,010,277	\$0	\$0	\$0	\$7,010,277	\$759,723
Learning Environmental Improvement Program (LEIP)	\$12,000,000	\$8,866,538	\$0	\$0	\$0	\$8,866,538	\$3,133,462
School Renewal	\$2,245,001	\$2,070,361	\$0	\$0	\$0	\$2,070,361	\$174,640
Sub-total Old Projects	\$54,605,001	\$49,020,102	\$0	\$0	\$0	\$49,020,102	\$5,584,899
NEW PROJECTS							
St. Paul Elementary	\$1,800,000	\$1,573,776	\$0	\$0	\$0	\$1,573,776	\$226,224
St. Raphael Elementary	\$1,900,000	\$1,919,238	\$0	\$0	\$0	\$1,919,238	(\$19,238)
St. Vincent Elementary	\$1,250,000	\$1,159,421	\$0	\$0	\$0	\$1,159,421	\$90,579
St. Joseph Elementary, Acton	\$2,275,000	\$2,211,231	\$0	\$0	\$0	\$2,211,231	\$63,769
St. Catherine of Alexandria Elementary	\$8,000,000	\$7,914,532	\$0	\$0	\$0	\$7,914,532	\$85,468
Assumption Secondary	\$4,800,000	\$4,734,987	\$0	\$0	\$0	\$4,734,987	\$65,013
Christ the King Secondary	\$25,300,000	\$25,758,453	\$0	\$0	\$0	\$25,758,453	(\$458,453)
Holy Trinity Secondary	\$27,400,000	\$26,419,175	\$0	\$0	\$0	\$26,419,175	\$980,825
ALC	\$1,600,000	\$1,591,080	\$0	\$0	\$0	\$1,591,080	\$8,920
Holy Rosary Elementary, Burlington	\$2,400,000	\$2,305,896	\$0	\$0	\$0	\$2,305,896	\$94,104
St. Mark's Elementary	\$440,000	\$402,630	\$0	\$0	\$0	\$402,630	\$37,370
St. John Elementary, Oakville	\$370,000	\$285,471	\$0	\$0	\$0	\$285,471	\$84,529
Our Lady of Victory Elementary	\$2,400,000	\$2,265,547	\$0	\$0	\$0	\$2,265,547	\$134,453
St. Elizabeth Seton Elementary	\$8,300,000	\$7,137,082	\$0	\$0	\$0	\$7,137,082	\$1,162,918
St. Joan of Arc Elementary	\$8,800,000	\$7,704,963	\$0	\$0	\$0	\$7,704,963	\$1,095,037
Guardian Angels Elementary	\$8,800,000	\$8,134,843	\$0	\$0	\$0	\$8,134,843	\$665,157
St. John Paul II Elementary	\$9,900,000	\$8,600,943	\$0	\$0	\$0	\$8,600,943	\$1,299,057
Christ the King Secondary - Classroom Addition	\$2,000,000	\$1,786,025	\$0	\$0	\$0	\$1,786,025	\$213,975
Corpus Christi Secondary	\$30,260,000	\$32,837,311	\$0	\$0	\$0	\$32,837,311	(\$2,577,311)
St. Anthony of Padua Elementary	\$10,200,000	\$9,231,309	\$0	\$0	\$0	\$9,231,309	\$968,691
St. Christopher Elementary	\$9,900,000	\$8,726,499	\$0	\$0	\$0	\$8,726,499	\$1,173,501
St. Christopher Elementary , Child Care Centre	\$750,000	\$750,000	\$0	\$0	\$0	\$750,000	\$0
St. Peter Elementary	\$10,800,000	\$10,748,401	\$0	\$0	\$0	\$10,748,401	\$51,599
Our Lady of Fatima Elementary	\$11,300,000	\$10,298,651	\$0	\$0	\$0	\$10,298,651	\$1,001,349
Lumen Christi Elementary	\$11,300,000	\$10,899,353	\$0	\$0	\$0	\$10,899,353	\$400,647
St. Anne Elementary	\$11,600,000	\$11,969,117	\$1,287	\$3,126	\$0	\$11,973,530	(\$373,530)
St. Mary Elementary	\$11,200,000	\$10,463,121	\$0	\$0	\$0	\$10,463,121	\$736,879
St. Benedict Elementary	\$12,632,220	\$11,411,238	\$325,424	\$16,692	\$619	\$11,753,973	\$878,247
Queen of Heaven Elementary	\$12,632,220	\$11,372,102	\$873,482	\$12,692	\$0	\$12,258,276	\$373,944
St. Thomas Aquinas Secondary - Reconstruction	\$37,000,000	\$37,588,033	\$0	\$0	\$0	\$37,588,033	(\$588,033)
St. Ignatius of Loyola Secondary - Addition	\$22,500,000	\$22,858,950	\$0	\$0	\$0	\$22,858,950	(\$358,950)
Jean Vanier Secondary	\$35,000,000	\$34,699,859	\$284,403	\$0	\$0	\$34,984,262	\$15,738
North Oakville Preserve Elementary	\$13,550,465	\$0	\$0	\$1,285,870	\$945,904	\$2,231,774	\$11,318,691
North Oakville Preserve Elementary, Child Card Centre	\$2,520,849	\$0	\$0	\$45,589	\$106,119	\$151,708	\$2,369,141
Sub-total New Projects	\$360,880,754	\$335,759,236	\$1,484,596	\$1,363,970	\$1,052,642	\$339,660,443	\$21,220,311

**Halton Catholic District School Board
Consolidated Capital Projects
For the period ending February 29, 2016**

SCHOOL BUILDINGS - Continued	BUDGET	EXPENSED Sep.1/98 to Aug.31/14	EXPENSED 2014 - 15	EXPENSED 2015- 16	Commitments 2015 - 16	Total Expensed and Commitments	AVAILABLE BALANCE
FDK Classroom Addition and Alteration							
St. Joseph (A) Elementary- Classroom Addition and Alteration	\$905,000	\$961,890	\$0	\$0	\$0	\$961,890	(\$56,890)
St. Brigid Elementary - Classroom Addition and Alteration	\$1,439,000	\$1,262,726	\$0	\$0	\$0	\$1,262,726	\$176,274
St. Catherine Elementary - Classroom Addition and Alteration	\$2,396,000	\$1,990,641	\$0	\$0	\$0	\$1,990,641	\$405,359
St. Dominic Elementary- Classroom Addition and Alteration	\$815,000	\$729,637	\$0	\$0	\$0	\$729,637	\$85,363
St. Andrew Elementary - Classroom Addition and Alteration	\$780,000	\$691,317	\$0	\$0	\$0	\$691,317	\$88,683
Guardian Angels Elementary - Classroom Addition and Alteration	\$2,970,000	\$2,261,793	\$62,379	\$0	\$0	\$2,324,172	\$645,828
St. Anthony of Padua Elementary - Classroom Addition and Alteration	\$2,970,000	\$2,267,533	\$59,253	\$0	\$0	\$2,326,786	\$643,214
St. Francis of Assisi Elementary - Classroom Addition and Alteration	\$1,260,000	\$308,417	\$847,753	\$0	\$0	\$1,156,170	\$103,830
Holy Rosary Elementary, Milton - Classroom Addition and Alteration	\$5,155,000	\$219,084	\$1,797	\$68,533	\$143,362	\$432,776	\$4,722,224
Sub-total FDK Classroom Addition and Alteration	\$18,690,000	\$10,693,038	\$971,182	\$68,533	\$143,362	\$11,876,115	\$6,813,885
Sub-total Old & New Projects	\$379,570,754	\$346,452,275	\$2,455,777	\$1,432,503	\$1,196,004	\$351,536,558	\$28,034,196
Good Places to Learn	\$4,276,577	\$4,276,577	\$0	\$0	\$0	\$4,276,577	(\$0)
C.E.C Port-A-PAC(s) Program Services & Administration	\$475,000	\$473,535	\$0	\$0	\$0	\$473,535	\$1,465
Cost of Issuing Debenture	\$0	\$1,923,458	\$2,464	\$0	\$0	\$1,925,922	(\$1,925,922)
TOTAL PROJECTS	\$438,927,332	\$402,145,947	\$2,458,241	\$1,432,503	\$1,196,004	\$407,232,695	\$31,694,637

**Halton Catholic District School Board
Consolidated Capital Projects
For the period ending February 29, 2016**

	BUDGET	EXPENSED Sep.1/98 to Aug.31/14	EXPENSED 2014 - 15	EXPENSED 2015- 16	Commitments 2015 - 16	Total Expensed and Commitments
SCHOOL SITES						
Mother Teresa Elementary (147)	\$0	\$1,656,104	\$0	\$0	\$0	\$1,656,104
St. Andrew Elementary (148)	\$0	\$2,133,363	\$0	\$0	\$0	\$2,133,363
Sacred Heart of Jesus Elementary (149)	\$0	\$1,932,906	\$0	\$0	\$0	\$1,932,906
St. Benedict Elementary (151)	\$0	\$4,915,145	\$697,217	\$0	\$0	\$5,612,362
Lumen Christi Elementary (152)	\$0	\$3,239,241	\$0	\$0	\$0	\$3,239,241
Queen of Heaven Elementary (153)	\$0	\$3,291,264	\$280,640	\$0	\$0	\$3,571,904
St. Anne Elementary (159)	\$0	\$5,412,056	\$0	\$18,806	\$0	\$5,430,862
St. Peter Elementary (163)	\$0	\$2,933,095	\$0	\$0	\$0	\$2,933,095
Our Lady of Fatima Elementary (166)	\$0	\$3,480,166	\$0	\$319	\$0	\$3,480,485
St. Catherine of Alexandria Elementary (168)	\$0	\$1,529,708	\$0	\$0	\$0	\$1,529,708
St. Mary Elementary (171)	\$0	\$6,080,995	\$0	\$0	\$0	\$6,080,995
Christ the King Secondary (231)	\$0	\$5,275,487	\$0	\$0	\$0	\$5,275,487
Holy Trinity Secondary (233)	\$0	\$5,846,886	\$0	\$0	\$0	\$5,846,886
St. Elizabeth Seton Elementary (157)	\$0	\$1,624,591	\$0	\$0	\$0	\$1,624,591
St. Joan of Arc Elementary (161)	\$0	\$2,015,986	\$0	\$0	\$0	\$2,015,986
Guardian Angels Elementary (164)	\$0	\$2,099,818	\$0	\$0	\$0	\$2,099,818
St. John Paul II Elementary (162)	\$0	\$2,726,023	\$0	\$0	\$0	\$2,726,023
Corpus Christi Secondary (202)	\$0	\$13,629,450	\$0	\$0	\$0	\$13,629,450
St. Anthony of Padua Elementary (165)	\$0	\$3,300,291	\$0	\$0	\$0	\$3,300,291
St. Christopher Elementary (158)	\$0	\$4,506,735	\$0	\$0	\$0	\$4,506,735
Loyola Secondary Addition (235)	\$0	\$1,497,560	(\$13,000)	\$0	\$0	\$1,484,560
Jean Vanier Secondary (204)	\$0	\$10,473,002	\$741	\$2,922	\$0	\$10,476,665
St. Thomas Aquinas Secondary (237)	\$0	\$5,404,467	\$50,041	\$1,722	\$0	\$5,456,230
Various Sites - EDC Eligible Costs (See Page 6)	\$0	\$26,952,423	\$1,280,399	\$494,928	\$13,005	\$28,740,754
TOTAL SITES	\$0	\$121,956,762	\$2,296,038	\$518,696	\$13,005	\$124,784,501
TOTAL BUILDINGS AND SITES	\$ 438,927,332	\$ 524,102,709	\$ 4,754,279	\$ 1,951,199	\$ 1,209,009	\$ 532,017,196

Halton Catholic District School Board
EDC Eligible Expenditures
For the period ending February 29, 2016

DESCRIPTION	EXPENSED	EXPENSED	EXPENSED	Commitments	Total Expensed and
	Sep.1/98 to Aug.31/14	2014 - 15	2015- 16	2015 - 16	Commitments
ELEMENTARY					
EDC - Prof. Fees - Bronte Creek Meadows (150)	\$12,105	\$0	\$0	\$0	\$12,105
EDC - Prof. Fees - Grindstone Plan (155)	\$9,656	\$0	\$0	\$0	\$9,656
EDC - Prof. Fees - Iroquois Ridge #2 - Argo/Ashley (160)	\$460,378	\$8,053	\$0	\$0	\$468,431
EDC - Site Purchase - Iroquois Ridge #2 - Argo/Ashley (160)	\$5,396,738	\$0	\$0	\$0	\$5,396,738
EDC - Site Improvement - Iroquois Ridge #2 - Argo/Ashley (160)	\$26,879	\$6,222	\$1,916	\$5,108	\$40,124
EDC - Site Purchase - Georgetown West - (167)	\$1,588,031	\$0	\$0	\$0	\$1,588,031
EDC - Prof. Fees - Georgetown West - (167)	\$80,139	\$0	\$0	\$0	\$80,139
EDC - Site Improvement - Georgetown West (167)	\$8,480	\$2,574	\$858	\$858	\$12,771
EDC - Prof. Fees - Acton East (169)	\$63,115	\$0	\$0	\$0	\$63,115
EDC - Site Purchase - Acton East (169)	\$2,973,218	\$0	\$0	\$0	\$2,973,218
EDC - Shell Lands - Metrus - Oakville (170)	\$80,243	\$0	\$0	\$0	\$80,243
EDC - Site Purchase - West Oak Trails #4 - (172)	\$4,754,838	\$0	\$0	\$0	\$4,754,838
EDC - Prof. Fees - West Oak Trails #4 - (172)	\$101,344	\$10,342	\$0	\$0	\$111,686
EDC - Site Improvement - West Oak Trails #4 - (172)	\$45,088	\$51,133	\$2,554	\$1,747	\$100,522
EDC - Prof. Fees - North Oakville #CE2 (Preserve (Phase 1)) - (173)	\$100,327	\$2,657	\$5,052	\$0	\$108,036
EDC - Site Purchase - North Oakville #CE2 (Preserve (Phase 1)) - (173)	\$7,068,386	\$0	\$10,304	\$0	\$7,078,690
EDC - Prof. Fees - North Oakville #CE1 - (174)	\$17,631	\$0	\$0	\$0	\$17,631
EDC - Prof. Fees - North Oakville #CE3 - (175)	\$0	\$6,487	\$0	\$0	\$6,487
EDC - Prof. Fees - North Oakville #CE4 - (176)	\$0	\$21,406	\$4,792	\$0	\$26,198
EDC - Prof. Fees - Milton #8 (178)	\$0	\$3,833	\$2,605	\$0	\$6,438
EDC - Prof. Fees - Milton #9 (179)	\$0	\$1,877	\$372	\$0	\$2,248
EDC - Prof. Fees - Milton #10 (180)	\$0	\$3,935	\$0	\$3,576	\$7,511
SECONDARY					
EDC - Prof. Fees - West Oak Trails (201)	\$6,532	\$0	\$0	\$0	\$6,532
EDC - Prof. Fees - Bronte Creek - Meadows (203)	\$15,582	\$0	\$0	\$0	\$15,582
EDC - Prof. Fees - North Oakville CSS (205)	\$0	\$3,984	\$0	\$0	\$3,984
EDC - Prof. Fees - Milton CSS (206)	\$0	\$31,545	\$1,042	\$1,716	\$34,303
EDC - Prof. Fees - Loyola - Hydro Lands (235)	\$6,075	\$0	\$0	\$0	\$6,075
OTHER					
Long Term Capital Planning Costs	\$439,170	\$0	\$0	\$0	\$439,170
Professional and Legal Costs	\$900,310	\$96,853	\$27,387	\$0	\$1,024,550
Interest Costs	\$2,798,158	\$1,029,498	\$438,045	\$0	\$4,265,701
TOTAL	\$26,952,423	\$1,280,399	\$494,928	\$13,005	\$28,740,754

HALTON CATHOLIC DISTRICT SCHOOL BOARD
North Oakville Preserve Catholic Elementary School
NEW PUPIL ACCOMMODATION PROJECT

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/14	EXPENSED 2014 - 15	EXPENSED 2015- 16	Commitments 2015 - 16	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$11,750,465	\$0	\$0	\$680,550	\$93,165	\$773,715	\$10,976,750
Professional Fees	\$835,000	\$0	\$0	\$315,686	\$763,589	\$1,079,274	(\$244,274)
Inspections, Soil test, Surveys	\$175,000	\$0	\$0	\$12,428	\$89,150	\$101,578	\$73,422
Building Permit Fees	\$140,000	\$0	\$0	\$277,207	\$0	\$277,207	(\$137,207)
Contingencies	\$170,000	\$0	\$0	\$0	\$0	\$0	\$170,000
Sub-total Building	\$13,070,465	\$0	\$0	\$1,285,870	\$945,904	\$2,231,774	\$10,838,691
Furniture & Equipment	\$180,000	\$0	\$0	\$0	\$0	\$0	\$180,000
Computer & Technology Equipment	\$150,000	\$0	\$0	\$0	\$0	\$0	\$150,000
Sub-total Furniture & Equipment	\$330,000	\$0	\$0	\$0	\$0	\$0	\$330,000
Bridge Financing (Interest)	\$150,000	\$0	\$0	\$0	\$0	\$0	\$150,000
TOTAL	\$13,550,465	\$0	\$0	\$1,285,870	\$945,904	\$2,231,774	\$11,318,691
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/14	EXPENSED 2014 - 15	EXPENSED 2015- 16	Commitments 2015 - 16	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Contractual - Fiber Optics (EDC)		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$13,550,465	\$0	\$0	\$1,285,870	\$945,904	\$2,231,774	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/14	EXPENSED 2014 - 15	EXPENSED 2015- 16	Commitments 2015 - 16	TOTAL	
BUILDING							
Debenture	\$0	\$0	\$0	\$0		\$0	
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$0		\$0	
Funding - FDK		\$0	\$0	\$0		\$0	
Funding - Capital Priorities		\$0	\$0	\$1,285,870		\$1,285,870	
Funding - Capitalized Interest		\$0	\$0	\$0		\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0		\$0	
Long Term Financing - Debenture		\$0	\$0	\$0		\$0	
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$1,285,870	\$0	\$1,285,870	
Unfinanced Commitments						\$945,904	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
North Oakville Preserve Catholic Elementary School
Child Care Centre

SCHOOL BUILDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/14	EXPENSED 2014 - 15	EXPENSED 2015- 16	Commitments 2015 - 16	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$2,004,849	\$0	\$0	\$0	\$0	\$0	\$2,004,849
Professional Fees	\$155,000	\$0	\$0	\$45,589	\$106,119	\$151,708	\$3,292
Inspections, Soil test, Surveys	\$35,000	\$0	\$0	\$0	\$0	\$0	\$35,000
Building Permit Fees	\$26,000	\$0	\$0	\$0	\$0	\$0	\$26,000
Contingencies	\$40,000	\$0	\$0	\$0	\$0	\$0	\$40,000
Sub-total Building	\$2,260,849	\$0	\$0	\$45,589	\$106,119	\$151,708	\$2,109,141
Furniture & Equipment	\$260,000	\$0	\$0	\$0	\$0	\$0	\$260,000
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$260,000	\$0	\$0	\$0	\$0	\$0	\$260,000
Bridge Financing (Interest)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$2,520,849	\$0	\$0	\$45,589	\$106,119	\$151,708	\$2,369,141
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to Aug.31/14	EXPENSED 2014 - 15	EXPENSED 2015- 16	Commitments 2015 - 16	TOTAL EXPENSED	
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	
Contractual - Fiber Optics (EDC)		\$0	\$0	\$0	\$0	\$0	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$2,520,849	\$0	\$0	\$45,589	\$106,119	\$151,708	
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/14	EXPENSED 2014 - 15	EXPENSED 2015- 16	Commitments 2015 - 16	TOTAL	
BUILDING							
Debenture	\$0	\$0	\$0	\$0		\$0	
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$0	\$0		\$0	
Funding - FDK		\$0	\$0	\$0		\$0	
Funding - Capital Priorities		\$0	\$0	\$0		\$0	
Funding - Child Care		\$0	\$0	\$45,589		\$45,589	
Funding - Capitalized Interest		\$0	\$0	\$0		\$0	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0		\$0	
Long Term Financing - Debenture		\$0	\$0	\$0		\$0	
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$0	\$0	\$45,589	\$0	\$45,589	
Unfinanced Commitments						\$106,119	

HALTON CATHOLIC DISTRICT SCHOOL BOARD
Holy Rosary Milton Catholic Elementary School
FDK Classroom Addition and Alteration Project

SCHOOL BUILDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/14	EXPENSED 2014 - 15	EXPENSED 2015- 16	Commitments 2015 - 16	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$4,260,000	\$0	\$0	\$0	\$0	\$0	\$4,260,000
Professional Fees	\$440,000	\$205,409	\$0	\$53,480	\$143,362	\$402,251	\$37,749
Inspections, Soil test, Surveys	\$40,000	\$6,589	\$1,797	\$0	\$0	\$8,386	\$31,614
Building Permit Fees	\$35,000	\$7,086	\$0	\$15,054	\$0	\$22,139	\$12,861
Contingencies	\$300,000	\$0	\$0	\$0	\$0	\$0	\$300,000
Sub-total Building	\$5,075,000	\$219,084	\$1,797	\$68,533	\$143,362	\$432,776	\$4,642,224
Bridge Financing (Interest)	80,000	0	0	0	0	\$0	\$80,000
TOTAL	\$5,155,000	\$219,084	\$1,797	\$68,533	\$143,362	\$432,776	\$4,722,224
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/14	EXPENSED 2014 - 15	EXPENSED 2015- 16	Commitments 2015 - 16	TOTAL	
BUILDING							
Debenture	\$0		\$0	\$0		\$0	
Funding - FDK		\$219,084	\$1,797	\$68,533		\$289,414	
Funding - Capitalized Interest			\$0	\$0			
Proceeds of Disposition/EDC			\$0	\$0			
Short Term Financing (Investment)			\$0	\$0	\$0	\$0	
B.A. Short Term Loans (Loan repayment)			\$0	\$0		\$0	
TOTAL	\$0	\$219,084	\$1,797	\$68,533	\$0	\$289,414	
Unfinanced Commitments						\$143,362	

Debenture Financing Summary

As at February 29, 2016

Project	Total Expensed + Commitments	Debenture Issued Sinking Fund	Debenture Issued Amortizer	Total Debentures Issued	Other Financing	Under (Over) Debentured
Debenture Financing Summary (OSBFC Issue #1) - 2000 - A1 at 7.2% due June 9, 2025						
Ascension Elementary	3,160,703	-	3,189,000	3,189,000	-	(28,297)
Holy Rosary Elementary (Milton)	5,356,378	-	5,250,000	5,250,000	-	106,378
St. Patrick Elementary	3,716,647	-	2,238,000	2,238,000	1,444,065	34,582
St. Francis of Assisi Elementary	3,669,902	-	3,669,000	3,669,000		902
Notre Dame Secondary	1,039,404	-	868,000	868,000		171,404
Mother Teresa Elementary	6,874,383	-	6,883,000	6,883,000		(8,617)
Total	23,817,417	\$ -	\$ 22,097,000	\$ 22,097,000	\$ 1,444,065	\$ 276,352
Outstanding Debenture balance as at period ending August 31, 2015			\$ 13,509,054	\$ 13,509,054		
Principal repayment for 2015/16			\$ 962,634	\$ 962,634		
Interest repayment for 2015/16			\$ 955,631	\$ 955,631		
Debenture Financing Summary (OSBFC Issue #2) - 2000 - A2 at 6.3% due September 22, 2010						
St. Andrew Elementary	7,255,509	7,253,000	-	7,253,000	-	2,509
Sacred Heart of Jesus Elementary	7,010,277	7,030,000	-	7,030,000	-	(19,723)
L.E.I.P.	8,866,538	10,500,000	-	10,500,000	-	(1,633,462)
St. Paul Elementary	1,573,776	1,800,000	-	1,800,000	-	(226,224)
St. Raphael Elementary	1,919,238	1,900,000	-	1,900,000	-	19,238
St. Vincent Elementary	1,159,421	1,250,000	-	1,250,000	-	(90,579)
St. Joseph Elementary (Acton)	2,211,231	2,275,000	-	2,275,000	-	(63,769)
Assumption Secondary	4,734,987	4,800,000	-	4,800,000	-	(65,013)
Total	34,730,977	\$ 36,808,000	\$ -	\$ 36,808,000	\$ -	\$ (2,077,023)
OFA Debenture - 2010 FO5 at 3.942% due September 19, 2025 (Refinancing of Sinking Fund)						
Outstanding Debenture balance as at period ending August 31, 2015		\$ -	21,829,473	\$ 21,829,473		
Principal repayment for 2015/16		\$ -	1,745,936	\$ 1,745,936		
Interest repayment for 2015/16		\$ -	843,480	\$ 843,480		
Debenture Financing Summary (OSBFC Issue #3) - 2001 - A1 (\$19,889,010) at 5.9% due October 19, 2011						
Debenture Financing Summary (OSBFC Issue #3) - 2001 - A3 (\$61,465,990) at 6.55% due October 19, 2026						
St. Catherine of Alexandria Elementary	7,914,532	120,000	7,700,000	7,820,000	-	94,532
Christ the King Secondary	25,758,453	895,000	23,900,000	24,795,000	-	963,453
Holy Trinity Secondary	26,419,175	1,000,000	25,900,000	26,900,000	-	(480,825)
Holy Rosary Elementary (Burlington)	2,305,896	2,500,000	-	2,500,000	-	(194,104)
St. Mark Elementary	402,630	400,000	-	400,000	-	2,630
St. John Elementary (Oakville)	285,471	400,000	-	400,000	-	(114,529)
Our Lady of Victory Elementary	2,265,547	1,800,000	-	1,800,000	-	465,547
St. Elizabeth Seton Elementary	7,137,082	4,154,010	3,965,990	8,120,000	-	(982,918)
St. Joan of Arc Elementary	7,704,963	8,620,000	-	8,620,000	-	(915,037)
Total	80,193,749	\$ 19,889,010	\$ 61,465,990	\$ 81,355,000	\$ -	\$ (1,161,251)
Outstanding Debenture balance as at period ending August 31, 2015		\$ -	\$ 40,199,541	\$ 40,199,541		
Principal repayment for 2015/16		\$ -	2,436,426	\$ 2,436,426		
Interest repayment for 2015/16		\$ -	2,593,816	\$ 2,593,816		
OFA Debenture - 2011 FO6 at 2.425% due November 15, 2021 (Refinancing of Sinking Fund)						
Outstanding Debenture balance as at period ending August 31, 2015		\$ -	8,601,549	\$ 8,601,549		
Principal repayment for 2015/16		\$ -	1,237,206	\$ 1,237,206		
Interest repayment for 2015/16		\$ -	201,132	\$ 201,132		

Debenture Financing Summary

As at February 29, 2016

Project	Total Expensed + Commitments	Debenture Issued Sinking Fund	Debenture Issued Amortizer	Total Debentures Issued	Other Financing	Under (Over) Debentured
Debenture Financing Summary (OSBFC Issue #5) - 2003 - A1 (\$3,842,030) at 5.3% due November 7, 2013						
Debenture Financing Summary (OSBFC Issue #5) - 2003 - A2 (\$4,957,970) at 5.8% due November 7, 2028						
Guardian Angels Elementary	8,134,843	3,842,030	4,957,970	8,800,000	-	(665,157)
Total	8,134,843	\$ 3,842,030	\$ 4,957,970	\$ 8,800,000	\$ -	\$ (665,157)
Outstanding Debenture balance as at period ending August 31, 2015		\$ -	\$ 3,506,233	\$ 3,506,233		
Principal repayment for 2015/16		\$ -	\$ 177,274	\$ 177,274		
Interest repayment for 2015/16		\$ -	\$ 200,828	\$ 200,828		
Debenture Financing Summary (OSBFC Issue #9) - 2007 - A1 at 5.376% due June 25, 2032						
St. John Paul II Elementary	8,600,943	-	9,900,000	9,900,000	-	(1,299,057)
St. Anthony of Padua Elementary	-	-	10,200,000	10,200,000	-	(10,200,000)
St. Christopher Elementary	-	-	9,900,000	9,900,000	-	(9,900,000)
Christ the King Secondary- Addition	1,786,025	-	2,000,000	2,000,000		(213,975)
Total	10,386,968	\$ -	\$ 32,000,000	\$ 32,000,000	\$ -	\$ (21,613,032)
Outstanding Debenture balance as at period ending August 31, 2015		\$ -	\$ 25,885,735	\$ 25,885,735		
Principal repayment for 2015/16		\$ -	\$ 963,226	\$ 963,226		
Interest repayment for 2015/16		\$ -	\$ 1,378,843	\$ 1,378,843		
November 15, 2006 - OFA 2006 F06 - Debenture Financing Summary (GPL-Stage 1-Part 1) - at 4.56% due Nov.15, 2032						
Holy Rosary Elementary (Burlington)	225,391	-	225,391	225,391	-	-
St. Marguerite Elementary	381,535	-	381,535	381,535	-	0
Our Lady of Peace Elementary	588,854	-	588,854	588,854	-	0
St. John Elementary (Oakville) - Roof Replacement	177,777	-	250,000	250,000	-	(72,223)
Notre Dame Secondary - Roof Replacement	2,239,710	-	2,200,000	2,200,000	-	39,710
Bishop Reding Secondary - Roof Replacement	350,605	-	450,000	450,000	-	(99,395)
Notre Dame Secondary - Front Drive Asphalt	180,404					180,404
Canadian Martyrs Elementary - Asphalt	44,838					44,838
Loyola Secondadry - Asphalt	87,463					87,463
Total	4,276,577	\$ -	\$ 4,095,780	\$ 4,095,780	\$ -	\$ 180,797
Outstanding Debenture balance as at period ending August 31, 2015		\$ -	\$ 538,149	\$ 538,149		
Principal repayment for 2015/16		\$ -	\$ 22,477	\$ 22,477		
Interest repayment for 2015/16		\$ -	\$ 24,286	\$ 24,286		
March 3, 2008 - OFA 2008 F02 - Debenture Financing Summary (GPL-Stage 1-Part 2) - at 4.90% due May 15, 2034						
Outstanding Debenture balance as at period ending August 31, 2015		\$ -	\$ 414,756	\$ 414,756		
Principal repayment for 2015/16		\$ -	\$ 15,053	\$ 15,053		
Interest repayment for 2015/16		\$ -	\$ 20,141	\$ 20,141		
April 14, 2010 - OFA 2010 F02 - Debenture Financing Summary (GPL-Stage 1-Part 3 and GPL Stages 2, 3 and 4) - at 5.182% due April 13, 2035						
Outstanding Debenture balance as at period ending August 31, 2015		\$ -	\$ 2,574,293	\$ 2,574,293		
Principal repayment for 2015/16		\$ -	\$ 75,972	\$ 75,972		
Interest repayment for 2015/16		\$ -	\$ 133,706	\$ 133,706		
March 12, 2014 - OFA 2014 F02 - Debenture Financing Summary (GPL-Stage 4) - at 4.003% due March 11, 2039						
Outstanding Debenture balance as at period ending August 31, 2015		\$ -	\$ 176,431	\$ 176,431		
Principal repayment for 2015/16		\$ -	\$ 4,543	\$ 4,543		
Interest repayment for 2015/16		\$ -	\$ 7,018	\$ 7,018		

Debenture Financing Summary

As at February 29, 2016

Project	Total Expensed + Commitments	Debenture Issued Sinking Fund	Debenture Issued Amortizer	Total Debentures Issued	Other Financing	Under (Over) Debentured
May 15, 2008 - OFA 2008 F03 - Debenture Financing Summary (Best Start) - at 4.83% due May 15, 2034						
St. Christopher Elementary	750,000	-	750,000	750,000	-	-
Total	750,000	\$ -	\$ 750,000	\$ 750,000	\$ -	\$ -
Outstanding Debenture balance as at period ending August 31, 2015		\$ -	\$ 618,684	\$ 618,684		
Principal repayment for 2015/16		\$ -	\$ 22,602	\$ 22,602		
Interest repayment for 2015/16		\$ -	\$ 29,613	\$ 29,613		
March 13, 2009 - OFA 2009 F02 - Debenture Financing Summary (Growth Schools) - at 5.062% due March 13, 2034						
Corpus Christi Secondary	32,837,311	-	25,530,692	25,530,692	-	7,306,619
Total	32,837,311	\$ -	\$ 25,530,692	\$ 25,530,692	\$ -	\$ 7,306,619
Outstanding Debenture balance as at period ending August 31, 2015		\$ -	\$ 21,898,783	\$ 21,898,783		
Principal repayment for 2015/16		\$ -	\$ 718,437	\$ 718,437		
Interest repayment for 2015/16		\$ -	\$ 1,099,538	\$ 1,099,538		
March 13, 2009 - OFA 2009 F02 - Debenture Financing Summary (PCS) - at 5.062% due March 13, 2034						
St. Christopher Elementary	8,726,499		792,190	792,190	-	7,934,309
St. Anthony of Padua Elementary	9,231,309	-	924,453	924,453	-	8,306,856
Total	17,957,808	\$ -	\$ 1,716,643	\$ 1,716,643	\$ -	\$ 16,241,165
Outstanding Debenture balance as at period ending August 31, 2015		\$ -	\$ 1,472,439	\$ 1,472,439		
Principal repayment for 2015/16		\$ -	\$ 48,307	\$ 48,307		
Interest repayment for 2015/16		\$ -	\$ 73,931	\$ 73,931		
April 14, 2010 - OFA 2010 F02 - Debenture Financing Summary (Growth Schools and PCS) - at 5.182% due April 13, 2035						
St. Peter Elementary	10,748,401		6,221,759	6,221,759	-	4,526,642
Our Lady of Fatima Elementary	10,298,651	-	11,300,000	11,300,000	-	(1,001,349)
Total	21,047,052	\$ -	\$ 17,521,759	\$ 17,521,759	\$ -	\$ 3,525,293
Outstanding Debenture balance as at period ending August 31, 2015		\$ -	\$ 15,551,179	\$ 15,551,179		
Principal repayment for 2015/16		\$ -	\$ 458,941	\$ 458,941		
Interest repayment for 2015/16		\$ -	\$ 807,712	\$ 807,712		
March 09, 2012 - OFA 2012 F02 - Debenture Financing Summary (Growth Schools and NPP) - at 3.564% due March 9, 2037						
St. Thomas Aquinas Secondary	37,588,033		22,231,250	22,231,250	-	15,356,783
Lumen Christi Elementary	10,899,353	-	9,969,364	9,969,364	-	929,989
Total	48,487,386	\$ -	\$ 32,200,614	\$ 32,200,614	\$ -	\$ 16,286,772
Outstanding Debenture balance as at period ending August 31, 2015		\$ -	\$ 10,786,020	\$ 10,786,020		
Principal repayment for 2015/16		\$ -	\$ 334,071	\$ 334,071		
Interest repayment for 2015/16		\$ -	\$ 381,463	\$ 381,463		
March 12, 2014 - OFA 2014 F02 - Debenture Financing Summary (Loyola and Jean Vanier) - at 4.003% due March 11, 2039						
Jean Vanier Secondary	2,231,774		28,384,873	28,384,873	-	(26,153,099)
Loyola Secondary	22,858,950	-	4,863,086	4,863,086	-	17,995,864
Total	25,090,723	\$ -	\$ 33,247,959	\$ 33,247,959	\$ -	\$ (8,157,236)
Outstanding Debenture balance as at period ending August 31, 2015		\$ -	\$ 32,445,041	\$ 32,445,041		
Principal repayment for 2015/16		\$ -	\$ 839,923	\$ 839,923		
Interest repayment for 2015/16		\$ -	\$ 1,297,515	\$ 1,297,515		

Debenture Financing Summary

As at February 29, 2016

Project	Total Expensed + Commitments	Debenture Issued Sinking Fund	Debenture Issued Amortizer	Total Debentures Issued	Other Financing	Under (Over) Debentured
March 11, 2015 - OFA 2015 F02 - Debenture Financing Summary(St. Brigid and St. Catherine - PCS) - at 2.993% due March 11, 2040						
St. Brigid Elementary FDK	1,262,726		697,884	697,884	-	564,842
St. Catherine Elementary FDK	1,990,641	-	1,151,772	1,151,772	-	838,869
Total	3,253,367	\$ -	\$ 1,849,656	\$ 1,849,656	\$ -	\$ 1,403,711
Outstanding Debenture balance as at period ending August 31, 2015		\$ -	\$ -	\$ -		
Debenture issued in 2015/16			\$ 1,849,656	\$ 1,849,656		
Principal repayment for 2015/16		\$ -	\$ 51,164	\$ 51,164		
Interest repayment for 2015/16		\$ -	\$ 54,980	\$ 54,980		

Grant Total	\$ 307,710,812	\$ 60,539,040	\$ 235,584,407	\$ 296,123,447	\$ 1,444,065	\$ 10,143,300
Outstanding Debenture balance as at period ending August 31, 2015		\$ -	\$ 200,007,360	\$ 200,007,360		
Debentures issued in 2014-15		\$ -	\$ 1,849,656	\$ 1,849,656		
Total Outstanding Debenture 2014-15			\$ 201,857,016	\$ 201,857,016		
Principal repayment for 2015/16		\$ -	\$ 10,114,191	\$ 10,114,191		
Interest repayment for 2015/16		\$ -	\$ 10,103,634	\$ 10,103,634		
Total		\$ -	\$ 20,217,825	\$ 20,217,825		

INFORMATION REPORT

ITEM 10.5

RELEASE OF 2016-17 GRANT FOR STUDENT NEEDS (GSN)

PURPOSE:

To provide the Board with information regarding the release of the 2016-17 Grant for Student Needs (GSN).

BACKGROUND:

The following information regarding the Board's 2016-17 budget process was previously provided to Trustees:

1. Information Report 10.3 – March 10, 2016 Special Board Meeting – 2016-17 Budget Strategy Presentation.
2. Staff Report 9.2 – February 2, 2016 Regular Board Meeting – 2016-17 Budget Estimates Schedule, Objectives and Updates.
3. Information Report 11.4 – 2016-17 Grants for Student Needs (GSN) Ministry Consultation, presented at the December 1, 2015 Regular Board Meeting.

COMMENTS:

The Ministry announced the release of the GSN on Thursday, March 24, 2016 via webcast. The PowerPoint slide presentation from the webcast is attached as **Appendix A**.

