

REGULAR BOARD MEETING  
REVISED AGENDA

Date: Tuesday, June 7, 2016  
Time: 7:30 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

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1. Call to Order	
1.1 Opening Prayer: J. Brown	
1.2 Motions Adopted In-Camera	
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2. Approval of the Agenda	
3. Declarations of Conflict of Interest	
4. Presentations	
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4.5 Math Action Plan (A. Prkacin)	10 - 24
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13.	Open Question Period	
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15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer: J. Michael	

PRESENTATION REPORT

ITEM 4.1

## THE DUKE OF EDINBURGH AWARDS 2015-2016

### PURPOSE:

To provide trustees with information regarding the Duke of Edinburgh Awards for the 2015-2016 school year and to recognize the award winning students.

### BACKGROUND INFORMATION:

#### **The Duke of Edinburgh's Award** [www.dukeofed.org](http://www.dukeofed.org)

The Duke of Edinburgh's Award is an exciting self-development programme available to all young people ages 14-24 equipping them with life skills to make a difference to themselves, their communities and the world. It encourages personal discovery, growth, self-reliance, and perseverance, in a non-competitive format.

The Duke of Edinburgh's Award was founded by His Royal Highness The Prince Philip, Duke of Edinburgh, in 1956 in the United Kingdom and was started in Canada in 1963. The Award has become one of the world's most prestigious youth programmes, offered in 140 countries. It is amongst the highest achievements a young Canadian can receive, and some 44,000 participate each year.

The Award Programme comprises four sections. The Service Section is intended to develop a sense of community and social responsibility. The Adventurous Journey Section aims to cultivate a spirit of adventure and discovery and an understanding of the environment. The Skills Section develops cultural, vocational and practical skills and the Physical Recreation Section encourages improved performance and fitness.

#### Bishop Reding Bronze Award Recipients

Madeleine Delanty	Grade 9	<ul style="list-style-type: none"> <li>Madeleine is a committed volunteer with Big Brothers Big Sisters of Halton, Holy Rosary Parish, and the Town of Milton, completing over 100 hours of community service in grade 9.</li> <li>Her Adventurous Journey included a study and 2-day exploration of Ontario's Niagara Escarpment, a UNESCO World Biosphere Reserve, focusing on the challenges of managing human impact on the fragile ecosystem.</li> <li>Madeleine's skill as a flutist has been developed through weekly band practices, and performances.</li> <li>She is a competitive Irish dancer, and competes with the cross country and track and field teams.</li> </ul>
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Leah Duivesteyn	Grade 11	<ul style="list-style-type: none"> <li>• Since grade 9, Leah has volunteered as a Sunday school teacher where she is a respected leader.</li> <li>• Her Adventurous Journey included a study and 2-day exploration of <b>Ontario's</b> Niagara Escarpment, a UNESCO World Biosphere Reserve, focusing on the challenges of managing human impact on the fragile ecosystem.</li> <li>• <b>Leah's</b> skill development was completed through Legacy, Bishop <b>Reding's</b> leadership development program, where she demonstrated significant leadership skills.</li> <li>• Leah is a competitive athlete, active in rep softball, curling, and field hockey.</li> </ul>
Emma Gmazel	Grade 11	<ul style="list-style-type: none"> <li>• Emma is a dedicated volunteer with the Museums of Burlington, having contributed over 100 hours of her time.</li> <li>• Her Adventurous Journey included a study and 2-day exploration of <b>Ontario's</b> Niagara Escarpment, a UNESCO World Biosphere Reserve, focusing on the challenges of managing human impact on the fragile ecosystem.</li> <li>• <b>Emma's</b> skill development was completed through Legacy, Bishop <b>Reding's</b> leadership development program, where she demonstrated significant leadership skills.</li> <li>• <b>Emma's</b> commitment to physical fitness is evident in her weekly practices and ongoing competitions with her Croatian folklore dance troupe.</li> </ul>
Maisie Harrington	Grade 11	<ul style="list-style-type: none"> <li>• Maisie is a longtime volunteer with The Family Place Childcare Centre, where she is adored by the children and staff.</li> <li>• Her Adventurous Journey included a study and 2-day exploration of <b>Ontario's</b> Niagara Escarpment, a UNESCO World Biosphere Reserve, focusing on the challenges of managing human impact on the fragile ecosystem.</li> <li>• <b>Maisie's</b> skill development was completed through Legacy, Bishop <b>Reding's</b> leadership development program, where she showed significant leadership skills.</li> <li>• She is a championship level Irish Dancer. Through her hard work and dedication, she was selected to compete in the All Scotland Championships where she earned an 8<sup>th</sup> place award.</li> </ul>
Daniel Jolic	Grade 11	<ul style="list-style-type: none"> <li>• Daniel volunteers with a number of agencies, but fulfilled his Award requirement serving as a peer tutor with Bishop <b>Reding's</b> math department.</li> <li>• His Adventurous Journey included a study and 2-day exploration of <b>Ontario's</b> Niagara Escarpment, a UNESCO World Biosphere Reserve, focusing on the challenges of managing human impact on the fragile ecosystem.</li> <li>• <b>Daniel's</b> skill development was completed through Legacy, Bishop <b>Reding's</b> leadership development program, where he demonstrated significant leadership skills.</li> <li>• He chose cycling as his physical fitness activity, and was commended for his commitment and outstanding performance.</li> </ul>



Nikola Kucera	Grade 11	<ul style="list-style-type: none"> <li>Nikola volunteered with the Town of Milton as an assistant swim instructor, and also earned his NLS Lifeguarding certification during this time.</li> <li>His Adventurous Journey included a study and 2-day exploration of <b>Ontario's</b> Niagara Escarpment, a UNESCO World Biosphere Reserve, focusing on the challenges of managing human impact on the fragile ecosystem.</li> <li><b>Nikola's</b> skill development was completed through Legacy, Bishop <b>Reding's</b> leadership development program, where he demonstrated significant leadership skills.</li> <li>He chose soccer as his physical fitness activity. His commitment and leadership skills were recognized by his coach and teammates.</li> </ul>
Hannah Mathews	Grade 11	<ul style="list-style-type: none"> <li>Hannah is a highly effective, certified peer tutor with Bishop <b>Reding's</b> L2L Peer Tutoring Program, a weekly volunteer commitment.</li> <li>Her Adventurous Journey included a study and 2-day exploration of <b>Ontario's</b> Niagara Escarpment, a UNESCO World Biosphere Reserve, focusing on the challenges of managing human impact on the fragile ecosystem.</li> <li><b>Hannah's</b> skill development was completed through Legacy, Bishop <b>Reding's</b> leadership development program, where she showed significant leadership skills.</li> <li>Her commitment to physical fitness is demonstrated through her participation in a running club and the cross country team.</li> </ul>
Aashraya Mehta	Grade 12	<ul style="list-style-type: none"> <li>Aashraya volunteered with Milton District Hospital where he was responsible for patient safety and support.</li> <li>His Adventurous Journey included a study and 2-day exploration of <b>Ontario's</b> Niagara Escarpment, a UNESCO World Biosphere Reserve, focusing on the challenges of managing human impact on the fragile ecosystem.</li> <li>Aashraya plays the flute with the Senior Band and chose this as his skill development activity. He was commended for his dedication, passion, and improvement.</li> <li>He fulfilled his physical fitness requirement through weekly endurance swimming.</li> </ul>
Michelle Tomczyk	Grade 10	<ul style="list-style-type: none"> <li>Michelle was a diligent volunteer with the Canadian Federation of University Women and MACCWT (Milton Area Christian Churches Working Together).</li> <li>Her Adventurous Journey included a study and 2-day exploration of <b>Ontario's</b> Niagara Escarpment, a UNESCO World Biosphere Reserve, focusing on the challenges of managing human impact on the fragile ecosystem.</li> <li>Michelle devoted 1 hour per week over 7 months to developing sewing skills and was commended for her efficient and beautiful work.</li> <li>Through weekly Zumba classes, Michelle went well beyond the Award requirement for physical fitness.</li> </ul>

## CONCLUSION:

Congratulations are extended to each recipient on attaining this prestigious award and for their valued contributions to their local communities.

REPORT PREPARED &  
SUBMITTED BY:

L. NAAR  
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

REPORT APPROVED BY:

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

PRESENTATION REPORT

ITEM 4.2

## HALTON CATHOLIC DISTRICT SCHOOL BOARD BULLYING PREVENTION AWARDS 2015-2016

### PURPOSE:

To provide trustees with information regarding the Halton Catholic District School Board Bullying Prevention Awards for the 2015-2016 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 Chloe Kemeni, Manuela Zapata and Jackson Brown 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. This year all 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 2015-2016 school year, twenty-three (23) of the elementary schools and eight (8) secondary schools, (with approximately 325 students), submitted entries. On April 5, 2016 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 sixteen (16) 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.

Best Original Poster:	<i>Kasia Kosinski St. Ignatius of Loyola Catholic Secondary School</i>
Best Original Song:	<i>Students from St. Marguerite d'Youville Catholic Elementary School</i>
Best Original Video:	<i>Students from St. Peter Catholic Elementary School</i>

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 26, 2016, at the Galaxy Theatre in Milton. 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:

T. PINELLI  
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

REPORT APPROVED BY:

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

PRESENTATION REPORT

ITEM 4.3

## ONTARIO ASSOCIATION OF PARENTS IN CATHOLIC EDUCATION (OAPCE) AWARDS 2016

### PURPOSE:

The Halton Catholic District School Board recognizes Josh Duijvestein, recipient of the Ontario Association of Parents in Catholic Education - Honorary Lifetime Membership Award 2016; Gaile Merritt-Murrell, recipient of the Ontario Association of Parents in Catholic Education - Glorya Nanne Award; and Rev. Robert Héту, recipient of the Ontario Association of Parents in Catholic Education - Monseigneur Harrigan Award.

