

REGULAR BOARD MEETING  
REVISED AGENDA

Date: Tuesday, May 16, 2017  
Time: 7:30 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

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15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer (J.M. Rowe)	

## Board Prayer--Tuesday, May 16, 2017

Leader:

*Gathering:*

Much is happening in our world today. Let us take a moment in silence to remember the situations and the many people involved, and place them in God's hands: that strength, perseverance, consolation and resources they need be given to them in abundance.

+In the name of the Father, and the Son, and the Holy Spirit.

Leader:

O Holy One,

we hear and say so many words,  
yet yours is the word we need.

Speak now, and help us to listen;

and, if what we hear is silence,

let it quiet us, let it disturb us,

let it touch our need, let it break our pride,

let it shrink our certainties, let it enlarge our wonder.

We dare to come before you God, with our prayers,  
with wishes and desires for own lives and with the needs and wants of people around the world.

We ask for a few small, faithful, saving things:

to walk with you in each moment

without plotting for tomorrow,

and so to really consider the birds of the air,

the lilies of the field, and find treasures hidden in the round of the daily;

to learn by leaning into your Spirit

to be present to others without preoccupation,

to engage without having to win,

to disagree without being judgmental,

to accept outcomes without despair,

to succeed or fail without misplacing hope,

to tune to the bracing hum of the stars,

to fathom enough without dismissing fathomless mystery of your creation, our brothers and sisters (throughout the world),

and the grace and mercy and power of your embrace that holds close, each small one of us,  
and everything together, in Jesus' name.

Let us pray together the words of Christ...

OUR FATHER...

+In the name of the Father, and the Son, and the Holy Spirit.

**PRESENTATION REPORT**

**ITEM 4.1**

## HALTON CATHOLIC DISTRICT SCHOOL BOARD BULLYING PREVENTION AWARDS 2016-2017

### PURPOSE:

To provide trustees with information regarding the Halton Catholic District School Board Bullying Prevention Awards for the 2016-2017 school year and to recognize the award winning students.

### BACKGROUND INFORMATION:

The Halton Catholic District School Board, in partnership with the Halton Regional Police Services, recognizes the profound importance of creating safe and inclusive communities. Our Student Trustees Christina Atrach, Ingrid Schwect and Manuela Zapata continue to lead this initiative within our Board and Region. All students have the right to feel safe, cared for, and that they belong. The 'Give Respect-Get Respect' movement that was first launched in 2010 in Halton Region aims to spread the message of respect and healthy relationships. Halton Catholic students in grades six to twelve were challenged to develop creative arts-based public service messages that use the theme **"See the Problem, Be the Solution"**, promoting healthy relationships and inclusion to prevent bullying. Secondary and elementary student submissions were judged separately in the following categories: Best Poster, Best Video, and Best Original Song.

During the 2016-2017 school year, forty-five (45) of the elementary schools and eight (8) secondary schools, (with approximately 247 students), submitted entries. On April 4, 2017 all participants were invited to the *See the Problem, Be the Solution* Awards at Jean Vanier Catholic Secondary School. All students in attendance voted on the fifteen (15) contenders that met the requirements for the challenge. In the end, the students who were present made the final decisions on favorite poster, video and song.

Category	Student Participants	School
Best Original Poster	Ronan Hickey, Supitcha Thadi, Evelyn Vieira, Khana Daniyal, Janelle Barretto, Ryan McBride, Ilsa Khan	Jean Vanier Catholic Secondary School
Best Original Video	Luca D'Amico, Eduardo Cuevas, Anamaria Barbul, Fabiana Dos Santos Da Silva, Anna Shajee, Hanna Methot	Holy Trinity Catholic Secondary School
Best Original Song	Emiliana Arrieche, Romina Vega Bravo, Adam Segre, Paige McCann, Julia Linhares, Josh Vilim, Sean Cole, Lucas Mindzak, Emilija Beram	Holy Family Catholic Elementary School



The winning entries in the Halton Catholic District School Board's **"See the Problem, Be the Solution"** Gala advanced to the Regional Give Respect – Get Respect Gala that was held on April 25, 2017, at the Silver City Theatre, Wycroft Road, Oakville. Halton Catholic District School Board, Halton District School Board and Halton Regional Police Services recognized all winning entries. Students, staff and noted guests viewed and showcased all the entries that were submitted. Furthermore, these winning entries will now become part of the ongoing Bullying Prevention Campaign and will be displayed publicly (Transit buses, movie theatres, convenience stores, billboards, etc.) across Halton Region. Indeed a culminating celebration for all the outstanding submissions.

## **CONCLUSION:**

Congratulations are extended to not only our winners tonight, but to all the other students that participated in this Bullying Prevention initiative.

### **REPORT PREPARED & SUBMITTED BY:**

TONI PINELLI  
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

### **REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

## MINUTES OF THE REGULAR BOARD MEETING

Date: May 2, 2017  
Time: 7:30 pm  
Location: Catholic Education Centre – Board Room  
802 Drury Lane, Burlington, ON

Members Present: A. Danko D. Rabenda, Chair of the Board  
A. Iantomasi J.M. Rowe  
H. Karabela S. Trites, Vice Chair of the Board  
P. Marai  
J. Michael

Student Trustees: C. Atrach I. Schwecht

Members Excused: A. Quinn M. Zapata

Staff Present: B. Browne R. Negoï  
C. Cipriano J. O'Hara  
P. Dawson, Secretary of the Board T. Overholt  
C. McGillicuddy A. Prkacin  
L. Naar

Also Present: M. Carnelos, Curriculum Consultant (Mathematics), Curriculum Services  
R. Merrick, Senior Administrator, Facility Management Services  
J. Mickle, Math Lead Facilitator, Curriculum Services  
A. Swinden, Administrator, Strategic Communications  
B. Tiechman, Overland LLP  
K. Yanchus, Reporter, Burlington Post

Recording Secretary: R. Di Pietro

### 1. Call to Order

The Chair called the meeting to order.

#### 1.1 Opening Prayer, National Anthem and Oath of Citizenship (I. Schwecht)

The meeting opened at 7:30 p.m. with a prayer led by I. Schwecht.

#### 1.2 Motions Adopted In-Camera

A motion regarding property was adopted in-camera.

#### 1.3 Information Received In-Camera

Trustee Trites read the following information received in-camera:

RETIREMENTS

Laura Agro-DeRosa, Diane Brennan, Kathryn Anne Burns, Debbie Csernyei, Maureen Morrison and Paula Round retiring effective June 30, 2017.

ACTING ELEMENTARY PRINCIPALS

Nelson Costa and Marie Murad appointed as Acting Elementary School Principals effective September 1, 2017.

ELEMENTARY VICE PRINCIPALS

Tracey Babic, Blaine McCauley and Anna Marie Tolti appointed as Elementary School Vice Principals effective September 1, 2017.

**2. Approval of the Agenda**

The agenda was approved with the following additions:

- 10.5 The Angelus Stakeholder Consultation (P. Dawson)
- 10.6 I.C.E. Presentation (L. Naar)
- 10.7 Notice of Motion (P. Marai)
- 10.8 Notice of Motion (A. Danko)

**#104/17**

**Moved by:** A. Iantomasi

**Seconded by:** H. Karabela

**RESOLVED,** that the agenda be accepted as amended.

The Chair called for a vote on **#104/17** and it **UNANIMOUSLY CARRIED**.

**3. Declarations of Conflict of Interest**

There were no conflicts of interest declared.

**4. Presentations****4.1 Proposed 2017 Amendment to the 2013 Education Development Charges (EDC) By-Law (R. Negroi)**

F. Thibeault and B. Teichman presented the proposed amendment to the 2013 Education Development Charges (EDC) By-Law in light of increased land values in the past year in Halton Region.

Legal does not anticipate any opposition from the Building Industry and Land Development Association.

**5. Delegations**

There were no delegations.

**6. Approval of Minutes****6.1 Minutes of the April 18, 2017 Regular Board Meeting  
#105/17**

**Moved by:** A. Iantomasi

**Seconded by:** P. Marai

**RESOLVED**, that the minutes of the April 18, 2017 Regular Board Meeting be approved as presented.

The Chair called for a vote on **#105/17** and it **UNANIMOUSLY CARRIED**.

**7. Business Arising from Previous Meetings****7.1 Summary of Outstanding Items from Previous Meetings**

The summary of outstanding items from previous meetings was received as information.

**8. Action Items**

There were no action items.

**9. Staff Reports****9.1 Renaming of Mother Teresa Catholic Elementary School (T. Overholt)**

In light of the September 4, 2016 canonization of Mother Teresa, the name of the school should be, St. Teresa of Calcutta Catholic Elementary School.

**9.2 2017 Joint Review of the 2013 Education Development Charges (EDC) By-Law (R. Negoii)**

To address rising land costs and to ensure that the existing EDC shortfall is appropriately managed over the course of the By-Law, the levies will need to increase. It is proposed that the residential levy should increase by \$234.00 or 11.5% per dwelling unit and the non-residential level increase by \$0.07 or 13.7% per square foot.

**10. Information Items****10.1 Student Trustees Update (I. Schwecht)**

Student trustees attended the OCSTA AGM from April 27 -29, 2017 where they enjoyed great and informative sessions.

The leadership conference will take place at Corpus Christi Catholic Secondary School May 3, 2017. The theme of the event is building strong relationships. Active and engaging activities have been organized.

Christina Atrach, Anamaria Barbul and Ingrid Schwecht will represent the Halton Catholic District School Board as 2017 – 2018 Student Trustees.

Applications for Student Senate will commence May 4, 2017.

The current and new student trustee will be attending the OSTA AECO Spring AGM.

Trustees were encouraged to tweet student video regarding Catholic Education during Catholic Education week.

**10.2 School Educational Field Trips (C. McGillicuddy)**

School trips were provided as information.

**10.3 Renewed Math Strategy (RMS) Update (A. Prkacin)**

Staff provided a presentation emphasizing the Halton Catholic District School Board's priority to provide opportunities which are differentiated to support all learners. The goal will be to focus on delivering instruction that is precise to the level of readiness of each individual student, all the while meeting individual learning needs.

**10.4 Update on the Annual Community Planning and Facilities Partnership Meeting (R. Negoi)**

Trustees were provided with an annual update on pupil accommodation in the Region of Halton, as per the requirements of Operating Policy I-37: Community Planning & Facility Partnerships. The report summarized the Board's Long Term Capital Plan, long term enrolment forecasts, future new capital and consolidation projects, and accommodation strategies to be undertaken going forward.

**10.5 The Angelus Stakeholder Consultation (P. Dawson)**

Stakeholders will be asked to share their thoughts on the Angelus. Methodology is the same when seeking input on policies.

**10.6 ICE Presentation (L. Naar)**

A symposium will take place later this year, gathering representatives from every school board and stakeholder groups from across the province. The theme of this symposium is *Renewing the Promise: Exploring the Critical Role of Catholic Education in Contemporary Society*.

To help gather feedback, ICE has teamed up with *Thoughtexchange*, an online engagement forum. It enables many participants to provide input and makes it easy to identify common themes, and build consensus around emerging directions, opportunities and initiatives.

The Office of the Director to send link to webinar to Trustees in order to provide opportunity for feedback. The feedback gathered will be used to plan conversation at the symposium.

**10.7 Notice of Motion (P. Marai)**

Trustee Marai provided the following notice of motion:

**WHEREAS**, the Holy Family Catholic Elementary School community has undergone significant boundary changes over the past decade, and;

**WHEREAS**, students are unable to finish their school careers at St. Thomas Aquinas Catholic Secondary School with transportation.

**BE IT RESOLVED**, that the Halton Catholic District School Board will provide all Holy Family students attending St. Thomas Aquinas Catholic Secondary School effected by the June 2015 Oakville Secondary Boundary Review with bus transportation until the 2018-2019 School Year.

**10.8 Notice of Motion (A. Danko)**

Trustee Danko provided the following notice of motion:

**BE IT RESOLVED THAT**, the Halton Catholic District School Board proceed with a Request for Proposal Process to gather proposals for an outsourced Employee Assistance Program.

**11. Miscellaneous Information**

**11.1 Minutes of the March 27, 2017 SEAC Meeting**

The minutes of the March 27, 2017 SEAC meeting were provided as information.

**12. Correspondence**

There was no correspondence.

**13. Open Question Period**

There were no questions.

**14. In Camera**

There was no follow-up In-Camera session.

**15. Resolution re Absentees**

**#106/17**

**Moved by:** P. Marai

**Seconded by:** S. Trites

**RESOLVED**, that Anthony Quinn and Manuela Zapata be excused from the meeting.

The Chair called for a vote on **#106/17** and it **UNANIMOUSLY CARRIED**.

**16. Adjournment and Closing Prayer (D. Rabenda)**

**#107/17**

**Moved by:** J. Michael

**Seconded by:** J.M. Rowe

**RESOLVED**, that the meeting adjourn.

The Chair called for a vote on **#107/17** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 8:45 p.m. with a prayer led by Trustee Rabenda.

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Secretary of the Board

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Chair

## BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
May 16, 2017	Policy I-29 School Boundary Review Process	Approval, as amended	T. Overholt	June 2017



**ACTION REPORT**

**ITEM 8.1**

**NOTICE OF MOTION – GRANDFATHERED TRANSPORTATION**

**RATIONALE AND RECOMMENDATION**

**RESOLUTION**

Moved by: P. Marai

Seconded by:

**WHEREAS**, the Holy Family community has undergone significant boundary changes over the past decade, and;

**WHEREAS**, students are unable to finish their school careers at St. Thomas Aquinas Catholic Secondary School with transportation.

**BE IT RESOLVED**, that the HCDSB will provide all Holy Family students attending St. Thomas Aquinas Catholic Secondary School effected by the June 2015 Oakville Secondary Boundary Review with bus transportation until the 2018-2019 School Year.

**P. MARAI**  
**TRUSTEE**

**ACTION REPORT**

**ITEM 8.2**

**NOTICE OF MOTION – EMPLOYEE ASSISTANCE PROGRAM**

**RATIONALE AND RECOMMENDATION**

**RESOLUTION**

Moved by: A. Danko

Seconded by:

**BE IT RESOLVED THAT**, the Halton Catholic District School Board proceed with a Request for Proposal Process to gather proposals for an outsourced Employee Assistance Program.

**A. DANKO**  
**TRUSTEE**

## ACTION REPORT

## ITEM 8.3

### RENAMING OF MOTHER TERESA CATHOLIC ELEMENTARY SCHOOL

#### PURPOSE:

The purpose of this report is to recommend that ***Mother Teresa Catholic Elementary School*** be renamed ***St. Teresa of Calcutta Catholic Elementary School***.

#### COMMENTS:

In light of the September 4, 2016 canonization of Mother Teresa, the name of the school should be, ***St. Teresa of Calcutta Catholic Elementary School***.

The renaming of the school has been discussed and confirmed with Chancellor, Monsignor Murray Kroetsch.

#### RECOMMENDATION:

Resolution

Moved by:

Seconded by:

***RESOLVED***, that the Halton Catholic District School Board rename Mother Teresa Catholic Elementary school to ***St. Teresa of Calcutta Catholic Elementary School***.

#### REPORT PREPARED

#### AND SUBMITTED BY:

T. OVERHOLT

SUPERINTENDENT OF EDUCATION

#### REPORT APPROVED BY:

P. DAWSON

DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

## ACTION REPORT

## ITEM 8.4

### POLICY I-26 STUDENT TRUSTEES ON THE HALTON CATHOLIC DISTRICT SCHOOL BOARD

#### PURPOSE:

To approve *Policy I-26 Student Trustees on The Halton Catholic District School Board* as presented.

#### BACKGROUND INFORMATION:

Revisions were made to clarify the process for filling a vacancy during a Student Trustee term; and to direct schools to report to their Family of Schools Superintendent if they do not have a candidate for the Student Trustee Elections. Changes were made to ensure one student trustee to be elected to 2 (two) one-year terms. A chart is included as Appendix A of this report.

#### CONCLUSION:

*Policy Policy I-26 Student Trustees on The Halton Catholic District School Board* was submitted to the Policy Committee at the May 9, 2017 meeting, as amended, with a recommendation that it be forwarded to the board of trustees for approval.

#### RECOMMENDATION:

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

*Moved by:*

*Seconded by:*

**RESOLVED**, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee that *Policy I-26, Student Trustees on the Halton Catholic District School Board* name be changed to *Policy I-26, Student Trustees of the Halton Catholic District School Board*, and be approved as amended.

REPORT SUBMITTED AND  
APPROVED BY:

A. DANKO  
CHAIR OF THE POLICY COMMITTEE

## Appendix A

### Sample Initiation of Policy

#### Year 1

Area	Candidates of Grade 10	Candidates of Grade 11
<b>Burlington</b>	Elected as future incumbent trustee	
<b>Oakville</b>		Elected as one term trustee
<b>North Halton</b>		Elected as one term trustee

#### Year 2

Area	Candidates of Grade 10	Candidates of Grade 11
<b>Burlington</b>	Elected as incumbent	
<b>Oakville</b>	Elected as future incumbent	
<b>North Halton</b>		Elected as one term trustee

#### Year 3

Area	Candidates of Grade 10	Candidates of Grade 11
<b>Burlington</b>		Elected as one term trustee
<b>Oakville</b>	Elected as incumbent	
<b>North Halton</b>	Elected as future incumbent	

**STUDENT TRUSTEES OF THE HALTON CATHOLIC DISTRICT SCHOOL BOARD****POLICY No.: I-26****DATE : SEPTEMBER 15, 1998****AMENDED: APRIL 25, 2000****AMENDED: MARCH 20, 2001****AMENDED: MARCH 5, 2002****AMENDED: NOVEMBER 2, 2004****AMENDED: MARCH 6, 2007****AMENDED: MARCH 24, 2009****AMENDED: JUNE 21, 2011****AMENDED: MAY 16, 2017****PURPOSE**

This policy provides for the direct representation of the interests of students of the Halton Catholic District School Board through the role of Student Trustee(s).

**APPLICATION & SCOPE**

This policy applies to the process of electing Student Trustees to the Board.

**REFERENCES**

This policy works in accordance with Education Act, Ontario Regulation 07/07 and any guidelines issued by the Minister of Education under paragraph 3.5 of subsection 8(1) and . Subsection 5(5) of the Education Act.

[Administrative Procedure VI-15](#)

**PRINCIPLES**

- The education of students in the Board's Catholic schools is a shared responsibility involving home, school, parish and the extended Catholic educational community.
- The Board endorses the principle of providing for the direct representation of the interests of students as part of the Board of Trustees.
- The Board endorses a process whereby student representation is determined in an open and democratic manner.
- The Board endorses student representation as a means of fostering the development of future Catholic community leaders.
- A student trustee of the Halton Catholic District School Board is a model of servant leadership for the Catholic educational community in Halton and the wider Catholic community.
- A student trustee will be excluded from any matters where they have a conflict of interest in accordance with the Municipal Conflict of Interest Act 1997, as amended.

**STUDENT TRUSTEES OF THE HALTON CATHOLIC DISTRICT SCHOOL BOARD****POLICY No.: I-26****DATE : SEPTEMBER 15, 1998****AMENDED: APRIL 25, 2000****AMENDED: MARCH 20, 2001****AMENDED: MARCH 5, 2002****AMENDED: NOVEMBER 2, 2004****AMENDED: MARCH 6, 2007****AMENDED: MARCH 24, 2009****AMENDED: JUNE 21, 2011****AMENDED: MAY 16, 2017****REQUIREMENTS**

- This policy and the associated Administrative Procedure VI-15 shall be in accordance with provisions of the Education Act, Ontario Regulation 07/07 and any guidelines issued by the Minister of Education under paragraph 3.5 of subsection 8(1) of the Education Act.
- Qualified student nominees will hold qualifications and endorsements as stated below:
  - active Parish membership and regular mass attendance;
  - a letter of endorsement from the school principal;
  - a letter of endorsement from their parish priest;
  - a letter of endorsement from the school Student Council;
  - full-time Catholic student, in good standing, and must be at least a senior in Grade 11 by September 1<sup>st</sup> of the subsequent year;
  - a history of leadership interest as exhibited through work on (but not limited to) the student senate, the student council, ambassadors/prefects, social justice groups, parish youth organizations, liturgical programming and/or music ministry; community youth organizations; and,
  - beginning knowledge of current key issues affecting Catholic education.
- A person is qualified to act as a student trustee if he or she is enrolled in the senior division of a school of the board and is,
  - a) a full-time pupil; or
  - b) an exceptional pupil in a special education program for whom the board has reduced the length of the instructional program on each school day under subsection 3 (3) of Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools – General) made under the Act, so long as the pupil would be a full-time pupil of the program had not been reduced.
- Each secondary school is expected to nominate **up to** two qualified students (a student who will be in grade 11 the subsequent year and a student who will be in grade 12 the subsequent year) to the group of prospective student trustees who will be interviewed and voted into office by the Student Senate. Schools not advancing a nominee shall provide a written rationale to the Family of Schools Superintendent of Education.
- Up to three (3) student trustees may be elected to the Board. No two (2) students shall be from the same area (Burlington; Oakville; North Halton).

**OPERATING POLICY****HALTON CATHOLIC DISTRICT SCHOOL BOARD****STUDENT TRUSTEES OF THE HALTON CATHOLIC DISTRICT SCHOOL BOARD****POLICY No.: I-26****DATE : SEPTEMBER 15, 1998****AMENDED: APRIL 25, 2000****AMENDED: MARCH 20, 2001****AMENDED: MARCH 5, 2002****AMENDED: NOVEMBER 2, 2004****AMENDED: MARCH 6, 2007****AMENDED: MARCH 24, 2009****AMENDED: JUNE 21, 2011****AMENDED: MAY 16, 2017**

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- Two new student trustees, and one returning student trustee (incumbent), shall be elected by the Student Senate, no later than April 30th in each school year. In a year when no returning student trustee (incumbent) is available for election, one new Grade 10 student trustee and two new Grade 11 student trustees shall be elected. A student trustee's term of one school year shall begin August 1st of the same year as their election.
  - A student trustee(s) of the Board will participate at meetings of the Board and at meetings of Committees of the Board in accordance with Ontario Regulation 07/07 made under the Education Act. Subsection 5(5) of the Act provides that a student trustee(s) may attend all closed (*in camera*) meetings, with the exception of those "*when the subject matter under consideration involves the disclosure of intimate, personal or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the Board or a student or his or her parent or guardian.*"
  - Student trustees are not considered elected members of the Board and therefore not entitled to a binding vote – that is, their vote is not included in the official vote count; however, a student trustee does have the right to have their vote recorded in the Board minutes if they request it. In addition, a student trustee may request that a matter before a board or any of its committees be put to a vote, in which case there must be two votes:
    - a) a non-binding vote that includes the student trustee's vote; and
    - b) a recorded binding vote that does not include the student trustee's vote.
  - A student trustee is not entitled to move a motion, but is entitled to suggest a motion on any matter at a meeting of the board or of one of its committees on which the student trustee sits. If no member of the board or committee, as the case may be, moves the suggested motion, the record shall show the suggested motion.
  - In the event a student trustee does not complete the term of appointment, the Student Senate will:
    - a) hold a by-election for the vacant geographic area, for the remainder of the term.
  - Upon completion of their respective terms of appointment, each student trustee(s) shall, subject to Board approval, be acknowledged for service to the Board.
    - each individual will be provided with a letter of commendation signed by the Chair of the Board; and
    - each individual will be awarded an honorarium/scholarship of \$2,500.00 and other such forms of recognition or support as may be determined by the Board.
  - The student trustee(s) shall remain in good standing at a Halton Catholic District School Board secondary school for the entire school year of their appointment(s).
  - To support implementation of this policy, the Director of Education shall ensure:
    - a) Administrative Procedures are in accordance with Ontario Regulation 67; and



**OPERATING POLICY****HALTON CATHOLIC DISTRICT SCHOOL BOARD****STUDENT TRUSTEES OF THE HALTON CATHOLIC  
DISTRICT SCHOOL BOARD****POLICY No.: I-26****DATE : SEPTEMBER 15, 1998****AMENDED: APRIL 25, 2000****AMENDED: MARCH 20, 2001****AMENDED: MARCH 5, 2002****AMENDED: NOVEMBER 2, 2004****AMENDED: MARCH 6, 2007****AMENDED: MARCH 24, 2009****AMENDED: JUNE 21, 2011****AMENDED: MAY 16, 2017**

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- b) maintenance of qualifying criteria pertaining to a prospective candidate's record of service to, and leadership in, the Catholic secondary school and the broader parish and Catholic community.

**APPROVED:** Regular Meeting of the Board

**AUTHORIZED BY:**

\_\_\_\_\_  
Chair of the Board

**ACTION REPORT**

**ITEM 8.5**

**I-42 OUT OF PROVINCE STAFF TRAVEL**

**PURPOSE:**

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

**COMMENTARY:**

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

**CONCLUSION:**

*Policy I-42 Out of Province Staff Travel* was submitted to the Policy Committee at the May 9, 2017 meeting, with a recommendation that it be forwarded to the board of trustees for approval.

**RECOMMENDATION:**

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

*Moved by:*

*Seconded by:*

**RESOLVED**, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee and approve *Policy I-42 Out of Province Staff Travel*, as presented.

**REPORT SUBMITTED AND  
APPROVED BY:**

A. DANKO  
CHAIR OF THE POLICY COMMITTEE

## **PURPOSE**

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

## **APPLICATION AND SCOPE**

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

## **REFERENCES**

[Policy I-34 \(A\) Reimbursement of Board Business Expenses for Employees](#)

## **PRINCIPLES**

Where appropriate, staff may have the opportunity to take part in professional learning at the national or international level that would be considered valuable to the growth of the entire District.

The Board recognizes and values professional learning opportunities for all staff, and the potential impact it can make to system priorities and ultimately, student learning.

Where appropriate, staff may have the opportunity to explore other jurisdictions/Districts outside of the Province of Ontario that may give new awareness to potential advances in current practices within our District.

The Board recognizes the moral, ethical and monetary value of responsible financial stewardship of the Board's resources as it relates to expenses outside of the regular delivery of programming.

The Board commits to open, consistent and transparent processes for the approval of travel requests.

## **REQUIREMENTS**

Staff requesting to travel out of Province, but within Canada and the U.S.A. shall require the approval from the Director of Education.

Staff requesting to travel out of Canada and the U.S.A. shall require the approval from the Board of Trustees.

**OPERATING POLICY****OUT OF PROVINCE STAFF TRAVEL****HALTON CATHOLIC DISTRICT SCHOOL BOARD****POLICY No.: I-42****DATE : MAY 6, 2014****AMENDED: MAY 16, 2017**

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Considerations for approval will be based upon the potential value to the System; including professional development, networking opportunities, professional collaboration and the reciprocal relationship of sharing best practices with other Districts.

Following the approved conference, an Information Report is to be submitted to the Board regarding the details of the conference and possible future changes to our practices and benefits to our system.

A request to travel out of Province must be submitted at least 60 Days prior to the date of the departure, when possible, along with the following documentation:

- i. Details of the conference, convention or seminar/workshop, including cost.
- ii. Place and Duration of the Conference.
- iii. Summary of the benefit this program may provide individual and/or board.

Reimbursement of business-related expenses shall be consistent with Operating Policy I-34 (A) Reimbursement of Board Business Expenses for Employees.

**APPROVED:** Regular Meeting of the Board

**AUTHORIZED BY:** \_\_\_\_\_

Chair of the Board

**ACTION REPORT**

**ITEM 8.6**

## **II-13 PSYCHO-EDUCATION PSYCHOLOGICAL TESTING OF INDIVIDUAL STUDENTS**

**PURPOSE:**

To approve *Policy II-13 Psycho-Education Psychological Testing of Individual Students*, as presented.

**BACKGROUND INFORMATION:**

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

The process of psychological/psycho-educational assessment has undergone significant evolution since the original development of this policy. Psychological/Psycho-educational assessment plays a crucial part in determining learning, social-emotional and mental health needs of students and informing school programming and support.

Changes in legislation since the inception of this policy include, but are not limited to: the Personal Health Information Protection Act that guides the collection and retention of information collected by Regulated Health Professionals working for school boards; Policy/Program Memorandum No. 8 - Identification of and Program Planning for Students with Learning Disabilities, the Regulated Health Professions Act; and the Psychology Act.

In light of these changes, revisions to Policy II-13 Psychological 'Testing' of Individual Students should also reflect a name change to Psychological 'Assessment' of Individual Students.

**CONCLUSION:**

*Policy II-13 Psycho-Education Psychological Testing of Individual Students* was submitted to the Policy Committee at the May 9, 2017 meeting, as amended, with a recommendation that it be forwarded to the board of trustees for approval.

**RECOMMENDATION:**

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

Moved by:

Seconded by:

**RESOLVED**, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee that *Policy II-13 Psycho-Education Psychological Testing of Individual Students* name be changed to *Policy II-13 Psycho-Education Psychological Assessment of Individual Students*, and be approved as amended.

**REPORT SUBMITTED AND  
APPROVED BY:**

A. DANKO  
CHAIR OF THE POLICY COMMITTEE

**PURPOSE**

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

**APPLICATION AND SCOPE**

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

**PRINCIPLES**

- 1) An explanation of the reasons for the assessment shall be given to the parents through a personal interview with the school principal/designate \*\*, the parents' permission will be requested in writing and psychology staff will obtain informed consent prior to the administration of the assessment.
- 2) The results of the assessments and recommendations will be provided to the parents by psychology staff.
- 3) It is a fundamental consideration to be able to assure those concerned, that assessments are conducted competently and only by appropriately qualified personnel.
- 4) The principal and psychology staff will take necessary precautions to protect the confidentiality and privacy of any assessment information.
- 5) Since it is recognized that the assessment and results are for the educational benefit of the student, the principal shall inform specific teaching personnel as required and direct appropriate programming.
- 6) Psychological reports may be placed, with parental consent, in the Ontario Student Record folder and psychological files are being stored and retained in accordance with the Personal Health Information Protection Act, Standards of Professional Conduct and HCDSB Retention Schedule.

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

**APPROVED:** Regular Meeting of the Board

**AUTHORIZED BY:**

Chair of the Board

## ACTION REPORT

## ITEM 8.7

### II-20 CHILD ABUSE AND PROTECTION OF STUDENTS

#### PURPOSE:

To approve *Policy II-20 Child Abuse and Protection of Students* as presented.

#### BACKGROUND INFORMATION:

Halton Catholic District School Board is committed to the safety and well-being of all students. The protection of children in Catholic schools is the primary responsibility of the Board and is shared among employees, volunteer parents, clergy, the Halton Children's Aid Society as well as related child and family services professionals and the community at large. This policy recognizes the Halton Children's Aid Society's legislated mandate in accordance with the Child and Family Services Act (September, 2000) regarding the protection of children in the Region of Halton. The Child and Family Services Act and the Criminal Code of Canada supersede all other acts, existing legislation, or policies that govern Board employees, and volunteers, in matters pertaining to child abuse and the protection of students.

This policy remains current and provides the appropriate mandate for the protection of all students by HCDSB staff.

Minor revisions to *Policy II-20 Child Abuse and Protection of Students* have been made, specifically related to updating document titles and references to Administrative Procedure VI-32 Child Abuse and Protection of Students.

#### CONCLUSION:

*Policy II-20 Child Abuse and Protection of Students* was submitted to the Policy Committee at the May 9, 2017 meeting, as amended, with a recommendation that it be forwarded to the board of trustees for approval.

#### RECOMMENDATION:

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

Moved by:

Seconded by:

**RESOLVED**, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee that *Policy II-20 Child Abuse and Protection of Students*, be approved as amended.

REPORT SUBMITTED AND  
APPROVED BY:

A. DANKO  
CHAIR OF THE POLICY COMMITTEE

**PURPOSE**

To ensure that employees and volunteers of the Board comply with the requirements of the Child and Family Services Act (September 2000) regarding all students under the age of 16 who are reasonably suspected of needing protection.

**APPLICATION AND SCOPE**

This policy applies to all employees and volunteers of the Halton Catholic District School Board.

**REFERENCES**

[Administrative Procedure VI-32 Child Abuse and Protection of Students](#)

Child and Family Services Act

Criminal Code of Canada Halton Regional Police School Protocol

Ontario College of Teachers

Teaching Profession Act

**PRINCIPLES**

The Halton Catholic District School Board believes that all students are entitled to develop, mature and learn in respectful, safe and secure school, family, Church and community settings.

The Halton Catholic District School Board recognizes the dignity of all students, volunteers and employees as children of a loving God.

The protection of children in Catholic schools is the primary responsibility of the Board and is shared among adult employees, volunteer parents, clergy, the Halton Children's Aid Society as well as related child and family services professionals and the community at large.

The Board recognizes the Halton Children's Aid Society's legislated mandate regarding the protection of children in the Region of Halton.



Board employees act in support of the Mission Statement and Governing Values of the Board when taking appropriate action under the Child and Family Services Act and Criminal Code of Canada in the best interest of students and their protection.

The prevention of child abuse, and the protection of students, is motivated by a sense of Catholic social justice.

All employees and the Administration of the Board at all levels commit to building and maintaining an open, collaborative professional relationship with the Halton Children's Aid Society.

The administration of the Halton Catholic District School Board recognizes the Halton Children's Aid Society and the Ministry of Community and Social Services among the authoritative resources for the in-service of Board employees regarding the protection of children.

### **REQUIREMENTS**

1. The Child and Family Services Act and the Criminal Code of Canada supersede all other Acts, existing legislation or policies that govern Board employees and volunteers in matters pertaining to child abuse and the protection of students.
2. All elementary and secondary principals shall annually review the reporting requirements of this policy, and Administrative Procedure VI-32; in accordance with the Child and Family Services Act (September 2000) with all employees during a staff meeting in September of each new school year.
3. (a) It is the responsibility of Human Resources Services that all newly hired school-based employees whether in full/part time, permanent, probationary, long term occasional and supply positions shall receive information on this policy/procedure and the Child and Family Services Act during new employee orientation activities and/or materials.  
(b) It is the responsibility of the Principal of the school that all volunteers shall receive information on this policy, the associated procedure, the reporting requirements of the Child and Family Services Act and the Halton Regional Police School Protocol during volunteer orientation at each school.
4. All employees and volunteers shall comply with the reporting provisions of the Halton Regional Police School Protocol, which describes a course of action developed in cooperation with the Halton Children's Aid Society and the Halton Regional Police Service.
5. All employees making a report to the Halton Children's Aid Society must promptly supply verbally to the Principal the information on which the report to Halton Children's Aid Society is being or has

**OPERATING POLICY****CHILD ABUSE AND PROTECTION OF STUDENTS****HALTON CATHOLIC DISTRICT SCHOOL BOARD****POLICY No.: II-20****DATE : APRIL 29, 1986****AMENDED: JULY 30, 1991****AMENDED: OCTOBER 29, 2003****AMENDED: MAY 20, 2014****AMENDED: MAY 16, 2017**

been made and complete the Record of Report to Children's Aid Society and submit as required in Administrative Procedure VI-32

6. The Board also expects that teachers shall act in accordance with amendments to section 12 of the Teaching Profession Act which stipulate that a member [teacher] need not advise another member [another teacher] when making an adverse report respecting suspected child abuse by another member.
7. The Director of Education or designate shall report to the Ontario College of Teachers, any teacher currently or formerly employed by the Board who:
  - has been charged with or convicted of sexual misconduct under the Criminal Code;
  - in addition to i) above, and in the opinion of the Board, poses a risk of harm or injury; or
  - in the opinion of the Board, has engaged in conduct that should be reviewed by the Ontario College of Teachers (E. A. S. 170(1), para. 12.1)
8. The Board, through its supervisory officers, shall monitor any criminal, quasi-criminal, legal, quasi-legal proceedings against any employee to ascertain if the available information arising from the proceedings is relevant to ongoing or pending disciplinary actions.
9. The Board's Chief Social Worker shall establish and biannually review Administrative Procedure VI-32 for administrators, teachers, other school-based staff and volunteers on Child Abuse and Child Abuse Prevention.
10. On becoming aware that any employee or volunteer having direct contact with students has been charged with or convicted of an offence under the Criminal Code of Canada involving Child Abuse with any student or any Criminal Code of Canada offence which, in the opinion of the Board indicates that students may be at risk, the Principal shall ensure that the employee or volunteer perform no duties involving contact with pupils, pending withdrawal of the charge, discharge following a preliminary inquiry, stay of the charge or acquittal, as the case may be.

**APPROVED:** Regular Meeting of the Board

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

**ACTION REPORT****ITEM 8.8****II-29 INCLUSION AND RANGE OF PLACEMENTS FOR IDENTIFIED EXCEPTIONAL STUDENTS****PURPOSE:**

To Policy II-29 Inclusion and Range of Placement Options for Identified Exceptional Students as presented.

**BACKGROUND INFORMATION:**

Halton Catholic District School Board is a welcoming, inclusive Catholic faith community that recognizes the necessity of providing a full range of placements in order to respond to the needs of identified exceptional pupils.

This policy also recognizes that while the local school is the primary consideration for placement, some students' needs may be most appropriately met in specialized programs, which are located in regional locations throughout the board. Determination of placement continues to be made through the Identification, Placement, Review Committee (IPRC) process in compliance with Ministry regulation 181/98. The identification process for exceptional students, community partnerships and supports, and the board model of support through itinerant staff is provided in this policy as foundational to the delivery of services and programming in Special Education in Halton Catholic. This policy also outlines the five placement options available to students in the board through the IPRC process. Decisions continue to be made in consultation and partnership with parents, with the most accurate and up to date information, with the student's best interests in mind.

This policy continues to encapsulate the Halton Catholic District School Board's approach to the identification, placement, and support for students identified as exceptional, and the range of placements provided by the board and as such, is submitted with minimal changes to the existing policy. The only addition of note is the inclusion of an additional reference to PPM 156 – Supporting Transitions for Students with Special Education Needs to provide support for the expectation of appropriate transition planning noted in the bullet.

**CONCLUSION:**

Policy Policy II-29 Inclusion and Range of Placement Options for Identified Exceptional Students was submitted to the Policy Committee at the May 9, 2017 meeting, as amended, with a recommendation that it be forwarded to the board of trustees for approval.

**RECOMMENDATION:**

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

Moved by:

Seconded by:

**RESOLVED**, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee that Policy 11-29 Inclusion and Range of Placement Options for Identified Exceptional Students, and be approved as amended

**REPORT SUBMITTED AND  
APPROVED BY:**

A. DANKO  
CHAIR OF THE POLICY COMMITTEE

**INCLUSION AND RANGE OF PLACEMENT OPTIONS FOR IDENTIFIED EXCEPTIONAL STUDENTS****POLICY NO.: II-29****DATE : SEPTEMBER 26, 1995****AMENDED: JUNE 5, 2007****AMENDED: OCTOBER 2, 2007****AMENDED: FEBRUARY 19, 2013****AMENDED: MAY 16, 2017****PURPOSE**

To provide students identified as exceptional under the Education Act, with a full range of placements as defined under the Education Act and Regulations for the Province of Ontario.

**APPLICATION AND SCOPE**

This policy applies to all children registered with and attending schools in the Board.

The responsibility for implementation of this policy applies to the Board's senior administration, school administrators, teachers and academic support staff employed by the Board to support the needs of students identified as exceptional under the Education Act.

**PRINCIPLES**

The Halton Catholic District School Board is a welcoming, inclusive Catholic faith community.

The Halton Catholic District School Board recognizes the necessity of providing a full range of placements in order to respond to the needs of identified exceptional pupils.

The Board is committed to the principle that all qualified, registered students shall be welcomed into their neighbourhood/regional school.

The 'appropriateness' of a student's placement is determined through an examination of a detailed student needs assessment resulting from a collaborative sharing of relevant information about the student among the child's parents, school/Board staff, and the providers of the professional services received by the student.

In keeping with Supreme Court of Canada rulings (Eaton, Oct. 9, 1996) and with direction from the Ministry of Education for Ontario (June 9, 1994 Memo), integration of exceptional pupils is the normal practice, when such a placement meets the student's needs (i.e. is in "the best interest of the student."). Consequently, the default placement for students, regardless of identified exceptionality, shall be the regular classroom with appropriate support unless otherwise determined by a duly constituted Identification, Placement and Review Committee of the Board informed by parental wishes and relevant professional opinion.

The Identification, Placement and Review Committees of the Board (IPRC):

- Before considering the option of placement in a special education class, will consider whether placement in a regular class, with appropriate special education services, would meet the child's needs and be consistent with parental preferences; [Ont. Reg. 181/98, S.17. (1)]
- Having decided that the pupil should be placed in a special education class, [it must] state the reasons

**INCLUSION AND RANGE OF PLACEMENT OPTIONS FOR IDENTIFIED EXCEPTIONAL STUDENTS**

**POLICY NO.:** II-29  
**DATE :** SEPTEMBER 26, 1995  
**AMENDED:** JUNE 5, 2007  
**AMENDED:** OCTOBER 2, 2007  
**AMENDED:** FEBRUARY 19, 2013  
**AMENDED:** MAY 16, 2017

for that decision. [Ont. Reg. 181/98, S.18. (2)(c)]

- The school and Board bear responsibility for informing parents and students of the range of available placement options and associated support services stipulated under the Education Act and provided by the Board.
- The Individual Education Plan (IEP) for each student defines the mandatory professional obligations of the teacher(s) and support staff assigned to the identified student while in a given placement.

**REQUIREMENTS**

In a spirit of partnership, parents are encouraged to make the school aware of a child's special needs prior to or at the time of registration.

The principal of the school receiving students identified as exceptional shall ensure implementation of entry or transition procedures as part of the student's entry plan to school.