The following Ministry Memoranda related to the GSN have been issued:

- Memorandum 2016:B06 "Grants for Student Needs changes for 2015-16 and 2016-17" (**Appendix B**)
- Memorandum to Directors of Education and School Business Officials: "2016-17 School Year Education Programs – Other (EPO) Funding" (**Appendix C**)
- Memorandum 2016:SB07 "Special Education Grant Funding in 2016-17" (**Appendix D**)

The Ministry also released the "2016-17 Education Funding – A Guide to the Grants for Student Needs", included in **Appendix E** and the "2016-17 Education Funding – A Guide to the Special Education Grant", included in **Appendix F**. The Ministry also provided a report summarizing the extensive discussions that were undertaken with its partners and stakeholders, as part of the funding consultations. This is provided in **Appendix G**.

The Board submitted enrolment projections to the Ministry on November 25, 2015, in accordance with Ministry 2015:SB27 Memorandum - District School Board Enrolment Projections for 2016-17 to 2019-20. The Ministry used this submission to project the 2016-17 funding allocation for the Board. The last page of **Appendix H** shows that the Ministry projects the Board's 2016-17 funding allocation to be \$338,762,595 which is an increase of approximately 1.3% over the Revised Estimates for 2015-16. The projected enrolment for 2016-17 is estimated at 32,623, or 1.0% higher than the projected 2015-16 Revised Estimates enrolment. Although at first glance the overall impact on our Board appears to be 0.3% positive, it should be noted that the GSN now includes a net increase in salaries of 0.25% for all employee groups (representing 85% of our budget, for a total impact of 0.2%) over Revised Estimates, approximately \$600,000 (or 0.2%) in grants previously flown through EPOs, and approximately \$300,000 (or 0.1%) in additional funding specific for First Nations, Metis and Inuit Education, as listed below. As a result, the net impact to the GSN is a (-0.2%).

In reviewing these projections, it should be noted that the Ministry Board by Board projections are preliminary in nature, and keep in mind the following:

- They only reflect the revenue side and do not take into account expenses for the year and therefore they are not a reflection of our potential surplus or deficit position.
- They are high level Ministry projections for the 2016-17 year, built on and compared to projections for the current year (2015-16 Revised Estimates are based on the actual enrolment count on October 31 and a projected enrolment count for March 31).
- The Education Finance Information System (EFIS) forms will not be released until mid/end of April. They are used to calculate all aspects of the grants specific to our Board, and as such, will supersede the projection.
- Enrolment projections for 2016-17 (which drive the majority of our grants) are subject to revision up until the budget is passed in June, based on the actual enrolment for March 31 of this year and school registrations for next year.
- Based on the above points, Board by Board comparisons are premature at this time.

Overall, the operating grant is projected at \$4.3 million higher than the 2015-16 Revised Estimates amount, or 1.3% higher, while enrolment is 1.0% higher. The average provincial per pupil amount is \$11,709 (which is 1.4% higher than the average provincial per pupil amount for 2015-16), while our board's per pupil amount is \$10,384 (or 1% higher than the 2015-16 amount prior to the labour revisions for one time funding mentioned below). The following points highlight the GSN changes impacting the Board:

Increase in 2016-17 Funding (based on School Board Funding Projections outlined in Appendix F)	2016-17 Projected Funding	% Increase from 2015-16 Rev Est
Total Forecasted Enrolment Increase	318	1.0%
Increase in Pupil Foundation Allocation (Note 1)	\$ 3,413,000	2.0%
Decrease in Cost Adjustment & Teacher Qualifications and Experience Grant (Note 1)	\$ (1,222,000)	-4.1%
<i>Net Change :</i>	<i>\$ 2,192,000</i>	<i>1.1%</i>
Increase in School Foundation Allocation (Note 2)	\$ 181,000	0.9%
Increase in Special Education Allocation (Note 3)	\$ 711,000	1.8%
Increase in Student Transportation Grant (Note 4)	\$ 183,000	2.7%
Increase in School Board Administration and Governance Grant (Note 5)	\$ 208,000	2.4%
Increase in School Operations Allocation (Note 6)	\$ 542,000	1.8%
Increase in Learning Opportunities Grant (Note 7)	\$ 429,000	17.6%
Increase in First Nations, Metis and Inuit Education Supplement (Note 8)	\$ 120,000	59.8%
Increase in the Language Grant (Note 9)	\$ 129,000	2.1%
Various other grant changes (Note 10)	\$ (409,000)	-2.5%
Total Funding Increase Before Capital Programs	\$ 4,286,000	1.3%
Less funding for salary increases, FNMI investment and amounts previously flown through EPOs		-0.5%
		0.8%
Overall GSN Impact to the Board		-0.2%

Note 1: The net increase of 1.1% in the Pupil Foundation Allocation and Teacher Qualification and Experience Allocation includes a 1.25% increase in grid ranges and restoration of the grid, and is also meant to address the enrolment increase. It should be noted that 2015-16 Revised Estimates also includes a 1% lump sum payment and restoration of the grid, thus the net difference in 2016-17 is 0.25% increase in salary, with the remaining 0.85% increase (of the 1.1% net increase) addressing projected enrolment increases.

- It should be noted that the 1.25% increase is meant to cover for a 1% increase in salary benchmarks as of September 1st, and a 0.5% increase as of February 1st. For 10-month employees, such as teaching staff, this means a blended 1.25% annual increase; however for 12-month employees, the blended annual increase is 1.29%, calculated as follows: 1% increase as of September 1st for 12 months, and 0.5% as of February 1st for 7 months ($1\% \times 12/12 + 0.5\% \times 7/12 = 1.29\%$).
- One area of concern is that savings from the Earned Leave plan for Ontario English Catholic Teachers Association (OECTA) staff have been calculated by the Ministry as a half day savings reduction in average sick leave, with half of this saving considered as a reduction to the Board's grant base.

Note 2: The School Foundation Allocation incorporates growth based on forecasted enrolment increase and captures the increase in the salary benchmarks. It is not clear whether school administration staffing for one additional elementary school (North Oakville Preserve) is captured in the projections.

Note 3: The Special Education funding is in year 3 of 4 of the transition, with 75% of the allocation based on the new model (now called the Differentiated Special Education Needs Amount or DSENA) and 25% based on the old High Needs Amount model. Overall, including growth, the Special Education Allocation increased by \$711,000. As a caution, approximately \$482,000 of this increase is meant to cover salary increases negotiated (approximately 95% of Special Education costs are related to staffing, calculated as \$40.6 million x 95% x 1.25%), leaving only \$229,000 of additional funding, to help close the funding envelope shortfall.

Note 4: The Student Transportation Grant has increased to reflect the enrolment growth, as well as expected increases in transportation costs and fuel price changes. The 2016-17 GSN incorporates a 2% increase to keep up with costs, similar with previous years.

Note 5: The School Board Administration and Governance Grant (BAAG) has increased in part due to increase in enrolment, and to cover for additional items now covered through this grant, including: MISA Local funding (\$40,000) and Technology Enabled Learning and Teaching Contact (\$90,000) previously covered through EPO funding, and a FNMI lead position (\$165,000). At least half of this amount must be used to fund a supervisory officer position to lead this portfolio, with the remaining portion to be spent on eligible program costs (such as the Aboriginal liaison position or other related costs). The increase in salary benchmarks is also meant to be reflected in the overall grant change.

Note 6: The School Operations Allocation reflects the second year of top-up funding grant phase-out (representing approximately \$800,000 reduction). The impact of the top-up funding phase-out is starting to become material, as the School Operations Allocation only increased by \$542,000, of which \$125,000 is meant to cover salary benchmark increases, leaving only \$417,000 to cover costs for growth and increased utility costs (the non-salary portion includes a 2% increase in utilities benchmarks and 3.5% increase in electricity cost benchmarks). Further, this grant also reflects the forecasted increase in enrolment; it is not clear whether maintenance and cleaning costs for one additional elementary school (North Oakville Preserve) are captured in the projections, or whether additional funding may be generated once the information is updated into the EFIS forms.

Note 7: Funding for Library Staffing and Outdoor Education programs (previously funded through EPOs) will now be part of the Learning Opportunities Grant.

Note 8: Reflects updates to the census data (from 2006 to 2011 numbers), as more funding may be provided based on self-identified pupils and the Province's commitment to invest in First Nations, Metis and Inuit Education.

Note 9: Reflects updates to the census data (from 2006 to 2011 numbers), as more funding may be provided for non-eligible ESL/ELD students, whose primary language at home is neither English nor French.

Note 10: The remaining changes are mostly as a result of the decrease in the Interest Expense grant, meant to cover for debenture interest payments.

Funding for benefits is not expected to be finalized until June 2016, which is a concern, as the budget must be approved by the end of June. Start-up funding for the Provincial trust will be provided through EPOs, with additional funding possibly made available to boards to cover the transition into the plan.

Staff are in the process of compiling the budget for the 2016-17 expenses, and are focusing their attention on:

1. Salary budget, determined based on the March 31, 2016 staffing data download from the Board's HR and Payroll system (iSYS Works).
2. Benefits budget, based Ministry's costing templates for union employees; costing directions for non-union employee benefits are expected to be received from the Ministry by June.
3. Non-salary budgets have been compiled for all departments and presented in the April 5, 2016 Board Report – Information item 10.6 – 2016-17 Budget Estimates Update.
4. School Budgets are developed based on projected enrolment, and will require adjustment as enrolment updates become available.
5. Student Transportation preliminary budget is expected to be received from Halton Student Transportation Services (HSTS) in the next week, with the final budget to be approved by the HSTS Board of Directors on April 27, 2016.
6. New initiatives will be prioritized to identify the critical ones that are required to be included in the 2016-17 budget, should funding be available.
7. EFIS forms, expected to be released at mid/end of April, will be used to calculate all grants for our Board. Expenses are included at this time as well, to assess the enveloping provisions.
8. Enrolments are subject to revision up until the budget is passed in June. Enrolment changes may be required once the actual enrolment for March 31, 2016 is available, and as a result of school registrations for next year occurring between April 1 and mid-June 2016.

It is expected that the increase in expenses will exceed the projected revenue increase, once all data is entered into the Ministry's EFIS forms.

The updated 2016-17 Budget Estimates Schedule is attached as **Appendix I**.

REPORT PREPARED BY:

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REPORT SUBMITTED BY:

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SUPERINTENDENT OF BUSINESS AND TREASURER OF THE BOARD

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

2016–17 Grants for Student Needs

TECHNICAL BRIEFING

March 24, 2016

Purpose

- To provide school boards and other key stakeholders with an overview of updates to the Grants for Student Needs (GSN) for 2016–17.
- Key changes:
 - Central labour agreements, including 2015-16 GSN amendments
 - Updates for equity in education, including an investment in First Nation, Métis, and Inuit Education leads in every school board
 - Proposed amendments to Ontario Regulation 444/98, Disposition of Surplus Real Property
 - Keeping up with costs
 - Accountability

NOTE that the plans and proposals set out in this presentation can take effect only if regulations are made by the Lieutenant Governor in Council under section 234 of the Education Act. Such regulations have not yet been made. Therefore the content of this presentation should be considered to be subject to such regulations, when and if made.

Overview of 2016–17 GSN

- **Investments** in Ontario's publicly funded education system continue to increase, with the 2016–17 GSN projected to be \$22.9 billion, an average of \$11,709 per pupil.
- There is renewed focus on funding that supports **equity in education** – an important goal of *Ontario's Renewed Vision for Education*.
- The GSN also continues to identify ways to **improve** the funding mechanisms that support the delivery of education in Ontario.

What GSN funding supports

- **Classrooms** (\$12.7B)
- **Schools** (\$3.8B)
- **Specific priorities** (\$4.1B)
- **Local management** (\$2.2B)

The goals GSN funding helps achieve

- **Achieving Excellence**
- **Ensuring Equity**
- **Promoting Well-being**
- **Enhancing Public Confidence**

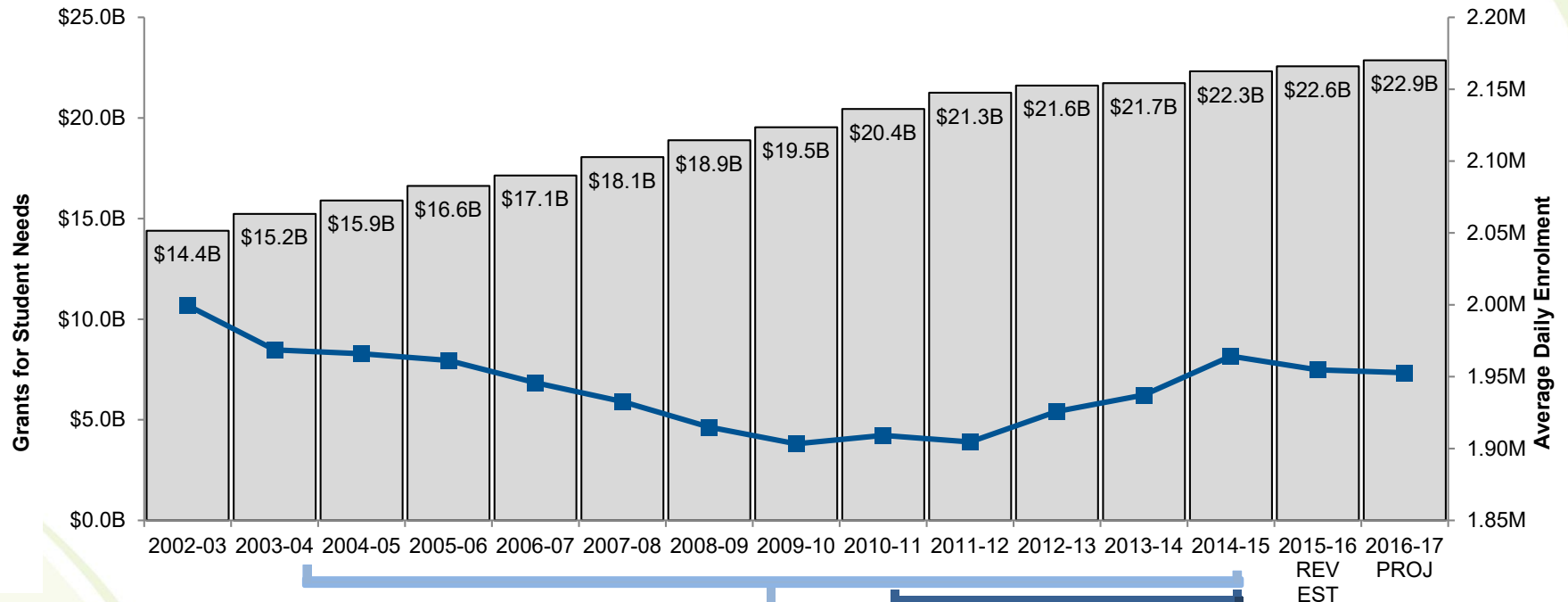
Overview of 2016–17 GSN cont'd...

GSN School Year Forecast	2015-16 Projections	2016-17 Projections
Enrolment (average daily enrolment)		
Total Enrolment	1,954,803	1,952,756
<i>Year-Over-Year Change (Average Daily Enrolment)</i>		<i>(2,046)</i>
<i>Year-Over-Year Change (%)</i>		<i>(0.1%)</i>
GSN		
Total Funding (\$ Millions)	22,571	22,864
<i>Year-Over-Year Change (\$ Millions)</i>		<i>293</i>
<i>Year-Over-Year Change (%)</i>		<i>1.3%</i>
Per Pupil		
Total Funding Per Pupil (\$)	11,546	11,709
<i>Year-Over-Year Change (\$)</i>		<i>162</i>
<i>Year-Over-Year Change (%)</i>		<i>1.4%</i>

Historic Context

Period of investment

Period of prioritization



Driving better outcomes

- **Graduation rate:** 68% in 2004 84% in 2014
- **Students at standard in literacy and numeracy:** 56% in 2004 72% in 2014.

Full-Day Kindergarten (FDK)
launched and fully implemented

Child Care brought into EDU

*Achieving Excellence: A Renewed
Vision for Education in Ontario*
released

Note: To provide a clear year-over year comparison, we have added FDK funding and enrolment, which was previously outside the GSN, to previous years' GSN funding totals.

2016–17 Funding Discussions

- The 2016–17 GSN reflects extensive discussions with school boards and a broad range of education stakeholders, integrating policy, program and financial expertise.
- Discussions in fall 2015 included a focus on funding allocations that support **equitable outcomes for all students**.
 - This included, for the first time, engagement with First Nation, Métis, and Inuit education partners.
 - A summary of these discussions is now available on the Ministry website.
- The Ministry will attend Regional Education Councils in spring 2016 to provide further information about the 2016–17 GSN and review current and future opportunities and challenges.

1. Labour Framework Implementation

Updates to 2015-16 GSN

- One-time, **lump sum** payment.
- **Restoration of grid movement** retroactive to September 1, 2015.
- **Earned Leave** plans (English Catholic and French Language Boards only).
- **Recovery of unspent funding** for the Communautés d'apprentissage professionnel initiative (French Language Boards only).

It should be noted that, as discussions on provincial terms and conditions with principals and vice-principals are ongoing, no changes related to those compensation benchmarks are being brought forward at this time.

Labour Changes in 2016-17

Salary increases:

- Funding through an increase in the salary benchmarks for teaching and non-teaching staff of 1.25 percent for the entire 2016-17 school year – to reflect negotiated increases of 1% on September 1st and 0.5% on the 98th day.

Earned leave plans:

- The Ministry is implementing the same approach as 2015-16, but will also work with all boards to develop strategies to promote employee well-being, manage absenteeism and reduce the associated costs.

Employee Health, Life & Dental Benefits Transformation

Benefits transformation is a major consolidation and rationalization that will improve the cost-efficiency and delivery of benefits.

One-time investments:

- One-time provincial contributions to cover start-up costs and establish a Claims Fluctuation Reserve for each trust are being provided through Education Programs – Other (EPO), starting in the current school year and continuing in 2016–17.

Ongoing funding for benefits through the GSN:

- Any changes to how benefits are funded through the GSN in 2016–17 will be made once the 2014–15 benefit costs are determined through the data collection and validation process that is currently underway. The Ministry anticipates this process to be completed by the end of June 2016.

Retirement Gratuities

- One-time funding will be provided in 2015–16 for early payout of retirement gratuities based on the amount for the board that exceeds the amount funded (as of August 31, 2016).
 - Further details on this provision of funding will be provided after the August 31, 2016, cut-off date to reflect this information.
 - This one-time funding and accounting gain will be reflected through a reduction in the unfunded retirement gratuity liability that school boards phase into compliance each year starting in 2016–17.

2. Equity in Education

First Nation, Métis, and Inuit Education Supplement

Dedicated leads in each board:

- All boards will receive at least a **base amount** of funding through the Per-Pupil Amount (PPA) Allocation – \$165,520 in 2016–17 (equivalent to the Supervisory Officer salary and benefits benchmark) – **to support implementation of the *Ontario First Nation, Métis, and Inuit Education Policy Framework***.

Incorporating voluntary, confidential Aboriginal self-identification into the GSN:

- EPO funding to support Board Action Plans (BAP) on First Nation, Métis, and Inuit Education will be transferred into the GSN. Funding will be allocated using a similar approach – but the 2016–17 formula will give greater weight to components that use voluntary, confidential **Aboriginal student self-identification data** (i.e., from 40% to 45% of the allocation).

First Nation, Métis, and Inuit Education Supplement cont'd...

Greater use of self-identification data in the GSN:

- The Ministry will continue to work with Aboriginal partners, families and education stakeholders to support **greater collection and use** of self-identification data in the GSN.

Junior Kindergarten and Kindergarten (JK/K) pupils:

- JK/K pupils are **eligible to generate funding** from the Native Languages Allocation for elementary pupils.

2011 NHS and Census Updates

- The Ministry has analysed 2011 National Household Survey (NHS) and Census data to determine whether data quality is sufficient for the purposes of updating components of the GSN.
- Starting in 2016–17, 2011 NHS / Census data updates will be phased in over three years within the following GSN Grants:
 - **First Nation, Métis, and Inuit Education Supplement:** PPA Allocation (estimated \$4.5 million investment at full maturity).
 - **Language Grant:**
 - English as a Second Language / English Literacy Development (ESL/ELD) Allocation: Pupils in Canada (PIC) component; and,
 - Actualisation linguistique en français (ALF) Allocation: Per-Pupil component.

3. Capital Funding

Update on Community Hubs – Amendments to Ontario Regulation 444/98

- The province is moving forward on implementing the recommendations provided in **Community Hubs in Ontario: A Strategic Framework and Action Plan** to remove barriers and provide supports to bring services together to better serve Ontarians.
- The Ministry intends to make amendments to the regulation to:
 - **Double the current surplus property circulation** period from 90 days to 180 days, providing listed public entities with 90 days to express interest in the property and an additional 90 days to submit an offer;
 - **Expand the list of public entities** to receive notification of surplus property disposition, including First Nation and Métis organizations;
 - Have all board-to-board sales be at **fair market value**; and,
 - Introduce a **maximum rate** a school board can charge for leasing a school to another board.
- Specific details concerning these amendments will be announced in a separate memorandum to be released later this spring.

Capital Funding Programs

Capital Priorities:

- The Capital Priorities program funds school capital projects to address:
 - accommodation pressures;
 - replacement of facilities in poor repair;
 - consolidation of underutilized facilities; and,
 - facilities for French-language rights holders in under-served areas of the province.
- Over \$2.4 billion in capital funding has been allocated since 2011.
- The Ministry expects to begin the next round of Capital Priorities in May 2016.

School Consolidation Capital (SCC):

- The SCC program was introduced as one of the pillars of the School Board Efficiencies and Modernization (SBEM) initiative to further assist school boards in managing their excess capacity and right-sizing their capital footprint.
- In the first year, 31 capital projects were funded at a cost of approximately \$150 million.
- The Ministry is expects to announce the second round of funding approvals in spring 2016.

Capital Funding Programs cont'd...

School Condition Improvement (SCI):

- For 2016–17, \$500 million will be allocated to school boards through the SCI program to address the significant backlog in school renewal needs.

Capital Planning Capacity (CPC):

- The Ministry recently announced the details of the CPC program for 2015-16 and 2016-17.
- This program supports boards as they undertake additional capital planning activities to make efficient use of school space.
- CPC funding is now divided into two programs:
 1. Capacity Building & Data Management (\$7.7 million per year)
 2. Support for Joint Use Schools (\$600,000 per year)

4. Keeping Up With Costs

Keeping Up With Costs

- The province continues to assist school boards with utilities and student transportation costs – over \$180 million in additional funding in the last five years.
- In 2016–17, the government will continue this investment with a projected \$33.6 million in additional funding.

Student Transportation:

- Funding for student transportation will increase by 2 percent to help boards manage increased costs.
 - As in previous years, this cost update will be netted against a school board's transportation surplus.

Electricity and Other Utilities:

- The non-staff portion of the School Operations Allocation benchmark will again be increased by 2 percent to help boards manage increases in commodity prices.
 - The electricity component of the benchmark will increase by 3.5% based on the Ministry of Energy's most recent Long-Term Energy Plan.

5. Accountability

Accountability: Compliance

Full-day Kindergarten and Primary class size compliance:

- As announced in last year's GSN release, the Ministry will begin to take action to ensure compliance with the Full-Day Kindergarten and Primary provisions of the [class size regulation \(O. Reg. 132/12\)](#).
 - Boards that are not compliant will be notified, and as a first step will be required to submit a class size compliance management plan.
 - If a board does not take successful corrective action, there will be reductions in the GSN envelope for board administration and governance. The reduction would be one percent in the second year of non-compliance, increasing in succeeding years if the situation continues.
 - In any year, a board that does not submit its FDK and Primary class size information to the Ministry by the October deadline, it will be subject to immediate cash withholdings equivalent to 50 percent of the boards' monthly transfers from the Ministry.
 - The Ministry will be releasing 2015–16 FDK and Class Size information in the coming months and will notify non-compliant boards.

Accountability: Compliance cont'd...

School Board Administration and Governance compliance:

- Last year, the Ministry informed boards of its intent to review board compliance with the enveloping provisions of the School Board Administration and Governance Grant in 2015–16.
- As a result of collective bargaining, boards may face extraordinary costs in 2015–16, so the review of compliance is deferred to 2016–17.

Accountability: Streamlining Delivery of Other Transfer Payments

Transfer of EPO into the GSN:

- To further balance reporting requirements while continuing to support Ministry core goals and priorities, several existing Ministry programs in addition to funding for Board Action Plans on First Nation, Métis, and Inuit Education will be transferred into the GSN in 2016–17.
 - Funding for **library staff**, projected to be \$10M in 2016–17, and **Outdoor Education**, projected to be \$17M in 2016–17, will be included in the Learning Opportunities Grant (LOG).
 - Funding for the **Managing Information for Student Achievement (MISA) Local Capacity initiative**, projected to be \$3.2M in 2016–17, and **Technology Enabled Learning and Teaching Contacts**, projected to be \$7.6M in 2016–17, will be included in the School Board Administration and Governance Grant.

Education Programs – Other (EPO)

- The Government will continue to support other education initiatives that advance student achievement with investments outside the GSN.
 - Similar to last year, the Ministry will release a memo today to provide boards with funding allocations for their 2016–17 school year.
 - The Ministry is confirming today that more than \$100 million in funding will be allocated to sustain supports to priority education initiatives in the 2016–17 school year.
 - As well, later in the spring the Ministry will announce funding allocations for the Renewed Math Strategy through a separate memo.

6. Ongoing Implementation

Ongoing Implementation

In 2016–17, the Ministry will continue to implement reforms that began in prior years:

School Board Efficiencies and Modernization (SBEM):

- This upcoming school year (2016–17) is the second year of a three-year phase in of measures, introduced in 2015–16 to encourage the management of underutilized school space.

Special Education Grant:

- In 2014-15, after extensive consultations with stakeholder representatives, including the Special Education Funding Working Group, the Ministry began the four-year implementation of a new funding model for what will now be called the Differentiated Special Education Needs Amount (DSENA) Allocation (formerly High Needs Amount).

School Board Administration and Governance Grant:

- This upcoming school year (2016–17) is the third year of the four-year phase-in of the new allocation method, as recommended by the School Board Administration and Governance Advisory Group (BAAG). The new model will be fully implemented in 2017–18.

Resources

- The Ministry will be posting the following documents on its website (<http://www.edu.gov.on.ca/eng/policyfunding/funding.html>):
 - *B06 memo – Grants for Student Needs changes for 2015–16 and 2016–17*
 - *B07 memo – 2016-17 School Year Education Programs – Other (EPO) Funding*
 - *School Board Funding Projections for the 2016–17 School Year*
 - *2016 -17 Technical Paper*
 - *2016-17 Education Funding Discussions: Summary Report*
 - *2016–17 Education Funding: A Guide to the Grants for Student Needs*
 - *2016-17 Education Funding: A Guide to Special Education Funding*

Questions

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THANK YOU

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**2016: B06**

MEMORANDUM TO: Directors of Education
 Secretary/Treasurers of School Authorities

FROM: Gabriel F. Sékaly
 Assistant Deputy Minister
 Financial Policy and Business Division

DATE: **March 24, 2016**

SUBJECT: **Grants for Student Needs changes for 2015–16 and 2016–17**

I am writing to provide you with information about updates to the 2015–16 Grants for Student Needs (GSN) and GSN funding for 2016–17. This information is being provided in conjunction with the release of the 2016–17 school year allocations for the Education Programs – Other (EPO) transfer payments.

NOTICE:

Certain of the plans and proposals set out in this memo can take effect only if regulations are made by the Lieutenant Governor in Council under section 234 of the Education Act. Such regulations have not yet been made. Therefore the content of this memo should be considered to be subject to such regulations, when and if made.

Investments in Ontario's publicly-funded education system continue to increase, with total funding expected to increase from \$22.6B in 2015–16 to \$22.9B in 2016–17. Per-pupil funding is projected to increase in 2016–17 to \$11,709 – an increase of 1.4 percent from 2015–16 and 63 percent since 2002–03.

The main changes being introduced include alignment with the central labour agreements and an important investment in First Nation, Métis, and Inuit Education leads in every school board.

The province is also moving forward in 2016–17 on implementing the recommendations provided in [*Community Hubs in Ontario: A Strategic Framework & Action Plan*](#) to remove barriers and provide supports to bring services together to better serve Ontarians. This includes improved opportunities for public entities to participate in the process that school boards undertake when selling or leasing surplus schools through amendments to [*Ontario Regulation 444/98, Disposition of Surplus Real Property*](#).

As in past years, the Ministry has engaged a broad range of education partners in extensive discussions about funding to identify ways to improve the funding mechanisms that support the delivery of education in Ontario. The Ministry will be attending Regional Education Councils in spring 2016 to provide further information about the 2016–17 GSN. In addition to hearing questions and feedback from school boards, these sessions will also be a further opportunity to review current and future challenges. The Ministry looks forward to continuing to work with you to sustain Ontario's achievements in education while contributing to the important goal of a balanced provincial Budget in 2017-18.

A. Labour Framework implementation

In-year changes for 2015–16

Subject to approval of the Lieutenant Governor in Council, the following in-year changes to the 2015–16 funding regulations would support the central labour agreements:

- Funding for the one percent lump sum payment will be provided through a table amount in the GSN. This amount will be calculated using the information provided by boards in the 2015–16 Revised Estimates.
- The Teacher Qualifications and Experience Allocation and the Early Childhood Educator Qualifications and Experience Allocation will recognize the restoration of grid movement retroactive to September 1, 2015. These allocations will be calculated on the basis of placement on the salary grids with movement as of October 31, 2015.
- The Ministry has projected the savings from the Earned Leave plans, which apply to teachers represented by the Ontario English Catholic Teachers' Association (OECTA) or l'Association des enseignantes et des enseignants franco-ontariens (AEFO). This projection is based on the assumption that absenteeism will be reduced by one day for each teacher, with half the savings accruing to boards. The projected residual savings of one-half day will be deducted from each board's GSN allocations; the deductions will be shown as a table amount in the GSN regulation. If, at the end of the 2015–16 school year, a school board's savings are less than the table amount, the Ministry will reimburse that board for the difference. Further details on how the reimbursements will be operationalized will be forthcoming.

- The Ministry will reduce funding in 2015–16 to recover unspent funding for the Communautés d'apprentissage professionnel initiative. These one-time reductions, which apply only to school boards impacted by the AEFO agreement, will be made through a table amount in the GSN.

It should be noted that, as discussions on provincial terms and conditions with principals and vice-principals are ongoing, no changes related to those compensation benchmarks are being brought forward at this time.

Changes for 2016–17

Subject to approval of the Lieutenant Governor in Council, the 2016–17 funding regulations would include the following to support the central labour agreements:

- Salary increases in 2016–17 will be funded by an increase in the salary benchmarks for teaching and non-teaching staff of 1.25 percent for the entire 2016-17 school year.
- Implementation of Earned Leave savings in 2016–17 will match implementation in 2015–16, but the Ministry will also work with all boards to develop strategies to promote employee well-being, manage absenteeism and reduce the associated costs.

Employee Health, Life & Dental Benefits transformation

The transformation of more than 1,000 different benefit plans for teachers and education workers throughout Ontario's 72 school boards into several provincial trusts is a major consolidation and rationalization that will improve the cost-efficiency and delivery of benefits.

These investments include one-time contributions to cover start-up costs and to establish a Claims Fluctuation Reserve for each trust. These contributions are being funded by the province and provided through Education Programs – Other (EPO) grants starting in the current school year and continuing in 2016–17.

Any changes to how benefits are funded through the GSN in 2016–17 will be made once the 2014–15 benefit costs are determined through the data collection and validation process that is currently underway. The Ministry anticipates this process to be completed by the end of June 2016.

It is expected that any GSN funding changes to support the transformation of benefits will vary according to the terms of different central labour agreements. Any additional funding to support enhancements to benefits will only be provided once the existing benefit plans are migrated into the trusts.

Retirement gratuities

One-time funding will be provided through the 2015–16 GSN for the early payout of retirement gratuities. This funding will be based on the amount by which a board's one-time early payout exceeds the amount that the board has funded for its retirement gratuity liability as at August 31, 2016 (prior to the payout). Further details on the provision of funding will be provided after the August 31, 2016, cut-off date – that is, after the information required to calculate the funding is available.

The one-time funding and one-time accounting gain reported by boards as a result of the early payout will reduce the amount of the unfunded retirement gratuity liability that school boards phase into compliance each year. The reduction in the amount to be phased in will be offset by reductions in GSN funding starting in 2016–17. The funding would be affected only to the extent that the Ministry provides funding for the one-time payout and to the extent that the school board reports a one-time gain on the early payout of retirement gratuities in 2015–16. These reductions will be calculated once the relevant information is received after August 31, 2016.

B. Equity in education

This year, the Ministry has engaged with a broad range of stakeholders in discussions focused on funding allocations that support equitable outcomes for all students. This included, for the first time, engagement with First Nation, Métis, and Inuit education partners.

First Nation, Métis, and Inuit Education leads in every board

The Ministry will invest an estimated \$1.2M in the Per-Pupil Amount (PPA) Allocation of the First Nation, Métis, and Inuit Education Supplement in 2016–17 to ensure that all boards receive a base amount of funding. This will give all boards resources to establish a position at a supervisory officer level that is dedicated to supporting implementation of the [Ontario First Nation, Métis, and Inuit Education Policy Framework](#).

The position's responsibilities would include (but not be limited to) working with First Nation, Métis, and Inuit communities, organizations, students and families; acting as a resource for information about a board's use of First Nation, Métis, and Inuit Education funding; supporting programs to build the knowledge and awareness of all students about Aboriginal histories, cultures, perspectives and contributions; and supporting implementation of Aboriginal self-identification policies in each board.

In 2016–17, this minimum level of funding is equivalent to the Supervisory Officer salary and benefits benchmark under the new School Board Administration and Governance Grant model: \$165,520 in 2016–17. Boards will be required to spend at least half of this amount on the dedicated position, and will be required to confirm that any remaining portion of the amount has been used to support the Framework through the Board Action Plan (BAP) on First Nation, Métis and Inuit Education.

Incorporating Voluntary, Confidential Aboriginal Student Self-identification into the GSN

In 2016–17, funding of \$6M to support BAPs on First Nation, Métis and Inuit Education will be transferred to the GSN from Education Programs – Other (EPO).

This funding will be allocated through an approach similar to the allocation of the EPO funding. However, the 2016–17 formula will give greater weight to components that use voluntary, confidential Aboriginal student self-identification data:

2015–16 Allocation Method through EPO	2016–17 Allocation Method through GSN
<ul style="list-style-type: none">• 40% of allocation based on self-identification data	<ul style="list-style-type: none">• 45% of allocation based on self-identification data
<ul style="list-style-type: none">• 60% of allocation based on board's total student headcount	<ul style="list-style-type: none">• 55% of allocation based on board's total student headcount

The Ministry will continue to work with Aboriginal partners and education stakeholders to support greater collection and increased use of self-identification data for both PPA and BAP funding.

Native Languages Allocation and Kindergarten pupils

As a point of clarification, it should be noted that Junior Kindergarten and Kindergarten pupils are eligible to generate funding from the Native Languages Allocation for elementary pupils, provided that the programs in which the pupils are enrolled meet the requirements for average daily length of program.

Phasing in National Household Survey (NHS) and Census updates

In its discussions with education partners about funding supports for equity in education, the Ministry highlighted the importance of census data in some allocations as a quantitative indicator of levels of need for a particular set of programs and services. In addition to these discussions, the Ministry has analyzed the 2011 NHS and Census data and determined that the data quality is sufficient to warrant updates to the PPA Allocation in the First Nation, Métis, and Inuit Education Supplement and two components of the Language Grant. Using the most recent available data from the 2011 NHS and Census will help ensure that these components better reflect and support the on-the-ground needs of boards.

In 2016–17, the Ministry will begin a three-year phase-in of these updates. The length of the phase-in is designed to complete the update in advance of the time when it is

anticipated data from the 2016 Census will become available for implementation of further updates.

- The PPA in the First Nation, Métis, and Inuit Education Supplement uses NHS data to estimate First Nation, Métis, or Inuit students of a board. The update to this allocation includes an investment of approximately \$1.5M in 2016–17.
- The Pupils in Canada (PIC) component of the English as a Second Language/English Literacy Development (ESL/ELD) Allocation in the Language Grant uses Census data as a proxy measure of ESL/ELD need for pupils who are not recent immigrants, but whose language spoken most often at home is neither English nor French.
- The Per-Pupil component of the Actualisation linguistique en français (ALF) Allocation uses a factor based on Census data as a proxy measure of a board's cultural environment. The factor is the greater of 75 percent or one minus the percentage of school-age youth with at least one parent having French as their "First Official Language Spoken."

C. Capital

Amendments to Ontario Regulation 444/98

In 2015, the Ministry reviewed several potential reforms to [O. Reg. 444/98](#) with the aim of promoting the regulation's effectiveness in keeping surplus school board properties in the public sphere, with priority given to school boards. The review involved stakeholders in the education, child care, and municipal sectors, First Nation, Métis, and Inuit organizations, and parent groups and other ministries.

The Ministry intends to make amendments to the regulation to:

- Double the current surplus property circulation period from 90 days to 180 days, providing listed public entities with 90 days to express interest in the property and an additional 90 days to submit an offer;
- Expand the list of public entities to receive notification of surplus property disposition to include: Coterminous School Boards; Entities delivering education services to section 23 students in the disposing board's jurisdiction; District Social Services Administration Boards or Consolidated Municipal Service Managers; Colleges; Universities; Children's Mental Health Agencies; Local Health Integration Networks; Public Health Boards; the province (Crown in Right of Ontario); Lower-Tier Municipalities; Upper-Tier Municipalities; Local Service Boards; First Nation and Métis Organizations; and the federal government (Crown in Right of Canada);
- Have all board-to-board sales be at fair market value;

- Introduce a maximum rate a school board can charge for leasing a school to another board; and
- Clarify that private education providers are not eligible to lease surplus property unless the property has first been circulated to listed public entities.

Specific details concerning these amendments and the implications on how school boards will circulate surplus properties will be provided in a separate memorandum to be issued in the near future, closer to the effective date of these amendments.

Capital Priorities

The Capital Priorities program serves as the primary means for funding school capital projects required to address accommodation pressures, replace facilities in poor repair, support the consolidation of underutilized facilities, and provide facilities for French-language rights holders in under-served areas of the province. Since the Capital Priorities program began in 2011, the Ministry has allocated over \$2.4B in capital funding to support 166 new school facilities and 156 additions/retrofits at existing schools. The Ministry expects to begin the next round of Capital Priorities in May 2016.