### BACKGROUND INFORMATION:

*The Honorary Lifetime Membership Award* is presented annually to a parent who supports the aims and goals of OAPCE and who has contributed in a substantial way, through their expertise, time and effort, over a period of years, to the Association. This evening, we recognize Josh Duijvestein, parent and School Council Chair at Notre Dame Catholic Secondary School, Burlington and Chair of the Catholic Parent Involvement Committee, as the recipient of this distinguished award.

Josh is a strong advocate for the voice of parents, and guardians, of children enrolled in our Catholic schools and has made a significant contribution to enhancing the involvement of parents with their schools, and at the system level. He was one of the original parent members who helped establish a system committee for parents through the direction of Board staff. Josh helped in developing and implementing a successful Parent Conference for a number of years for the parents of HCDSB, meeting the needs of our parents through a variety of guest speakers. Josh has been a key figure in developing and successfully expanding the use of webinars in the HCDSB, something which other boards continue to look to the Halton Catholic Parent Involvement Committee for assistance in establishing something similar for their parents.

At this time, we would also like to recognize and thank Josh for his service as a Parent Representative on CPIC **from its inception and wish to acknowledge** that this is his last year with CPIC. Josh has been instrumental in collaboration with staff to find new ways for parents of the Halton Catholic District School Board become more involved **in their child's learning**.

*The Glorya Nanne Award* is presented annually to a person who supports the aims and goals of OAPCE, and has substantially contributed in fostering a better understanding of Catholic Education in Ontario through the use of various forms of media. This evening, we recognize Gaile Merritt-Murrell, parent at St. Mary and St. Joan of Arc Catholic Elementary Schools, Oakville and Parent Representative on the Catholic Parent Involvement Committee.

Gaile has utilized various forms of media to engage parents in the Halton Region, such as through a Catholic group forum page, YouTube videos, creation of articles and prayers, and promoting of the Vatican App, to name a few.

*The Monseigneur Harrigan Award* is presented annually to a Priest, Bishop, Deacon, or School Chaplain who supports the aims and goals of OAPCE, and has substantially contributed to the Catholic School System in the community and to the Association in particular, through at least two years of personal service. This evening, we recognize Father Robert Hétu, Pastor of St. Joseph, Patron of Canada Parish, Acton as the recipient of this distinguished award.

Father Hétu has supported Catholic Education over the past 24 years through various roles, as a Catholic School Board Trustee, a School Chaplain and currently in his role as the Deanery Representative on CPIC

#### CONCLUSION:

This evening, we extend gratitude and recognition to Josh Duijvestein, Gaile Merritt-Murrell and Fr. Robert Hétu, for their active participation with parents, and educational and community partners to influence positive parent engagement for student success in our schools.

REPORT PREPARED AND:	T. OVERHOLT
SUBMITTED BY:	SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES
REPORT APPROVED BY:	P. DAWSON
	DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

PRESENTATION

ITEM 4.4

CATHOLIC PARENT INVOLVEMENT COMMITTEE  
PARENT VOLUNTEER OF THE YEAR AWARD

PURPOSE:

The Halton Catholic District School Board recognizes Sherry Booth, Pamela Cloutier, Janet Czarnota, and Vanessa Downes as recipients of the second annual Catholic Parent Involvement Committee (CPIC) Parent Volunteer of the Year Award.

BACKGROUND INFORMATION:

With the approval of the Board of Trustees, prior to the 2015-2016 school year, the Halton Catholic Parent Involvement Committee (CPIC) created an annual Catholic Parent Involvement Award that provided the opportunity for school communities in our Board to formally acknowledge and celebrate volunteers who exemplify parent involvement within the schools. All schools could nominate one individual based on specified criteria. One recipient was chosen for each of the four (4) regions of Halton (Burlington, Oakville, Milton, Halton Hills) by CPIC.

The four (4) recipients of the 2016 CPIC Parent Volunteer Award were honoured at the May 18<sup>th</sup>, 2016 Catholic School Council of Chairs Meeting at Holy Trinity Catholic Secondary School in Oakville.

Congratulations to the following individuals:

Sherry Booth – Notre Dame Catholic Secondary School, Burlington

Pamela Cloutier – Mother Teresa Catholic Elementary School, Oakville

Janet Czarnota – St. Brigid Catholic Elementary School, Georgetown

Vanessa Downes – St. Peter Catholic Elementary School, Milton

REPORT PREPARED &  
SUBMITTED BY:

T. OVERHOLT  
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

REPORT APPROVED BY:

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

PRESENTATION REPORT

ITEM 4.5

## MATH ACTION PLAN

### PURPOSE:

To introduce HCDSB's 2016-2017 Mathematics Action Plan and communicate the board's commitment and supporting actions to ensure that all students can be successful in mathematics.

### BACKGROUND INFORMATION:

In April 2016, the Ministry of Education announced a renewed financial commitment to mathematics throughout Ontario. **Ontario's Renewed Math Strategy will help our students,** teachers, schools and districts in achieving stronger math results and better position young people for the jobs of today and tomorrow. The strategy includes a number of features that will respond to the various strengths and needs of our learners, schools and district school boards. It will promote greater collaboration between everyone, including educators, students, leaders and parents. Ministry funding is based upon yearly proposals, hence this plan will be amended annually to ensure that it is in keeping with current expectations and practices

### REMARKS:

In creating and executing our mathematics plan we use our guiding Catholic values to create an environment that is responsive to the needs of the whole child, the belief of excellence in learning, recognizes the importance of building relationships and honours the collective responsibility we have to the common good. Our plan focuses on Seven Fundamental Principles that guide effective mathematics instruction, as outlined in Appendix A. To be successful we concentrate on three layers of learning: student, teacher, system.

1. Students must have access to the most up-to-date pedagogical practices that will support their attainment and practice of mathematical knowledge;
2. Teachers must have the time and support to learn new practices, implement high yield strategies and use resources (both material and human) to create effective mathematics environments that are responsive to every learner in the class; and
3. Lastly, as a system we must support our teachers and families through dedicated, trained math facilitators that are knowledgeable and current in the most effective pedagogical practices.

The plan details the steps and commitments that HCDSB has put into place to support the renewed call to action by the Ministry of Education.



## CONCLUSION:

HCDSB's Math Action Plan, along with Ontario's math curriculum, has been designed to help students build a solid conceptual foundation in math that enables them to develop skills which includes problem solving, investigation, assessment and practice to further their learning successfully. Although HCDSB is a high achieving board, we recognize the need to strive for excellence in learning for our students, staff and leaders. The renewed math plan will help to create the conditions so that all our students will be able to *achieve* in math, *believe* in themselves and *belong* to a system that truly honours the God given potential of all our students.

REPORT PREPARED BY: A. BARDEN  
CURRICULUM CONSULTANT

REPORT SUBMITTED BY: A. PRKACIN  
SUPERINTENDENT, CURRICULUM SERVICES

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

## Halton Catholic District School Board – Mathematics Action Plan 2016-2017

All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the servant of God may be thoroughly equipped for every good work.  
2 Timothy 3:16-17

HCDSB's 2016-2017 Mathematics Action Plan describes the board's commitment and supporting actions to ensure that all students can be successful in mathematics. The plan comes to life through HCDSB leadership at every level, board and school, and demonstrates commitment to excellence in teaching mathematics. In creating and executing our plan we use our guiding Catholic values to create an environment that is responsive to the needs of the whole child, believes in excellence in learning, recognizes the importance of building relationships and honours the collective responsibility we have to the common good.

The Plan contains:

- Clearly articulated mathematics goals based on student and educator learning needs.
- Early identification and ongoing intervention for students who are struggling in mathematics.
- Strategic resource deployment, including human, technological/learning and financial.
- Dedicated staff in the form of consultants and itinerants, working on mathematics with educators and school and system leaders.
- Professional Learning supporting educators, school and system leaders' mathematics content knowledge for teaching, pedagogical knowledge, effective assessment and deep knowledge of the mathematics curriculum.

HCDSB's plan is organized around the Seven Foundational Principles for Improvement in Mathematics, K-12. Actions addressing each of the principles are listed below and will outline the teaching and learning, both implemented and proposed, to address the mathematics needs in our board.

### **BIPSA GOALS FOR HCDSB:**

- From 80% to 85% of Primary students and 72% to 80% of Junior students will achieve the provincial standard through an emphasis on solving and justifying solutions to open-ended tasks with precise supporting details particularly in Number Sense & Numeration, Patterning, and Geometry.
- From 91% to 93% of students will achieve the provincial standard in Academic Math and from 58% to 68% of students will achieve the provincial standard in Applied Math through a focus on student ability to justify their solutions to open-ended tasks with precise supporting details, particularly in Proportional Reasoning, Geometry, and Measurement.