The extent to which changes in placement involve changes between classes, schools, or non-Board agencies and the Board, transition procedures shall be implemented as part of the entry plan to a new placement as outlined in PPM 156 'Supporting Transitions for Students with Special Education Needs'.

Transition procedures will comply with the direction provided to boards in PPM 140 'Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD)' and PPM 156 'Supporting Transitions for Students with Special Education Needs'.

Classroom teachers shall include all students regardless of exceptionality, in classroom activities and programs as determined through regular school and/or Board team meetings and parent consultation.

Support for meeting the needs of identified students and assistance for their teachers shall be provided to the placement by centrally deployed Special Education staff and system itinerant staff.

Specialized Board-provided transportation is afforded for those students whose placement and special needs meet Board and Ministry criteria.

Access to schools in support of identified exceptional pupils is granted to those health and social service providers properly engaged by the Halton Community Care Access Centre in response to applications for service having been received from the principal of the school hosting the student's placement. The Board shall ensure that PPM 149 'Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Para- Professionals is regularly reviewed.

The full time Special Education class is the only placement in which a student does not have planned integration opportunities included in her/his Individual Education Program. All other placement options will include, in the identified student's individual program, appropriate (based upon needs) integration experiences with chronological age or grade peers. Students in a full time Special Education class placement deemed

**OPERATING POLICY****HALTON CATHOLIC DISTRICT SCHOOL BOARD****INCLUSION AND RANGE OF PLACEMENT OPTIONS FOR IDENTIFIED EXCEPTIONAL STUDENTS****POLICY NO.: II-29****DATE : SEPTEMBER 26, 1995****AMENDED: JUNE 5, 2007****AMENDED: OCTOBER 2, 2007****AMENDED: FEBRUARY 19, 2013****AMENDED: MAY 16, 2017**

ready to benefit from integration will require an IPRC to place her/him in a part time Special Education class placement before integration transitions may begin.

Placement-specific programs and services are exclusively available to students assigned to the placement by a properly constituted IPRC.

Access to full or part time special education class placement will be subject to the availability of space in the receiving class(es). Waitlisted students will be ranked according to the date of the IPRC, which placed the student in the Special Education class.

Within the established funds received for Special Education from the Ontario Ministry of Education, the Board will provide those placement settings within the range of placements\* as defined by the Ministry, and across exceptionalities, that are required to fulfil IPRC decisions.

\*Ministry of Education's five Placement Options are as follows:

*A regular class with indirect support:*

The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

*A regular class with resource assistance:*

The student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.

*A regular class with withdrawal assistance:*

The student is placed in a regular class and receives instruction outside the classroom, for less than 50 percent of the school day, from a qualified Special Education teacher.

*A Special Education class with partial integration:*

The student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to Regulation 298, Section 31, for at least 50 percent of the school day, but is integrated with a regular class for at least one instructional period daily.

*A Special Education class full-time:*

The student is placed by the IPRC in a special education class for the entire school day, where the student-teacher ratio conforms to Regulation 298, Section 31.

**APPROVED:** Regular Meeting of the Board

**AUTHORIZED BY:** \_\_\_\_\_

Chair of the Board

## ACTION REPORT

## ITEM 8.9

### II-40 BULLYING PREVENTION AND INTERVENTION

#### PURPOSE:

To approve *Policy II-40 Bullying Prevention and Intervention* as presented.

#### BACKGROUND INFORMATION:

The Halton Catholic District School Board is committed to, and recognizes that, a safe, healthy and inclusive learning environment – one that fosters positive peer dynamics and relationship where all students feel accepted – is critical to improved academic achievement and well-being of all students. Research indicates that positive school climate is determined by the quality of relationships among and between staff and students, social norms for behaviour, discipline practices, inclusiveness, and the degree to which feelings of belonging, engagement and pride in the school are experienced by all students and staff.

#### CONCLUSION:

*Policy II-40 Bullying Prevention and Intervention* was submitted to the Policy Committee at the May 9, 2017 meeting, as amended, with a recommendation that it be forwarded to the board of trustees for approval.

#### RECOMMENDATION:

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

*Moved by:*

*Seconded by:*

**RESOLVED**, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee that *Policy II-40 Bullying Prevention*, and be approved as amended.

**REPORT SUBMITTED AND  
APPROVED BY:**

A. DANKO  
CHAIR OF THE POLICY COMMITTEE

**BULLYING PREVENTION AND INTERVENTION**

**POLICY No.: II-40**

**DATE : APRIL 15, 2008**

**AMENDED: NOVEMBER 20, 2012**

**AMENDED: MAY 16, 2017**

**PURPOSE**

A healthy, safe and inclusive learning environment where all students feel accepted is a necessary condition for student success and well-being. Therefore, this policy supports and promotes a safe, inclusive and accepting school environment through the application of progressive discipline, intervention and consequences for student actions not in compliance with the *Education Act*, as amended, the Board's Code of Conduct and the *Standards of Behaviour* described in the *Ontario School Code of Conduct. (Revised 2007)* and *P/PM 128: Provincial Code of Conduct and School Board Codes of Conduct, P/PM 144: Bullying Prevention and Intervention*.

This policy authorizes the creation of procedures for implementation, specifically for Bullying Prevention and Intervention and which shall be considered guidelines pursuant to the *Education Act*, as amended. .

**APPLICATION AND SCOPE**

This policy applies to all students and staff of the Halton Catholic District School Board on school property, at school/Board authorized activities, while using school authorized transportation services or in other venues or locations, including virtual space where an inappropriate act, as related to the definitions of bullying as described in this policy, is considered by the principal to be detrimental to the moral tone, physical or mental well-being of the school.

**DEFINITIONS**

**Bullying:** Aggressive and typically repeated behaviour by a pupil where,

- a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
  - i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
  - ii) creating a negative environment at a school for another individual, and
- b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or receipt of special education; ("intimidation")

*Behaviour* includes the use of any physical, verbal, electronic, written or other means.

*Bullying* includes bullying by electronic means (commonly known as Cyber-Bullying), including:

- a) creating a web page or a blog in which the creator assumes the identity of another person;
- b) impersonating another person as the author of content or messages posted on the internet; and
- c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.



**BULLYING PREVENTION AND INTERVENTION****POLICY No.: II-40****DATE : APRIL 15, 2008****AMENDED: NOVEMBER 20, 2012****AMENDED: MAY 16, 2017**

**Bullying prevention:** Is a whole school approach that heightens expectations for a safe, caring and inclusive, accepting school climate. It includes a shared understanding about the nature and underlying causes of bullying and its effects on the lives of individual students and the school community.

**Bullying intervention:** Is a comprehensive and effective response to the bullying incident that takes into consideration all parties involved in the bullying incident. It should provide specific supports for the student who has been bullied, intervention for the student who was bullying, and strategies for responding to students who were directly observing the bullying incident.

**Positive School Climate:** Is the sum total of all the personal relationships and the learning environment found within the school and is a critical component of bullying prevention. A positive school climate is inclusive and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, religion, family status or disability. A positive school climate also includes the engagement of the school community, including parents, as well as the broader community. A positive school climate exists when all members of the school community feel safe, included and accepted, and actively promote positive behaviour and interactions.

**Safe Schools Team:** Each school must have in place a Safe Schools Team responsible for school safety that is composed of at least one student (where appropriate), one parent, one teacher, one support staff member, one community partner and the Principal. The team must have a staff chair. An existing school committee can assume this role.

<b>PRINCIPLES</b>
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- The Halton Catholic District School Board recognizes that student, staff and community member conduct within our schools shall be rooted in the Gospel values and teachings of Jesus Christ, the Board's Mission Statement and Governing Values.
- The Board recognizes that student, staff and community members have a responsibility to resolve conflict and differences in a respectful, civil and non-violent manner.
- The Board recognizes that bullying of any type:
  - i. may adversely affect students' ability to learn;
  - ii. may adversely affects healthy relationships and the school climate for students, staff and community members;
  - iii. may adversely affects a school's ability to educate its students; and
  - iv. will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g. online/virtual space and off school property) where engaging in bullying will have a negative impact on the school climate.
- The Board acknowledges that an open and ongoing dialogue among the principal, school staff, parents and students is an important component in creating a positive school climate in which everyone is safe and respected.

**BULLYING PREVENTION AND INTERVENTION****POLICY No.: II-40****DATE : APRIL 15, 2008****AMENDED: NOVEMBER 20, 2012****AMENDED: MAY 16, 2017****REQUIREMENTS**

1. The Board shall establish a bullying prevention and intervention plan for schools based on the model bullying prevention and intervention plan developed by the Ministry and all schools shall implement the Board's plan in accordance with the *Education Act* and Board policies and procedures.
2. When establishing the plan, the Board will solicit the views of the pupils, teachers and staff of the board, the volunteers working in the schools, the parents and guardians of the pupils, school councils and the public.
3. The plan shall include but not be limited to:
  - A comprehensive prevention and awareness-raising strategy that includes expectations for appropriate student, staff and community member behaviour.
  - Utilizing evidence based strategies to support school-wide bullying prevention. This will focus on developing skills for healthy relationships by including bullying prevention strategies and highlighting equity and inclusive education principles in daily classroom teaching and/or activities.
  - Procedures to allow students and staff to report bullying incidents safely and in a way that will minimize the possibility of reprisal. These procedures will also define the rights, responsibilities and roles of the principals, teachers, staff, students and community members.
  - A comprehensive intervention strategy to address incidents of bullying, including appropriate and timely responses.
  - Providing support for students who have been bullied, students who have bullied others, and students who have been affected by observing bullying.
4. The Board will establish and provide annual professional development programs to educate teachers and other staff of the board about bullying prevention and strategies for promoting positive school climates.
5. The Board will make the board's bullying prevention and intervention plan available to the public by posting it on the board's website.
6. The principal of a school will make the board's bullying prevention and intervention plan available to the public by posting it on the school's website.
7. The board will periodically review its bullying prevention and intervention plan and shall solicit the views of pupils, teachers and staff of the board, the volunteers working in the schools, the parents and guardians of the pupils, school councils and the public.

**APPROVED:** Regular Meeting of the Board**AUTHORIZED BY:**\_\_\_\_\_  
Chair of the Board

## STAFF REPORT

## ITEM 9.1

### 2017-18 BUDGET ESTIMATES UPDATE

#### PURPOSE:

To provide the Board with a preliminary draft of the 2017-18 Budget Estimates.

#### BACKGROUND:

The following information regarding the Board's budget process was previously provided to Trustees:

1. Information Report 10.4 – April 18, 2017 Regular Board Meeting – 2017-18 Budget Estimates Discussion-Session II.
2. Information Report 10.3 – April 18, 2017 Regular Board Meeting – Release of 2017-18 Grants for Student Needs (GSN).
3. Information Report 10.5 – April 4, 2017 Regular Board Meeting – 2017-18 Budget Strategy Discussion-Session I.
4. Staff Report 9.1 – February 7, 2017 Regular Board Meeting – 2017-18 Budget Estimates Schedule, Objectives and Updates.
5. Information Report 11.6 – 2017-18 Grants for Student Needs (GSN) Ministry Consultation, presented at the December 6, 2016 Regular Board Meeting.

#### COMMENTS:

#### OVERVIEW

In anticipation of the 2017-18 Grants for Student Needs (GSN), Trustees and Staff discussed the expected budget challenges and priorities for the upcoming school year at the Regular Board Meetings held on April 4<sup>th</sup> and 18<sup>th</sup>, 2017. With the Ministry release of the 2017-18 Grants for Student Needs (GSN) on April 12, 2017 and subsequent availability of the Ministry's online Education Finance Information System (EFIS) forms the following week, staff has prepared a preliminary estimate of revenues, expenses and priorities for the upcoming school year.

As of May 16, 2017, the preliminary financial position is an operating surplus of \$942,000. Table 1 summarizes the Board's preliminary financial position, listing the opening and closing balances in the surplus accounts available for compliance. The preliminary financial position includes additional staff as a result of growth and as identified in the extension of collective agreements (Table 2) and identified program enhancements (Table 3). It does not include new initiatives (Table 4), nor does it address the goal to transfer funds into the Operating and Capital reserves.

**TABLE 1: 2017-18 FINANCIAL POSITION AS OF MAY 16, 2017 (DRAFT)**

	<b>OPENING BALANCE</b>	<b>IN-YEAR CHANGE</b>	<b>CLOSING BALANCE</b>
<b>Operating Surplus</b>	<b>\$344,000</b>	<b>\$942,000</b>	<b>\$1,286,000</b>
<b>Internally Restricted Reserves</b>			
Operating Reserve (Working Funds Reserve)	\$3,296,000		\$3,296,000
School Budget Rollovers	\$320,000		\$320,000
Capital Reserve	\$5,384,000		\$5,384,000
Capital Capacity Planning Reserve	\$70,000		\$70,000
Committed Capital Projects	\$7,858,000	(\$273,000)	\$7,585,000
Sinking Fund Interest Earned	\$1,520,000	(\$76,000)	\$1,444,000
<b>TOTAL Internally Restricted Reserves</b>	<b>\$18,448,000</b>	<b>(\$349,000)</b>	<b>\$18,099,000</b>
<b>TOTAL ACCUMULATED SURPLUS (DEFICIT) AVAILABLE FOR COMPLIANCE</b>	<b>\$18,792,000</b>	<b>\$593,000</b>	<b>\$19,385,000</b>

The salary budget was developed based on the confirmed staffing complement as of March 31, 2017, adding new positions to reflect enrolment growth, replace expected retirements and resignations as well as additional staffing from the collective agreement extensions. Salary reflects grid movement as of September 1, 2017 and salary increases for teaching and non-teaching, as identified in the collective agreement extensions. Table 2 is a summary of the additions.

**TABLE 2: STAFFING ENHANCEMENTS (INCLUDED IN THE 2017-18 BUDGET)**

<b>EMPLOYEE GROUP</b>	<b>POSITIONS</b>	<b>FTE</b>	<b>\$</b>
Elementary Teachers (OECTA Elementary)	Elementary Teachers - due to enrolment growth	12.7	
	English as a Second Language (ESL) Teachers	2.0	
	Elementary Teachers (Change Program)	3.0	
	Special Education Resource Teachers (SERTs)	6.5	
	Deaf/Hard of Hearing Special Education Resources Teacher (SERT)	1.0	
	Blind and Hard of Hearing Special Education Resources Teacher (SERT)	1.0	
	SEA Lead – Special Education identified need	1.0	
<b>TOTAL ELEMENTARY TEACHERS</b>		<b>27.2</b>	<b>\$1,953,000</b>
Secondary Teachers (OECTA Secondary)	Secondary Teachers – classroom due to enrolment growth	34.2	
	Secondary Teacher (Transformation Program)	1.0	
	English as a Second Language (ESL) Teacher	1.0	
	Adult Learning Teacher	1.0	
	Special Education Resource Teachers (SERTs)	3.0	
<b>TOTAL SECONDARY TEACHERS</b>		<b>40.2</b>	<b>\$2,811,000</b>
Professional & Paraprofessional Staff (APSSP)	Speech Language Pathologist – as per APSSP agreement	1.0	
	Child and Youth Counsellor – Special Education need (Change Program)	1.0	
	Social Worker – Special Education need (Change Program)	1.0	
<b>TOTAL PROFESSIONAL &amp; PARAPROFESSIONAL STAFF</b>		<b>3.0</b>	<b>\$266,000</b>

EMPLOYEE GROUP	POSITIONS	FTE	\$
School Support Staff (CUPE)	Educational Assistants – as per CUPE agreement	14.0	
	Early Childhood Educators – to address growth	8.0	
	Custodial Staff– as per CUPE agreement	4.0	
	School Office Assistance – as per CUPE agreement	5.0	
	Library Technician – as per CUPE agreement	1.0	
	Computer Technician – as per CUPE agreement	1.0	
<b>TOTAL SCHOOL SUPPORT STAFF</b>		<b>33.0</b>	<b>\$1,631,000</b>
School Administration Staff	Secondary Vice-Principal – International Students Program	0.5	
	Secondary Vice-Principal – to address enrolment growth	0.5	
<b>TOTAL SCHOOL ADMINISTRATION STAFF</b>		<b>1.0</b>	<b>\$126,000</b>
Administrative Staff	Athletic Convenor for Halton Catholic Athletic Association	1.0	
<b>TOTAL ADMINISTRATIVE STAFF</b>		<b>1.0</b>	<b>\$80,000</b>
<b>TOTAL NEW INVESTMENTS</b>		<b>105.4</b>	<b>\$6,867,000</b>

Table 3 includes the following program enhancements which are required to accommodate an expanding system:

TABLE 3: PROGRAM ENHANCEMENTS (INCLUDED IN THE BUDGET)		
DESCRIPTION	DEPARTMENT	\$
School Wireless Network Infrastructure Upgrades	Business Services	338,000
School Operations and Maintenance Cost Increases	Facility Services	1,416,000
Student Accommodations and Repairs Contingency Fund	Facility Services	50,000
Advance Placement – Professional Development and Support	School Services	20,000
International Baccalaureate – Professional Development and Support	School Services	20,000
Expansion of International Students Program	School Services	15,000
Contingency Fund for Thomas Merton Centre (Adult Faith Day)	School Services	10,000
Additional Textbook Purchases and Increase to Catholic Curriculum Corporation membership	Curriculum Services	537,000
Speech Language Pathologist Clinical Practice Lead (change existing role to a Management position)	Special Education	\$30,000
Employee Assistance Program	Human Resources	3,500
Religious Education – Increased Reimbursement of Courses	School Services	15,000
Institute for Catholic Education (ICE) Symposium	Director's Office	8,500
Mileage Reimbursement Increase	Overall	80,000
<b>TOTAL NEW INVESTMENTS</b>		<b>2,543,000</b>

Table 4 includes the new initiatives to be considered as well as an estimated cost for each initiative:

<b>TABLE 4: NEW INITIATIVES (NOT YET INCLUDED IN THE BUDGET)</b>		
<b>DESCRIPTION</b>	<b>DEPARTMENT</b>	<b>\$</b>
Non-union job evaluation review	Human Resources	100,000
1.0 FTE Job Evaluation Officer (1 year contract)	Human Resources	80,000
1.0 FTE Equity Officer	Director's Office	130,000
EMPOWER Reading Program	Curriculum Services	135,000
1.0 FTE IT Server Analyst position	Business Services	85,000
Apply to Education non-teaching module (annual service fee)	Human Resources	10,000
1.0 FTE Records Coordinator (1 year contract)	Director's Office	60,000
Wellness Program	Human Resources	50,000
Electronic file project	Human Resources	50,000
Museum of Tolerance (Simon Wiesenthal Center) - Partnership educational tour	School Services	50,000
<b>TOTAL NEW INVESTMENTS</b>		<b>750,000</b>

Staff considered various alternatives in order to incorporate these new initiatives while still continuing to build the operating and capital reserves to a 2% Provincial Allocation in order to maintain the Board's low financial risk rating. As a result of this analysis, the following is presented which would maintain the existing level of service, introduce the above initiatives, and satisfy the requirement for a balanced budget:

- Reduce Facilities Management Services operating budget by \$2,000,000. The department will work diligently to identify efficiencies through 2017-18 to address all needs within the available budget.
  - Redirect the \$2,000,000 to the Capital Reserve, to complement the school renewal allocation.
- Reduce the Curriculum Services budget by \$200,000 by deferring one grade of the Many Gifts social science textbook. The department strives to realize efficiencies through the 2016-17 year in order to accommodate this purchase.
  - Redirect \$135,000 towards funding for the Empower Reading Program and redirect \$50,000 to the Museum of Tolerance (Simon Wiesenthal Center) educational tour.
- Reduce the IT Services budget by \$108,000, by deferring certain proposed upgrades to the following year or addressing them in the 2016-17 fiscal year, if possible.
  - Redirect \$85,000 towards the addition of the IT Analyst position that will support the infrastructure and security of the network.
- Use a portion of the in-year transfer to the operating reserve to cover the one-time costs of the job evaluation review, job evaluation officer (1 year contract) and records coordinator (1 year contract).
  - The goal is to continue to transfer approximately \$750,000 into the operating reserve. Transferring \$500,000 to the operating reserve and directing \$240,000 to cover the one-time costs of the job evaluation review, job evaluation officer (1 year contract) and records coordinator (1 year contract).

Table 5 summarizes the proposed financial position, incorporating the suggested actions listed above.

TABLE 5: PROPOSED 2017-18 FINANCIAL POSITION			
	OPENING BALANCE	IN-YEAR CHANGE	CLOSING BALANCE
<b>Operating Surplus</b>	<b>\$344,000</b>	<b>\$942,000</b>	<b>\$1,286,000</b>
Less Cost of New Initiatives		(\$750,000)	
Less Transfer to Operating Reserve		(\$500,000)	
Less Transfer to Capital Reserve		(\$2,000,000)	
Plus Reduction in Facilities Services Budget		\$2,000,000	
Plus Reduction in Curriculum Services Budget		\$200,000	
Plus Reduction in IT Services Budget		\$108,000	
<b>TOTAL Operating Surplus</b>	<b>\$344,000</b>	<b>\$0</b>	<b>\$344,000</b>
<b>Internally Restricted Reserves</b>			
Operating Reserve (Working Funds Reserve)	\$3,296,000	\$500,000	\$3,796,000
School Budget Rollovers	\$320,000		\$320,000
Capital Reserve	\$5,384,000	\$2,000,000	\$7,384,000
Capital Capacity Planning Reserve	\$70,000		\$70,000
Committed Capital Projects	\$7,858,000	(\$273,000)	\$7,585,000
Sinking Fund Interest Earned	\$1,520,000	(\$76,000)	\$1,444,000
<b>TOTAL Internally Restricted Reserves</b>	<b>\$18,448,000</b>	<b>\$2,151,000</b>	<b>\$20,599,000</b>
<b>TOTAL ACCUMULATED SURPLUS (DEFICIT) AVAILABLE FOR COMPLIANCE</b>	<b>\$18,792,000</b>	<b>\$2,151,000</b>	<b>\$20,943,000</b>

The numbers presented in this report are still preliminary and may change as a result of, but not limited to, the following:

- Staff are currently in the process of performing a complete review of the EFIS forms, to ensure all revenue information has been included and calculated properly;
- Adjustments to staffing and grants may be required as a result of changes in estimated enrolment;
- Benefit costs may change as a result of the Mosey & Mosey annual review with Sunlife, typically completed later in June.
- New initiatives have not been included in the estimated expenses presented in this report;
- Additional operating expenses may be identified by Senior Staff;
- Changes may occur to capital expenses, depreciation, amortization of deferred capital contribution or Education Development Charges (EDC) eligible expenses, as new information becomes available; and
- Additional Education Program Other (EPO) funding may be announced by the Ministry.



## **REVENUE PROJECTIONS (APPENDICES A-1 & A-9, F AND G)**

Revenue has been estimated at \$406.2 million (including all compliance adjustments) - \$356.6 million in grant revenue, \$2.7 million in other provincial grants (Appendix A-9), \$1.7 million in Federal grants, \$16.4 in other revenue including interest, recoverable salary, rental income, tuition and Education Development Charges. An additional \$13.0 million has been estimated for school generated funds and \$15.8 million in amortization of deferred capital contributions (DCC).

Appendix F outlines the Board's provincial allocation, including the capital allocation, as compared to the 2016-17 Revised Estimates, 2016-17 Original Estimates and 2015-16 Actuals. The operating allocation calculated through the EFIS forms is 4.9% higher than the 2016-17 Revised Estimates, primarily due to increase in enrolment, increase in the salary and benefits benchmark and addition of staffing as outlined in the extension of the collective agreements (reflected mainly in the Pupil Foundation Grant and the Learning Opportunities Grant).

The capital allocation is higher than the 2016-17 Revised Estimates. The capital grants are in part, based on the Board's estimated capital expenses for the year, which are higher than the 2016-17 Revised Estimates and include capital grants relating to the new Milton Catholic Elementary School (CES). An additional \$1.7 million in Temporary Accommodation funding is expected which has not been allocated in EFIS as of the report date. In order to be consistent, staff has included this allocation as "other revenue" and recorded the expenditures accordingly. Once the Ministry announces the actual funding, the revenue will be recorded under Temporary Accommodation.

Appendix G outlines the changes in revenues from the 2016-17 Revised Estimates as submitted to the Ministry on December 1, 2016.

Overall, Revenue has increased by \$17.3 million over 2016-17 Revised Estimates. The majority of this increase is due to enrolment growth (increase of 730.4 Average Daily Enrolment (ADE) and 68.0 ADE international students over 2016-17 Revised Estimates), and salary benchmark increases. As the Special Education allocation is dependent on enrolment, this grant experienced a large increase. Further, the Learning Opportunities grant increased significantly with the introduction of the Local Priorities Fund to address addition of instruction and school support staff identified in the extension of collective agreements.

The Other Operating Revenues increase is a result of the expansion of the International Students Program and additional revenue for the use of school facilities and premises. Additional changes to revenues may occur as staff complete the review of EFIS forms and as enrolment projections are finalized.

## **ENROLMENT (APPENDIX C)**

The majority of the Board's funding allocation is based on estimated Average Daily Enrolment. The elementary and secondary enrolments are both based on estimated Full-Time Equivalent (FTE) enrolment for October 31 and March 31. The two count dates are then averaged to give the annualized Average Daily Enrolment (ADE) used for funding purposes. Enrolment projections were submitted to the Ministry in December 2016 and incorporated into the projections released by the Ministry in April 2017.

Ministry enrolment projections have been updated as of May 5, 2017, reflecting a decrease of (77.5) ADE for elementary enrolment and an increase of 22.5 ADE for secondary enrolment, for a net reduction of (55.0) ADE. This reduction in enrolment is reflected in the preliminary financial position. Staff will conduct one more review of the enrolment projections against actual registrations, and additional adjustments to elementary or secondary enrolment projections may be made as part of the final Budget Estimates report.



The estimated ADE of 22,551.5 elementary students and 11,278.5 secondary students represents an overall increase of 2.2% from 2016-17 Revised Estimates.

## **EXPENSE PROJECTIONS (APPENDICES A-2 TO A-8, B, B-1, B-2, D-1, D-2, G, AND I)**

Total expenses have been estimated at \$395.5 million (including compliance adjustments). These expenses include program expansion items identified in Appendix D-1 (and Table 3 above) and staffing enhancements identified in Appendix D-2 (and Table 2 above). New initiatives listed in Appendix D-3 (and table 4 above) have not been included in this draft.

The salary and benefits budget has been estimated at \$308.9 million, which represents 86.5% of total operating expenses, and is \$13.2 million higher than the 2016-17 Revised Estimates. This is mainly due to enrolment growth, salary benchmark increases and staffing enhancements.

The other operating expenses have been estimated at \$48.1 million or 13.5% of total operating budget. The capital expenses are estimated at \$9.1 million; school generated funds amount to \$13.0 million; amortization of capital assets is estimated at \$17.0 million (\$600,000 higher than at 2016-17 Revised Estimates, due to the opening of the new St. Gregory the Great CES and various school improvement projects); and employee future benefits and accrued interest adjustments amount to (\$625,000).

School budgets of \$4.2 million have been included in the operating expenses, with \$1.9 million for elementary, \$1.4 million for secondary schools, and \$900,000 for additional EPO related expenditures, reserves for March 31 enrolment adjustment and central school contingencies.

The Special Education expenses, including salary and benefits and other operating expenses, amount to \$47.2 million (as listed in Appendix A-4), increasing from \$45.3 million presented in the 2016-17 Revised Estimates. The increase in expenses is due to staffing additions to address growth and are required as part of collective agreements. The additions include: 1.0 FTE Speech Language Pathologist, 14.0 Educational Assistants, 1.0 Child and Youth Counsellor, 1.0 Social Worker, 1.0 Blind and Hard of Hearing Teacher, and 1.0 SEA Lead (as listed in Appendix D-2). Additional special education resource teachers will be included in the next budget draft to reflect the assignments of the additional staffing funded through the collective agreement extensions. The current Special Education Allocation is \$43.1 million, plus \$1.8 million in funding for self-contained classes and \$500,000 in other EPO and related revenues allocated to Special Education, for total Special Education revenues for enveloping purposes of \$45.4 million. As a result, it is expected that the Special Education shortfall for 2017-18 Budget Estimates will be \$1.8 million. It should however be noted that there are other areas within the GSN that are meant to complement the Special Education Expenditures, including a portion of the Qualification and Experience Grant for the Special Education Resource Teachers, and a portion to cover some of the professional / para-professional resources. The exact amount of additional revenue is not tracked through the EFIS forms.

The Board Administration and Governance expenses, including salary and benefits and other operating expenses, amount to \$10.4 million (as listed in Appendix A-5), as compared to \$9.6 million at 2016-17 Revised Estimates. The increase in expenses is mainly as a result of salary benchmark increases. Once all relevant funding sources and EPOs are considered, it is expected that the Board will be in compliance with the enveloping provisions for this grant.

The 2017-18 Budget Objectives outlined in Appendix I directs staff to set aside sufficient funds to achieve a Working Funds Reserve of 1% of the provincial allocation over a 5 year period while achieving a balanced budget, to comply with the Ministry's Risk Assessment Analysis of the Board. Most recently, the Ministry Finance Officer informed staff that the 1% guideline has been revised to 2% of the provincial allocation, in

order to maintain a low financial risk rating. Once the Board's surplus/(deficit) position has been finalized, budgeted transfers will be made accordingly.

### **CAPITAL PROJECTIONS (APPENDIX A-1, A-2, AND E)**

As the Board reports to the Ministry using Public Sector Accounting Board (PSAB) standards, capital assets are recorded on the Statement of Financial Position and amortization and deferred capital contributions are recorded on the Statement of Financial Activities. Appendix E outlines the capital projects budgeted for the 2017-18 fiscal year, including funding sources for each project.

Construction of capital assets is funded in part by the Ministry (referred to as supported funding), and in part by the Board's reserves (referred to as unsupported funding). Once construction is complete, capital assets are amortized over their useful life. The Ministry provides a grant to cover the portion of the amortization expense related to the Ministry supported funding, referred to as amortization of deferred capital contributions. This amounts to \$15.8 million, as outlined in Appendix A-1. However, as mentioned under the Expenses section above and in Appendix A-2, amortization expense is estimated at \$17.0 million. The difference of \$1.2 million has to be funded through other areas of the budget.

### **UPDATED 2017-18 BUDGET SCHEDULE (APPENDIX H)**

As the budget schedule indicates, staff intends to file the final Budget Estimates with the Ministry by the June 30, 2017 deadline. The next draft of the Budget Estimates for 2017-18 will be presented at the June 6, 2017 Regular Board Meeting.

### **CONCLUSION:**

This update of the 2017-18 Budget Estimates reflects projected funding based on EFIS forms completed to date, and the most current expenses based on available information to date.

Additional analysis is required in order to finalize the 2017-18 estimated revenues and expenses. Staff will complete a review of the enrolment projections, staffing and other operating expenses, in order to determine any necessary changes. Further, staff will complete a review of the EFIS forms to ensure all revenue information has been included and calculated properly and that the expenses are appropriately allocated and enveloped.

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Halton Catholic District School Board

Appendix A-1

Revenue  
2017/2018 Budget Estimates

	2017/2018 Budget Estimates  (in PSAB Format)	2016/2017 Revised Estimates Revised Submission (in PSAB Format)	2016/2017 Original Budget (in PSAB Format)	2015/2016 Actuals (in PSAB Format)
<b>OPERATING REVENUE</b>				
<b>Province of Ontario</b>				
Legislative Grants	268,026,373	254,414,945	253,132,369	248,710,602
Municipal Taxes	88,560,247	86,191,000	86,119,550	85,297,338
	<u>356,586,620</u>	<u>340,605,945</u>	<u>339,251,919</u>	<u>334,007,940</u>
<b>Other Provincial Grants</b>				
Prior Year Grant Adjustment - Operating	-	-	-	493,550
Other Provincial Grants (Appendix A-9)	2,685,736	3,143,025	2,296,977	3,417,345
	<u>2,685,736</u>	<u>3,143,025</u>	<u>2,296,977</u>	<u>3,910,895</u>
<b>Other Revenue</b>				
Government of Canada	1,695,066	1,686,312	1,637,646	1,612,107
Tuition Fees	2,948,000	2,058,550	1,909,750	1,408,801
Use of Schools/Rentals	1,300,000	1,076,000	848,000	934,690
Cafeteria/Vending Funds/Uniform Commissions	-	-	-	57,397
Interest Revenue	75,000	50,000	50,000	78,543
Donations	-	2,934	-	1,770
Miscellaneous Recoveries	-	-	-	107,059
Recoveries - Secondments	1,703,100	1,628,218	1,497,235	1,557,414
Miscellaneous Revenue	930,000	1,469,857	1,365,774	1,264,650
EDC Revenue	9,500,000	9,000,000	8,000,000	7,751,681
	<u>18,151,166</u>	<u>16,971,871</u>	<u>15,308,405</u>	<u>15,906,767</u>
<b>School Generated Funds Revenue</b>	<u>13,000,000</u>	<u>12,500,000</u>	<u>12,500,000</u>	<u>12,665,806</u>
<b>Amortization of Deferred Capital Contribution</b>	<u>15,770,167</u>	<u>15,114,896</u>	<u>14,746,120</u>	<u>14,505,808</u>
<b>Total Operating Revenue</b>	<u><b>406,193,689</b></u>	<u><b>388,335,737</b></u>	<u><b>384,103,421</b></u>	<u><b>380,997,217</b></u>
<b>Available for Compliance</b>				
(Surplus) Deficit - Operating	(941,783)	(13,988)	(15,383)	(298,828)
Available for Compliance - Transfer from (to) Internally Reserve (net) Note#1	349,097	(477,422)	341,060	(2,564,112)
<b>Total (Surplus) Deficit Available for Compliance</b>	<u><b>(592,686)</b></u>	<u><b>(491,410)</b></u>	<u><b>325,677</b></u>	<u><b>(2,862,940)</b></u>
<b>Unavailable for Compliance</b>				
Unavailable for Compliance (PSAB Adjustment)	(167,105)	(158,253)	(158,253)	(150,124)
Amortization of EFB - Retirement Gratuity & ERIP Liability	-	-	-	-
Amortization of EFB - Retirement/Health/Dental/Life Insurance	(458,218)	(458,219)	(458,219)	(458,219)
Unavailable for Compliance (Increase) Decrease in School Generated Funds	-	-	-	97,136
Revenues Recognized for Land	(9,500,000)	(9,000,000)	(8,000,000)	(7,751,681)
<b>Total Unavailable for Compliance (Surplus)</b>	<u><b>(10,125,323)</b></u>	<u><b>(9,616,472)</b></u>	<u><b>(8,616,472)</b></u>	<u><b>(8,262,888)</b></u>
<b>Total Annual (Surplus) Deficit</b>	<u><b>(10,718,009)</b></u>	<u><b>(10,107,882)</b></u>	<u><b>(8,290,795)</b></u>	<u><b>(11,125,828)</b></u>
<b>Total Revenue After PSAB Adjustment</b>	<u><b>\$ 395,475,680</b></u>	<u><b>\$ 378,227,855</b></u>	<u><b>\$ 375,812,626</b></u>	<u><b>\$ 369,871,388</b></u>

**Note #1**

Net Transfer (to) from Working Funds Reserve		(790,000)		(1,800,000)
Net Transfer (to) from Student Success, P.D.S.S and School Activities Reserve		(35,000)		746,630
Net Transfer (to) from School Renewal Reserve				(1,431,006)
Net Transfer (to) from Committed Capital Projects	272,715	271,196	264,678	(156,118)
Net Transfer (to) from Committed Sinking Fund	76,382	76,382	76,382	76,382
	<u><b>\$ 349,097</b></u>	<u><b>\$ (477,422)</b></u>	<u><b>\$ 341,060</b></u>	<u><b>\$ (2,564,112)</b></u>

**Halton Catholic District School Board**  
**Expenditure Summary**  
**2017/2018 Budget Estimates**

**Appendix A-2**

	<b>2017/2018 Budget Estimates</b>	<b>2016/2017 Revised Estimates Revised Submission</b>	<b>2016/2017 Original Budget</b>	<b>2015/2016 Actuals</b>
	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)
<b>Classroom Instruction</b>				
Classroom Teachers	208,033,068	198,266,200	198,876,593	194,188,544
Occasional Teachers	5,057,600	4,911,109	4,358,000	4,864,375
Early Childhood Educators (E.C.E) and Supply	8,555,900	8,039,250	7,821,015	7,857,723
Teacher Assistants	20,595,200	19,811,300	19,772,214	20,029,379
Textbooks & Classroom Supplies	7,386,958	7,309,509	7,249,499	6,780,730
Computers	1,875,000	2,079,114	1,750,103	2,244,284
Professionals, Paraprofessionals & Technical	11,739,800	11,314,082	10,556,613	10,372,847
Library and Guidance	4,473,490	4,547,116	4,953,434	4,941,029
Staff Development	1,891,881	2,144,879	1,806,112	2,734,507
<b>Subtotal Classroom Instruction (Appendices A-3 &amp; A-4)</b>	<b>269,608,897</b>	<b>258,422,559</b>	<b>257,143,583</b>	<b>254,013,418</b>
<b>Non Classroom - School Support Services</b>				
School Administration (Appendix A-3)	21,771,103	20,642,269	20,257,152	20,486,688
Teacher Consultants (Appendices A-3 & A-4)	4,714,131	4,445,266	4,576,903	4,260,076
Continuing Education (Appendix A-7)	6,547,912	6,511,700	6,093,367	6,076,899
<b>Subtotal School Support Services</b>	<b>33,033,146</b>	<b>31,599,235</b>	<b>30,927,422</b>	<b>30,823,663</b>
<b>Recoverable Expenses</b>	<b>1,703,100</b>	<b>1,628,218</b>	<b>1,497,235</b>	<b>1,557,414</b>
<b>Other Non Classroom</b>				
Board Administration (Appendix A-5)	10,388,218	9,635,774	9,614,195	9,115,388
Transportation (Appendix A-8)	7,935,743	7,365,494	7,272,313	6,692,172
<b>Subtotal Other Non Classroom</b>	<b>18,323,961</b>	<b>17,001,268</b>	<b>16,886,508</b>	<b>15,807,559</b>
<b>Pupil Accommodation</b>				
School Operations and Maintenance	32,525,659	30,003,900	29,865,723	27,935,037
ALC and Portable Leases	1,770,000	1,613,000	1,613,000	1,571,566
Debt Charges	47,375	47,375	47,375	47,375
Other Debenture Payments (Interest only from 10-11)	9,041,338	9,583,205	9,583,205	10,096,616
<b>Subtotal Pupil Accommodations (Appendix A-6)</b>	<b>43,384,372</b>	<b>41,247,480</b>	<b>41,109,303</b>	<b>39,650,594</b>
<b>School Generated Funds expenses</b>	<b>13,000,000</b>	<b>12,500,000</b>	<b>12,500,000</b>	<b>12,762,942</b>
<b>Amortization expense</b>	<b>17,047,527</b>	<b>16,445,566</b>	<b>16,365,046</b>	<b>15,864,140</b>
<b>Total expenses before PSAB adjustments</b>	<b>\$ 396,101,003</b>	<b>\$ 378,844,326</b>	<b>\$ 376,429,097</b>	<b>\$ 370,479,730</b>
<b>PSAB Adjustments</b>				
<i>Increase in Employee Future Benefits</i>	(458,218)	(458,218)	(458,218)	(458,218)
<i>(Decrease) in Accrued Interest on Debentures</i>	(167,105)	(158,253)	(158,253)	(150,124)
<b>Total PSAB Adjustment</b>	<b>\$ (625,323)</b>	<b>\$ (616,471)</b>	<b>\$ (616,471)</b>	<b>\$ (608,342)</b>
<b>Total expenses After PSAB adjustments</b>	<b>\$ 395,475,680</b>	<b>\$ 378,227,855</b>	<b>\$ 375,812,626</b>	<b>\$ 369,871,388</b>

**Halton Catholic District School Board**  
**Instruction Expenditures**  
**2017/2018 Budget Estimates**

**Appendix A-3**

	<b>2017/2018 Budget Estimates (in PSAB Format)</b>	<b>2016/2017 Revised Estimates (in PSAB Format)</b>	<b>2016/2017 Original Budget (in PSAB Format)</b>	<b>2015/2016 Actuals (in PSAB Format)</b>
<b>CLASSROOM</b>				
<b>Regular Day School</b>				
Classroom Teachers - Salaries & Benefits	189,180,568	180,121,400	180,392,211	176,165,189
Classroom Teachers - ESL - Salaries & Benefits	2,716,700	2,643,400	2,831,747	2,715,521
Classroom Teachers - Travel	14,000	13,000	12,000	12,716
Occasional Teachers - Salaries & Benefits	4,043,500	3,924,000	3,502,000	3,905,457
Early Childhood Educators (E.C.E) - Salaries and Benefits	8,229,700	7,739,500	7,563,515	7,568,918
Supply E.C.E - Salaries and Benefits	326,200	299,750	257,500	288,805
Textbooks and Classroom Material	5,535,358	5,501,294	5,339,261	5,388,915
Furniture and Equipment	332,130	407,955	324,230	633,330
Computer - Furniture & Equipment	147,400	361,114	272,103	742,671
Computer - Supplies & Services	1,718,600	1,509,000	1,469,000	1,353,609
Prof. & Paraprofessionals - Computer - Salaries & Benefits	2,235,000	2,196,550	1,955,685	1,941,225
Prof. & Paraprofessionals - Salaries & Benefits	2,144,500	2,026,007	1,910,960	1,866,940
Prof. & Paraprofessionals - Supplies & Equipment	779,700	773,525	847,401	727,745
Library and Guidance - Salaries & Benefits	4,095,700	4,205,700	4,628,974	4,560,924
Library and Guidance - Books & Supplies	377,790	341,416	324,460	380,105
Staff Development	1,833,881	2,095,379	1,731,612	2,638,563
<b>Subtotal Classroom</b>	<b>\$ 223,710,727</b>	<b>\$ 214,158,990</b>	<b>\$ 213,362,659</b>	<b>\$ 210,890,634</b>
<b>NON-CLASSROOM</b>				
<b>Regular Day School</b>				
Teacher Consultants - Salaries & Benefits	3,032,600	3,041,051	3,156,575	2,840,823
Teacher Consultants - Supplies & Services	425,867	353,089	329,600	357,826
<b>Subtotal Consultants</b>	<b>\$ 3,458,467</b>	<b>\$ 3,394,140</b>	<b>\$ 3,486,175</b>	<b>\$ 3,198,649</b>
<b>School Administration</b>				
School Administration - Salaries & Benefits	20,704,200	19,534,520	19,350,744	19,256,172
School Administration - Supplies & Services	1,066,903	1,107,749	906,408	1,230,516
<b>Subtotal School Administration</b>	<b>\$ 21,771,103</b>	<b>\$ 20,642,269</b>	<b>\$ 20,257,152</b>	<b>\$ 20,486,688</b>
<b>Total Regular Day School - Non Classroom</b>	<b>\$ 25,229,570</b>	<b>\$ 24,036,409</b>	<b>\$ 23,743,327</b>	<b>\$ 23,685,337</b>
Recoverable Expenses	\$ 1,703,100	\$ 1,628,218	\$ 1,497,235	\$ 1,557,414
<b>Total Instruction</b>	<b>\$ 250,643,397</b>	<b>\$ 239,823,617</b>	<b>\$ 238,603,221</b>	<b>\$ 236,133,385</b>