School Consolidation Capital

The Ministry introduced the School Consolidation Capital (SCC) program, as one of the pillars of SBEM, in 2014–15 to further assist school boards in managing their excess capacity and right-sizing their capital footprint. In the first year of this program, the Ministry funded 31 capital projects at a cost of approximately \$150M. The Ministry is currently reviewing board submissions for the second round of SCC funding and expects to announce funding approvals in spring 2016.

School Condition Improvement

For 2016–17, \$500M will be allocated to school boards through the School Condition Improvement (SCI) program to address the significant backlog in school renewal needs. SCI funding will be allocated to school boards, for schools open and operating in the 2015–16 school year, in proportion to the renewal needs assessed for these facilities during the 2011–2015 cycle of the Ministry's Condition Assessment Program.

As in 2015–16, school boards are required to direct 80 percent of their SCI funds to address major building components (for example, foundations, roofs, windows) and systems (for example, HVAC and plumbing). The remaining 20 percent of SCI funding can continue to address the above listed building components or, alternatively, building interiors and surrounding site components (for example, utilities, parking and pavements). Unspent 2015–16 funds will be carried forward to the 2016–17 school year.

School boards are reminded of the requirement to report all eligible expenditures in VFA.facility (formerly TCPS). Payments will be made twice a year based on reported expenditures.

D. Keeping Up with Costs

In the last five years, the province has provided significant funding to assist school boards with utility, energy and student transportation costs – over \$180M since 2012-13. In 2016–17, the government will continue this investment with an additional projected \$33.6M in funding.

Student Transportation

In 2016–17, the Student Transportation Grant will be increased by 2 percent to help boards manage increased costs. As in previous years, this 2 percent cost update will be netted against a school board's transportation surplus. In addition, funding adjustments due to fuel price changes will continue to be triggered by the fuel escalation and de-escalation mechanism throughout the school year.

Utilities

In 2016–17, the Ministry will again provide a 2 percent cost benchmark update to the non-staff portion of the School Operations Allocation benchmark to assist boards in managing the increases in commodity prices (natural gas, facility insurance, and other costs). There will be a total 3.5 percent increase for electricity costs under the non-staff portion of the School Operations Allocation benchmarks, based on the Ministry of Energy's most recent Long-Term Energy Plan.

E. Accountability

The Ministry continues to explore opportunities to enhance public confidence in Ontario's education system and ensure proper accountability for funding.

Full-day Kindergarten and Primary class size compliance

As announced in the memorandum [2015: B07 - Grants for Student Needs Funding for 2015-16](#), the Ministry will begin to take action to ensure compliance with the Full-day Kindergarten (FDK) and Primary (grades 1 to 3) provisions of the [Class Size regulation \(O. Reg. 132/12\)](#).

For any board that is not compliant:

- In year one of non-compliance, board Chairs and Directors will be notified by the Minister and Deputy Minister and required to submit a compliance management plan detailing how the board will become compliant with class size regulations.
- In year two of non-compliance and beyond, board chairs and directors of education will be notified by the Minister and Deputy Minister and subject to the following requirements:

- A one percent reduction after two years in the GSN envelope for board administration and governance, as defined in the GSN funding regulations. This is effectively a requirement to re-direct these funds to the classroom to assist with compliance with the class size regulation.
- A three percent reduction after three years, similar to the year two reduction.
- A five percent reduction after four years similar to the other reductions.
- The Ministry will also conduct an analysis of that board's use of other revenues for administrative purposes to determine if further restrictions are necessary.

In any year, a board that does not submit its FDK and Primary class size information to the Ministry by the October deadline will be subject to immediate cash withholdings equivalent to 50 percent of monthly transfers from the Ministry.

In any year, a board that demonstrates compliance with the class size regulations and reporting will have the above requirements or withholdings lifted, subject to the approval of the Minister.

Any requirements related to noncompliance for 2014–15 and 2015–16 will be applied to the 2016–17 GSN. Going forward, requirements will be imposed in-year.

The Ministry will be releasing 2015–16 FDK and Class Size information in the coming months and will notify non-compliant boards. Any requirements related to non-compliance for 2014–15 and 2015–16 will be applied to the 2016–17 GSN. Going forward, requirements will be imposed in-year (that is, in November or December after boards submit information by the October deadline).

School Board Administration and Governance compliance

In the memorandum [2015: B07 - Grants for Student Needs Funding for 2015-16](#), the Ministry informed boards of its intent to review board compliance with the enveloping provisions of the School Board Administration and Governance Grant. The Ministry recognizes that, as a result of collective bargaining, boards may face extraordinary costs in 2015–16. The review of compliance is therefore deferred to 2016–17.

Transferring existing Ministry programs into the GSN

To further balance reporting requirements while continuing to support Ministry core goals and priorities, several existing Ministry programs (in addition to the transfer of funding for Board Action Plans on First Nation, Métis, and Inuit Education, described above) will be transferred into the GSN in 2016–17.

- Funding for library staff, projected to be \$10M in 2016–17, supports the hiring of teacher-librarians and/or library technicians to support the learning of elementary

school students. This program will be enveloped individually within the Learning Opportunities Grant.

- Funding for the Managing Information for Student Achievement (MISA) Local Capacity initiative, projected to be \$3.2M in 2016–17, supports school boards to build capacity to better manage information to inform board decisions, school administration, and classroom practice. This program will be included in the School Board Administration and Governance Grant.
- Funding for Outdoor Education, \$17M in 2016–17, provides elementary and secondary students with learning experiences in the outdoors. This will be enveloped with the group in the Learning Opportunities Grant that includes six other allocations that directly support programs that improve student achievement; enveloping will apply to the sum of the seven allocations, not to each allocation separately.
- Funding for Technology Enabled Learning and Teaching Contacts, \$7.6M in 2016–17, provides boards with one Technology Enabled Learning and Teaching contact per school board to support the transformation of learning and teaching in the physical and virtual environment. This program will be included in the School Board Administration and Governance Grant.

F. Ongoing implementation

In 2016–17, the Ministry will continue to implement important GSN reforms that began in prior years:

- 2016–17 is the second year of a three-year phase-in of School Board Efficiencies and Modernization (SBEM) measures, introduced in 2015–16. One-third of the funding in the affected allocations will be generated by the 2014–15 allocation method and two-thirds of the funding will be generated by the new allocation method introduced in 2015–16. Both of these methods and details of the changes are described in the 2016–17 GSN Technical Paper.
- In 2014–15, after extensive consultations with stakeholder representatives, including the Special Education Funding Working Group, the Ministry began the four-year implementation of a new funding model for what will now be called the Differentiated Special Education Needs Amount (DSENA) Allocation (formerly High Needs Amount). The new name will better express the allocation's purpose, which is to better reflect the variation among boards with respect to students with special education needs and boards' abilities to meet those needs. The new DSENA model will be fully implemented in 2017–18 and is intended to provide greater fairness and equity.
- In 2014–15, the Ministry began phasing in a new allocation method for the School Board Administration and Governance Grant, as recommended by the

School Board Administration and Governance Advisory Group (BAAG). 2016–17 is the third year of the four-year phase-in. The new model will be fully implemented in 2017–18.

G. School Authorities

As in previous years, funding for school authorities will be adjusted in 2016–17, as appropriate, to reflect changes in funding to district school boards. The Ministry will provide further information concerning funding in 2016–17 for school authorities in the near future.

H. Reporting

Dates for Submission of Financial Reports

The Ministry has established the following dates for submission of financial reports:

Date	Description
June 30, 2016	Board Estimates for 2016–17
November 15, 2016	Board Financial Statements for 2015–16
November 25, 2016	Board Enrolment Projections for 2017–18 to 2020–21
December 15, 2016	Board Revised Estimates for 2016–17
May 15, 2017	Board Financial Report for September 1, 2016, to March 31, 2017

The Ministry expects that Estimates forms will be available on EFIS by late April.

I. Information Resources

If you require further information, please contact:

Subject	Contact	Telephone and email
Operating funding	Andrew Bright	(416) 325-2037 andrew.bright@ontario.ca
Capital funding	Grant Osborn	(416) 325-1705 grant.osborn@ontario.ca
Financial accountability and reporting requirements	Joshua Paul	(416) 327-9060 joshua.paul@ontario.ca

The Ministry looks forward to working in partnership with school boards in the 2016–17 school year. The collaboration, input, and support from boards is a key element in achieving our shared vision goals for education in our province. Your commitments to achieving excellence for all our students and to providing effective leadership are valued. I am confident that, working together, we will build on past success and ensure that our schools continue to be a cornerstone of Ontario's future.

Original signed by

Gabriel F. Sékaly
Assistant Deputy Minister
Financial Policy and Business Division

cc: School business officials

Ministry of Education

Deputy Minister

Mowat Block
Queen's Park
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Sous-ministre

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Memorandum To: Directors of Education
Secretary/Treasurers of School Authorities

From: George Zegarac
Deputy Minister

Date: March 24, 2016

Subject: 2016-17 School Year Education Programs – Other (EPO)
Funding

The Ministry of Education is pleased to announce its 2016-17 projected EPO funding at the same time as the release of Grants for Student Needs (GSN) funding.

Context

The core of Ontario's education success is its continued focus on a consistent vision for the system, with the goals of that vision being widely known and embraced by all partners. *Achieving Excellence: A Renewed Vision for Education in Ontario*, outlines four key goals for our education system: achieving excellence in teaching and learning, ensuring equity, promoting well-being, and enhancing confidence in a publicly funded education system.

Our renewed vision continues to challenge us all to transform to meet the expectations of today and build the vibrant, prosperous province of tomorrow. At the same time, making the most efficient use of resources will ensure our system is sustainable and responsible.

Education Program – Other funding (EPO) is allocated to support our core goals and priorities identified in the renewed vision. Transforming the education system and realizing our shared goals for *Achieving Excellence* while living within our means requires commitment and determination, as well as finding creative ways to implement effectively and for the maximum benefit of our learners.

Changes for 2016-17

Transfers to the GSN

To further balance reporting requirements while continuing to support ministry core goals and priorities, several EPO programs will be transferred into the GSN in 2016–17 (Refer to Memorandum 2016: B07).

- Funding for library staff, projected to be \$10 million in 2016–17, supports the hiring of teacher-librarians and/or library technicians to support the learning of elementary school students. This program will be enveloped individually within the Learning Opportunities Grant.
- Funding for the Managing Information for Student Achievement (MISA) Local Capacity initiative, projected to be \$3.2 million in 2016–17, supports school boards to build capacity to better manage information to inform board decisions, school administration, and classroom practice. This program will be included in the School Board Administration and Governance Grant.
- Funding for Outdoor Education, \$17 million in 2016–17, provides elementary and secondary students with learning experiences in the outdoors. This will be enveloped with the group in the Learning Opportunities Grant that includes six other allocations that directly support programs that improve student achievement; enveloping will apply to the sum of the seven allocations, not to each allocation separately.
- Funding for Technology Enabled Learning and Teaching Contacts, \$7.6 million in 2016–17, provides boards with one Technology Enabled Learning and Teaching contact per school board to support the transformation of learning and teaching in the physical and virtual environment. This program will be included in the School Board Administration and Governance Grant.
- Funding for Board Action Plans on First Nation, Métis and Inuit Education, \$6.0M in 2016-17. The purpose of this funding is to implement Board Action Plans on First Nation, Métis and Inuit Education that include programs and initiatives aligned with the Ontario First Nation, Métis and Inuit Framework Implementation Plan.

Renewed Math Strategy

In the coming weeks, the ministry will outline the details of the *Renewed Mathematics Strategy* – a roadmap that leverages all of the knowledge and evidence that contributes to our collective understanding of the improvement process. In partnership with district school boards, the strategy provides an Early Years to Grade 12 integrated approach that is responsive to the mathematics learning and teaching experiences of children, students and educators.

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The *Renewed Mathematics Strategy* will provide new forms of support to *all* schools, increased support to *some* schools, and intensive support to the *few* schools that have the highest percentage of students not yet reaching the provincial standard in mathematics. Support will also include a focus on the strengths and needs of students with learning disabilities and students taking applied compulsory mathematics courses. As well, the *Renewed Math Strategy* will allow district school boards flexibility in configuring these supports to fit with the context of their schools and existing implementation resources and capacity.

The *Renewed Mathematics Strategy* is built upon a foundation of evidence of effective structures and approaches drawn from practice, evaluations, and research, including the EPO-funded programs listed below. The funding for the following programs will be re-focused toward the Strategy and will consequently not appear in the current B-Memo:

- Capacity Building for Differentiated Instruction
- Collaborative Inquiry for Instructional Impact
- Collaborative Inquiry for Learning – Mathematics
- French-Language Math Strategy
- Learning for All, K-12
- School Improvement Teams – Principal Coaches
- School Support and Cross Panel Teams
- School Support Initiative
- Small and Northern Boards Initiative
- Student Work Study Teachers
- System Implementation and Monitoring/Ontario Focused Intervention Partnership

An EPO B-Memo specifically on mathematics will be released in the coming weeks and will outline the Strategy's funding model, its assumptions and the specific allocations for each district school board.

Funding Allocations

To facilitate school boards' budget planning for the 2016-17 school year, we confirm that \$104.1 million of EPO funding will be allocated to school boards and school authorities to support ministry priorities. Within this amount:

- \$79.4 million is allocated by program and by school board in this memorandum; and
- \$24.7 million has been allocated by program, with school board allocations to be confirmed later in the year

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The following table illustrates the above monetary breakdown by initiative:

Initiative (\$M)	Allocated	To be Allocated	Total
<i>Section 1. Program Allocations with School Board Detail</i>			
Autism Supports and Training	3.0	0.0	3.0
Community Use of Schools: Outreach Coordinators	6.4	0.0	6.4
Community Use of Schools: Priority Schools	7.5	0.0	7.5
Early Year Leads	8.9	0.0	8.9
Focus on Youth	8.0	0.0	8.0
French Language Literacy Strategy	0.2	0.0	0.2
MISA Network Centres	1.4	0.0	1.4
Politique d'aménagement linguistique (PAL)	0.2	0.0	0.2
School Mental Health ASSIST	1.0	0.0	1.0
Technology and Learning Fund	36.4	0.0	36.4
Well-Being: Safe, Accepting and Healthy Schools and Mental Health	6.4	0.0	6.4
<i>Section 2. Program Allocations To Be Confirmed</i>			
Equity and Inclusive Education - Parent Engagement	0.0	0.9	0.9
First Nation, Métis and Inuit Joint School Support and Re-engagement Initiative	0.0	2.0	2.0
First Nation, Métis and Inuit Leadership and Learning Program	0.0	0.3	0.3
International Education Strategy	0.0	0.4	0.4
Ontario Leadership Strategy	0.0	4.0	4.0
OPS Work and Learn Program	0.0	0.4	0.4
Re-engagement (12 & 12+)	0.0	1.2	1.2
Specialist High Skills Majors (SHSM)	0.0	6.6	6.6
Student Success – Gap Closing in Literacy Grades 7-12	0.0	1.7	1.7
Student Voice	0.0	1.6	1.6
Teacher Learning and Leadership Program (TLLP)	0.0	4.5	4.5
Tutors in the Classroom	0.0	1.2	1.2
Grand Total	79.4	24.7	104.1

Section 1. Program Allocations with School Board Detail

Program funding of \$79.4 million has been allocated board by board (See Appendix A for details).

Autism Supports and Training (\$3.0M)

All boards will continue to receive funding to support training on Applied Behaviour Analysis (ABA) instructional methods, with increasing skill development to implement ABA instructional methods in the classroom, targeting school based teams, including teachers and other educators working with students with Autism Spectrum Disorder (ASD).

Community Use of Schools: Outreach Coordinators (\$6.4M)

Funding is allocated to enable school boards to hire Outreach Coordinators who help ensure the effectiveness of the Community Use of Schools program at the local level through activities such as program coordination, outreach, information sharing, and data collection. The Community Use of Schools program helps all schools offer affordable access to indoor and outdoor school space to not-for-profit groups outside of school hours.

Community Use of Schools: Priority Schools (\$7.5M)

The Priority Schools Initiative, a component of the Community Use of Schools program, helps a set of schools provide not-for-profit groups free after-hours access to school space in communities that need it most.

Early Years Leads Program (\$8.9M)

Funding is allocated to school boards to continue to support a minimum of a 0.5 FTE Early Years Lead position (EY Lead), funded at the Supervisory Officer level. The primary objectives of this position include:

- Leadership of system-wide implementation of the vision of creating a system of responsive, high quality, accessible, and increasingly integrated early years programs and services that contribute to healthy child development as outlined in the Ontario Early Years Policy Framework.
- Development of policies, protocols, programs, standards and strategies as required to ensure consistently high quality early years programs and services.
- Coordination of a system plan to strengthen integration of full-day kindergarten, child care, and early years programs and services in each school community.
- Advance knowledge building in the early years community by contributing to the development, review, administration and application of performance measures and indicators.
- Supporting ministry direction in “Achieving Excellence” through extending the principles of play-and inquiry-based learning through to Grade 1 and beyond.
- Supporting FDK educator teams and administrators, in the implementation of the revised FDK program and the new Kindergarten Communication of Learning.

In the 2016-17 school year, an allocation of \$8.5 million will be provided for ongoing EY Lead positions and \$0.5 million will be provided for one-time funding.

Focus on Youth Program (\$8.0M)

Funding for this program continues in 2016-17 to support the partnership between select school boards and local community agencies to provide summer and after-school programming and employment opportunities for students in high-needs neighbourhoods.

French Language Literacy Strategy (\$0.2M)

Funding is allocated to designated French-language school boards participating in a project that supports the use of the effective literacy guide, *La littératie dans toutes les matières : Guide d'enseignement efficace de la 7^e à la 10^e année*, and the use of the *Trousse d'acquisition des compétences langagières en français* (TACLEF) electronic portal.

Managing Information for Student Achievement (MISA)(\$1.4M)

MISA has the objective of increasing the capacity for data collection, information management and analytics within the education system. The funding recipients are Ontario's seven MISA Professional Network Centres (six regional, English-language centres and one province-wide, French-language centre) which are made up of member school boards. The end users are teachers, principals and board administrators who are involved in activities to increase capacity for utilizing information in support of positive student outcomes. The MISA PNC "lead" board will work with other member boards to plan, implement and assess capacity building projects.

Politique d'aménagement linguistique (PAL) initiatives (\$0.2M)

PAL has the objective of ensuring the protection, enhancement and transmission of the French language and culture in the minority settings that are French-language schools in Ontario. Launched in 2004, PAL is Ontario's overarching language planning policy for all 12 French-language school boards. Its key goals (delivering high-quality instruction, building a francophone environment through partnerships) are very much aligned with those of Ontario's renewed vision for education (achieving excellence, ensuring equity, promoting well-being, enhancing public confidence).

School Mental Health ASSIST (SMH ASSIST) (\$1.0M)

Funding will continue for SMH ASSIST that is part of the Ministry of Education's commitment to Ontario's Comprehensive Mental Health and Addictions Strategy. SMH ASSIST is a provincial implementation support team designed to help all 72 school boards and four school authorities as they work to promote student mental health and well-being. SMH ASSIST is focused on building organizational conditions for effective school mental health; enhancing educator capacity in the area of student mental health; and implementing evidence-based mental health promotion and prevention programming in schools.

Technology and Learning Fund (\$36.4M)

Funding related to the Technology and Learning Funds (TLF) supports Ontario's renewed vision to transform and modernize education by investing in deeper learning practices and fostering 21st century global competencies, enabled by technology.

Actual funding, board accountability, research and reporting requirements with respect to TLF allocations and regional supports will be later communicated to District School Boards, School Authority Boards and the Provincial Schools Branch by the Council of Ontario Directors of Education (CODE) as co-sponsor with the ministry for this initiative.

Well Being: Safe, Accepting and Healthy Schools and Mental Health (\$6.4M)

This allocation continues the bundled funding introduced in 2015-16 for safe, accepting and healthy schools and implementation of board mental health strategies in support of Ontario's comprehensive mental health and addiction strategy. This allocation is bundled to allow boards flexibility for better alignment of initiatives. Boards may flexibly allocate funds to any of the three areas within the same bundle, as long as they are able to deliver the same (or better) outcomes that the ministry requires in a cost-efficient way. This reduces administrative burden on boards as only one Transfer Payment Agreement and one report back required.

The purpose of this funding is to support school boards' work around the ministry's goal of promoting well-being. This funding can be used to support:

- continued development and implementation of school board mental health and addictions three year strategies and action plans;
- taking further steps to implementing a whole school approach to promoting safe, inclusive and accepting schools;
- updates to local police/school boards protocols and training of school staff and local police services on revised protocols for implementation by September 1, 2016; and
- supporting strategies and activities that are aligned with the *Foundations for a Healthy School* resource.

Section 2. Program Allocations To Be Confirmed

Funding of \$24.7 million, as outlined below, has been allocated by program, with board-by-board allocations to be confirmed later in the year.

Equity and Inclusive Education - Parent Engagement (\$0.9M)

Funding is provided to support seven school board-led Equity and Inclusive Education (EIE) Implementation Networks (six regional English-language networks and one provincial French-language network). A total of \$875,000 is provided for the networks to support the effective implementation of Ontario's Equity and Inclusive Education Strategy, Parent Engagement policy, and to share promising practices in schools and boards across the province.

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First Nation, Métis and Inuit Joint School Support and Re-engagement Initiative (\$2.0M)

This initiative combines the First Nation, Métis and Inuit SSI and Re-engagement Initiatives into one in a few school boards where it has been determined that a more focused and intentional approach combining the two initiatives into one would better serve those First Nations, Métis and Inuit students who are not experiencing consistent success with, or who have dis-engaged from their learning. The bundling of the funding enables participating boards to engage one full-time educator or equivalent to build the capacity of teachers working with self-identified First Nation, Métis and Inuit students in Grades 9 and 10 applied courses who are not yet achieving success and to support self-identified First Nation, Métis and Inuit students who are disengaged from school. There will be an intended focus on applied math.

First Nation, Métis and Inuit Leadership and Learning Program (\$0.3M)

The purpose of the First Nation, Métis and Inuit Leadership and Learning Program is to offer leadership development opportunities to First Nation, Métis and Inuit students (from Grades 7 to 10) in a culturally relevant context. This leadership enables First Nation, Métis and Inuit student leaders to cultivate the skills and knowledge necessary that give agency to their aspirations including addressing the needs in their communities and schools as well as deepening their understanding of their Aboriginal nations respective histories and heritages.

Each region has one lead school board, which acts as the coordinator for the program. The First Nation, Métis and Inuit Learning and Leadership Program's regional structure is grounded in a collaborative milieu that includes First Nation Metis and Inuit communities, Aboriginal Education Advisory Councils and school boards with support from Regional Student Success Leaders and Aboriginal Education Leads.

Nine Student Leadership gatherings are scheduled to be held serving approximately 500 students with approximately \$33,000 in funding per region.

International Education Strategy (\$0.4M)

This funding will support the implementation of Ontario's strategy for K-12 international education, through grants to school boards to support and enhance international education program development. Proposals will be submitted by school boards annually and evaluated by ministry staff according to established criteria. Funding in the amount of \$350,000 will be distributed among the successful proposals.

***Ontario Leadership Strategy and Professional Learning Enhancements:
Mentoring for All (\$4.0M)***

Leadership for Learning is the renewed vision for leadership that builds on the achievements of the past decade. Leadership for learning and the Ontario Leadership Framework are foundations of the Ontario Leadership Strategy. Leadership for Learning provides a lens for reflection and a touchstone for determining next steps in the development of leadership practice that creates the conditions to transform culture as school districts and the province realize the vision set out in *Achieving Excellence: A Renewed Vision for Education in Ontario*. Leadership for Learning serves as a key lever for accomplishing the four goals set out in *Achieving Excellence* that inspire and provide focus to our leadership work.

The renewed vision of Leadership for Learning is reflected in the Board Leadership Development Strategy (BLDS) for 2016-17. School boards will continue to be provided with funding to support succession planning and capacity building; evidence and research; the continued development of effective leadership practices and personal leadership resources through mentoring and coaching; and a growth-oriented culture of continuous improvement. The BLDS continues to support the goals of school and board improvement plans for student achievement and the board multi-year plan.

The *Professional Learning Enhancements* (PLE): Mentoring for All fund provides school boards with a funded opportunity to improve the quality of supports and professional learning opportunities available to teachers. The renewed vision demonstrates a commitment to authentic, collaborative, continuous learning for all our learners. Powerful learning designs like mentorship de-privatize instruction, foster collaboration, and support educator leadership via the intentional sharing of knowledge and practice between colleagues. School boards are best positioned to offer a continuum of mentorship based on the authentic learning needs of the mentors they support.

School boards will be given the opportunity to combine BLDS and PLE: Mentoring for All to provide support along a continuum of mentorship roles that could include: associate teachers, NTIP mentors, VP/P mentors, ECE mentors, business and facilities mentors and board consultants and coordinators.

Ontario Public Service (OPS) Learn and Work Program (\$0.4M)

Selected School Boards will receive funding to support the delivery of the Ontario Public Service (OPS) Learn and Work Program, a specialized co-operative education program that re-engages youth aged 16 to 20 from priority communities. The OPS Learn and Work program provides students the opportunity to earn credits towards their high school diploma and paid work experience in the OPS and/or its related agencies.

Re-engagement (12 & 12+) (\$1.2M)

Funding will be allocated to all English-language school boards to provide support as they contact, mentor and monitor students who, despite being close to graduation, have left school. Boards will provide the ministry with:

- the number of students who were contacted;
- the number of students who returned;
- the number of students who met the literacy and community involvement;
- graduation requirements;
- the number of students who graduated; and
- the number of credits obtained.

Specialist High Skills Major (SHSM) (\$6.6M)

Funding for Specialist High Skills Major programs is provided to school boards both through the GSN (approximately 75 per cent of the total funding) and through an EPO transfer payment (25 per cent of the total funding). This funding allocation to a board may change if student enrolment or program offerings differ from the board's 2016-17 SHSM application.

These funds are to be used by school boards to address costs related to the delivery of

SHSM programs in the following expenditure categories:

- certification and training programs for SHSM students;
- tracking students completion of the SHSM components;
- equipment purchases and consumable expenditures;
- development/renewal of connections with local business and community partners; and
- teacher professional development.

Student Voice (\$1.6M)

Student Voice sets out ways to learn directly from students, to discover what would help them strengthen their engagement or re-engagement in their learning, including improving communication between students and all members of the education community. Student Voice also helps students build citizenship skills, such as leadership, team building, advocacy, organization, creative thinking, problem-solving, self-efficacy, self-confidence and critical thinking.

Student Voice programs include:

- Minister's Student Advisory Council (MSAC);
- *SpeakUp* Projects;
- *Speakup* in a Box; and
- Students As Researchers (StAR).

All school boards are invited to encourage students from Grades 7 to 12, and in particular, students not yet achieving success, to apply for a *SpeakUp* Project grant. Approximately \$1.2 million is available to fund up to 1,200 English and French language projects at up to \$1,000 each. An additional \$350,000 is available to support an additional 140 projects at up to \$2,500 each.

Student Success – Gap Closing in Literacy Grades 7 to 12 (\$1.7M)

All English language school boards can access additional funding to enhance their existing capacity building for effective and differentiated instruction in literacy to meet the assessed needs of students who require additional support in literacy. Our literacy work is based upon the six foundational principles outlined in *Paying Attention to Literacy, K-12* and supported with ministry resources (e.g., *Adolescent Literacy Learning (ALL)* and *Student Achievement Division* resources). Boards will work in collaborative teams to assess and address literacy learning needs of students in grades 7 to 10 and create supports to facilitate their achievement of the literacy graduation requirement.

Collaborative inquiries will use a cyclical process that includes:

- analysis of classroom data/evidence, including student work, to identify literacy learning needs related to gaps in achievement;
- new learning for educators about how to respond to student learning needs;
- educator action, including differentiated instruction, to address individual student learning needs; and
- monitoring to measure the impact of changed instructional and leader practice on student learning, engagement and achievement.

Boards who meet the criteria will be able to apply for additional EPO funding to address both the immediate needs of the Grade 10 cohort preparing for the Ontario Secondary School Literacy Test (OSSLT) and those senior students who have not yet met the literacy requirement, AND long term work to support students in the intermediate division who may require additional support to meet the literacy graduation requirement.

Teacher Learning and Leadership Program (TLLP) (\$4.5M)

This program is aimed at experienced teachers and involves self-directed learning and sharing based on ministry, board or school priorities. It enhances opportunities for experienced teachers to expand their knowledge and leadership skills, and share exemplary practices with others. Since the program began approximately 840 projects, involving the work of over 4,300 teachers, have been approved for funding.

Tutors in the Classroom (\$1.2M)

With this funding boards are able to hire and train postsecondary students to tutor elementary students. The tutors support the work of classroom teachers by working with students to reinforce skills and concepts. Funding is accessed by board application and will be finalized later in the year.

Next Steps

If you require further information about these initiatives, please contact your regular ministry program contacts or the office of the Assistant Deputy Minister responsible for the program.

The ministry looks forward to working in partnership with school boards in the 2016-17 school year. The collaboration, input and support from boards is a key element in achieving our shared vision goals for education in our province. Your commitments to achieving excellence for all our students and to providing effective leadership are valued. I am confident that, working together, we will build on past success and ensure that our schools continue to be a cornerstone of Ontario's future.



George Zegarac
Deputy Minister

c: Superintendents of Business and Finance
 Frank Kelly, Executive Director, Council of Ontario Directors of Education
 Tony Pontes, Chair, Council of Ontario Directors of Education
 Martyn Beckett, Assistant Deputy Minister, Learning and Curriculum
 Division
 Andrew Davis, Assistant Deputy Minister (A), Education Labour Relations
 Division
 Denise Dwyer, Assistant Deputy Minister, Leadership and Learning
 Environment Division
 Janine Griffore, Assistant Deputy Minister, French Language, Aboriginal
 Learning and Research
 Nancy Matthews, Assistant Deputy Minister, Early Years Division
 Cathy Montreuil, Assistant Deputy Minister, Student Achievement Division
 Bohodar Rubashewsky, Assistant Deputy Minister, Chief Administrative
 Officer
 Gabriel F. Sékaly, Assistant Deputy Minister, Financial Policy and
 Business Division

Appendix A - 2016-17 SCHOOL YEAR FUNDING ALLOCATIONS

Recipient	Initiative	Total
Durham Catholic District School Bd		
	Autism Supports and Training	\$ 31,759
	CUS - Outreach Coordinators	\$ 76,800
	Early Year Leads	\$ 87,510
	Focus on Youth	\$ 25,000
	Technology and Learning Fund (21st Century Learning - Investment)	\$ 428,212
	Well-Being: Safe, Accepting and Healthy Schools and Mental Health -Bundle 2	\$ 65,441
Durham Catholic District School Bd Total		\$ 714,722
Durham District School Board		
	Autism Supports and Training	\$ 105,536
	Community Use of Schools: Priority Schools	\$ 68,000
	CUS - Outreach Coordinators	\$ 136,800
	Early Year Leads	\$ 181,630
	Focus on Youth	\$ 80,000
	MISA Network Centres	\$ 200,000
	Technology and Learning Fund (21st Century Learning - Investment)	\$ 994,972
	Well-Being: Safe, Accepting and Healthy Schools and Mental Health -Bundle 2	\$ 187,299
Durham District School Board Total		\$ 1,954,237
Grand Erie District School Board		
	Autism Supports and Training	\$ 39,307
	Community Use of Schools: Priority Schools	\$ 102,000
	CUS - Outreach Coordinators	\$ 95,200
	Early Year Leads	\$ 88,710
	Focus on Youth	\$ 130,000
	Technology and Learning Fund (21st Century Learning - Investment)	\$ 486,193
	Well-Being: Safe, Accepting and Healthy Schools and Mental Health -Bundle 2	\$ 84,751
Grand Erie District School Board Total		\$ 1,026,162
Greater Essex County District School Bd		
	Autism Supports and Training	\$ 54,801
	Community Use of Schools: Priority Schools	\$ 136,000
	CUS - Outreach Coordinators	\$ 98,400
	Early Year Leads	\$ 90,910
	Focus on Youth	\$ 350,000
	Technology and Learning Fund (21st Century Learning - Investment)	\$ 605,224
	Well-Being: Safe, Accepting and Healthy Schools and Mental Health -Bundle 2	\$ 111,573
Greater Essex County District School Bd Total		\$ 1,446,908
Halton Catholic District School Board		
	Autism Supports and Training	\$ 49,926
	CUS - Outreach Coordinators	\$ 73,600
	Early Year Leads	\$ 95,130
	Technology and Learning Fund (21st Century Learning - Investment)	\$ 567,774
	Well-Being: Safe, Accepting and Healthy Schools and Mental Health -Bundle 2	\$ 90,849
Halton Catholic District School Board Total		\$ 877,279

Ministry of Education

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Ministère de l'Éducation

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**2016: SB07**

MEMORANDUM TO: Directors of Education
Superintendents of Special Education

FROM: Louise Sirisko
Director
Special Education Policy and Programs Branch

DATE: March 24, 2016

SUBJECT: Special Education Grant Funding in 2016-17

Achieving Excellence: A Renewed Vision for Education in Ontario outlines a strong commitment to achieving equity in access to learning for our students with special education needs. As senior leaders in the province, your commitment to this goal is demonstrated daily in your outstanding work to support our most vulnerable learners. Thank you for your leadership and your dedication to put into place the programs, supports and services that are essential to enable students with special education needs to achieve their greatest potential and be successful. This memorandum and other funding related documents outline the special education funding for the coming year. Specifically, this memorandum will provide more information on the new name for the High Needs Amount (HNA) allocation and its on-going transition to a new funding approach. Additionally, this memorandum will also provide you with an overview of the changes to the Facilities Amount (FA) allocation.

I encourage you to reach a deep understanding of the funding model and reflect on it together with your operating practices within your board. The students with special education needs in Ontario continue to reach greater levels of achievement. Together, we will continue to see the achievement gap narrow for students with special education needs. Together, we will ensure equity.

In 2016-17 the total Special Education Grant (SEG) is projected to be approximately \$2.76 billion.

NOTICE:

Section 234 of the *Education Act* authorizes the Lieutenant Governor in Council to make regulations governing the making of grants. Such regulations, as they relate to the 2016–2017 fiscal year, have not yet been made. The information set out in this memorandum

would come into effect only if such regulations are made that coincide with this memorandum.

The information included in this memorandum is provided for information purposes only and is not binding.

It is anticipated that the funding regulations for the 2016–2017 fiscal year would be entitled: Grants for Student Needs – Legislative Grants for the 2016–2017 School Board Fiscal Year; Calculation of Average Daily Enrolment for the 2016–2017 School Board Fiscal Year; and Calculation of Fees for Pupils for the 2016–2017 School Board Fiscal Year.

The Ministry will advise if such regulations are made.

A. DIFFERENTIATED SPECIAL EDUCATION NEEDS AMOUNT (DSENA) (Formerly the High Needs Amount (HNA) Allocation)

New for 2016-17, the former HNA allocation will be renamed the Differentiated Special Education Needs Amount (DSENA) allocation to better align with its purpose. This allocation addresses the variation among school boards with respect to their population of students with special education needs and school boards' ability to support these needs.

On-going Transition To New Funding Approach

In March 2014, after extensive consultations with stakeholder representatives, including the Special Education Funding Working Group, the ministry announced a new funding approach for this allocation, to be phased in over four years starting in 2014-15. This transition will provide greater fairness and equity within the system by phasing out the historical HNA per-pupil amounts and moving to an allocation composed of the following three components:

1. Special Education Statistical Prediction Model (SESPM)
2. Measures of Variability (MOV)
3. Base Amount for Collaboration and Integration.

Accordingly, the 2016–17 DSENA allocation will continue the phased approach to eliminate the legacy HNA per-pupil amounts that will be funded at 25% (in 2015-16 the HNA per-pupil amounts were funded at 50%). This will increase the proportion of funding that is allocated through both the SESPM and MOV while the Base Amount for Collaboration and Integration will be maintained at \$450,000 per board.

The Differentiated Special Education Needs Amount allocation is projected to be approximately \$1.05 billion in 2016–17.

Stability During Transition To New Funding Approach

As promised in 2014-15, the ministry is maintaining the current funding levels of the DSENA allocation during the transition. The ministry recognizes that the on-going transition will result in redistribution among school boards and is therefore utilizing a 4 year

transition period to mitigate funding impacts. In addition, to provide stability and to mitigate projected enrolment declines, the ministry will hold the provincial DSENA total at \$1.05 billion over the four year transition to the new DSENA allocation model.

2016-17 Differentiated Special Education Needs Amount (DSENA) Allocation

The 2016–17 DSENA Allocation will be made up of the following:

- the historical HNA per-pupil amount allocation, funded at 25% of historical HNA per-pupil amounts. This component is projected to be \$246.8 million;
- the Special Education Statistical Prediction Model (SESPM). This component is projected to be \$578.1 million;
- the Measures of Variability (MOV) amount. This component is projected to be \$192.7 million; and
- the Base Amount for Collaboration and Integration. This component is projected to be \$32.4 million, which represents \$450,000 per board.

Further details regarding these DSENA allocation components can be found below. In addition, a copy of the projected DSENA MOV and SESPMP Table Amounts for each school board, as found in the DSENA Table of the *Grants For Student Needs — Legislative Grants for the 2016-2017 School Board Fiscal Year*, is also copied below.

Special Education Statistical Prediction Model (SESPM)

The logistic regression Special Education Statistical Prediction Model developed by Dr. J. Douglas Willms has been updated for 2016–17. It draws from 2013–14 Ontario Ministry of Education anonymized student data (most recent available), merged with University of New Brunswick – Canadian Research Institute for Social Policy Census indicators from the 2006 Canadian Census data, to estimate the number of students predicted to receive special education programs and services in each of Ontario's district school boards.

The board-specific prediction value for each school board reflects the relationship between the actual percent of students reported to be receiving special education programs and/or services in the school board and the average level of socioeconomic status of all students enrolled in the school board.

The following demographic factors were used:

- Occupational structure,
- Median income,
- Parent level of education,
- Percent families below Statistic Canada's low-income cut-off occupational structure,
- Percent unemployed,

- Percent Aboriginal families,
- Percent recent immigrants,
- Percent moved in previous year, and
- Metropolitan influence zone.