## Seven Foundational Principals for Improvement in Mathematics K-12

1. Focus on mathematics: Engage the system at multiple levels and through multiple entry points.

Implementation of Dedicated Math Facilitator - In keeping with our model of in-school support and dedicated coaching, a position has been created for a math facilitator that will support individual school math goals and lead teachers from each school, as they implement strategies and practices to attain their goals.

Dedicated Principal Release time - Principals will receive up to 4 release days in which to engage in co-learning opportunities with their own staff and system math leaders. This time will be used to identify a school math need (i.e. Problem of Practice) and create a Theory of Action. Principals will engage in data analysis, student work study and strategic learning while participating in the learning cycle.

Collaborative Inquiry for Learning in Mathematics (CIL-M) – The Mathematics Consultant with Family of School Consultants and Itinerant teachers have created a learning opportunity for all elementary schools. Teachers from each school will be invited to participate in their own collaborative learning journey in mathematics. The learning will include capacity building sessions, led by the Mathematics Consultant, in which teachers will participate in learning focused on the 4 pillars of effective mathematics classes (Safe environment, rich instructional tasks, tools, representations and strategies, and accountable math discourse). Additional days are given for teachers to direct their own learning of one of the pillars in order to increase student well-being and achievement. This learning will be done with the school based itinerant/math facilitator.

Summer Learning Program (SLP) - Successful implementation of SLP for primary and junior students through our board. For 2016, 8 classes were approved by the Council of Ontario Directors of Education (CODE). Plans for future years, will be dictated by CODE funding.

Assessment for and as learning - Ministry Math Coaches involved in our Assessment for Learning and Assessment as learning projects. Identified secondary schools requiring more intensive support will be initiated into the project in order to benefit from the learning done in the last three years. Intensive support around learning goals, success criteria and descriptive feedback to support student efficacy in applied mathematics will be the focus of the work.

Ontario Focused Intervention Program (OFIP) Tutoring – Focused tutoring support from teachers after school hours for Grade 3 and 6 students to identify and close gaps prior to EQAO.

Special Education Supports – Special attention will be paid to support students with learning disabilities in attaining math success. Work will be shared at the system level between curriculum and special education departments. Professional development for both system level personal and school staff will be undertaken to support their learning in creating diagnostics and instructional pathways that address learning gaps.

Dedicated numeracy block in elementary classes of 60 minutes - Cross-curricular connections of numeracy being addressed in all schools in addition to the dedicated 60 minutes of daily instruction.

## 2. Coordinate and Strengthen Mathematics Leadership

Itinerant Support - Elementary numeracy-literacy Itinerants are in schools daily to support teachers with their mathematics programming. Dedicated Numeracy Itinerants support our secondary schools daily. Focused PD opportunities to expand Itinerant knowledge in mathematics is delivered to support them in their in-school roles.

School-Based Math Facilitator (Itinerant)- Dedicated position that will support our 46 elementary schools as they identify and address a math learning need within the individual schools. Support will be specific to identified school math leads.

Lead teachers for Mathematics in Elementary schools- Every school will identify lead teachers to help deliver in-school support and professional development to fellow teachers. Number of lead teachers per school is calculated by school size (<350 students 1 lead, 350-749 students 2 leads, >750 students 3 leads). Lead teachers will work with Principal, Facilitator, and Math Consultant, to further their own learning to meet the needs within their school. Expectation is that they will facilitate learning within their own school supported by administration through staff meetings, divisional meetings, school improvement meetings etc.

Leading Student Achievement (LSA) – Principal participation in CIL-M with a focus upon 4 Step Problem Solving Method, Inquiry Based Open-Ended and Multi Step Questions (Multiple Choice), Common Math Language (Justification as major focus) and the use of Manipulatives to support curriculum delivery; capacity building planning sessions and development of Professional Development Plans for teachers and effective use of apps to support numeracy Smart Goals as per individual SIPSA; instructional leadership in numeracy: LSA sessions; professional reading: “ The Principal as Mathematics Leader” “Mindset”; bringing math teachers at the intermediate and grade 9 and 10 level together for sharing of best practices and reviews of the grade 9 provincial assessment data; sharing experiences and best practices from administrators in the field; **continuing with follow up discussions on last year’s read of the Principal as Mathematics Leader.**

Leading Student Achievement (LSA): Continued focus on Mathematics Leadership and alignment with System Implementation and Monitoring work. Dedicated professional development regarding their school needs in math facilitated by Math Consultant, Math Facilitator, and Family of School Consultants.

## 3. Building Understanding of Effective Mathematics Instruction

Subsidies for Mathematics Additional Qualification (AQ) Courses- Teachers have been given the **opportunity to participate in Mathematics AQ courses through York University.** AQ’s in both Primary/Junior and Intermediate math were offered. OECTA funding allows for continuation of this mandate throughout the 2016-2017 year.

Collaborative Inquiry/Differentiated Instruction – In this Student Success initiative, Grade 7 – 10 mathematics teachers are working together to identify how they can create more opportunities to differentiate instruction to increase student engagement, student voice, student learning and student achievement. Teachers are supported by Curriculum Services Consultants and Secondary Numeracy

Itinerants as they create and share lessons, assessments and evaluations that support the development of math skills and focus on the appropriate differentiated instruction structures and evidence-based strategies to respond to student needs. Secondary schools identified as needing increased math support will receive greater professional development to work with their elementary panel partners to achieve greater support for student learning in collaborative environments that set high expectations and challenge students to be reflective, creative holistic thinkers as outlined in our Catholic Graduate Expectations.

Itinerant Support - Elementary Numeracy-Literacy Itinerants are in schools daily to support teachers with their mathematics programming. Dedicated Numeracy Itinerants support our secondary schools daily. Focused PD opportunities to expand Itinerant knowledge in mathematics is delivered to support them in their in-school roles.

New Teachers: All Beginning Teachers (in the New Teacher Induction Program) will participate in one professional learning session on effective mathematics instruction, including a focus on effective problem solving and the mathematical processes. This will be in addition to support they will receive within their schools from their itinerant, administration, and the identified lead teachers.

Principal PD: Learning for principals in mathematics, mathematics pedagogy and instructional leadership in mathematics in their schools. What does good math teaching look like? Learning to be facilitated by Mathematics Consultant.

Focus on Grade 9 Academic and Applied: Support Grade 9 Academic and Applied Math teachers in differentiated instruction and assessment and evaluation including observations, conversations and student products.

#### 4. Support Collaborative Professional Learning in Mathematics

Collaborative Inquiry for Learning in Mathematics (CIL-M) – The Mathematics Consultant with Family of School Consultants and Itinerant teachers have created a learning opportunity for all elementary schools. Teachers from each school will be invited to participate in their own collaborative learning journey in mathematics. The learning will include capacity building sessions, led by the Mathematics Consultant, in which teachers will participate in learning focused on the 4 pillars of effective mathematics classes (safe environment, rich instructional tasks, tools, representations and strategies, and accountable math discourse). Additional days are given for teachers to direct their own learning of one of the pillars in order to increase student well-being and achievement. This learning will be done with the school based Itinerant.

Itinerant Support- Elementary Numeracy-Literacy Itinerants are in schools daily to support teachers with their mathematics programming. Dedicated Numeracy Itinerants support our secondary schools daily. Focused PD opportunities to expand Itinerant knowledge in mathematics is delivered to support them in their in-school roles.

Lead teachers for Mathematics in Elementary schools- Every school will identify lead teachers to help deliver in-school support and professional development to fellow teachers. Number of lead teachers per school is calculated by school size (<350 students 1 lead, 350-749 students 2 leads, >750 students 3 leads). Lead teachers will work with Principal, Facilitator, and Math Consultant, to further their own

learning to meet the needs within their school. Expectation is that they will facilitate learning within their own school supported by administration through staff meetings, divisional meetings, school improvement meetings etc.

Focus on Grade 9 Academic and Applied: Support Grade 9 Academic and Applied Math teachers in differentiated instruction and assessment and evaluation including observations, conversations and student products. Schools identified as needed additional support for grade 9 students in applied math will be supported by secondary numeracy itinerants, as they explore practices that support increased student achievement and well-being.

## 5. Designing a Responsive Mathematics Learning Environment

Creating safe environments that support student learning in Math – The Mathematics Consultant with Family of School Consultants and itinerant teachers have supported implementation of System Implementation and Monitoring (SIM) directives across a system level. All schools have been offered the opportunity for teachers from all divisions and panels to participate in collaborative inquiries in which they examine the use of rich instructional tasks in conjunction with building a classroom culture that supports growth mindsets in mathematics. Continued work on refining growth mindset practices in math classrooms will be facilitated by school itinerants who have been instructed in growth mindset techniques through course work by Stanford University.

Ontario Focused Intervention Partnership (OFIP) Tutoring – Focused tutoring support from teachers after school hours for Grade 3 and 6 students.

Summer Learning Program - Successful implementation of SLP for primary and junior students through our board. For 2016, 8 classes were approved by the Council of Ontario Directors of Education (CODE). Plans for future years, will be dictated by CODE funding.

Dedicated numeracy block in elementary classes of 60 minutes - Cross-curricular connections of numeracy being addressed in all schools in addition to the dedicated 60 minutes of daily instruction.