**Halton Catholic District School Board**  
**Special Education Expenditures**  
**2017/2018 Budget Estimates**

**Appendix A-4**

	<b>2017/2018 Budget Estimates</b> (in PSAB Format)	<b>2016/2017 Revised Estimates</b> (in PSAB Format)	<b>2016/2017 Original Budget</b> (in PSAB Format)	<b>2015/2016 Actuals</b> (in PSAB Format)
<b>CLASSROOM</b>				
Classroom Teachers - Salaries & Benefits	16,060,000	15,436,800	15,589,035	15,250,528
Classroom Teachers - Travel	61,800	51,600	51,600	44,590
Teacher Assistants - Salaries & Benefits	20,595,200	19,811,300	19,772,214	20,029,379
Supply Teacher Assistants - Salaries & Benefits	1,014,100	987,109	856,000	958,918
Textbooks and Classroom Material	247,070	327,860	313,608	326,046
Furniture & Equipment	1,272,400	1,072,400	1,272,400	432,439
Computer Equipment	9,000	209,000	9,000	148,004
Prof. & Paraprofessionals - Salaries & Benefits	6,451,200	6,220,000	5,739,567	5,677,389
Prof. & Paraprofessionals - Supplies & Equipment	129,400	98,000	103,000	159,547
Workshops	58,000	49,500	74,500	95,943
<b>Subtotal Classroom</b>	<b>\$ 45,898,170</b>	<b>\$ 44,263,569</b>	<b>\$ 43,780,924</b>	<b>\$ 43,122,783</b>
<b>NON CLASSROOM</b>				
Consultants - Salaries & Benefits	1,192,700	1,004,200	1,043,802	1,013,969
Consultants - Supplies & Services	62,964	46,926	46,926	47,458
<b>Subtotal Consultants</b>	<b>\$ 1,255,664</b>	<b>\$ 1,051,126</b>	<b>\$ 1,090,728</b>	<b>\$ 1,061,427</b>
<b>Total Special Education expenses</b>	<b>\$ 47,153,834</b>	<b>\$ 45,314,695</b>	<b>\$ 44,871,652</b>	<b>\$ 44,184,211</b>

**Halton Catholic District School Board**  
**Board Administration and Governance Expenditures**  
**2017/2018 Budget Estimates**

**Appendix A-5**

	<b>2017/2018 Budget Estimates</b>	<b>2016/2017 Revised Estimates</b>	<b>2016/2017 Original Budget</b>	<b>2015/2016 Actuals</b>
	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)
<b>Governance /Trustees</b>	<b>\$ 212,800</b>	<b>\$ 207,900</b>	<b>\$ 207,900</b>	<b>\$ 155,330</b>
<b>Directors and Supervisory Officers</b>				
Salaries & Benefits	1,808,000	1,598,300	1,613,009	1,741,994
Supplies & Services	141,350	113,800	113,800	126,166
Furniture & Equipment	8,550	11,065	10,450	1,924
Other Expenditures	32,200	18,850	18,850	11,097
<b>Subtotal Directors and Supervisory Officers</b>	<b>\$ 1,990,100</b>	<b>\$ 1,742,015</b>	<b>\$ 1,756,109</b>	<b>\$ 1,881,181</b>
<b>Business and General Administration</b>				
Salaries & Benefits	3,939,700	3,565,400	3,515,965	3,282,764
Supplies & Services	355,840	362,683	375,073	211,330
Furniture & Equipment	27,700	30,000	30,000	29,464
Fees & Contractual Services	581,117	528,170	513,170	440,389
Other Expenditures	226,417	219,167	219,167	199,230
Parent Engagement Expenses	38,752	38,627	38,567	32,499
<b>Subtotal Business and General Administration</b>	<b>\$ 5,169,526</b>	<b>\$ 4,744,047</b>	<b>\$ 4,691,942</b>	<b>\$ 4,195,676</b>
<b>Human Resources</b>				
Salaries & Benefits	1,569,450	1,491,050	1,477,077	1,485,321
Supplies & Services	80,409	79,509	79,509	52,589
Furniture & Equipment	9,500	9,500	9,500	1,016
Fees & Contractual Services	289,853	286,353	266,353	268,514
Other Expenditures	13,600	11,600	11,600	15,064
<b>Subtotal Human Resources</b>	<b>\$ 1,962,812</b>	<b>\$ 1,878,012</b>	<b>\$ 1,844,039</b>	<b>\$ 1,822,504</b>
<b>Information Technology</b>				
Salaries & Benefits	589,100	581,300	580,705	581,167
Supplies & Services	18,400	23,000	23,000	32,163
Furniture & Equipment	10,500	15,500	15,500	10,067
Other Expenditures	15,000	5,000	5,000	4,891
<b>Subtotal Information Technology</b>	<b>\$ 633,000</b>	<b>\$ 624,800</b>	<b>\$ 624,205</b>	<b>\$ 628,289</b>
<b>Bank Financing Charges</b>				
Operating interest and bank charges	57,280	89,000	140,000	59,124
<b>Subtotal Bank Financing Charges</b>	<b>\$ 57,280</b>	<b>\$ 89,000</b>	<b>\$ 140,000</b>	<b>\$ 59,124</b>
<b>Operations &amp; Maintenance</b>				
Utilities	156,700	145,000	145,000	137,428
Building repairs and maintenance	103,000	103,000	103,000	133,365
Landscape and snow removal	33,000	33,000	33,000	39,608
Fire/Security/Monitoring	3,000	3,000	3,000	1,901
Waste Disposal	3,000	3,000	3,000	-
Contractual Services	64,000	63,000	63,000	60,840
Building Improvements				142
<b>Subtotal Operations &amp; Maintenance</b>	<b>\$ 362,700</b>	<b>\$ 350,000</b>	<b>\$ 350,000</b>	<b>\$ 373,284</b>
<b>Total Board Administration</b>	<b>\$ 10,388,218</b>	<b>\$ 9,635,774</b>	<b>\$ 9,614,195</b>	<b>\$ 9,115,388</b>

**Halton Catholic District School Board**  
**Pupil Accommodation Expenses**  
**2017/2018 Budget Estimates**

**Appendix A-6**

	<b>2017/2018 Budget Estimates (in PSAB Format)</b>	<b>2016/2017 Revised Estimates (in PSAB Format)</b>	<b>2016/2017 Original Budget (in PSAB Format)</b>	<b>2015/2016 Actuals (in PSAB Format)</b>
<b>School Operations</b>				
Salaries & Benefits	10,181,700	10,207,500	10,329,323	9,959,089
Professional Development	23,000	18,000	18,000	12,236
Community Use of Schools	438,000	462,752	462,752	149,920
Utilities - Hydro	5,851,018	4,922,195	4,922,195	4,829,503
Utilities - Natural Gas	853,200	790,000	790,000	566,019
Utilities - Water & Sewer	825,000	802,000	802,000	615,435
Maintenance - Supplies and Materials	908,000	890,000	890,000	821,780
Travel & Mileage	106,800	89,000	89,000	67,191
Custodial equipment repairs	95,000	135,000	135,000	108,849
Creative playground equipment	25,000	25,000	25,000	11,467
Telephone	18,250	18,250	18,250	16,213
Plant Office	18,200	20,200	20,200	20,056
School Maintenance Services	7,803,920	6,692,000	6,692,000	6,878,033
Furniture & Equipment	120,000	150,000	150,000	34,361
Professional Fees	631,958	541,458	631,458	345,430
Contractual Services - Security, Fire, etc.	3,640,331	3,256,255	2,906,255	2,489,444
Insurance	728,500	728,000	728,000	610,041
Portables Set-ups/Moving Expenses	46,000	46,500	46,500	190,311
Continuing Education/ALC Operating Costs	211,782	209,790	209,790	209,660
<b>Subtotal School Operations</b>	<b>\$ 32,525,659</b>	<b>\$ 30,003,900</b>	<b>\$ 29,865,723</b>	<b>\$ 27,935,037</b>
<b>New Pupil Places</b>				
Portable Leases & Moving expenses	1,770,000	1,613,000	1,613,000	1,571,566
<b>Subtotal New Pupil Places</b>	<b>\$ 1,770,000</b>	<b>\$ 1,613,000</b>	<b>\$ 1,613,000</b>	<b>\$ 1,571,566</b>
<b>Debt Charges</b>				
Debt Charges-Permanent Financing of NPF	47,375	47,375	47,375	47,375
<b>Subtotal Debt Charges</b>	<b>\$ 47,375</b>	<b>\$ 47,375</b>	<b>\$ 47,375</b>	<b>\$ 47,375</b>
<b>Other Debenture Payments</b>				
LEIP - Debenture Interest	204,460	225,518	225,518	245,770
Turf Loan Interest	-	-	-	-
OSBFC Debenture Interest	4,518,342	4,833,452	4,833,452	5,129,118
OFA Debenture Interest	4,318,536	4,524,235	4,524,235	4,721,729
<b>Subtotal Other Debenture Payments</b>	<b>\$ 9,041,338</b>	<b>\$ 9,583,205</b>	<b>\$ 9,583,205</b>	<b>\$ 10,096,616</b>
<b>Total Pupil Accommodation</b>	<b>\$ 43,384,372</b>	<b>\$ 41,247,480</b>	<b>\$ 41,109,303</b>	<b>\$ 39,650,594</b>



**Halton Catholic District School Board**  
**Continuing Education/Adult Learning Centre Expenditures**  
**2017/2018 Budget Estimates**

	<b>2017/2018 Budget Estimates (in PSAB Format)</b>	<b>2016/2017 Revised Estimates (in PSAB Format)</b>	<b>2016/2017 Original Budget (in PSAB Format)</b>	<b>2015/2016 Actuals (in PSAB Format)</b>
<b>Continuing Education</b>				
Salaries & Benefits	5,192,266	5,303,505	4,936,059	4,996,089
Supplies and Services	243,444	226,079	206,692	186,691
Furniture & Equipment	22,000	27,000	17,000	5,811
Fees & Contractual Services	44,250	36,600	25,100	13,314
ALC Leases/Rentals	1,045,952	918,516	908,516	874,994
<b>Total Continuing Education</b>	<b>\$ 6,547,912</b>	<b>\$ 6,511,700</b>	<b>\$ 6,093,367</b>	<b>\$ 6,076,899</b>

**Halton Catholic District School Board**  
**Transportation Expenditures**  
**2017/2018 Budget Estimates**

**Appendix A-8**

	<b>2017/2018 Budget Estimates (in PSAB Format)</b>	<b>2016/2017 Revised Estimates (in PSAB Format)</b>	<b>2016/2017 Original Budget (in PSAB Format)</b>	<b>2015/2016 Actuals (in PSAB Format)</b>
<b>Transportation - General</b>				
Salaries & Benefits	454,430	398,417	386,668	380,711
Supplies and Services	57,277	57,203	54,891	26,337
Furniture & Equipment	6,101	6,101	6,521	3,424
Fees & Contractual Services	118,062	118,545	115,385	102,397
<b>Subtotal Transportation - General</b>	<b>635,870</b>	<b>580,266</b>	<b>563,465</b>	<b>512,869</b>
<b>Transportation - Home to School</b>	<b>7,299,873</b>	<b>6,785,228</b>	<b>6,708,848</b>	<b>6,179,303</b>
<b>Total Transportation</b>	<b>\$ 7,935,743</b>	<b>\$ 7,365,494</b>	<b>\$ 7,272,313</b>	<b>\$ 6,692,172</b>

**Halton Catholic District School Board**  
**Other Provincial Grants**  
**2017/2018 Budget Estimates**

**Appendix A-9**

<b>Grant Description</b>	<b>2017/2018 Original Budget Estimates</b>	<b>2016/2017 Revised Budget Estimates</b>	<b>2016/2017 Original Budget Estimates</b>
<b>A. Prkacin - EPO</b>			
French As A Second Language		113,612	113,612
Early Development Instrument		26,480	
Early Years Leadership Strategy	95,130	95,130	95,130
Renewed Mathematics Strategy	468,986	468,986	422,458
	<b>564,116</b>	<b>704,208</b>	<b>631,200</b>
<b>B. Browne - EPO</b>			
Autism Support And Training	51,364	49,926	49,926
Learning For All			46,528
Ontario Autism Program	136,889	174,809	
Board Leadership Development Strategy (BLDS)		52,571	
	<b>188,253</b>	<b>277,306</b>	<b>96,454</b>
<b>C. McGillicuddy - EPO</b>			
Specialist Highskills Major (SHSM) Special Funding		61,053	
Re-Engagement 12 & 12+		4,469	
Gap Closing for Grade 7-12		32,340	
	<b>-</b>	<b>97,862</b>	<b>-</b>
<b>C. Cipriano-EPO</b>			
Parents Reaching Out (PRO)		40,604	
Parents Reaching Out - Regional		12,500	
	<b>-</b>	<b>53,104</b>	<b>-</b>
<b>L. Naar-EPO</b>			
Teacher Learning & Leadership Program-PKE		44,243	
Teacher Learning & Leadership Program-Mahler		32,360	
Teacher Learning & Leadership Program-Ramirez		14,121	
Teacher Learning & Leadership Program-Daugherty		47,033	
Teacher Learning & Leadership Program-Brun Del Re		23,930	
	<b>-</b>	<b>161,687</b>	<b>-</b>
<b>T. Pinelli-EPO</b>			
Safe, Equitable And Inclusive Schools	91,179	90,849	90,849
International Education			
	<b>91,179</b>	<b>90,849</b>	<b>90,849</b>
<b>J. O'Hara - EPO</b>			
Transitional Support-MOU	66,000	68,083	80,473
	<b>66,000</b>	<b>68,083</b>	<b>80,473</b>
<b>G. Corbaccio - EPO</b>			
Outreach Coordinator	73,600	73,600	73,600
	<b>73,600</b>	<b>73,600</b>	<b>73,600</b>
<b>Sub-total</b>	<b>\$ 983,148</b>	<b>\$ 1,526,699</b>	<b>\$ 972,576</b>
<b>O.Y.A.P GRANT</b>	99,949	106,439	106,439
Province Of Ontario-Citizenship	1,186,000	1,052,668	1,119,562
LBS Grants	97,900	98,400	98,400
PBLA 1X Funding		38,819	
Province Of Ontario-HOME	318,739	320,000	
<b>Sub-total</b>	<b>\$ 1,702,588</b>	<b>\$ 1,616,326</b>	<b>\$ 1,324,401</b>
<b>Total Other Provincial Grants per A-1</b>	<b>\$ 2,685,736</b>	<b>\$ 3,143,025</b>	<b>\$ 2,296,977</b>

**Halton Catholic District School Board**  
**Summary of Expenses by Expense Type**  
**2017/2018 Budget Estimates**

**Appendix B**

	2017/2018 Budget Estimates	% of total budget	\$ increase (from 16/17 to 17/18)	% increase (from 16/17 to 17/18)	2016-2017 Revised Estimates	% of total budget	2015/2016 Actuals	% of total budget
<b>Operating</b>								
Salary & Wages	265,015,551	74.2%	12,090,830	4.8%	252,924,721	74.3%	246,968,434	74.6%
Employee Benefits	43,867,391	12.3%	1,143,048	2.7%	42,724,343	12.6%	42,816,128	12.9%
<b>Total Salaries and Benefits</b>	<b>308,882,942</b>	<b>86.5%</b>	<b>13,233,878</b>	<b>4.5%</b>	<b>295,649,064</b>	<b>86.9%</b>	<b>289,784,562</b>	<b>87.5%</b>
Professional Development	894,940	0.3%	49,817	5.9%	845,123	0.2%	919,141	0.3%
Supplies & Services (Appendix B-1)	27,421,237	7.7%	2,029,393	8.0%	25,391,844	7.5%	24,081,126	7.3%
Replacement Furniture & Equipment	2,500	0.0%	(24,000)	-90.6%	26,500	0.0%	6,066	0.0%
Operating Interest	57,280	0.0%	(31,720)	-35.6%	89,000	0.0%	59,124	0.0%
Rentals & Leases	2,696,683	0.8%	427,467	18.8%	2,269,216	0.7%	2,222,375	0.7%
Fees & Contractuals (Appendix B-2)	15,237,698	4.3%	1,023,740	7.2%	14,213,958	4.2%	12,436,718	3.8%
Other	725,531	0.2%	(139,428)	-16.1%	864,959	0.3%	866,335	0.3%
ALC Lease/Rentals	1,045,952	0.3%	127,436	13.9%	918,516	0.3%	874,994	0.3%
<b>Total Other Operating</b>	<b>48,081,821</b>	<b>13.5%</b>	<b>3,462,705</b>	<b>7.8%</b>	<b>44,619,116</b>	<b>13.1%</b>	<b>41,465,879</b>	<b>12.5%</b>
<b>Total Operating</b>	<b>356,964,763</b>	<b>100.0%</b>	<b>16,696,583</b>	<b>4.9%</b>	<b>340,268,180</b>	<b>100.0%</b>	<b>331,250,441</b>	<b>100.0%</b>
<b>Capital</b>								
Debt Charges & Interest	47,375	0.5%	-	-	47,375	0.5%	47,375	0.4%
Turf Loan Interest Payments		0.0%	-	-		0.0%	-	0.0%
OSBFC Debenture Interest Payments	4,518,342	49.7%	(315,110)	-6.5%	4,833,452	50.2%	5,129,118	48.5%
OFA Debenture Interest Payments	4,522,996	49.8%	(226,757)	-4.8%	4,749,753	49.3%	4,967,499	46.9%
<b>Total Capital</b>	<b>9,088,713</b>	<b>100.0%</b>	<b>(541,867)</b>	<b>-5.6%</b>	<b>9,630,580</b>	<b>100.0%</b>	<b>10,143,992</b>	<b>100.0%</b>
<b>PSAB Adjustments</b>								
<b>School Generated Funds</b>	<b>13,000,000</b>	<b>44.2%</b>	<b>500,000</b>	<b>4.0%</b>	<b>12,500,000</b>	<b>44.1%</b>	<b>12,762,942</b>	<b>3.9%</b>
<b>Amortization expenses</b>	<b>17,047,527</b>	<b>57.9%</b>	<b>601,961</b>	<b>3.7%</b>	<b>16,445,566</b>	<b>58.1%</b>	<b>15,864,140</b>	<b>4.8%</b>
Increase in Employee Future Benefits	(458,218)	-1.6%	-	-	(458,218)	-1.6%		0.0%
(Decrease) in Accrued Interest on Debenture	(167,105)	-0.6%	(8,852)	5.6%	(158,253)	-0.6%	(150,124)	-0.5%
	<b>(625,323)</b>	<b>-2.1%</b>	<b>(8,852)</b>	<b>1.4%</b>	<b>(616,471)</b>	<b>-2.2%</b>	<b>(150,124)</b>	<b>-0.5%</b>
<b>Total PSAB Adjustments</b>	<b>29,422,204</b>	<b>100.0%</b>	<b>1,093,109</b>	<b>3.9%</b>	<b>28,329,095</b>	<b>100.0%</b>	<b>28,476,958</b>	<b>8.6%</b>
<b>Total expenses</b>	<b>\$ 395,475,680</b>	<b>100.0%</b>	<b>17,247,825</b>	<b>4.6%</b>	<b>\$ 378,227,855</b>	<b>100.0%</b>	<b>\$ 369,871,391</b>	<b>100.0%</b>

**Supplies and Services  
2017/2018 Budget Estimates**

Description	2017/2018 Budget Estimates	2016/2017 Revised Budget Estimates	2015/2016 Actual
Advertising	\$ 91,030	\$ 120,373	\$ 181,228
Application Software	57,909	98,209	42,871
Asphalt/Concrete	350,000	350,000	323,740
Assoc. & Membership Fees-Board	4,000	4,000	3,672
Audio Visual Materials	150,500	150,500	134,999
Automobile Reimbursement	518,366	429,916	392,482
Copying Instructional	373,000	371,900	219,029
Convention/Conferences	-	12,500	13,811
Field Trips	647,273	749,479	750,773
Instructional Materials	1,950,019	2,228,255	1,320,276
Instructional Supplies	2,323,527	1,847,936	2,882,140
Library Books	291,790	241,720	241,584
Maintenance Supplies & Services	7,962,820	6,956,731	6,868,943
Miscellaneous	44,600	60,020	81,097
Non-Capital Furniture & Equipment	1,539,831	2,070,435	2,950,054
Office Supplies & Services	93,034	234,389	227,348
Other Travel Expense	10,100	12,350	14,586
Other Strategic Communication	4,150	4,150	-
Periodicals	35,850	32,600	42,315
Plant Operations Supplies	923,000	905,000	746,008
Postage	19,315	23,065	36,652
Printing & Photocopying	265,823	269,823	351,280
Recruitment Of Staff	22,800	22,800	31,302
Repairs	309,574	339,274	248,038
SGF Reimbursements	-	-	2,126,136
Telecommunications	514,942	466,669	607,238
Textbooks & Learning Materials	1,037,284	552,265	1,177,340
Utilities - Electriciy	6,115,500	5,160,485	5,078,962
Utilities - Heating (Gas & Other)	880,200	815,000	580,736
Utilities - Water & Sewage	835,000	812,000	624,343
Vehicle Maintenance & Supplies	40,000	40,000	22,991
Waste Disposal	10,000	10,000	11,424
	<u>\$ 27,421,237</u>	<u>\$ 25,391,844</u>	<u>\$ 24,081,126</u>

### Fees and Contractual Expenses 2017-2018 Budget Estimates

Description	2017/2018 Budget Estimates	2016/2017 Revised Budget Estimates	2015/2016 Actual
Audit Fees	\$ 82,098	\$ 85,998	\$ 83,007
Legal Fees	264,200	247,680	182,805
Other Professional Fees*	803,547	712,751	478,237
Other Contractual Services**	1,281,158	1,389,415	1,309,156
Contractual Custodial Services	3,308,731	2,894,125	2,243,981
Contractual-Waste Disposal	260,000	225,000	198,742
Miscellaneous	35,000	35,000	173,812
Transportation	7,417,935	6,903,773	6,281,700
Temporary Assistance	42,500	39,500	44,867
Courier	140,050	134,250	100,983
Software Fees & Licenses	747,579	692,064	614,692
Hardware Maintenance	100,000	100,000	96,919
Insurance	754,900	754,402	627,818
	<u>\$ 15,237,698</u>	<u>\$ 14,213,958</u>	<u>\$ 12,436,719</u>

\*Including Plant & Maintenance Professional fees of \$598,366, HR fees for grievances/negotiations of \$30,000, Special Education psychological assessment fees of \$65,000, Capital capacity planning of \$36,217, etc.

\*\* Including commissionaires expenses (School Services) of \$270,000, employee assistance program (Human Resources) of \$183,000, Ceridian fee (Payroll Services) of approximately \$150,000, infrastructure and cabling services (IT) for \$135,000, and Halinet/CanCopy (Curriculum Services) \$125,000, BAS software conversion for \$90,000

**Halton Catholic District School Board  
Average Daily Enrolment (ADE)  
2017/2018 Budget Estimates**

**Appendix C**

	2017/2018 ORIGINAL ESTIMATES				2016/2017 REVISED ESTIMATES				2016/2017 ORIGINAL ESTIMATES				
	Projected FTE Oct 31/17	Projected FTE Mar 31/18	Projected ADE	% Change	Actual FTE Oct 31/16	Projected FTE Mar 31/17	Revised ADE	% Change	Projected FTE Oct 31/16	Projected FTE Mar 31/17	Original ADE	2015/2016 Actual ADE	% Change
JK	2,043.00	2,043.00	2,043.00	0.0%	2,040.00	2,048.00	2,044.00	5.9%	1,930.00	1,930.00	1,930.00	2,064.50	-1.1%
SK	2,148.00	2,148.00	2,148.00	-2.3%	2,195.00	2,203.00	2,199.00	1.1%	2,175.00	2,175.00	2,175.00	2,212.00	0.8%
Gr. 1 to 3	6,898.00	6,916.00	6,907.00	0.1%	6,891.00	6,916.00	6,903.50	-0.2%	6,893.00	6,939.00	6,916.00	6,725.50	3.3%
Gr. 4 to Gr. 8	11,437.00	11,470.00	11,453.50	2.1%	11,215.00	11,229.00	11,222.00	0.8%	11,132.00	11,133.00	11,132.50	10,964.00	0.3%
Elementary Day School Enrolment	22,526.00	22,577.00	22,551.50	0.8%	22,341.00	22,396.00	22,368.50	1.0%	22,130.00	22,177.00	22,153.50	21,966.00	1.1%
Secondary Day School Enrolment	11,421.72	11,135.19	11,278.46	5.1%	10,866.63	10,595.48	10,731.06	1.3%	10,766.73	10,420.43	10,593.58	10,371.55	4.7%
Total Day School ADE	33,947.72	33,712.19	33,829.96	2.2%	33,207.63	32,991.48	33,099.56	1.1%	32,896.73	32,597.43	32,747.08	32,337.55	2.2%

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

**Program Enhancements (included in the Budget)**

	Description	Requested By	Link to Board Strategic Plan	Salary	Non-Salary	Total	Budget Off-set	Revised Total
1	Upgrades required to school network wireless infrastructure and operating costs	R. Negoii	Foundational Elements (#1 and #4) and Achieving (#1)		338,000	338,000		338,000
2	Financial Services re-organization to change analyst position to manager position	R. Negoii	Foundational Elements (#5) and Achieving (#3)	10,000		10,000	(10,000)	-
3	Job re-evaluation for International Students clerk to incorporate additional duties, as program continues to expand (off-set by International Students tuition revenues)	R. Negoii	Foundational Elements (#5) and Achieving (#3)	7,000		7,000	(7,000)	-
4	Increases to various operating costs: utilities, general repairs, electrical, plumbing, fire/security, HVAC, snow clearing, professional fees, contractual services, waste disposal, professional development	G. Corbacio	Foundational Elements (#4) and Belonging (#1)		2,837,609	2,837,609	(1,421,800)	1,415,809
5	Contingency for student accommodation repairs	G. Corbacio	Foundational Elements (#4) and Belonging (#1)		50,000	50,000		50,000
6	Additional support for AP program at Holy Trinity and Assumption	T. Pinelli	Achieving (#1, #2 and #3)		20,000	20,000		20,000
7	Budget for International Baccalaureate program	T. Pinelli	Achieving (#1, #2 and #3)		20,000	20,000		20,000
8	Increase to advertising and promotion budget for International Students program (off-set by International Students tuition revenues)	T. Pinelli	Foundational Elements (#04)		15,000	15,000		15,000
9	Increase to contingency fund for Thomas Merton Faith Day	C. McGillicuddy	Believing (#1, #2 and #3)		10,000	10,000		10,000
10	Purchase of additional grade for Growing in Faith Religion textbooks and Many Gifts Social Studies textbooks	A. Prkacin	Believing (#1, #2 and #3)		507,000	507,000		507,000
11	Increase to Catholic Curriculum Corporation membership and When Faith Meets Pedagogy conference	A. Prkacin	Believing (#1 and #3)		30,000	30,000		30,000
12	Employee assistance program - Increase budget to reflect amounts expensed in 2015-16 + 2% increase	J. O'Hara	Belonging (#1)		3,500	3,500		3,500
13	SLP-Clinical Practice Lead - Change from APSSP to management position	B. Browne	Belonging (#1)	30,000		30,000		30,000
14	Religious Education reimbursement for courses	L. Naar	Believing (#1 and #3)		25,000	25,000	(10,250)	14,750
15	Institute for Catholic Education (ICE) Symposium	P. Dawson	Believing (#1, #2 and #3) and Belonging (#2)		8,500	8,500		8,500
16	Expected increase in mileage reimbursement as mileage rate increases from \$0.45 to \$0.54 per km, in accordance with CRA guidelines and CRA recommendations on a recent sector audit	Overall	Foundational Elements (#1 and #4)		80,000	80,000		80,000
<b>Total</b>				<b>\$ 47,000</b>	<b>\$ 3,944,609</b>	<b>\$ 3,991,609</b>	<b>\$ (1,449,050)</b>	<b>\$ 2,542,559</b>



**Staffing Enhancements (Included in the Budget)**

	Description	Requested By	Link to Board Strategic Plan	Salary & Benefits	Non-Salary	Total	Cumulative Total
	<b>REVENUE NEUTRAL-NO IMPACT TO EXISTING BUDGET</b>						
1	<b>1.0 FTE Athletic Convenor for HCAA</b> (off-set savings of \$40,000 from convenor secondment, plus at least an additional annual cost savings from HSSAA/consulting fees of \$40,000)	A. Prkacin	Achieving (#1); Belonging (#2 and #3)	80,000		80,000	<b>80,000</b>
2	<b>0.5 FTE Vice-Principal for International Students</b> (off-set by International Students tuition revenues)	T. Pinelli	Achieving (#1); Belonging (#2); Foundational Elements (#4)	63,000		63,000	<b>143,000</b>
3	<b>12.5 FTE Elementary Teachers</b> - as per additional staffing identified in the OECTA extension of collective agreement (To be allocated between Special Education teachers, Classroom teachers, Change/Transition Support Teachers and ESL teachers)	Overall	Achieving (#1 and #2) and Foundational Elements (#1 and #5)	875,000		875,000	<b>1,018,000</b>
4	<b>6.0 FTE Secondary Teachers</b> - as per additional staffing identified in the OECTA extension of collective agreement (To be allocated between Special Education teachers, Classroom teachers, Change/Transition Support Teachers and ESL teachers)	Overall	Achieving (#1 and #2) and Foundational Elements (#1 and #5)	420,000		420,000	<b>1,438,000</b>
5	<b>1.0 Speech Language Pathologist (Additional APSSP staff)</b> - as per additional staffing identified in the APSSP extension of collective agreement	B. Browne	Achieving (#1), Belonging (#1) and Foundational Elements (#1)	101,000		101,000	<b>1,539,000</b>
6	<b>Additional staffing to support Library services</b> - as per additional staffing identified in the APSSP extension of collective agreement	A. Prkacin	Achieving (#1 and #2) and Foundational elements (#1 and #5)	15,000		15,000	<b>1,554,000</b>
7	<b>Approx. 14.0 FTE Educational Assistants (Eas)</b> at average salary and benefits of \$48,000 per FTE - as per additional staffing identified in the CUPE extension of collective agreement	B. Browne	Achieving (#1), Belonging (#1) and Foundational Elements (#1)	665,000		665,000	<b>2,219,000</b>
8	<b>Additional CUPE staff</b> - as per additional staffing identified in the CUPE extension of collective agreement (staffing is yet to be finalized with the Union): <b>5.0 FTE Office Assistants</b> <b>1.0 FTE Library Technician</b> <b>1.0 FTE Computer Technician</b> <b>4.0 FTE Custodial Staff</b>	Overall	Belonging (#1) and Foundational elements (#1)	601,000		601,000	<b>2,820,000</b>
9	<b>Additional Community Use of Schools support</b> - as per additional staffing identified in the CUPE extension of collective agreement	G. Corbacio	Belonging (#1) and Foundational elements (#1)	12,000		12,000	<b>2,832,000</b>
10	<b>1.0 FTE Child and Youth Counsellors (CYCs)</b> to Support the Additional Change Teachers (to be offset by growth in the Special Educaiton revenue)	B. Browne	Achieving (#1 and #2) and Belonging (#1)	69,000		69,000	<b>2,901,000</b>
11	<b>1.0 FTE Social Worker</b> to Support the Additional Change Teachers (to be offset by growth in the Special Educaiton revenue)	B. Browne	Achieving (#1 and #2) and Belonging (#1)	81,000		81,000	<b>2,982,000</b>
12	<b>1.0 FTE Blind/Low Vission Special Education Resource Teacher</b> - to adress special educaiton needs	B. Browne	Achieving (#1 and #2) and Belonging (#1)	82,000		82,000	<b>3,064,000</b>
13	<b>1.0 FTE SEA Lead</b> (covered by SEA funding)	B. Browne	Achieving (#1 and #2) and Belonging (#1)	110,000		110,000	<b>3,174,000</b>
14	<b>0.5 FTE Secondary VP</b> - to address enrolment growth	Overall	Achieving (#1 and #2) and Foundational Elements (#1 and #5)	63,000		63,000	<b>3,237,000</b>
15	<b>8.0 FTEs Early Childhood Educators (ECEs)</b> to enrolment address growth and class size restrictions	Overall	Achieving (#1 and #2) and Foundational Elements (#1 and #5)	353,000		353,000	<b>3,590,000</b>
16	<b>12.65 FTE Elementary Teacher positions</b> to address enrolment growth and class size reductions	Overall	Achieving (#1 and #2) and Foundational Elements (#1 and #5)	885,500		885,500	<b>4,475,500</b>
17	<b>34.16 FTE Secondary Teacher positions</b> to enrolment address growth	Overall	Achieving (#1 and #2) and Foundational Elements (#1 and #5)	2,391,200		2,391,200	<b>6,866,700</b>
	<b>Total Staffing Enhancements (included in the Budget)</b>						<b>6,866,700</b>

NOTE: These staffing enhancements are included in the budget and offset by other cost savings or additional funding to be received.

**New Initiatives (Not included in the Budget)**

	Description	Requested By	Link to Board Strategic Plan	Salary & Benefits	Non-Salary	Total	Cumulative Total
	<b>BUDGETARY IMPACT</b>						
1A	Non-union job evaluation review - Last review was completed in 2012 and this project is necessary to ensure Board remains competitive and in line with the market	J. O'Hara	Foundational Elements (#4 and #5)		100,000	100,000	100,000
1B	Job Evaluation Officer (1 year contract) to assist with non-union job evaluation review and processes	J. O'Hara	Foundational Elements (#4 and #5)	80,000		80,000	180,000
2	1.0 FTE Equity Officer	P. Dawson	Achieving (#1 and #2); Believing (#1); and Belonging (#1, #2 and #3)	130,000		130,000	310,000
3	EMPOWER Reading Program - to be accessible at all elementary schools	A. Prkacin	Achieving (#1, #2 and #3)		135,000	135,000	445,000
4	IT Server Analyst position - Required to address cloud computing, security monitoring and maintenance, assisting with implementation of security policies and procedures and to provide training, direction and support to school computer technicians in regards to server, storage and virtualization	R. Negoi	Foundational Elements (#1, #4 and #5) and Achieving (#1)	85,000		85,000	530,000
5	Purchase of software module to move non-teaching applicants directly through Apply to Education (annual service fee)	J. O'Hara	Foundational Elements (#4 and #5)		10,000	10,000	540,000
6	1.0 FTE Records Coordinator (1 year contract) to assist the Manager, Privacy and RIM Services with ensuring compliance to the Anti-Spam Legislation, assist with transcript requests, and assist in all aspects of records management.	P. Dawson	Foundational Elements (#1, #2 and #4)	60,000		60,000	600,000
7	Wellness Program - Due to Provincial Benefit Trusts, program is no longer paid through consulting fees of Mosey & Mosey	J. O'Hara	Belonging (#1)		50,000	50,000	650,000
8	Electronic file project - Start up costs / scanner / consultant	J. O'Hara	Foundational Elements (#1 and #4)		50,000	50,000	700,000
9	Museum of Tolerance (Simon Wiesenthal Center) - Partnership educational tour for 4 secondary principals and 1 SO to attend	T. Pinelli	Belonging (#1, #2 and #3)		50,000	50,000	750,000
	<b>Total</b>			<b>355,000</b>	<b>395,000</b>	<b>750,000</b>	<b>750,000</b>
	<b>Total New Initiatives (not yet included in the Budget)</b>						<b>750,000</b>

**Halton Catholic District School Board  
Capital Budget  
2017/2018 Budget Estimates**

Appendix E

			Funding Sources				
Expenses	Total Estimated Project Budget	Total 2017/2018 Capital Expenses	Capital Priorities	Full Day Kindergarten	School Condition Improvement	School Renewal	Total Funding
Milton #8 - New School	13,668,474	12,301,627	10,758,867	1,542,760			12,301,627
School Improvement Projects	4,100,000	4,100,000			3,750,000	350,000	4,100,000
Natural Playgrounds	1,500,000	1,500,000				1,500,000	1,500,000
							-
<b>TOTAL</b>	19,268,474	17,901,627	10,758,867	1,542,760	3,750,000	1,850,000	17,901,627

**Halton Catholic District School Board**  
**GSN Calculations**  
**2017/2018 Budget Estimates**

Appendix F

	2017/2018 Original Budget	% Change from 2016/2017 Revised Estimates	2016/2017 Revised Budget Estimates	2016/2017 Original Budget Estimates	2015/2016 Actuals
Enrolment Forecast - JK/SK	4,191.00	-1.23%	4,243.00	4,105.00	4,276.50
- 1 to 3	6,907.00	0.05%	6,903.50	6,916.00	6,725.50
- 4 to 8	11,453.50	2.06%	11,222.00	11,132.50	10,964.00
Enrolment Forecast - Elementary	22,551.50	0.82%	22,368.50	22,153.50	21,966.00
- Secondary	11,278.46	5.10%	10,731.06	10,593.58	10,371.55
	33,829.96	2.21%	33,099.56	32,747.08	32,337.55
Pupil Foundation Grant - JK/SK	26,187,296	1.15%	25,888,749	25,046,740	25,818,086
Pupil Foundation Grant - 1 to 3	39,110,680	1.59%	38,497,782	38,567,489	37,112,923
Pupil Foundation Grant - 4 to 8	54,629,530	4.81%	52,122,487	51,706,789	50,395,368
Pupil Foundation Grant - Secondary	66,314,300	6.69%	62,156,768	61,360,452	59,458,644
Supply Teacher Adjustment for Elementary				-	
Supply Teacher Adjustment for Secondary				-	
Total Pupil Foundation Allocation	186,241,806	4.24%	178,665,786	176,681,470	172,785,021
School Foundation Grant - Elementary	14,772,005	1.82%	14,507,630	14,392,226	14,177,317
School Foundation Grant - Secondary	7,378,392	4.89%	7,034,643	6,967,133	6,858,828
Additional Compensation for Principals & Vice Principals	186,580		153,827	153,827	
Total School Foundation Allocation	22,336,977	2.95%	21,696,100	21,513,186	21,036,145
SEPPA - JK to Grade 3	10,829,095	2.28%	10,587,726	10,468,517	10,244,182
SEPPA - Grade 4 to 8	8,584,627	4.85%	8,187,796	8,122,495	7,841,672
SEPPA - Secondary	5,581,710	7.94%	5,170,976	5,104,728	4,900,350
Special Education Equipment Amount	1,481,295	1.12%	1,464,927	1,585,202	1,421,929
Special Incidence Portion	983,000	-0.20%	985,000	945,000	982,715
High Needs Amount	15,405,825	1.74%	15,142,306	15,103,042	15,038,961
Behavioural Expertise	184,504	2.87%	179,361	178,356	175,287
Total Special Education Allocation	43,050,057	3.19%	41,718,092	41,507,340	40,605,096
Total Language Allocation	7,685,129	6.51%	7,215,316	7,146,222	6,667,758
Total Learning Opportunities Allocation	6,276,939	115.85%	2,907,966	2,873,414	2,436,271
Total Continuing Education and Other Programs Allocation	2,145,881	1.58%	2,112,403	2,257,578	2,094,081
Total Teacher Qualification and Experience Allocation	25,475,978	-4.89%	24,631,519	26,066,430	28,003,275
ECE Q&E Allocation	2,261,974	5.01%	2,154,075	2,043,938	1,973,447
New Teacher Induction Program (NTIP)	264,780	4.11%	254,330	175,000	177,339
Restraint Savings	(140,878)	0.00%	(140,878)	(140,878)	(140,878)
Total Transportation Allocation	7,340,624	4.72%	7,009,984	6,889,307	6,932,619
Total Administration and Governance Allocation	9,347,208	4.28%	8,963,405	8,896,503	8,620,873
Total School Operations Allocations	32,102,777	3.08%	31,143,758	30,869,452	30,276,439
Community Use of Schools	445,632	5.41%	422,752	422,752	408,367
First Nations, Metis and Inuit Education Supplement	303,414	1.40%	299,217	320,788	179,380
Safe Schools	565,905	3.92%	544,563	538,700	526,756
Permanent Financing of NPF	47,375	0.00%	47,375	47,375	47,375
Labour-related enhancements					
<b>TOTAL: OPERATING</b>	<b>345,751,578</b>	<b>4.89%</b>	<b>329,645,762</b>	<b>328,108,578</b>	<b>322,629,365</b>
Deduct:					
Minor TCA	(8,643,789)	4.89%	(8,241,144)	(8,202,714)	(8,065,734)
Add:					
Temporary Accommodations - Portable Leasing					1,571,566
Trustees' Association Fee	43,017	0.00%	43,017	43,017	43,017
<b>TOTAL OPERATING ALLOCATION</b>	<b>337,150,806</b>	<b>4.89%</b>	<b>321,447,635</b>	<b>319,948,881</b>	<b>316,178,214</b>
Capital Grants	16,051,627	28.24%	12,516,887	8,428,733	19,185,950
Minor TCA	8,643,789	4.89%	8,241,144	8,202,714	8,065,734
School Renewal Allocation	4,398,357	1.27%	4,343,332	3,775,326	4,299,852
School Condition Improvement		0.00%			
Temporary Accommodations - Capital		-100.00%	1,729,000	1,729,000	170,934
Retrofitting School Space for Child Care		0.00%			-
Short Term Interest on Capital		0.00%			39,370
Capital Debt Support - Interest Portion	8,546,061	-5.45%	9,039,007	9,039,007	9,505,993
<b>TOTAL CAPITAL ALLOCATION</b>	<b>37,639,834</b>	<b>4.94%</b>	<b>35,869,370</b>	<b>31,174,780</b>	<b>41,267,833</b>
<b>TOTAL FUNDING ALLOCATION</b>	<b>\$ 374,790,640</b>	<b>4.89%</b>	<b>\$ 357,317,005</b>	<b>\$ 351,123,661</b>	<b>\$ 357,446,047</b>

**Halton Catholic District School Board**  
**Operating and Capital - Revenues and Expenditures**  
**2017/2018 Budget Estimates**

Appendix G

	2017/2018 Budget Estimates	Changes	2016/2017 Revised Estimates - Revised Submission	Changes	2016/2017 Budget Estimates
<b>Revenue</b>					
GSN (Note 1)	356,586,620	15,980,675	340,605,945	17,334,701	339,251,919
Other Provincial Grants (Note 2)	2,685,736	(457,289)	3,143,025	388,759	2,296,977
Other Operating (Note 3)	18,151,166	1,179,295	16,971,871	2,842,761	15,308,405
Amortization of Deferred Capital Contribution	15,770,167	655,271	15,114,896	1,024,047	14,746,120
School Generated Funds	13,000,000	500,000	12,500,000	(500,000)	12,500,000
<b>Unavailable for Compliance</b>					
Employee Future Benefits and Interest Accrual	(625,323)	(8,851)	(616,472)	8,851	(616,472)
Revenues Recognized for Land	(9,500,000)	(500,000)	(9,000,000)	(1,500,000)	(8,000,000)
<b>Total Revenue</b>	<b>\$ 396,068,366</b>	<b>\$ 17,349,101</b>	<b>\$ 378,719,265</b>	<b>\$ 19,599,119</b>	<b>\$ 375,486,949</b>
<b>Expenditures</b>					
<b>Operating</b>					
Salary and Benefits (Note 4)	308,882,942	13,233,878	295,649,064	14,688,674	294,194,268
Other Operating Expenditures	48,081,821	3,462,705	44,619,116	4,342,618	43,739,203
<b>Capital</b>					
OSBFC Debenture Payments (Note 5)	4,565,717	(315,110)	4,880,827	315,110	4,880,827
OFA Debenture Payments (Note 5)	4,522,996	(226,757)	4,749,753	226,757	4,749,753
<b>PSAB</b>					
Amortization Expense (Note 6)	17,047,527	601,961	16,445,566	682,481	16,365,046
School Generated Funds	13,000,000	500,000	12,500,000	(500,000)	12,500,000
Employee Future Benefits and Interest Accrual	(625,323)	(8,852)	(616,471)	8,852	(616,471)
<b>Total Expenses</b>	<b>\$ 395,475,680</b>	<b>\$ 17,247,825</b>	<b>\$ 378,227,855</b>	<b>\$ 19,764,492</b>	<b>\$ 375,812,626</b>
<b>In-Year Surplus (Deficit) Available for Compliance - Unappropriated</b>	<b>\$ 941,783</b>	<b>\$ 927,795</b>	<b>\$ 13,988</b>	<b>\$ 926,400</b>	<b>\$ 15,383</b>
<b>Surplus (Deficit) Available for Compliance</b>	<b>\$ 592,686</b>	<b>\$ 101,276</b>	<b>\$ 491,410</b>	<b>\$ 918,363</b>	<b>\$ (325,677)</b>

Note 1 - The GSN increase is mainly due to enrolment growth (increase of 730.4 ADE over 2016-17 Revised Estimates)

Note 2 - Other Provincial Grants are lower, as a number of EPOs have not been announced (see Appendix A-9). These are not forecasted, only announced EPOs are considered for budgeting purposes. These grants have a neutral impact on the budget, as they have a corresponding expense.