The likelihood that a child will receive special education programs and/or services is estimated with a logistic regression model, which models the probability of a child being designated as reported to be receiving special education programs and/or services (e.g., $Y_1 = 1$ if reported; $Y_1 = 0$ if not reported) as a function of a set of n covariates or predictors.

The analysis entailed the estimation of 14 separate logistic regression models – one for each of the 12 categories within the Ministry's definitions of exceptionalities¹, one for students 'non-identified with an Individual Education Plan (IEP),' and one for students 'non-identified without an IEP.'

For each school board, the prediction formulae for these 14 models were used to predict the total number of students in each category, given the demographic characteristics of the students served by the school board, and then summed to achieve an estimate of the predicted number of students who could be expected to receive special education programs and/or services.

The functional form of the model is:

$$\text{Probability} \left(\begin{array}{l} Y_1 = 1, \text{ given a student's} \\ \text{set of background} \\ \text{characteristics} \end{array} \right) = \frac{1}{[1 + \exp^{-(\beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_n X_n)}]}$$

where Y_1 denotes whether or not a child was reported as receiving special education programs and/or services; and $x_1 \dots x_n$ are the child's grade, gender and 2006 Census-derived demographic characteristics.

The regression coefficients, $\beta_0, \beta_1, \dots, \beta_n$ are estimated from the anonymized data for all Ontario students in 2013–14. With these estimates the model estimates the probability that a student with a particular set of background characteristics would receive special education programs and/or services.

¹ There are five categories and twelve definitions of exceptionalities as follows:
 BEHAVIOUR – Behaviour;
 INTELLECTUAL – Giftedness, Mild Intellectual Disability, Developmental Disability;
 COMMUNICATION – Autism, Deaf and Hard-of-Hearing, Language Impairment, Speech Impairment, Learning Disability;
 PHYSICAL – Physical Disability, Blind and Low Vision; and
 MULTIPLE – Multiple Exceptionalities

Therefore, in a school board with 10,000 students, where each student's age, grade, and Census-derived demographic characteristics are known, the prediction model can be used to estimate the probability that each student would receive special education programs and/or services. The sum of these probabilities for the 10,000 students provides an estimate of the total number of students that are likely to receive special education programs and/or services in that board.

The board-by-board predicted value is then multiplied by the board's average daily enrolment (ADE) to determine each board's proportion of this allocation.

Measures of Variability (MOV)

The Measures of Variability uses five categories of data to reflect differences in each school board's population of students with special education needs and in the school board's ability to respond to these needs.

Overall, the provincial MOV Amount will be distributed among all school boards based on five categories of data where each category has an assigned percentage of the total MOV amount. Each category has one or more factors, and each factor has an assigned percentage of the category total.

The percent of MOV funding available for each of the category/subcategory (from the Table 1 below) multiplied by the provincial MOV amount determines the provincial funding for that factor.

Table 1: Provincial Funding for Each Factor of MOV

	Category	Factor(s)	% of MOV Funding for Category	% of MOV Funding for Sub-Category
1	Students reported as receiving special education programs and/or services	2013-14 data as reported by boards (one factor)	32%	
2	Participation and achievement in EQAO assessments	2013-14 data for: Sub-Category 2A: Grade 3 students (including gifted) with special education needs who were exempt, below, or reached Level 1 (six factors)	32%	11%

Table 1: Provincial Funding for Each Factor of MOV

Category	Factor(s)	% of MOV Funding for Category	% of MOV Funding for Sub-Category
by students with special education needs	Sub-Category 2B: Grade 6 students (including gifted) with special education needs who were exempt, below, or reached Level 1 (six factors)		11%
	Sub-Category 2C: Grade 3 and Grade 6 students with special education needs (including gifted) with three or more Accommodations (two factors)		10%
3 Credit Accumulation and participation in Locally Developed and Alternative non-credit courses (K-Courses) by students with special education needs.	2013-14 data for:	16%	
	Sub-Category 3A: Students with special education needs earned 5 or less credits in Grade 9 or earned 13 or less credits in Grade 10 (two factors)		13%
	Sub-Category 3B: Grade 9 and Grade 10 Students with Special Education Needs enrolled in Locally Developed Courses (two factors)		1.4%
	Sub-Category 3C: Grade 9 and Grade 10 Students with Special Education Needs enrolled in K-Courses (two factors)		1.6%
4 Remote and Rural Adjustment *	2016-17 Projected allocations for:	12%	
	Sub-Category 4A: Board Enrolment This component recognizes that smaller school boards often have higher per-pupil costs for goods and services. (one factor)		6%
	Sub-Category 4B: Distance/Urban Factor/French-Language Equivalence This component takes into account the additional costs of goods and services related to remoteness and the absence of nearby urban centres (one factor)		1.3%

Table 1: Provincial Funding for Each Factor of MOV

Category	Factor(s)	% of MOV Funding for Category	% of MOV Funding for Sub-Category
	Sub-Category 4C: School Dispersion This component recognizes the higher costs of providing goods and services to students in widely dispersed schools (one factor)		4.7%
5	First Nations, Métis, and Inuit Adjustment *	Calculated by using the projected First Nations, Métis, and Inuit Education Supplement's Per-Pupil Amount Allocation. (one factor)	8%

**Note: Changes to the Remote and Rural Allocation, as a result of the continued phase-in of SBEM, and the phase-in of 2011 National Household Survey data updates in the First Nations, Métis, and Inuit Education Supplement's Per-Pupil Amount Allocation, are reflected in the Remote and Rural and the First Nations, Métis, and Inuit Adjustments of the MOV. However, the provincial funding totals for these MOV Adjustments will not be impacted. Further details regarding these changes can be found in the GSN's Technical Paper.*

The five MOV categories and its twenty-five factors are described below.

MOV Categories 1 to 3:

The first three categories of MOV use data to develop a school board profile of special education needs. The three categories are: students reported as receiving special education programs and services; participation and achievement in Education Quality and Accountability Office (EQAO) assessments by students with special education needs; and credit accumulation and participation in locally developed and alternative non-credit courses (K-Courses) by students with special education needs.

These categories compare each school board to the provincial average on each of the factors, to determine its special education needs profile. This is done by attributing each school board with a weight derived from their data point in relation to the provincial average. The MOV weights for categories 1 to 3 are calculated as follows:

Weight	Data ranges (DSB vs. Provincial Average)
0.8	<-30%
0.9	-30% to < -10%
1	-10% to < +10%
	(of Provincial Average)
1.1	+10% to < +30%
1.2	≥ +30%

The calculation for these three categories is as follows:

- a) The board's data for each factor determines its weight, using the ranges described above. Specific ranges for each data point can be found below.
- b) The board's weight for the factor multiplied by the board's ADE determines the board's factor number. The board's factor number is divided by the total of all 72 boards' factor numbers combined for that factor, and then multiplied by the result of step (a) above for that factor to determine the funding for the board for that factor.

The following tables summarize the proportion of the MOV total that is allocated to each category and each of its factors, as well as, the details on each factor.

Category 1: Prevalence of students reported as receiving special education programs and services by school boards. Prevalence for this category is the total number of students reported as receiving special education programs and services divided by total enrolment. (one factor)

Prevalence of students reported as receiving special education programs and services: 32% of MOV	
Weight	Range
0.8	< 11.61%
0.9	11.61% to < 14.93%
1.0	14.93% to < 18.25%
1.1	18.25% to < 21.57%
1.2	≥ 21.57%

Category 2: Participation and achievement in EQAO assessments by students with special education needs divided by the total number of students with special education needs who were eligible to take that EQAO assessment (Elementary enrolment counts only).

Sub-Category 2A: Prevalence of participation and achievement in Grade 3 EQAO assessments by students with special education needs, including gifted, who were exempt, below, or reached Level 1 or less (six factors).

2A – EQAO Achievement – Grade 3; 11% of MOV						
Weight	Males Reading (20% of 2A)	Females Reading (15% of 2A)	Males Writing (20% of 2A)	Females Writing (15% of 2A)	Males Math (15% of 2A)	Females Math (15% of 2A)
0.8	< 16.08%	< 15.05%	< 8.73%	< 7.37%	< 15.27%	< 17.59%
0.9	16.08% to < 20.68%	15.05% to < 19.35%	8.73% to < 11.22%	7.37% to < 9.48%	15.27% to < 19.63%	17.59% to < 22.62%
1	20.68% to < 25.27%	19.35% to < 23.65%	11.22% to < 13.72%	9.48% to < 11.58%	19.63% to < 24.00%	22.62% to < 27.64%
1.1	25.27% to < 29.87%	23.65% to < 27.94%	13.72% to < 16.21%	11.58% to < 13.69%	24.00% to < 28.36%	27.64% to < 32.67%
1.2	≥ 29.87%	≥ 27.94%	≥ 16.21%	≥ 13.69%	≥ 28.36%	≥ 32.67%

Sub-Category 2B: Prevalence of participation and achievement in Grade 6 EQAO assessments by students with special education needs, including gifted, who were exempt, below, or reached Level 1 or less (six factors).

2B – EQAO Achievement – Grade 6; 11% of MOV						
Weight	Males Reading (20% of 2B)	Females Reading (15% of 2B)	Males Writing (20% of 2B)	Females Writing (15% of 2B)	Males Math (15% of 2B)	Females Math (15% of 2B)
0.8	< 10.05%	< 8.96%	< 7.01%	< 5.47%	< 26.30%	< 28.72%
0.9	10.05% to < 12.92%	8.96% to < 11.52%	7.01% to < 9.02%	5.47% to < 7.03%	26.30% to < 33.82%	28.72% to < 36.93%
1	12.92% to < 15.79%	11.52% to < 14.08%	9.02% to < 11.02%	7.03% to < 8.59%	33.82% to < 41.34%	36.93% to < 45.13%
1.1	15.79% to < 18.66%	14.08% to < 16.64%	11.02% to < 13.03%	8.59% to < 10.16%	41.34% to < 48.85%	45.13% to < 53.34%
1.2	≥ 18.66%	≥ 16.64%	≥ 13.03%	≥ 10.16%	≥ 48.85%	≥ 53.34%

Sub-Category 2C: Prevalence of students with special education needs (including gifted) who required 3 or more accommodations (e.g., extra time, coloured paper, SEA equipment use, etc.) for EQAO Grade 3 and Grade 6 assessments (two factors).

2C – EQAO accommodations; 10% of MOV		
Weight	Grade 3 (50% of 2C)	Grade 6 (50% of 2C)
0.8	< 45.13%	< 35.32%
0.9	45.13% to < 58.03%	35.32% to < 45.41%
1	58.03% to < 70.92%	45.41% to < 55.50%
1.1	70.92% to < 83.82%	55.50% to < 65.59%
1.2	≥ 83.82%	≥ 65.59%

Category 3: Credit accumulation and participation in locally developed and alternative non-credit courses (K-Courses) by students with special education needs (Secondary enrolment counts only).

Sub-Category 3A: Prevalence of Grade 9 and 10 credit accumulation for students with special education needs. Prevalence for Grade 9 is that of those who earned 5 or less credits; and prevalence for Grade 10 is that of those who earned 13 or less credits (two factors).

3A – Credit accumulation; 13% of MOV		
Weight	Earned 5 or less credits in Grade 9 (40% of 3A)	Earned 13 or less credits in Grade 10 (60% of 3A)
0.8	< 9.51%	< 15.8%
0.9	9.51% to < 12.22%	15.8% to < 20.31%
1	12.22% to < 14.94%	20.31% to < 24.83%
1.1	14.94% to < 17.65%	24.83% to < 29.34%
1.2	≥ 17.65%	≥ 29.34%

Sub-Category 3B: Prevalence of Grade 9 and Grade 10 students with special education needs enrolled in locally developed courses (two factors).

3B – Enrolled in LD Courses; 1.4% of MOV		
Weight	Enrolled in LD Courses Grade 9 (40% of 3B)	Enrolled in LD Courses Grade 10 (60% of 3B)
0.8	< 19.11%	< 18.96%
0.9	19.11% to < 24.57%	18.96% to < 24.38%
1	24.57% to < 30.03%	24.38% to < 29.79%
1.1	30.03% to < 35.49%	29.79% to < 35.21%
1.2	≥ 35.49%	≥ 35.21%

Sub-Category 3C: Prevalence of Grade 9 and Grade 10 students with special education needs enrolled in alternative non-credit courses (K-courses) (two factors).

3C – Enrolled in alternative non-credit courses (K Courses); 1.6% of MOV		
Weight	Enrolled in K-Courses Grade 9 (40% of 3C)	Enrolled in K-Courses Grade 10 (60% of 3C)
0.8	< 5.54%	< 4.29%
0.9	5.54% to < 7.12%	4.29% to < 5.52%
1	7.12% to < 8.71%	5.52% to < 6.74%
1.1	8.71% to < 10.29%	6.74% to < 7.97%
1.2	≥ 10.29%	≥ 7.97%

MOV Categories 4 and 5

Categories 4 and 5 address each school board's ability to respond to its population of students with special education needs. This is done by taking into account other external factors that affect the school board's ability to meet these needs. These two categories are: Remote and Rural Adjustment and a First Nations, Métis, and Inuit Adjustment.

Category 4: Remote and Rural Adjustment

The MOV's Remote and Rural Adjustment will provide school boards with funding based on 3 sub-categories/factors, that align with the Remote and Rural allocation of the Geographic Circumstances Grant of the GSN – they are:

- Sub-Category 4A: Board Enrolment, which recognizes that school boards with fewer pupils often have higher per-pupil costs for goods and services (one factor);
- Sub-Category 4B: Distance/Urban Factor/French-Language Equivalence, which takes into account the additional costs of goods and services related to remoteness and the absence of nearby urban centres (one factor); and
- Sub-Category 4C: School Dispersion, which recognizes the higher costs of providing goods and services to students in widely dispersed schools (one factor).

Category 5: First Nations, Métis, and Inuit Adjustment

Each school board will receive a percentage of their First Nations, Métis, and Inuit Education Supplement's Per-Pupil Amount Allocation. This allocation estimates the percentage of First Nations, Métis, and Inuit population (please refer to *2016-17 Technical Paper* for more details regarding the First Nations, Métis, and Inuit Education Supplement's Per-Pupil allocation). This complements the ministry's effort to better reflect each school board's ability to respond to its population of students with special education needs. This is done by taking into account other external factors that affect the school board's ability to meet these needs (one factor).

The projected DSENA MOV and SESPM amounts for each school board can be found in the DSENA Table of the *Grants For Student Needs — Legislative Grants For The 2016-17 School Board Fiscal Year* (which is copied below).

Base Amount for Collaboration and Integration

The Base Amount for Collaboration and Integration provides every board a minimum level of base funding of \$450,000. Its purpose is to explore collaborative and integrated approaches to serving students with special education needs.

B. FACILITIES AMOUNT (FA) CHANGES

The Guidelines for these programs are reviewed and updated on an annual basis. New *Guidelines for Educational Programs for Students in Government Approved Care and/or Treatment, Custody and Correctional (CTCC) Facilities 2016-17* have been released on the Ministry of Education, [Financial Analysis and Accountability Branch website](#).

These guidelines are designed to simplify the administration of CTCC programs by consolidating the following documents:

- *Guidelines 2005-06 For Approval of Educational Programs for Pupils In Government Approved Care and/or Treatment, Custody and Correctional Facilities*
- *Policy/Program Memorandum No. 85 – Educational Programs for Pupils in Government Approved Care and/or Treatment Facilities*
- Ministry of Education Essential Elements for Education Programs for Pupils in Government Approved Care and/or Treatment, Custody and Correctional Facilities (February 2009)

The above named documents are no longer in force and school boards should refer to the *Guidelines 2016-17* for any questions related to the administration of CTCC programs. The *Guidelines 2016-17* set out expectations in areas such as pupil teacher ratio, criteria for funding of educational assistants and administrative liaison positions, and outlines specific elements that inform the delivery of CTCC education programs. The *Guidelines 2016-17* now include new requirements for reporting program attendance patterns.

In order to allow the impact of new and transformative programs to be fully reviewed, the ministry will not be accepting applications for new and/or expanded programs in 2016-17.

Thank you once again for your work with students with special education needs.

Sincerely,

Original signed by
Louise Sirisko
Director
Special Education Policy and Programs Branch

cc. Special Education Advisory Committees

Table 1
2016-17 DIFFERENTIATED SPECIAL EDUCATION NEEDS AMOUNT

Item	Column 1 Name of board	Column 2 High needs per-pupil amount	Column 3 Projected measures of variability (MOV) amount	Column 4 Projected SESPM amount
		(\$)	(\$)	(\$)
1	Algoma District School Board	740.53	2,282,426	3,222,037
2	Algonquin and Lakeshore Catholic District School Board	606.42	1,634,157	3,539,242
3	Avon Maitland District School Board	502.87	1,452,413	5,072,285
4	Bluewater District School Board	628.62	1,575,364	5,405,436
5	Brant Haldimand Norfolk Catholic District School Board	386.39	1,256,370	3,063,983
6	Bruce-Grey Catholic District School Board	612.19	801,544	1,354,454
7	Catholic District School Board of Eastern Ontario	704.49	1,742,645	4,289,538
8	Conseil des écoles publiques de l'Est de l'Ontario	507.29	1,802,408	3,998,695
9	Conseil scolaire catholique Providence	427.51	1,669,921	2,505,377
10	Conseil scolaire de district catholique Centre-Sud	505.26	1,901,444	4,104,976
11	Conseil scolaire de district catholique de l'Est ontarien	786.23	1,506,139	3,261,964
12	Conseil scolaire de district catholique des Aurores boréales	1,498.34	484,307	222,209
13	Conseil scolaire de district catholique des Grandes Rivières	506.2	1,569,166	2,037,187
14	Conseil scolaire de district catholique du Centre-Est de l'Ontario	605.22	2,144,707	5,806,136

Item	Column 1 Name of board	Column 2 High needs per-pupil amount	Column 3 Projected measures of variability (MOV) amount	Column 4 Projected SESPM amount
		(\$)	(\$)	(\$)
15	Conseil scolaire de district catholique du Nouvel-Ontario	740.04	1,704,276	2,050,615
16	Conseil scolaire de district catholique Franco-Nord	1,161.84	734,880	980,076
17	Conseil scolaire de district du Grand Nord de l'Ontario	1,673.35	919,304	737,375
18	Conseil scolaire de district du Nord-Est de l'Ontario	1,586.50	897,360	642,910
19	Conseil scolaire Viamonde	376.35	1,891,623	2,777,262
20	District School Board of Niagara	355.46	3,072,888	11,350,899
21	District School Board Ontario North East	728.52	1,870,516	2,488,434
22	Dufferin-Peel Catholic District School Board	375.13	6,593,612	22,325,529
23	Durham Catholic District School Board	383.93	1,578,412	5,863,161
24	Durham District School Board	521.34	5,765,801	20,021,174
25	Grand Erie District School Board	521.7	2,414,124	8,634,957
26	Greater Essex County District School Board	414.03	3,110,004	10,951,344
27	Halton Catholic District School Board	445.58	2,316,776	8,688,405
28	Halton District School Board	601.81	4,912,988	16,363,642
29	Hamilton-Wentworth Catholic District School Board	522.57	2,353,932	8,797,745
30	Hamilton-Wentworth District School Board	443.28	4,477,270	14,989,875
31	Hastings and Prince Edward District School	619.22	1,860,603	5,004,408

Item	Column 1 Name of board	Column 2 High needs per-pupil amount	Column 3 Projected measures of variability (MOV) amount	Column 4 Projected SESPM amount
		(\$)	(\$)	(\$)
	Board			
32	Huron Perth Catholic District School Board	359.45	800,711	1,391,980
33	Huron-Superior Catholic District School Board	391.66	1,392,985	1,570,309
34	Kawartha Pine Ridge District School Board	583.61	2,814,752	9,950,261
35	Keewatin-Patricia District School Board	1,235.18	1,838,886	1,642,070
36	Kenora Catholic District School Board	822.37	563,882	471,879
37	Lakehead District School Board	700.11	1,842,586	2,851,710
38	Lambton Kent District School Board	452.78	1,973,021	7,066,530
39	Limestone District School Board	771.86	2,022,867	6,249,716
40	London District Catholic School Board	410.92	1,592,058	5,775,594
41	Near North District School Board	804.64	1,793,852	3,535,167
42	Niagara Catholic District School Board	487.42	1,762,586	6,794,304
43	Nipissing-Parry Sound Catholic District School Board	1,058.34	615,006	907,780
44	Northeastern Catholic District School Board	1,157.95	704,541	721,515
45	Northwest Catholic District School Board	575.02	615,393	376,343
46	Ottawa Catholic District School Board	379.82	3,303,853	11,715,893
47	Ottawa-Carleton District School Board	498	5,855,320	19,774,668
48	Peel District School Board	339.58	12,924,846	40,058,188
49	Peterborough Victoria Northumberland and	693.08	1,442,592	4,514,377

Item	Column 1 Name of board	Column 2 High needs per-pupil amount	Column 3 Projected measures of variability (MOV) amount	Column 4 Projected SESPM amount
		(\$)	(\$)	(\$)
	Clarington Catholic District School Board			
50	Rainbow District School Board	496.6	2,202,479	4,295,859
51	Rainy River District School Board	1,016.84	860,392	930,251
52	Renfrew County Catholic District School Board	603.21	942,693	1,518,957
53	Renfrew County District School Board	407.44	1,516,149	3,278,992
54	Simcoe County District School Board	585.03	4,916,542	16,043,663
55	Simcoe Muskoka Catholic District School Board	474.76	2,066,755	6,607,115
56	St. Clair Catholic District School Board	481.01	1,313,131	2,759,420
57	Sudbury Catholic District School Board	366.3	1,180,878	1,848,408
58	Superior North Catholic District School Board	1,541.37	324,535	213,471
59	Superior-Greenstone District School Board	766.72	511,378	481,983
60	Thames Valley District School Board	479.03	6,317,307	22,534,939
61	Thunder Bay Catholic District School Board	591.46	1,602,548	2,459,141
62	Toronto Catholic District School Board	604.59	6,941,911	26,590,285
63	Toronto District School Board	522.93	19,399,082	68,351,619
64	Trillium Lakelands District School Board	738.12	1,842,983	5,539,610
65	Upper Canada District School Board	750.59	2,983,698	9,018,046
66	Upper Grand District School Board	365.38	2,695,985	9,698,099
67	Waterloo Catholic District School Board	485.45	1,729,703	6,063,511

Item	Column 1 Name of board	Column 2 High needs per-pupil amount	Column 3 Projected measures of variability (MOV) amount	Column 4 Projected SESPM amount
		(\$)	(\$)	(\$)
68	Waterloo Region District School Board	487.24	5,414,692	17,517,440
69	Wellington Catholic District School Board	361.92	1,163,640	2,228,888
70	Windsor-Essex Catholic District School Board	486.85	1,703,587	6,007,761
71	York Catholic District School Board	504.53	3,927,439	14,892,703
72	York Region District School Board	447.56	8,984,121	33,296,453

2016-17 Education Funding

A GUIDE TO THE GRANTS FOR STUDENT NEEDS



TABLE OF CONTENTS

Introduction	1
How funding is structured.....	2
Accountability for education funding	4
Funding for classrooms.....	6
Pupil Foundation Grant	6
Qualifications and Experience Grant	6
Continuing education and other programs	7
Funding for schools	8
School Foundation Grant.....	8
School Operations and Renewal Grant.....	8
Funding a locally managed system	10
School Board Administration and Governance	10
Student Transportation Grant	11
Declining Enrolment Adjustment.....	11
Geographic Circumstances Grant	12
Funding for specific priorities	13
Learning Opportunities Grant	13
Special Education Grant.....	14
Language Grant	16
First Nation, Métis, and Inuit Education Supplement	17
Safe and Accepting Schools Supplement	18
Conclusion.....	19
Appendix.....	20

INTRODUCTION

Ontario is widely recognized as having one of the world's best elementary and secondary school systems, and is continuously working to improve it. This guide is intended to support the important conversations among partners in the education sector by providing a clear explanation of how education is funded in Ontario through the Grants for Student Needs, or GSN. It also sets out the accountabilities of school boards and the Ministry of Education for the use of education dollars and discusses efforts to continuously improve the formulas used to fund education in Ontario.

The GSN supports funding for the classroom, school leadership and operations, specific student-related priorities and local management by school boards. The GSN's purpose is to help the system achieve key goals, especially those of *Achieving Excellence*, Ontario's renewed vision for education.

Achieving Excellence consolidates the many gains made by the education system to date and sets out a commitment to take it to the next level. It was developed by the ministry through extensive consultations with its partners in the education system.

The renewed vision emphasizes the focus on classroom education, which is the foundation of the system. At the same time, it broadens the system's aims to look at more than academic achievement, particularly by supporting student well-being in a range of areas. It also recognizes the system's need to close the gaps, so that all students benefit from a strong educational system attuned to individual needs.

The Ministry of Education, school boards and other stakeholders in publicly funded education are working together to align funding for school boards with the aims of *Achieving Excellence*.

What GSN funding supports

- **Classrooms** (\$12.7B)
- **Schools** (\$3.8B)
- **Specific priorities** (\$4.1B)
- **Local management** (\$2.2B)

The goals GSN funding helps achieve

- **Achieving Excellence**
- **Ensuring Equity**
- **Promoting Well-being**
- **Enhancing Public Confidence**

How funding is structured

The Ministry of Education provides the bulk of operating funding to Ontario's 72 district school boards¹ through the annual GSN, also known as "the funding formula." The GSN is actually a collection of grants described in detail in a regulation under the *Education Act* each year.

Many grants are made up of two or more components, which are called "allocations." This guide sets out the funding provided by each grant and gives an explanation, including a high-level description of the calculation, of the major allocations within it.

Because the ministry and its partners focus on aligning resources with the key goals of the education system, this guide has been structured to reflect those goals by grouping grants under the following headings:

- ***Funding for classrooms*** focuses on providing classroom resources.
- ***Funding for schools*** provides the resources to ensure schools have the leadership they need and are clean and well-maintained facilities for learning. Funding is also positioned to encourage the most efficient use of space possible.
- ***Funding a locally managed system*** aims to ensure board leadership carries out focused activities to support alignment of resources which help schools and students strive to achieve excellence.
- ***Funding for specific priorities*** speaks mainly to the *Achieving Excellence* goal of closing gaps by, for example, meeting special education needs and improving language proficiency.

The ministry recognizes that conditions vary widely across Ontario and the funding formulas cannot take every situation into account. This is why local school boards have flexibility in how they use funding, within the over-all accountability framework discussed in the next section.

¹ There are also 10 School Authorities, consisting of four geographically isolated boards and six hospital-based school authorities.

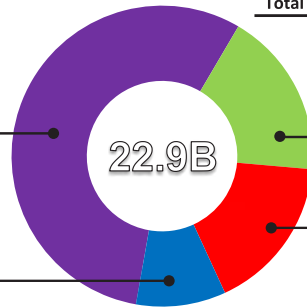
WHAT DOES THE GSN SUPPORT?

Funding for classrooms	
Pupil Foundation Grant	\$10,546.6M
Continuing Education and Other Programs Grant	\$165.5M
Cost Adjustment & Qualifications and Experience Grant	\$1,966.6M
Total	\$12,678.7M

Funding for specific education priorities	
Special Education Grant	\$2,762.0M
Language Grant	\$677.0M
First Nation, Métis, and Inuit Education Supplement	\$64.0M
Learning Opportunities Grant	\$532.1M
Safe & Accepting Schools Supplement	\$47.2M
Total	\$4,082.3M

Funding for a locally managed system	
Geographic Circumstances Grant	\$190.6M
Declining Enrolment Adjustment	\$31.1M
School Board Administration and Governance Grant	\$594.3M
Debt Service	\$483.4M
Student Transportation Grant	\$896.6M
Total	\$2,196.1M

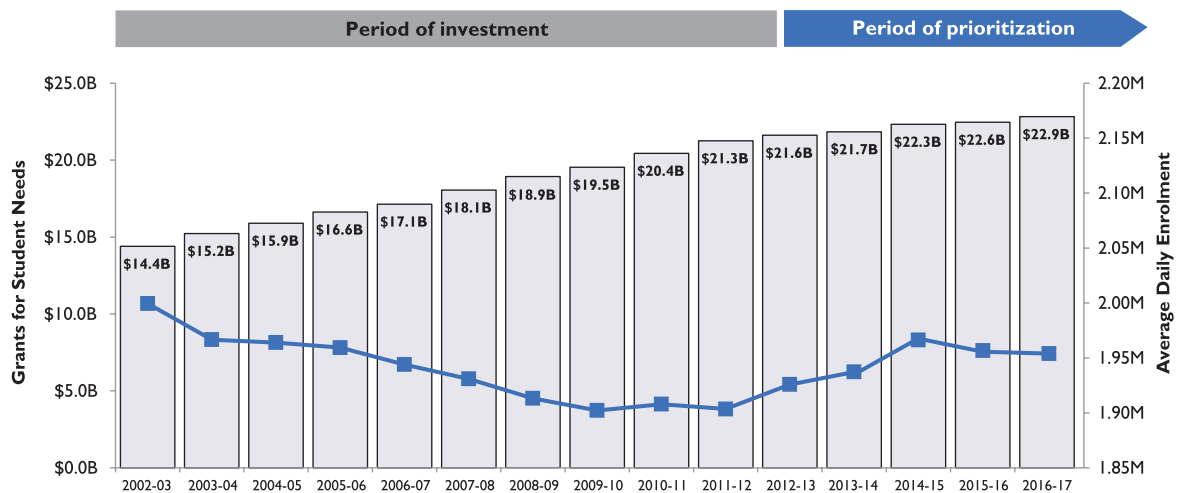
Funding for schools	
School Foundation Grant	\$1,442.4M
School Facility Operations and Renewal Grant	\$2,369.0M
Total	\$3,811.4M



Note: School authorities funding and funding not yet allocated are included in the total, but not in the pie chart.

For the school board sector as a whole, GSN funding represents the overwhelming majority of revenues, more than 90%. Over the past decade, funding from this source has increased, even though demographic factors have caused enrolment to decline:

GSN FUNDING AND ENROLMENT SINCE 2002-03



Note: To provide a clear year-over-year comparison, we have added FDK funding and enrolment, which was previously outside the GSN, to previous years' GSN funding totals. 2016-17 information is based on projections while prior years' information is based on information as reported by school boards.

School boards also receive funding from the ministry for special, often time-limited programs, and from other ministries for specific purposes related to their mandates.

School boards may also raise funds on their own. Examples include renting out excess school space or charging fees for enhanced programming. These funds, however, should not be used to replace public funding for education or to support items funded through provincial grants. A [Guideline for School Fundraising](#) and a [Guideline for Fees for Learning Materials and Activities](#) may be found on the Ministry of Education [website](http://www.edu.gov.on.ca) (www.edu.gov.on.ca).

Accountability for education funding

A central aim of *Achieving Excellence* – and one that extends beyond the classroom or even the school – is enhancing public confidence in our education system.

The province invests about \$23 billion a year in education. A major part of enhancing confidence is ensuring accountability for the use of these resources.

The province, through the Ministry of Education, is accountable for the public education system as a whole and the policy decisions that determine funding for school boards. Given their key role in providing services at the local level, school boards have important accountabilities to students, parents and others with a stake in outcomes, as well as to the ministry.

A cornerstone of Ontario's education system is the principle that school boards have a responsibility to ensure the effective stewardship of resources. Thoughtful, transparent budgeting, aligned with a focused strategy, is vital and integral to this goal.

With respect to the GSN, a robust financial accountability framework has been developed between school boards and the Province. This framework recognizes that accountability to the ministry must be balanced against the need for school board flexibility to address local conditions. It includes:

- Legislative requirements, such as the provision that school boards balance their budgets;
- Requirements around budgeting and financial reporting, as well as monitoring, audit, review and, in some cases, supervisory activities by the Province;

- Enveloping, which means requiring that certain grants be used only for the purpose intended; and
- Program/grant specific reporting requirements overseen by various branches of the ministry.

Another important activity that supports accountability is collaboration. Ontario has a proud tradition of open and frank conversations about education funding. Through these conversations, the funding formula benefits from a stronger understanding of the perspectives of others in the system.

The ministry engages with many partners, including:

- School board representatives,
- Trustee associations,
- Principals and vice-principals,
- Teachers' federations and education worker unions,
- Parent groups and
- Student groups.

The annual engagement and other collaborations are invaluable in holding all parties, including the government, accountable for the ways education is funded.

This guide describes how several grants are in transition, with some changes being phased in over more than one year. These changes have been informed by the ministry's ongoing contact with the sector, including the annual GSN funding discussions and collaborative working groups that make technical recommendations on how to improve the GSN.

FUNDING FOR CLASSROOMS

Pupil Foundation Grant

This grant, which accounts for about half of the GSN, supports the elements of a classroom education that are generally common to all students. The largest single element of the GSN, it provides funding for the salaries of classroom teachers, early childhood educators for full-day kindergarten, educational assistants, and other teaching staff such as teacher librarians and guidance counsellors. It also funds textbooks, classroom supplies and classroom computers.

The grant is calculated on a per-pupil basis. There are three different per-pupil amounts at the elementary level, depending on the grade in which a student is enrolled – kindergarten, primary (grades 1 to 3), junior/intermediate (grades 4 to 8) – and one per-pupil amount for secondary students. For classroom teachers, the per-pupil amounts reflect benchmark salaries and benefits, class size requirements and the need for preparation time. (A separate allocation, discussed below, recognizes teachers' relative qualifications and experience.) For other staff, the per-pupil amount is based on salaries and benefits and staffing levels.

For 2016-17, funding through the Pupil Foundation Grant is projected to be \$10.55 billion.

Qualifications and Experience Grant

This grant provides additional support for classroom staff who have qualifications and experience above those provided for through the Pupil Foundation Grant. It is projected to total \$1.97 billion in 2016-17:

Allocation	2016-17 Amount
Teacher qualifications and experience	\$1,781.3 billion
Early childhood educator qualifications and experience	\$129.6 million
Other allocations	\$55.7 million
Total	\$1,966.6 billion

- The **teacher qualifications and experience** allocation provides funding to boards with teachers who, because of their qualifications and experience, have average salaries different from the benchmark level used in the Pupil Foundation Grant.

- The early childhood educators qualifications and experience allocation is provided for boards with **early childhood educators** who, because of their qualifications and experience have average salaries different from the benchmark.
- The other allocations under this grant include historical adjustments to the funding of non-teaching salary costs and funding for programs to mentor and train new teachers. Additional details can be found in the technical paper available on the ministry [website](#).

Continuing education and other programs

This grant supports a range of programs aimed at adult learners and day-school students, including secondary students who have completed more than 34 credits and wish to continue their studies. The grant is projected to total \$165.5 million in 2016-17:

Allocation	2016-17 Amount
Adult day school	\$39.0 million
High-credit day school	\$7.5 million
Summer school	\$32.4 million
Continuing education	\$58.2 million
Other allocations	\$28.4 million
Total	\$165.5 million

- The **adult day school** allocation supports day school programming for students who are at least 21 years of age as of December 31 of the current school year.
- The **high-credit day school** allocation is for day school programming for secondary students who have completed more than 34 credits and wish to continue their studies.
- The **summer school** allocation supports programming offered during the summer for day school pupils.
- The **continuing education** allocation supports a variety of programs delivered inside and outside the classroom (for example, through correspondence, self-study or e-learning), including credit courses for the purpose of earning a secondary school graduation diploma.
- The other allocations of this grant support the teaching of international languages at the elementary level and assessments of mature students' prior learning. More details are provided in the technical paper, available on the ministry [website](#).

School Foundation Grant

This grant provides funding for principals, vice-principals and office support staff, as well as administrative supplies. The total School Foundation Grant is projected to be \$1.44 billion in 2016–17. It is divided into an elementary school and a secondary school portion. It also makes provision for combined schools – that is, schools attended by both elementary and secondary pupils of the same board.

The current year marks the second year of a three-year transition in the way the grant is allocated. The new method includes changes that:

- Recognize a school's remoteness as well as its size;
- Enhance support for combined schools by lowering the enrolment level at which additional principals are funded; and
- Provide greater funding overall for vice-principals in secondary and combined schools.

During the transition, both the old and new allocation methods are being used. In 2016-17, funding will be determined by adding two-thirds of the result from the new method and one-third of the result from the old method.

School Operations and Renewal Grant

This grant supports the costs of operating, maintaining and repairing school facilities. Under the formula, funding is adjusted for boards that have older schools with unique design features such as wide hallways, large shop spaces, and auditorium spaces.

The current year marks the second year of a three-year transition to a new allocation method for many components of this grant. The new method includes changes that:

- Eliminates funding for under-utilized space in schools that are not isolated; and
- Re-invests a portion of those savings in the per-pupil operating and renewal funding for all schools.

Funding is also being updated to reflect the current inventory of schools and the implementation of full-day kindergarten.

The grant, consisting of two major allocations, is projected to total \$2.37 billion in 2016-17.

Allocation	2016-17 Amount
School operations	\$2,049.0 billion
School renewal	\$320.0 million
Total	\$2,369.0 billion

- The **school operations** allocation, which addresses operating costs such as heating, lighting, maintenance and cleaning of schools, consists of several components. The largest component is based on a benchmark operating cost associated with a standard floor area for each elementary and secondary pupil. This per-pupil benchmark is being increased to support the cost of operating space that students use.

A component of this funding that reflected the costs to clean, light and heat school space that was underutilized is being phased out over three years. However, underutilized space in isolated schools will still generate funding.

- The **school renewal** allocation addresses the costs of repairing and renovating schools. Like the operations allocation, it consists of a number of components. The largest component is based on a benchmark renewal cost associated with a standard floor area for each elementary and secondary pupil. This per-pupil benchmark is being increased to support the cost of renovating the space that students use.

Funding is also adjusted to reflect the renewal needs of older schools and regional variations in construction costs.

Components to address the needs of underutilized space are changing in parallel with the changes to the operating allocation discussed above.

FUNDING A LOCALLY MANAGED SYSTEM

School Board Administration and Governance

This grant provides funding for board administration and governance costs, including those related to board-based staff and board offices and facilities. In 2016-17, it is projected to total \$594.3 million.

The way the grant is allocated is in transition. In 2014-15, the ministry introduced a new method that will be fully in place by 2017-18. It replaces three allocations of the previous method with a single allocation, the board administration allocation. During the transition, both methods are being used. This year, the new method is weighted at 75% and the old one at 25%.