## 6. Provide Assessment and Evaluation in mathematics that Support Student Learning

Assessment as Learning in Mathematics – In this Ministry-facilitated project, 4 central office staff and 20 intermediate math teachers are engaging in co-planning, co-teaching, observation and debrief to uncover how students are using learning goals, success criteria, descriptive feedback, and peer and self-assessment to support their learning, determine their next steps and set personal goals. The lessons created are rooted in current best thinking and highlight opportunities for students to engage in rich tasks and use technology or concrete materials to demonstrate their thinking. Continued spread of the work and research will be supported by system personal (math consultant, secondary numeracy itinerants, math facilitator) for those schools specifically identified as needing increased support for their grade 9 applied classes.

Triangulation of Data- Continued support of teachers in development of skills in pedagogical documentation to support triangulation of data regarding students' successful completion of curriculum expectations.

Special Education Supports – Special attention will be paid to support students with learning disabilities in attaining math success. Work will be shared at the system level between curriculum and special education departments. Professional development for both system level personal and school staff will be undertaken to support their learning in creating diagnostics and instructional pathways that address learning gaps.

## 7. Facilitate Access to Mathematics Learning Resources

Parent engagement- Parent Webinar offered on helping children with math at home. Regional math nights to promote problem solving and conceptual understanding for math across the elementary panel. A parallel goal is to foster a growth mindset for math in parents. Individual schools offer parent math nights as part their curriculum initiative and to support their own School Improvement Plan.

Home Mathematics Supports- Expanded use of mathematics supports for both parents and students, including school led enrolment for students in grades 7-10 on *Homework Help*, use of *Doing Mathematics with Your Child guide*, and supports listed on *Edugains*. CODE (Council of Ontario Directors of Education) resource *Inspiring your child to learn and love math*, delivered to all elementary school parent councils to support parental engagement in mathematics. Successmaker (web based math tutorial program for students needing additional support in mathematics) is available for all students in Grades 1-5.

Annual Family of Schools Math Nights: In cooperation with CPIC, and School Councils, establish Family of Schools Math nights for parents and children to emphasize home supports for mathematics and numeracy learning, and to foster growth mindsets in Math among students and families.

A Dedicated Web Page for Mathematics on the HCDSB Site: This page will include links to Homework Help sites such as the Ministry site, Khan Academy, Webinars, etc. Continued promotion of math supports through twitter, email and HCDSB home page.

Summer Learning Program - Successful implementation of SLP for primary and junior students through our board. For 2016, 8 classes were approved by the Council of Ontario Directors of Education (CODE). Plans for future years, will be dictated by CODE funding.

Amended May 2016

# HCDSB Math Action Plan

Angie Barden



# Purpose of Our Plan

To introduce HCDSB's 2016-2017 Mathematics Action Plan and communicate the board's commitment and supporting actions to ensure that all students can be successful in mathematics. Based on Seven Foundational principles for improving mathematics, our plan is comprehensive and broad in scope to reflect every learner in our system.



**Plan Addresses Our Commitment to:**

**Our Students (and their families)**

**Our Teachers**

**Our System**

# Our Students and their Families

## **Student supports include:**

- 60 minutes of daily instruction by teachers that are up to date in the latest pedagogical research
- Instruction that is responsive to their needs and balanced to maximize learning
- Intervention supports to bridge learning gaps
- Opportunities to problem solve, work collaboratively, and develop the skills to persevere and be resilient

## **Parent supports include:**

- Parent math information nights that include learning in growth mindset
- Dedicated Math learning page on [hcdsb.org](https://hcdsb.org), that include links to digital resources available for home use



# Our Teachers

## Teacher supports include:

- Dedicated support from Itinerants in areas such as lesson planning, knowledge building, curriculum connections and assessment strategies
- Opportunities to participate in collaborative math learning communities in which student work is observed, moderated and planned to foster rich engaging tasks and lessons
- Support from Math Consultant and Facilitator to support school improvement goals in numeracy
- Participation in research projects that are dedicated to understanding students' abilities to set goals and self-assess in mathematics
- Cross-panel work between Grades 7 and 10 to create a continuum of learning to prepare students for high school and transfer successful practices between panels
- Opportunity and support to continue learning by funding Math Qualification courses across all divisions



# Our System

## **Our school and system leader supports include:**

- Participation in school wide numeracy learning initiatives
- Support to participate in additional math qualification courses with staff
- Opportunities to participate in collaborative inquiries in math with family of schools partners
- Dedicated training and support from Math Facilitator
- Regional networking sessions with other boards to share best practices
- Opportunities to participate in research projects with the Ministry of Education to further our knowledge and understanding of sound pedagogy in mathematics



## Balanced Mathematics: Instructional Approaches

### Teachers Teach Through Problem Solving

- 3 part lessons
- Problem solving model
- Rich tasks that invite discussion
- Collaborative learning

### Purposeful Practice

What do students need to do to cement the learning?

How will I know that they can apply their strategies to new situations?

How much homework should they be doing?

### Procedural knowledge of basic facts and operations

What knowledge is non-negotiable? (hint: a lot less than you think!)

What does the curriculum document say?

### Thoughtful use of resources

What do students need to solve this problem?

What manipulatives do they access daily?

# THE UNIFORM VENDOR:

## *A PARENTS' PERSPECTIVE*

*Delegation to HCDSB, June 7, 2016*  
*Prepared by: Maria Lourenco*

Dear Trustees,

I will be delegating to you at the June 7<sup>th</sup> Board meeting, so that I can provide you with feedback from parents regarding the current policy of having a sole uniform supplier, and the current vendor in particular.

I have drawn on my own experiences as well as reaching out to parents across our Board, and have tried to summarize the issues as best I can.

I hope that you will read through my report, in order to get a full grasp of the issues. 10 minutes just isn't enough time to do them all justice, so I will only be able to speak to the highlights.

I realize that this issue has recently had some discussion at Board and Policy meetings, however I would like to present from the perspective of parents, the stakeholder group most impacted by this policy, but who have had limited voice in the process. We are the ones actually shopping for the uniform and whose children are actually wearing it.

Given that the contract expires at the end of December and the RFP process should be starting any time now, I believe this is timely and critical information that should be shared with the Board of Trustees as well as Senior Staff.

Thank you for sharing your valuable time with me,

*Maria Lourenco*



Thank you for listening to my delegation this evening, on a topic that has been discussed a fair bit recently, and a Policy that has already been recently amended. I am familiar with the discussions that have occurred to date and it is on that basis that I felt compelled to present to you. Decisions to date have been influenced by some misconceptions of the current situation, with limited consideration for parents' experiences and perspectives. In the hopes of clearing up as much as I can, I've drawn on my own experiences, as well as reaching out to parents across the Board. Many of their comments are reflected on the Powerpoint presentation before you.

This is a topic that I, and many other parents, are quite passionate about, as you will see. In October 2014 I attended a debate amongst the Burlington Trustee candidates; it was held at Notre Dame High School. Knowing this contract was up for renewal during the current Trustee term, I asked a question about moving away from a sole supplier and/or the current vendor; I can't remember exactly how I posed the question. What I do remember is that each of the elected candidates answered, with varying degrees of enthusiasm, that, if the parents were looking for change, they would support it.

Well, I'm here to tell you, the parents want change.

My concerns with McCarthy's started from my very first shopping experience as my son was preparing to attend St. Gabriel school for French Immersion 5 years ago. It was a mobile store set up at the school so I was spared the trip to Trafalgar & the QEW. Not only were they out of stock; they didn't even have the sizes we needed to try on and the sales help (who looked like students themselves) couldn't help in recommending the appropriate sizes. They didn't even have samples of some of the available items.

Now with two boys in uniform and having also gone through the voting process and introduction of the uniform to a school for the first time, I've had many more experiences to call upon and many conversations with parents over the years on this topic. There is not a lot of positive talk.

In the process of collecting feedback from parents for this presentation, it has only strengthened my convictions that the current policy, and vendor, is not in the best interests of our School Board or its parents. In fact, it is oppressive.

It is for those reasons that I am asking you, on behalf of many parents in our Board, to amend the policy, removing the sole supplier provision, allowing parents to start shopping where they want. Let the current contract with McCarthy's expire. Arrange for crests to be available so that parents can have them affixed to clothing purchased anywhere. In the fall, start a comprehensive community

consultation process with parents. Decide whether or not there should be a preferred supplier or suppliers. Work with parents to determine the criteria for selecting a preferred vendor or list of vendors. Or, just leave it open so that parents can just keep shopping where they want. There is one thing I can guarantee you that you will not hear from parents, certainly not from many, is that they want a sole supplier with a monopoly on the market.

### **A UNIQUE MONOPOLY POWER**

Many parents have concerns with one vendor having a monopoly in this market. We all know the disadvantages of a monopoly. With no threat of competition, a company in a monopoly position has no incentive to make their customer happy. They don't have to offer the best price or quality or service or anything else to keep the customer coming back because the customer has nowhere else to go.

This situation is a bit unique in that the monopoly exists within an otherwise free and open market. There are other uniform vendors, including many retail stores that carry the blue and white uniform line. As a result, the provision of a sole supplier in the contract puts an unnecessary strain on resources within our School Board. There is an RFP process to go through including drafting the request and evaluating vendors. Then there is a contract to draft and sign and monitor. Then, Principals spend valuable time policing what the students are wearing, making announcements and sending home notes to remind parents that they must purchase everything from McCarthy's and are not allowed to shop elsewhere. This also puts stress on our students, who, particularly in elementary school, have no say on where their parents shop. Being singled out for an infraction is stressful enough for kids, never mind one over which they have no control and might not even be aware.

Couldn't all of this valuable time and energy be put to better use? Do Principals not have better things to do than worry about where I bought my son's pants?