Note 3 - Other Operating Revenues include increase as a result of the expansion of International Students Program (increase of 68 ADE), increase in seconded and recoverable expenses and additional revenue for the use of school facilities and premises.

Note 4 - Salary and Benefits increase due to growth and increase in salary benchmark, as negotiated in the extension of the 2014-17 Memorandum of Settlements, and also to account for the transition of benefits to the provincial Employee Life and Health Trusts.

Note 5 - OSBFC and OFA debenture payments are calculated based on an amortization schedule and may differ from year to year.

**Halton Catholic District School Board**  
**2017-18 Budget Estimates Schedule**

Date	Completed	Item	Description of Activity
September 20th	✓	Ministry Memorandum 2016:SB28	District School Board Enrolment Projections for 2017-18 to 2020-21 memorandum issued
September 25th	✓	ADM Memorandum, September 25, 2015	Ministry invitation to Education Funding consultation sessions
November 25th	✓	Provincial Consultation (Regional Symposium)	Ministry consultation on 'Education Funding'
November 25th	✓	Ministry Memorandum 2016:SB28	District School Board Enrolment Projections for 2017-18 to 2020-21 submitted to the Ministry.
December 6th	✓	Budget Process - Provincial Consultation	Information Report to Board regarding 2017-18 GSN Consultation Sessions
January 30th	✓	Budget Estimates Schedule & Objectives	Discuss 2017-18 Budget Estimates Schedule & Objectives at Administrative Council
February 7th	✓	Budget Estimates Schedule & Objectives	Present 2017-18 Budget Estimates Schedule & Objectives to the Board
February 10th	✓	Budget Process Memorandum	Distribute the 2017-18 Budget Process Memorandum to Superintendents, Administrators, Managers
February 10th	✓	Departmental Budget Reviews	Distribute Budget Input Package to Departments (by this date)
February 22nd	✓	Public Consultation	At Catholic School Council of Chairs meeting, present Budget process to group with understanding that information presented will be brought to individual schools' Council meeting and discussed
February 24th	✓	Departmental Budget Reviews	Receive Budget Submissions from Departments (by this date)
March 10th	✓	Departmental Budget Reviews	Complete Budget Review Meetings with Departments (by this date)
March 20th	✓	Budget Update	Budget Estimates Update (Administrative Council) / Approval of Program Enhancements
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 2017-18 Budget)
April 3rd	✓	Budget Update	Budget Estimates Update (Administrative Council) / Prioritization of New Initiatives
April 4th	✓	Trustee Budget Strategy Session 1	Trustee/Senior Staff Budget Strategy Session: 2017-18 Budget Challenges and Priorities
April 12th	✓	Ministry Memorandum 2017:B04	Release of Grants for Student Needs (GSN)
April 13th	✓	Salary and Benefits Budget	Send FTE staffing reports to Superintendents for review and confirmation
April 18th	✓	Trustee Budget Strategy Session 2	Trustee/Senior Staff Budget Strategy Session: 2017-18 Budget Challenges and Priorities
April 18th	✓	Ministry Memorandum 2017:B04	Board Report - Release of Grants for Student Needs (GSN)
April 18th	✓	Release of EFIS 2.0 Forms	Release of EFIS 2.0 Forms and Instructions
April 19th	✓	Ministry Training Session	Ministry Training on 2017-18 Estimates EFIS changes and 2017 March Report changes
April 21st	✓	Salary and Benefits Budget	Complete Review of Benefits Budget (Financial Services and Human Resources)
April 21st	✓	Salary and Benefits Budget	Receive FTE staffing confirmations
April 25th	✓	Town Hall Meeting (Including on-line Survey)	Trustees lead presentation. Online survey to be offered to public and will close 10 calendar days later (May 5th)
April 28th	✓	Salary and Benefits Budget	Complete Salary and Benefits Budget
May 8th	✓	Budget Update	Budget Estimates Update (Administrative Council)
May 11th	✓	Budget Survey	Review and collate results of online budget survey
May 15th	✓	Budget Update	Budget Estimates Update (Administrative Council)
May 16th		Budget Update	Present the Board of Trustees with a Budget Update
May 29th		Budget Consultation	Present Special Education Funding / Budget Challenges and Priorities - SEAC
June 5th		Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
June 6th		Budget Estimates Report (Draft)	Present Budget Estimates Draft Report to the Board (Draft #1)
June 12th		Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
June 20th		Budget Estimates Report (Final)	Final Budget Estimates Report to the Board for Approval
June 23rd		Budget Estimates Report (Final)	Post Final Budget Report on Public Website
June 23rd		Ministry Memorandum 2017:B04	Submission of Budget Estimates to the Ministry (EFIS)
June 30th		Budget Estimates Report (Final)	Submission of Budget Estimates to OCSTA (EFIS)

*Note 1: Items in Italics are to be confirmed in term of date or title.*

*Note 2: Items highlighted in "green" are Board meetings.*

## 2017-18 Budget Objectives

In aligning with Halton Catholic District School Board's Strategic Plan of

- **Achieving:** Meeting the needs of others,
  - **Believing:** Celebrating our Catholic faith and aspiring to be models of Christ,
  - **Belonging:** Embracing relationships and sustaining safe, welcoming schools,
  - **Foundational Elements:** Optimizing organizational effectiveness,
- the following are the Budget Objectives for the 2017/18 School Year:

**1. BELIEVING: To provide programs which instill a stronger sense of belonging and higher levels of spiritual engagement for all our students and staff.**

These programs include activities to promote the Home, School, Parish connections in our school communities, as well as a faith formation focus on staff, students and community through the Catholic Learning Environment, and the Catholic Curriculum. These programs also include support for Faith formation, Religious Education Courses, Focus on Faith Initiatives, Chaplaincy services, student centered experiences, and Christ-centered staff development.

**2. FOUNDATIONAL ELEMENTS: To align the budget with the Board's Vision Statement and Strategic Priorities.**

Funds are aligned with strategies and programs that will increase the sense of Achieving, Believing, Belonging for all of our students and staff, in accordance with the Board's strategic plan.

**3. ACHIEVING: To allocate resources so that all students have an equal educational opportunity, while implementing all programs funded by the Ministry of Education.**

Resources are allocated on an equitable basis, striving to provide equal opportunity. Funds will be allocated to implement and support programs funded by the Ministry of Education.

**4. FOUNDATIONAL ELEMENTS: To increase the Board's Working Funds Reserve to 1% of our budget, while achieving a balanced budget.**

The Board will set aside sufficient savings to achieve a Working Funds Reserve of 1% of budget over a 5 year period.

**5. ACHIEVING: To explore opportunities for efficiencies and re-allocate savings to front line-resources for students.**

Staff will present Trustees with options to reduce expenses so that savings can be focused on front line-resources for students.

**6. BELONGING: To provide a safe environment for all students and staff.**

Initiatives include school condition improvements and health and safety projects.

**7. FOUNDATIONAL ELEMENTS: To implement changes in employee compensation as approved by the Board.**

Appropriate adjustments are provided in accordance with legislation and collective agreements.

**8. FOUNDATIONAL ELEMENTS: To implement all capital projects approved by the Board.**

Staff will review the long term capital plan for all capital projects.

**9. ACHIEVING: To provide funds for professional development opportunities.**

Funds are provided for all staff, trustees and the members of the Catholic School Councils.

## 2017-18 Budget Objectives (Continued)

### **10. ACHIEVING: To continue the Adult and Continuing Education Programs.**

The Adult and Continuing Education programs will continue to be self-sustaining.

### **11. BELONGING: To continue to emphasize the involvement of the school community.**

The Board will continue to encourage dialogue with its Catholic School Councils.

### **12. BELIEVING: To continue the development of partnerships and cost-sharing initiatives where these are consistent with our Catholic mandate and where such partnerships can be shown to make meaningful and cost-effective contributions towards our mission.**

This will be done in collaboration with other Boards, Municipalities and other agencies.

### **13. FOUNDATIONAL ELEMENTS: To conform to budget restrictions in accordance with the Education Act and Regulations.**

This will include providing a balanced budget and ensuring that the enveloping provisions related to Special Education, Pupil Accommodation, as well as Governance and Administration, are complied with.

### **14. FOUNDATIONAL ELEMENTS: To develop and maintain accountability frameworks as required by the Ministry of Education.**

This will be done in cooperation with the Ministry of Education to ensure that the Board meets or exceeds the requirements.

### **15. BELONGING: To provide a range of placements for Special Education Students as required by the Ministry of Education.**

The Board will continue to review placement options for identified students and to provide those that are most suited to the needs of those students in accordance with legislative guidelines.



# 2017-2018 Budget Estimates Update

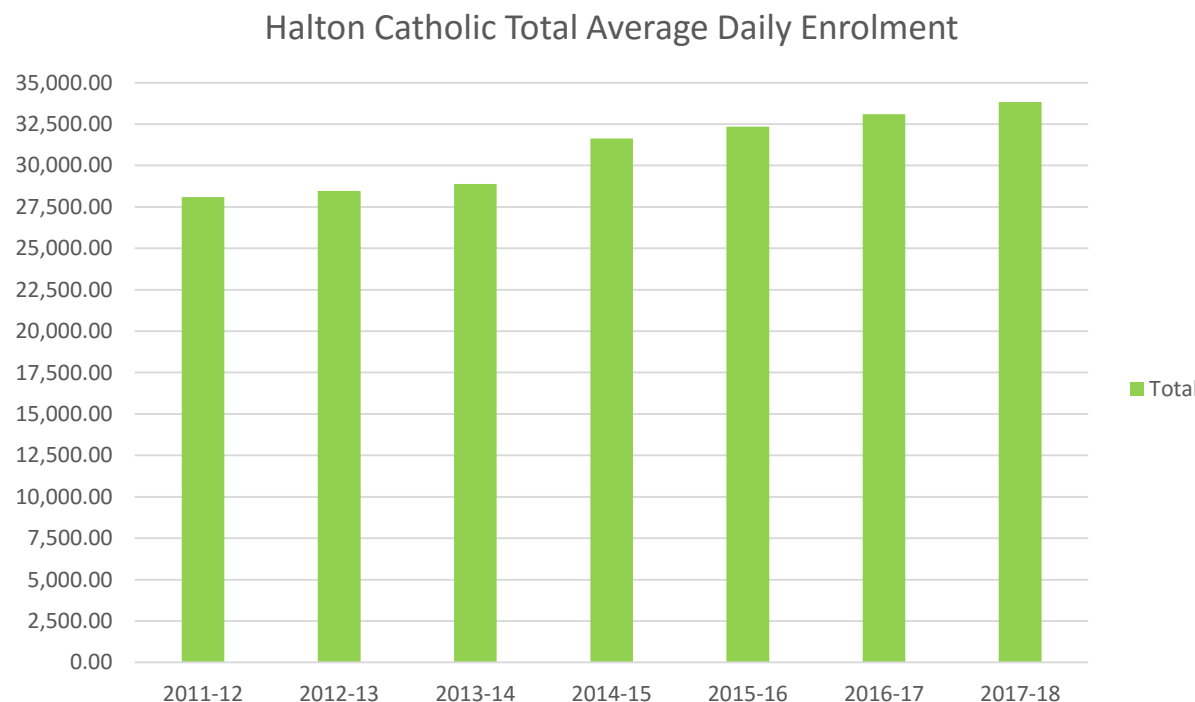
Tuesday, May 16, 2017

# Budget Estimates Update Agenda

1. Enrolment
2. Revenue
3. Expense
4. Staffing and Program Enhancements
5. Preliminary Financial Position
6. New Initiatives
7. Goals and Proposal
8. Revised Financial Position
9. Central Staffing and Supports
10. Next Steps

# **2017-18 Budget Estimates: Enrolment**

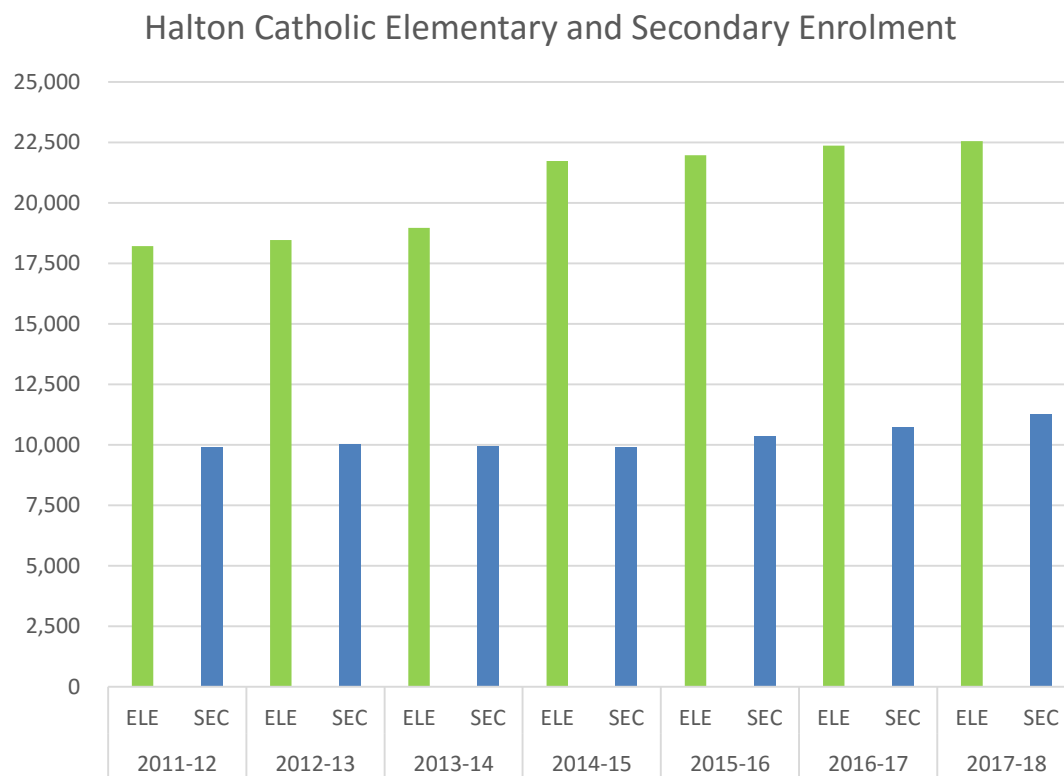
# Enrolment - Total



*Total Halton Catholic DSB enrolment is expected to grow 2.2% over the 2016-17 Revised Estimated and 4.6% over the 2015-16 actual amounts*

***\* 2011-12 through 2015-16 are actual enrolment. 2016-17 is based on Revised Estimates enrolment and 2017-18 is based on 2017-18 Original Estimates.***

# Enrolment - Elementary and Secondary

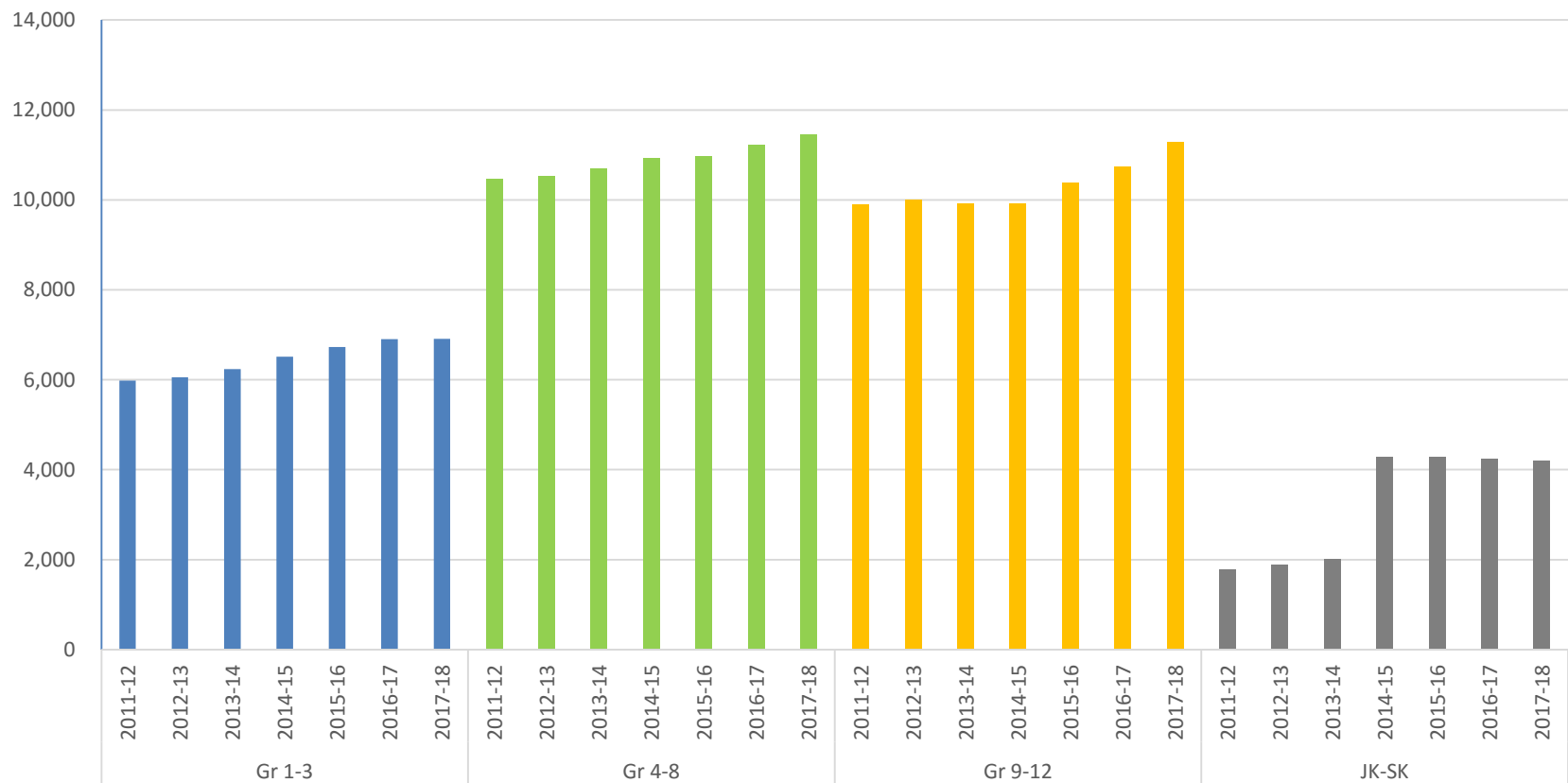


*Estimated 2017-18  
Elementary  
enrolment increased  
0.82% over 2016-17  
Revised Estimates  
and Secondary  
increased 5.10% over  
same period*

**\* 2011-12 through 2015-16 are actual enrolment. 2016-17 is based on Revised Estimates enrolment and 2017-18 is based on 2017-18 Original Estimates.**

# Enrolment – By Grade

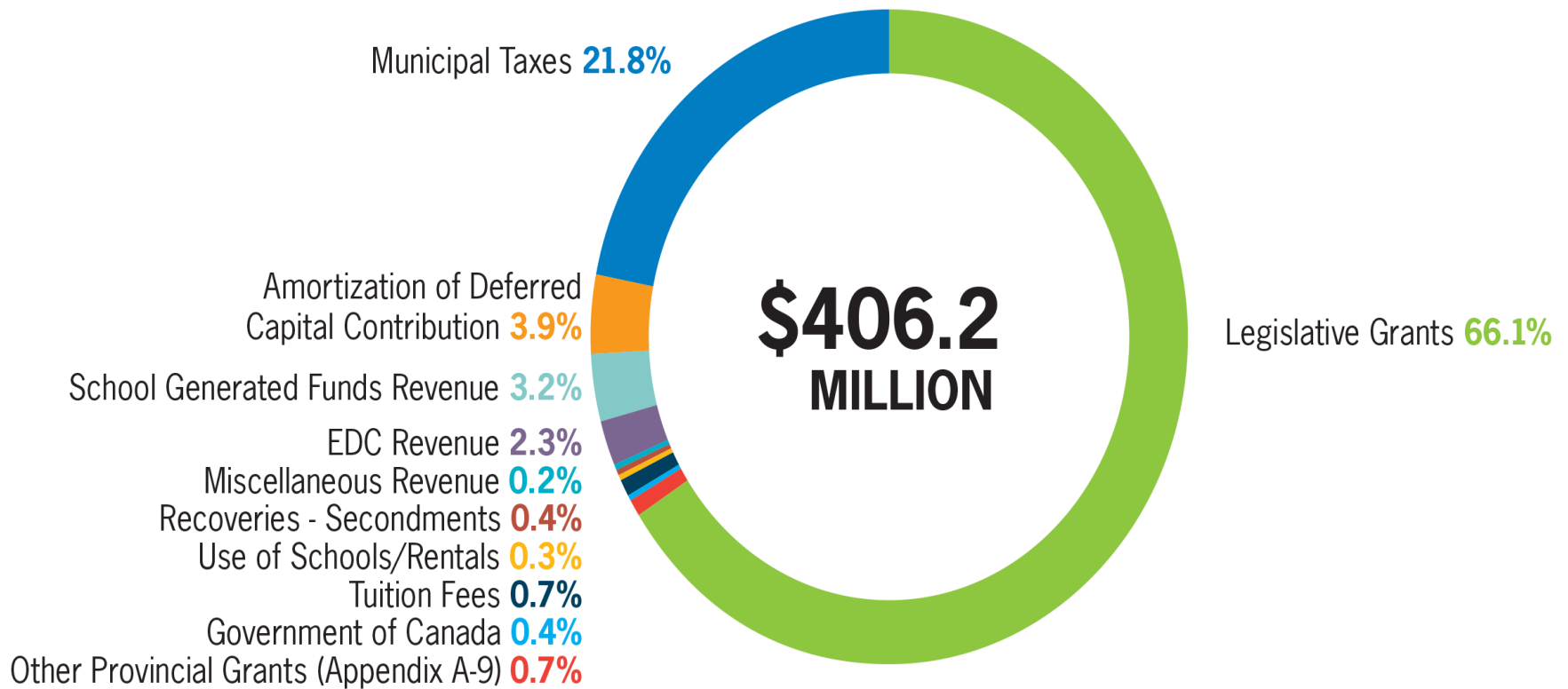
Total Average Daily Enrolment-By Grade



**\* 2011-12 through 2015-16 are actual enrolment. 2016-17 is based on Revised Estimates enrolment and 2017-18 is based on 2017-18 Original Estimates.**

# **2017-18 Budget Estimates: Revenue**

# 2017-18 Revenue Allocation-Percentage



*\* "Other" Includes: Interest; Secondments; Miscellaneous; PSAB Adjustment; Amortization of Retirement and Insurance Benefit; Transfers; Donations and Commissions.*



# 2017-18 Revenue Allocation

Revenue Source	2017-18 Budget Estimates	2016-17 Revised Estimates	2015-16 Actuals
Legislative Grants	\$268,026,000	\$254,415,000	\$248,711,000
Municipal Taxes	\$88,560,000	\$86,191,000	\$85,297,000
Other Provincial Grants	\$2,686,000	\$3,143,000	\$3,417,000
Government of Canada	\$1,695,000	\$1,686,000	\$1,612,000
Tuition Fees	\$2,948,000	\$2,059,000	\$1,409,000
Use of Schools/Rentals	\$1,300,000	\$1,076,000	\$935,000
Education Development Charges	\$9,500,000	\$9,000,000	\$7,752,000
School Generated Funds	\$13,000,000	\$12,500,000	\$12,666,000
DCC Amortization	\$15,770,000	\$15,115,000	\$14,506,000
Other Revenue	\$2,708,000	\$3,151,000	\$4,693,000
<b>TOTAL OPERATING REVENUE</b>	<b>\$406,193,000</b>	<b>\$388,336,000</b>	<b>\$380,998,000</b>
Land Revenue	\$(9,500,000)	\$(9,000,000)	\$(7,752,000)
(Surplus) Deficit - Operating	\$(942,000)	\$(14,000)	\$(299,000)
Transfer from Internally Appropriated Reserves	\$349,000	\$(478,000)	\$(2,564,000)
PSAB Adjustment	\$(625,000)	\$(616,000)	\$(511,000)
<b>TOTAL AVAILABLE REVENUE AFTER PSAB ADJUSTMENT</b>	<b>\$395,475,000</b>	<b>\$378,228,000</b>	<b>\$369,872,000</b>
<b>Percentage Change</b>	<b>4.6%</b>	<b>2.3%</b>	

\* "Other Revenue" Includes: Interest; Secondments; Miscellaneous; PSAB Adjustment; Amortization of Retirement and Insurance Benefit; Transfers; Donations and Commissions.

# 2017-18 Revenue Allocation

**Legislative Grants and Municipal Taxes which combined fund our Grants for Students Needs increase of 4.7% - WHY?**

Reason include (but are not limited to):

- Salary increase from Collective Agreement Extensions of 1.5% plus 0.5% lump sum
- Additional Staffing from Collective Agreement Extension
- 4% increase relating to Benefits
- Required growth in positions relating to enrolment
- 2% increase in non-salary components of the grant to keep up with raising costs

# 2017-18 Revenue Allocation

## Other Provincial Grants decreased 14.6%- WHY?

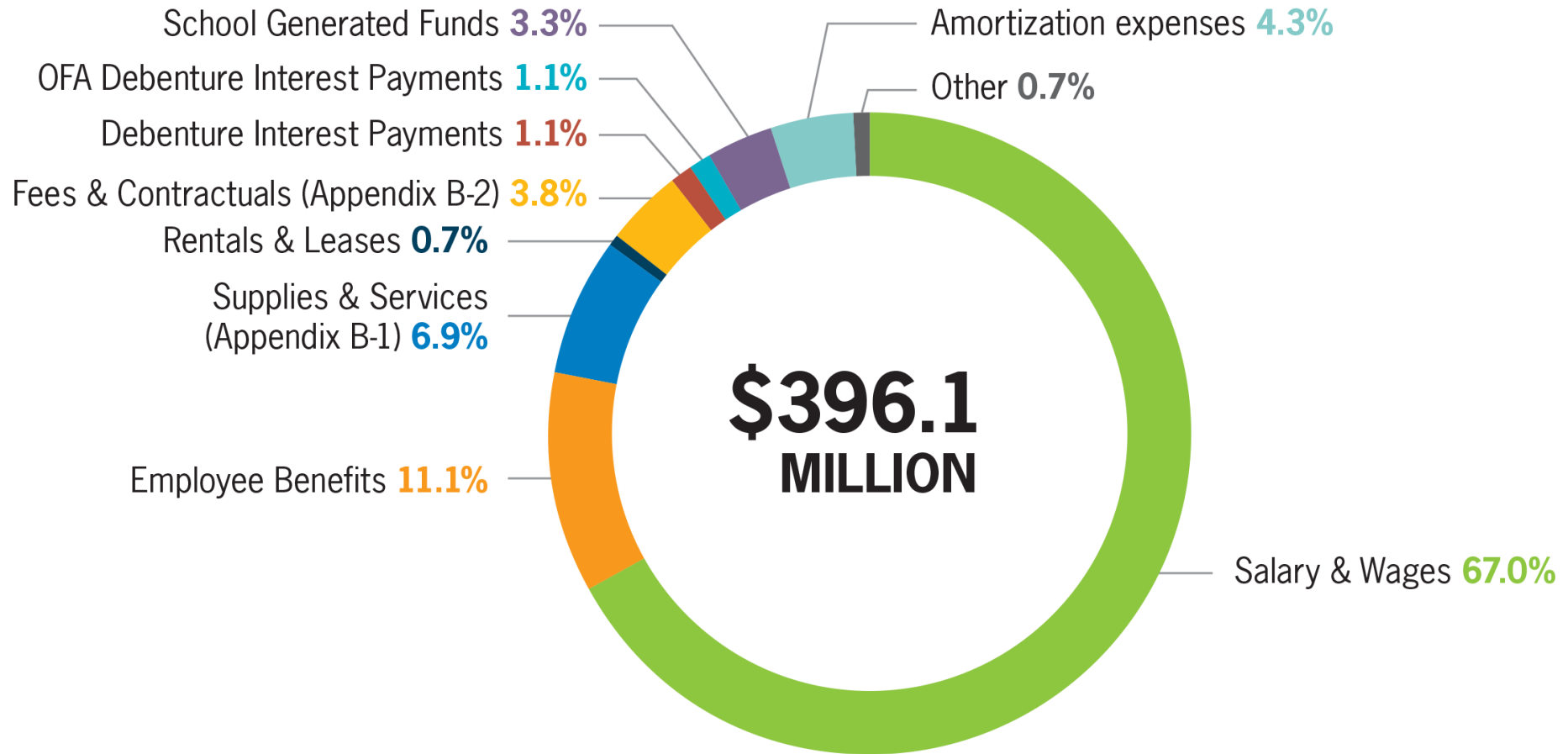
- Additional Education Program-Other (EPOs) grants are expected, but not announced to date

## Tuition Fees and Use of Schools and Rental revenue increased 43.2% and 20.8%-WHY?

- Expected increase in International Student Enrolment
- Expected increase in Facilities rentals due to demand

# **2017-18 Budget Estimates: Expense**

# 2017-18 Expense Estimate



# 2017-18 Expense Allocation

	2017-18 Budget Estimates	2016-17 Revised Estimates	2015-16 Actuals
Operating Expenses			
Salary & Wages	\$265,016,000	\$252,925,000	\$246,969,000
Employee Benefits	\$43,867,000	\$42,724,000	\$42,816,000
Professional Development	\$895,000	\$845,000	\$919,000
Supplies & Services	\$27,421,000	\$25,392,000	\$24,081,000
Operating Interest	\$57,000	\$89,000	\$59,000
Rentals & Leases	\$2,697,000	\$2,269,000	\$2,222,000
Fees & Contractuals	\$15,238,000	\$14,214,000	\$12,437,000
Other	\$728,000	\$891,000	\$872,000
Leases / Rentals	\$1,046,000	\$919,000	\$875,000
<b>TOTAL OPERATING REVENUE</b>	<b>\$356,965,000</b>	<b>\$340,268,000</b>	<b>\$331,250,000</b>
Capital Expenses	\$9,088,000	\$9,630,000	\$10,144,000
School Generated Funds	\$13,000,000	\$12,500,000	\$12,763,000
Amortization Expenses	\$17,047,000	\$16,446,000	\$15,864,000
PSAB Adjustment	\$(625,000)	\$(616,000)	\$(150,000)
<b>TOTAL AVAILABLE REVENUE AFTER PSAB ADJUSTMENT</b>	<b>\$395,475,000</b>	<b>\$378,228,000</b>	<b>\$369,871,000</b>
<b>Percentage Change</b>	<b>4.6%</b>	<b>2.3%</b>	

\* "Other Revenue" Includes: Interest; Secondments; Miscellaneous; PSAB Adjustment; Amortization of Retirement and Insurance Benefit; Transfers; Donations and Commissions.

Achieving Believing Belonging

# 2017-18 Expense Estimate

## Salary and Wages increased 4.8%- WHY?

- Related to collective agreement extension and growth at HCDSB

## Supplies and Services increased 8.0%-WHY?

- Increased school budgets
- Increased utilities budgets
- Increased textbook budget
- Increased IT budget

# **2017-18 Budget Estimates: Staffing & Program Enhancements**



# 2017-18 Staffing Enhancements

EMPLOYEE GROUP	POSITIONS	FTE	\$
Elementary Teachers (OECTA Elementary)	Elementary Teachers - due to enrolment growth	12.7	
	English as a Second Language (ESL) Teachers	2.0	
	Elementary Teachers (Change Program)	3.0	
	Special Education Resource Teachers (SERTs)	6.5	
	Deaf/Hard of Hearing Special Education Resources Teacher (SERT)	1.0	
	Blind and Hard of Hearing Special Education Resources Teacher (SERT)	1.0	
	SEA Lead – Special Education identified need	1.0	
<b>TOTAL ELEMENTARY TEACHERS</b>		<b>27.2</b>	<b>\$1,953,000</b>
Secondary Teachers (OECTA Secondary)	Secondary Teachers – classroom due to enrolment growth	34.2	
	Secondary Teacher (Transformation Program)	1.0	
	English as a Second Language (ESL) Teacher	1.0	
	Adult Learning Teacher	1.0	
	Special Education Resource Teachers (SERTs)	3.0	
<b>TOTAL SECONDARY TEACHERS</b>		<b>40.2</b>	<b>\$2,811,000</b>
Professional & Paraprofessional Staff (APSSP)	Speech Language Pathologist – as per APSSP agreement	1.0	
	Child and Youth Counsellor – Special Education need (Change Program)	1.0	
	Social Worker – Special Education need (Change Program)	1.0	
<b>TOTAL PROFESSIONAL &amp; PARAPROFESSIONAL STAFF</b>		<b>3.0</b>	<b>\$266,000</b>

# 2017-18 Staffing Enhancements (cont.)

EMPLOYEE GROUP	POSITIONS	FTE	\$
School Support Staff (CUPE)	Educational Assistants – as per CUPE agreement	14.0	
	Early Childhood Educators – to address growth	8.0	
	Custodial Staff– as per CUPE agreement	4.0	
	School Office Assistance – as per CUPE agreement	5.0	
	Library Technician – as per CUPE agreement	1.0	
	Computer Technician – as per CUPE agreement	1.0	
<b>TOTAL SCHOOL SUPPORT STAFF</b>		<b>33.0</b>	<b>\$1,631,000</b>
School Administration Staff	Secondary Vice-Principal – International Students Program	0.5	
	Secondary Vice-Principal – to address enrolment growth	0.5	
<b>TOTAL SCHOOL ADMINISTRATION STAFF</b>		<b>1.0</b>	<b>\$126,000</b>
ADMINISTRATIVE STAFF	Athletic Convenor for Halton Catholic Athletic Association	1.0	
<b>TOTAL DISTRICT ADMINISTRATIVE STAFF</b>		<b>1.0</b>	<b>\$80,000</b>
<b>TOTAL NEW INVESTMENTS</b>		<b>105.4</b>	<b>\$6,867,000</b>

# 2017-18 Program Enhancement

Description	Department	\$
School Wireless Network Infrastructure Upgrades	Business Services	338,000
School Operations and Maintenance Cost Increases	Facility Services	1,416,000
Student Accommodations and Repairs Contingency Fund	Facility Services	50,000
Advance Placement – Professional Development and Support	School Services	20,000
International Baccalaureate – Professional Development and Support	School Services	20,000
Expansion of International Students Program	School Services	15,000
Contingency Fund for Thomas Merton Centre (Adult Faith Day)	School Services	10,000
Additional Textbook Purchases and Increase to Catholic Curriculum Corporation membership	Curriculum Services	537,000
Speech Language Pathologist Clinical Practice Lead (change existing role to a Management position)	Special Education	\$30,000
Employee Assistance Program	Human Resources	3,500
Religious Education – Increased Reimbursement of Courses	School Services	15,000
Institute for Catholic Education (ICE) Symposium	Director's Office	8,500
Mileage Reimbursement Increase	Overall	80,000
<b>TOTAL NEW INVESTMENTS</b>		<b>2,543,000</b>

# **2017-18 Budget Estimates: Preliminary Financial Position**

# 2017-18 Preliminary Financial Position

## 2017-18 FINANCIAL POSITION AS OF MAY 16, 2017 (DRAFT)

	OPENING BALANCE	IN-YEAR CHANGE	CLOSING BALANCE
<b>Operating Surplus</b>	<b>\$344,000</b>	<b>\$942,000</b>	<b>\$1,286,000</b>
<b>Internally Restricted Reserves</b>			
Operating Reserve (Working Funds Reserve)	\$3,296,000		\$3,296,000
School Budget Rollovers	\$320,000		\$320,000
Capital Reserve	\$5,384,000		\$5,384,000
Capital Capacity Planning Reserve	\$70,000		\$70,000
Committed Capital Projects	\$7,858,000	(\$273,000)	\$7,585,000
Sinking Fund Interest Earned	\$1,520,000	(\$76,000)	\$1,444,000
<b>TOTAL Internally Restricted Reserves</b>	<b>\$18,448,000</b>	<b>(\$349,000)</b>	<b>\$18,099,000</b>
<b>TOTAL ACCUMULATED SURPLUS (DEFICIT) AVAILABLE FOR COMPLIANCE</b>	<b>\$18,792,000</b>	<b>\$593,000</b>	<b>\$19,385,000</b>

# **2017-18 Budget Estimates: New Initiatives**

# 2017-18 New Initiatives

## NEW INITIATIVES (NOT INCLUDED IN THE BUDGET )

Description	Department	\$
Non-union job evaluation review	Human Resources	100,000
1.0 FTE Job Evaluation Officer (1 year contract)	Human Resources	80,000
1.0 FTE Equity Officer	Director's Office	130,000
EMPOWER Reading Program	Curriculum Services	135,000
1.0 FTE IT Server Analyst position	Business Services	85,000
Apply to Education non-teaching module (annual service fee)	Human Resources	10,000
1.0 FTE Records Coordinator (1 year contract)	Director's Office	60,000
Wellness Program	Human Resources	50,000
Electronic file project	Human Resources	50,000
Museum of Tolerance (Simon Wiesenthal Center) - Partnership educational tour	School Services	50,000
<b>TOTAL NEW INVESTMENTS</b>		<b>750,000</b>

# **2017-18 Budget Estimates: Budget Goals and Proposal**



# 2017-18 Budget Goals

## The 2017-18 budget goals are:

- Continue to build the operating and capital reserves to 2% of Provincial Allocation, to maintain the Board's low financial risk rating
- Find efficiencies in the budget to allow for the critical new initiatives identified, but not currently included in the May 16 draft

# 2017-18 Proposal for New Initiatives

**Initiative:** Direct \$2,000,000 to the Capital Reserve to complement the school renewal allocation.

## How to implement without impacting Service Level?

Reduce Facilities Management Services operating budget by \$2,000,000. The department will work diligently to identify efficiencies through 2017-18 to address all needs within the available budget, while addressing system wide capital investments.