The other allocations of this grant are unaffected by the transition.

Allocation	2016-17 Amount
Board administration (combined old and new models)	\$554.6 million
Other allocations	\$39.7 million
Total	\$594.3 million

- The new **board administration model**, developed in consultation with school boards, provides funding for board-level leadership, staff and related supplies and services. The model recognizes ten core functions that all boards, regardless of size, must perform. At the same time, it recognizes that enrolment is an important driver of higher administrative expenses. The new model is replacing a way of allocating funding that relied more heavily on the size of boards' enrolment.
- The other allocations of this grant include funding for trustee compensation, parent engagement, consolidation accounting, internal audit, supports to improve school boards' information management, and the transformation of learning and teaching in the physical and virtual environment. Additional details can be found in the technical paper available on the ministry's [website](#).

Student Transportation Grant

This grant provides school boards with funding to transport students to and from school. It is projected to be \$896.6 million in 2016-17. The grant is based on the previous year's amount, with a number of possible adjustments and/or additional allocations:

- The **enrolment adjustment** is made only for school boards with increasing enrolment, and is based on the percentage increase in enrolment.
- The **cost update adjustment** factor, which recognizes the increasing costs of providing transportation services, is 2% for 2016-17. The calculation applies the adjustment factor to each board's 2015-16 transportation grant.
- The **fuel escalator and de-escalator** provides for funding increases or decreases by comparing the actual price of diesel fuel for southern school boards and northern school boards to a benchmark price.
- Details on the other allocations within this grant, which cover transportation to provincial or demonstration schools, impacts of effectiveness and efficiency reviews of transportation consortia, and full-day kindergarten transportation, can be found in the technical paper available on the ministry's [website](#).

Declining Enrolment Adjustment

Much of a school board's revenue is determined by enrolment. When enrolment goes down, funding also declines. School boards can adjust their costs downward as well, but this may take more than one year. The declining enrolment adjustment recognizes this need for extra time. The grant, which is projected to be \$31.1 million in 2016-17, is made up of a first-year and second-year component:

Component	2016-17 Amount
First-year	\$22.2 million
Second-year	\$8.9 million
Total	\$31.1 million

- The **first-year component** is based on a weighting of the difference between 2016-17 eligible revenue if enrolment had not changed from the previous year and 2016-17 revenue calculated using the current year's enrolment. It is available only if the current year's enrolment is less than the previous year's.
- The **second-year component** is 25% of a school board's 2015-16 first-year component.

Geographic Circumstances Grant

This funding recognizes the higher costs related to the remoteness of rural boards and schools. It takes into account several factors, including the enrolment of boards and individual schools, board distance from urban centres and dispersion of schools over a board's geographic area.

The grant, which is projected to be \$190.6 million in 2016-17, is made up of three allocations. The current year marks the second year of a three-year transition to a new allocation method for many components of this grant. The new method:

- Updates various geographic parameters that generate funding for boards; and
- Eliminates support for teaching staff in isolated schools that are large enough to generate the required funding under the Pupil Foundation Grant.

Allocation	2016-17 Amount
Remote and rural	\$119.6 million
Supported schools	\$69.6 million
Rural and small communities	\$1.4 million
Total	\$190.6 million

- The **remote and rural allocation** provides funding to: boards with enrolment of less than 16,000; boards that are distant from large urban centres; and boards whose schools are far from board offices and one another. The current year marks the second year of a three-year phase-in of updates to the data underlying these calculations to reflect urban population growth and other changes.
- The **supported schools allocation** helps make small, remote schools more viable by providing additional funding for teachers and, in some cases, early childhood educators. A school's eligibility is based on distance to the board's closest school of the same type (that is, elementary to elementary and secondary to secondary) with funding varying based on school enrolment.
- The **rural and small communities** allocation is being phased out.

FUNDING FOR SPECIFIC PRIORITIES

Learning Opportunities Grant

The Learning Opportunities Grant (LOG) provides funding to help students who are at greater risk of lower academic achievement. It is projected to total \$532.1 million in 2016-17.

Allocation	2016-17 Amount
Demographic	\$353.0 million
Student achievement envelope	\$160.0 million
Other allocations	\$19.1 million
Total	\$532.1 million

- The **demographic allocation**, which represents the largest share of LOG funding, is based on social and economic indicators that signal a higher risk of academic difficulty for students. The indicators are low household income, low parental education, a one-parent household, and recent arrival in Canada. This allocation is distributed to boards based on the ranking of each of their schools on these measures, and a weighting of the measures themselves. Boards can use this funding for initiatives such as breakfast programs, homework clubs, reading recovery and independent supports.
- The **student achievement envelope** comprises seven discrete allocations. These allocations, which directly support programs introduced over the past decade to improve student achievement, are for:
 - **Literacy and math outside the school day**, which funds remedial courses or classes for students who are at risk of not meeting the curriculum standards for literacy or math and/or the requirements of the Grade 10 literacy test.
 - **Student Success, Grade 7 to 12**, which funds a range of resources and activities to improve student engagement in secondary schools.
 - **Grade 7 and 8 Student Success and literacy and numeracy teachers**, which recognizes the need to help students in earlier grades so they are better prepared for the transition to secondary school and beyond.
 - The **School Effectiveness Framework**, which helps schools and boards assess how well elementary schools are performing and develop plans for improvement.

- **Ontario Focused Intervention Partnership tutoring**, which helps boards set up and/or expand tutoring programs for students who are not achieving the provincial standard in reading, writing, or math.
- The **Specialist High Skills Major** program, which allows students to customize their secondary school experience and build on their strengths and interests by focusing on a specific economic sector.
- The **Outdoor Education** program, which provides elementary and secondary students with learning experiences in the outdoors.

There is flexibility in how boards may use the individual allocations, as long as the total funding is spent on the programs within the envelope. Any unspent funding must be used on the programs within the envelope in a future school year.

- The other allocations of this grant provide funding for mental health leaders, who spearhead efforts in boards to promote clear, integrated and responsive pathways to service for students in need, funding for teacher-librarians and/or library technicians and an adjustment to reflect the impacts of amalgamating school authorities. Additional details can be found in the Technical paper available on the ministry's [website](#).

Special Education Grant

This grant provides boards with funding for programs, services, and/or equipment for students with special education needs. Boards may use the grant only for special education, and must save any unspent funding to use for special education in a future school year. There is flexibility in how they may use some of the individual allocations within the grant, as long as the funds are spent on special education. The grant, which is projected to total about \$2.76 billion in 2016–17, is made up of six allocations:

Allocation	2016-17 Amount
Special Education per Pupil Amount (SEPPA)	\$1,425.1 billion
Differentiated Special Education Needs Amount (formerly High Needs Amount)	\$1,050.0 billion
Special Equipment Amount	\$96.9 million
Other allocations	\$190.1 million
Total	\$2,762.0 billion

- The **Special Education per Pupil Amount** provides every board with foundational funding toward the cost of special education supports. It is calculated using a board's total enrolment and a per-pupil amount. There are different per-pupil amounts for kindergarten to Grade 3 pupils, Grade 4 to 8

pupils, and Grade 9 to 12 pupils. The per-pupil amounts in the earlier grades are higher to direct more funding towards early intervention.

- Based on discussions with stakeholders, in 2014 the Ministry announced a new model for allocating the High Needs Amount. Recognizing the variation across boards in the share of students with special education needs, the nature of the needs, and boards' ability to meet them, the new model aims to better align the allocation with boards' needs and resources. In line with this, its name has been changed to the **Differentiated Special Education Needs Amount** to better reflect its purpose. The new model is being phased in over four years, with full phase-in by 2017-18. In 2016-17 it will represent about 75% of the Differentiated Special Education Needs Amount allocation. The new model is based on three components: a statistical model that utilizes demographic data at the postal code level to predict special education need; a calculation that considers several indicators for a board, including special education data on programs and services, students' participation in EQAO testing and academic achievement, and distance from urban centres; and a fixed amount for each board aimed at developing collaborative and integrated approaches.
- Under the **Special Equipment Amount**, each board receives a base amount plus a per-pupil amount, which together may be used to buy computers, software and other equipment for students with special education needs in line with funding guidelines. In addition, boards may submit claims to recover the costs, less a deductible, of other equipment recommended by a qualified professional for a student with specific special education needs.
- The other allocations of the grant are the Special Incidence Portion for students who require more than two full-time staff to address their health and safety needs and those of others at their school, the Facilities Amount for providing instruction in a care, treatment, custody or correctional facility, and an amount to support board-level expertise in applied behavioural analysis. Additional details can be found in the Technical paper available on the ministry's [website](#).

Language Grant

This grant provides funding to meet school boards' costs for language instruction. It is made up of five allocations, and is projected to total \$677.0 million in the 2016-17 school year:

Allocation	2016-17 Amount
English as a Second Language/English Literacy Development (ESL/ELD)	\$226.2 million
French as a Second Language (FSL)	\$252.8 million
French as a First Language (FFL)	\$79.0 million
Programme d'appui aux nouveaux arrivants (PANA)	\$5.6 million
Actualisation linguistique en français (ALF)	\$113.5 million
Total	\$677.0 million

- **English as a Second Language/English Literacy Development** funding is provided to English-language school boards to support students who need extra help developing proficiency in English. It consists of a Recent Immigrant component and a Pupils in Canada component. The former supports students who are eligible based on their country of birth and who have been in Canada four years or less. The latter reflects an estimate of the number of children in a board whose language spoken most often at home is neither English nor French.
- **French as a Second Language** funding, available only to English-language boards, supports the costs of French instruction. It provides a per-pupil amount for each student. At the elementary level the amount varies depending on whether the pupil is taking core French, extended French, or is in a French immersion program. At the secondary level, the amount reflects both the student's grade level and whether the course covers French as a subject or another subject taught in French.
- **French as a First Language funding** is available only to French-language boards, and recognizes the higher costs of instructional materials and support to provide French-language programs. It is made up of per-pupil amounts for boards' elementary and secondary enrolments, and a fixed amount for each new elementary school in a French-language board in the current school year.
- The **programme d'appui aux nouveaux arrivants** supports students from eligible countries who are newly arrived in Canada and do not have a Charter right to education in French, but have been admitted to French-language school boards and require extra help developing proficiency in French.

- **Actualisation linguistique en français** supports students in French-language boards who have a right to education in French because it is the language of one or both of their parents, but need extra help developing proficiency in French. It is calculated using a per-pupil amount that varies using a factor based on census data, that measures a board's cultural environment. The factor reflects the share of school-age youth with at least one parent having French as their first official language spoken.

First Nation, Métis, and Inuit Education Supplement

This funding supports programs designed for Aboriginal students, as outlined in the [Ontario First Nation, Métis, and Inuit Education Policy Framework](#). It is made up of four allocations:

Allocation	2016-17 Amount
Native Languages	\$9.9 million
Native Studies	\$24.8 million
Per-pupil amount	\$23.4 million
Board Action Plans Allocation	\$5.8 million
Total	\$64.0 million

- The **Native Languages allocation** supports elementary and secondary Native Language programs. At the elementary level, funding is based on the number of pupils enrolled in the Native Language program and the average daily minutes of instruction. At the secondary level, funding is provided for each Grade 9 to 12 pupil enrolled in a credit course.
- The **First Nation, Métis, and Inuit Studies** allocation supports secondary credit courses in Native Studies, providing a per-pupil amount for Grade 9 to 12 students.
- The **per-pupil amount** supports Aboriginal students, and reflects the estimated percentage of Aboriginal students in a board's schools, based on census data. Starting in 2016-17, it consists of a per-pupil amount that will guarantee a base amount of funding, to ensure that every board can establish a lead to support the [Ontario First Nation, Métis, and Inuit Education Policy Framework](#). A weighting factor doubles the per-pupil amount when the estimated percentage of Aboriginal pupils in a board is 7.5% or greater but less than 15%, and triples it when the percentage is 15% or greater.
- The **Board Action Plans allocation** supports the implementation of programs and initiatives aligned with the 16 strategies and actions identified in the [Ontario First Nation, Métis, and Inuit Framework Implementation Plan](#).

Safe and Accepting Schools Supplement

This funding supports the Safe Schools Strategy and provides targeted support to secondary schools in priority urban neighbourhoods. The grant, made up of two allocations, is projected to total \$47.2 million in 2016-17:

Allocation	2016-17 Amount
Safe and Accepting Schools	\$37.2 million
Urban and Priority High Schools	\$10.0 million
Total	\$47.2 million

- The **Safe and Accepting Schools** allocation includes two components. One supports non-teaching staff such as social workers, child and youth workers, psychologists, and attendance counsellors who work to prevent and mitigate risks to the school environment. The other supports programs for long-term suspended and expelled students, and prevention and intervention resources. Both components provide a per-pupil amount and also reflect a board's demographic characteristics and dispersion distance.
- The **Urban and Priority High Schools** allocation helps boards respond to challenges in select secondary schools, such as a lack of community resources, poverty, conflict with the law, or a combination of these factors.

CONCLUSION

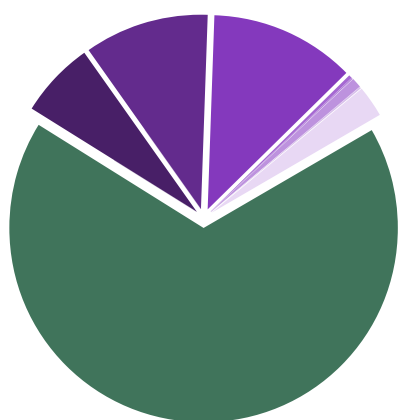
Determining the best way to allocate funding to support [Achieving Excellence](#) and to put public resources to the most effective use in our school system is an ongoing process.

Funding arrangements will and must continue to change. For an effective education system, we must stay attuned to and gather information on the evolving needs of students, the costs that boards face, and how well our funding approaches support the outcomes we want from the system.

The ministry will continue to engage with school boards and others to ensure the collection and sharing of insights and information to support the goal of making the best possible decisions.

This guide has provided high-level summaries of grants, their purposes and their funding mechanisms. It also set out how several elements of grants are in transition:

ALLOCATIONS OF THE GSN UNDER TRANSITION



Allocations Under Transition in 16-17	
School Foundation Grant	\$1,442.4M
School Facility Operations and Renewal Grant	\$2,369.0M
Special Education Grant	\$2,762.0M
First Nation, Métis, and Inuit Education Supplement	\$64.0M
Components of the Learning Opportunities Grant	\$26.7M
Geographic Circumstances Grant	\$190.6M
Declining Enrolment Adjustment	\$31.1M
School Board Administration and Governance Grant	\$594.3M
Total	\$7,480.2M

This guide is not intended to describe the legal requirements around grant amounts or allocation methods. Readers looking for that information should consult the [Grants for Student Needs – Legislative Grants for the 2016-17 School Board Fiscal Year](#) regulation. The [Education Funding Technical Paper](#) for 2016-17 provides additional information on the calculations underlying many of the grants and more information about grants not discussed in detail here.

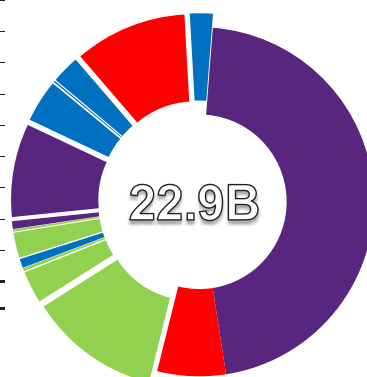
APPENDIX

This guide groups grants by the outcomes they are intended to support. In contrast, the GSN technical paper, which describes the grant calculations in more detail, uses only two broad categories: foundation grants and special purpose grants.

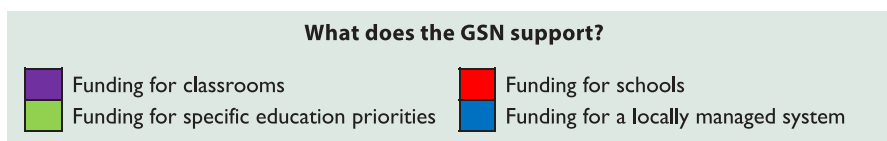
Foundation grants provide each board with funding based on number of students and number of schools. Special purpose grants, which provide additional funding to meet specific needs, generally use data more reflective of local conditions and students. In the Technical paper these grants are set out as a list.

TECHNICAL PAPER STRUCTURE

Special Purpose Grants	
Special Education Grant	\$2,762.0M
Language Grant	\$677.0M
First Nation, Métis, and Inuit Education Supplement	\$64.0M
Geographic Circumstances Grant	\$190.6M
Learning Opportunities Grant	\$532.1M
Safe & Accepting Schools Supplement	\$47.2M
Continuing Education and Other Programs Grant	\$165.5M
Cost Adjustment & Qualifications and Experience Grant	\$1,966.6M
Student Transportation Grant	\$896.6M
Declining Enrolment Adjustment	\$31.1M
School Board Administration and Governance Grant	\$594.3M
School Facility Operations and Renewal Grant	\$2,369.0M
Debt Service	\$483.4M
Total	\$10,779.5M



Foundation Grants	
Pupil Foundation Grant	\$10,546.6M
School Foundation Grant	\$1,442.4M
Total	\$11,989.0M



Note: The total GSN for 2016-17 includes amounts for school authorities and other provisions.

The technical paper is available on the ministry website at www.edu.gov.on.ca/eng/funding

2016-17 Education Funding: **A GUIDE TO THE SPECIAL EDUCATION GRANT**



TABLE OF CONTENTS

Introduction	1
Special Education in Ontario	1
Overview of Students Receiving Special Education Programs and/or Services	3
How Funding is Structured	4
Grants for Student Needs	4
Special Education Grant	5
1. Special Education Per Pupil Amount	6
2. Differentiated Special Education Needs Amount (formerly High Needs Amount)	6
Special Education Statistical Prediction Model	7
Measures of Variability	7
Base Amount for Collaboration and Integration	8
3. Special Equipment Amount	8
4. Special Incidence Portion	9
5. Facilities Amount	9
6. Behaviour Expertise Amount	10
Education Programs – Other (EPO) Funding	10
Accountability for Special Education Funding	11
Additional information	12

Section 234 of the *Education Act* authorizes the Lieutenant Governor in Council to make regulations governing the making of grants. Such regulations, as they relate to the 2016-2017 fiscal year, have not yet been made. The information set out in this paper would come into effect only if such regulations are made that coincide with this document.

The information included in this document is provided for information purposes only and is not binding.

It is anticipated that the funding regulations for the 2016-2017 fiscal year would be entitled: *Grants for Student Needs – Legislative Grants for the 2016-2017 School Board Fiscal Year; Calculation of Average Daily Enrolment for the 2016-2017 School Board Fiscal Year; and Calculation of Fees for Pupils for the 2016-2017 School Board Fiscal Year.*^[1]

[1] Should there be any discrepancy between details in this paper and the regulations, the regulations prevail.

INTRODUCTION

Special Education in Ontario

This guide provides an overview of special education and how it is funded in Ontario. The goal is to provide a clear explanation of the funding model for parents, the public and other partners in the education sector.

Ontario is widely recognized as having one of the world's best elementary and secondary school systems, and works constantly to improve it. While all students need support from educators, classmates, family and friends in order to thrive and gain the full benefits of their school experience, some students may require additional supports to meet their learning needs. Support for students with special education needs may include additional programs, services and/or equipment.

The core of Ontario's education success is its focus on a consistent vision with goals that partners know and embrace. *Achieving Excellence: A Renewed Vision for Education in Ontario* outlines four key goals for the education system:

- **Achieving Excellence:** Children and students of all ages will achieve high levels of academic performance, acquire valuable skills and demonstrate good citizenship. Educators will be supported in learning continuously and will be recognized as among the best in the world.
- **Ensuring Equity:** All children and students will be inspired to reach their full potential, with access to rich learning experiences that begin at birth and continue into adulthood.
- **Promoting Well-Being:** All children and students will develop enhanced mental and physical health, a positive sense of self and belonging, and the skills to make positive choices.
- **Enhancing Public Confidence:** Ontarians will continue to have confidence in a publicly funded education system that helps develop new generations of confident, capable and caring citizens.

In support of this renewed vision, the Ministry of Education allocates funding to Ontario's 72 district school boards¹. In addition to the Pupil Foundation Grant and other Grants for Student Needs funding, the ministry allocates funding for students with special education needs through the Special Education Grant. School boards have the ability to use other allocations of the Grants for Student Needs to support students with special education needs. The goal is to ensure equity in access to learning for all students with special education needs.

The *Education Act* mandates all school boards to provide special education programs and/or services for students with special education needs. This includes students receiving special education programs and/or services who have been identified as exceptional by an Identification, Placement and Review Committee (IPRC) and students receiving special education programs and/or services who have not been identified as exceptional by an IPRC.

All students receiving special education programs and/or services, whether identified as exceptional or not, should have an Individual Education Plan. An Individual Education Plan is a written plan describing, among other things, the special education programs and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs.

There are five categories and twelve definitions of exceptionalities, as follows:

- **Behaviour** – behaviour
- **Intellectual** – giftedness, mild intellectual disability, developmental disability
- **Communication** – autism, deaf and hard-of-hearing, language impairment, speech impairment, learning disability
- **Physical** – physical disability, blind and low vision
- **Multiple** – multiple exceptionalities

These five categories of exceptionalities are designed to address the wide range of conditions that may affect a student's ability to learn, and do not exclude any medical condition, whether diagnosed or not, that can lead to particular types of learning difficulties. All students with demonstrable learning-based needs are entitled to appropriate support in the form of special education programs and services, including classroom-based accommodations.

¹ There are also 10 School Authorities, consisting of four geographically isolated boards and six hospital-based school authorities.

Overview of Students Receiving Special Education Programs and/or Services

Data from the Ontario School Information System showed that in 2013-14, 16.6 per cent of students in Ontario's publicly funded school system were receiving special education programs and/or services. This amounted to 334,311 out of the total of 2,015,385 Junior Kindergarten to grade 12 students. Approximately 55 per cent of students with special education needs had been identified through the IPRC process. In addition, school boards reported that more than 80 per cent were in regular classrooms for more than half the instructional day.

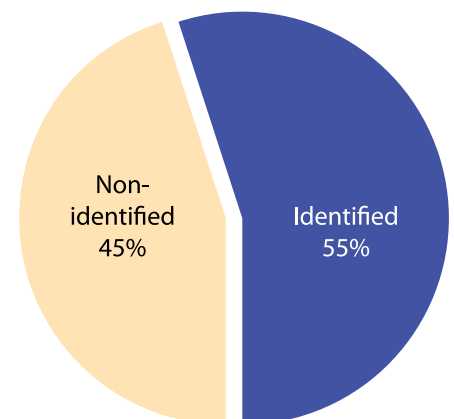
OVERVIEW OF STUDENTS RECEIVING SPECIAL EDUCATION PROGRAMS AND/OR SERVICES 2013-14

Students formally identified as "Exceptional" by an IPRC*

	Number of students	Percentage of panel	Percentage of all students
Elementary	88,148	6.5%	4.4%
Secondary	94,343	14.2%	4.7%
Total	182,491		9.1%

Students NOT formally identified as "Exceptional" by an IPRC*

	Number of students	Percentage of panel	Percentage of all students
Elementary	106,549	7.9%	5.3%
Secondary	45,271	6.8%	2.2%
Total	151,820		7.5%



*IPRC – Identification, Placement and Review Committee

In 2013-14 school boards reported a total of 334,311 or 16.6 % of all students as receiving special education programs and/or services.

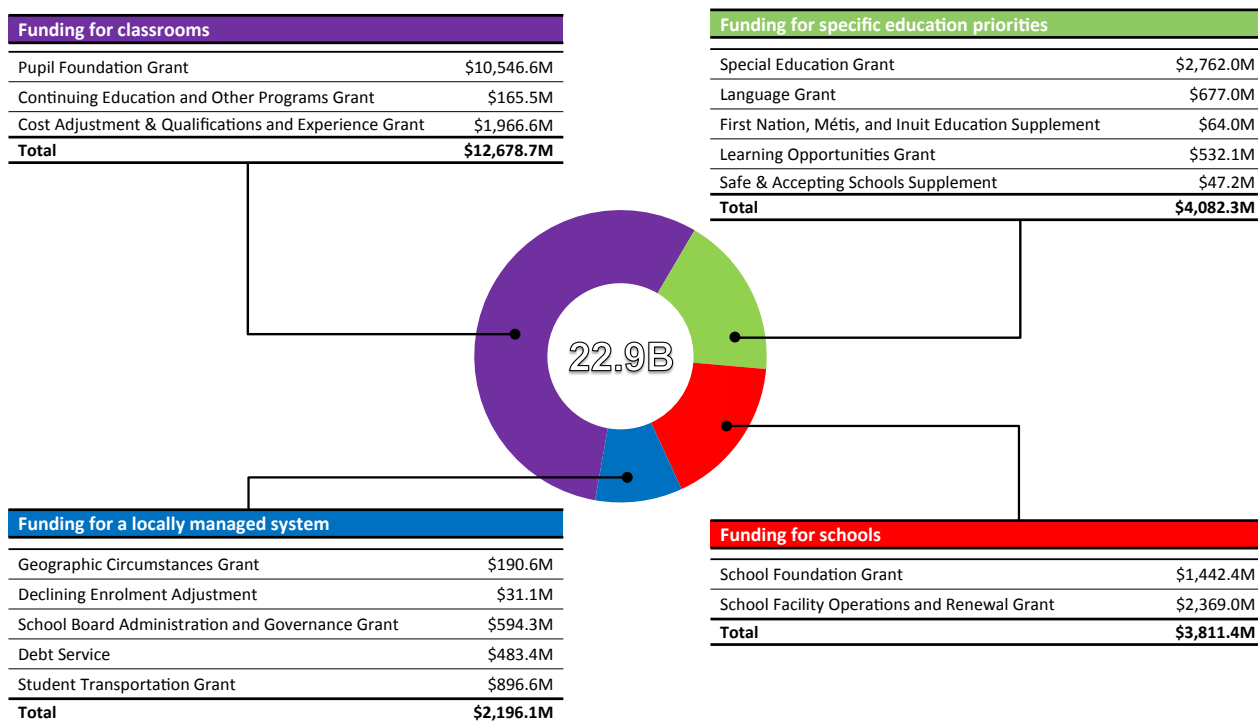
HOW FUNDING IS STRUCTURED

Grants for Student Needs

Ontario provides its 72 district school boards with operating funding, including special education funding, through the annual Grants for Student Needs.

The Grants for Student Needs supports all students, including students with special education needs. The [Guide to the Grants for Student Needs](#), produced by the ministry, organizes funding into four categories: funding for classrooms, for specific education priorities, for schools, and for a locally managed system.

WHAT DOES THE GSN SUPPORT



Note: School authorities funding and funding not yet allocated are included in the total, but not in the pie chart.

- **Funding for classrooms** focuses on providing classroom resources. It includes the basic Pupil Foundation Grant, which provides funding for every student of every school board, including students with special education needs.
- **Funding for specific education** priorities speaks mainly to the *Achieving Excellence* goal of Ensuring Equity. Special education funding accounts for the largest proportion of funds in this category.
- **Funding for schools** provides the resources to ensure schools have the leadership they need and are clean and well-maintained.
- **Funding a locally managed system** aims to ensure school board leadership carries out focused activities to help schools and students, including students with special education needs, strive to achieve excellence.

The [Guide to the Grants for Student Needs](#) provides further background on all grants and how they are calculated. As well, more detailed information on the funding formula appears in the [Education Funding Technical Paper 2016-17](#) and in the annual regulation under the [Education Act](#).

Special Education Grant

In addition to the Pupil Foundation Grant and other Grants for Student Needs funding for classrooms, schools and the system as a whole, the ministry provides school boards with the Special Education Grant. This grant supports positive outcomes for students with special education needs. It is for the additional costs of the programs, services and/or equipment they may require.

School boards may *only* use Special Education Grant funding for special education programs, services and/or equipment. Any unspent Special Education Grant funding in a given year must be put aside and spent on special education in the future. School boards have the authority and flexibility to use other Grants for Student Needs funding, as well as the Special Education Grant, to meet their responsibility to support students with special education needs.

Special education funding is allocated to school boards by provincial regulations. School boards in turn use their special education funding to implement their own local policies and priorities. As noted above, school boards are also able to use other funding to support students with special education needs.

School boards are given flexibility to use special education and other funding to support their special education policies and priorities because they have the greatest knowledge of their students and communities. They are best positioned to respond to local needs when setting budget priorities and determining what

special education programs, services and/or equipment to provide. This means, for example, that individual school boards make such decisions as classroom placement, classroom programming and staffing.

The Special Education Grant is made up of six allocations:

1. Special Education Per Pupil Amount
2. Differentiated Special Education Needs Amount (formerly the High Needs Amount)
3. Special Equipment Amount
4. Special Incidence Portion
5. Facilities Amount
6. Behaviour Expertise Amount

The Special Education Grant is projected to be approximately \$2.76 billion in 2016–17.

1. Special Education Per Pupil Amount

The Special Education Per Pupil Amount provides funding to every school board to assist with the costs of providing additional support to students with special education needs. It is allocated to school boards on the basis of total enrolment of all students, not just students with special education needs.

This allocation provides all school boards with a foundational amount of funding for special education.

The Special Education Per Pupil Amount allocation is projected to be approximately \$1.43 billion in 2016–17.

2. Differentiated Special Education Needs Amount (formerly High Needs Amount)

This allocation addresses the variation among school boards with respect to their population of students with special education needs and school boards' ability to support these needs. The ministry announced that beginning in 2016-17, its name would be changed to the Differentiated Special Education Needs Amount to better align with its purpose.

The Differentiated Special Education Needs Amount allocation is projected to be approximately \$1.05 billion in 2016–17.

In March 2014 the ministry announced a new funding approach for this allocation, to be phased in over four years starting in 2014-15. Under this new approach, the model includes three components:

- Special Education Statistical Prediction Model
- Measures of Variability
- Base Amount for Collaboration and Integration.

Special Education Statistical Prediction Model

The Special Education Statistical Prediction Model estimates the likelihood of students in a school board needing special education programs and/or services. The model does this by taking into account neighbourhood profiles for all students across Ontario and in each school board. This generates predicted percentages for the population likely to have special education needs in each school board, which are used to allocate Special Education Statistical Prediction Model funding.

These neighbourhood profiles, which are anonymous, use data from the federal government's long-form census and other similar sources. This includes long-form census factors such as parent level of education, family income, unemployment, and recent immigration to Canada.

Measures of Variability

The Measures of Variability uses five categories of information that reflect differences in each school board's population of students with special education needs and in the school board's ability to respond to these needs.

Three of the categories use data to develop a school board profile of special education needs. This is done by looking at different data sets and comparing a school board to the provincial average. These three categories are: students reported as receiving special education programs and services; participation and achievement in Education Quality and Accountability Office (EQAO) assessments by students with special education needs; and credit accumulation and participation in locally developed and alternative non-credit courses (K-Courses) by students with special education needs.

This comparison is used to determine the amount of funding that each school board should receive. For example under the “credit accumulation, locally developed and K-courses” category, a component of this allocation generates more funding for school boards that report having more students with special education needs whose accumulation of curriculum credits is below the provincial average.

The remaining two categories address each school board’s ability to respond to its population of students with special education needs. This is done by recognizing external factors that affect the school board’s ability to meet these needs. These two categories are: Remote and Rural Adjustment and a First Nations, Métis, and Inuit (FNMI) Adjustment. For example, under the Remote and Rural Adjustment, a component of this allocation generates more funding for school boards whose schools are further apart.

For more detailed information on the five categories and how they are calculated, please refer to the [2016-17 Special Education Funding Memo](#).

Base Amount for Collaboration and Integration

The third component, the Base Amount for Collaboration and Integration, provides each school board with base funding of \$450,000. Its purpose is to explore collaborative and integrated approaches to serving students with special education needs.

For more detailed explanations of these three components, as well as all other allocations of the Special Education Grant, please refer to the ministry’s [Education Funding, 2016-17](#) page.

3. Special Equipment Amount

This funding supports the purchase of equipment that may be required by students with special education needs. There are two components to this allocation:

- A per-pupil amount that allows the school board to purchase computers, software, computing-related devices and required supporting furniture, as well as all Special Equipment Amount training and technician costs, maintenance and repairs. This allocation consists of a base amount for each school board plus a per-pupil amount reflecting the school board’s average daily enrolment of all students.

- A claims-based process that supports the purchase by the school board of other, non-computer-based equipment required by students with special education needs. This may include hearing and/or vision support equipment, personal care support equipment and/or physical assists support equipment.

Eligibility requirements for both the per-pupil amount and claims-based amount are outlined in the [Special Education Funding Guidelines: Special Equipment Amount \(SEA\), 2016-17 Spring 2016](#).

The Special Equipment Amount allocation is projected to be approximately \$96.9 million in 2016–17.

4. Special Incidence Portion

The Special Incidence Portion supports students with extraordinary high needs who require more than two full-time staff to address their health and/or safety needs, and those of others at their school. Funding is based on claims submitted by school boards. The ministry provides guidance on eligibility in the [Special Education Funding Guidelines: Special Incidence Portion \(SIP\), 2016-17, Spring 2016](#).

The Special Incidence Portion allocation is projected to be approximately \$82.3 million in 2016–17.

5. Facilities Amount

This funding supports school boards' provision of education programs to school-aged children and youth in care and/or treatment centres, and in custody and correctional facilities. Eligible facilities include hospitals, children's mental health centres, psychiatric institutions, detention and correctional facilities, community group homes, and social services agencies. A school board provides these services under a written agreement between the school board and the facility.

The funding, which must be approved by the ministry based on established guidelines, goes toward recognized costs that include teachers, educational assistants and classroom supplies. Further details can be found in the [Guidelines For Educational Programs for Students In Government Approved Care and/or Treatment, Custody and Correctional \(CTCC\) Facilities 2016-17](#).

The Facilities Amount allocation is projected to be approximately \$96.1 million in 2016–17.

6. Behaviour Expertise Amount

The Behaviour Expertise Amount provides funding to hire professional staff at the school board level who have expertise in applied behaviour analysis. Applied behaviour analysis is an instructional approach that has been shown to be helpful for many children with [autism spectrum disorder](#), as well as students with other special education needs.

The main roles of the board-level professional are to:

- Support principals, teachers, educators and other school staff through applied behaviour analysis coaching, training and resources;
- Strengthen and facilitate collaborative working relationships among schools, parents, community members and agencies; and
- Support the [Connections for Students](#) model as the first contact for Autism Intervention Program (AIP) providers and family when a child is ready to begin the transition process.

The funding is made up of a fixed amount for each school board plus a per-pupil amount that reflects the school board's average daily enrolment of all students.

The Behaviour Expertise Amount allocation is projected to be approximately \$11.7 million in 2016–17.

Education Programs – Other (EPO) Funding

Each year the ministry provides school boards with Education Programs – Other funding, which is additional funding outside the Grants for Student Needs. It is targeted to support the core goals and priorities of *Achieving Excellence*. Some of this funding is allocated to school boards to support students with special education needs. Details on the Education Programs – Other funding can be found on the [Ministry of Education website](#).

Accountability for Special Education Funding

The province, through the Ministry of Education, is accountable for the public education system as a whole and the policy decisions that determine funding for school boards. Given the key role of school boards in providing services at the local level, they have important accountabilities to students, parents and others with a stake in outcomes, as well as to the ministry.

School boards have a responsibility to ensure the effective stewardship of resources. Thoughtful, transparent budgeting, aligned with a focused strategy, is vital and integral to this goal.

A robust accountability framework for the Grants for Student Needs has been developed between school boards and the province. It recognizes that accountability to the ministry must be balanced with the need for school board flexibility to address local conditions.

As noted earlier, to support accountability and the mandated role of school boards, special education funding is enveloped for special education expenditures only. If a school board does not spend all of this funding in the year, it must hold the unspent amount in a reserve account to be spent on special education in future years. School boards are required to report to the ministry on their special education expenditures three times a year.

School boards are also able to use other Grants for Student Needs funding to support students with special education needs.

ADDITIONAL INFORMATION

This guide focuses mainly on the approaches and calculations underlying special education funding. More details on the policy process and on the allocation of other education grants are available from:

2016-17 Education Funding: A Guide to the Grants for Student Needs

School Board Memo: Grants for Student Needs Funding for 2016-17

Education Funding Technical Paper 2016-17

For more information on special education policy, programs and/or services generally, please consult:

[Ministry of Education website](#)

For more information on a schools board's specific special education policies and approaches, please contact the school board superintendent responsible for special education. Alternatively, you may contact a member of the school board's Special Education Advisory Committee for more information on the overall delivery of special education programs and/or services within a school board.

USEFUL TERMS TO KNOW

Special education services: Facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

Special education program: An educational program that is based on and modified by the results of continuous assessment and evaluation, and that includes a plan containing specific objectives and an outline of educational services that meet the needs of the student.

Identification, Placement and Review Committee (IPRC): School boards are required to establish an Identification, Placement and Review Committee (IPRC). The IPRC is made up of at least three people, one of whom must be a principal or supervisory officer of the school board. The IPRC is responsible for deciding whether a student should be identified as exceptional. It identifies the exceptionality according to the categories and definitions set out by the ministry, decides the placement and reviews the identification and placement generally once in a school year.

Individual Education Plan (IEP): A written plan describing the special education programs and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs. It documents the accommodations, modifications and/or alternative expectations needed to help the student achieve. It outlines the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement.

Accommodations: Special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and demonstrate learning. The provincial curriculum expectations for the grade are not altered for a student receiving accommodations.

Modifications: Expectations that differ in some way from the regular grade-level expectations for a subject or course in order to meet a student's learning needs. For students with an Individual Education Plan, these changes could include: expectations from a different grade level; significant changes (increase or decrease) in the number and/or complexity of the learning expectations; and measurable and observable performance tasks. At the secondary level, a credit may or may not be granted for a course, depending on the extent to which the expectations in the course have been modified.

Alternative Learning Expectations: Alternative learning expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum expectations. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative expectations are considered to constitute *alternative programs* or *alternative courses* (secondary school courses).

For more information, please visit the [Ministry of Education website](#).