### **PROTECTIVE PROVISIONS?**

In reviewing the Uniform Policy one might, mistakenly, think there are provisions in place to protect parents and provide some incentive to McCarthy's to keep customers satisfied. The provisions that seem to exist have at best been ineffective and in some cases, bypassed altogether; the process has lacked transparency and accountability. It seems instead that the School Board has gone out of its way to protect McCarthy's, even at the expense of parents.

When the uniform was at several schools in the 2013-2014 school year, McCarthy's generously offered a 20% "launch year" discount. Presentations to the school communities clearly stated the discount would be available through June 2014. In May 2014, McCarthy's started telling parents that the discount was ending on May 30<sup>th</sup>. I followed up with Trustees at the time who ultimately referred the matter to the Direction of Education. Ultimately there were 4 Trustees and 5 staff copied on the correspondence and the final answer was that they were waiting to hear from McCarthy's as to whether they would "extend" the discount. "Extend" the discount, not honour their original commitment. The Director also stated that once they heard back from McCarthy's that they would be "diligent" to share the information with school communities. After a few more parents exerted pressure on McCarthy's, they relented and the discount was maintained to June 30<sup>th</sup>. The School Board presented this as an "extension" by McCarthy's and posted the information on school websites. Posting information on a school website, is not effective communication. It is a very passive approach and assumes parents are regularly checking the websites or going out and looking for information that they wouldn't know was there. I certainly don't consider this a "diligent" attempt to communicate.

While inquiring about the launch year discount, I decided to inquire about the upcoming RFP process, as I knew it was scheduled for 2014, probably having learned this during the uniform voting process. Even then many parents had concerns about a vendor monopoly and those concerns were allayed by advising that there would be an opportunity to review the vendor every three years, as also stated in the Uniform Policy. At the time I was inquiring about the discount, several schools were just finishing the first year of the uniform implementation. The results had been disastrous. Items were constantly on back order, people were waiting months and often did not receive the correct items. Even on the first day of the mobile store set up in August, there was not enough stock to meet demand.

When I inquired in May 2014 about the upcoming RFP, which I had to do several times before getting an answer, I was told that the current contract did not expire until 2016. I was confused and again it took some persistence before I was eventually told that the School Board had taken advantage of a clause in the contract which allowed them to extend the contract a further 2 years. This information was not shared with the parents and was not consistent with the message we had received the year before, nor with the Uniform Policy, that the process of selecting a uniform provider would take place every three years.

The RFP also states that the vendor should have "sufficient embroidered inventory in stock to meet year round demand, and unembroidered inventory in stock sufficient to meet unexpected

demand”. Directly above the clause allowing for a two year extension, is a termination clause which allows the Board to cancel the contract upon 30 days written notice, if the successful bidder does not comply with the terms of the contract or if the Board, in its sole discretion, determines the service to be unsatisfactory. McCarthy’s had been in a constant state of backordering the previous year, which is an ongoing issue. Customer service was horrendous; telephone queues were up to 100 callers. Why wasn’t the contract cancelled?

The RFP process, as per the Uniform Policy states that the RFP committee would include at least three members of CPIC. Do CPIC members consult with the wider population or do they just bring their own perspectives to the table? Perhaps CPIC members consult with Council Chairs, ensuring, perhaps, that Council Chairs’ views are represented? I have served on Parent Councils at two different schools for a total of 7 years and I can tell you that whatever CPIC might share with Council Chairs is rarely shared with the rest of Council, never mind the wider population. If this process is to continue, I would like to know how the School Board is going to ensure that the concerns of the wider population, including the criteria they to be used in selecting a vendor, are taken into consideration.

Prior to its very recent amendments (April 19, 2016), the Uniform Policy stated that “a school uniform dress code committee will be established once every three years to monitor and review the implementation of school uniforms in schools that have adopted a school uniform dress code”. My son attended St. Gabriel School for four years and I served on Parent Council for three of those years. There was never any mention of such a committee and never any review of the uniform. My younger son attends St. John’s and they are just finishing the third year of the uniform there. There has been no mention of a uniform committee there, either. What sort of accountability measures did the Board have in place to ensure that schools were following this provision of the Uniform Policy? How will the Board ensure that schools follow the now much looser, although more frequent, requirement that Principals review the “uniform dress code” annually, at a Catholic School Council meeting, which may, or may not, include stakeholder consultation?

The School Board did obtain some feedback from parents following the Mandatory Uniform Pilot project back in 2007. Parents were very clear that they did not like the idea of a sole supplier and so the Uniform Policy was changed to allow for three suppliers. However, in 2011, just as it was time to start the next RFP process, the policy was changed backed as the Board was concerned that selecting three suppliers would be too much work. This was seemingly done without parent consultation.

It seems that throughout time, this process has disrespected the views of the parents. Our concerns are not being taken into consideration in the development of the policy or the selection of a vendor and nobody is holding the vendor accountable to the customers.

Throughout the process of obtaining feedback from parents, some have asked “why does the Board give McCarthy’s a monopoly?”. Despite all my information gathering and research, I still don’t know the answer to that question. I would like an answer to that question as part of the response to this delegation. Further to that, I would like to know why the Board continues to renew this contract in the face of so many issues.

### **THE MCCARTHY’S EXPERIENCE**

To understand some of the issues of dealing with the current sole supplier, RJ McCarthy, I’ll take you through the experience.

As you know, there is only one store, located in Oakville, around Trafalgar and the QEW. From Southwest Burlington it is about a 20-25 minute drive to the store in regular traffic. From Christ the King High School in Georgetown, the drive is half an hour. If you have to take your child with you, you’re likely to be caught in rush hour traffic on the way home because the store is only open until 6:00 during the week. Well, Tuesday to Friday. If you don’t take your child with you, it will be difficult to know what size to buy. Sizing is a very common complaint. Sizing is inconsistent to other manufacturers and even within McCarthy’s products, parents report buying different sized dress pants vs. track pants vs. shorts. Once you get there, you hope to find a parking spot in the small parking lot. Its also a good sign that maybe its not too busy inside. Because even if its not busy, you need to budget some time. You can’t just go in and quickly pick up what you need.

First you must sign in at reception where this socially minded company will print off a complete list of items available for your child’s school, whether you want it or not. Then you take a seat and wait to be called. Even if you know exactly what you want. Even if you’re just doing a return. The clothing is all in the back room, and can only be accessed by staff. Most of the staff is young, high school students and not very knowledgeable if you have any questions. Even though their policy is to custom make clothing if you have issues with fit, the staff doesn’t tell you that. Most parents don’t know about it either. So they buy the closest they can, and then pay to have it altered. Not exactly a convenient shopping experience. If you go on a Saturday, typically a busy day of family activities, you might miss the rush hour traffic. But then you are likely to be waiting longer. Either way, you must commit a

significant amount of time. Well over an hour. Even if you just need a couple of shirts. With flexible shopping options, you could buy those shirts at any number of stores closer to home, open 7 days a week and until at least 9:00 on 5 of those days. You can pick up what you need in minutes and even if you have to exchange it the next day, you will still have spent half the time as a trip to McCarthy's. Not to mention the cost of gas to drive there and back and we all know how expensive gas is these days.

Or, you could order online. But unless you spend \$150, you will be charged a shipping fee. Most retailers provide free shipping with a \$25 or \$50 minimum spend. And many of those retailers have stores in just about every city. McCarthy's has one store for the entire region. Some retailers offer free return shipping, no questions asked. Or you can return to one of their stores. If you want to return an item to McCarthy's, the shipping is your cost. Unless the items are damaged or you were sent the wrong item. Which happens a lot.

McCarthy's also charges your credit card as soon as you place your order. Most retailers will not charge your card until the item is shipped. McCarthy's charges your card right away. Even if the item is backordered and you have to wait a month or more. Which happens a lot. You even have to pay shipping if you go to the store and the item is not in stock. Or you could make the drive out to the store again. So in addition to gas, and/or shipping fees, credit card interest is another hidden cost.

This is on top of already inflated prices. A short sleeved golf shirt costs \$15 versus \$11 at Old Navy, which also has sales constantly. Just last week Old Navy had their shirts on sale for \$5. And that is if your child is small enough to fit into a child or youth size. If you have a larger kid, they may need an adult sized shirt as early as grade 4 or 5. The adult shirts cost \$27, or \$12 more and attract full HST (vs. GST only on youth sizes) for a total additional cost of almost \$15 per shirt. Even if they still fit into a youth size at other stores. Why can't McCarthy's make bigger youth size shirts, to save the parents some money, especially the HST which doesn't even benefit their bottom line? Or have a YXXL size?

The youth sized casual pants are \$28.49 at McCarthy's, regularly \$17 at Old Navy and again, they have regular sales. The pants were \$13.50 at Old Navy last week.

Blue and white golf shirts and navy pants are available at a variety of stores, at all different price points, to suit any budget. As we all know, clothing from different manufacturers also fits differently so having the flexibility to shop anywhere allows families to purchase clothing from the store that best fits and is most comfortable for the children. A big concern with McCarthy's as well is the dense, poly/cotton blend of the shirts which one parent described as feeling "rough and cramped". The fabric

is not breathable and is particularly uncomfortable on hot days when the children are running around outside for recess. We want our children to be active but its not easy in thick, rough, polycotton shirts. They once told me at McCarthy's that they were going to be making the shirts thicker because customers were complaining they were too thin. Well I think they are too thick. We are all different. So why can't we shop at a store that meets our individual needs? This would also allow for a variety of fabric types to suit different times of the year. A thicker fabric for winter, a thinner/lighter fabric for summer.