**Initiative:** Direct \$85,000 towards the addition of the IT Analyst position, that will support the infrastructure and security of the network.

## How to implement without impacting Service Level?

Reduce the program enhancement requested by IT Services by \$108,000, by addressing some of the proposed upgrades during the current year and the remainder into the following year.

# 2017-18 Proposal for New Initiatives(cont.)

**Initiative:** Continue to transfer approximately \$7-800,000 into the Operating Reserve

## How to implement without impacting Service Level?

Transfer \$725,000 of the Operating Surplus into the Operating Reserve.

Use the Operating Reserve to cover the one-time costs of the job-evaluation, job evaluation officer (1 year contract), records coordinator (1 year contract) and the Simon Wiesenthal education tour which would total \$265,000.

Net transfer to the Operating Reserve for 2017-18 is estimated at \$460,000 (\$725,000 less \$265,000 in new initiatives).

**Initiative:** Expanding the Empower Reading Program to all schools.

## How to implement without impacting Service Level?

Allocate funding from the Family of Schools SO School Contingency budget and Curriculum Services to fund the training for the Empower Reading program in 2016-17 and 2017-18.

# 2017-18 New Initiatives

REVISED NEW INITIATIVES (TO BE INCLUDED IN THE BUDGET)

Description	Department	\$
Non-union job evaluation review	Human Resources	100,000
1.0 FTE Job Evaluation Officer (1 year contract)	Human Resources	80,000
1.0 FTE Equity Officer	Director's Office	130,000
EMPOWER Reading Program	Curriculum Services	135,000
Implement through savings in school contingency, school budgets and Curriculum Services operating budget	Curriculum Services	(135,000)
1.0 FTE IT Server Analyst position	Business Services	85,000
Apply to Education non-teaching module (annual service fee)	Human Resources	10,000
1.0 FTE Records Coordinator (1 year contract)	Director's Office	60,000
Wellness Program	Human Resources	50,000
Electronic file project	Human Resources	50,000
Museum of Tolerance (Simon Wiesenthal Center) - Partnership educational tour	School Services	50,000
Expected Simon Wiesenthal Contribution	School Service	(25,000)
<b>TOTAL NEW INVESTMENTS</b>		<b>590,000</b>

# **2017-18 Budget Estimates: Revised Financial Position**

# 2017-18 Revised Financial Position

PROPOSED 2017-18 FINANCIAL POSITION AS OF MAY 16, 2017 (DRAFT)

OPENING BALANCE    IN-YEAR CHANGE    CLOSING BALANCE

<b>Operating Surplus</b>	<b>\$344,000</b>	<b>\$942,000</b>	<b>\$1,286,000</b>
Less Cost of New Initiatives		(\$590,000)	
Less Transfer to Operating Reserve		(\$460,000)	
Less Transfer to Capital Reserve		(\$2,000,000)	
Plus Reduction in Facilities Services Budget		\$2,000,000	
Plus Reduction in IT Services Budget		\$108,000	
<b>TOTAL Operating Surplus</b>	<b>\$344,000</b>	<b>\$0</b>	<b>\$344,000</b>
<b>Internally Restricted Reserves</b>			
Operating Reserve (Working Funds Reserve)	\$3,296,000	\$460,000	\$3,756,000
School Budget Rollovers	\$320,000		\$320,000
Capital Reserve	\$5,384,000	\$2,000,000	\$7,384,000
Capital Capacity Planning Reserve	\$70,000		\$70,000
Committed Capital Projects	\$7,858,000	(\$273,000)	\$7,585,000
Sinking Fund Interest Earned	\$1,520,000	(\$76,000)	\$1,444,000
<b>TOTAL Internally Restricted Reserves</b>	<b>\$18,448,000</b>	<b>\$2,111,000</b>	<b>\$20,559,000</b>
<b>TOTAL ACCUMULATED SURPLUS (DEFICIT) AVAILABLE FOR COMPLIANCE</b>	<b>\$18,792,000</b>	<b>\$2,111,000</b>	<b>\$20,903,000</b>

# **2017-18 Budget Estimates: Central Staff Salary and Benefits**

# Central Staffing

## Central Staff Salary & Benefits

	2008-09		2014-15		2015-16	
	FTE	Salary & Benefits	FTE	Salary & Benefits	FTE	Salary & Benefits
<b>Business Services</b>	41.0	\$2,971,892	47.5	\$3,932,476	49.0	\$4,050,705
Financial Services	9.0	\$623,655	9.0	\$711,274	9.0	\$734,953
IT Services	23.0	\$1,727,105	28.0	\$2,428,151	28.0	\$2,404,631
Payroll Services	4.0	\$248,970	4.5	\$316,799	4.5	\$327,277
Planning (incl. International Student Program)	2.0	\$160,109	3.0	\$224,741	4.5	\$346,816
Purchasing Services	3.0	\$212,053	3.0	\$251,511	3.0	\$237,028
<b>Curriculum Services / Student Success</b>	32.5	2,287,068	31.0	2,596,245	32.0	2,605,396
Administrative Staff	3.0	\$234,648	3.5	\$333,216	4.0	\$340,425
Computer Assistants	7.0	\$310,633	0.0	\$-	0.0	\$-
Consultants/Coordinators	13.0	\$1,362,111	16.0	\$1,748,355	15.0	\$1,599,916
Library Resource Centre	6.5	\$235,978	7.0	\$287,746	8.0	\$365,462
Secretarial Support	3.0	\$143,698	4.5	\$226,928	5.0	\$299,594
<b>Director's Office</b>	29.0	\$3,028,169	32.5	\$3,623,887	31.8	\$3,549,205
Director and Supervisory Officers	10.0	\$1,739,524	11.0	\$1,991,705	11.0	\$1,969,914
Administrative Support	7.0	\$526,921	8.0	\$685,044	9.0	\$769,347
Strategic Communications	3.0	\$231,744	4.0	\$318,290	4.0	\$278,171
Research	3.0	\$257,854	3.5	\$303,418	2.8	\$216,770
Privacy and Records Management	0.0	\$-	1.0	\$63,494	1.0	\$106,655
Printing and Mail	6.0	\$272,126	5.0	\$261,935	4.0	\$208,348
<b>Facility Management Services</b>	8.0	\$657,810	11.0	\$1,120,806	11.0	\$1,162,936
<b>Human Resources Services</b>	15.0	\$1,009,411	18.0	\$1,533,343	19.0	\$1,581,999
<b>Special Education Services</b>	26.3	\$2,174,258	32.9	\$3,100,233	34.4	\$3,432,853
Central Special Education Support	5.0	\$392,270	10.4	\$954,177	11.4	\$1,014,226
Central Professional and Paraprofessional	15.3	\$1,162,944	16.5	\$1,466,689	17.0	\$1,741,280
Special Education Consultants	6.0	\$619,045	6.0	\$679,367	6.0	\$677,347
<b>Total</b>	<b>151.8</b>	<b>\$12,128,609</b>	<b>172.8</b>	<b>\$15,906,989</b>	<b>177.2</b>	<b>\$16,383,095</b>



# Central Staffing (cont.)

## Central Staff Salary & Benefits

2016-17

2017-18

Variance  
08-09 to 17-18

	FTE	Salary & Benefits	FTE	Salary & Benefits	FTE	%	Salary & Benefits
<b>Business Services</b>	50.0	\$4,166,613	51.0	\$4,479,045	10.0	24.4%	\$1,507,153
Financial Services	9.0	\$755,313	10.0	\$904,456	1.0		
IT Services	28.0	\$2,457,111	28.0	\$2,461,373	5.0		
Payroll Services	5.0	\$324,908	5.0	\$408,740	1.0		
Planning (incl. International Student Program)	5.0	\$384,373	5.0	\$455,774	3.0		
Purchasing Services	3.0	\$244,907	3.0	\$248,702	-		
<b>Curriculum Services / Student Success</b>	31.0	2,619,443	31.5	2,689,834	-1.0	-3.1%	\$402,765
Administrative Staff	5.0	\$411,196	6.0	\$554,353	3.0		
Computer Assistants	0.0	\$-	0.0	\$-	-7.0		
Consultants/Coordinators	14.0	\$1,613,842	14.0	\$1,578,516	1.0		
Library Resource Centre	8.0	\$367,050	7.5	\$333,983	1.0		
Secretarial Support	4.0	\$227,356	4.0	\$222,982	1.0		
<b>Director's Office</b>	31.5	\$3,666,353	32.0	\$3,976,931	3.0	10.3%	\$948,762
Director and Supervisory Officers	11.0	\$1,970,433	11.0	\$2,181,965	1.0		
Administrative Support	8.0	\$848,650	8.0	\$742,066	1.0		
Strategic Communications	4.0	\$341,850	4.0	\$350,049	1.0		
Research	3.5	\$184,076	4.0	\$375,515	1.0		
Privacy and Records Management	1.0	\$108,934	1.0	\$110,683	1.0		
Printing and Mail	4.0	\$212,410	4.0	\$216,653	-2.0		
<b>Facility Management Services</b>	12	\$1,194,393	12.0	\$1,315,534	4.0	50.0%	\$657,723
<b>Human Resources Services</b>	19	\$1,663,057	19.0	\$1,701,226	4.0	26.7%	\$691,815
<b>Special Education Services</b>	34.5	\$3,528,830	37.5	\$3,838,253	11.2	42.7%	\$1,663,994
Central Special Education Support	11.5	\$1,164,885	12.5	\$1,252,657	7.5		
Central Professional and Paraprofessional	17.0	\$1,669,905	18.0	\$1,758,690	2.7		
Special Education Consultants	6.0	\$694,040	7.0	\$826,906	1.0		
<b>Total</b>	<b>178.0</b>	<b>\$16,838,690</b>	<b>183.0</b>	<b>\$18,000,822</b>	<b>31.2</b>	<b>20.6%</b>	<b>\$5,310,212</b>

# Central Staffing (cont.)

## Central Staffing Covered by Specific GSN / Other Provincial or Federal Grants:

- 1.0 Supervisory Officer – Student Success
- 1.0 Supervisory Officer – School Effectiveness Framework
- 0.5 Supervisory Officer – Early Years Lead EPO
- 1.0 NTIP Coordinator
- 1.0 Mental Health Lead
- 1.0 Technology Enabled Learning and Teaching Consultant
- 1.0 Indigenous Education Lead
- 1.0 Welcome Centre Consultant
- 1.0 Welcome Centre Clerical Staff
- 1.0 MISA Research Officer
- 0.5 Consultant – OYAP plus 0.5 Consultant – SHSM
- 1.0 HR Officer (LINC/ESL Grant)
- 3.5 Library Technicians (Library Grant)
- 1.7 International Students Enrolment Clerks
- 1.0 International Students Settlement Worker

**TOTAL 17.7 FTEs**

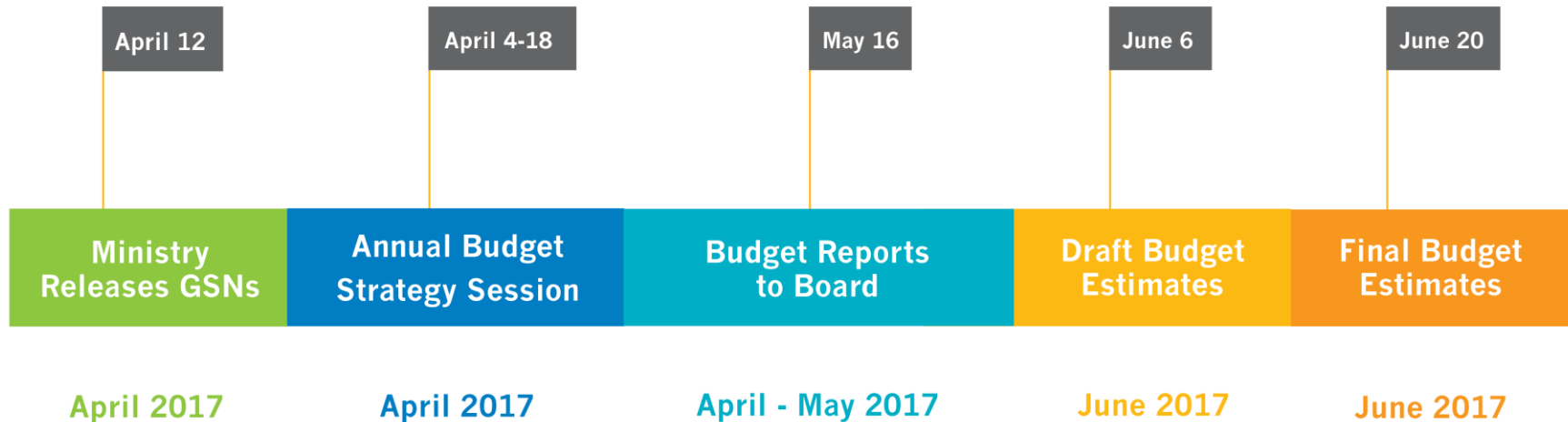
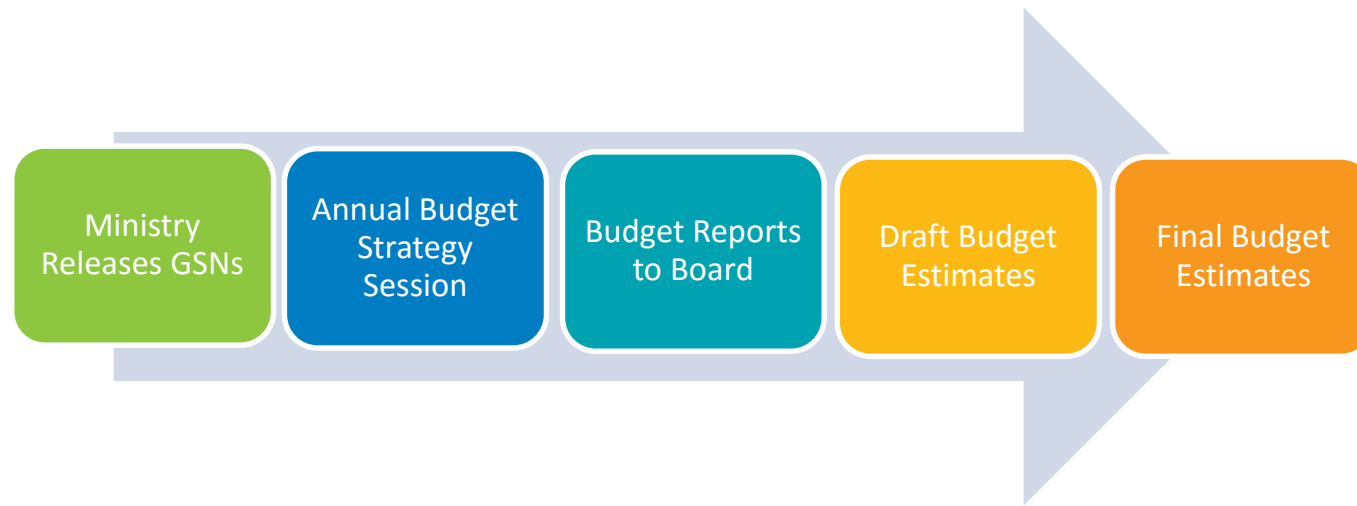
# Central Staffing (cont.)

Department Operating Costs (in 000s)	2008-09	2014-15	2015-16	2016-17	2017-18	Variance	
						08-09 to 17-18	
						%	\$
Business Services (excl. IT)	\$578	\$512	\$413	\$472	\$464	(19.7)	(\$114)
Curriculum Services	\$3,064	\$2,450	\$2,594	\$2,290	\$2,832	(7.6)	(\$232)
Director's Office	\$840	\$512	\$508	\$667	\$682	(18.8)	(\$158)
HR Services	\$490	\$611	\$562	\$644	\$653	33.3	\$163
IT Services	\$1,839	\$2,051	\$1,870	\$2,042	\$2,382	29.5	\$543
Facility Management Services							
Schools	\$12,989	\$17,945	\$18,491	\$20,344	\$22,320	71.8	\$9,331
Administrative	\$510	\$386	\$380	\$375	\$375	(26.5)	(\$135)
School Operating Budgets (Note 1)	\$3,553	\$4,012	\$4,305	\$3,583	\$3,785	6.5	\$232
Special Education Services (Note 2)	\$1,240	\$1,089	\$1,028	\$1,720	\$1,767	42.5	\$527
School Services	\$1,437	\$1,688	\$1,722	\$2,045	\$2,158	50.2	\$721
<b>Total Departmental Operating Costs</b>	<b>\$26,540</b>	<b>\$31,256</b>	<b>\$31,873</b>	<b>\$34,182</b>	<b>\$37,418</b>	<b>41.0%</b>	<b>\$10,878</b>
Elementary Average Daily Enrolment	17,696.50				22,559.50	27.5%	
Secondary Average Daily Enrolment	9,542.55				11,512.46	20.6%	
<b>Total Daily Average Daily Enrolment</b>	<b>27,239.05</b>				<b>34,071.96</b>	<b>25.1%</b>	

Over the last 10 years, central support staff have increased by 20.6% and salaries and benefit costs have increased by 48% (excluding Federal and Provincial funded positions, central support staff increased 16.1% and salaries 42%), while board wide, enrolment has increased by 25.1% and total salaries and benefits has increased by 53%.

# **2017-18 Budget Estimates: Timeline**

# 2017-2018 Budget Estimates Timelines



# Questions?

## INFORMATION REPORT

## ITEM 10.1

### APPOINTMENT OF STUDENT TRUSTEES 2017 - 2018

#### PURPOSE:

To inform trustees of the process and results of the election for the 2017 – 2018 Student Trustees.

#### COMMENTS:

On Tuesday, April 25, 2017, the election of the Student Trustees for the 2017 - 2018 school year took place at St. Ignatius of Loyola Secondary School, Oakville. The secondary schools submitted the name of a candidate, all of whom were of excellent calibre, demonstrating a strong commitment to their faith as well as extensive involvement in their respective school, parish and community.

The candidates had an opportunity to articulate their rationale for expressing interest in representing the students of the Halton Catholic District School Board. Candidates responded to numerous questions from student trustees and senators.

After all candidates were interviewed, the Student Senate voted on ballots provided. Superintendent Colin McGillicuddy, along with Staff Advisor Vice-Principals Karen Boelhouwer, Mia Thomas and Bryan DeSousa supervised the counting of the ballots.

#### CONCLUSION:

As a result of the election on Tuesday, April 25, 2017, the following three (3) student trustees were elected by the Student Senate for the 2017 – 2018 school year:

#### BURLINGTON: INGRID SCHWECHT

Ingrid is currently a Grade 11 Honour Roll student at Assumption Catholic Secondary School and the current Burlington Student Trustee for the 2016-2017 school year. She is an active member of the school's Student Council, Arts Council, the Mission Club, and is an Advanced Placement Representative. Ingrid and her family are members of the St. Raphael Parish community.

#### NORTH HALTON: CHRISTINA ATRACH

Christina is currently a Grade 11 Honour Roll student at Christ the King Catholic Secondary School and the current North Halton Student Trustee for the 2016-2017 school year. She is an active member of the Mentors Program and the Photography Club and volunteers with Syrian refugees in Mississauga. Christina and her family are members of the St. Edward the Confessor Parish community.

**OAKVILLE: ANAMARIA BARBUL**

Anamaria is a Grade 11 Honour Roll student at Holy Trinity Catholic Secondary School. She is an active member of the Student Senate, Prefects and Free the Children. Other co-curricular commitments include work with the Newspaper Committee and playing on the school rugby team. Anamaria and her family are members of the Mary Mother of God Parish community.

**REPORT PREPARED &  
SUBMITTED BY:**

C. MCGILLICUDDY  
SUPERINTENDENT OF EDUCATION

**REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION



**APPROVED SCHOOL EDUCATIONAL TRIPS**

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

**Dated: Tuesday, May 16, 2017**

**Listed by Destination**

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
<b>Elementary</b>						
St. Andrew CES, Oakville	8	70 - 95	Camp Muskoka, Bracebridge, ON	This trip to Camp Muskoka will provide the grade 8 students with the opportunity to interact with each other and the natural environment of Muskoka. Students will participate in various team building, trust and leadership activities. Staff and students will participate in daily prayer and reflection and grace before meals.	Tuesday, May 23 - Friday, May 26, 2017	\$387.00
St. James CES, Oakville	8	25	Camp Brébeuf, Rockwood, ON	This trip is to Camp Brébeuf, a Catholic based camp that will promote our Catholic Values, teamwork, cooperation and aid in assisting our students with developing new friendships while strengthen current ones. Students will participate in various team building activities, orienteering, nature studies, etc. All this will take place in a spirit of co-operation and caring for others while enjoying God's creation. Staff and students will participate in prayers before meals and end the day with an evening prayer.	Monday, May 29 - Wednesday, 31, 2017	\$75.00
St. Marguerite d'Youville, Oakville	7	60	Camp Tanamakoon, Algonquin Park, ON	Students will participate in various team building activities, orienteering, nature studies, etc., while at Camp Tanamakoon. The students will learn to recognize and appreciate the importance of working together to meet the challenges in their lives. They will develop independence and self-confidence as well as group living and learning skills. All this will take place in a spirit of co-operation and caring for others while enjoying God's creation. Staff and students will participate in prayers before meals, activities and in prayerful reflections at the end of each day.	Tuesday, May 23 - Friday, May 26, 2017	\$296.06
<b>Secondary</b>						
Christ the King CSS, Georgetown	9 - 12	TBD (depends on # that have qualified)	Track and Field Regional Qualifying Meet, St. Catharine's, ON	Students who qualify from the Christ the King Catholic Secondary School Track and Field Team will participate in the Track and Field Regional Qualifying Meet. This competition provides an opportunity for students to participate in activities that encourage them to demonstrate a confident and positive sense of self and respect for the dignity and welfare of others, and to bond as a team. Staff and students will participate in daily prayers.	Thursday, May 25 - Friday, May 26, 2017	\$130.00
Christ the King CSS, Georgetown	9 - 11	200	Mentorship Program Camp Brebeuf Rockwood, ON	The camp experienced will help build students into Discerning Believers formed in the Catholic Faith Community who develop attitudes and values founded on Catholic social teaching and act to promote social responsibility, human solidarity and the common good who speak the language of life "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it". Staff and students will participate in daily prayers	Monday, September 18 - Wednesday, September 20, 2017	\$120.00

**INFORMATION REPORT**

**ITEM 10.4**

## **Solutions Summit – 2017**

North America User Group Annual Conference  
April 3 – 5, 2017 Austin, Texas

### **PURPOSE:**

The purpose of this report is to share information about Halton Catholic District School Board's representation at the Solutions Summit in Austin, Texas for April 3-5, 2017. HCDSB is committed to supporting staff professional development and recognizes the importance of these learning experiences in ensuring that our goals of achieving, believing and belonging for our students are met. At the Solutions Summit, School Boards from across North America participated in breakout sessions, listened to keynote speakers and discussed development priorities and best practices related to the use of SmartFind Express.

### **BACKGROUND INFORMATION:**

SmartFind Express is an automated absence reporting system used to record and maintain all employee absences as well as assign replacement staff to fill the short-term vacancies of Teachers, Educational Assistants and Early Childhood Educators. Annually, People Admin holds a conference for all School Boards who use their products. This event provides opportunities for School Board Administrators to discuss development priorities for the system, preview new products, improve technical skills and review processes and best practices through networking with peers from across Canada and United States.

### **REMARKS:**

Teacher Match and all of its products (including SmartFind Express) were recently acquired by People Admin. It was important for HCDSB to hear what this change in leadership would mean for Canadian clients and more specifically for the development priorities and technical support needs of our Board. It was an opportunity to meet the new management team and learn about the strategic direction of the new company. Staff were provided with the opportunity to preview the new SmartFind system, learn about the upcoming mobile application and talk to the implementation team about their timelines.

In addition, they were able to voice HCDSB concerns and questions regarding the implementation of the new SmartFind system. This will help to equip the HCDSB Human Resources team with the tools necessary for a smooth transition to the new system.

As in previous years, one of the sessions this year was specifically designed for Canadian School Boards. This session focused on distinctly Canadian challenges and potential solutions. There was active discussion about optimizing SmartFind efficiencies for various employee groups and strategies for improving fill rates for areas of need. These sessions are an ideal environment to discuss Canadian challenges, share best practices and suggest future product enhancements.

## **CONCLUSION:**

Katie Ongaro, Human Resources Analyst, Sumedha Arya, Administrator, Employee Relations and Laura Frees, Senior Administrator, Human Resources Services represented the Halton Catholic District School at this year's Solution Summit. The conference provided them with the opportunity to network with and learn from other School Board Administrators within Canada and the United States.

**REPORT PREPARED BY:** K. ONGARO  
HUMAN RESOURCES ANALYST, HUMAN RESOURCES SERVICES

**REPORT SUBMITTED BY:** J. O'HARA  
EXECUTIVE OFFICER, HUMAN RESOURCES SERVICES

**REPORT APPROVED BY:** P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

**INFORMATION REPORT**

**ITEM 10.5**

***INTERNATIONAL STUDENT PROGRAM  
ICEF NORTH AMERICA WORKSHOP – VANCOUVER , CANADA***

**PURPOSE:**

The Halton Catholic District School Board continues to actively recruit International students. Countless studies have shown that International students provide a complementary and enriching experience to our school students, staff and system. As part of our strategy to increase this diverse student population, Halton Catholic District School Board has made a commitment to attend International Student Fairs and Recruitment Workshops. Without a doubt, diversification and targeting different markets (countries) will sustain our long-term goal of increasing the enrolment of international students in our schools.

Furthermore, this strategy provides our own students with the global competencies, knowledge and experiences they need to participate and succeed in a connected worldwide economy. With an expanded awareness of the world and a sense of global citizenship, our students will be able to appreciate and understand other countries.

**BACKGROUND:**

Student recruitment has increasingly become an important element in the marketing strategies of North American educational institutions. ICEF (International Conference for Educational Fairs) enables educators to connect with relevant quality student recruitment agents, as well as with other educators and service providers. ICEF also shares information regarding market research, strategic student recruitment, best practices and student success. This worldwide networking supports the growth and development of international education and relevant in our global economy.

Canada continues to be a top study destination with a broad international appeal across all educational sectors, K-12 education and post-secondary. The ICEF North America Workshop is solely for North American educational institutions (School Districts, Independent/Private Schools, Colleges and Universities). The North American Workshop – Vancouver continues to be one of ICEF's growing events with a 12% increase in participation from the previous year.

**COMMENTS:**

From April 23-26, 2017, a total of 845 participants, representing 553 organizations from 65 countries and 6 continents attended. Over the three days, 375 U.S. and Canadian educational institutions and over 345 agents representing 60 countries came together to conduct a staggering 7982 business meetings. Halton Catholic District School Board was one of ten publicly funded school boards from Ontario. During the three days, the Halton Catholic District School Board

conducted meetings with agencies from Mexico, Spain, Panama, Venezuela, Columbia, Brazil, Germany, Sweden, Ecuador, Slovak Republic and Finland.

ICEF Vancouver also provided an excellent opportunity to meet a range of educators and participate in Global Marketing seminars on trends. These seminars allowed ICEF participants to spend time learning tools and techniques for assessing the recruiting environment, evaluating our district and setting implementation priorities.

### **CONCLUSION:**

Halton Catholic District School Board's International Education Strategy continues to focus on recruiting students from different regions of the world with an emphasis on avoiding one single region. The ICEF North American Conference allowed for the opportunity to discuss the Halton Catholic District School Board with many diverse agents and educators.

It was a pleasure and privilege to represent the Halton Catholic District School Board in sharing our many outstanding achievements and Catholic learning environment.

**REPORT PREPARED AND  
SUBMITTED BY:** T. PINELLI  
SUPERINTENDENT OF EDUCATION

**REPORT APPROVED BY:** P. DAWSON  
DIRECTOR OF EDUCATION

## INFORMATION REPORT

## ITEM 10.6

### EXTENSIVE TRIP ADVISORY COMMITTEE (ETAC) TRIP PROPOSALS

#### PURPOSE:

To provide trustees with information regarding the extensive field trips submitted by the Halton Catholic District School Board Secondary Schools for the 2017-2018 school year.

#### REMARKS:

The Extensive Trip Advisory Committee (ETAC) met on Tuesday, April 18, 2017 for the purpose of considering these requests. The committee reviewed the packages and requested additional information where required, which has been provided. The proposed trips meet all the established criteria and the committee recommended approval.

Each school has submitted an information sheet, which is attached.

#### ETAC: Appendix A:

- i. THOMAS MERTON CSS
  - a. NEW YORK CITY, USA  
MARCH 11 –17, 2018
  - b. OTTAWA, MONTREAL, NEW YORK CITY  
MARCH 11-17, 2018

#### ETAC: Appendix B:

- i. HOLY TRINITY CSS
  - a. GREECE AND ITALY  
MARCH 7-16, 2018

#### ETAC: Appendix C:

- i. CORPUS CHRISTI CSS
  - a. GREECE AND ITALY  
MARCH 7-16, 2018

#### REPORT PREPARED AND SUBMITTED BY:

C. CIPRIANO  
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

#### REPORT APPROVED BY:

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

ETAC (EXTENSIVE TRIP ADVISORY COMMITTEE)  
REPORT TO THE BOARD OF TRUSTEES

<b>Name of School:</b> Thomas Merton Centre for Continuing Education in partnership with EduTravel Inc.	<b>Principal:</b> Paul Cianciolo
<b>Trip Destination:</b> New York City	<b>Date of Trip:</b> March 11-17, 2018
<b>Cost of Trip:</b> \$1800.00	<b>Number of Instructional Days Away:</b> None

<b>Brief Rationale for the Trip:</b>  Students will be working towards achieving their Grade 12 International Business Fundamental credit through an experiential learning opportunity as they participate in activities and complete assignments and assessments in New York City.	
<b>Names of Supervisors:</b> PTR 25:1, 1 Teaching Assistant, 1 Tour Animator 1 EduTravel staff (5 adults per group)  TBD (teachers are hired by Thomas Merton, TA, and Animator by EduTravel)	<b>Name(s) of First Aid Provider(s):</b> TBD with final itinerary. Tour guides have the names and locations of the nearest hospitals to the specific destinations. All students must have out of province/country insurance. Once the # is called, the student is directed to the nearest clinic or hospital for care.
<b>Number of Students:</b> 50 students	<b>Insurance Provider:</b> ACCORD TM Insureit Group Inc.
<b>Date and Location of Mass:</b> Friday March 16, 2018 at 5:30 p.m. at St. Patrick's Cathedral, NYC.	

ETAC (EXTENSIVE TRIP ADVISORY COMMITTEE)  
REPORT TO THE BOARD OF TRUSTEES

<b>Name of School:</b> Thomas Merton Centre for Continuing Education in partnership with EduTravel Inc.	<b>Principal:</b> Paul Cianciolo
<b>Trip Destination:</b> Ottawa, Montreal, New York City	<b>Date of Trip:</b> March 11-17, 2018
<b>Cost of Trip:</b> \$1600.00	<b>Number of Instructional Days Away:</b> None

<b>Brief Rationale for the Trip:</b>  Students will be working towards achieving their Civics and Careers credits through an experiential learning opportunity as they participate in activities and complete assignments and assessments in Ottawa, Montreal and New York City.	
<b>Names of Supervisors:</b> PTR 25:1, 1 Teaching Assistant, 1 Tour Animator 1 EduTravel Admin staff  TBD (teachers are hired by Thomas Merton, TA, and Animator by EduTravel)	<b>Name(s) of First Aid Provider(s):</b> TBD with final itinerary. Tour guides have the names and locations of the nearest hospitals to the specific destinations. All students must have out of province/country insurance. Once the # is called, the student is directed to the nearest clinic or hospital for care.
<b>Number of Students:</b> 50 students	<b>Insurance Provider:</b> ACCORD TM Insureit Group Inc.
<b>Date and Location of Mass:</b> Sunday, March 11, 2018 at 7:30 pm at Notre Dame Cathedral Basilica, Ottawa.	



ETAC (EXTENSIVE TRIP ADVISORY COMMITTEE)  
REPORT TO THE BOARD OF TRUSTEES

<b>Name of School:</b> Holy Trinity Catholic Secondary School	<b>Principal:</b> Justine O'Grady
<b>Trip Destination:</b> Athens Greece/Rome and Florence Italy	<b>Date of Trip:</b> March 7-16, 2018
<b>Cost of Trip:</b> \$3495.00	<b>Number of Instructional Days Away:</b> 2

**Brief Rationale for the Trip:**

As mandated by the Ontario Art Curriculum, students study the art and architecture of Ancient Greece, Ancient Rome, the Renaissance and Baroque. Athens Florence and Rome are two cities where essential works from these periods- in architecture, sculpture and painting may be seen. Students cannot appreciate the history of Western Art without seeing the works with their own eyes. Students will see works by Donatello, Leonardo, Michelangelo, Raphael, Caravaggio, Bernini, and many others. Both religion and art attend to the life of the soul and the close relationship between religion and art is a powerfully experienced in Florence and Rome.

<b>Names of Supervisors:</b> Mark Galante, Darrell Joseph and TBD	<b>Name(s) of First Aid Provider(s):</b> Darrell Joseph
<b>Number of Students:</b> 15-32 Students	<b>Insurance Provider:</b> Old Republic Canada
<b>Date and Location of Mass:</b> (DTBD) Sunday, March 11, 2018 Evening Mass at Maria, Maggiore, Rome	

ETAC (EXTENSIVE TRIP ADVISORY COMMITTEE)  
REPORT TO THE BOARD OF TRUSTEES

<b>Name of School:</b> Corpus Christi Catholic Secondary School	<b>Principal:</b> Katharine Stevenson
<b>Trip Destination:</b> Athens Greece/Rome and Florence Italy	<b>Date of Trip:</b> March 7-16, 2018
<b>Cost of Trip:</b> \$3495.00	<b>Number of Instructional Days Away:</b> 2

**Brief Rationale for the Trip:**

As mandated by the Ontario Art Curriculum, students study the art and architecture of Ancient Greece, Ancient Rome, the Renaissance and Baroque. Athens Florence and Rome are two cities where essential works from these periods- in architecture, sculpture and painting may be seen. Students cannot appreciate the history of Western Art without seeing the works with their own eyes. Students will see works by Donatello, Leonardo, Michelangelo, Raphael, Caravaggio, Bernini, and many others. Both religion and art attend to the life of the soul and the close relationship between religion and art is a powerfully experienced in Florence and Rome.

<b>Names of Supervisors:</b> Lyndsay Timmins TBD	<b>Name(s) of First Aid Provider(s):</b> Lyndsay Timmins
<b>Number of Students:</b> 11-16	<b>Insurance Provider:</b> Old Republic Canada
<b>Date and Location of Mass:</b> (DTBD) Sunday, March 11, 2018 Evening Mass at Maria, Maggiore, Rome	

**INFORMATION REPORT**

**10.7**

## **2017-2018 BUDGET CONSULTATION PROCESS - SUMMARY OF FEEDBACK**

**PURPOSE:**

To provide Trustees with a summary of the feedback gathered through the 2017-2018 Budget Consultation Process.

**BACKGROUND INFORMATION:**

As a component of the Board's annual budget process, staff initiated a consultation of key stakeholders to gather feedback on the 2017-2018 Budget. Feedback was gathered through three (3) methods:

- I. Telephone Town Hall
- II. Online Survey
- III. Email

**I. TELEPHONE TOWN HALL**

The Telephone Town Hall, facilitated and moderated by *Telephone Town Hall Meeting*, was held on Tuesday, April 25, 2017.

The Telephone Town Hall provided an opportunity for parents to provide feedback in three (3) ways:

- 1. By responding to the poll questions using the telephone key pad.
- 2. By asking a question during the call.
- 3. By leaving a voice mail at the end of the call.

Total Participants in Telephone Poll	<b>400-579</b>
Total Questions Posed	<b>18</b>
Total Voicemail Messages Received	<b>33</b>

Over 5800 parents accepted the call. During the call, parents had an opportunity to respond to a telephone poll using the telephone key pad. A total of 579 parents participated in the poll.

**The telephone poll results are attached as Appendix A.**

There was also time set aside during the Telephone Town Hall for parents to ask questions of trustees and staff. Questions were submitted by 18 parents. **A list of the questions asked is provided in Appendix B.**

Some questions were submitted and placed in the queue, but were not asked due to time constraint.  
**A list of the questions submitted and placed in the queue is provided in Appendix C.**

At the end of the call participants had the option to leave a voice mail. A total of 33 voicemail messages were received.

**A transcription of the voicemail messages is attached as Appendix D.**

## II. ONLINE SURVEY

Total Respondents	1438
Number of Respondents Who Completed the Open-Ended Question	33

An online survey was made available between April 26 and May 5, 2017. A total 1438 respondents completed the survey. Of the total respondents, 306 (21%) responded to the open-ended question within the survey.

**A summary of the feedback received through the online survey is attached as Appendix E.**

## III. FEEDBACK RECEIVED THROUGH EMAIL

In addition to the Telephone Town Hall and the online survey, members of the community were also invited to submit comments via email to the attention of Aaron Lofts, Senior Administrator, Business Services. Five (5) emails were received.

**The emails received regarding the 2017-2018 Budget Process have been redacted to exclude personal information, and are attached as Appendix F.**

### CONCLUSION:

The feedback received through the consultations is shared with Trustees to help guide the decision-making process as the Board considers the 2017-2018 Budget.

#### REPORT PREPARED & SUBMITTED BY:

A. SWINDEN  
ADMINISTRATOR, STRATEGIC COMMUNICATIONS

J. CONDER  
RESEARCH OFFICER, RESEARCH SERVICES

#### REPORT APPROVED BY:

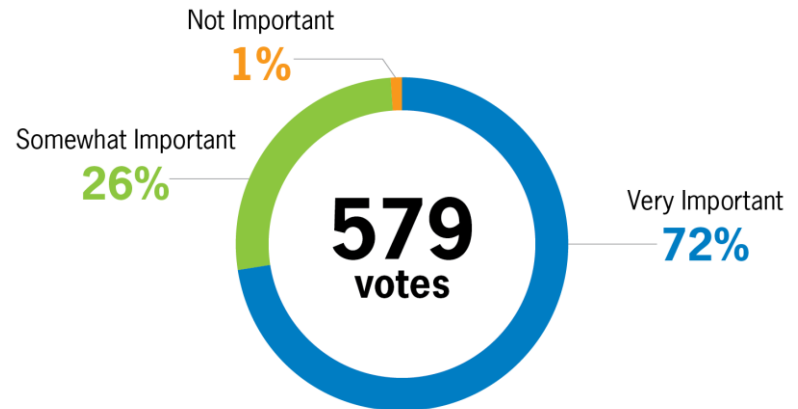
P. DAWSON  
DIRECTOR OF EDUCATION & SECRETARY OF THE BOARD

## 2017-18 Budget Process

### Feedback Received Through Telephone Town Hall – Tuesday, April 25, 2017 Telephone Poll

#### Question #1

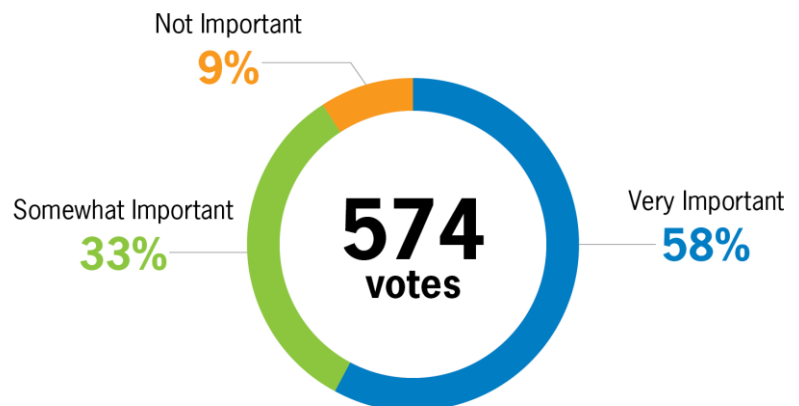
One of the areas identified by staff as a budget priority for the 2017-2018 school year was **maintaining and renewing our schools**. Please rate the importance of this priority.



Response	Responded	% of Total
Very Important	419	72
Somewhat Important	152	26
Not Important	8	1

#### Question #2

Another area identified by staff as a budget priority for the 2017-2018 school year was **continuing our commitment to Faith Formation initiatives**. Please rate the importance of this priority.