Ministry of Education

**2016-17 EDUCATION FUNDING:
DISCUSSION SUMMARY**

Table of Contents

INTRODUCTION	1
EFFICIENCIES AND REINVESTMENTS.....	3
Efficiencies	3
Reinvestments	4
CONTINUING TO MAKE MORE EFFICIENT USE OF SCHOOL SPACE	6
School consolidations	7
Ontario Regulation 444/98	7
Facility condition	8
Community hubs	9
EXPANDED ACCOUNTABILITY MEASURES.....	11
Education Programs – Other	11
School Board Resource Sustainability Index	12
EQUITY IN EDUCATION	14
Other measures of need	14
SPECIAL EDUCATION GRANT	15
General discussion	15
The incremental nature of funding	16
Achieving greater effectiveness and efficiency	16
High Needs Amount.....	17
Measures of need for the High Needs amount	18
Special Equipment Amount	19
Special Incidence Portion	19
Facilities Amount	19
FIRST NATIONS, MÉTIS AND INUIT EDUCATION SUPPLEMENT	20
General discussion	20
Other measures of need	20
Accountability	21
Achieving greater effectiveness and efficiency	21
Tuition agreements	22
LANGUAGE GRANTS.....	24
Other measures of need	24

French-language school boards	24
English-language school boards.....	25
Support for English language learners.....	25
French as a second language.....	25
Accountability	26
STUDENTS AT RISK.....	27
Other measures of need.....	27
Accountability	28
CONCLUSION	29

INTRODUCTION

This report reflects the ongoing commitment of the Ministry of Education to work with the education community to improve the funding mechanisms that support education in Ontario. It provides an overview of extensive discussions that the ministry recently undertook with its partners and stakeholders.

This annual joint effort has helped achieve significant progress in improving the value and impact of funding in a number of areas. Program funding in the education sector will need to continue to be managed very carefully as the Province is committed to balancing its budget by 2017-18.

Discussions on policy underlying financial decisions have been guided by the following principles, set out by the ministry:

- Alignment with the goals in [Achieving Excellence](#), the renewed vision for education in Ontario;
- Support for an equitable system that takes into consideration such factors as location, language, denomination and socioeconomic status;
- Consistency with the collective bargaining process; and
- Alignment of funding decisions with changes to school board cost structures.
- Stakeholders put forward these additional principles:
- School boards should recognize their stewardship role in managing public resources; and
- The entire public sector needs to plan in an integrated way so that communities make the most efficient use of public assets possible.

The discussions leading up to the 2016-17 school year looked at core areas of funding. In addition, the ministry turned a special focus on grants intended to help close gaps for specific groups of students:

- Special Education Grant
- First Nations, Métis and Inuit Education Supplement
- Language Grants

- Students at Risk (Learning Opportunities Grant and Safe and Accepting Schools Supplement)

Collectively, these grants are referred to in the [Guide to the Grants for Student Needs 2016-17](#) as funding for specific education priorities.

Discussions took place at several locations across the province and involved:

- School board representatives, including Directors of Education and senior school board officials;
- School board trustee associations;
- Principal and vice-principal associations;
- Teachers' federations;
- Education worker unions;
- The Minister's Advisory Council on Special Education;
- The Minister's Advisory Council on First Nation, Métis and Inuit Education, Chiefs of Ontario's First Nation Education Coordination Unit, Ontario Public School Board Association's First Nations Trustee Council;
- Parent groups (People for Education, Ontario Federation of Home and School Associations, Ontario Association of Parents in Catholic Education, Parents partenaires en éducation, Canadian Parents for French); and
- Student groups (Ontario Student Trustees Association, Minister's Student Advisory Council, Regroupement des élèves conseillères et conseillers francophones de l'Ontario, Fédération de la jeunesse franco-ontarienne).

The discussions represent a further step in a process that started in 2013 to revitalize the annual consultations around funding. As participants have found, while these annual discussions focus on key policy issues, they also provide an opportunity for broader conversations.

EFFICIENCIES AND REINVESTMENTS

A focus of discussion was identifying both efficiencies and opportunities to reinvest savings.

Efficiencies

Participants made several suggestions directed mainly at the ministry:

- It should work with regions to find efficiencies tailored to local needs and opportunities, especially in remote areas.
- It should expand its efforts to provide a better multi-year picture of provincial finances, communicate clear expectations and share best practices and lessons learned.
- It could help boards plan to improve energy efficiency in both new and existing schools, possibly partner with other ministries to leverage opportunities like co-generation, and, in some regions, assist with a switch to natural gas heating.
- Negotiating more costs at the provincial level might achieve savings, although some noted that greater savings are sometimes available locally or regionally.
- Several boards mentioned the value of provincial licensing of e-textbooks and other digital resources.
- Encouraging more videoconferencing and online training to reduce travel costs and the time educators have to be off site.
- Curriculum-related savings might be found by enabling more on-line delivery of secondary school courses and making course schedules more flexible.
- Consistent province-wide application of rules, for example around program offerings, would help manage parents' expectations and boards' costs.
- Consortia for purchasing services and commodities, including energy, might help cut costs. Boards noted, however, that policies need to be flexible because a regional or individual purchase might achieve the lowest cost, depending on circumstances.

Participants also suggested ways that boards could work together to find savings, while noting that willingness to cooperate varies across the system:

- Boards could develop a central data bank of specialty consultants, including lawyers, for shared use. These could be listed by area of expertise and location.

- Where several boards all have the same need, whether a space for staff development or a tradesperson for maintenance, they should pool their resources.
- Boards should commit more strongly to delivering summer programs in coterminous space.

Transportation was identified as an increasing pressure. Boards noted that costs have risen steeply. As well, funding does not recognize the costs related to special education needs, First Nations tuition agreements, language programs, or added needs when a school closes. Issues around transportation costs are further muddled by inconsistencies from one board to another. While there have been efforts to create transportation consortia, not all boards felt these have helped reduce costs, and some stated concerns about equity.

Some boards suggested that the scope of the Technical Advisory Committee be expanded to include transportation as well as information technology, another increasing pressure.

Boards and other participants had questions about some ministry activities and the value they add. Some noted a need for better integration of grants. Analyzing overlaps in funding targeted to students with specific needs could help to streamline grants, coordinate services and break down silos.

Broader integration was seen as especially important as the school system is increasingly seen as the place to go for such services as support for mental health. They felt the community hub model could help create much-needed integration with other ministries and partners to meet this need.

Reinvestments

Participants identified several areas where they felt reinvestment of savings would create value and improve student achievement:

- Doing more preventive maintenance and better asset management, and improving the condition of school buildings generally;
- Improving technology, especially for students with special education needs, providing robust information technology/internet infrastructure in the north and creating shared service hubs;
- Scaling up existing cooperative efforts to reduce back office costs;

- Providing funding for managing staff absences and for planning for board succession and other transitions;
- Moving to an electronic process for many records that are now paper-based; and
- Developing better performance indicators beyond EQAO results.

Some boards noted, however, that it is hard to generalize about where any savings should be reinvested, given the unique needs of each school board.

CONTINUING TO MAKE MORE EFFICIENT USE OF SCHOOL SPACE

Many boards agreed that the School Board Efficiencies and Modernization (SBEM) measures have been fair, although school closures remain challenging. There was wide agreement that the new investments have made implementation easier. It was also suggested that to help overcome local resistance, the ministry should be more prescriptive in its policies.

The view was expressed that the changes put pressure on some boards more than others. Some northern boards felt that the measures did not fully reflect their local challenges. As well, those representing staff were concerned about the impacts of school closures and consolidations. They suggested boards be allowed to reinvest some of the savings to ease the transitions, and sought assurance as to the ultimate end point the initiative was supporting.

A particular concern among smaller, more remote boards was that when a school of theirs closes, students often change to another board to avoid a long bus ride. This loss can start a vicious circle where it becomes increasingly difficult for the board to serve its population, a particular concern for French-language and Catholic boards.

Boards raised the possibility of increasing operating budgets to help them through the transition and to cover increased transportation costs and lower-than-expected savings in areas such as staffing. Some suggested that the phase-in should be extended.

Over all, there was a sense that looking at child and student development holistically would be helpful in deciding what constitutes an efficient school.

Noting that the title of the initiative refers to both efficiency and modernization, some wondered whether the focus on modernization was strong enough. This might embrace everything from wireless and broadband needs to innovative building design ideas to whether an individual school could house the entire age continuum from early years to high school graduation.

Adding new complexity to that discussion was the notion of creating community hubs and partnerships. Participants viewed this as requiring a long-term planning discussion involving many partners: not just provincial ministries, but the federal and local municipal governments, and First Nations, Métis and Inuit, and other key community organizations.

Participants were concerned about the possibility of confusion arising from bringing forward measures to encourage efficient use of school space that might result in school closures while at the same time promoting community hubs. They felt the ministry needs to provide clearer guidance and messaging, and explain to boards and the broader public how the two policy directions relate to each other.

School consolidations

The ministry has updated the Pupil Accommodation Review Guideline and created a Community Planning Partnership Guideline to clarify and streamline the process for a proposed school closure. Most participants responded positively to the changes, seeing them as making the process simpler, fairer and more efficient.

It was noted that many boards had made tough decisions about closures, while others – especially larger urban boards – were still delaying. Boards in large urban centres, however, argued that they need to maintain “core holdings” of schools because they would not be able to get back into the real estate market once a property was sold. The counter-argument was that boards serving remote, disadvantaged areas with older schools were being forced into closures that are much harder on already-struggling communities.

Many remote boards argued that keeping a school open is sometimes the only option. Closure may mean a one- or even two-hour bus ride, and they suggested formulas need to take into account not just distance but road quality and what options – if any – students have if they miss the bus.

A major concern around closures and consolidations was lack of alignment with ministry capital approvals. Boards pointed out that a key argument to parents for consolidating schools is poor condition of one or both buildings. It is hard, once parents accept this, to learn that the consolidation cannot proceed because no additional capital money is forthcoming. The board is left with parents upset about building conditions. Better coordination of board decisions and ministry funding would underline ministry support for consolidations.

Several boards were also concerned that because the guidelines for new school buildings do not address use by other partners, closing an older school has in some cases prevented existing educational partners from moving to the new building.

There was generally positive reception of the School Consolidation Experience studies that the ministry commissioned, but some participants said they would like to see more on lessons learned, pitfalls and challenges, and on the impacts on staff other than teachers and administrators. There was also interest in case studies of a wider range of consolidation types.

Ontario Regulation 444/98

Ontario Regulation 444/98 sets out the process and conditions for sale of a closed school property. Boards must offer any property first to a “preferred entity” such as another board or the local municipality. After 90 days if no preferred entity is interested in the property, it can be offered for public sale.

Boards felt there should be greater clarity as to what the preferred entities are and how they rank. It was also suggested expanding the list, to include First Nations and Métis communities and groups, who are often local educational partners. First Nations, Métis and Inuit participants strongly agreed.

Boards expressed a general preference for the current 90-day circulation period (or even a shorter one) instead of a longer one, because a board will typically grant its own extension if a preferred entity expresses interest.

Many boards noted that they have difficulty selling schools, and having to keep them in salable condition while closed involves extra costs, especially if they cannot find a tenant. Many boards asked that the ministry work with potential buyers to reduce the waiting time.

In more active markets, boards were very concerned about the selling price because the proceeds help pay for repairs and renewals to other school buildings. They suggested a mechanism to bridge the gap between an offer placed by a preferred entity and the fair market value of a building, if the latter is higher. Some boards said they would like to be able to expand the use of sale proceeds to pay for enhancements to new builds or retrofits.

A concern of boards in growth areas was that they use portable classrooms for flexibility, but funding does not recognize their higher heating and cooling costs.

Facility condition

Some boards pointed out that funding appears to reward boards that have not invested properly in maintaining their facilities, while penalizing those that have. They felt that an accountability mechanism that intersected with facility condition information would be useful.

Boards also argued that they need more flexibility in using their capital funds. They felt that changes to rules have made it harder to undertake small maintenance upgrades. Grouping them for renewal funding creates considerable work and approvals take a long time.

Some boards expressed support for tying a facility's utilization rate to condition information, while other boards had little interest in this. In particular, remote and rural schools are often in poor condition and underutilized, but must stay open because there are no reasonable alternatives. These schools would lose funding. On the other hand, boards noted that underutilized schools can sometimes attract more students by upgrading or renovating the space.

Community hubs

There was widespread agreement that community hubs are a good – even great – concept that can be valuable for students and the school system as a whole. They could bring together important strands of the larger learning context, including child care, student well-being and the Special Needs Strategy. Hubs could reinforce parents' belief that a school is a community asset that should support their child's progress through the entire year.

Participants noted several obstacles, however:

- There is no clear or legal definition of “community hub”.
- Where a school is underused, a hub will not necessarily save it. The student population might still be too low for effective learning, or – especially in a remote area – there may not be enough partners.
- Partners do not understand that boards cannot afford to provide space free or at rates below their costs.
- Creating hubs/partnerships takes a long time. Once up and running, hubs can come to dominate the day-to-day responsibilities of administrators and, especially, principals.
- Providing space for other parties can be costly and complicated. There are numerous facility-related issues, including liability, health and safety, access control, parking and maintenance.
- While community hubs could provide service in French as part of an overall vision for the francophone community, there are not enough qualified French-speaking people in every part of the province to offer the required services.

Participants offered several suggestions for ensuring hubs that support learning and do not penalize boards financially:

- The province needs to communicate more clearly the purpose and direction of hubs, stressing that not every empty space can be a hub, and to move more decisively to foster hubs before more schools that could house them are closed. Guidelines for each step of the process are needed, especially to support the creation of appropriate partnerships.
- All levels of government should coordinate their efforts to provide integrated services through hubs. Some boards found dealing with municipalities especially time-consuming.

- Educators and other school staff must be included in the broader discussion needed to define a hub and create a model.
- Community hubs need to be about meaningful partnerships to address the goals of Achieving Excellence, including student well-being and achievement. Boards should have the final say and should plan the schooling content before opening to partners.
- School boards must be compensated for the extra costs, and the burden of managing the building should not fall on principals. There should be a pricing structure for hub buildings, and funding for new buildings should address use by partners. Where partners are funded by other ministries or levels of government, those funders should cover the costs.
- Pre-approval of capital funding for new hub projects would underline the ministry's commitment and support.
- Partners need assurance that any capital investments they make in a hub will be part of a stable, long-term arrangement, with proper compensation if the building is sold at a future date.

Many participants stressed that to build parent support for partnerships and hubs, student safety needs to be paramount.

EXPANDED ACCOUNTABILITY MEASURES

Education Programs – Other

Educational Programs – Other, referred to as EPOs, is funding provided outside the GSN. EPOs are generally provided for programs with specific goals that might be of limited duration. Because of EPOs' different funding arrangements and goals, they come with their own accountability and reporting mechanisms. In 2014-15, the ministry initiated the EPO Transformation Project to simplify the reporting processes and requirements. Some changes have been made, and work continues on the transformation.

School boards generally felt that the mechanisms for EPOs, especially for small dollar amounts, were onerous. They suggested that:

- A clear, succinct master transfer payment agreement for the funds would be welcome.
- EPOs that have been in place for several years (like library staffing, Parent and Community Engagement Partnerships) should be moved into the GSN.
- Remaining EPO grants should be bundled by purpose, based on the aims of Achieving Excellence and/or the board's own strategic plan, and boards should have flexibility to use them to align with local needs.

Other participants proposed keeping many of the existing accountability requirements.

Both in-year timing of EPOs and longer-term planning were concerns for boards. They suggested that:

- There should be one announcement of all EPOs as early as possible in the year and a single reporting deadline of August 31 to eliminate multiple planning/reporting cycles.
- Where possible, the ministry should indicate whether an EPO is likely to be multi-year to help manage human resource needs.

On reporting, boards' suggested:

- The curriculum team and board administration need to connect to better understand EPO grants. Accounting/reporting should come from board finance to ensure accuracy.

Boards said they would also welcome ministry reporting on whether EPOs are achieving the desired outcomes, and best practices in using EPO grants based on other boards' achievements.

School Board Resource Sustainability Index

Participants were asked for their views on the value of a School Board Resource Sustainability Index (SBRSI) based on a common set of indicators. These might include measures of financial, capital and human resources that are not now reported. The ministry asked for suggestions on appropriate measures and how they might be used.

Some participants identified the need to encourage new strategies to better align board and ministry priorities, and felt the index might be helpful. Concerns were noted, however:

- Boards were worried that the index might add to an already heavy burden of reporting and accountability frameworks, and felt the index should come with a commitment to reduce the administrative workload.
- Many felt that the purpose was not clear – was it to build public confidence, help boards perform better, attract enrolment, or some combination of these aims?
- Boards urged that academic indicators be incorporated to inform the index with a larger strategic vision for students.
- Boards questioned how the information, especially financial indicators, could be made relevant and easily understood. Plain language and a one-page summary were suggested.
- Some felt that trying to meet benchmarks might stifle innovation.

Suggestions for possible metrics and/or indices included:

- Create a value-for-money index, not just financial measures.
- On human resources, report on staff surveys on wellness, psychological health and safety, and/or to existing third-party workplace reports in these areas. Tie this to boards' succession planning and absence management tools.
- The well-being of students, especially in specific education priority groups and funding for these groups. Some of this discussion might be narrative instead of metrics.

- The 10 factors of student success, suspension rates, credit accumulation, EQAO results and questionnaires.
- Green architecture and other green initiatives. Other building-related metrics might include utilization rates and community use.
- Use government or other data to describe the economic health of the local community/region.
- Track students' higher education and career outcomes.

Some boards suggested that they should be able to select individual measures from the index to create a customized report.

There was considerable discussion about how the index should be used and shared. The range of viewpoints included:

- Share results among boards, especially on a peer-group basis; produce a provincial public report on trends, strengths, weaknesses and actions to address weaknesses.
- Report to communities in lieu of some reporting to the ministry. Frame it from the perspective of the taxpayer, not in terms of what boards are doing incorrectly.
- Educate parents about existing research and activities to provide context.
- Use an independent third party to ensure better efficiency/compliance.
- Develop centralized reports on some key measures to save ministry and boards from mining data.

To develop the index, a focus group that includes school boards was suggested, as was a modelling exercise to test the concept and share it within the educational community before considering public release.

EQUITY IN EDUCATION

A central goal of *Achieving Excellence* is equity in education. The following grants support this goal:

- I. Special Education Grant
- II. First Nations, Métis and Inuit Education Supplement
- III. Language Grants
- IV. Students at Risk (Learning Opportunities Grant and Safe and Accepting Schools Supplement)

Together, these grants comprise support for specific education priorities.

Other measures of need

To be effective and efficient, funding needs to be allocated on the basis of need and formulas should use current, accurate information. Because of concerns about the reliability and accuracy of data from the 2011 National Household Survey, which replaced the mandatory long-form census last collected in 2006, participants were asked to suggest alternatives. (In the course of the sessions, the federal government announced it would reinstate the long-form census; despite this, new data is not likely to be available until 2018, and in any event the ministry is interested in valid alternatives or supplements to the census.)

Most of the suggestions related to individual grants, and so are set out in the sections that follow. Participants noted, however, that certain risk factors and/or social determinates of health, like the use of social programs and food banks, incidence of teenage pregnancy, childhood obesity and food insecurity, might be useful in general.

Participants stressed that in contemplating any change, the ministry needed to be mindful of the need for continuity and time for boards to adjust their long-term plans.

SPECIAL EDUCATION GRANT

This grant provides additional funding to boards for students with special education needs. It helps support the incremental costs of programs, services and/or equipment those students require. The six allocations within the Special Education Grant are described in the 2016-17 Education Funding: A Guide to the Special Education Grant, which is available on the ministry's [website](#).

In addition to the Pupil Foundation Grant and other Grants for Student Needs funding, the ministry allocates funding for students with special education needs through the Special Education Grant. School boards have the ability to use other allocations of the Grants for Student Needs to support students with special education needs.

Special Education Grant funding is “enveloped.” Boards may use the Special Education Grant only for special education, and must defer any unspent funding to use for special education in a future school year.

General discussion

Many participants noted increasing pressure on special education supports. Roughly one in six students in Ontario now receive special education programs and services.

It was noted that more children appear to be entering kindergarten with special education needs, which are often very complex. Boards were concerned about the ability to support these students and their families. As the number of students with very high needs goes up, it was noted that fewer resources are available to help those with relatively minor needs. As well, safety of school staff and other students is an increasing concern.

Boards suggested increased teacher training and professional development in particular, because students with very complex needs can affect the learning environment for the whole class. Other participants noted that educational assistants, who often interact closely with these students, would also benefit from professional development.

Mental health issues were a special concern. It was noted that there is a fine line between education and treatment, and this is becoming increasingly blurred within the school system. A related point is that social services are voluntary whereas education is compulsory, so the school may have to provide services by default.

The feeling was that the Ministry of Education needed to work with other relevant ministries to ensure provincial funding is spent effectively and efficiently.

Another area that boards grappled with was a model of inclusion/integration for students with special education needs (seen as more desirable, but requiring more space,

training and supports) versus separation. Different boards take different approaches, but the funding model does not reflect this reality.

It was noted that this issue is part of a bigger conversation that the ministry and its partners need to engage in about what works best for students with special education needs.

Adding to boards' concerns, they reported an increase in legal challenges that have resulted in higher staff and legal costs. Some of the capital costs related to special education space needs that are not funded were noted earlier. Other costs include installing ramps, repainting to avoid trigger colours, and providing similar building accommodations.

On accountability, one participant said that educational assistants funded through the special education envelope spend considerable time supervising the general student population, instead of working with students with special education needs.

The incremental nature of funding

Most board officials said they understood that the funding was incremental, but that it was a difficult message. References to “topping up” special education funding or being “over budget” create a perception that funds were coming from money that should have gone to other students.

Some, however, felt that identifying the grant as “incremental” created a silo mentality, and that a more integrated model for all learners is better. A few noted that the discussion was not relevant to parents whose focus was on the services provided to their children, not how they were funded.

Numerous participants asked for a guide similar to The Guide to the Grants for Student Needs that would explain special education funding.

Achieving greater effectiveness and efficiency

Participants had several suggestions for improving the impact of existing funding:

- Integrate and connect service providers/agencies, the school/teacher and parents to share information about the student. Support this by developing a list of local resources.
- Make pooled services available by region.

- Especially in more remote areas, supplement face-to-face meetings with on-line video training for parents.
- Provide on-line training for teachers.
- Develop and provide on-line therapy for students in remote areas with specific needs, for example speech or language issues.

Some suggestions related more to policy issues:

- Because students with autism spectrum disorder have difficulty with transitions, it was suggested that boards and the ministry explore ways of allowing them stay in their classes over the summer.
- Many students with mental health problems want to attend secondary school full-time, but sometimes need to take time off. If they exceed a 15-day limit on absence in their individual classes, they have to drop courses which means going part-time or not at all. Allowing these students to “take a pause” without losing their full-time status would be helpful.
- The Special Education per Pupil Amount allocation is based on enrolment of all students. Many boards felt that this might not be the best approach, because special education needs are generally growing faster than total enrolment.

High Needs Amount

The “High Needs Amount” is moving to a model that attempts to recognize the differences among school boards in their population of students with special education needs and school boards’ ability to support these needs. This is done through calculations that predict the likelihood of a student of a board having special education needs, information about these students, and other factors that impact the board’s ability to respond to those needs. Given this change, most participants who expressed a view agreed with the ministry that the name “High Needs Amount” should change to be more in line with the model and its purpose. On the issue of the change in the allocation method, many smaller boards said they appreciated greater reliance on reliable, provincially consistent data.

There was also a tension noted between measures in the formula that help boards with below-average performance and measures that recognize the boards that provide more support to students at the time of testing.

Measures of need for the High Needs amount

Participants' suggestions on data that might improve the allocation of this funding included:

- A school's utilization factor and the extra administrative needs.
- Data on families living in poverty and on property values (although some felt the latter might be skewed).
- The Trillium system, which contains live data from school boards.
- Information on greater concentrations of need outside major centres, where housing for group homes is less expensive and/or there are pockets of rural poverty.
- Health and safety reports on violent incidents involving students with special education needs, if these could be prepared on a consistent basis across boards.
- Reports on students on alternative curricula, with the caveats that these would need to be defined consistently and that remote boards may not have enough students to support an alternative curriculum.
- Number of tuition agreements with First Nations.
- Health data on parameters that correlate with higher special education needs, for example suicide incidents, low birth weights and mother's age. Northern boards, however, urged caution in using diagnoses where there is low or no access to diagnostic resources.
- Board's ability to access other community resources that might support students with special education needs.
- Information on the population served by the Ministry of Children and Youth Services and/or Children's Aid.

Participants also felt that the statistical prediction component, which uses data from the 2006 census, needed to be updated. In addition, the data comes from postal codes, which those in rural areas felt can be skewed because of low population. They noted that in those areas, funding based on the distance from major cities and between a board's schools becomes more important

Special Equipment Amount

Boards said it would be useful to have more detailed information and research on what is the best equipment to purchase and its longevity. In addition, some identified some significant reporting requirements on the technology component of this allocation.

Special Incidence Portion

Because this funding is claims-based, there was some concern about variation between boards in their ability to prepare and submit claims. Some wondered whether a formula could be developed. Others recommended against this, since funding is supposed to be based on actual costs. Because the claims process is time-consuming, it was suggested that a three-year cycle could replace the existing annual one.

Facilities Amount

This funding covers the costs of education programs for school-age students provided by school boards in settings outside their own classrooms, under agreement with an outside facility, institution or agency.

Boards suggested the funding could be used more efficiently and effectively through collaboration with coterminous boards and/or social service agencies. They would also like more flexibility to try new approaches. They also noted that they are being asked to cover costs, for example transportation, that existing funding does not cover.

While the processes associated with the funding are complex, boards were split on whether the agency or facility should receive the funding directly or boards should retain control.

FIRST NATIONS, MÉTIS AND INUIT EDUCATION SUPPLEMENT

The First Nations, Métis and Inuit Education Supplement was introduced in 2007-08 to support Aboriginal learning programs. The ministry also supports First Nations, Métis and Inuit student achievement and well-being through EPOs.

Under the [Education Act](#), a school board may enter into a tuition agreement with the government of Canada or a First Nation for students who normally live on a reserve. The ministry is not a party to tuition agreements, and a board's tuition agreement students are not counted in its average daily enrolment for funding purposes.

General discussion

First Nations, Métis and Inuit participants expressed an overarching concern, which is a hope to see the findings and recommendations of the recent Truth and Reconciliation Commission reflected in Ontario's schools. (The commission examined the legacy on First Nations students, families and communities of the abuses that took place in residential schools.) Participants in the funding discussions hoped that the impacts would include both curriculum and broader changes.

Other measures of need

Two major sources of data on the number of First Nations, Métis and Inuit students in a board are the federal census and students' own self-identification.

While self-identification continues to increase, census data provides higher numbers of First Nations, Métis and Inuit students in most areas. Several boards, however, said that First Nations, Métis and Inuit communities in their regions do not take part in the census, so self-identification would be more accurate as a basis for funding. It is also updated annually.

Conversely, other boards identified low rates of self-identification as a problem. They said that not all students want to self-identify because, for example, they are wary of how data is used and whether it carries over from one level of education to the next.

First Nations, Métis and Inuit participants echoed that wariness, and expressed concerns about how self-identification, if not kept strictly confidential, might lead to labelling and/or bullying. They suggested that boards need to revisit their processes and build awareness so that families have a better understanding of the value of self-identification. Some felt First Nations, Métis and Inuit leaders should be driving the process with school boards and reaching out to their own people. Other suggestions were that First Nations, Métis and Inuit community organizations might be a better source of information than either the census or self-identification.

Accountability

Many boards supported enveloping the First Nations, Métis and Inuit Education Supplement to ensure its use for the support of First Nations, Métis and Inuit learning programs. Some boards, in fact, reported that they already envelope internally and in some regions routinely exceed their envelope.

Numerous participants saw accountability as being broader than simply enveloping. They felt it should also include accountability to First Nations, Métis and Inuit communities. While this accountability should exist for all education funding that supports aboriginal students, First Nations, Métis and Inuit participants felt it was especially important for services provided through tuition agreements. Without this accountability, it would be difficult to close the gaps that their students face.

Many participants were interested in ensuring funding was used in line with clearly defined expectations, such as student achievement and broader cultural awareness, with outcomes tracked and reported. This approach, they felt, could and should drive greater collaboration.

As to interaction between First Nations, Métis and Inuit populations and boards, many boards commented that the ministry needs to recognize the time needed to build trust. Among First Nations, Métis and Inuit participants, some boards were felt to be more open and responsive than others to their input and involvement, and more transparent about how funding was spent.

Achieving greater effectiveness and efficiency

First Nations, Métis and Inuit participants had strong views as to how funding could be used more effectively. Among other proposals, some suggested that First Nations, Métis and Inuit history and culture could be more fully integrated into the curriculum generally, not limited to Native studies and language courses. As enrolment in language courses grows and more non-Aboriginal students enrol, one participant suggested, they could be funded like other language courses and supplement funding used for other support. (It was noted, however, that no Inuit language courses are currently offered.) First Nations, Métis and Inuit participants were also interested in being involved in the development of programs and training of teachers.

Participants were asked whether funding should be provided for a dedicated position for First Nations, Métis and Inuit programming and services. While several boards and First Nations, Métis and Inuit participants agreed, and some boards have already created such positions, others expressed general concern about the concept of enveloping in that it reduces budget and operational flexibility. It was noted that having a person responsible for First Nations, Métis and Inuit programming and services at a board

could be an important source of accountability in explaining how board resources (including provincial funding and tuition fees) were allocated

Staffing needs in general were a challenge. Boards reported difficulties in finding qualified staff to whom First Nations, Métis and Inuit students can relate. As well, First Nations, Métis and Inuit support workers are crucial in creating the right culture for student engagement.

Boards reported finding it difficult to forecast demand for programs, in part because more non-Aboriginal students are interested. As in other areas, participants felt that a longer-term (for example, three-year) policy and funding framework would help boards in their planning.

Tuition agreements

Several participants expressed the view that it is crucial for the ministry and federal government to update the federal funding model for First Nations tuition. Issues include different year-ends for tuition agreements and provincial grants; differing tuition amounts in similar agreements, which causes distrust; a negotiation process that is seen as top-down; and lack of funding for summer courses, transportation, and other needs.

For their part, boards expressed concerns about negotiating different agreements with multiple First Nations, Métis and Inuit communities. First Nations, Métis and Inuit participants felt fees were not transparent despite the board's efforts to explain them. Boards would like a unified approach to make funding more understandable and agreements easier to create.

The funding arrangements for tuition agreement students with special education needs are complex and, in the view of many boards, do not generate the required funding. This is in part because students under tuition agreements are not included in enrolment, which drives some special education funding.

Sharing data between boards and First Nations, Métis and Inuit to better understand student needs and gaps is important both to build relationships and improve outcomes. In particular, in such areas as attendance, sharing information is crucial to building strategies that ensure First Nations, Métis and Inuit students are engaged.

One suggestion was that tuition agreements should allow for sharing data. One board has a memorandum of understanding in tuition agreements around both data sharing and accountability. Its First Nations partner, as its agent, has access to Trillium data through a privacy agreement.

Another suggestion was that the ministry should standardize the platform for sharing data, as was done for e-learning, while taking into account concerns about third-party access.

Participants felt that any changes to tuition fees or arrangements need to be fully discussed with First Nations, Métis and Inuit partners and phased in if there are financial impacts.

LANGUAGE GRANTS

The Language Grant is made up of five allocations, two for English-language boards and three for French-language boards. Boards from both language groups stressed the need to review allocations regularly to ensure their value in achieving the goals intended.

Other measures of need

Participants wondered why so much of the language allocations were based on proxies (such as census data) as opposed to actual need. They suggested that self-identification should be part of determining funding for the language allocations. Other ways of determining need might include early-years assessments and other information that boards already have, although smaller boards may not have the resources to collect as much data.

Some boards noted problems in collecting data on country of birth, which helps determine English as a Second Language/English Literacy Development (ESL/ELD) funding, and wondered if the ministry could help with training school staff.

As in other areas, participants said that any changes in the funding formulas needed to be clear, easy to understand and communicated well in advance.

French-language school boards

French language boards had concerns about being able to provide sufficient service to their community, especially within a reasonable distance, given their smaller number of schools.

It was suggested that French rights-holders not be allowed to register for French immersion but instead redirected to a French-language school. Some suggested that the French-language education system should run any immersion schools that teach in French for more than 150 minutes a day.

They also noted a lack of funding for French language boards for the equivalent of French as a Second Language. Their students start learning English in Grade 4; at that point, they said, some students do not know any English and require additional help.

The boards noted that fewer French-speaking teachers or staff are available in parts of the province and it is expensive to recruit them from elsewhere.

English-language school boards

Support for English language learners

Many boards reported spending more than allocated for English as a Second Language and English Literacy Development, which fund students, whether born within or outside Canada, who need help becoming proficient in English.

In some areas, boards said, an increasing share of English-language learners are Canadian-born, not recent immigrants. This is the case in parts of Toronto, for the children of immigrants; in the London area, for students from Mennonite communities; and in the north, for First Nations students. They noted that these groups do not qualify for the same funding under the Recent Immigrant Component of the ESL/ELD allocation. At least one board noted that it appeared as hard for Canadian-born English-language learners to achieve proficiency in English than foreign-born students.

There was a sense that the current four years of funding are not enough time for every student to gain proficiency in English.

French as a second language

There is a growing consensus among boards that parents see their children as having a right to become bilingual and some regard it as a way out of poverty. With this increased interest, they looked to the ministry to work with boards and other stakeholders on a vision for French language learning.

On a day-to-day level, they noted that the increased interest is making it difficult to find qualified teachers and the other staff needed when French immersion starts in earlier years. Boards noted that core French programming for grades 1-3 is not funded, even though it is being provided to meet demand. The cost and availability of French-language materials and digital resources were also concerns.

In some areas, boards said they were not offering French immersion because they couldn't keep up with the demand for core French. Another concern was the ability of French-language boards to allow registration by committee, which made it hard for their French immersion programs to compete.

Boards are also seeing higher transportation costs related to French-language. Not all boards agreed that providing transportation, as well as the program itself, is an equity issue.

At the secondary level, some boards were reporting problems offering French immersion programming because of low enrolment, and wondered if e-learning might be an alternative.

Accountability

Boards appreciated the flexibility in the allocation for using funding for students who might not otherwise generate it under the formula. Some boards also liked having the opportunity to use a portion of funding for a designated person to be a champion for language initiatives, including French as a second language.

There was no support for more enveloping or increased reporting. Boards maintained that local flexibility is important to keep programming in certain schools. They felt enveloping reinforced a “silo approach” to individual students’ needs, while schools had to address such needs holistically.

On the balance between support for students born outside Canada versus those born here, boards did not want to create competition for funds between the two groups.

STUDENTS AT RISK

The Learning Opportunities Grant (LOG) and the Safe and Accepting Schools Supplement support students at risk.

Other measures of need

LOG includes several components, each based on a number of measures, including demographic data. These are outlined in detail in the Guide to the Grants for Student Needs 2016-17.

Participants were open to the idea of revisiting the demographic component of LOG through a technical advisory group. As with other potential changes to formulas, however, they warned that boards need time to adjust. As well, formulas should not create perverse incentives that punish schools whose students do better than expected.

Participants suggested additional types of data that might help identify need:

- Tax-filer data;
- Local health and mental health information, for example on birth rates, teenage pregnancies, drug use, addiction, student and/or parent mental health, and access to urgent care;
- Children's Aid Society referrals, United Way information and data used by police to determine where more resources are needed;
- Social risk indicators from the Early Development Instrument;
- The social index compiled by the polling firm Environics;
- Data from the High Needs Amount prediction model;
- Availability of external service providers;
- Unemployment and employment volatility; and
- Housing prices.

Some of these measures are already being used by larger urban boards for internal allocation purposes.

On the use of tax-filer and other income-related data, participants were split as to whether poverty necessarily linked to low achievement. There were also concerns that

tax-filer reporting among households in the target group might be lower than in the population as a whole.

In the north, boards felt higher incomes might not mean lower risk, as many households had high incomes linked to resource-based jobs despite low education. Parental education might be more appropriate, if it correlated to risk. (A concern of northern boards was that this historic pattern led to an undervaluing of education.)

The existing funding formula for students at risk has a 25 per cent weighting for recent immigrants. There were concerns that those students, while they may need language resources, are actually highly motivated to perform well. Conversely, northern boards have less immigration but many First Nations, Métis and Inuit students, who don't factor into the calculation even though they are often high-risk.

Another high-need group that participants said is not picked up is students not living with their families. The school typically gets the student access to clothing, food, mental health help and supports so they can continue their education. This involves staff time and resources that aren't funded, but tracking the number of students might be difficult.

Accountability

Boards reported general satisfaction with the bundling of several items in the LOG, because it supported a balance between helping targeted groups and keeping some flexibility.

Some participants pointed out that it's important to focus first on the issue the ministry is trying to address with funding for students at risk, because each board has different priorities. One participant suggested looking at boards that have low/no funding for students at risk to see how they address priorities. Given fiscal constraints, the ministry may need to re-examine priorities and the school system may need to consider whether it should continue trying to do everything it's currently doing.

While some students at risk often struggle with other issues, including special education needs, not all do, so participants recognized a need to keep the two types of funding separate.

Some participants said that accountability should lie at the local governance level, suggesting that high-risk boards need more flexibility, not less.

A specific concern was the component of funding for students at risk for urban high-risk schools. Boards wondered if it was going to be permanent, as this would have an impact on staffing.

CONCLUSION

As in previous conversations, the ministry valued the expertise, good will and spirit of innovation that participants demonstrated, especially in discussing equity priorities as the special focus for 2016-17.

As the education sector works to reach important goals for student achievement, the contributions of all partners around the discussion tables served as a reminder of the trust and teamwork needed to ensure Ontario continues to benefit from an outstanding education system.

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Ministry of Education

School Board Funding Projections for the 2016-17 School Year

Education Funding

Spring 2016

Une publication équivalente est disponible en français sous le titre suivant : Financement de l'éducation : Projections des subventions destinées aux conseils scolaires pour l'année scolaire 2016-2017, printemps 2016, sur le [site Web](#) du ministère de l'Éducation.

ISBN : (PDF)

School Board Funding Projections for the 2016-17 School Year

The following tables contain projected board-by-board allocations of the Grants for Student Needs (GSN) including other related information for the 2016-17 school year. The funding projections have been prepared by the Ministry of Education and are based on enrolment and other data provided by school boards. The tables also contain board-by-board allocations from prior years.*

These projections include the impact of enrolment change, new investments, savings measures, and structural refinements on GSN funding levels for the 2016-17 school year. The actual revenue that a school board receives through the GSN over the course of the school year may change as in-year information on enrolment and other factors become available. In addition, some individual grants may not be comparable year over year due to grant realignments, changes in grant structure, the introduction of new grants and allocations, as well as changes in accounting practices. The data in the tables from prior years is drawn from the most recent financial information submitted to the Ministry by school boards.