Many parents also complained of the lack of appealing and outdated styles. A common complaint is that the boys shorts are far too short. Its not a particularly attractive uniform. If the School Board decides to go with a preferred supplier, many parents would appreciate the availability of some unique and more stylish options.

While McCarthy's boasts of their quality and seems to justify their higher prices on that basis, parents tell a different story. Many parents complain of pants ripping at the knees, broken zippers, clothing coming apart at the seams, and holes appearing in the fabric. While McCarthy's claims to have a one year guarantee on quality, some parents have been told that that only applies to manufacturer's defects. So if pants get ripped because your child is rough out on the playground, you are out of luck. Despite their claims that knees are reinforced and clothing is "designed for active school use" and "all day wearability" and that it "resists wear and tear". And I've been told that a replacement item cannot subsequently be returned. So if pants are only lasting a month, a one year guarantee is really only good for two months. And still requires a drive to the one and only store in the Halton region.

Then there is the 30 day return policy. Not an unusual time period in retail. However, these products have an unlimited shelf life. The styles don't change from year to year. And there is always a market. Because they have a monopoly. They could certainly offer a much longer return period for a full refund. Returns of unwashed items with tags still on should have no time limit for at least a store credit. Although rare, there are still stores that offer an unlimited time frame for returns with a full refund. And they sell styles that eventually become dated. (ie. American Eagle, Giant Tiger).

Imagine you bought the wrong size because their sizing is so inconsistent. You have to drive to the store or pay shipping fees to return it and you have to do it within 30 days. Quality issues, as well, require a drive to the store with all the previously mentioned inconveniences that that brings.

### **WHY DOES THIS CONTRACT KEEP RENEWING WITH MCCARTHY'S?**

The Uniform Policy states that the uniform vendor is chosen based on such criteria as affordability, accessibility and convenience, and quality. How exactly does McCarthy's rank at the top of the list on these criteria?

It is a mystery as to how this contract continually gets renewed with this vendor. My guess is the royalties paid into our high schools could be having an influence. As a financially focussed business graduate, I get it. No one wants to lose almost \$100,000 in annual revenue. But it doesn't seem right that it could be influencing the decision making process. Or that the tradeoff is higher spending by our parents, an inconvenient and more time consuming shopping experience and dissatisfaction with the product. We could brainstorm ways to make up this shortfall. Such as increasing the annual fee paid by high school students by \$10. \$10 is not much more than the cost of gas for a return trip to McCarthy's, or a shipping fee. Or keep the student fee as it is or increase it by a smaller amount, and stop producing the student agenda, which high school students aren't using anyway. But at the end of the day, this revenue is coming at a great cost to parents, much more than \$100,000.

It concerns me that in many of the recent Board discussions as to whether or not to have a sole supplier, some Trustees spoke of a "sole supplier" and "McCarthy's" as if they were interchangeable. How open has the Board been to accepting other suppliers? Have other companies stopped submitting bids because they just don't have a chance?

There are two additional criteria that the Board consistently goes back to in rationalizing their choice of McCarthy's as vendor. These are the Social Justice / Fair Labour Practices criteria and the Uniform Assistance Program.

### **SOCIAL JUSTICE**

With respect to the Social Justice criteria, it is unclear as to why McCarthy's is the only vendor that meets the Board's criteria. Other Boards have similar criteria and have chosen different vendors. Hamilton Wentworth Catholic and Toronto Catholic have similar criteria; Toronto Catholic has several different vendors on its list of approved suppliers. While both of those Boards have preferred suppliers, they also allow parents the flexibility to shop anywhere as long as the clothing otherwise meets the requirements of the uniform dress code. These Boards encourage parents to consider social justice criteria in their purchasing decisions, while still allowing them to establish their own priorities in how and where they spend their money.



In addition, many parents question the validity of McCarthy's claims, given that the clothing is made in China, India, and other overseas countries; nations that typically do not have a great reputation for fair labour practices. Operating in Canada, how can McCarthy's, or the School Board, really be certain of what goes on day after day in these far away countries? Fraud happens all the time and just because things look good when a routine inspection happens, is no guarantee that it reflects the day to day activities.

The School Board does a great job of teaching our students about many social justice issues, through education and different initiatives. While it is within the School Board's mandate to educate our children, I do not believe that extends to dictating to parents. Does the Board impose criteria on where its teachers purchase their clothing? Does the School Board have any similar policies for any of its non-apparel purchases, which amount to millions of dollars per year? Perhaps the School Board should take a closer look at its internal practices before imposing such strict criteria on purchases made by parents.

Parents have also raised other concerns regarding clothing manufacturers located outside North America. Parents have expressed concerns about practices in these countries which are not eco-friendly, including the use of pesticides. These are practices that could actually be causing harm to our own children.

There are so many things to consider when we purchase clothing or anything else, and it gets complicated. Even coming from the same religious faith, we don't always adhere to the same beliefs about everything, our values can vary and we all have different priorities. Quite simply, parents should be able to determine their own priorities when spending *their* money.

### **UNIFORM ASSISTANCE PROGRAM**

Another aspect of the contract with McCarthy's which seems to be influencing the choice of vendor, is the Uniform Assistance Program. This program is meant to ensure that a school uniform does not pose financial hardship to families. Trustees have expressed concern that moving away from McCarthy's would create a strain on families as they would no longer have "free" uniforms. At the April 19<sup>th</sup> Board meeting, Trustee Iantomasi stated that "McCarthy's does cover off those families who cannot afford uniforms so before we make any changes we really need to find out where the source of income will come to help out the families who cannot buy uniforms on their own".

I found this discussion a little surprising given that two weeks prior, one of the MPAR delegates from Oakville expressed concern that she would no longer be able to get away with generic non-McCarthy uniform items if she had to move from her school in a low income neighbourhood to a school in a higher socio-economic area. Based on her delegation, she was not the only family in her school in that situation. If McCarthy's is providing free uniforms to these families, why are these parents also buying generic items?

By opening up the market, families would shop where they could afford within their own personal budgets. Every parent has to supply clothing for their children and they do it one way or another within their means. Sometimes, this includes outside assistance which would still be there in whatever shape or form it currently is. The only reason anyone needs additional special assistance is the exorbitant cost of the McCarthy items. Allow families to shop where they can afford and that problem goes away. I have been told as much by parents within our Board who should be benefitting from this program not to mention that they would feel much more pride in providing for their own families within their means than taking charity for something they can't otherwise afford.

There was also some debate amongst Trustees as to whether School Generated Funds could be used to cover assistance to these families, in the absence of the McCarthy's program. Having been on School Councils for several years, I can tell you that the Principals have ultimate discretion in how the funds are utilized and the reporting to Councils is so high level that no one would know the difference. Even when I was Treasurer for our Parent Council and did provide detailed, itemized reporting, there was always a category called "Principal's Discretionary Fund" and it was understood to be for these and similar types of items. There were always a few transactions that were completely confidential and they were never questioned.

I also don't think that because other families can afford to pay the higher prices, that that means they should have to. I am frugal in all of my purchasing decisions and never pay more than I have to for anything. This contributes to me being able to be a stay-at-home Mom. Many parents also don't want to pay the higher prices because of how quickly their children are growing or how rough they are on their clothing. Not all families have younger siblings to pass on their clothing so they are not getting the benefit of higher quality, even if you believe that to be the case with McCarthy's clothing. We all have different criteria and values that we consider when deciding how much to pay for things. Parents should have the right to apply their own criteria and values in purchasing uniform clothing for their children.

Also of great concern are the families in the middle. The typically overlooked “middle class”. These families’ financial situations are not such that they would be in a position to ask for assistance. But they also don’t have the extra income to easily absorb the extra cost. They may be doing OK, but struggling to make ends meet, living pay cheque to pay cheque, we all know the story and many of us live it. This typically represents the biggest group in our communities. But there is no assistance for them. They just need to bear the cost and that is that.

Unfortunately, the Uniform Assistance Program (UAP) is not working the way many think or perhaps the way it is intended. Or perhaps it is. But it is certainly not providing the level of assistance that would cause a hardship if it was taken away, particularly if that were replaced with the opportunity for families to shop within their personal budgets. In fact, based on what I have learned, these families would be better off by moving away from McCarthy’s, UAP or not. Parents I have spoken to who have been “qualified” for this assistance are being given one outfit per child per school year, and that is it. They are then struggling to provide the rest.