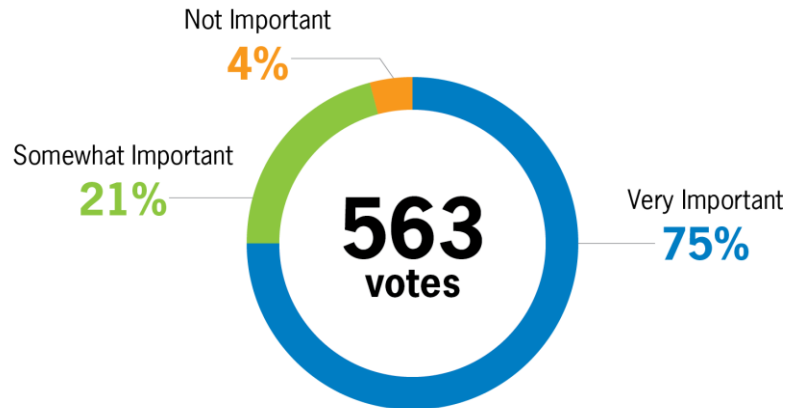
Response	Responded	% of Total
Very Important	335	58
Somewhat Important	187	33
Not Important	52	9

## 2017-18 Budget Process

### Feedback Received Through Telephone Town Hall – Tuesday, April 25, 2017 Telephone Poll

#### Question #3

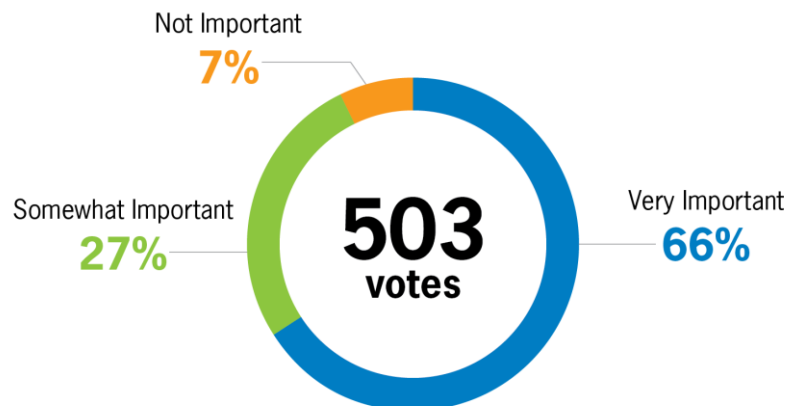
Another area identified by staff as a budget priority for the 2017-2018 school year is **maintaining and enhancing an Information Technology (IT) infrastructure investment to support student learning**. Please rate the importance of this priority.



Response	Responded	% of Total
Very Important	422	75
Somewhat Important	118	21
Not Important	23	4

#### Question #4

Another area identified by staff as a budget priority for the 2017-2018 school year is **ongoing support of students with exceptionalities**. Please rate the importance of this priority.



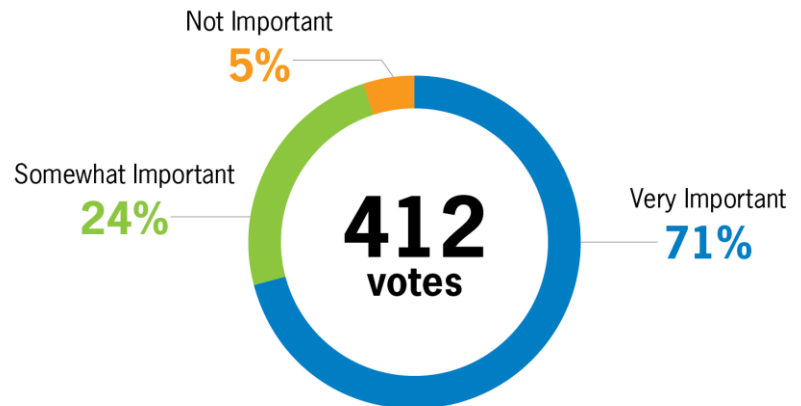
Response	Responded	% of Total
Very Important	334	66
Somewhat Important	136	27
Not Important	33	7

## 2017-18 Budget Process

### Feedback Received Through Telephone Town Hall – Tuesday, April 25, 2017 Telephone Poll

#### Question #5

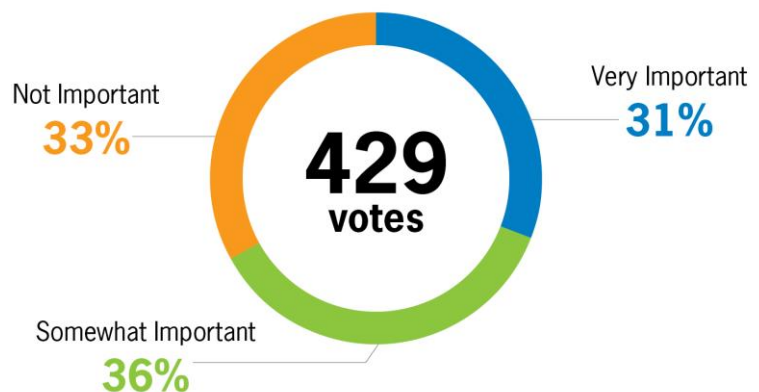
Another area identified by staff as a budget priority for the 2017-2018 school year is **maintaining and/or expanding specialized programs**. Please rate the importance of this priority.



Response	Responded	% of Total
Very Important	292	71
Somewhat Important	99	24
Not Important	21	5

#### Question #6

Another area identified by staff as a budget priority for the 2017-2018 school year is **eliminating transportation for optional programming**. Please rate the importance of this priority.



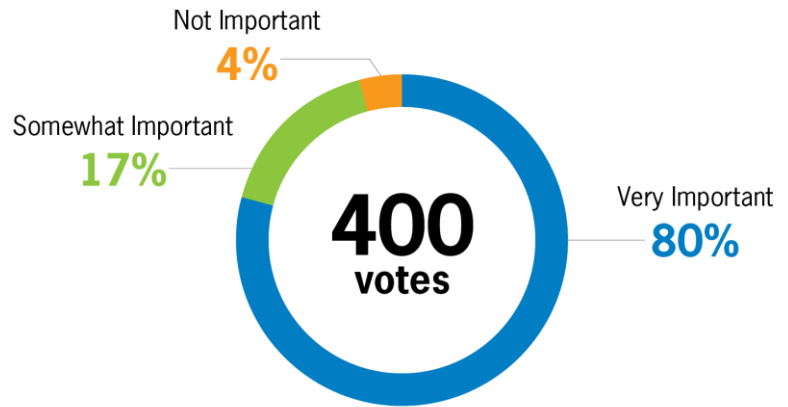
Response	Responded	% of Total
Very Important	134	31
Somewhat Important	153	36
Not Important	142	33

## 2017-18 Budget Process

### Feedback Received Through Telephone Town Hall – Tuesday, April 25, 2017 Telephone Poll

#### Question #7

Another area identified by staff as a budget priority for the 2017-2018 school year is **maintaining schools and workplaces that are safe and welcoming for all**. Please rate the importance of this priority.



Response	Responded	% of Total
Very Important	319	80
Somewhat Important	66	17
Not Important	15	4



**2017-18 Budget Process**

**Feedback Received Through Telephone Town Hall – Tuesday, April 25, 2017**  
**Questions Asked**

**Question #1**

What schools are you planning on closing?

**Question #2**

There are more people moving to Milton. Why are there no new schools?

**Question #3**

Why did Ministry eliminate funding? What about empty classrooms?

**Question #4**

Wanted to know what kind of retreat and programs are you interested in bringing into the schools?

**Question #5**

Why are we the least funded in Ontario and how do we change that?

**Question #6**

In high school, why is it not mandatory for the students to have 4 credits of health classes?

**Question #7**

Specialized programs for busing and French immersion. Can we separate busing? It takes too much money.

**Question #8**

Both of my children like technology. Why doesn't our Board provide more apps and computers such as text to speech. Can you help us?

**Question #9**

What kind of funding is in place for the eco club initiatives?

**Question #10**

Regarding IT in the school, have you consider using and open source software to reduce costs?

**Question #11**

Catholic education in Ontario is it under threat of being with the public board. Can you comment?

**2017-18 Budget Process**

**Feedback Received Through Telephone Town Hall – Tuesday, April 25, 2017**  
**Questions Asked**

**Question #12**

Wanted to know how the budget is allocated among the schools. What determines how much each school gets?

**Question #13**

We are a First Nation family. How will help us live off the reservation? More classes on native history, etc. Our boy has Down`s Syndrome. We were homeschooling, but we want to try the school out.

**Question #14**

What is the eligibility for exceptionality programs?

**Question #15**

I want to talk about bus eligibility and changing the rules to this.

**Question #16**

Ongoing faith formation - yoga classes? We want something Catholic please.

**Question #17**

Why can't parents raise money via fundraisers to help the short fall?

**Question #18**

What is the end goal of dealing with the influx of population growth in Georgetown south? Moving students from one school to another doesn't help the problem.

**2017-18 Budget Process**

**Feedback Received Through Telephone Town Hall – Tuesday, April 25, 2017**  
**Questions Submitted and Placed In Queue (but not asked)**

**Question #1**

Faith formation, I do believe it is important to continue this.

**Question #2**

Why are first aid stations in high schools not better staffed? They are a joke.

**Question #3**

Holy Cross catholic school in Halton Hills. We need a new school.

**Question #4**

The last question was not clear. To keep transportation or not. I want to keep it.

**Question #5**

Do you have any program with children with disabilities? This is why many parents are pulling their kids from your schools.

**Question #6**

What is the board doing to address the low funding that you receive for our student grants?

**Question #7**

We need sinks. They are super old!

**Question #8**

How do we get updates on the action plan to increase the budget? We have the lowest budget in Ontario.

**Question #9**

Identification children, they need your support. What kind of training are you providing teachers who deal with this high emotion children?

**Question #10**

My son is in special education. What will budget cuts do for this?

**Question #11**

Transportation... utilizing the public transit for HS student to save money and use in other areas needed. Have you considered charter for different focuses of education such as specified?

**2017-18 Budget Process**

**Feedback Received Through Telephone Town Hall – Tuesday, April 25, 2017**  
**Questions Submitted and Placed In Queue (but not asked)**

**Question #12**

I would like to know if there is any money for early French Immersion programs?

**Question #13**

What is going on with French Immersion program for next year?

**2017-18 Budget Process**

**Feedback Received Through Telephone Town Hall – Tuesday, April 25, 2017  
Voicemail Transcription (Redacted Version)**

**Voicemail #1**

██████: Ok. My name is ██████ – my telephone number is ██████. I live in Burlington. My son attends to ██████ in the Gifted children's program and next year he will begin the pre-AP program in Assumption. We don't make the Assumption boundaries but I want to know if there is any option for him to have a bus to school service. I am not sure – it's not the first time with a kid in high school in this country and I want to make sure I have all the options that he has. Please call me back, and thank-you for this wonderful night with all that information that you guys gave us.

**Voicemail #2**

██████: Hi, my name is ██████, I am of Georgetown Halton Hills. I am concerned about the curriculum for the region of Halton. I've come from four different districts and by far Halton is one the worst when it comes down to homework, spelling tests. Teachers are explaining to me that it is prohibited to have spelling tests, yet my children are lacking when it comes to this area. I have three small children and I find the education system is not enough. They're forgetting. They'll begin, let's say, a math unit – it'll be taught for three weeks and then they'll move on to something else and then they don't see that until the year later. It is a struggle for me and I am, as of this whole entire area of my... What I'm trying to say is that there is not enough repetition in schools for let's say the fundamentals learning that children need these days. And I as a parent have to pay into other institutions to get a proper education for my children. And there's no funding for me. And nor is there for my time. Anyhow, I don't know if this means anything to the Halton Region, but I would prefer more homework, and more repetition when it comes to learning the foundational work that will help them with high school on onwards in life. Thank you, bye.

**Voicemail #3**

Just wondering if the telephone town hall recording will be posted online similar to board meetings from the YouTube channel for parents who maybe weren't able to participate and would like to review the results, thank you very much.

**Voicemail #4**

██████: Hello, my name is ██████, and I would like to know if there is any chance to renovate Assumption Catholic Secondary School in Burlington. You mentioned the budget is determined by school enrollment and stats, and if that is so, then (inaudible)... And hopefully you can change that. Even though my children don't attend the school, I believe that the Burlington community would benefit. The Halton community would benefit as well. So, thank-you very much – my phone number is ██████. And have a lovely evening, buh-bye.

**Voicemail #5**

██████ Hi, good evening, my name is ██████, and I have a daughter with the condition with Down's Syndrome and I was told by the superintendent that she is not illegible to go to White Oaks High School in our area. That reaches our boundary school in the Public District

**2017-18 Budget Process**

**Feedback Received Through Telephone Town Hall – Tuesday, April 25, 2017  
Voicemail Transcription (Redacted Version)**

School Board. So, I had to make up my mind. It was very hard for me to make up my mind to switch her over to the Catholic Board. And, in which case, now she's going to [REDACTED]. So, I would like to know if... I have a real concern about this. And I would like to actually get her started at the White Oaks, just because that's my boundary school, and I believe the programming what she is available at Holy Trinity would be somewhat similar at White Oaks. So if you could give me a call and address my concern, I would appreciate. My number to reach is [REDACTED].

**Voicemail #6**

[REDACTED] I had a question about the reassessments for the kids who have identification with learning disabilities going into the college or university. Why isn't it that the school board provides a second assessment? Because my daughter had her first assessment when she was in Toronto, so it wasn't the Halton Board. And then I tried asking to get her redone over here in Oakville, and I was said no – that the parents have to do it and pay for it themselves. Could you please call me or email me? My email is [REDACTED] or my phone number is [REDACTED] and my name is [REDACTED].

**Voicemail #7**

[REDACTED] Hi there, we would like a call back, if that is possible. We were informed we can leave a message from the survey and have someone call us back from the Halton District School Board. We did not get a chance to ask our question over the phone while that meeting was going on. So if you could be kind enough to give me a call at [REDACTED], we would greatly appreciate it. Again, it's [REDACTED], and my name is [REDACTED]. Again – [REDACTED]. Please give us a call about an important question. Thank you very much.

**Voicemail #8**

[REDACTED]: Hi there, my name is [REDACTED], and my email address is [REDACTED]. And my question is regarding the specialized programs – specifically the EFI programs. And it is a bit shocking to hear that's eating such a large portion of the budget. And I would think there's a correlation between the limit and the one school per city, per grade, for the EFI currently. So I'm assuming all three bus which adds to the transportation costs. And my specific question is: what is the plan going forward in terms of allocating budget? Is the plan for that specific specialized program to increase budgeting to broaden and increase the availability of the EFI program? And I'm concerned because I know that by comparison, the public board has quite a number of classes, I would say, as far as I've looked into – compared to the Catholic Board. I appreciate that you could get back to me. My phone number is [REDACTED]. Thank you.

**Voicemail #9**

[REDACTED] Good evening, my name is [REDACTED]. I have a quick question. Part of my question is why, in the schools, there's almost no physical education? They don't have enough exercise, especially for boys, but in general. On the recess time, they're not allowed to do anything: to

**2017-18 Budget Process**

**Feedback Received Through Telephone Town Hall – Tuesday, April 25, 2017**  
**Voicemail Transcription (Redacted Version)**

play ball or you know, do anything. They're not allowed. Winter they do nothing. Summertime, most. But, mostly they said to be walking and talking. But I think that's not enough for children. They need to have some physical exercise in the school too. Second question is why Catholic schools are introducing sex education program which are against Catholic beliefs? And third one, also like level of education. For example. They have assess for two hours, and most children are done with one hour and they have to wait for one hour for few children to finish. They should be provide with some additional (inaudible)... And another thing also, if the schools are you know, worried about the safety in the school like I mentioned (inaudible)... they're not allowed to play or to get the ball or do anything, why the parents who are at work (inaudible)... agree the children to play outside with balls, whatever. They don't have anything. Anything to play. You know, anything. So my last question actually I forgot. Yeah, that's it. Sorry for my English. Those are my concerns. Thank you and have a good day.

**Voicemail #10**

██████ Hello (loud noises, inaudible)... They stand around for classes to start. My concern is that there are more students that take the same program. Why not give them more stuff? Thanks. My email address ████████████████████. Thank you.

**Voicemail #11**

Hi there, thank you very much for the town hall. Really worthy to listen to the concerns that other parents have. My concern is with the implementation of Christian meditation in our schools and looking at the history of meditation and this movement of Christian meditation – trying to forge the East and West together. I really have concerns with this. It's based on Buddhist practices. I think we should be looking at different ways to teach our children how to pray and teaching them to meditate it not aligned with Catholic faith. My email address is ████████████████████ And thank you very much for this opportunity.

**Voicemail #12**

██████: Well, thank you very much for letting me be part of this important meeting. My name is ████████████████████ My phone number is ████████████████████ My question could be regarding the special needs students in the district in the Catholic School Board. What are the consideration to increase the support for the student with special needs. I know that there's a deficit of in the number of educational assistant. Those are important for the support for the special needs student. And I know by hand, our family is worried that there are needs to increase the number of educational assistant in many schools. Most of them. So we would like to know the consideration for the district regarding the increase of people to support students with special needs. Thank you again. ████████████████████

**Voicemail #13**

Hi. I just had a question/comment. Basically, is there ongoing Catholic Catechism workshops or education for teachers, and how are we sure what is being taught is true Catholic

**2017-18 Budget Process**

**Feedback Received Through Telephone Town Hall – Tuesday, April 25, 2017  
Voicemail Transcription (Redacted Version)**

Catechism and not contrary to the teachings of the Church? I've had some incidents with my children in high school while they're coming home and saying that their teachers are saying one thing about the faith that is completely contradictory. Last week being that the story of Adam and Eve is a myth and the Pope believes that. So when you have teachers in our Catholic school teaching these things to impressionable students, raises a very big flag for me. And I just had to hear this conversation from my daughter. But those of us who don't have the opportunity for children to share this information with us. It's quite alarming that our teachers are not in line with the Catholic faith. So I just wanted to leave that comment with you. Thank you.

**Voicemail #14**

Hi, my question is regarding French Immersion. I'm just wondering if there's going to be anybody allowed in the future to have more French Immersion classes for all the different schools. So that it gives more students the opportunity to join the program at the grade one level instead of having to send their kids to public schools to have them get into French Immersion. So I would really appreciate if someone would get back to me with some information. My name is [REDACTED] and my email is [REDACTED] Once again my email is [REDACTED] Thank you.

**Voicemail #15**

Yes, I have a question in regards to field trip and funding for the schools for charities and such. I find it that year after year, the field trips get more expensive, property taxes go up. I know that we are paying for the school through the property tax plus paying for field trips on top of that. I feel that in the budget maybe it should cover with the property taxes. If you could answer my question about that. And also if there could be like charities or fundraising like garage sales as a school maybe that they could come up with paying for the field trips, that would be an idea too. My email address is [REDACTED] or you can call me back at [REDACTED].

**Voicemail #16**

Hello, my name is [REDACTED] and I am on the parent council for [REDACTED] in Oakville [REDACTED] And I was interested to hear that there are certain budget items that the school generates funds level, which funding is not allowed to be allocated to – like book supplies and infrastructure. I would be interested in getting the list of rules and regulations in terms of school generated funds and what those funds tend to be allocated to when preparing the school-generated budgets for the year. That's a process that I have to go through again to set the budget at a school-generated funds level. We had had some request from the school this year which maybe infrastructure costs, which if we are not supposed to be approving those as a parent council. I just need to have the guidelines in that respect. My phone number I can be reached at is [REDACTED] or my email is [REDACTED]



**2017-18 Budget Process**

**Feedback Received Through Telephone Town Hall – Tuesday, April 25, 2017**  
**Voicemail Transcription (Redacted Version)**

**Voicemail #17**

Hi this I asked the question about the Georgetown self-plans for the possibility for another school, a middle school, with the increased population, new developments, and the movement of portables from St. Catharine's to St. Bridgette. My question was answered, but overall I wanted to make another comment. All the questions that were asked about didn't make it to air, if they could be possibly written out and then have all the answers provided and distributed or via email just like we got an invite for this call. I think that would be really great because we didn't get some of the questions. Didn't sound very clear, couldn't hear everything. And I'd like to hear what everyone else's questions were that didn't get an opportunity to ask them. But just to document the overall conference call and provide a summary of maybe the results of the questions, the polling questions that we responded to. And all the questions that the parents got to ask at the end and in-between the questions. Again, it's . If you need to give me a call my number is Thank you, bye-bye.

**Voicemail #18**

Thank you so much for this information I received, I really appreciate. I will call back by email or if I press one for my Facebook or all information you can give me. I appreciate so much. Thank you, bye.

**Voicemail #19**

Hi, just a comment in our bus transportation. And there's another comment that I'd like to make as well. For bus transportation, why are high school students not just taking public transit? And why are we not working with the town of Milton, Halton, and Oakville, and Burlington and somehow getting a reduced rate bus pass for students? And that way it would alleviate majority of that bussing unless they're rural students. So there's that comment. And unused facilities or unused schools: has the board ever thought of utilizing those unused areas for chartered schools and alleviating some of the overflow such as in Georgetown, Milton especially as well. So, for example, if we have an unused facility in Oakville or Burlington making it specific to all-boys school or all-girls school or even a social-studies kind of environment for children. And then allowing all the population, all the population of Halton, to apply to those schools. And it would allow some of that flow of population to go to the unutilized school and then get public funding for that. Thank you.

**Voicemail #20**

Hi my name is , and my contact information is My comments are this was a very good call, my first time participating in this telephone conference. My child is in S.K. I think I have a lot of work to do contacting MPs regarding funding for our schools and I guess that's about it. I'll probably be participating in these a little bit more often now that my child is getting older. Thank you.

**2017-18 Budget Process**

**Feedback Received Through Telephone Town Hall – Tuesday, April 25, 2017**  
**Voicemail Transcription (Redacted Version)**

**Voicemail #21**

Hi I just had a comment regarding the extended French programs here at [REDACTED] in Milton. I have to say the program failed my daughter, who is currently in Grade 10. She attended the first semester in Grade 9, got her French credit and left the program. She had been in French immersion from J.K. in Eastern Ontario in the Catholic Board and was in a very good immersion program meeting the immersion in the classroom: French was spoken, French was the only language that was acceptable. The program that is currently being run at [REDACTED] is far from being an immersion aspect. I know it's an extended French, however the quality of the French being taught is lacking I would say. Also the curriculum in comparison to class-to-class, so history, English, and French-history. She still has a couple of friends that are maintaining in the extended-French program. I just want to comment that there needs to be a consistency in what the children are being taught to achieve their history and their knowledge and to know what's going on and the program needs to be upheld better. It's really unfortunate that she wasn't getting anything out of it. It just seems to be somewhat in-name only, for lack of a better term. Anyhow, my name is [REDACTED]. I just thought I would drop that little bit of information from a mom's point of view. I have four children that have all gone through French-immersion program. She is the only one that has left the program early. Frankly, I am glad that she did. She thoroughly is enjoying history being taught in English at [REDACTED] and I am overjoyed actually that she chose to leave the Extended French program because her love of history absolutely would not be there the way it's being taught in the Extended French. Alright, with that being said, goodnight, thanks for the information, and perhaps I will talk to you at another point. Goodnight.

**Voicemail #22**

Hi, my name is [REDACTED]. My son is in special education. I'm really worried because even when he has a hard time getting support, he's still delayed. He has mild intellectual disability and ADHD, but most of the time he's still very behind. I haven't seen much improvement to the point that we're considering private school, but it's very expensive and we'd like to continue Catholic education. If you could tell me if there... He's turning into fifth grade in Milton. I know there is a program he probably could go but if you could give me more information, more support, I will appreciate it a lot. Thank you very much. My phone number [REDACTED]. My email is [REDACTED].

**Voicemail #23**

Hi my name is [REDACTED] I'm a resident of Milton. My email is [REDACTED] I just have a question – I was listening to your town hall meeting and a lot of people were talking about new schools, and I figured it was something I was always concerned about. When they build new schools, why do they build the schools on busy streets, on main streets? The speed limit is always reduced in school zones and there's crosswalk on a busy street. That obstructs the flow of the traffic, especially during rush hour and early-morning rush hour or after school people are trying to get home from work, or going to work, and you've got to

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**Voicemail Transcription (Redacted Version)**

travel on a main street that has a school on it where there's a school zone. Lots of people travel on it, traffic turning, drop-off kids, was just wondering why or how the selection is the area where the schools go. I was just wondering why a lot of them are on busy streets.  
Thanks, Bye.

**Voicemail #24**

██████ Hello. My name ██████ and I had a question I wanted to ask, but more of a statement. What I wanted to say was that when I ask questions to one of the teachers about the policy on screen time, she said there wasn't. And I wondered why the governments giving guidelines on how much time the kids should be on screen. Why those aren't followed by the school board, and why there isn't some sort of a policy on how much screen time they can have. My phone number is ██████ and again it's ██████. If you can give me a call back or maybe inform me if there is a different policy than the one I questioned. So if you could let me know, that would be great. I would even maybe consider it. I think my daughter has watched more movies at school than she ever did at home her whole life. But anyway, that'd be great. Thank you, bye.

**Voicemail #25**

Hi my name is ██████ my question is why isn't French Immersion available to all students of all grades? I made a very difficult decision when my son, that is in grade four, would have to be moved to go to a specific French school for French immersion, while the other two remain at the school. So why isn't French immersion available to him in his grade at the same school. I know that you have it, that you have to start from Grade one. Is it not funded for, or what? My second question is what are the criteria to determine when a child is gifted? And is there funding for...and at what grade is there funding for it? My email address is ██████

**Voicemail #26**

██████ Hello, my name is ██████. My telephone number for reaching me is ██████. I enjoyed the town hall and the opportunity to listen. I think it's an excellent approach to allow parents like myself that are working during the day to participate and not have to leave the house and spend more time with kids during the evening. I did have one question. I did join a little late. So I apologize if this was already asked. I am on ██████ parent council in Oakville and one of the things we're exploring and doing lots of research on lately is STEM initiative and wondering if there's any budget or any consideration to introducing that more, integrating that more. In particular to my kids, or kids in elementary schools. I'd be interested in knowing your thoughts on that, and that would be great. Thank you very much. Take care.

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**Voicemail #27**

Well I just wanted to ask, I received the initiatives – are very important – and we want to ensure that only remain the ensure that Catholic and Christian teaching remains ... remains very, very focused in our school.

**Voicemail #28**

Hi, would you send me those questions again through my email? You did answer all the questions, but I want to review the questions again. My email is [REDACTED]  
Thanks so much, have a nice day.

**Voicemail #29**

Hi, I would just like to leave a comment. I really appreciated the telephone town hall. The call was made to me electronically and I appreciated that, as I haven't gotten the time. But again, this venue of receiving a telephone town hall was very much appreciated. Thank you very much.

**Voicemail #30**

Hi my name is [REDACTED], and I have four children in the Halton Catholic school system. I'm calling in regards to bussing for the specialized program. I am not sure I quite understood that question. I think that bussing is very important for the children that want to attend programs because with no bussing, some children will never have the opportunity to go to additional programs. I also had a comment in regards to French immersion and extended-French: some of my children are in that program and I just wanted to... I understand there is a teacher shortage, but I think that it is important, especially as a Canadian, that our children do receive French teachings. I know that there is a core French, but I still think there are a lot of students within the system who really want to go to the extended or the immersion and unfortunately are unable to. The waiting list is just so big. So I'm just wondering in the future, if we could maybe perhaps allocate funding toward such programs. And again, if we were to eliminate bussing that would make it even harder on some other children to attend these kinds of programs. Again, my name is [REDACTED]. My number [REDACTED].

**Voicemail #31**

Hello, my name is [REDACTED] I'm a mother at a school in Oakville. I'm actually [REDACTED] school council as well. We're very interested in learning about how the board will support STEM initiatives and also mental health and resiliency initiatives. This has come as a concern and an emphasis on the high schools. And our kids are in elementary and we'd like to trickle, know what the boards doing to trickle down those programs; the science technology, engineering, math initiatives, and competitions that they have to foster the learning in those areas and problem solving. And also give our students the tools for resiliency concerns with the mental health aspect in particular. My phone number is [REDACTED] and my email address is [REDACTED]. My question was about STEM initiatives and mental health

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initiatives for elementary through high school student in our board. Thank you very much.  
Bye-bye.

**Voicemail #32**

■■■■■ Hi, my name is ■■■■■ and I have a question that requires elaboration on the IT poll question that was raised. I think it's important, or somewhat important, mostly because I don't think it should be at the expense of having face-to-face or quality teachers at the front of that classroom. Because I think at the end of the day and seeing all sorts of kids go through different types of learning, it's the teacher that makes it happen and I'm just worried that there's too much emphasis on IT. Takes away from that connection. Don't really need a callback just wanted to give you my feedback. And keep up the good work. Thank you, bye-bye.

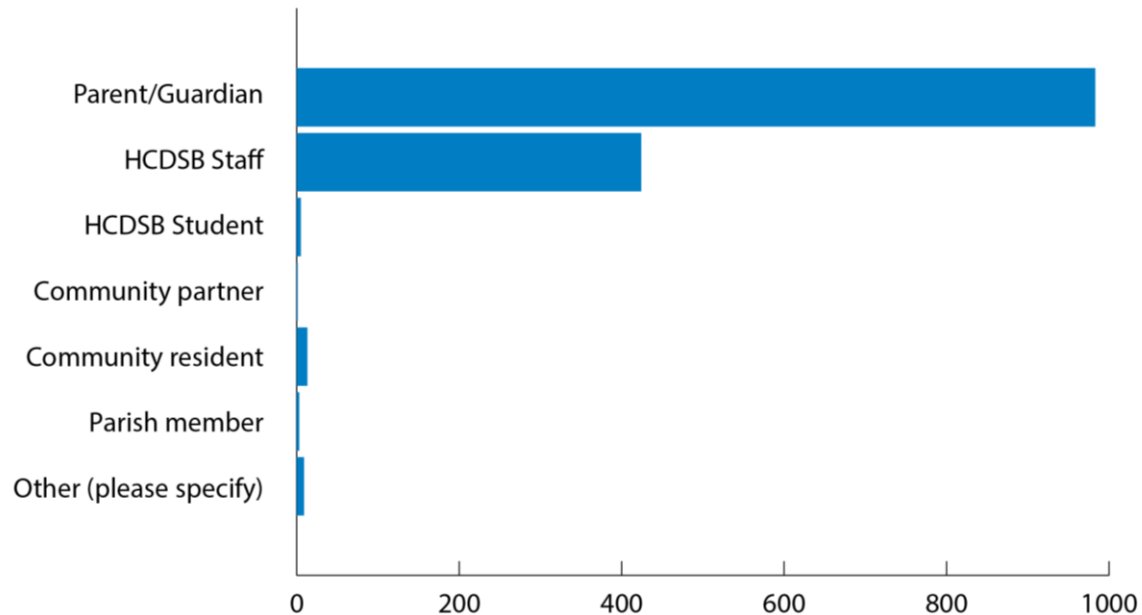
**Voicemail #33**

■■■■■ Hello, my name is ■■■■■ I'm a parent of five children, three of which are currently in the Catholic school system here in Oakville and one who will be entering in another couple of years. Sorry I didn't get to join in on the call earlier and make a comment, but I just really felt kind of compelled to contribute my comment with regards to our Catholic board. Maybe making more of a concerted effort to financially support pro-life efforts that are on the ground here in Halton. We have an excellent organization that is called 'Halton Alive' and they are doing amazing work. Creative, looking for more ways to bring awareness and education and fundraising I guess, if that makes sense, to further the message of pro-life – the pro-life message. I just wanted to contribute that comment that maybe we can look for ways to partner with Halton Alive to make more of a presence, somehow engaging our students, especially high school students if we can. So I'd just like to leave that with you to encourage you to consider that and somehow get in contact with Elia Hoffman, who is the executive director. Amazing young woman doing amazing work. She's got some great contacts within our board already. Has a very good reputation. I just wanted to leave you with that. Thank you very much for doing the town hall. Very important work gathering opinions and active acting from our contributions as parents. So thank you very much. Alright, take care, bye-bye.

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**RESPONDENTS**

Survey respondents identified their role in the HCDSB community, as follows:



ROLE	%	COUNT
Parent/Guardian	68.36%	983
HCDSB Staff	29.49%	424
HCDSB Student	0.35%	5
Community partner	0.07%	1
Community resident	0.90%	13
Parish member	0.21%	3
Other (please specify)	0.63%	9
<b>TOTAL RESPONDENTS</b>		<b>1438</b>

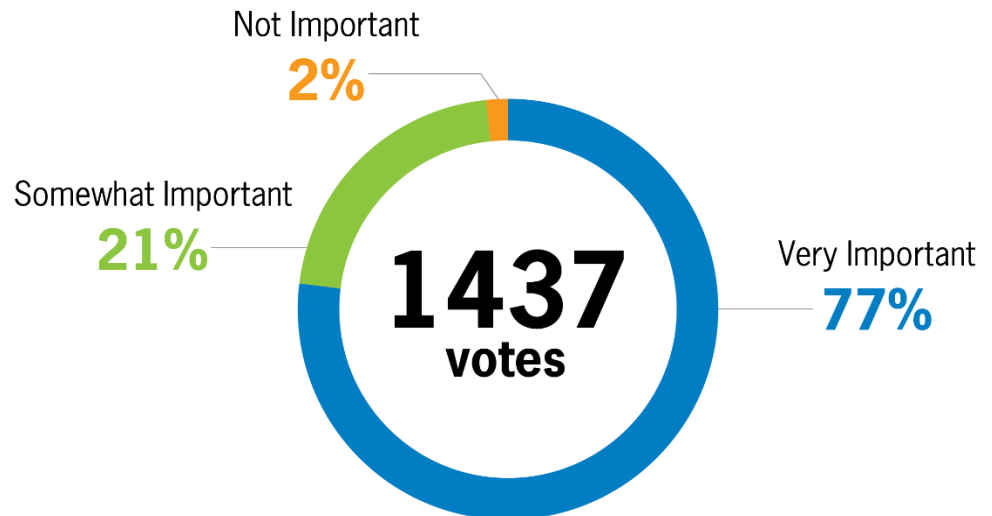
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**PART A – BUDGET PRIORITY AREAS**

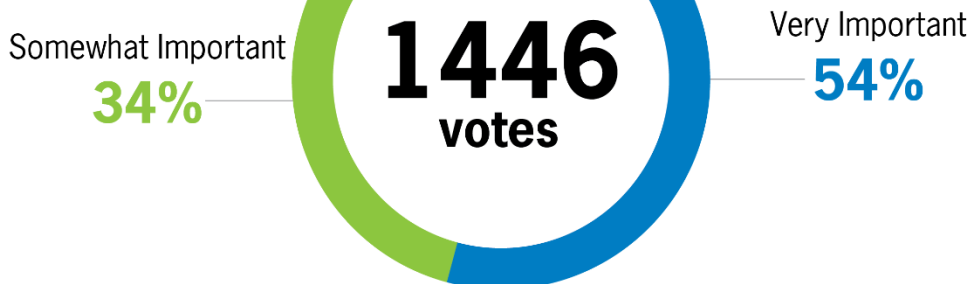
**Question #1**

One of the areas identified by staff as a budget priority for the 2017-2018 school year was **maintaining and renewing our schools.**

Please rate the importance of **maintaining and renewing our schools.**



Not Important  
**12%**



**Question #2**

Another area identified by staff as a budget priority for the 2017-2018 school year was **continuing our commitment to Faith Formation initiatives.**

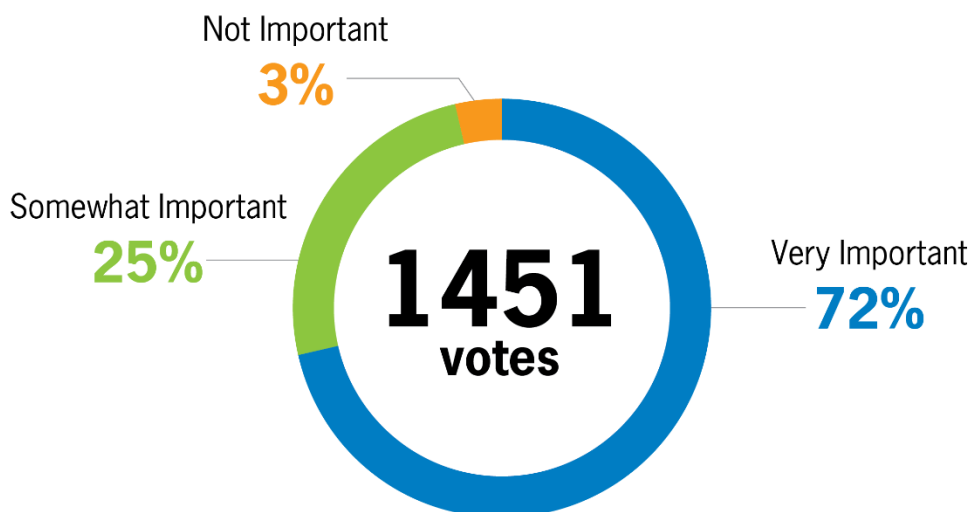
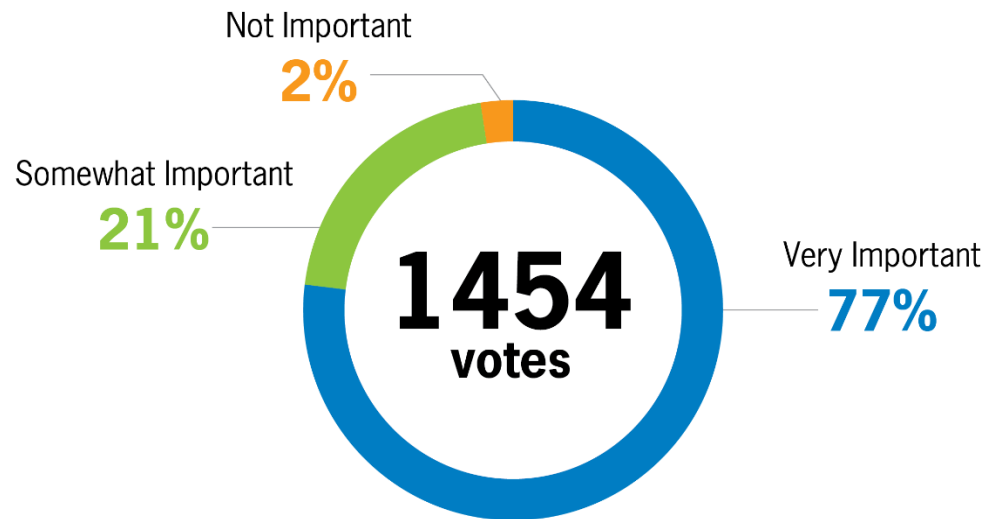
Please rate the importance of **continuing our commitment to Faith Formation initiatives.**

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**Question #3**

Another area identified by staff as a budget priority for the 2017-2018 school year is **maintaining and enhancing an Information Technology (IT) infrastructure investment to support student learning.**

Please rate the importance of **maintaining and enhancing our IT infrastructure to support student learning.**



**Question #4**

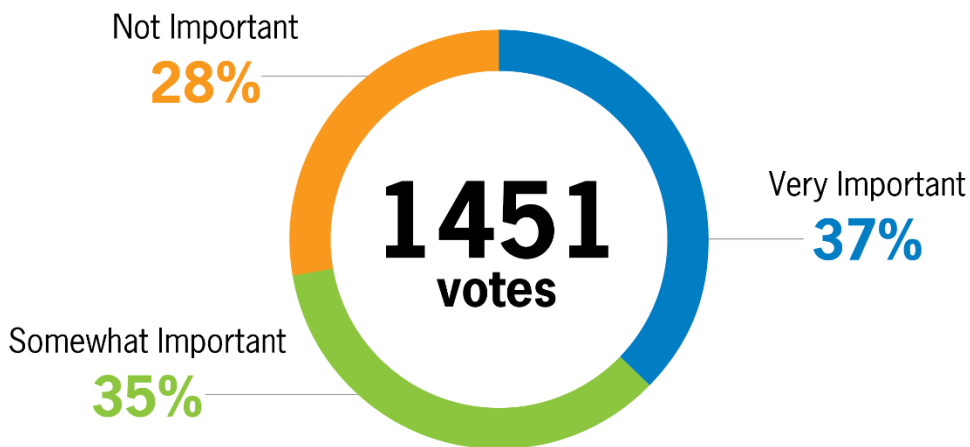
Another area identified by staff as a budget priority for the 2017-2018 school year is providing **ongoing support of students with exceptionalities.**

Please rate the importance of providing **ongoing support of students with exceptionalities.**



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**Question #5**

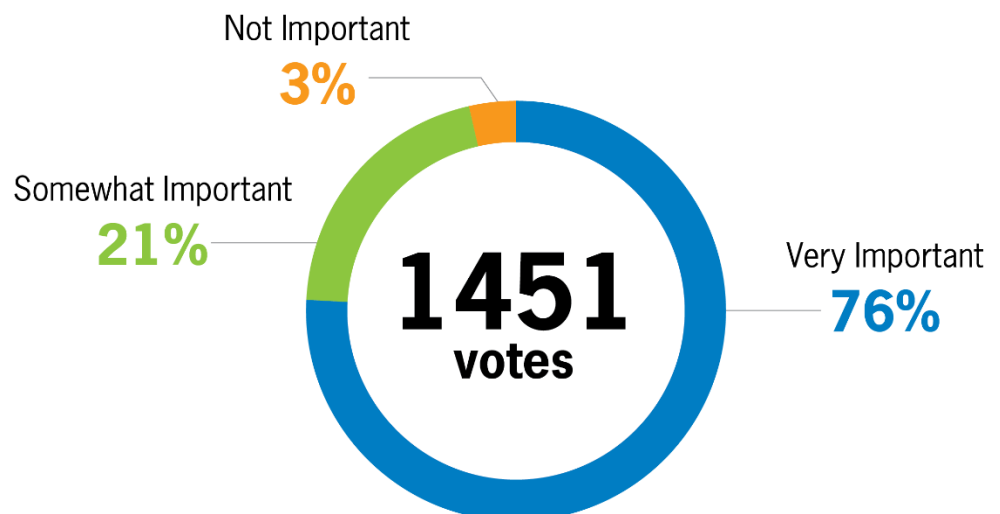
Another area identified by staff as a budget priority for the 2017-2018 school year is **eliminating transportation for optional programming**.