It should be noted that, in 2014-15, there was a significant increase in total funding. This increase was largely due to the movement and integration of funding for Ontario's Full-Day Kindergarten (FDK) program from Education Programs – Other (EPO) into the GSN.

Grants for Operating and Other Purposes

This section shows the grant allocations for operating and other purposes for each board listed by grant and allocation, as well funding for selected capital funding costs and funding for School Authorities. Details on how operating grants are calculated are found in the Technical Paper, 2016–17, Spring 2016.

Average Daily Enrolment

The measure of enrolment used for funding purposes is the Average Daily Enrolment (ADE) of pupils. Boards report the full-time equivalent of students enrolled at each school as of October 31 and March 31, which are the two count dates in the school board fiscal year. The calculation of ADE is based on an average of full-time equivalent students reported on the two count dates.

* This document includes data beginning in 2002–03. Data from 1998–99 through 2001–02 is available on the Ministry of Education's website.

Average Utilization of School Facilities

School utilization measures the extent to which a school is operating at full capacity. The average school utilization data provided for each board is based on 2015-16 data, as provided by school boards. For the purposes of this section, a “school facility” is defined as an open and operating elementary or secondary school facility that has an ADE greater than zero.

Capital Programs

The Capital Programs table shows the Government funding commitments for the following capital programs:

- New Pupil Places and Other Capital Programs, which includes Primary Class Size Reduction Capital, Prohibitive to Repair, Growth Schools, French-Language Capital Transitional, Green Schools Pilot, Capital Priorities, and 2010–11 Temporary Accommodation;
- Full-Day Kindergarten, which supports the accommodation needs of the FDK program;
- Good Places to Learn Renewal; and
- New Capital Funding beginning in 2011–12, including allocations for Temporary Accommodation, School Condition Improvement, major Capital Priorities projects, and the Retrofitting of School Space for Child Care.

These tables reflect changes in capital funding approach that were introduced in 2010–11. Previously, capital funding was allocated to boards to support the principal and interest costs of boards' cumulative capital expenditures. Funding is now recognized based on capital program expenditures. To reflect this change, the table, titled Expenditures from 2002–03 to 2015–16, shows the expenditures made by boards each year (as opposed to the annual funding provided for long-term capital financing). This table also shows the remaining capital funding available to boards under existing programs.

Projected School Board Funding for the 2016-17 School Year
(73) Provincial Totals

Grants for Operating and Other Purposes ¹		2002-03 Actuals	2003-04 Actuals	2004-05 Actuals	2005-06 Actuals	2006-07 Actuals	2007-08 Actuals	2008-09 Actuals	2009-10 Actuals	2010-11 Actuals	2011-12 Actuals	2012-13 Actuals	2013-14 Actuals	2014-15 Actuals	2015-16 Revised Estimates	2016-17 Projections
1.	Pupil Foundation Grant	8,075,061,286	8,164,747,394	8,411,386,751	8,856,954,477	8,324,100,385	8,722,112,959	9,058,127,594	9,253,961,913	9,533,573,718	9,810,602,145	9,772,503,430	9,556,199,172	10,486,522,040	10,405,660,427	10,546,639,441
2.	School Foundation Grant					1,122,132,244	1,211,243,561	1,276,917,472	1,321,596,390	1,357,128,147	1,394,686,259	1,385,684,124	1,371,013,115	1,418,161,430	1,417,468,837	1,442,372,410
3.	Special Education Grant	1,624,805,781	1,836,999,359	1,853,789,176	1,968,483,409	2,003,504,920	2,098,595,740	2,176,709,590	2,248,243,417	2,318,167,473	2,511,041,923	2,496,118,477	2,483,308,568	2,700,369,557	2,718,878,145	2,762,032,193
4.	Language Grant	444,048,784	456,847,749	530,870,197	551,723,099	565,349,974	577,410,913	597,045,247	608,191,421	629,444,558	649,681,421	643,832,010	641,842,377	653,249,253	656,052,671	676,993,619
5.	First Nations, Métis, and Inuit Education Supplement						12,072,115	21,581,790	28,604,891	42,959,636	39,158,029	40,614,791	42,261,105	47,035,377	51,395,647	63,973,915
6.	Geographic Circumstances Grant	189,567,139	234,951,705	268,788,189	274,877,880	165,236,917	186,546,530	189,920,094	195,122,818	194,265,621	192,756,854	183,296,414	180,641,622	201,325,263	195,372,172	190,608,600
7.	Learning Opportunities Grant	297,506,775	441,691,985	514,183,563	523,695,723	391,539,143	404,953,606	418,480,276	418,532,290	462,353,856	477,348,444	495,774,164	491,356,994	502,698,919	500,945,315	532,130,258
8.	Safe and Accepting Schools Supplement						43,530,045	44,312,402	44,844,330	46,085,657	45,948,395	45,511,753	47,131,368	46,868,702	47,210,535	
9.	Program Enhancement Grant						35,332,500	45,586,600	45,538,350	45,326,050	45,036,550					
10.	Continuing Education and Other Programs Grant	101,360,588	101,770,993	99,942,691	102,930,341	104,603,097	106,239,518	123,315,403	135,627,506	140,371,510	143,933,671	145,649,948	153,750,414	150,392,871	150,467,179	165,527,712
11.	Cost Adjustment and Teacher Qualifications and Experience Grant	594,772,008	628,853,515	659,347,722	625,117,769	711,443,643	806,118,385	949,391,613	1,083,786,735	1,271,516,648	1,415,926,033	1,381,810,234	1,450,202,347	1,684,754,564	2,013,758,827	1,966,566,367
12.	Student Transportation Grant	629,266,993	651,293,655	688,456,431	721,912,654	742,961,683	781,955,083	816,021,615	827,628,406	839,763,167	852,455,036	850,030,249	866,568,097	861,982,587	878,461,820	896,642,658
13.	Declining Enrolment Adjustment	38,169,459	109,352,779	88,595,314	123,963,177	68,437,839	67,055,692	70,460,454	59,451,450	59,663,626	60,262,568	62,179,997	72,882,355	66,510,239	45,737,550	31,108,895
14.	School Board Administration and Governance Grant	462,643,860	467,294,486	477,146,241	487,601,247	493,812,937	501,083,592	526,835,022	540,384,766	542,350,367	548,842,026	541,304,315	537,237,563	573,440,679	573,898,458	594,341,382
15.	School Operations Allocation	1,439,709,979	1,476,282,111	1,582,417,483	1,656,612,928	1,680,847,352	1,741,175,070	1,812,479,479	1,894,724,880	1,919,215,938	1,961,995,092	1,979,715,261	1,983,596,864	2,057,710,943	2,047,183,537	2,048,990,439
16.	School Renewal Allocation (excluding GPL)	266,848,483	293,308,313	324,140,189	307,282,963	305,129,754	305,828,141	244,999,610	306,795,489	303,063,792	299,562,403	324,597,843	323,228,031	329,199,679	324,322,617	320,005,622
17.	Interest Expense	255,072,199	263,426,541	290,680,212	311,144,266	347,299,596	383,858,485	404,476,696	432,250,885	451,626,012	441,968,271	442,805,209	447,662,603	439,769,301	427,526,732	417,688,556
18.	Non-Permanently Financed Capital Debt	22,612,653	92,007,953	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450
19.	OMERS ²	(83,774,355)	(27,843,993)							21,016,540						
20.	Unallocated and Other amounts ³											80,680,547	25,638,124		19,642,424	62,399,906
21.	School Authorities ⁴	41,312,326	43,358,410	46,075,492	44,672,968	49,229,221	49,323,217	50,638,209	26,631,021	28,230,578	28,097,103	29,096,901	29,490,825	29,741,489	31,612,123	33,357,515
TOTAL FUNDING EXCLUDING CAPITAL PROGRAMS BELOW		\$ 14,398,983,958	\$ 15,234,342,955	\$ 15,901,543,101	\$ 16,622,696,351	\$ 17,141,352,155	\$ 18,056,628,557	\$ 18,892,240,258	\$ 19,537,108,480	\$ 20,270,605,017	\$ 20,985,162,935	\$ 20,967,365,758	\$ 20,768,115,379	\$ 22,315,719,009	\$ 22,570,976,631	\$ 22,864,313,473

Average Daily Enrolment of Pupils of the Board	2002-03 Actuals	2003-04 Actuals	2004-05 Actuals	2005-06 Actuals	2006-07 Actuals	2007-08 Actuals	2008-09 Actuals	2009-10 Actuals	2010-11 Actuals	2011-12 Actuals	2012-13 Actuals	2013-14 Actuals	2014-15 Actuals	2015-16 Revised Estimates	2016-17 Projections
Elementary	1,323,942	1,316,404	1,300,674	1,286,401	1,264,051	1,248,001	1,230,694	1,218,511	1,213,881	1,213,880	1,214,567	1,219,574	1,356,214	1,354,338	1,358,814
Secondary	673,537	650,166	663,309	672,999	662,537	679,980	682,933	683,693	676,709	664,640	664,178	624,644	606,945	599,294	592,772
Total	1,997,479	1,966,570	1,963,983	1,959,400	1,944,030	1,930,934	1,913,231	1,902,203	1,890,589	1,878,520	1,863,745	1,844,218	1,963,159	1,953,633	1,951,586
School Authorities	2,096	2,052	2,031	1,895	1,792	1,762	1,683	1,082	1,096	1,086	1,089	1,084	1,143	1,170	1,170

CAPITAL PROGRAMS	EXPENDITURES FROM 2002-03 TO 2015-16															Projected Remaining as of Aug. 31, 2016	Capital Investment	
	2002-03 Actuals	2003-04 Actuals	2004-05 Actuals	2005-06 Actuals	2006-07 Actuals	2007-08 Actuals	2008-09 Actuals	2009-10 Actuals	2010-11 Actuals	2011-12 Actuals	2012-13 Actuals	2013-14 Actuals	2014-15 Actuals	2015-16 Revised Estimates	Allocated		Unallocated	
New Pupil Places and Other Capital Programs ⁵	670,801,830	906,652,673	916,814,830	842,093,375	901,138,173	761,557,635	880,429,756	796,844,320	650,126,797	542,462,643	334,935,940	154,162,600	78,110,071	63,819,430	281,941,645	8,731,388,060	5,740,399	
Full-Day Kindergarten								23,955,226	63,274,238	256,487,327	348,902,812	445,033,317	196,299,535	116,375,805	91,223,381	1,541,364,988		
Good Places to Learn Renewal (GPL)			169,872,990	518,069,872	473,081,353	333,133,414	307,408,682	231,882,043	167,960,341	105,773,241	14,549,645	-	658,818	-	10,279,381	2,315,176,235		
New Capital Funding ⁶								6,639,923	228,482,064	426,928,432	533,413,038	714,931,626	1,056,050,645	1,492,592,710	3,899,940,630	60,000,000		
Total	670,801,830	906,652,673	1,086,687,820	1,360,163,247	1,374,219,526	1,094,691,049	1,187,838,438	1,052,681,589	888,001,299	1,133,205,275	1,125,316,829	1,132,608,955	990,000,050	1,236,245,880		16,487,869,913	65,740,399	
Average Utilization of School Facilities, 2015-16 ⁷	Elementary Secondary																	
# of School Facilities	3,980 927																	
Enrolment	1,354,338 599,294																	
Capacity	1,580,091 762,362																	
Average Utilization	85.7% 78.6%																	

- Totals may not add due to rounding.
- Funding through these allocations from 2002-03 to 2005-06 is not always comparable to the succeeding years because of grant realignments and the introduction, elimination and consolidation of various grants.
 - OMERS (Ontario Municipal Employees Retirement System) reflects a funding recovery in 2002-03 and 2003-04 due to a pension contribution holiday. It also reflects a retroactive payment in 2010-11 to support a contribution increase effective January 2011. In subsequent years, funding for the contribution rate increase is being flowed to school boards through increases to benefits-related benchmarks.
 - For 2015-16 and 2016-17, includes funding for Syrian newcomers that has yet to be allocated to individual boards. For 2012-13 and 2013-14, funding agreed to through the Implementation Cost Estimate (ICE) Working Group which has been allocated by board.
 - In September 2009, twenty School Authorities were amalgamated with the local district school boards and the funding for these amalgamated boards is reflected in the grants lines of the receiving boards.
 - Other Capital Programs include: Primary Class Size, Prohibitive to Repair, Growth Schools, French-Language Capital Transitional Adjustment, Capital Priorities, Green Schools Pilot Initiative and 2010-11 Temporary Accommodation.
 - New Capital Funding includes: Capital Priorities Grant funding, Land Funding to Support Capital Priorities, the School Condition Improvement Allocation, Temporary Accommodation allocations (starting in 2011-12), the Retrofitting of School Space for Child care and the School Consolidation Capital.
 - Across 72 school boards, the lowest average utilization for a single board is 29% and the highest average utilization is 100%.

Projected School Board Funding for the 2016-17 School Year
(46) Halton Catholic DSB

Grants for Operating and Other Purposes¹		2002-03 Actuals	2003-04 Actuals	2004-05 Actuals	2005-06 Actuals	2006-07 Actuals	2007-08 Actuals	2008-09 Actuals	2009-10 Actuals	2010-11 Actuals	2011-12 Actuals	2012-13 Actuals	2013-14 Actuals	2014-15 Actuals	2015-16 Revised Estimates	2016-17 Projections
1.	Pupil Foundation Grant	98,327,916	102,863,750	110,683,461	119,461,506	114,108,831	121,392,269	129,020,199	135,044,658	140,615,929	147,659,304	150,274,385	150,713,027	169,077,248	172,588,011	176,001,445
2.	School Foundation Grant					13,299,029	14,845,063	15,993,247	16,966,809	17,609,671	18,471,401	18,741,068	19,171,961	20,716,109	21,013,023	21,193,956
3.	Special Education Grant	17,975,491	21,071,643	19,428,654	22,742,576	24,390,671	26,061,030	27,283,944	28,500,448	30,007,005	33,487,906	34,235,514	34,978,802	39,716,238	40,585,284	41,295,865
4.	Language Grant	3,364,913	3,646,469	3,959,465	4,187,923	4,528,912	4,596,516	4,933,371	5,018,906	5,370,890	6,012,500	6,189,702	6,453,129	6,361,233	6,141,144	6,269,852
5.	First Nations, Métis, and Inuit Education Supplement						31,249	47,322	92,453	296,353	211,609	228,471	153,034	193,949	200,605	320,788
6.	Geographic Circumstances Grant	-	39,051	39,051	44,051	-	-	-	-	-	-	-	-	-	-	-
7.	Learning Opportunities Grant	1,590,497	2,132,826	2,277,854	2,188,415	1,189,122	1,260,825	1,355,753	1,463,960	1,996,619	2,177,374	2,337,853	2,325,398	2,388,582	2,435,398	2,864,438
8.	Safe and Accepting Schools Supplement							406,302	424,574	437,609	463,041	472,395	478,556	516,426	526,100	536,236
9.	Program Enhancement Grant							352,500	463,200	472,850	482,500					
10.	Continuing Education and Other Programs Grant	1,060,255	1,066,322	1,127,824	1,313,868	1,337,146	1,414,566	1,634,796	1,875,655	1,731,937	1,791,414	1,905,074	2,166,661	2,237,815	2,212,633	2,255,620
11.	Cost Adjustment and Teacher Qualifications and Experience Grant	4,795,436	4,776,658	6,681,122	5,473,599	7,266,445	9,263,719	11,727,167	13,786,603	16,945,995	19,471,623	19,360,089	20,246,331	24,906,104	29,453,192	28,231,587
12.	Student Transportation Grant	4,453,738	4,686,824	4,778,795	5,125,902	5,267,434	5,474,198	5,712,615	5,899,632	5,936,554	6,127,259	6,099,616	6,723,386	6,771,491	6,689,842	6,872,806
13.	Declining Enrolment Adjustment															
14.	School Board Administration and Governance Grant	5,539,804	5,745,194	6,081,904	6,387,846	6,594,064	6,795,823	7,116,604	7,424,363	7,472,208	7,683,774	7,712,009	7,817,479	8,448,467	8,561,173	8,768,907
15.	School Operations Allocation	16,238,338	16,710,097	18,309,007	19,630,975	20,285,610	21,343,796	22,701,098	24,500,585	24,710,567	25,708,268	26,316,953	27,428,692	29,849,769	30,738,453	31,280,788
16.	School Renewal Allocation (excluding GPL)	2,563,649	2,693,625	2,935,816	2,919,067	2,946,509	2,995,741	2,446,777	3,159,640	3,105,916	3,118,292	3,402,023	3,489,239	3,729,899	3,778,361	3,773,735
17.	Interest Expense	11,935,986	11,719,526	11,182,391	10,350,975	9,995,265	11,088,772	11,441,595	12,435,878	11,507,935	10,062,695	10,031,068	9,773,530	10,109,389	9,505,993	9,049,199
18.	Non-Permanently Financed Capital Debt	15,792	66,321	47,375	47,375	47,375	47,375	47,375	47,375	47,375	47,375	47,375	47,375	47,375	47,375	47,375
19.	OMERS²	(789,754)	(289,429)							281,023						
20.	Unallocated and Other amounts³											80,265	330,766			
TOTAL FUNDING EXCLUDING CAPITAL PROGRAMS BELOW		\$ 167,072,061	\$ 176,928,876	\$ 187,532,719	\$ 199,874,079	\$ 211,256,413	\$ 226,963,442	\$ 242,331,365	\$ 257,114,389	\$ 268,546,436	\$ 282,976,334	\$ 287,433,860	\$ 292,297,367	\$ 325,070,094	\$ 334,476,585	\$ 338,762,595

Average Daily Enrolment of Pupils of the Board	2002-03 Actuals	2003-04 Actuals	2004-05 Actuals	2005-06 Actuals	2006-07 Actuals	2007-08 Actuals	2008-09 Actuals	2009-10 Actuals	2010-11 Actuals	2011-12 Actuals	2012-13 Actuals	2013-14 Actuals	2014-15 Actuals	2015-16 Revised Estimates	2016-17 Projections
Elementary	16,836	17,187	17,539	17,704	17,614	17,646	17,692	17,817	17,922	18,214	18,459	18,959	21,730	21,972	22,155
Secondary	7,533	7,644	8,230	8,795	9,109	9,312	9,520	9,779	9,809	9,690	10,007	9,923	9,905	10,333	10,468
Total	24,369	24,830	25,768	26,499	26,724	26,958	27,212	27,596	27,731	28,103	28,466	28,882	31,635	32,305	32,623

CAPITAL PROGRAMS	EXPENDITURES FROM 2002-03 TO 2015-16															Projected Remaining as of Aug. 31, 2016
	2002-03 Actuals	2003-04 Actuals	2004-05 Actuals	2005-06 Actuals	2006-07 Actuals	2007-08 Actuals	2008-09 Actuals	2009-10 Actuals	2010-11 Actuals	2011-12 Actuals	2012-13 Actuals	2013-14 Actuals	2014-15 Actuals	2015-16 Revised Estimates		
New Pupil Places and Other Capital Programs⁴	4,679,488	13,011,309	5,003,450	9,979,066	32,543,945	23,729,839	25,217,275	25,072,252	26,625,051	8,592,427	15,208,802	52,916	-	2,618	20,703,692	
Full-Day Kindergarten								170,708	3,269,766	1,931,149	1,948,474	6,953,656	1,081,135	3,302,500	3,099,800	
Good Places to Learn Renewal (GPL)			-	1,048,385	146,897	498	799,841	1,772,253	423,290	87,463	-	-	-	-	-	
New Capital Funding⁵										11,834,909	11,143,816	19,995,969	1,172,698	6,126,000	22,290,399	
Total	4,679,488	13,011,309	5,003,450	11,027,451	32,690,842	23,730,337	26,017,116	27,015,213	30,318,107	22,445,948	28,301,092	27,002,541	2,253,833	9,431,118		

Average Utilization of School Facilities, 2015-16⁶	Elementary	Secondary
# of School Facilities	45	10
Enrolment	21,972	10,333
Capacity	22,113	11,103
Average Utilization	99.4%	93.1%

Totals may not add due to rounding.

1. Funding through these allocations from 2002-03 to 2005-06 is not always comparable to the succeeding years because of grant realignments and the introduction, elimination and consolidation of various grants.

2. OMERS (Ontario Municipal Employees Retirement System) reflects a funding recovery in 2002-03 and 2003-04 due to a pension contribution holiday. It also reflects a retroactive payment in 2010-11 to support a contribution increase effective January 2011. In subsequent years, funding for the contribution rate increase is being flowed to school boards through increases to benefits-related benchmarks.

3. For 2015-16 and 2016-17, includes funding for Syrian newcomers that has yet to be allocated to individual boards. For 2012-13 and 2013-14, funding agreed to through the Implementation Cost Estimate (ICE) Working Group which has been allocated by board.

4. Other Capital Programs include: Primary Class Size, Prohibitive to Repair, Growth Schools, French-Language Capital Transitional Adjustment, Capital Priorities, Green Schools Pilot Initiative and 2010-11 Temporary Accommodation.

5. New Capital Funding includes: Capital Priorities Grant funding, Land Funding to Support Capital Priorities, the School Condition Improvement Allocation, Temporary Accommodation allocations (starting in 2011-12), the Retrofitting of School Space for Child care and the School Consolidation Capital.

6. Across 72 school boards, the lowest average utilization for a single board is 29% and the highest average utilization is 100%.

Halton Catholic District School Board
2016-17 Budget Estimates Schedule

Date	Completed	Item	Description of Activity
September 25th	✓	Ministry Memorandum 2015:SB27	District School Board Enrolment Projections for 2016-17 to 2019-20 memorandum issued
September 25th	✓	ADM Memorandum, September 25, 2015	Ministry invitation to Education Funding consultation sessions
October 30th	✓	Provincial Consultation (Regional Symposium)	Ministry consultation on 'Education Funding'
November 20th	✓	Ministry Memorandum 2015:SB27	District School Board Enrolment Projections for 2016-17 to 2019-20 submitted to the Ministry.
December 1st	✓	Budget Process - Provincial Consultation	Information Report to Board regarding 2016-17 GSN Consultation Sessions
February 1st	✓	Budget Estimates Schedule & Objectives	Discuss 2016-17 Budget Estimates Schedule & Objectives at Administrative Council
February 2nd	✓	Budget Estimates Schedule & Objectives	Present 2016-17 Budget Estimates Schedule & Objectives to the Board
February 12th	✓	Budget Process Memorandum	Distribute the 2016-17 Budget Process Memorandum to Superintendents, Administrators, Managers
February 12th	✓	Departmental Budget Reviews	Distribute Budget Input Package to Departments (by this date)
March 4th	✓	Departmental Budget Reviews	Receive Budget Submissions from Departments (by this date)
March 10th	✓	Trustee Budget Strategy Session	Trustee/Senior Staff Budget Strategy Session - 2016-17 Budget Challenges and Priorities
March 11th	✓	Departmental Budget Reviews	Complete Budget Review Meetings with Departments (by this date)
March 21st	✓	Budget Update	Budget Estimates Update (Administrative Council) / Approval of Program Enhancements
March 24th	✓	Ministry Memorandum 2016:B06	Release of Grant for Student Needs (GSN)
March 31st	✓	School Budgets	Development of School Budgets Based on Forecasted Enrolment
March 31st	✓	Salary and Benefits Budget	Salary and FTE staffing "snapshot" from HR/Payroll System (base for 2016-17 Budget)
April 4th	✓	Budget Update	Budget Estimates Update (Administrative Council) / Prioritization of New Initiatives
April 5th		Ministry Memorandum 2016:B06	Board Report - Release of Grant for Student Needs (GSN)
April 8th		Salary and Benefits Budget	Send FTE staffing reports to Superintendents for review and confirmation
April 8th		Salary and Benefits Budget	Complete Review of Benefits Budget (Financial Services and Human Resources)
April 15th		Release of EFIS 2.0 Forms	Release of EFIS 2.0 Forms and Instructions
April 18th		Budget Update	Budget Estimates Update (Administrative Council)
April 22nd		Salary and Benefits Budget	Receive FTE staffing confirmations
April 22nd		Budget Consultation	Budget Communication (Website / School Newsletters / Parish Bulletins)
April 29th		Salary and Benefits Budget	Complete Salary and Benefits Budget
May 2nd		Budget Update	Budget Estimates Update (Administrative Council)
May 3rd		Budget Update	Present the Board of Trustees with a Budget Update
May 16th		Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
May 17th		Budget Estimates Report (Draft)	Present Budget Estimates Draft Report to the Board (Update #1)
May 30th		Budget Consultation	Present Special Education Funding / Budget Challenges and Priorities - SEAC
May 30th		Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
June 7th		Budget Estimates Report (Draft)	Present Budget Estimates Draft Report to the Board (Update #2)
June 13th		Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
June 21st		Budget Estimates Report (Final)	Final Budget Estimates Report to the Board for Approval
June 22nd		Budget Estimates Report (Final)	Post Final Budget Report on Public Website
June 24th		Ministry Memorandum 2016:B06	Submission of Budget Estimates to the Ministry (EFIS)
June 30th		Budget Estimates Report (Final)	Submission of Budget Estimates to OCSTA (EFIS)

INFORMATION REPORT

ITEM 10.6

2016-17 BUDGET ESTIMATES UPDATE

PURPOSE:

To provide the Board with information on the 2016-17 Budget Estimates process.

BACKGROUND:

The following information regarding the Board's 2016-17 budget process was previously provided to Trustees:

1. Information Report 10.5 – April 5, 2016 Regular Board Meeting – Release of 2016-17 Grant for Student Needs.
2. Information Report 10.3 – March 10, 2016 Special Board Meeting – 2016-17 Budget Strategy Presentation.
3. Staff Report 9.2 – February 2, 2016 Regular Board Meeting – 2016-17 Budget Estimates Schedule, Objectives and Updates.
4. Information Report 11.4 – 2016-17 Grants for Student Needs (GSN) Ministry Consultation, presented at the December 1, 2015 Regular Board Meeting.

COMMENTS:

Staff continue to work on the 2016-17 Budget Estimates. In anticipation of the release of the Education Finance Information System (EFIS) forms, expected by mid/late April, staff are focusing on the compilation of costs. The main components of our budget include the following:

- Departmental (non-salary, non-benefit) budget, detailed in the next section.
- Salary budget, to be developed during April, based on the March 31, 2016 download of staffing complement from the Board's HR and Payroll system (iSYS Works).
- Benefits budget, to be developed during April-June, with input from the Ministry. In the past, this budget was developed in April and calculated as a percentage of salaries, based on past trends. Going forward, with the insured benefits cost for unionized employees moving to the Employee Life & Health Trust (ELHT) plans, the budget will be based on 2014-15 costs per full time equivalent (FTE) by employee group, plus a 4% increase for 2015-16 and plus a 4% increase for 2016-17 inflation costs. The insured benefits for non-union employees cannot be forecasted until the Orphaned benefit plan is finalized.

- Student Transportation preliminary budget is expected to be received from Halton Student Transportation Services (HSTS) in the next week, with the final budget to be approved by the HSTS Board of Directors on April 27, 2016. As with 2015-16, the budget for Transportation is expected to incorporate growth, but to be within the Student Transportation Allocation.
- School budgets are developed in April, once the March 31st enrolment numbers are available, and will include an increase for growth and for the new elementary school to be opened. Typically, these amount to approximately \$3.0 million per year.
- Corresponding costs for Education Program Other (EPOs) and other Federal grants are going to be included as funding is announced. These costs are not forecasted.

DEPARTMENTAL BUDGETS:

To date, all departmental (non-salary, non-benefit) budgets, outside of those costs funded through EPOs and other Federal grants have been compiled and reviewed with Senior Staff. The starting point was the 2015-16 Revised Estimates, with any required changes, due mainly to growth, updates to wireless infrastructure, increase in utilities, operating a new school and purchase of additional textbooks, as outlined in the program enhancements list below. The following table lists the departmental costs by Superintendent, and compares the 2016-17 Budget Estimates to 2015-16 Revised Estimates and 2014-15 actual costs.

2016-17 Proposed Budget Summary of All Departments					
	2014-15 Actuals	2015-16 Original Budget	2015-16 Revised Budget	2015-16 Expensed @Jan.31/16	2016-17 Proposed Budget
Director of Education - General	18,200	14,000	12,000	9,868	16,300
Director's Office/PIM/Legal/Strat Plan	235,773	177,950	159,202	73,830	161,100
Trustees Expenses (including OCSTA Membership)	150,042	186,500	186,500	117,662	186,400
21st Century Learning	12,591	230,000	130,000	1,355	130,000
Research & Development	36,517	47,500	48,750	29,290	40,350
Strategic Communications	49,208	82,150	76,150	25,977	76,150
Events Mgmt./Printing/Courier	27,589	185,090	225,090	80,285	188,090
Subtotal - Director's Office	529,919	923,190	837,692	338,267	798,390
Superintendent of Curriculum - Prkacin	15,441	12,000	10,000	2,689	10,000
Curriculum Services	1,999,158	2,216,700	1,988,162	522,463	2,509,545
School Improvement Plan (SIP)	79,651	101,000	101,000	44,777	101,000
Equity & Inclusive Education (incl. Prof. Develop.)	338,049	430,000	430,000	191,228	430,000
Subtotal - Prkacin	2,432,299	2,759,700	2,529,162	761,157	3,050,545
Superintendent of Student Success - McGillicuddy	15,441	12,000	10,000	5,703	10,000
Student Success - other	201,266	211,600	211,600	93,636	211,600
ALC(Thomas Merton incl. school contingency)	642,213	672,650	709,048	415,154	676,650
Subtotal - McGillicuddy	858,920	896,250	930,648	514,493	898,250
Superintendent of Education - Overholt	3,914	12,000	10,000	3,600	10,000
Concussion Protocol / Health / Head Lice Screening	47,144	26,000	26,000	17,066	25,000
School Contingency-Overholt	-	-	52,976	-	60,000
Subtotal - Overholt	51,058	38,000	88,976	20,666	95,000

	2014-15 Actuals	2015-16 Original Budget	2015-16 Revised Budget	2015-16 Expensed @Jan.31/16	2016-17 Proposed Budget
Superintendent of Education - Cipriano	7,703	12,000	10,000	5,133	10,000
International Students Program	23,207	40,000	40,000	38,850	50,000
School Contingency-Cipriano	-	-	57,111	-	60,000
Subtotal - Cipriano	30,910	52,000	107,111	43,983	120,000
Superintendent of Education - Pinelli	12,103	12,000	10,000	3,572	10,000
Commissionaires and Me to We Program	267,893	295,000	295,000	117,303	280,000
IB/AP Programs	135,233	183,500	183,500	94,873	193,500
School Contingency-Pinelli	2,013	-	59,769	-	60,000
Subtotal - Pinelli	417,242	490,500	548,269	215,748	543,500
Superintendent of Education & Staff Develop - Naar	9,978	12,000	12,000	4,934	10,000
Staff Development	28,231	48,000	33,000	19,695	33,000
Faith Formation	191,859	241,300	216,300	66,500	225,300
Chaplain Operating Costs	60,115	67,600	70,600	18,650	80,950
School Contingency-L.Naar	-	-	59,769	2,209	60,000
Subtotal - Naar	290,183	368,900	391,669	111,988	409,250
Special Education Superintendent - Browne	13,582	12,000	10,000	4,943	10,000
Special Education	1,075,711	1,261,745	1,234,626	531,860	1,261,745
Subtotal - Browne	1,089,293	1,273,745	1,244,626	536,803	1,271,745
Business Services Superintendent - McMahon	8,814	12,000	10,000	4,752	10,000
Financial Services	459,595	444,500	444,500	121,382	444,500
Planning Services	43,778	63,600	53,600	14,434	53,600
IT Services	2,050,749	1,972,500	1,972,500	1,182,335	2,142,500
Subtotal - McMahon	2,562,936	2,492,600	2,480,600	1,322,903	2,650,600
Human Resources Services Superintendent - O'Hara	8,633	12,000	10,000	3,050	10,000
Human Resources - Department Oper Costs	602,114	617,340	613,974	185,301	613,974
Subtotal - O'Hara	610,747	629,340	623,974	188,351	623,974
Facilities Mgmt Services Superintendent - Corbacio	9,086	12,000	10,000	4,143	10,000
Facilities - School Buildings Oper Costs	17,944,991	20,054,116	20,234,032	7,137,066	21,084,606
Facilities - CEC Admin Building Oper Costs	376,809	344,000	350,000	114,424	350,000
Subtotal - Corbacio	18,330,886	20,410,116	20,594,032	7,255,633	21,444,606
Total	\$ 27,204,395	\$ 30,334,341	\$ 30,376,759	\$ 11,309,992	\$ 31,905,860
Departmental Budget Increase					\$ 1,529,101

Note: The budgets above exclude non salary / non benefit costs related to funding received from other sources such as Education Program Other (EPO) grants, Council of Directors of Education (CODE), and other Federal grants. These grants are announced at different times through the year, and only accounted for when they become available.

Overall, the departmental budget is \$1.5 million higher than the 2015-16 Revised Estimates, with the main increases explained in the section below.

PROGRAM ENHANCEMENTS AND NEW INITIATIVES:

The table below outlines all program enhancements which have been incorporated in the budget to date. The program enhancements list also includes a number of staffing additions, to address special education needs from opening a new school, as well as expansion of the International Students Program.

<i>Program Enhancements (included in the Budget)</i>					
	<i>Description</i>	<i>Requested By</i>	<i>Salary</i>	<i>Non-Salary</i>	<i>Total</i>
1	Upgrades required to school network wireless infrastructure, as well as additional operating costs for the North Oakville Preserve CES.	P. McMahon		170,000	170,000
2	Increase to various operating costs for rate and contractual increases due to inflation and addition of North Oakville Preserve CES.	G. Corbacio		850,000	850,000
3	Initial staff training to offer Pre-AP courses - Expansion of AP Program into Oakville Secondary School.	T. Pinelli		10,000	10,000
4	Training for members of CCCRT & faith formation	L. Naar		17,000	17,000
5	Purchasing of religious textbooks for three grades rather than two grades (2015-16), expansion of FNMI textbooks, and expansion of social studies textbooks.	A. Prkacin		521,000	521,000
6	Head Lice Screening.	T. Overholt		6,000	6,000
7	Increase to advertising and promotion budget for International Students program.	C. Cipriano		10,000	10,000
8	0.5 FTE Admission Clerk position for International Students program to address growth when enrolment reaches 140 ADE.	C. Cipriano	24,000		24,000
9	Special Education equipment.	B. Browne		27,000	
10	1 FTE - Special Education Resource Teacher - North Oakville Preserve CES	B. Browne	95,000		95,000
11	2 FTE - Educational Assistants - To cover new school, growth and increasing complexity of student needs (\$34k plus benefits)	B. Browne	90,000		90,000
12	Various budget reductions	All		(82,000)	(82,000)
13	<i>Expenses captured in #7 and #8 will be offset by increasing visa student registrations (once the 140 ADE target is met, which means 29 additional students over the 2015-16, which are expected to bring a net revenue (net of agent commissions) of \$325,000)</i>				
	Total		\$ 209,000	\$ 1,529,000	\$ 1,793,000

Finally, a list of identified new initiatives, which have not been included in the budget are shown in the table that follows. These initiatives will be prioritized by Senior Staff and only be considered if there is available funding to cover the costs. It should be noted however, that the special education initiatives may have a corresponding increase in funding, and as such, once the EFIS forms are released, we may determine which ones could be incorporated.

<i>New Initiatives (Not included in the Budget)</i>						
	<i>Description</i>	<i>Requested By</i>	<i>Salary & Benefits</i>	<i>Non-Salary</i>	<i>Total</i>	<i>Cummulative Total</i>
1	0.5 FTE - IB Coordinator (VP) to service over 300 students in program	T. Pinelli	60,000		60,000	60,000
2	Increase TMC Receptionist from 10 month to 12 month	C. McGillicuddy	4,000		4,000	64,000
3	Wellness Program - Due to Provincial Benefit Trust, program is no longer paid through consulting fees of Mosey & Mosey	J. O'Hara		56,500	56,500	120,500
3A	Partly offsetting cost results from re-evaluation of a current position in HR Services at a lower level, by reassigning complex tasks to existing personnel.	J. O'Hara	(25,000)		(25,000)	95,500
4	Job evaluation training and 3rd party appeal costs	J. O'Hara		20,000	20,000	115,500
5	Youth Settlement Worker - 0.4 FTE (\$53k + Benefits)	C. Cipriano	27,000		27,000	142,500
6	Introduction of instrumental music program at Canadian Martyrs	A. Prkacin		40,000	40,000	182,500
7	Settlement Worker: Mandarin Speaking - 10 Month (\$26/hr + Benefits)	A. Prkacin		50,000	50,000	232,500
8	4.0 FTE ESL Teachers (2 elementary and 2 secondary)	A. Prkacin	392,000		392,000	624,500
	Subtotal		458,000	166,500	624,500	624,500
Special Education Initiatives						
9	0.5 FTE - School Support Transitions Specialist - System Growth and Needs (Autism and Developmental Behavioural Expert) (\$73k plus benefits)	B. Browne	46,000		46,000	46,000
10	1.5 FTE - Speech Language Pathologist (\$82k plus benefits)	B. Browne	154,000		154,000	200,000
11	1.0 FTE - Social Worker - System leader for elementary tier 3 intervention (\$68K plus benefits)	B. Browne	86,000		86,000	286,000
12	2.0 FTE Behaviour Therapists (\$73k plus benefits)	B. Browne	184,000		184,000	470,000
13	2.0 FTE - Educational Assistants - Growth and increasing complexity of student needs (\$34k plus benefits)	B. Browne	90,000		90,000	560,000
	Subtotal		560,000	-	560,000	560,000
	<i>Note: The Special Education Allocation is expected to increase as a result of the new funding model and projected enrolment growth, and as such some of the Special Education positions identified in item numbers 9 to 13</i>					
Total New Initiatives (not yet included in the Budget)						1,184,500

The Ministry 2016-17 GSN projection for our board outlines a \$4.3 million increase in revenue. The increase in revenue comes with incremental costs. The table below lists corresponding costs to address GSN changes and growth, leaving the Board in a projected deficit position.