When the uniform vote came to St. John School I was on Parent Council. I found the information confusing because in one place it said that “ ‘we’ would fully subsidize the cost of a uniform for families where the cost of the school uniform would put a financial strain on the family household”. Yet elsewhere it indicated that students would be provided with a shirt, a pair of pants and a sweater. My concern was that the balance of a “full uniform” (ie. a week’s supply of clothing) would come out of School Generated Funds. I was assured by the Principal at the time that that was not the case and that while McCarthy’s stated those limits on paper, they would provide more to families who needed it. This seems to be consistent with the way Superintendent Cipriano described the program at the April 19<sup>th</sup> meeting. It sounded like families received a full supply to meet their needs at no cost and no questions asked. When I heard from families what was really happening I thought that the program had not been accurately described. So I went back and watched the video and realized it was technically accurate, I just hadn’t picked up on the nuances, the missing details. As stated, once families are identified, they are provided with “initial amounts”. What I have heard from parents is that the “initial amounts” consist of a pair of pants, a shirt and maybe a sweater, for each child. While the Superintendent stated that, if they need more, arrangements are made through the Principal, the parents I’ve spoken to are not getting more than that, at least not until the following school year. And of course they need more than one outfit per child! Perhaps they didn’t know that they could ask for more although in at least one case the Principal was helping with setting aside used, donated items. So they clearly know the

family needs more help but it is not coming from McCarthy's. Nobody likes to be reminded that providing for their family is a struggle, and that they must rely on charity. What is the expectation in providing one shirt, one pair of pants and one sweater? That the parent will do laundry every night? Kids get dirty and as they get older they get sweaty! They can't always wear the same clothes two days in a row. Running a washer and dryer every night is another hidden cost. Not everybody has laundry within their dwelling either, adding to the inconvenience and time commitment. Is the expectation that these parents should keep coming back to the Principal and asking for more, as many times as they need to, until they have enough? How do you think that would make a person feel? Or is the expectation that providing one outfit is actually easing a financial burden? Because the cost of enough McCarthy branded items to get through the rest of the year (during which children are also growing) is still significantly more than these families would spend to outfit their child(ren) for an entire year, if they could just shop where their budgets allow. And its not just the financial cost. These parents are expending a great deal of effort in order to be in compliance. One Mother spoke of combing through thrift stores...on sale days no less...in search of McCarthy branded items. Another spoke of taking unpaid time off work to come into the school during school hours to receive assistance. Not to mention the extra time spent constantly doing laundry and the worry of your kids outgrowing what they have and how will you manage then?

Earlier I talked about the Board placing a high level of importance on social justice and ensuring, as if there can be any guarantees, that parents were not purchasing uniform items that involved child labour in their manufacturing. ***What about justice and a sense of dignity for the families in our own communities?***

At the beginning of my presentation I spoke about the current policy and vendor actually being oppressive. I'm sure you were wondering what I could possibly mean by that. I hope now that you understand.

# Delegation Questions

Will you consider:

- amending the policy, removing the sole supplier provision;
- letting the current contract expire;
- allowing parents to start shopping where they want and provide crests for purchase?
- a comprehensive community consultation process to decide the best way to move forward? OR leave the market open?

If not, how will the School Board ensure that;

- the concerns of the wider parent population, including the criteria they to be used in selecting a vendor, are taken into consideration during the RFP process?
- schools follow the now much looser, although more frequent, requirement that Principals review the “uniform dress code” annually, at a Catholic School Council meeting, which may, or may not, include stakeholder consultation?

What sort of accountability measures did the Board previously have in place to ensure that schools were following the requirements to establish a Uniform Dress Code Committee every three years?

Why does the Board continue to renew the contract and give McCarthy’s a monopoly, in the face of so many issues?

How open has the Board been to accepting other suppliers?

Have other companies stopped submitting bids because they just don’t have a chance?

Does the Board impose criteria on where its teachers purchase their clothing?

Does the School Board have any similar policies (Social Justice / Fair Labour) for any of its non-apparel purchases, which amount to millions of dollars per year?

How much does McCarthy’s contribute annually to the Uniform Assistance Program in the HCDSB?

# THE UNIFORM VENDOR: *The Parents' Perspective*

Presented by: Maria Lourenco, Delegation to HCDSB, June 7, 2016

# THE UNIFORM VENDOR: The Parents' Perspective

## *REPRESENTING PARENTS FROM:*

**Assumption**

**St. Gabriel**

**Bishop Reding**

**St. James**

**Canadian Martyrs**

**St. John (Burlington)**

**Corpus Christi**

**St. Patrick**

**Holy Rosary (Burlington)**

**St. Paul**

**Notre Dame**

**St. Raphael**

**St. Andrew**

**St. Thomas Aquinas**

# PARENTS WANT CHANGE

“Why has McCarthy’s has been given such a monopoly?”

“the question should lie with the rights of the consumer to choose”

“My level of frustration rises every time I go to McCarthy’s”

*“McCarthy’s has had the monopoly for far too long which has created complacency for them”*

“I would love to shop where I want”



# PARENTS WANT CHANGE

“disprove of the monopoly and the fact the we feel trapped”

“our School Board should be more flexible”

“would like for the School Board to put an advertisement out there for people to submit bids/proposals”

*“As a parent, the right to choose the quality and ethics of our clothing is preempted by our own school board. That’s just wrong!”*

# PARENTS WANT CHANGE

“it’s always boggled my mind how there is only one store to shop”

“I would prefer having a choice as to where I purchase the uniforms”

“do not agree that McCarthy’s has a monopoly and can dictate everything”

*“it’s not only McCarthy’s we’re frustrated with but the School Board”*

# PARENTS WANT CHANGE

Amend policy – remove  
sole supplier

Provide crests

Let the contract  
expire

Let parents shop  
where they want

Consult with community on  
moving forward

**PARENTS WANT CHANGE**

***NO MORE MONOPOLY!***

# MONOPOLY POWER

*No incentive to make the customer happy – nowhere else to go*

# MONOPOLY POWER

## *“Artificial” Monopoly Puts Strain on Resources*

- Issue Request For Proposal
- Review bids & select vendor
- Draft contract
- Enforce at school level
- Stress on students

# MONOPOLY POWER

*Aren't there bigger priorities for Staff and Trustees?*

*Like student achievement and well-being?*

# WHO IS PROTECTING CUSTOMERS?

20% “first year” / launch discount;

- originally offered September 2013 to June 2014
- McCarthy's tried to end it May 30, 2014
- School Board / Trustees did NOT support the parents



# PROTECTIVE PROVISIONS?

- RFP process every three years
- successful bidder must maintain sufficient inventory at all times
- 30 day notice of cancellation for non-compliance or unsatisfactory service.....

# PROTECTIVE PROVISIONS?

- contract clause also allows 2 year extension
- July 2013 – Board extends contract 2 years...
- after telling parents the vendor would be reviewed every 3 years ( = Dec 2014)

# PROTECTIVE PROVISIONS?

- parent representation in RFP process limited to 3 CPIC members on RFP committee
- wider parent populations not consulted

# PROTECTIVE PROVISIONS?

- School Uniform Dress Code committee required every three years for uniformed schools, (*prior to April 2016*)
- School Board monitoring / accountability measures?
- has not happened at 2 elementary schools attended by my children
- committees only formed to conduct a vote

# PROTECTIVE PROVISIONS?

- Uniform Dress Code committee no longer required
- uniform dress code “reviewed” annually at School Council meeting
- review *may* (or may not) include stakeholder consultation
- who is listening to parents?

# PROTECTIVE PROVISIONS?

- Uniform Policy changed to 3 suppliers following Mandatory Uniform Pilot Project feedback
- School Board changed this back to a sole supplier in 2011, just before next RFP process

# PROTECTIVE PROVISIONS?

- Is anybody listening to the parents?
- Is anybody holding the vendor accountable?



**School  
Uniforms**

*“Stores across Ontario for convenient one stop shopping:*

- Open year round • Convenient location*
- Full stock of inventory”*

*“hours are  
restrictive”*

*“not only expensive but  
very inconvenient; the  
process is ridiculous”*

*“the store is a  
huge  
inconvenience”*

*“my level of frustration rises every time I go to McCarthy’s”*





**School  
Uniforms**

***“Stores across Ontario for convenient one stop shopping:***

- Open year round • Convenient location***
- Full stock of inventory”***

***“parking lot is miniscule”***

***“never have the sizes I want; have to wait a month”***

***“the store is a huge inconvenience”***

***“have visited the store and even when they don't have the size I need I either have to pay shipping or go back when it comes in”***



**School  
Uniforms**

***“Stores across Ontario for convenient one stop shopping:***

- Open year round • Convenient location***
- Full stock of inventory”***

**“VERY inconvenient”**

**“when something is  
backordered, it  
takes quite a while to  
receive”**

**“I found the drive to  
be an  
inconvenience”**

***“any visit to the store has resulted in enormous wait times  
during their busy times and even sketchy service and wait  
times when they aren't busy”***



**School  
Uniforms**

*“Our industry standard sizing includes Y3XS to 5XL in adult sizes, and a full range of youth sizing.”*

*“never returned my calls when I had issues on sizing”*

*“asked if they would customize the shorts – said they could that provided instructions came from the School Board”*

*“it is ridiculous how the sizing is so off”*

*“my daughter is in grade 1 and the skirt is still too big for her”*

*“McCarthy's has their own sizing system so if your kids grow you have to go to the store to try on”*



**School  
Uniforms**

*“Our industry standard sizing includes Y3XS to 5XL in adult sizes, and a full range of youth sizing.”*

*“bought my 10 yr old son 6X pants and size 14 athletic pants...he is an average kid”*

*“sizing is inconsistent”*

*“bought my daughter a size 2 skort but for shorts the sizes started at 4”*

*“youth sizing inadequate – children in grade 4 shouldn’t have to pay for adult sized shirts”*

*“do not carry husky sizing for the younger students; had to buy bigger size and then take them up significantly”*