Please rate the importance of **eliminating transportation for optional programming**.

**Question #6**

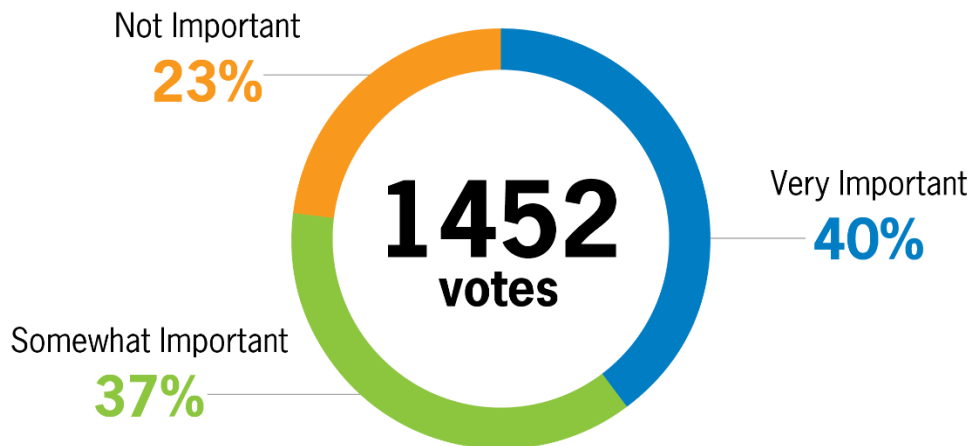
Another area identified by staff as a budget priority for the 2017-2018 school year is **maintaining schools and workplaces that are safe and welcoming for all**.

Please rate the importance of **maintaining schools and workplaces that are safe and welcoming for all**.



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**PART B – EXPANSION OF PROGRAMS**



**Question #7**

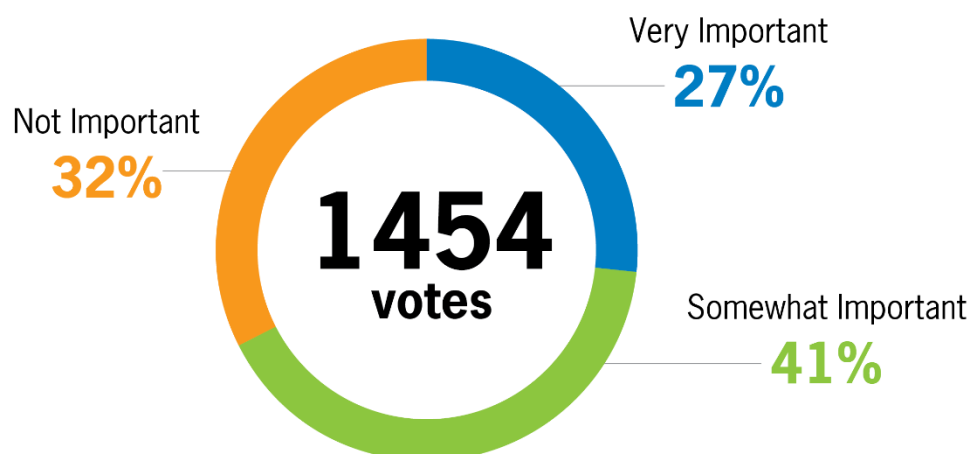
One of the programs being considered for expansion is the **Advanced Placement (AP) Program**.

Please indicate how important the expansion of the **Advanced Placement (AP) Program** is to you.

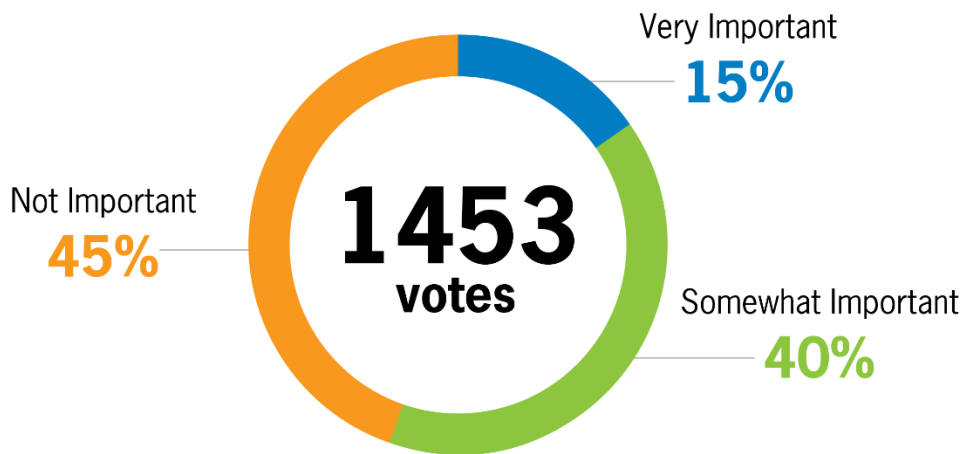
**Question #8**

Another program being considered for expansion is the **International Baccalaureate (IB) Programme**.

Please indicate how important the expansion of the **International Baccalaureate (IB) Programme** is to you.



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**Question #9**

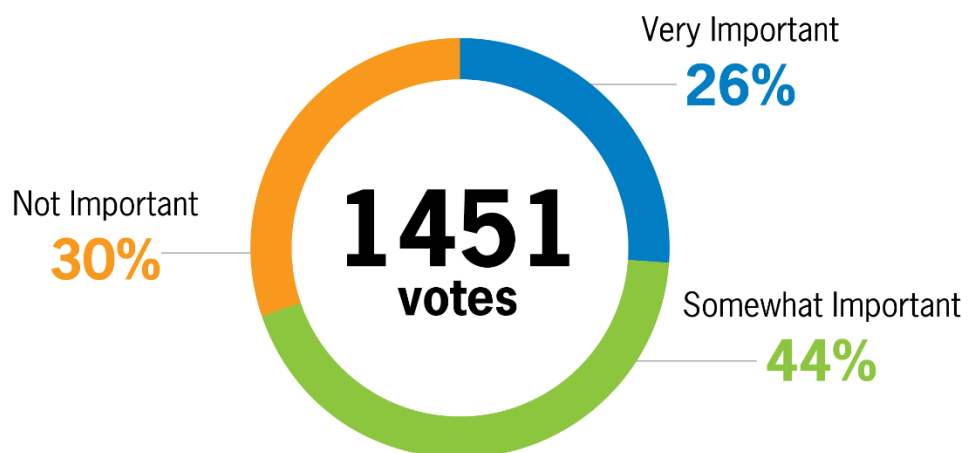
Another program being considered for expansion is the **International Students Program**.

Please indicate how important the expansion of the **International Students Program** is to you.

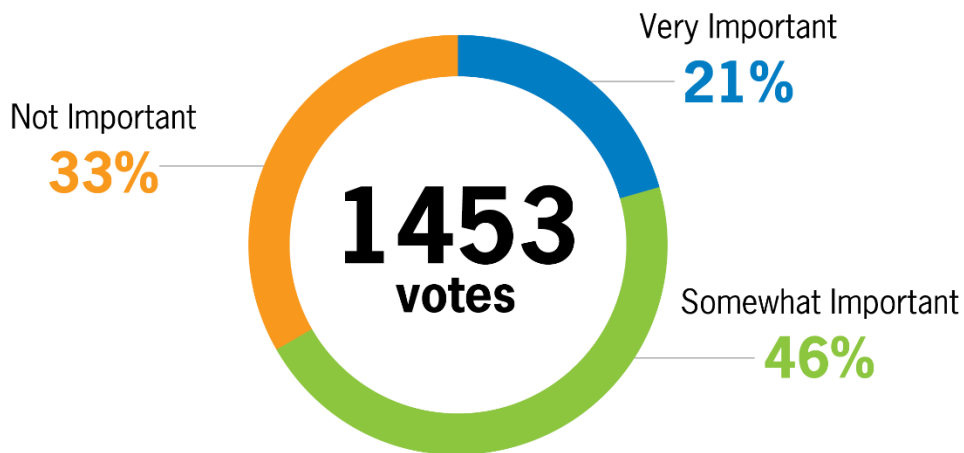
**Question #10**

Another area being considered for expansion is the **Indigenous Studies Courses**.

Please indicate how important the expansion of the **Indigenous Studies Courses** is to you.



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**Question #11**

Another area being considered for expansion is the **Evening Programming for Parents**.

Please indicate how important the expansion of **Evening Programming for Parents** is to you.

**PART C – COST SAVING OPPORTUNITIES**

**Question #12**

What other cost saving opportunities should be considered?

A total of **306 responses** were submitted for this open-ended question. The comments have been sorted by themes, and are provided below in their entirety as well.

The percentage provided with each theme refers to the proportion of participants who did provide an open entry response (306). These themes do not account for all opinions expressed in the survey, but provide a summary of the most frequent comments.

**Themes from Question 12**

1. **Reduce pay of high-level board staff** (e.g., superintendents, director) and trustees (12%, n=37).

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Examples:

*"Eliminate any Trustee/Director/Supervisory international travel for conferences or "fact finding tours."*

*"Before taking money from our children's education - review the salaries of board admin. The director makes over 200k a year. How is this necessary or justified? BAN travel for superintendents and trustees. It does NOT help our students develop!"*

2. **Acquire more funding** instead of attempting to cut costs (through fundraising events, better use of volunteers, requiring parents to provide supplies and transportation, sharing resources across schools or with other boards, or corporate sponsorship) (10%, n=32).

Examples:

*"Take more advantage of volunteers and get corporate sponsorship."*

*"Offer opportunities for parents to contribute to board maintenance. We can provide labor and tools and in some cases, materials."*

3. **Reduce printing costs** (8%, n=23) (e.g., pamphlets, redundant forms, suggestions to switch to more online documents).

Examples:

*"Scrap expensive board communication. I don't need a large glossy school calendar with pictures of the Director etc."*

*"Use of paper forms - ie. the same paper trip forms to be filled out over and over with the same information get sent home routinely, how much does this add up in printing costs and waste? This is 2017, how much can be filed electronically or one master form completed at the beginning of the year to cover all school related activities?"*

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4. **Reduce program spending** (7%, n=20) (e.g. breakfast program, athletics).

Examples:

*"Breakfast program is absolutely unnecessary given the demographics in most areas. Most students/parents abuse the system; ie drop off kids with Starbucks in hand. Working at various schools, I see this incredible waste of tax dollars, regardless where the tax dollars come from."*

*"Stop spending so much school budget on athletic fields. Stupid waste of money."*

5. **Reduce teacher salary** (6%, n=19), including sick leave and benefits.

Examples:

*"I suggest reviewing the teacher salaries and benefits as well as the administrators. I assume this makes up a large portion of the budget and should be comparable to the average working Canadian."*

*"Cut sick days for teachers and reduce pension."*

6. **Reduce board costs** (6%, n=19), including mid-level salaries, office needs, and furniture.

Examples:

*"Eliminate most positions at the Board office (i.e. 200+ Sunshine List persons)."*

*"Reduce furniture (and similar) budgets at board office. Restrict budgets for photocopying at schools. Install smart lighting systems for hallways to reduce lighting when sunlight is present. Consider PD/PLC/etc done after school hours at con-ed rate vs paying supply teacher."*

7. **Close and/or consolidate schools** where needed (6%, n=19).

Example:

*"Close and merge underutilized schools."*

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8. **Eliminate staff positions** (5%, n=17), including CYCs, consultants, itinerants, supply staff.

Examples:

*“Remove often unnecessary or redundant consultants and board personnel. Funding should be focused on students as well as the classroom teacher who ultimately delivers the curriculum.”*

*“How effective and necessary is the role of the itinerant teacher who comes into the school once a week?”*

9. **Reduce transportation costs** (5%, n=16).

Examples:

*“Review transportation for optional programming (FI) and partnering with more Public School shared busing.”*

*“School bussing MUST be made more efficient. My child takes a bus to school and each morning & afternoon, 3 separate busses pass by her bus stop. All three buses drop off at the same school. Seemingly, FR immersion, special needs, and standard stream students all take separate buses [...] This is ridiculous waste of money and taxing to the environment.”*

10. **Reduce energy use** (4%, n=12) (e.g., use less heat and light; install more efficient energy systems).

Examples:

*“Energy conservation - turning lights off when not in use, low flush toilets, complete an energy audit.”*

*“Electrical expenses - efficient lighting, automatic water and light shut down.”*

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11. **Reduce spending.** Respondents suggested cutting spending **in general** (n=3), **buying fewer consumables** (n=7), and **reducing funding to: PD days** (n=11), **special education** (n=10), **French immersion programs** (n=9), **technology** (n=10), **outside contracting** (n=10), **research** (n=3), **catering for meetings** (n=4), **faith formation** (n=4), and **school features** such as décor (n=4).

Examples:

*"Removal of the "inclusive" program - we should go back to the Special Education program, which will remove the EA's from the classrooms where children are being violent toward other children. This is a huge waste of money/resources. It's a completely broken system."*

*"Reducing salary of principals and pd days for teachers. Every pd day means sending a kid to camp for 80 bucks. Save their yoga and spiritual retreat days for "at home" work like the rest of us!"*

*"Eliminating early french immersion!"*

*"To me, technologies such as iPads and Smart Boards in schools are an exaggeration. Computers & some technology is very important but I think the classroom can do well without one tablet per student."*

*"Not a fan of contract cleaning. I feel the schools aren't as clean and that the caretakers now seem to be different from night to night. I liked seeing the familiar faces of staff who were members of the school board. I'm sure this isn't a cost saving issue, but sometimes you can't put a price on quality and familiar/consistent members the school board staff."*

*"Reduce the number of faith formation days that teachers can go to. Teachers are attending these courses during class time and we are paying a supply teacher. Many teachers are going not to increase their faith but to get out of the classroom."*



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**Complete List of Responses to Question 12**

**HCDSB Parent comments:**

**What other cost saving opportunities should be considered?**

I suggest reviewing the teacher salaries and benefits as well as the administrators. I assume this makes up a large portion of the budget and should be comparable to the average working Canadian.

Board administration and trustee model.

Reduce the number of non-Catholic-related speakers. There needs to be far more emphasis on Catholicism in schools.

Instead of eliminating transportation to optional programs, you could increase the minimum distance for eligibility, so that parents who live far from the school would not be forced into pulling their kids out of the French program/the catholic board and enrolling them in the nearby public school instead. I live about 3 km away from the school and I wouldn't mind driving my kids and/or carpooling if that will assist in maintaining transportation for students who need it more..

Offer French Immersion through more school to better support the demand and reduce the strain on the bus system.

cutting funding to an already vulnerable (and highly sought after) program is not the solution. A more encouraging solution is to support the expansion of the EFI program to schools where they are experiencing decreasing enrollment to meet the demand and steady interest of the EFI program. More sites would ultimately decrease strain on transportation issues as students would not have to travel across the city to attend a program of their interest.

To have a more firm position in dealing with Provincial gov in the assesment process, to be well prepared.

none

Transportation for ALL students is Very Imporant for all program to be successful. Courses for Parents is very useful, but it should be Online, evenings in person is not practical for parents.

School Trustees Salaries are too high and there are too many of them that do nothing.

Cutting funding to EFI program is not the solution. Instead the Board should support the expansion of the program to schools where they are experiencing decreasing enrollment to meet the demand and steady interest of the EFI program. More sites would ultimately

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decrease strain on transportation issues as students would not have to travel across the city to attend a program of their interest.

A more encouraging solution is to support the expansion of the EFI program to schools where they are experiencing decreasing enrollment to meet the demand and steady interest of the EFI program. More sites would ultimately decrease strain on transportation issues as students would not have to travel across the city to attend a program of their interest.

Consider offering summer programs during the summer break to generate additional funding for the school board

Cutting funding to an already vulnerable (and highly sought after) program (efi) is not the solution. A more encouraging solution is to support the expansion of the EFI program to schools where they are experiencing decreasing enrollment to meet the demand and steady interest of the EFI program. More sites would ultimately decrease strain on transportation issues as students would not have to travel across the city to attend a program of their interest.

Definitely get rid of busing for optional programs

?

I believe that if more time is spent in class reading and writing, doing math, music, languages and sports and less time is spent on assemblies and in front of the computers (especially in the mornings) the students will performed much better in all tests. That is, better classic education more savings in the long run!

Decrease/ eliminate ambiguity in communication. Parents' contributions of \$65 toward high school registration (supplimentary cost for supplies includig year book etc. Currently, this is an "optional" cost to partents. Should approach the ministry to enable to Principals to make decisions that help impact their needs and not hinder. This supports cost savings (enables user input).

Take more advantage of vounteers and get corporate sponsorship

that cutting funding to an already vulnerable (and highly sought after) program is not the solution. A more encouraging solution is to support the expansion of the EFI program to schools where they are experiencing decreasing enrollment to meet the demand and steady interest of the EFI program. More sites would ultimately decrease strain on transportation issues as students would not have to travel across the city to attend a program of their interest.

Taking on a more cost savings approach during collective bargaining for teachers

Replace flourescent lights with LED lights on motion sensors. My place of work did this 2 years ago and we have already recouped the cost by saving energy. Plus, LED is

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environmentally friendly and low maintenance. Also, turn down the heat a few degrees...my daughters say it's always hot in school and never wear their school sweaters, even in the winter.

Expanding the EFI program would decrease the distance some students need to travel and since there is huge interest in the program the expansion would only bring in more students who otherwise will be public school

Heating of schools...turn down temperature a couple degrees in every school, and allow students to wear school hoodies as part of uniform would save a lot of money

Cutting funding, particularly transportation in this budget to an already vulnerable yet highly sought after EFI program is not the solution. A more positive and engaging solution would be to support the expansion of the EFI program to schools that have decreased enrolment to meet the demand and steady interest of this amazing program. By creating more program location options it would decrease the current concern and strain on transportation as students would not have to travel across the city to attend a program of their choosing. By supporting the expansion of the EFI program it would not only eventually reduce the transportation budget but it would then also continue to support the highly regarded HCDSB foundation of 'maintaining and renewing our schools' as well as 'maintaining schools & workplaces that are safe and welcoming for all' portion of the budget.

Equitable sharing of monies among schools of the Board. It is not equitable that some schools have much more resources when other schools struggle to provide essential resources for learning

The Board should be working with families to ensure that specialty programs remain competitive within HCDSB; eliminating transportation is not a solution

Increasing tuition for specialized/regional programming (IB, AP).

Stop idling school buses will save Halton Boards \$1000 per bus per year + health of children as diesel is a carcinogen, aggravates asthma, is nauseating and causes headaches and lack of concentration. Make schools a safe place to learn and play. School buses should not be a 'gas chamber' for our kids...especially the 20% of them who have sensitivities

Reduce tax money allocated to schools

Do Procurement with shared services organization to leverage volume for maintenance services, office supplies, eap services- with Halton Region

do not close schools enrich the values we are supposed to teach. Kids need catholic schools values in kids today have dropped so much. we need to allow schools to hold more fund raisers for new equipment to reduce costs we need to seek support from organization and churches to support programs needed to again reduce costs contract

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teachers might be a big way to reduce costs we need to protect christian values and look at all options for the sake of our kids god bless

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The board might want to consider moving some of these optional programming into under utilized schools (or schools that might be slated for closure) therefore avoiding losing funding from the Ministry for empty classrooms. Transportation should not be eliminating for optional programming because it does not allow all stake holders to have equal opportunities to access those programs, if they are not offered in their home school catchment area. This could cause "elitism" feelings about optional programming that is only easily accessible by those living close to those schools.

---

We already offer a native studies english course in grade 11. 1 person was enrolled this past semester and dropped out because he was the only one in the room. He was taking it so he didn't have to take Shakespeare because that too is a waste of time and of no value their future unless you are going to be an english major.adds NO practicality to a students life what so ever unless you are going to pursue english!! Why is this even a question when this native course is already offered. How about getting the teachers to switch up the assignments from year to year instead of handing out the same assignment over and over and over again! Save money and don't give them a 'planning period' that they don't even use!! I have several children that have gone through the system and I see the EXACT same assignment come home year after year after year from several of the same teachers. Same sheet, same instructions, same typed out assignment. How can they get away with this? They do not need planning time at all. Or maybe they could give the tests back in a reasonable amount of time. There is a great idea!! The expectation is for the kids to be ready and prepared for a test but then the teachers take sometimes weeks to hand them back! If a test is given..... USE THE PLANNING TIME TO MARK THEM... since they don't make up new assignments!!

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We are in need of the transportation for the French immersion as we don't need extra burden on the families otherwise parents will be thinking of opt out of the program and therefore it won't be a successful one.

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Gifted programming is unnecessary

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Offering a cross boundary program with transportation and then eliminating the transportation component shouldn't even be an option. Otherwise, don't offer the program at al. Perhaps review exceptional benefits and days off that teachers receive as a means to cut your budget.

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Sharing text books between schools as needed. What about IT systems - are we streamlining and making best use of what we have across the board?

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Other Cost Cutting Suggestions: Allow for the OPTION of more than 1 School Fundraiser per school year... Note: Concerned about the potential of targetting

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'Exceptionalities/Spec Ed' funding as it impacts potentially already vulnerable and disadvantaged students who rely on these services, and whose very future success is reliant upon these educational services/programs being maintained. Given the already great waiting lists and minimal provincial funding allocated for 'Exceptions/ SpecialNeeds/ Differently Abled' Students, and given the EXORBITANT PRIVATE SERVICE/ PROGRAMMING COSTS on families for such educational supports outside of school, this would leave A VAST MAJORITY of differently-abled students at a clear and GREAT disadvantage for future success, compared to their 'NON-EXCEPTIONALLY labelled' peers. For these 'exceptional students' these services/programs (currently provided by the HCDSB) are ESSENTIAL to place them on a level playing field with others who do not need/ and who do not rely on these services/programs for their success. Also, concerned about the potential of cost cutting in the area of transportation/ bussing as it pertains to 'Spec Ed' and in that, specifically, 'Differently Abled & Giftedness Programs' as transportation pertains to 'Twice Exceptional Students' who might at some point be impacted by this area being reviewed for potential cost-cutting. Thank-you for your consideration and the opportunity to share our feedback.

#### Unnecessary Positions

reviewing transportation for optional programming (FI) and partnering with more Public School shared busing. School amalgamation should be top priority for schools with declining enrollment.

#### Identifying cost avoidances

##### Eliminating early French immersion!

destination schools- I know this seems contrary to the bussing issue for optional programs but having more programming available at schools with lower enrolment would grant the school board more funds from the province and help offset that. An arts-focussed school and a STEM-focussed school and an athletic-focussed school if put in the schools in the south of Burlington would help in filling the classrooms.

#### IT efficiencies

Using Free, Libre and Open Source Software (FLOSS) such as Linux OS, Firefox web browser and others to save IT costs

Allowing the OPTION for organizing more than 1 school fundraising event opportunity per year

Get rid of the french mixed in to the regular elementary program. If we want kids to have french they can either go to a french school or wait until high school. The french they learn in elementary is a waste of time and money. You could save a ton of money if you just opened up a couple of ALL French schools for those kids who want it, or make it a testing

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to get in like you do for IB. This way you're getting the cream of the crop and not having to find so many extra teachers, plus there'd be less buses needed. I have a niece who took high school french only and ended up in a french speaking job after university. Same with science programs in the elementary junior, seriously, this is where you can focus on reading, writing and math.

Taking public transportation for field trips with older grades where possible, doing fewer school plays (maybe once every 3 years to allow students a one time opportunity to be involved in big theatrical performance rather than every other year that typically seems the same students in key roles for at least two different plays), eliminate or further restrict the reoccurrence of asking parents for uniforms where the school has voted no multiple times, obtaining purchase discounts for parental purchase of technology and needed materials so that more student will have their own items and there will be a relaxed demand on school equipment like computers.

Reduce teacher pay and benefits to align with private sector equivalent jobs

Reduce non school staff. Do we really need all the very high wages superintendents and their personal admin assistants. They never make themselves available to parents and children.

online text books, ipads for students

Address the waitlist to get into French Immersion by offering that sites with decreasing enrolment become additional sites to the EFI program; indirectly this will decrease transportation costs

Refrain from sending any kind paper notices to parents,

Cancel the 50k trip allocated to the Museum of Tolerance - no value to students sending staff to Los Angeles. Should find local alternative for similar content at lower cost.

Get rid of eqao

I don't think money should be put towards "healthy Snack" or "Food For Thought" programs. I thinks its a parent's responsibility to feed our kids.

Eliminate French program and only introduce it at high school level.

Using more volunteers

eliminate the use of consultants, reduce the number of PA days and related costs

Technology, furniture outside the classroom, any thing that resides outside the classroom could be ways to cut costs and to reallocate for teaching training in modern delivery of instruction inquiry learning; mental health and to create a place that is safe

Electrical expenses - efficient lighting, automatic water and light shut down



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Eliminating healthy snack or breakfast program in areas where it's not needed

Breakfast program is absolutely unnecessary given the demographics in most areas. Most students/parents abuse the system; ie drop off kids with Starbucks in hand. Working at various schools, I see this incredible waste of tax dollars, regardless where the tax dollars come from.

Not a cost saving opportunity - but there is a huge issue with not enough text books in the elementary schools. At this point we should be able to access the text books on line for the students!

Removal of pizza

The amount of sick days that teachers receive

School uniforms - this would help add funds back to the local schools

Energy efficiencies, sick time management for teachers, school consolidations where it makes sense

merging schools that are not at capacity

Busing to church, have church or mass at school

Reduce Faith Formation program funding

Reviewing transportation in general-amalgamation

Consider expanding french immersion sites with declining enrolment b

Explore paperless systems, better fundraising, centralizing some admin roles across board.

less superintendents and senior management jobs, consolidation of these roles to reduce the number of positions

Eliminate paper communications with parents - more teachers updating parents via web portals, etc.

staff

Claw back on transportation costs,

school bussing MUST be made more efficient. My child takes a bus to school and each morning & afternoon, 3 separate busses pass by her bus stop. All three buses drop off at the same school. Seemingly, FR immersion, special needs, and standard stream students all take separate buses according to my daughter. This is ridiculous waste of money and taxing to the environment. Send one large bus or if required a special needs (eg. handicapped), then 2 buses. In no way should there be 3 busses passing by the same

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stop and dropping off at same school. If this happens in every neighborhood I am sure you could cut the transportation budget significantly and still maintain transporting kid who need it.

Schools could be much more creative when it comes to their fundraising activities. Although books support literacy how many books does one family need? This is a fundraising program that could be scaled back in favor of a program that drives better dollar raised results. Other schools have "markets" on their grounds during the warmer months, small business or individuals purchase a table to sell their wares, the school can sell raffle tickets etc to raise funds. This is a huge missed opportunity, where the school is raising funds while supporting the community. And cost savings are about shaving dollars out of a budget, it's about having a critical look at how processes are performed to remove wasteful activity or spends.

Playground for kindergarten kids that contain mulch sand and mud. They are messy and parents do not like them as they cause constant washing and replacement of uniforms daily. The playground is better as rubber material flooring and simple structures. Not ugly logs and bacteria and germs. Not safe or clean or healthy.

Eliminating transport for French Em students is not acceptable. This will put some students who rely on school transportation at a disadvantage. Do not d

I am not sure how it is funded, but should the Hamilton Diocese not be footing the bill for anything to do with religious preparation, such as first communion, confirmation, or school masses? Maybe they are already, but taxpayer dollars should not be funding these things.

reorganizing boundaries to decrease bus costs

Eliminate portables and install full kitchen within each school to provide full cooked meal. In the long run, this will save money by ensuring children are safe within the school and that they have fresh, healthy food to eat daily. (Short term pain, long term gain)

paper communication could still be decreased as email increases

offering competitive rates for gym rentals ( as compared to Hamilton) - we have to go that route instead of supporting our own schools as it is very costly to rent anything in Burlington - competitive rates = more rentals = more revenue and sunk operational costs are recovered

reduce the adminstration cost and lower the salaries/budgets of the trustees

cancelling all bus transportation - STA has too many

Cut teacher's salaries

Close and merge underutilized schools



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Busses going to acton should be shared among various schools to cut costs. Why are separate buses sent this year for French Immersion students to Acton? If you are eliminating transportation for EFI, it should be eliminated for extended french and IB programs to ensure that all optional programs are viewed as equal!

Reducing heating cost of facilities by maintaining schools in reasonable heating conditions - many times schools are kept so hot, children are in t-shirts in the winter. Find a good balance between school funded activities and fundraiser efforts for learning.

Fundraising

Transportations for French immersion is very important to our family. Our children require transportation to get to school, they need French immersion to participate in their community /family (our extended family only speaks French)

student fee for parents interested in enrolling their child into a French Immersion program

PD day curriculum- don't pay people to come in

This all goes back to the negotiation process with the teachers. My experience with them has been great, however we need to get on a performance based compensation program to make it fair to the teachers and beneficial to the students, the budget, etc. Until this is done we will continue to struggle with budget issues. If teachers were paid like the regular world we could see savings.

competitive bid

It is not only about thinking where to cut cost, it is to be proactive and have other resources for income like promoting international students to invest in tuition in the elementary and highschools HCDSB

Using volunteers more efficiently

review educators salary and total benefit package. we are all important. education costs are high. salaries top the expenses of school boards in ontario.

Eliminate the International Language program (Chinese, Spanish, etc).

Long term sick leave for staff, removing gifted program, keeping EFI but removing extended french in grade 5. Keep transportation for EFI but remove extended french as well as the transportation

HCSB should be more selective about students. A question before made reference to the 'Faith', but now we can see many students that do not come from catholic families and they are not catholic either so how HCSB will promote the "Faith" to non-catholic students? Y remebered when I registered my son at the very beginning, I should demonstrate with my documents thta we are catholics and my son also, so why there are many non-catholic students in HCSB schools???

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Consider the paperless school system, as being implemented in HDSB.

reduction of teacher pay. When there is a massive surplus of teacher applicants they shouldn't get getting huge raises year after year.

Merge HCDBS with HDSB. Such a waste to fund two parallel administrative structures. If you don't merge the boards, then at least merge some corporate functions for efficiencies.

Eliminating early french immersion

Closing some schools as discussed and building a bigger new school is the right way to go.

???

Yes

stop the 'naturalization' of kindergarten play areas

We really need to consider a high performace school in Burlington!!! We have so many students that would benfit from this.

As a parent at St Raphael's in Burlington, I am very supportive of Board recommendations regarding building new, more efficient schools (and closing older schools) for financial reasons as well as to improve student learning.

Reviewing effectiveness of itinerants and/consultants

No more staff trips and conferences - board spend far to much money on vacation conferences

Closing old/ hazardous schools.

Eliminate any Trustee/Director/Supervisory international travel for conferences or "fact finding tours."

merge ascension, st. pat's and st. rafaels. the schools are dirty and run down, suffer through year round allergies, i feel are attributed to the school's age. hoping this will be re-visited soon, i know alot of us parents did not speak up because we thought it was a for sure thing. please reconsider

eliminating the use paper, therefore everything completed and communicated electronically, offering retriement packages to senior teachers close to retirement so that younger, less costly teachers can be hired, address teacher absentee issues, so that costly substitute teachers are required less, partner with private sector for fundraising initiatives, explore grants and additional funding mechanisms (Gates Foundation, etc)

Equalizing school sizes should be considered to minimize wear and tear on overpopulated new schools that often require additions to be made and portables to be added, stop

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keeping open significantly smaller schools that need significant repairs/tech upgrades and are being filled by alternate classroom settings so they can remain open

Use of paper forms - ie. the same paper trip forms to be filled out over and over with the same information get sent home routinely, how much does this add up in printing costs and waste? This is 2017, how much can be filed electronically or one master form completed at the beginning of the year to cover all school related activities?

Concentrate on core learning, eliminate everything else, ie. after school programs etc

My daughter feels that the gifted students go on a lot of trips and gives them all laptops. This is unfair and I don't support this.

user fees for esl, out of boundary busing, special ed

printed paper, number of devices needed such as ipads as most kids bring them in to school, renting of school space in evenings

We can actively ask parent to donate paper, markers, material in a regular basis, more actively to help to reduce the cost of materials

Reducing the cost of Board Administration, whether it be through a reduction in positions or a salary/budget cut

Board Trustees not spending school board dollars for travel expenses, especially for international travel.

Look at the biggest spend is in the budget, the area that is constantly growing, that is the budget problem!

look at any/all contracts with suppliers to see if saving can be squeezed out or look for alternatives/other suppliers

can't think of any

reviewing administrative procedures - less manual work creates more efficiency, paperless environment - no paper sent home, everything via email or website

Expanding Online summer course studies.

administration salaries are some of the highest in the province, perhaps these should be reviewed.

Consider reducing costs by introducing technology solutions and reducing the cost of books, paper, etc..

reducing salary of principals and pd days for teachers. every pd day means sending a kid to camp for 80 bucks. save their yoga and spiritual retreat days for "at home" work like the rest of us!

Not a cost saving comment, but this is the only place to comment and I don't see anything anywhere about reduced class sizes in Junior and Intermediate grades. So many kids with

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additional needs, these classes are far too large to expect teachers to manage effectively. This needs to be a priority.

Eliminate sick days carryover into next year or top up salary

Eliminate all the paper forms like medical forms that need to be filled out every year for every trip, events

Reduce supplies costs and consumption

Reevaluation of who should qualify for SPED assistance and funding as the program is clearing being taken advantage of.

Offer opportunities for parents to contribute to school maintenance. We can provide labor and tools and in some cases, materials.

IT department should be restructured. Their work loads are very less compared to other places

Sharing of resources. Is it fiscally responsible for every school to purchase the same physical resource that is used only on occasion. Instead, an investment in a strong centralized and supported board library is essential to eliminate this wasteful practice.

Decrease in photocopies by teachers

Look at your suppliers/contracts you have with other companies; is there a potential to reduce costs?

Be vigilant to terminate teachers and employees who do not want to be there, take extended leaves for fake reasons, do not put students first, poor attitude...etc

Close small schools

Removal of the "inclusive" program - we should go back to the Special Education program, which will remove the EA's from the classrooms where children are being violent toward other children. This is a huge waste of money/resources. It's a completely broken system.

less contractors more workers

Consider involving parent volunteers to substitute services being provided by 3rd parties e.g. carpooling instead of transportation, parents providing expertise for evening programs; let parents pay for some expenses currently borne by the school. Some towns like Oakville are wealthy. Consider subsidies or paid programs only for those meeting certain income levels. As a parent with reasonable means, I would be more than happy to pay higher school fees, for instance. The lower income families can continue to enjoy completely free education. I would rather pay higher fees for the Catholic school system to ensure quality education and life for all staff and students, than to pay for private education as I believe more in the values and quality of the Catholic school system.

Reducing teacher and board salaries.

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All cost saving opportunities should be considered

Decrease extracurricular activities and increase in class teaching hours

To me, technologies such as iPads and Smart Boards in schools are an exaggeration. Computers & some technology is very important but I think the classroom can do well without one tablet per student. Another opinion, the Fully Alive program could very well be deleted entirely. In today's days, it really serves for nothing. It is too much detail for the students who have good families and don't have yet a sexual life, but it's too little detail/instruction for the students who are already having a sexual life (which in elementary school is the very minority)

Ending any and all Board initiatives not directly related to school function/education facilitation. (ie. Pledges of allegiance to the "Queen" and other such absurdity.)

Instead of cost saving initiatives, could you increase your fund-raising activities and call for parent and corporate contributions to advance our kids schools? Other sources of revenue for the school could include: school uniforms, school gear, fund raising concerts, movie-nights, BBQs, etc. These events can both increase parent engagement, encourage a stronger bond among parents/teachers/students and rally everyone behind supporting our school.

Full Administrative Spend and 3rd Party Procurement Spend Review (incl. unit cost reviews)

End Early French Immersion

Voluntary help

Eliminate transportation for secondary schools that have a direct line to public transportation. I.e. STA students up to Bronte Mall have an Oakville Transit route in the area. Why bus them? Rural schools will not have this option, but many secondary schools do.

Energy conservation - turning lights off when not in use, low flush toilets, complete an energy audit.

Sharing a school board office

Removal of French Immersion programs - students enrolled in these programs in the elementary panel seem to struggle as they transition into the secondary panel - without proper support at home regardless that the program is not designed for french speaking families - students are still at a disadvantage and with a shortage of french teachers, the core french program will suffer as more french teachers are required for the french immersion program - I do not believe that the french immersion program is a sustainable program moving forward - that said - removing the program would make our board one of

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the few boards that do not offer french immersion and may result in student moving to the public board thereby reducing our funding from the government.

Teachers are way overpaid! They need to take a pay cut.

Stop spend8ng so much school budget on athletic fields. Stupid waste of money.

Libraries... Get your books used, from the community, there's no reason why they can't ask the community for a copy of a book they are looking for BEFORE purchasing new. Stop spending so much on the religious fasads of the new schools, walk in to a public school and you'll understand what I mean. Keep the small schools open, get rid of busing completely. Stop with the agendas they're a waste of money, use the technology that you have. Identify thise who don't have technology at home and manage that differently. Paper waste... You guys use so much paper... Seriously do I need to fill out the sane forms over and over again, why don't you digitize these? Field trips should not need a form everytime, send the teacher with an iPod instead! Stop wasting time and money on stupid uniform meetings! Cut the planning time of teachers and make them teach... They would never survive in a real job! You know... Ones where people take work home with them after hours and don't complain about it....

Fdkg

Cut sick days for teachers and reduce pension

Scrap expensive board communication. I don't need a large glossy school calendar with pictures of the Director etc.

Not a fan of contract cleaning. I feel the schools aren't as clean and that the caretakers now seem to be different from night to night. I liked seeing the familiar faces of staff who were members of the school board. I'm sure this isn't a cost saving issue, but sometimes you can't put a price on quality and familiar/consistent members the school board staff.

Less teacher workshops

Go paperless and use technology to communicate with parents

Closing classrooms not in use to save facilities employees

Please do not consider transportation in cost cutting initiatives. The general opinion is that transportation cuts to be implemented next year are unnecessary and frankly many of us are not not in agreement with those cuts. We feel that our voice was not heard in the matter.

Reducing pricing of field trips



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Reduce the number of flyers and paper messages that come from the school daily. Move it all online, send emails. Same goes with forms for various programs and activities. Cutting printing and paper costs would be a huge savings across the board.

Wasteful complaints to Safety Officers, teacher salaries based on merit (good teachers make 6 figures, the others don't), ability to fire bad teachers, wasteful spending at school level

Reduce the number of employees at the Board Level allowing for schools to get the support they require through teachers, EA's, ECE's, Librarian's, Secretary's. Board Chairs, Super's, Trustees make more money than seems necessary.

i want to clarify that i believe transportation for optional programming is very important to my family: please do not cut that cost

School consolidation

Not sure

STOP ANALYZING AND MEASURING EVERYTHING AND GO BACK TO LETTING THE TEACHERS TEACH AND FOCUS ON THEIR STUDENTS INSTEAD.

go back to half day kindergarten

transportation for unfunded programs

Hiring math, science, engineering recent University graduates to become teachers. Weeding out the high priced teachers without advanced degrees in math, science, technology and engineering. Mandatory for teachers to work from 8-5 and eliminating before and after care programs. Mandatory for teachers to work throughout the summer commensurate with the rest of the world. If they choose not to, scale back pay proportionate to the number of days worked.

Better school equipment ie gym equipment

Purchasing partnerships with HDSB

Stop contracting out. Proven to cost more in long run.

Remove often unnecessary or redundant consultants and board personnel. Funding should be focused on students as well as the classroom teacher who ultimately delivers the curriculum. School administrators should teach a course per semester to experience what they often make decisions about. They have sadly lost touch with what teaching is like. This would also save money.

Close the schools that are meant to closed that are not being funded !! Simple

Reduce the number of admin./superintendents etc. Most are unnecessary. HCDSB is "top heavy"

**2017-18 Budget Process**  
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**HCDSB Staff comments:**

**What other cost saving opportunities should be considered?**

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Although it's nice to offer after-school sports/ intramural activities for students, cost can be reduced by eliminating the need for staff to remain at the school and clock in over-time at the admin. level or clock in lieu hours that later need to be recognized/ returned.

Parents should be responsible for after-school activities for their children, not the school and staff. The government provides support for sports enrollment to parents who enroll their children in after-school programming. Why should the school take this on as well?

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Transportation for optional programming

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dont know at this point

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Instructional rounds it does not have to have 45 teachers. Can be done with 20

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students sharing buses so that buses are full and not travelling with only 1 or 2 students

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The board seems to pay a lot of money for labor work being done in the schools - building desks for teachers, electrical work - when I hear of the costs of these items, I know that they are double the price of the going rates - perhaps consider asking the woodshop classes to build teacher workstations as part of a project - this should not cost \$4000 for a tabletop and four legs! A better vetting process needs to take place for which companies you are hiring - by having them know they are the only companies you are considering, allows them to charge any price! Is this how you vett contractors when paying for renos in your home?

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Invest in BOOKS/TEXTS rather than only considering that more computers (which are much more expensive!) are the answer to student achievement.