It should be noted the analysis below is based on Ministry School Board Funding Projections, before completion of EFIS forms. Further, the incremental costs do not represent a complete list, they only represent the main elements of corresponding costs for the GSN changes introduced for 2016-17.

2016-17 GSN Projected Funding Increase	\$ 4,286,000
Projected Incremental Costs:	
Increase to departmental budgets	\$ 1,529,000
Offsetting costs to address funding previously flown through EPOs	\$ 600,000
First Nations, Metis and Innu Education Investment	\$ 300,000
Staffing enrolment growth (16.0 FTE Elem. Teachers and 2.0 ECEs)	\$ 1,562,000
Projected salary benchmark increase across all employee groups	\$ 719,000
Special Education Staffing to address growth (1.0 FTE SERT, 2.0 FTE EAs)	\$ 185,000
School Administration staff for North Oakville Preserve (1.0 FTE Principal, 1.5FTE office staff) (Note 1)	\$ 186,000
Custodial staff for North Oakville Preserve (3.0 FTEs) (Note1)	\$ 177,000
School budget increases	\$ 100,000
	\$ 5,358,000
Projected Funding Shortfall	\$ (1,072,000)

Note 1: As mentioned in Information Item 10.5 – Release of 2016-17 Grant for Student Needs report, it is unclear if the 2016-17 revenue projection increase includes funding for the opening of the new North Oakville Preserve Catholic Elementary School. Once the EFIS forms are completed, there may be additional funding generated to offset costs for school administration and operation.

The final financial position of the Board cannot be determined until the EFIS forms are completed, and enrolments are finalized. Information Item 10.5 – Release of 2016-17 Grant for Student Needs outlines the incremental revenues from 2015-16 Revised Estimates to 2016-17 Ministry School Board Funding Projections, while this report provides a very preliminary analysis of known incremental costs from 2015-16 Revised Estimates, based on the elements identified in the GSN and based on the departmental budget compilation.

Staff will provide an updated report at the May 3rd Regular Board Meeting, which should include more information on the salary and benefits budget, the transportation budget and an overview of the Trustee feedback on the budget strategy session.

REPORT PREPARED BY:

R. NEGOT
SENIOR ADMINISTRATOR, FINANCIAL SERVICES

REPORT SUBMITTED BY:

P. McMAHON
SUPERINTENDENT OF BUSINESS AND TREASURER OF THE BOARD

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

North Oakville Preserve Catholic Elementary School Construction Project

Construction Report - February 2016



Construction Update

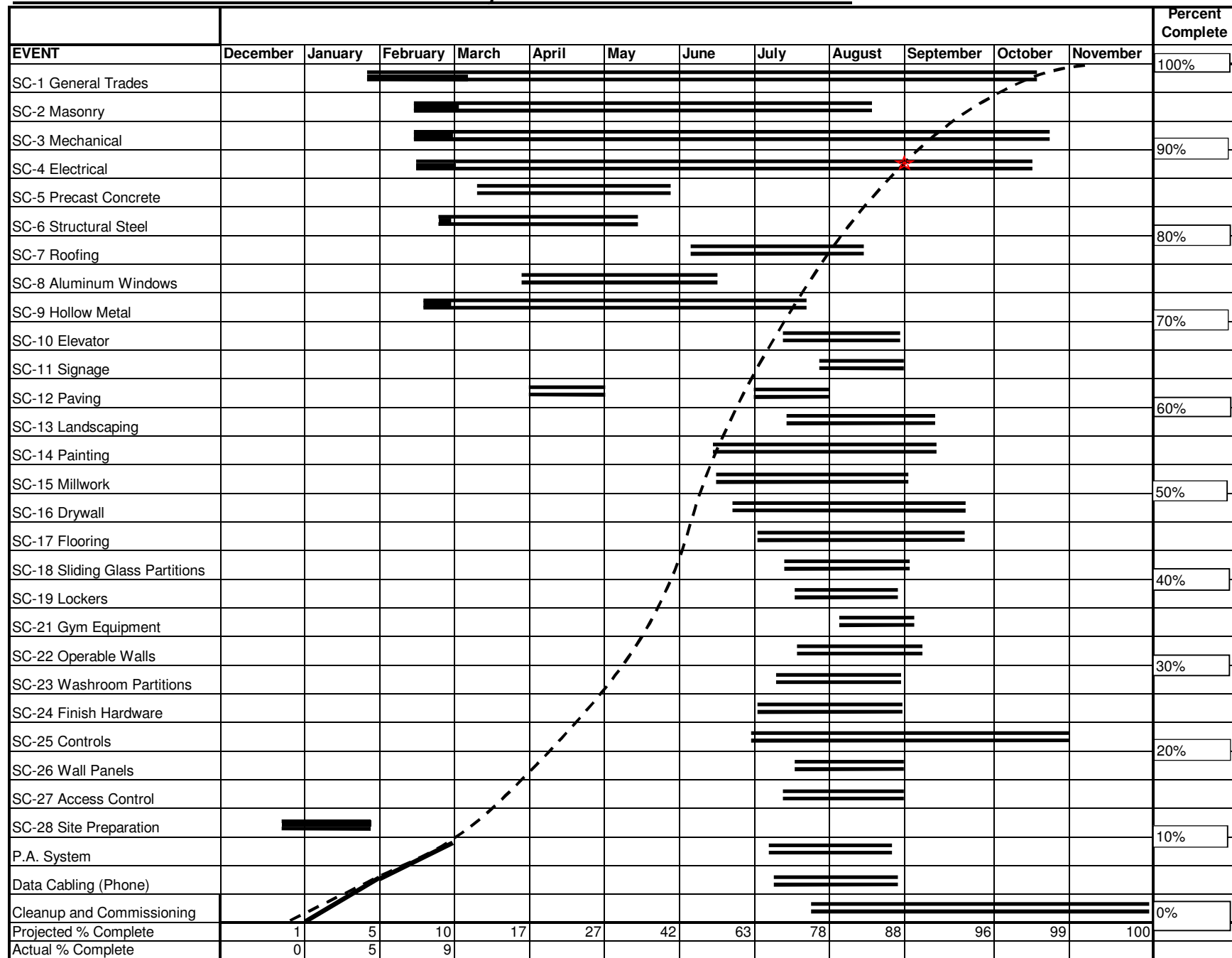
- The pictures above were taken on March 17, 2016. The top-left picture shows the eastern hallway load bearing block walls being installed. The top-right picture shows underground plumbing being installed in the Child Care area. The bottom-left picture shows block walls surrounding the Gymnasium. The bottom-right picture shows progress made to east hallway plumbing and load bearing walls.

Schedule Update

- Trades will complete the poured and block foundations, and continue installing masonry block walls in March.
- Mechanical and electrical trades continue to install underground and in wall services.
- General contractor will begin pouring concrete floor slabs in April.

If you have any comments or questions about the new school, please contact Camillo Cipriano, Superintendent of Education at (905) 632-6300 ext. 127 or e-mail Ciprianoc@hcdsb.org. For school construction information contact Giacomo Corbacio, Superintendent, Facility Management Services at (905) 632-6300 ext. 171 or e-mail corbaciog@hcdsb.org.

North Oakville Preserve Catholic Elementary School - Construction Schedule



Projected Event Schedule
Actual Event Progress

 Projected Occupancy Date

Projected Construction Progress
Actual Construction Progress

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Minutes of Catholic Parent Involvement Committee Meeting (CPIC)

Monday, February 1, 2016

7:00 p.m. – Board Room

C. E. C., 802 Drury Lane, Burlington

In Attendance:

M. AVARELLO; C. CARLEY; A. GONZALEZ; L. HARTMAN; Fr. R. HÉTU; S. GUEVARA;
ARLENE IANTOMASI; A.A. LEMAY; R. LUISETTO; G. MERRITT-MURRELL; T. OVERHOLT;
M. RITCEY; R. STAGG; K. WILLIAMS

Regrets:

K. BLOOMFIELD; J. HUNTER; H. KARABELA; E. MACDONALD

Chair:

J. DUIJVESTEIN

Recorder:

J. NEUMAN

1. OPENING PRAYER

Fr. R HÉTU

The meeting began at 7:00 p.m. with a prayer led by Fr. Héту.

2. APPROVALS & REVISIONS

J. DUIJVESTEIN

a. AGENDA

Additions: in Item 5 – Council of Chairs agenda

Moved by: R. Stagg
Seconded by: L. Hartman

RESOLVED, that the agenda be approved as amended

CARRIED

b. MINUTES

Moved by: A.A. LeMay
Seconded by: G. Merritt-Murrell

RESOLVED, that the minutes from January 11, 2016, be approved, as read.

CARRIED

3. BOARD UPDATE

T. OVERHOLT

➤ **HCDSB CONSOLIDATION/CLOSURE PROCESS**

T. Overholt introduced F. Thibeault, Administrator, Planning Services, G. Corbacio, Superintendent Facilities Services, and A. Swinden, Administrator, Strategic Communications to present the school consolidation/closure process

T. Overholt indicated that presentations at schools with staff; school councils; and parish priests are currently underway and that the Community Consultation dates have been set for early March. He reiterated that no final decision has been made and that Trustees have only given approval for the recommendation process to begin. Once recommendations are presented to the Board the proposals will be forwarded to the Ministry of Education for approval and funding.

F. Thibeault shared a PowerPoint presentation with information regarding the process and the reasoning behind the decision to proceed. Key milestone dates were shared. It was noted that a Transition Committee will be

convened if recommendations are approved by the Board, and the proposals are accepted by the Ministry of Education.

Each of the four options were reviewed – North Georgetown; South East Burlington; South West Burlington; South Central Oakville. It was noted that if all goes to plan that the Pupil Accommodations will be in place for the 2017-2018, and that the intention is to use a repeat design of recently built modern facility schools as much as possible.

T. Overholt shared several examples of benefits to the student populations at these schools, along with potential impacts.

Questions were asked and answered

4. TRUSTEES UPDATE

A. IANTOMASI

J. Duijvestein introduced and welcomed A. Iantomasi as the alternate Trustee for CPIC.

A. Iantomasi shared the following information:

- a) An additional PA day has been added to the School Year Calendar for this school year as April 8, 2016.
- b) The Georgetown Boundary Review has been finalized
- c) The North Oakville Preserve Boundary Review has been completed and a ground breaking ceremony was recently held.
- d) The Board Strategic Plan stakeholder feedback information collection has been completed.
- e) Two Unions has ratified with the Board and will be announced at the next Board meeting on Feb. 2, 2016.

5. BUSINESS ARISING FROM PREVIOUS MEETINGS

J. DUIJVESTEIN

➤ CPIC COUNCIL OF CHAIRS AGENDA

J. DUIJVESTEIN

The Agenda for the upcoming Council of Chairs meeting was reviewed.

➤ CPIC GOAL SETTING

J. DUIJVESTEIN

Sub committees shared their ideas and challenges as part of the goal setting exercise. It was noted that several topics are overlapping

T. Overholt was asked to investigate adding CPIC and SEAC information on the printed school calendar.

➤ CPIC AWARDS UPDATE

L. HARTMAN

L. Hartman shared the changes to the CPIC Parent Award ballots – to ensure language that electronic nominations will only be accepted.

CPIC members were asked to review the clarification of eligibility. A motion will be presented at the next meeting to include wording that will allow lunch hour supervisors to be eligible.

➤ CPIC ELECTIONS UPDATE

L. HARTMAN

L. Hartman shared changes to the Election process, and minor revisions were noted. As well, the wording regarding attendance at the CPIC Orientation meeting was discussed, related to the eligibility of the ballot if unable to attend.

➤ PRO GRANT UPDATE

J. DUIJVESTEIN

Information from a recent teleconference to discussion PRO Grant proposals being offered by the Spec. Ed. Department and the Curriculum departments.

➤ CPIC DONATION TO HCCEF

J. DUIJVESTEIN

J. Duijvestein asked for a motion to donate funds from revenues from past parent conferences to the Halton Catholic Children's Education Fund in the amount of \$1000.00

RECOMMENDATION

Moved by: R. Luisetto
Seconded by: L. Hartman

RESOLVED, that, CPIC approve a donation of \$1000.00 to the Halton Catholic Children's Education Foundation (HCCEF), from revenues collected from past parent conferences.

CARRIED

➤ CORRESPONDENCE: HEALTHY KIDS & SAFETALK

J. DUIJVESTEIN

J. Duijvestein shared information he received regarding the Healthy Kids Community Challenge in Burlington. More information can be obtained by visiting the City of Burlington website:

<http://www.burlington.ca/en/live-and-play/Healthy-Kids-Community-Challenge.asp>. It was noted that this information has been promoted with principals in Burlington.

An Information session presented by the Mental Health Association will be held on February 12, 2016 in Hamilton called SafeTalk – Suicide Alertness for Everyone.

6. NEW BUSINESS**7. OAPCE DIRECTORS REPORT**

E. MACDONALD

J. Duijvestein shared the following information from OAPCE

- a) OCSTA has sent a letter to school boards responding to the request of clarifying OAPCE's voice at all Catholic schools. As of January there were 29 reps names in our schools, names continue to come in to T. Overholt's office
- b) CEFO (Catholic Education Foundation of Ontario) will be co-sponsoring an event held at the Toronto Botanical Gardens on Wednesday April 13th. The guest speaker will be Fr Greg Boyle, founder of Home Boys Industries. This event marks the start of the celebrations commemorating CEFO's fortieth anniversary.
- c) The Ministry of Education held a discussion concerning 2016-17 Education Funding Consultation with the various recognized provincial parent organizations.

KEY POINTS

- Invited OAPCE to participate in all day focus session
- Discussion centered on the Discussion Paper.
- Lack of funding for special education was discussed and OAPCE placed an important emphasis on this subject to the ministry.

SECONDARY POINTS

- Further consultations are happening across the province.

- d) OAPCE 77th Annual Parent Conference Toronto: "Many Gifts, One Voice: Living Our Virtues in a Virtual World" Friday May 6 and May 7, 2016 Monte Casino Conference Centre and Madonna High School. The keynote speaker is Michael Redfearn, Digital Literacy Consultant. More information will be available at the next CPIC meeting.

8. BOARD COMMITTEE REPORTS (IF NECESSARY)

➤ FOCUS ON FAITH

E. MACDONALD

➤ HOME SCHOOL PARISH PARTNERSHIP DAY

E. MACDONALD

➤ CALENDAR COMMITTEE

J. DUIJVESTEIN

J. Duijvestein shared an update from the Calendar committee regarding dates for next year's school year calendar.

➤ BOARD IMPROVEMENT PLAN

➤ EQUITY AND INCLUSION

J. DUIJVESTEIN

➤ FACE (FRIENDS AND ADVOCATES OF CATHOLIC EDUCATION)

- WALK WITH JESUS A. A. LEMAY
- CONCUSSION PROTOCOL A. GONZALEZ; K. BLOOMFIELD
- MENTAL HEALTH C. CARLEY; L. HARTMAN; R. LUISETTO

9. CPIC SUBCOMMITTEES

- FINANCE R. LUISETTO
R. Luisetto shared an update of the budget report
- COMMUNICATIONS L. HARTMAN.
It was noted that a report will be compiled and shared following next Council of Chairs meeting
- GTA PIC MEETING / MINISTRY OF EDUCATION PIC CONFERENCE J. DUIJVESTEIN
An upcoming Regional meeting will be held on February 24th T. Overholt and C. Carley will attend.
- FAITH AND FAMILY DEVELOPMENT COMMITTEE E. MACDONALD
Nothing to report

10. OTHER BUSINESS*CPIC MEMBERS*

No items were discussed

11. FUTURE AGENDA ITEMS*CPIC MEMBERS*

No items were discussed

12. CLOSING PRAYER*E. MACDONALD*

A. A. LeMay closed the meeting in prayer.

13. ADJOURNMENT*J. DUIJVESTEIN***RECOMMENDATION**

Moved by: R. Luisetto
Seconded by: L. Hartman

THAT, the meeting be adjourned at 9:10 pm**CARRIED**

Next Council of Chairs Meeting: February 24, 2016 (Queen of Heaven CES, Milton)

Next CPIC Meeting: March 7, 2016 – On-Line

MINUTES OF THE POLICY COMMITTEE MEETING

Tuesday, February 9, 2016

7:00 p.m.

Catholic Education Centre - Board Room
802 Drury Lane, Burlington, ON

Members Present: A. Danko A. Quinn
 A. Lantomasi D. Rabenda
 H. Karabela J. M. Rowe
 P. Marai S. Trites
 J. Michael

Staff Present: P. Dawson, Director of Education
 C. Cipriano, Superintendent of Education
 T. Overholt, Superintendent of Education
 A. Swinden, Administrator, Strategic Communications
 C. McGillicuddy, Superintendent of Education

Recording Secretary: M. Zammit

1. **CALL TO ORDER**

1.1 **Opening Prayer**

The meeting opened at 7:00 p.m. with a prayer led by P. Marai.

2. **APPROVALS**

2.1 **Agenda**

The agenda was approved as submitted.

The following motion was presented:

#P22/16

Moved by: A. Lantomasi

Seconded by: A. Quinn

RECOMMENDED, that the agenda be approved, as submitted.

CARRIED

2.2 **Approval of Minutes**

The minutes of the January 12, 2016 Policy Committee Meeting were reviewed. Minor revision to item 3.5 Policy II-19 Educational Field Trips – Outdoor Education trips was added about arrangements for students to attend Mass on the return trip back.

The following motion was presented:

#P23/16

Moved by: A. Quinn

Seconded by: S. Trites

RECOMMENDED, that the minutes of the Policy Committee Meeting held on January 12, 2016 be approved as amended.

CARRIED

3. ACTION ITEMS

3.1 Policy II-42 Medical Conditions (T. Overholt)

T. Overholt provided background for the Trustees on Policy II-42 Medical Conditions and noted that as of April 30, 2015 the Ontario Legislature passed Bill 20, Ryan's Law. As result of Bill 20 minor adjustments to the policy are required. Trustees discussed that Pediculosis is not a medical condition. T. Overholt responded and noted he would make changes to the wording.

Further discussion ensued regarding families who require financial assistance for medical needs. It was noted schools and parishes would help those in need.

Trustee H. Karabela mentioned that the word "pupil" was mentioned in the policy and suggested we change it to "student". T. Overholt added that word "pupil" in this policy is from the Education Act. It was decided that when referencing the Education Act, we won't make the change.

The following resolution was put before the Policy Committee:

#P24/16

Moved by: A. Lantomasi

Seconded by: M. Rowe

Resolved, that the Policy Committee recommends that Policy II-42 Medical Conditions be forwarded to the February 16, 2016 Regular Board Meeting for approval as presented.

CARRIED

3.2 Policy II-22 Secondary School Day (C. Cipriano)

C. Cipriano provided a brief overview of Policy II-22 Secondary School Day with a recommendation to rescind the policy as the content would be encompassed within Policy 11-07 The School Day – Elementary and Secondary. C. Cipriano noted it more user friendly to have just one policy.

The following was put before the Policy Committee:

#P25/16

Moved by: A. Quinn

Seconded by: M. Rowe

RESOLVED, that the Policy Committee recommends that Board Policy II-22 Secondary School Day be forwarded to the February 16, 2016 Regular Board Meeting with a recommendation to rescind.

CARRIED

3.3 Policy II-07 The School Day – Elementary and Secondary (C. Cipriano)

C. Cipriano presented Policy II-07 the School Day Elementary and Secondary.

Frist change to this policy is the title ("The School Day (Daily Sessions)") which is the language in the Education Act.

Second change was noted under "Principles" from item "a" to "k", the language was embed from our former Policy II-22 Secondary School Day.

Third change was noted under "School Day", item "a" The school office shall be accessible to the students and parents thirty minutes before the commencement of instruction for the day and ending fifteen minutes after classes end for the day.

Discussion ensued regarding inclement weather. C. Cipriano noted we will change the language to be more clear about inclement weather.

The following motion was put before the Policy Committee:

<p>#P26/16</p> <p>Resolved, that the Policy Committee recommends that the Policy II-07 The School Day – Elementary and Secondary be forwarded to the February 16, 2016 Regular Board meeting for approval.</p>	<p>Moved by: A. Quinn Seconded by: H. Karabela</p> <p>CARRIED</p>
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4. **DISCUSSION ITEMS**

4.1 **Policy II-41 Uniform (C. Cipriano)**

C. Cipriano provided background and history of Policy II-41 Uniform which was written in April 2009. C. Cipriano went over the amendments to Policy II-41 Uniform, which include:

- a majority vote (50% + 1);
- community votes are scheduled for later in the school year and will include family votes from those families with pre-registered children;
- if a youngest child in the family is in grade 7 or 8, a family is not eligible to vote;
- each community must vote on school uniforms at least once with this new policy. The uniform vote may be revisited on a three-year cycle;
- schools who have never held a school uniform vote, must hold a vote during the 2012-13 school year.

C. Cipriano noted he brought this Policy as a discussion to the Trustees as it is on its third year cycle to be reviewed and noted that our contract with the sole uniform provider expires December 2016.

Discussion ensued about having a sole provider and having the uniform throughout the board.

Trustee Karbala asked if any school after three years has gone back to no uniform. C. Cipriano noted we have not had a vote yet. Many schools are approaching to three years. A school in Oakville is talking about re-voting soon.

Further discussion ensued regarding whether or not it should go to stakeholder consultation? It was noted it needs to be consistent.

C. Cipriano stated for the next meeting he will provide the Trustees with three different providers. It was decided this item will come back for next policy meeting.

4.2 **Dress Code**

Reviewed.

5. **INFORMATION ITEMS**

5.1 **Administrative Procedure VI-79 Indoor Air Quality Investigation Process (T. Overholt)**

Reviewed.

5.2 **Administrative Procedure VI-66 Asthma (T. Overholt)**

Reviewed.

5.3 **Administrative Procedure VI- 52 After Hours School Paid Camp Activities (C. Cipriano)**

Reviewed.

6. **MISCELLANEOUS INFORMATION**
7. **CORRESPONDENCE**
There was no correspondence.
8. **IN CAMERA**
9. **NEW BUSINESS**
10. **MOTION TO EXCUSE COMMITTEE MEMBERS** (None)
11. **MOTION TO ADJOURN (C. Cipriano)**

#P27/16

Moved by: A. Lantomasi
Seconded by: A. Danko

RECOMMENDED, that the meeting adjourn.

CARRIED

The meeting closed with a prayer led by J. Michael at 8:15 p.m.

Monday, February 22, 2015
7:00 p.m. – Board Room
Catholic Education Centre

**MINUTES OF THE SPECIAL EDUCATION
ADVISORY COMMITTEE MEETING**

Members/ Alternates Present: B. Agnew, D. Hotopeleanu, A. Iantomasi, H. Karabela, M. Lourenco, C. Parreira,
R. Quesnel, D. Rabenda, J. Rowles, L. Stephenson

Staff Present: B. Browne, Superintendent of Special Education Services
S. Miller, Special Education Coordinator

Members Absent:

Members Excused: L. Cipparrone, L. Currie, S. Trites

Recorder: J. Crew

1. Call to Order

1.1 Opening Prayer

D. Rabenda

The meeting began with a prayer at 7:00 pm.

R. Quesnel introduced a member from VOICE, who was in attendance at the meeting in consideration of becoming an alternate representative on SEAC. Each member of SEAC introduced themselves.

1.2 Approval of Agenda

RECOMMENDATION

Moved by: R. Quesnel

Seconded by: D. Hotopeleanu

THAT, the agenda be approved as submitted.

CARRIED

2. Presentations

3. Actions to be taken

3.1 Approval of Minutes – January 25, 2016 SEAC Meeting

L. Stephenson identified 2 minor adjustments.

RECOMMENDATION

Moved by: L. Stephenson

Seconded by: C. Parreira

THAT, the minutes for the SEAC meeting be approved

CARRIED

4. Business Arising from Previous Meetings

4.1 Review Chart of Outstanding Items from Previous Meetings

D. Rabenda reviewed items on the chart; no updates or questions were put forth.

5. Action Items

5.1 Special Education Plan (pages 38 to 56)

D. Rabenda

D. Rabenda led members in a page by page review of the Special Education Plan pages 38 to 56.

Discussion included the tier approach to instruction and intervention; the assessment referral process and some acronym clarification. The section will be edited to reflect the profile of a gifted learner.

D. Rabenda express her appreciation for all comments.

5.2 Webinar PowerPoint and Parent Engagement Subcommittee Update

Subcommittee

R. Quesnel provided a subcommittee update: the subcommittee met with L. Cipparrone who subsequently created a draft PowerPoint presentation for the webinar to be reviewed tonight. The presentation is dynamic and fluid, it will require information from each member, which must be submitted to L. Cipparrone by March 1st so that a final draft can be brought to the March 7th meeting. The remaining 3 SEAC Soundbytes for 2015-2016 are currently being developed, they will be presented at the March meeting for approval.

B. Agnew, R. Quesnel and M. Lourenco led members through a page by page review of the presentation printout. B. Agnew noted that the presentation is designed in a collaborative fashion, the goal is to let people know what SEAC does and why, and to encourage others to become more involved. Members were encourage to speak during the webinar regarding their associations and/or member at large backgrounds. Suggestions of what could be included were discussed. The subcommittee expressed hope that everyone would participate; if necessary information could be provided to L. Cipparrone to speak on their behalf.

L. Cipparrone will speak to the generic points of the presentation. Members were asked to review the points and identify if they would like to see anything added, changed or reworded. The pilot webinar presentation will be approximately 45 minutes; participants can engage by entering questions; the presentation can be modified. Several suggestions were discussed.

B. Browne commended the subcommittee on a great introduction to their online approach for raising awareness of SEAC; noting this will engage a much wider audience.

R. Quesnel praised L. Cipparrone for her skills and leadership in taking such a large amount of information and creating this presentation within such a short timeframe. R. Quesnel expressed her appreciation of L. Cipparrone freely sharing her talents and resources through her role on SEAC, and added that L. Cipparrone has also volunteered to help PAAC on SEAC with an upcoming project.

D. Rabenda asked if there were any further comments or questions. D. Rabenda thanked and congratulated the subcommittee for a job well done.

Members were reminded to get their information submitted by March 1st. A run through of the webinar will be scheduled for the March 7th SEAC meeting.

6. Communications to SEAC

6.1 Superintendent's Report

B. Browne began by advising that the next SEAC meeting will be taking place in only 2 weeks due to timing of March break and Holy week.

B. Browne's updates included:

- A third training session of the Empower Reading Program through Sick Kids was just been completed.
- Special Incident Portion (SIP) claims will be submitted to the ministry later in the week. B. Browne thank

Miller for coordinating this very involved process; this funding results in providing a lot of support.

- The 'Parent Information Meeting for Students with Special Needs Entering the Kindergarten Program in September 2016' is coming up on Wednesday, March 2, 2016 from 7:30 pm to 9:00 pm at St. Benedict Catholic School in Milton. All Special Education Consultants and L. Cipparrone will be participating. All SEAC members are invited to attend and be introduced, the evening provides another opportunity for raising awareness of SEAC.
- B. Browne thanked SEAC for their ongoing support around the Board's focus on independence toward pathways beyond, and informed them that Supervisory Officers from other boards are wanting to know more about HCDSB's focus on independence, how our system rubric helps determine allotment of EAs throughout the system, and our use of resources. On March 1st B. Browne will be meeting with SOs from other boards who are wanting to learn more.
- SERT placements for next year are beginning, currently in the process of reviewing criteria to determine how to best staff our schools.
- The Spirit of Inclusion subcommittee met with B. Browne last week to review the nominations submitted from all schools and determine this year's recipients. B. Browne shared the nomination profiles of the elementary and secondary recipients chosen to receive this year's awards.
- The Spirit of Inclusion SEAC presentation for the school plaques will take place at the March 7th SEAC meeting, the recipient's, their families and school staff will be invited to the presentation. On Monday April 25th the individual awards will be presented during the Student Awards of Excellence Ceremony at Holy Trinity. B. Browne expressed his appreciation of the large SEAC presence in attendance at last year's ceremony and encourage members to participate again this year. Members were asked to indicate if they will be attending this year, a reminder will be sent out. B. Browne also elaborated on the significance of this award as it representative of the whole system, and expressed appreciation for the priority from our Board in celebrating the Spirit of Inclusion as the closing award of the night.

D. Rabenda asked if there were any questions.

D. Rabenda expressed her appreciation for all the work Special Education does.

6.2 Association Reports

6.2.1 Easter Seals Ontario Association Report

C. Parreira/B. Agnew

C. Parreira informed members of an Easter Seals Parent Conference and Webcast that will take place on Saturday, April 9th. C. Parreira pointed out that any association could benefit from attending the conference; and informed members that B. Agnew is one of the organizers of this event.

B. Agnew explained that the parent conference was made possible by a grant from the Ministry, the conference is a collaborative special education effort that would be valuable to anyone who would like more information. B. Agnew reviewed the scheduled speakers and the topics that will be covered; and added that registration is now open; there is a \$10 fee to attend which will include lunch; the conference will be on a Saturday starting at 9:00 am; and workshops will be webcast live. B. Agnew asked if there were any questions.

An information flyer provided in the meeting package outlined the conference details:

'Keys to Special Education: Advocacy, Collaboration and Knowledge' Parent Conference and Webcast takes place on Saturday April 9, 2016 from 9:00 am to 3:30 pm at The Country Day School, 13415 Dufferin Street, King, Ontario L7B 1K5.

6.2.2 ABC Association Report

M. Lourenco

M. Lourenco shared topics for the upcoming ABC Monthly Meetup sessions, and noted that the topics are not unique to the gifted population.

An information flyer provided outlined the session details:

March topics will be about '*High School Options*': March 2nd – South Halton and March 9th – North Halton; April topics will be '*All About Anxiety*': April 6th – South Halton and April 13th – North Halton

All sessions take place from 6:30 – 8:00 pm. South Halton sessions are at Longo's Loft, 3455 Wyecroft Rd., Oakville. North Halton sessions are at Longo's Loft, 1079 Maple Ave., Milton

6.3 Trustee Reports

A. Iantomasi provided updates regarding: Valentines for VETS, 5000 cards were sent out in January; this Wednesday there will be a Council of Chairs meeting; senior staff have been going to the schools affected by the pupil accommodation reviews; community consultations will begin next week; HCDSB has been celebrating Black History Month during February; and the new 2016-2017 School Calendar has been put forth to the ministry of Education.

Questions were asked and discussed regarding the uniform vendor process and special education equipment purchases.

6.4 Sub-Committee Update

6.5 Reports from Other Shareholder Meetings

7. Information Items

D. Rabenda informed members that an extra ticket is available if anyone else was interested in attending the CYO dinner on Thursday.

8. Questions from the Public

None received. D. Rabenda thanked the VOICE association member for attending.

9. SEAC Discussion/Question Period

10. Next Meeting will be Monday, March 7, 2016

March's meeting will include a Mental Health update and the Spirit of Inclusion presentations.

11. Adjournment

11.1 Motion for Absenteeism

RECOMMENDATION	Moved by: M. Lourenco Seconded by: R. Quesnel
THAT, L. Cipparrone, S. Trites, L. Currie be excused.	
	CARRIED

11.2 Motion for Adjournment

RECOMMENDATION

Moved by: R. Quesnel

Seconded by: C. Parreira

THAT, the meeting adjourn.

CARRIED

11.3 Closing Prayer

The meeting closed with a prayer at 8:30 pm.



8d in General Discussion - Burlington Southwest

PAR 5 4

Promote Walkable Communities and Green Living

Dear values trustees,

Thankyou for taking the time to review the proposals that were set forward last evening . My self and fellow community members appreciate the time and efforts that are being put into this proposal . We are very thankful for the questions that were put forward as it reassured us on some level that our concerns are being heard. Many of us feel that we haven't had the opportunity to voice our concerns and therefore feel the need to write notes as silent protest and speak out at any chance . An "approve now and think later" approach doesn't sit well with us. WE don't feel that we were consulted at all but rather told this is whats the plan is." As stated by Fred last night COMMUNITY FEED BACK AND CONCERNS ARE NOT IN THE PROPOSAL!!!

The St. Paul community really isn't satisfied with the QUALITY of this process and the proposal itself . We take issues with BUSSING OUR TOTAL POPULATION as well as the significantly SMALL SITE OF 2 ACRES for consolidation. The proposed site at St. John has ONLY 45 PARKING SPOTS (we currently have 107) that won't be increased. The small 2 acre property is proposed to get an addition and portables decreasing it's already reduced lot size and play area. (which currently presents challenges) St. Paul's is by no means an empty school. WE ARE AT 80% CAPACITY which is actually AN IDEAL FUNCTIONING RATIO. If wanting to increase these numbers there are numerous options . Many of our students have been lost to the French immersion programs. Why not have a French immersion Catholic education option is South Burlington?? Why not consider bringing new programs to attract enrollment?? or perhaps changing the enrollment criteria? there are numerous solutions to this concern that can be implemented before displacing 567 children and their families. Please keep in mind that the numbers are reflective of Junior kindergarden enrollment yet kindergarden is optional. Numbers would make more sense to be based on grade one . (which still doesn't consider that students of all ages can be new to a community.)

When comparing other proposals...OURS IS THE ONLY ONE THAT DOES NOT MEET THE REQUIRED CRITERIA OF MINIMUM 5 ACRES in order to SAFELY and comfortably ACCOMODATE THE STUDENTS, busses , drop zones etc. If this proposal is approved it will have a tremendous NEGATIVE IMPACT ON THE COMMUNITY . It's not enough to say a "transition team " will look into concerns later . Those concerns need to be addressed now as they cannot be changed later . (AN UNDERSIZED LOT DOES NOT GROW!! And not having done a traffic report is ridiculous when proposing an entire population to be bussed and parents to drive)

We hope you are not being misled as we feel that the words used in the proposal are deceptive. St. Paul students will not be getting the "new technology" that is mentioned (we would be transferring our existing assets) we are being enticed with supposed new programmes but when we ask "such as what ? " we get no direct clarification. Portables are certainly not state of the art facilities.! We ase being asked to trade a perfectly functioning school for a lesser quality environment and for far too many uncertainties.

This whole PROCESS HAS BEEN VERY RUSHED not allowing for people to get involved . In fact I take issue with the statements that communication was sent in every possible way . TO ASSUME the level of interest based on a short survey is ludacris and shortsighted..NOT ALL MEMBERS OF THE COMMUNITY ARE ONLINE. There was no communication mailed or hand delivered to surrounding neighbourhoods. If this is incorrect could you please provide a copy of the literature?. THERE WAS VERY MINIMUM EFFORT TO ADVISE AND INFORM THE COMMUNITY. I know this as I live in very close proximity to the school and to date have not received any mail communication. I personally knocked on many doors only to find out THE MAJORITY OF RESIDENTS DIRECTLY AFFECTED ARE COMPLETELY UNAWARE..!!! There is no imminent need to close our school . As mentioned last evening this plan is about 10 years early! Should a consolidation be required in the future , we need to go back to the drawing board and find a solution that works for all involved . Many of us feel that we are being forced into the public sector as we are left with no local catholic school options. There is no way that putting 567 kids on 2 acres is a good idea any way you look at it . IT"S A DISASTER WAITING TO HAPPEN for current residents as well as future families coming into these areas. .

BURLINGTON IS A GROWING CITY..! Our Mayor Rick Goldring stated in his 25 year strategic plan that Burlington will be known for PROMOTING WALKABLE COMMUNITIES AND GREENER LIVING . Closing well functioning schools and putting children on busses and forcing parents to commute does not coincide with that plan .

Help us keep burlington #1 city Nation wide

Help us keep our heritage , help us keep our kids local !

KEEP ST.PAUL CATHOLIC ELEMENTARY OPEN !!!

VOTE NO TO THIS PROPOSAL!!

Thankyou for considering these thoughts

Proud Community member,



8d



This is the exactly what's in my head! Thank you for putting it all down. We all want to be respected and heard I feel this process has left many with a distaste for the Board and its members, hopefully they too will see past all the smoke and mirrors and vote no! This is in the end about the Children and their well being.



8d



Sadly without us speaking out the trustees will base there decision on the propsal itself which is misleading.. on paper new technology and state of the art facility sounds great,, but the logistics and the impact on communities isn't stated there

8d

*their



8d



Misleading...your very kind! It's down right insulting, talking about glass atriums and natural light please I want my kids to go out to play not hang in the hallways? If I heard new technology, bigger green space, state of the art science/math rooms I would be on board...not state of the art building design?!?



8d



agreed, all studies point to the fact that children thrive in smaller settings and greenspace is essential for healthy living



29d  2

While physically moving schools is going to be a change for the kids, if the new school is built there are going to be many children who will feel the impact of that change and does one or two moves really make that much of a difference? It may actually be easier for the children in your area to move to Holy Cross first. That way they can establish some friendships before the two schools are combined and perhaps won't be so nervous to make the move as they will be in the same situation as everyone else will be, however they will have a support system in the new friends they have made at Holy Cross. Just another point of view to consider...



8d

While I totally understand you not wanting to move your children twice...It might be a good idea to consider the new relationships they can build at Holy Cross with other both students and staff and thus take with them to the new school (if it does happen to be built) Holy Cross is very excited to receive any new children/families into their school community.






8d


Holy Cross ALSO has a very small community feel. I think the combination of two small community schools is the perfect match...consider it a growing family!


↑ Collapse all

 8d in **General Discussion – North Georgetown PAR**  2
New School – Great Idea with one minor change

 7w in **General Discussion – North Georgetown PAR**  2  1
Proposed new school

I'm very excited about the possibility of getting a new Catholic elementary school in Georgetown North. My children currently attend Holy Cross and while I love the school and the small community, I feel we would definitely benefit from a new modern school facility. I think combining Holy Cross and St. Francis schools would be a great fit – both schools are small and value a close-knit school community and many families already live in close proximity (i.e. Delrex area). For me, it makes sense to combine 2 smaller schools into a larger school – I feel my kids would benefit from having an opportunity in a larger school setting to make more friends before moving on to a very large high school. I also feel a new school would provide our kids with a state of the art facility that will provide many opportunities for learning and extracurricular activities not currently available at our smaller, older facilities – more sports teams, band programs, special interest clubs, access to technology, etc. I understand there may be some concerns about a new school (i.e. more bussing and the need for portables), however I think the benefits of a new school far outweigh any negatives. I look forward to attending the upcoming community meetings and meeting St. Francis families to discuss this exciting opportunity.

 28d
Well said! I couldn't agree more.

 8d
I agree with you completely! It's a very exciting opportunity for all children involved (and staff too!)