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Trustees should not go on trips to Europe to learn about things we are already teaching students and have been teaching for decades. Trustees should not put initiatives into the schools for their own self satisfaction that cost money to print material etc. and have little educational value, such as swearing the oath, praying the Angelus.

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Eliminate out of country, or cross country trips involving HCDSB staff.

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Fewer itinerant teachers who often spend a lot of time alone in the library. These teachers should be encouraged to participate more actively in the classroom if they are to be maintained.

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Taking the room, like the Incubator, in Milton and allowing more use of that room to students in the Board or putting the technology in there, into classrooms so it's being used.



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Included the Gifted Program

Kindergarten - continue with ECEs and move teachers out and place in Gr. 1-12 - since it's a program - meeting children where they are at  
stop recruiting students from other boards if the resources (textbooks, equipment) are not available nor budgeted for

Stricter regulation and consistency board-wide on how consumables are purchased, distributed and used at the school level. There is far too much wastage happening at the school level.

i don't understand the value of having an enhanced "belong" program if you exclude efi students who rely on bussing to get to school. have sports trnsports been removed?

Only purchase supplies for families in need. It does cost a great deal to buy pencils and note books. As a child I looked forward to back to school shopping for crayons, backpacks and all supplies and clothes. I also feel by supplying everything for everyone the children don't take care of the class supplies and if they lose it we will just get another one.

Inviting the Community to advertise on school grounds and provide supplemental funding to the overall educational experience of all.

Literacy and Numeracy Itinerant Teachers

Make our board less top heavy and invest that money to hire more Educational Assistants to assist students in need. Thank you Paula for this opportunity to contribute our suggestions.

energy use, alternative cheaper sources of energy, shared resources among schools (furniture, texts)

Reduce new furniture allotment, conference allotment, inter-school mail delivery to Tues & Thurs., instead of Mon., Wed., Fri., Faith Day to 1/2 day initiative

Eliminate most positions at the Board office (i.e.200+ Sunshine List persons).

Before taking money from our children's education - review the salaries of board admin. The director makes over 200k a year. How is this necessary or justified? BAN travel for superintendents and trustees. It does NOT help our students develop!

Make sure ESL, Special Education and Student Enrolment data is accurate so that we are receiving the correct funding as submitted in the Onsis Ministry reports in October and March.

Mandatory Tablets for all Secondary School Students (Other School boards have already done this and saved millions in the process)

centralized purchasing to obtain best prices for goods and services used within the schools. Sharing of resources from declining enrolment schools ( i.e. textbooks,

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computers, musical instruments) with schools with increasing enrolment. Don't have resources sitting idle in one school while another is lacking. Better longer term view/planning to make purchases/investments that last, rather than going with the lowest cost option, which ends up costing more in the end.

n/a

eliminating FI for primary grades

Too many central board office staff with six figure salaries.

Trim board office staff, cut busing for FI, eliminate poorly attended adult courses/nights

Under utilized school consolidation.

contract work - cleaners

transporting costs

Eliminate catering for academic functions/conferences. Eliminate rehiring retired academic staff to fulfill Principal/VP short term vacancies

Too many management/senior staff positions are being created & staffed when front line workers' jobs (i.e. custodians) are being contracted out and/or eliminated.

Printing. We should promote the use of technology in class

Look at supply staff, those on daily calls or very short term, do not require additional meeting or prep time. Saving at least 30 minutes a day.

I would not spend any future money on changing the HCDSB logo as I am sure that was costly

Proper maintenance of supplies and distribution

less retired people hired and more movement of teachers with many years experience being promoted.

eliminate meals at meetings,

reviewing small/declining enrolment schools

coloured printing of handouts on glossy paper

More cost effective transport , example students sharing buses

Merger and consolidation of schools;

How effective and necessary is the role of the itinerant teacher who comes into the school once a week

## **2017-18 Budget Process**

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transportation for students who's parents choose to send them out of their home school boundaries including students with exceptionalities

i feel very strongly against the contracting of any positions including and not limited to custodial afternoon staff. My reason for this is in a lot of cases if you were to consult with principals the contractors cleaning are not doing a very good job. There has been instances where the day custodian had to reclean an area the contractors were suppose to have done. I voice my concern both as an employee and parent. Also the police checks are only from Canada some contractors are here on a work visa or only temporary.

continued review of opportunities to share resources with educating partners such as we have done with transportation needs/costs

eliminating some consulting positions.

Parents educating their children not to be destructive and wasteful of schools supplies. Parents providing students with their own supplies. Purchasing Canadian made wherever possible.

Smartboards - only a small percentage of high school teachers use them or have the software on their laptops to use them properly.

Less in curriculum and more support in special education

Eliminating trips made by superintendents, principals to far away places (Harvard, South America, USA, Alberta)

Why does the funding formula favour the public board over the Catholic Board? EAP is a very valuable program and should NOT be reduced in the budget, if anything, the budget should be increased for EAP!

Printing services for PA days and Board documents such as pamphlets. The amount of money spent on items that go directly into a recycling bin is a travesty, and could be better used in a classroom!

Huge Cost saving opportunity would be to decrease the staff at top pay levels (offer incentives/bonus for early retirement) and hire staff with current university/technology knowledge, enthusiastic to coach, and at entry pay scale wages. This provides current and minimum 5 year Board budget savings.

use PA days for staff to plan and do necessary paperwork for students instead of hiring speakers. Less consultant and management positions are needed, resources should be focused on front line such as teachers, EAs, CYC and Social workers

too many levels in Special Education at the Board Level

Rather than cost savings programs, more revenue generating programs can be introduced at schools after the end of the school day, such as homework programs, cooking lessons, sewing lessons, money management workshops, etc.

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We have too many chiefs and not enough indians

Looking for less expensive options for redoing kindergarten natural playgrounds.

None, all are listed

Review the cost of football equipment and referees

Reduce furniture (and similar) budgets at board office. Restrict budgets for photocopying at schools. Install smart lighting systems for hallways to reduce lighting when sunlight is present. Consider PD/PLC/etc done after school hours at con-ed rate vs paying supply teacher

use led lightings,installaton solar panels

Less repetitive PD but more PD for everyone

Special Education inservices. There are too many and most are not valuable. SERTS are needed at their schools.

Better and efficient use of consumables.

Collapsing smaller schools within the same area and consolidating them into one larger school would save an enormous amount of money. No vote needed! We. We'd to make decisions about what is best for our students and consider the financial wellbeing of the school board over the demands of parents who cannot see the big picture when it comes to making choices about what is best for the school as a community. The Itinerant curriculum staff could be replaced with staff who runs daily reading recovery intervention programs for struggling students.

anything that doesn't directly impact student learning should be considered

eliminating redundant technology and resources

Reduction in the number of itinerants

Regular board practise of parents providing basic classroom tools, like pencils, erasers, crayons, rulers, scissors and glue sticks for their children. Schools will provide a letter for primary, junior and intermediate school supplies that will be needed to assist parents in August.

consultants and itinerants

Find an updated cheaper alternative to EQAO testing. There are other more cost effective ways to get student achievement data that are more cost effective and that are more inclusive/reliable data. If we are unable to change EQAO perhaps we can change the mode: a random sample for data collection instead of the entire grade 3 or 6 population.

## **2017-18 Budget Process**

### **Feedback Received Through Online Survey**

Review and align consultancy and itinerant roles between SES and Curriculum departments so that staff are able to support BOTH Special Education and curriculum programming for students and professional development for school staffs. Maximize time, expertise, and skills in schools where these staff in itinerant roles, particularly, in curriculum are actively engaged in leading and supporting PD i.e. through SILC, CODE projects, staff meetings, School Council foci on Literacy and Numeracy, Healthy and Inclusive Schools. The system cannot afford underutilized, specialized Curriculum staff for Board projects. Get out into the schools who use it or lose it.

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Eliminate NTIP days, eliminate CIDI, reduce number of consultants/itinerants

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No more food at meetings, people can bring their own snacks and lunches, maybe just coffee and water, reduce salaries of high level administrators, determine ways to hold meetings with Skype so as to reduce mileage costs

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Reduce the number of faith formation days that teachers can go to. Teachers are attending these courses during class time and we are paying a supply teacher. Many teachers are going not to increase their faith but to get out of the classroom.

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Eliminate funds that supplement Trustee trips & expenses and put towards improvement of technology in schools

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buying supplies in bulk

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Consolidation of schools - developing a board office with a resource centre

---

elimination of itinerant staff, staff can support each other with their varying areas of expertise.

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-use of paper in general-milage payments to staff-contract cleaning versus fulltime cleaners-lighting systems and timers/motion-closure of schools running at <250 for >than 5 consecutive years-less hard copy material purchases-student success/credit recovery ratio of teacher to students-eliminate program

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Printing services reduced, particularly board-created programmes and invitations.

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Open extended french at more schools, thus keeping enrolment higher at certain schools.

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Reduction of behaviour specialists who do not have classroom setting experience, reduction of itinerants in elementary who attend meetings to fill a need for curriculum representation but do not contribute to the meeting/ needs of student improvement.

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Consumables - make sure the cost is as low as possible (especially when purchased in bulk)

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Teachers teach. Teachers are expensive. Non-teaching positions ie: Student Services, should be done by less expensive qualified professionals.

**2017-18 Budget Process****Feedback Received Through Online Survey**

scaling back 'enhancement programs' (Ex. scaling back bussing for AP, IB and FI programming unless it's from a community that does not have these programs in town (ex. maintain bussing for Milton students in the Oakville IB program). School bus prices have increased dramatically, so this could be an area to save a lot of money.

PD days that don't have substance

school consolidations

We need more money for mental health

**HCDSB Student, Community partner, & Community resident comments:****What other cost saving opportunities should be considered?**

Plant a Garden and sell veggies at a makeshift school farmers market. This raises \$, teaches children about agriculture and how to care for something, influences healthy food consumption, and raises money

Cut irrelevant AP and IB programs instead cutting support for French Immersion, valuable for one of two official languages.

Garbage, Recycling, hydro digital Thermostats

The question in Part A #5 re: eliminating transportation for optional program is misleading. DO NOT CUT THIS BUDGET!

Reduce number of consultants, coordinators, CYCs, and itinerants. Instead, hire more teachers and make smaller classes. The number one positive effect on students is THE classroom teacher.

Perhaps instead of spending board funds on outfitting a room such as the Incubator at Jean Vanier School that most students or teachers do not have access to, the board could give each school an allotment of funding to purchase much needed technology to support student inquiry.

**2017-18 Budget Process****Feedback Received Through Online Survey****Parish member & Other respondent comments:****What other cost saving opportunities should be considered?**

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Fundraiser at school more than one per year. Very concerned about the idea of cost cutting for students with exceptionalities. Feel that there should be no cost cutting in this area. This is a global concern and one that personally affects many families with children who have special needs and are labeled exceptional, and require these services and programs to be funded for their children's fair chance to learning and equal education.

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fewer managers, fewer trips abroad for trustees, more money into schools for students, stop doing reports and simply get stuff done, 5 EAs to one exceptional student - perhaps too much money spent on an individual student

---

STOP PISSING \$300 TO INSTALL A PENCIL SHARPENER - MASSIVE GLASS WALLS ARE NOT NECESSARY IN NEW SCHOOLS! BUILD WITHIN YOUR BUDGET!!

**2017-18 Budget Process**  
**Feedback Received Through Email**

**EMAIL #1**

**From:** [REDACTED] >  
**Sent:** May 5, 2017 9:19 PM  
**To:** Lofts, Aaron  
**Subject:** Regarding article in Oakville Beaver

Hi Aaron, I was compelled to reach out to you after reading the article by Kathy Yanchus in Thursday's addition of the Oakville Beaver entitled "Gap in per pupil funding widens for Catholic and Public students"

The article clearly states that funding for the Halton Catholic District School board has dramatically dropped and is now at the bottom of the list for per pupil provincial allocation funds in the GTA. While this is shocking to me I believe I understand one of the main reasons this is the case. Over the last couple of years there have been a tremendous amount of resale homes sold in Oakville and the greater Halton area. My wife and I moved to Oakville in the spring of 2014 and only became aware that our tax dollars were allocated by default to the public school board when we received our MPAC property assessment. I would bet that 90% of new homeowners are unaware of this.

To start, I would suggest that the Halton Catholic District School board take out a full page ad in the Oakville Beaver to inform readers about this "default allocation" and how to change the allocation of their tax dollars to the board they support. I would suggest this is brought up at the May 16th regular board meeting as well.

concerned Oakville resident,  
[REDACTED]

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**EMAIL #2**

**From:** [REDACTED]  
**Sent:** May 9, 2017 4:59 PM  
**To:** Lofts, Aaron  
**Subject:** 2017-2018 Budget

Hello Aaron,

I just had an opportunity to review the HCDSB 2017-2018 budget and, as a result, was not able to submit a survey before the May 5<sup>th</sup> deadline. However, I wanted to communicate my thoughts on the proposal to cancel transportation for special programs.



## 2017-18 Budget Process

### Feedback Received Through Email

It would be very unfortunate if transportation for special programs was eliminated. This action would essentially prevent children from participating in programs (e.g., French immersion) unless (i) they live within the boundary of the school providing the program or (ii) have a stay-at-home parent/guardian that can drive them to the cross-boundary location. For example, my son is enrolled in the French immersion program at St. Mary Elementary School in Oakville, and his home school (St. James) is located on the other side of Oakville. My wife and I both work in downtown Toronto and would not be able to drive him to and from St. Mary. We are solely dependent on bus transportation in order for our son to benefit from the French immersion program. Without this transportation, the School Board will be limiting the program's benefit to children who live in the immediate area around St. Mary.

I recognize that transportation for special programs is a significant cost, but it is essential to children in the Oakville community. Without it, special programs will not benefit the entire community; it will only benefit children lucky enough to live close to the school that hosts the program or who have a stay-at-home parent. This would not be fair/equitable and it would make me question the Halton Catholic District School Board's commitment to the entire Oakville Catholic community.

Lastly, I expect that many parents will not have had an opportunity to review the budget and, as such, would encourage you to provide a specific communication on this important topic, as it could have large implications for families as they plan for 2017/2018 school year.

Thank you,  
[REDACTED]

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#### EMAIL #3

**From:** [REDACTED]

**Sent:** May 6, 2017 12:48 AM

**To:** Lofts, Aaron

**Subject:** FW: Budget Questions

Hi Aaron,

Just a couple more questions on the deferred spec Ed revenue of \$1.7 million at the end of August; is there a breakdown between how much is from the SEA per Pupil Amount vs. the SEA Claims Based amount?

I understand that those funds can only be used as per the legislation, but I'm surprised to see that accumulation particularly as I am aware of students being provided with outdated, inefficient equipment and having to borrow from pools rather than have their own devices. I'm wondering why that would be the case if we have the funds to purchase what they need. I know some of this may be

## **2017-18 Budget Process**

### **Feedback Received Through Email**

a little beyond your scope but I'm assuming there is an account reconciliation that would provide at least some of these answers.

Thanks for your help

■

#### **EMAIL #4**

**From:** ■  
**Sent:** May 5, 2017 11:59 PM  
**To:** [Lofts, Aaron](#)  
**Subject:** Budget Questions

Hi Aaron,

I had hoped to submit some budget questions through the online survey for inclusion in the May 16<sup>th</sup> Board package, however, when I tried to access the survey late this afternoon (after the power was down in our area for several hours), it said the survey had expired.

Hopefully submitting the questions this way will suffice. Here are my questions:

How much is budgeted for uniform commissions/royalties and how does this compare to last year? How does the contract with the new uniform provider compare to the previous provider in this regard?

Can you elaborate on the Catholic School Council references in the April 4<sup>th</sup> Budget Strategy Session?

p. 25 – Professional Development Opportunities for members of Catholic School Councils – what does this mean and how do members access these opportunities/funds?

p. 27 – under the pillar of Belonging – “the Board will continue to encourage dialogue with its Catholic School Councils”; can you elaborate this and how is it reflected in the budget

Also, in the April 4<sup>th</sup> Strategy Session, can you explain the \$50,000 “Museum of Tolerance” budget item – “partnership educational tour for four secondary principals and 1 SO to attend”?

From the April 18<sup>th</sup> Budget Strategy Session,

## **2017-18 Budget Process**

### **Feedback Received Through Email**

p. 21 – Extended French Immersion programming costs include a cost for 4.0 additional teaching staff – are these really incremental staff – wouldn't they be required anyway, just teaching in English, not French

With respect to the VISA rebate (p. 36), do we know how much revenue is being lost by schools that are not (fully) utilizing the corporate purchasing card (ie. still reimbursing volunteers)?



Finally, with respect to the \$1.7 million in deferred Special Education revenue, can you provide some details on this? Is it all SEA related? How did such a large balance accumulate and over what time period?

Thanks



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#### **EMAIL #5**

**From:**   
**Sent:** April 27, 2017 9:46 AM  
**To:** Lofts, Aaron <[LoftsA@hcdsb.org](mailto:LoftsA@hcdsb.org)>  
**Cc:**   
**Subject:** Fwd: 2017/2018 Budget

Hello Aaron

I sent the email below to the general hcdsb comments email before realizing that comments about the budget were to be sent to you.

In addition to my comments below, I wanted to add that those of us who live in the south part of Oakville feel as if the school board is neglecting this part of the city. The facilities are old and in severe need of maintenance. We don't get the milk program or the same number of paid lunches that other schools in Oakville are offered.

We were excited that our child was fortunate enough to get one of extremely few spots in the early French immersion program and attend a better facility up at St Mary.

As I mention below, if transportation is removed, our son will not be able to participate in French immersion.

I don't see how such a decision can be made when one of the board's concerns is declining enrolment in south Oakville. Such a decision will further disenfranchise those of us living in south Oakville thus making us reconsider whether or not the halton catholic district school board is the

**2017-18 Budget Process**  
**Feedback Received Through Email**

right place for our three children. This would be very unfortunate and disappointing since I grew up in Ontario and spent my entire education in the Catholic school system.

I expect that the school board will provide regular updates on this subject as parents need to know if this will affect the 2017/2018 school year.

Thank-you

[Redacted]

## MINUTES OF THE POLICY COMMITTEE MEETING

Date: March 28, 2017  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

Members Present    A. Danko                      A. Quinn  
                              A. Iantomasi                D. Rabenda  
                              P. Marai                     J. M. Rowe  
                              J. Michael                  S. Trites

Staff Present        P. Dawson, Director of Education  
                              T. Overholt, Superintendent of Education, School Services  
                              G. Corbacio, Superintendent, Facilities Management Services  
                              C. McGillicuddy, Superintendent of Education, Student Success  
                              R. Negoï, Superintendent, Business Services  
                              J. O'Hara, Executive Officer, Human Resources  
                              A. Prkacin, Superintendent of Education, Curriculum Services  
                              A. Swinden, Administrator, Strategic Communications  
                              L. Frees, Senior Administrator, Human Resources  
                              S. Arya, Administrator, Employee Relations, Human Resources  
                              T. McKinnon, Manager, Privacy and Records Information Management  
                              A. Lofts, Senior Administrator Financial Services  
                              D. Tkalcic, Manager, Purchasing Services

Recording Secretary    J. Neuman

### 1. Call to Order

#### 1.1 Opening Prayer (J. M. Rowe)

The meeting began at 7:00 p.m. with a prayer led by J. M. Rowe.

### 2. Approvals

#### 2.1 Approval of Agenda

**P#27/17**

**Moved by:** J. Michael

**Seconded by:** P. Marai

**THAT,** the agenda be approved

A. Quinn asked that item 4.3 be added to Discussion regarding Opening Exercises Policy and the Safe Arrivals Policy

**P#27/17 (AMENDMENT)**

**THAT,** the agenda be approved as amended

**CARRIED**

#### 2.2 Approval of Minutes (February 14, 2017)

**P#28/17**

**Moved by:** A. Iantomasi

**Seconded by:** P. Marai

**THAT,** the minutes of the Policy Committee Meeting held on February 14, 2017 be approved, as submitted.

A. Quinn asked for a review of the vote for item 3.3 regarding his participation in the vote. The Chair of the Policy Committee indicated that the Recording Secretary would review the video and audio recording of the meeting, and amend the minutes, as appropriate.

*\*POST-NOTE: the audio and video recordings of the February 14, 2017 Policy Committee Meeting were reviewed, and it was verified that A. Quinn voted in favour of Policy III-13 Corporate Purchasing Card Distribution Usage*

**CARRIED**

### 3. Action Items

#### 3.1 I-04 Cross Boundary School Attendance (T. Overholt)

**P#29/17**

**Moved by:** A. Iantomasi

**Seconded by:** D. Rabenda

**THAT**, the Policy Committee recommends that the amended Policy I-04 Cross Boundary School Attendance, be forwarded to the April 4, 2017 Regular Board Meeting for approval.

T. Overholt introduced the policy. Changes made include additions of definition(s), clarification of requirements, and deadline date for requests to be submitted.

Discussion ensued. Questions for clarification were asked and answered.

D. Rabenda recommended that the title should include the word "Non-Resident".

The Chair called for a vote. Recommendation **P#29/17 UNANIMOUSLY CARRIED.**

#### 3.2 I-06 Delegation to the Board (T. Overholt, P. Dawson)

**P#30/17**

**Moved by:** S. Trites

**Seconded by:** D. Rabenda

**THAT**, the Policy Committee recommends that Policy I-06 Delegation to the Board, be forwarded, along with amendments to the April 4, 2017 Regular Board Meeting for approval.

T. Overholt noted that Policy I-06 has been returned to the Policy Committee for further review regarding notification to Trustees of decline delegations.

The HCDSB Privacy Officer was present to respond to questions. Discussion ensued regarding MFIPPA legislation and notification to Trustees.

**P#30/17 (AMENDMENT)**

**Moved by:** A. Iantomasi

**Seconded by:** J. M. Rowe

**THAT**, the words "Any delegation declined by the Chair of the Board will be brought to the attention of the Trustees and be included in the board package" be removed from the Policy.

Further discussion ensued regarding MFIPPA legislation, and clarification of purpose of notice and the Board's process to apply as a delegate.

P. Marai suggested that the bullet include the number of delegations declined will be made public – with no mention of names; and that the Secretary of the Board provide notice to the declined delegations that they can provide any information they wish to provide as correspondence to the Secretary of the board.

The Chair called for a vote.

In Favor	Opposed
A. Iantomasi	A. Quinn
P. Marai	
J. Michael	
D. Rabenda	
J. M. Rowe	
S. Trites	

Recommendation **P#30/17 (amendment) CARRIED.**

The Chair returned to the mail motion.

**P#30/17 (AMENDMENT)**

**Moved by:** P. Marai

**Seconded by:** A. Quinn

**THAT**, the number of delegations declined will be made public in the board package; and that the Secretary of the Board provide notice to declined delegations so that they can provide any information they wish to share through correspondence addressed to the Secretary of the Board, be included in the policy.

The Chair called for a vote. Recommendation **P#30/17 (AMENDMENT) UNANIMOUSLY CARRIED.**

The Chair returned to the main motion.

The Chair called for a vote. Recommendation **P#30/17 UNANIMOUSLY CARRIED.**

**3.3 I-20 Integrated Accessibility Standards (J. O'Hara)**

**P#31/17**

**Moved by:** S. Trites

**Seconded by:** J. M. Rowe

**THAT**, the Policy Committee recommends that Policy I-20 Integrated Accessibility Standards be forwarded to the April 4, 2017 Regular Meeting of the Board for approval.

J. O'Hara introduced Policy I-20 Integrated Accessibility Standards. Stakeholder feedback was noted. He reiterated that information from Policy I-18 Accessibility Standards for Customer Service has been included.

In response to a question, J. O'Hara noted that the Board is under obligation to fulfill the AODA (Accessibility for Ontarians with Disabilities Act) requirements.

The Chair called for a vote. Recommendation **P#31/17 UNANIMOUSLY CARRIED.**

**3.4 I-18 Accessibility Standards for Customer Service - Rescind (J. O'Hara)**

**P#32/17**

**Moved by:** P Marai

**Seconded by:** J. Michael

**THAT**, the Policy Committee recommends that Policy I-18 Accessibility Standards for Customer Services, be forwarded to the April 4, 2017 Regular Board Meeting to be rescinded.

J. O'Hara noted that Policy I-18 Accessibility Standards for Customer Services has been integrated into Policy I-20 as mentioned in the previous item and is now redundant, and can be eliminated.

The Chair called for a vote. Recommendation **P#32/17 UNANIMOUSLY CARRIED.**

**3.5 I-25 Purchasing Policy (R. Negoï)**

**P#33/17**

**Moved by:** A. Iantomasi

**Seconded by:** S. Trites

**THAT**, the Policy Committee recommends that Policy I-25 Purchasing Policy name be changed to Policy I-25 Purchasing and along with amendments, be forwarded to the April 4, 2017 Regular Board Meeting for approval.

R. Negoï noted that Policy I-25 – Purchasing Policy aligns with procurement directive; and that Administrative Procedure VI-11 Purchasing in Information Item 5.2 has been updated.

Discussion ensued. Questions for clarification were asked and answered.

A. Quinn moved that the policy be amended to abide by fair labour practices. There was no seconder; the motion was lost.

A. Quinn requested that it go on record that Policy I-31 Apparel Purchases and Fair Labour Practices follows fair labour practices and Policy I-25 Purchasing Policy does not. J. M. Rowe noted that it is implied under the Principles in the Policy.

Discussion ensued regarding competitive quotes, contractors and vendors already in place with the Board.

The Chair called for a vote.

In Favor	Opposed
A. Iantomasi	A. Quinn
P. Marai	
J. Michael	
D. Rabenda	
J. M. Rowe	
S. Trites	

Recommendation **P#33/17 CARRIED.**

### 3.6 III-13 Corporate Purchasing Card Distribution and Usage (R. Negoj)

**P#34/17**

**Moved by:** J. M. Rowe

**Seconded by:** S. Trites

**THAT,** the Policy Committee recommends that Policy III-13 Corporate Purchasing Card Distribution and Usage with amendments, be forwarded to the April 4, 2017 Regular Board Meeting for approval.

R. Negoj noted that Policy III-13 Corporate Purchasing Card Distribution and Usage was approved at the February 21, 2017 Board meeting; and had brought it back to the Policy Committee to include a new procedure in the references, which is noted in Item 5.3, below.

Discussion ensued regarding credit scores and credit card balances.

The Chair called for vote. Recommendation **P#34/17 UNANIMOUSLY CARRIED.**

### 3.7 I-26 Student Trustees on the Halton Catholic District School Board (T. Overholt, C. McGillicuddy)

**P#35/17**

**Moved by:** A. Iantomasi

**Seconded by:** P. Marai

**THAT,** the Policy Committee recommends that Policy I-26, Student Trustees on the Halton Catholic District School Board name be changed to Policy I-26, Student Trustees of the Halton Catholic District School Board, and along with amendments be forwarded to the April 4, 2017 Regular Board Meeting for approval.

C. McGillicuddy shared amendments to Policy I-26 Student Trustees on the Halton Catholic District School Board. It was noted that the specific honoraria information is included in the Academic Procedure.

Discussion ensued regarding rationale for removing the items.

**P#35/17 (AMENDMENT)**

**Moved by:** P. Marai

**Seconded by:** A. Quinn

**THAT,** the following bullets remain in the policy

- each individual will be provided with a letter of commendation signed by the Chair of the Board; and
- each individual will be awarded an honorarium/scholarship of \$2,500.00 and other such forms of recognition or support as may be determined by the Board

The Chair called for a vote. Recommendation **P#35/17 (AMENDMENT) UNANIMOUSLY CARRIED.**

The Chair returned to the main motion.

The Chair called for a vote. Recommendation **P#35/17 UNANIMOUSLY CARRIED.**



**3.8 II-25 Selection of Learning and Library Materials (T. Overholt, A. Prkacin)****P#36/17****Moved by:** J. M. Rowe**Seconded by:** A. Quinn**That,** the Policy Committee recommends that Policy II-25 Selection of Learning and Library Materials, be forwarded, along with amendments to the April 4, 2017 Regular Board Meeting for approval.

A. Prkacin noted the amendments that have been made in Policy II-25 Selection of Learning and Library Materials.

**P#36/17 (AMENDED)****Moved by:** D. Rabenda**Seconded by:** A. Quinn**THAT,** the word "other" be removed in the paragraphs that indicated committee members. In reference to staff.The Chair called for a vote. Recommendation **P#36/17 (AMENDED) UNANIMOUSLY CARRIED.**

The Chair returned to the main motion.

Discussion ensued regarding student voice being represented, electronic resources and the process for beginning a library in a new school.

The Chair called for a vote. Recommendation **P#36/17 UNANIMOUSLY CARRIED.****3.9 IV-02 Outdoor Facility Maintenance and Security - Second and Third Reading (T. Overholt, G. Corbacio)****P#37/17****Moved by:** A. Iantomasi**Seconded by:** J. Michael**THAT,** the Policy Committee recommends that Policy IV-02 Outdoor Facility Enhancements, Maintenance, and Security be forwarded to the April 4, 2017 Regular Board Meeting for approval at second and third reading.

T. Overholt indicated that stakeholder feedback was noted and there are no recommendations for change.

The Chair called for a vote.

In Favor	Opposed
A. Iantomasi	A. Quinn
P. Marai	
J. Michael	
D. Rabenda	
J. M. Rowe	
S. Trites	

Recommendation **P#37/17 CARRIED.****3.10 IV-03 Playground Equipment - Rescind (T. Overholt, G. Corbacio)****P#38/17****Moved by:** A. Quinn**Seconded by:** J. M. Rowe**THAT,** the Policy Committee recommends that Policy IV-03 Playground Equipment be forwarded to the April 4, 2017 Regular Meeting of the Board to be rescinded.

G. Corbacio noted that Policy IV-03 Playground Equipment has been brought to the Policy Committee as a housekeeping matter in order to rescind the policy.

A question for clarification regarding insurance was asked. T. Overholt responded that OSBIE has been consulted and the Board will meet the requirements if the information is included in an Administrative Procedure.

The Chair called for a vote. Recommendation **P#38/17 UNANIMOUSLY CARRIED.**

#### **4. Discussion Items**

##### **4.1 III-04 Employee Assistance Program (J. O'Hara)**

J. O'Hara – provided information of the results from the RFI that was sent out, and reviewed the background and value of the Employee Assistance Program (EAP); and recommended that Policy III-04 Employee Assistance Program be modified to include the RFP process.

Discussion ensued regarding next steps, budget concerns, and implementation.

The Chair declared that Policy III-04 Employee Assistance Program will be an action item at the May 9, 2017 meeting.

##### **4.2 Strategic Planning (A. Danko)**

A. Danko indicated he will be bringing a Notice of Motion to a future board meeting to create a Strategic Planning Policy.

The timeline for implementation was noted.

##### **4.3 Opening Exercises And Safe School Arrival (A. Quinn)**

A. Quinn noted that it has come to his attention that some students are tardy to school and are missing opening exercises, but are not too late for safe arrival actions to be taken.

Board staff indicated that this would come under the Principals' parameters covering operational concerns at schools. It was recommended that concerned parents could submit a delegation to the Board.

#### **5. Information Items**

##### **5.1 Policy II-45 and Administrative Procedure VI-54 Equity and Inclusive Education (T. Overholt)**

##### **5.2 Administrative Procedure VI-11 Purchasing (R. Negoii)**

##### **5.3 Administrative Procedure VI-86 Corporate Purchasing Card (R. Negoii)**

##### **5.4 Administrative Procedure VI-33 Redistribution and Disposal of Surplus Furniture and Equipment (R. Negoii)**

Questions for clarification were asked and answered regarding inventory, budgets and process.

##### **5.5 Administrative Procedure VI-15 Student Trustees (T. Overholt, C. McGillicuddy)**

##### **5.6 Administrative Procedure VI-34 Fencing At Board Sites (T. Overholt, G. Corbacio)**

##### **5.7 Administrative Procedure VI-87 Playground Installations (T. Overholt, G. Corbacio)**

##### **5.8 Upcoming Agenda Items (T. Overholt)**

###### **5.8.1 I-29 School Boundary Review Process**

###### **5.8.2 I-34 Reimbursement of Board Business Expenses**

###### **5.8.3 I-42 Out of Province Staff Travel**

###### **5.8.4 II-13 Psycho-Education-Psychological Testing of Individual Students**

###### **5.8.5 II-20 Child Abuse**

###### **5.8.6 II-29 Inclusion and Range of Placement Options for Identified Students**

###### **5.8.7 II-40 Bullying Prevention and Intervention**

###### **5.8.8.III-04 Employee Assistance Program**

The Items above were reviewed and discussed.

#### **6. MISCELLANEOUS INFORMATION**

There was no miscellaneous information.

#### **7. CORRESPONDENCE**

There was no correspondence.

**8. IN CAMERA**

There was no in-camera session.

**9. NEW BUSINESS**

There was no new business.

**10. Motion to Excuse Absent Committee Members**

**THAT** *Trustee H. Karabela be excused.*

**P#39/17**

**Moved by:** A. Quinn

**Seconded by:** P. Marai

**CARRIED**

**11. Motion to Adjourn/Closing Prayer (S. Trites)**

**P#40/17**

**Moved by:** J. Michael

**Seconded by:** J. M. Rowe

**That** *the meeting adjourn.*

**CARRIED**

S. Trites closed meeting with prayer at 9:35 p.m.

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

Date: April 3, 2017  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

Members Present: C. Cipriano Fr. R. Hétu  
D. Garell-Teti G. Merritt-Murrell  
A. Gonzalez R. Stagg  
S. Guevara K. Williams  
L. Hartman

Regrets: A. Boone A. A. LeMay  
K. Bloomfield R. Luisetto  
H. Karabela M. Ritcey

Guest: S. Trites  
Chair: R. Stagg  
Recording Secretary: E. Trolio

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### 1. Opening Prayer: Fr. R. Hétu

### 2. Approval & Revisions

#### 2.1 Agenda

**Moved by:** L. Hartman

**Seconded by:** Fr. R. Hétu

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

**CARRIED**

#### 2.2 Minutes

**Moved by:** A. Gonzalez

**Seconded by:** K. Williams

**That,** the minutes of the March 6, 2017 Catholic Parent Involvement Committee be approved as amended.

**CARRIED**

### 3. Board Update

C. Cipriano shared the following information:

Board of Trustees voted to submit to the Ministry two considerations of consolidation of several north Oakville schools. Two proposals were submitted to the government.

March 14-19 - March break

March 29 - Progress reports went home

March 24 - Staff appreciation day

March 30 - OSSLT literacy test

April 24 – mid-term reports go home

April 24 – Celebration of Excellence Awards night

April 25 – Give Respect, Get Respect Gala celebrating the winning posters, videos and songs

April 28 – P.A. Day

April/May – Travel for Credit Information nights for summer credits; various locations

C. Cipriano presented the upcoming proposed 2017-2018 school year's meeting dates, along with the Council of Chairs meeting dates. Chair suggested that these dates be adopted. Majority voted in favour.

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

S. Trites provided Trustee update on the following:

- Mentioned that the French Ad Hoc committee met in March and minutes are available on the board website.
- Policy meeting was held on Tuesday, March 29, 2017.

#### 5. **Business Arising from Previous Meetings**

- **Community Rep – Criteria Committee:**

Deferred to May. L. Hartman to put together a criteria proposal.

- **Speakers for Webinars:**

- CAMH not available for a future presentation.
- Christian Meditation is a possibility through our Board personnel. HCDSB staff feels that live was better format instead of webinar. It was suggested a presentation be filmed and possibly use it in a webinar later. Discussion followed and suggestions thought maybe it would best be presented at a Council of Chairs meeting in a live format for the most engagement.
- S. Trites suggested Josephine Lombardi as a possible speaker.
- Dr. Anne Jamison was also suggested as another possibility for speaking.
- Concern was raised about timing of spending the grant money. Needs to be decided by June at the latest.
- Committee was reminded that the topic has to be parent oriented and in webinar format.
- Chair R. Stagg to contact the above suggested possible speakers.

- **CPIC Awards and Elections:**

**CPIC Awards:**

It was presented that the CPIC Parent Award nominations need to be in shortly prior to the next Council of Chairs meeting at the beginning of May. It was decided that reviewing the parameters and logistics to make participation in the nomination process easier needs to be deferred due to limited timing but could possibly be revisited next year when there is more time.

It was suggested that as the timeline is so short, this award may become a bi-annual award; rushing may devalue the award. The deferring of the award this year would be messaged appropriately. Motion to make the CPIC Parent Award bi-annual was submitted by L. Hartman. Seconded by K. Williams. Passed unanimously.

**CPIC elections:**

It was noted that Kim and Renata positions need to be filled.

Regional elections consist of:

North Halton (x 2 spots)

Oakville (x 2 spots)

Burlington (x 2 spots)

It was suggested that a constant contact be created so election votes can be drop-boxed in. Parents are informed via schools regarding the election and nomination process. This process begins at the end of April:

- ✓ April 27, 2017 and May 3, 2017 - mandatory orientation nights for interested people in becoming CPIC Committee members. Attendance only required at one of the dates.
- ✓ Friday, May 5, 2017 - nomination forms to be sent out.
- ✓ Two weeks given to submit intent.
- ✓ Monday, May 19, 2017 - voting begins.
- ✓ Friday, June 2, 2017 – voting closes.

- **Ministry of Education PIC Symposium:**

Everyone received an email regarding this symposium. Denise is the CPIC representative going. Three school council chairs are attending as well.

## 6. **I.C.E. Symposium**

L. Naar delivered a PowerPoint presentation outlining the upcoming Institute of Catholic Education (I.C.E.) Symposium to be held on November 14-15, 2017 in Toronto. This is a gathering of representation from every school board across the province to provide honest talk and dialogue on the theme of the critical role of Catholic education. L. Naar distributed two letters titled *The Moment of Promise* and *Fulfilling the Promise* providing information background. A third letter will come out at the end of this year titled *Renewing the Promise*. She noted that the Board needs two parent representatives from each panel (elementary and secondary) to help represent our Board.

## 7. **OAPCE Directors Report**

None.

## 8. **Board Committee Reports**

Focus on Faith Committee meeting coming up on May 10, 2017

Calendar Committee met and created a calendar and presented at March 21<sup>st</sup>, 2017 as a Staff Report and will be brought forth at the April 11, 2017 Board Meeting as an Action Report. Proposed dates were reviewed.

Walk with Jesus Committee next meeting on April 6, 2017.

SEAC last meeting awarded the Spirit of Inclusion to the recipients.

## 9. **CPIC Subcommittees**

- **Finance** – It was determined that G. Merritt-Murrell would work with Denise to take over from Renata.
- **Communications** – None.

- **Faith and Family Development Committee** – An evening to explore *Catholicism: Journey Around the World and Deep into the Faith* will be held on April 27<sup>th</sup>, May 4<sup>th</sup>, May 18<sup>th</sup>, May 25<sup>th</sup> at Loyola. It was presented that this is open to parents of students in the Loyola Family of Schools and involves St. Matthew parish as well. This series has been run for the elementary level in the past, but this is the first time it is at the secondary level. Discussion followed regarding whether this is really a CPIC run event. It was discussed how this would include all regions if held in Oakville with the Loyola Family of Schools involved only. It was decided that if CPIC sponsored this event, it should be opened up to the whole school system with a cap on the number of attendees due to a capacity issue. Alternatively, CPIC be taken off the top billing and only have the RSVP to CPIC. Wording could consist of “Hosted by St. Matthew Parish and supported by Halton CPIC”. After further discussion, it was decided that wording would be changed. Expenses would be for hospitality would be covered up to \$200. Motion to give a maximum \$200 to A. Gonzalez with the hospitality for this initiative passed unanimously.

**10. CPIC Goal Setting Review**

Goal setting was deferred to next meeting.

**11. Future Agenda Items**

Fr. Héту is stepping down and will approach the Dean regarding a replacement.

**12. Final Words...**

R. Stagg made closing remarks.

**13. Closing Prayer**

Fr. Héту provided the closing prayer.

**14. Adjournment**

**Moved by:** L. Hartman

**Seconded by:** D. Garell-Teti

**That,** the meeting adjourn.

**CARRIED**

The meeting adjourned at 9:00 p.m.



Office of the Auditor General of Ontario  
Bureau de la vérificatrice générale de l'Ontario

Office of the Director

MAY 02 2017

April 26, 2017

Paula Dawson  
Director of Education  
Halton Catholic District School Board  
802 Drury Lane  
Burlington, Ontario  
L7R 2Y2

Dear Ms. Dawson:

Our Office is conducting a value-for-money audit of *School Board Use of Operating Funds*.

As part of this audit we intend to visit a number of school boards, one of which is the Halton Catholic District School Board and meet Board staff involved in the delivery and oversight of school board operations. We would also like to review related data and documentation to assist us in forming observations and conclusions about school board use of operating funds in Ontario. At the completion of fieldwork, the audit team will provide your staff with a summary of the results of our audit work.

In drafting the final report, it is our practice to specify the nature and extent of work performed – this includes specifying all locations that were visited during the audit. Our main focus in the report will be to identify areas of improvement for school board use of operating funds and to provide recommendations. Relevant extracts of our draft audit report will be shared with you to give you an opportunity to provide feedback and to verify factual accuracy where needed.

This audit is being conducted under the direction of Vanna Gotsis, Audit Director (416-327-1679) and Gus Chagani, Assistant Auditor General (416-327-2395). The fieldwork will be led by Rashmeet Gill, Audit Manager. Should you have any questions, please call me at 416-327-1326 or my staff. Meanwhile, Vanna will contact you soon to set up a time to meet and begin the fieldwork.

Sincerely,

  
Bonnie Lysyk  
Auditor General

Encl.

cc. Diane Rabenda, Chair of the Board, Halton Catholic District School Board

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