**School  
Uniforms**

***“Any exceptional sizes, or customization is  
FREE OF CHARGE.”***

***“children with sensitive  
skin need natural  
materials such as cotton”***

***“my child is a highly  
sensory tuned child and  
prefers soft fabrics”***

***“asked if they would  
customize the shorts –  
they said instructions had  
to come from the School  
Board!”***

***“my daughter had gained some weight; none of the pants were  
fitting and they didn’t offer any help; we didn’t know about the free  
customization and nobody told us”***



**School  
Uniforms**

*“Our premier Web-Store offers customers the ability to view and order products specific to their school online”*

*“shipping and being in stock has been an issue for everyone”*

*“have to wait near a month before I get my order”*

*‘if I had placed my first order online I would have to return the entire order – ridiculous how the sizing is so off’*

*“have to spend \$150 to qualify for free shipping where most other retailers are free or amount spent is minimum”*

*“I think that McCarthy’s is disorganized in their online shipping. (Constant sending wrong items)”*



School  
Uniforms

## *HIDDEN COSTS.....*

gas

shipping  
fees

credit card  
interest

alteration costs

**TIME!**



**School  
Uniforms**

*“incomparable selection of products available for your students at the most competitive prices”.*

*“cost is ridiculously high”*

*“rugby jerseys that some schools have are way too expensive”*

*“shorts should come in two different lengths”*

*“prices quite high, especially considering that my children grow so fast”*





**School  
Uniforms**

*“incomparable selection of products available for your students at the most competitive prices”.*

*“lack of choice in materials”*

*“pair of school pants for high school runs in the \$50 range; growing as they do, don’t last long”*

*“prices are outrageous”*

*“McCarthys quality isn't any better than a mid range children's clothier....but at least other stores have sales”*



## School Uniforms

*“McCarthy uniforms are designed to be comfortable while withstanding the wear and tear of everyday student life”*

*“cotton is cooler, breathable and natural”*

*“feels rough and cramped”*

*“children with sensitive skin need natural materials such as cotton”*

*“about as happy in his uniform as the teacher would be in a sandpaper suit”*

*“elastic band around the waist is too tight so you always have to go up a couple of sizes which makes them that much longer”*



**School  
Uniforms**

***“on par with the latest styles and fashion trends”***

**“need new uniform  
styles that are  
updated, seasonal”**

**“need styles more  
suited to each gender”**

**“pupils are embarrassed  
by some or part of their  
uniforms”**

***“if they can develop a uniform in both looks, feel and design that is with the times,  
you’ll have students more inclined to want to wear them and not ‘fuss’ with them”***



**School  
Uniforms**

*“on par with the latest styles and fashion trends”*

*“most students are too embarrassed and wouldn't be caught dead in any of the sweaters”*

*“need to ‘get with the times’”*

*“fiddle and play around with uniforms because they are trying to improve the look of the uniform”*

*“the present shirts and dresses are styled from ‘Little House on the Prairie days’”*



**School  
Uniforms**

*“All of our wearables have been researched and tested...to ensure they meet our stringent standards of durability and ease of care”*

*“quality is not great”*

*“knees wear through quite quickly”*

*“cuffs frayed and zippers broke”*

*“had to discontinue tracksuit pants as the material was so bad – torn within a month or two”*

*“products are of varying quality”*



**School  
Uniforms**

*“All of our wearables have been researched and tested...to ensure they meet our stringent standards of durability and ease of care”*

*“Quality isn’t  
as good as it  
used to be”*

*“go through about  
4/5 pairs of pants a  
year as they are still  
ripping in the knees”*

*“terrible  
quality”*

*“had to replace 3 rugby shirts within a week of purchase due to the shirts tearing at the seams when washed and the same issue with 2 other styles of pull over sweaters”*



**School  
Uniforms**

*“Items in their original condition may be returned or exchanged within 30 days with original receipt and must be returned to the location of purchase ”*

**“too restrictive”**

**“products have  
unlimited shelf life”**

**“must pay return  
shipping to return  
online purchases”**

***“not appropriate given inconvenience of one location”***





**School  
Uniforms**

If a customer feels that their expectations have not been met, we want to know about it and resolve it.

**“essentially the response I got at the time I was dealing with them was ‘too bad’”**

**“never returned my calls when I had issues with sizing and backorders”**

**“I find they aren’t always that keen to help you out”**

***“sketchy service and wait times even when they aren’t busy”***

***“my level of frustration rises every time I go to McCarthy’s”***



# HOW DOES MCCARTHY'S MEET THE RFP CRITERIA??

- including affordability, accessibility and convenience, and quality?

# WHY MCCARTHY'S?

- does sole supplier = McCarthy's?
- have other vendors just given up?

# SOCIAL JUSTICE

- other Catholic Boards have similar criteria and have chosen different suppliers
- other Catholic Boards also allow flexibility
- why is McCarthy's the ONLY vendor to meet HCDSB's criteria?

# SOCIAL JUSTICE

- how valid are McCarthy's claims?
- verifiable?
- clothing made in China / India.....

# SOCIAL JUSTICE

- what about environmental concerns?
- ....such as unregulated pesticide use?
- ....*which could be harming our OWN children?*

# SOCIAL JUSTICE

*Is it within the Board's mandate to preach  
social justice issues to parents?*

# UNIFORM ASSISTANCE PROGRAM

*“As a component of the school’s arrangement with McCarthy’s, we will fully subsidize the cost of a uniform for families where the cost of the school uniform would put a financial strain on the family household.”*

# PARENTS WANT CHANGE!

Amend policy – remove  
sole supplier

Provide crests

Let the contract  
expire

Let parents shop  
where they want

Consult with community on  
moving forward



## MINUTES OF THE REGULAR BOARD MEETING

Date: May 17, 2016  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

Members Present	A. Danko (Teleconference)	A. Quinn
	H. Karabela	D. Rabenda
	P. Marai	J.M. Rowe
	J. Michael, Chair of the Board	S. Trites

Member Excused A. Iantomasi

Student Trustees	J. Brown	M. Zapata
	C. Kemeni	

Staff Present	B. Browne	L. Naar
	C. Cipriano	J. O'Hara
	G. Corbacio	T. Overholt
	P. Dawson, Secretary of the Board	T. Pinelli
	C. McGillicuddy	A. Prkacin
	P. McMahon	

Also Present

A. Bartucci, Strategic Communications Officer  
T. Hoang, St. Ignatius of Loyola  
R. Negoj, Senior Administrator, Financial Services  
Students, Teachers and Mentors (Holy Trinity)  
A. Swinden, Administrator, Strategic Communications Services  
F. Thibeault, Administrator, Planning Services  
K. Yanchus, Reporter

Recording Secretary D. Ross

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1. Call to Order  
The Chair called the meeting to order.

- 1.1 Opening Prayer: C. Kemeni  
The meeting opened at 7:30 p.m. with a prayer led by C. Kemeni.

The Chair of the Board introduced and welcomed the student trustees for the 2016-2017 school year: *Christina Atrach*, Christ the King Catholic Secondary School; *Ingrid Schwecht*, Assumption Catholic Secondary School; and returning Student Trustee *Manuela Zapata*, St. Thomas Aquinas Catholic Secondary School.

- 1.2 Motions Adopted/Information Received In-Camera  
P. Marai read the motions adopted and information received in-camera.

Motion Adopted In-Camera:

*Resolved, that the Halton Catholic District School Board approve the central terms and conditions of employment contained within the Memorandum of Settlement dated April 18, 2016, made between the **Principals' and Vice-Principals' Associations comprised of** (Association des Directions et Directions Adjointes des Ecoles Franco-Ontarienne (ADFO), **the Catholic Principals' Council of Ontario (CPCO) and the Ontario Principals' Council (OPC) and the l'Association des conseils scolaires des ecoles publiques de l'Ontario (ACEPO), l'Association franco – ontarienne des conseils scolaires catholiques (AFOCSC), the Ontario Catholic School Trustees' Association (OCSTA) and the Ontario Public School Boards' Association (OPSBA) and agreed to by the Crown. Further that the approval of the motion of the central terms be reported to OCSTA.***

Information Received In-Camera:

Retirements

Christine Fernandez, Clerio Fuciarelli, Lynn McAdam, John Merlini, Maureen Mitchell, Yvonne Petrie and Karen Steffler-Suitor retiring effective June 30, 2016.

Hiring

Sara Alves hired as a probationary teacher effective May 24, 2016.

Acting Secondary School Vice Principal

John Quinlan appointed as Acting Secondary Vice Principal effective May 24, 2016 to June 30, 2016.

Acting Department Head, English/ESL/Moderns

David Martino appointed as Acting Department Head, English/ESL/Moderns effective May 16, 2016 to June 30, 2016.

Department Heads

Eugene Amoroso, Sarah Armstrong, John Barbati, Anita Bator, Joseph Calzonetti, Anna Carambia, Elissa Cherubini, Naomi Coffey, Frank Jambrosich, Wendy Giroux, Alyson Little-Velianou, Teresa Marsilio DiGiuseppe, Michelle Mowat, Cynthia Obrovac, Mario Soster, Miranda Walsh, Izabella Waters and Ivan Yurgan appointed as Department Heads effective September 1, 2016 for a period of up to four (4) years.

2. Approval of the Agenda

#115/16

*Moved by: A. Quinn*

*Seconded by: J.M. Rowe*

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

*CARRIED*

3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

4. Presentations

- 4.1 T. Hoang, Grade 12 Student, St. Ignatius of Loyola Catholic Secondary School  
A. Prkacin introduced Tin Hoang, a grade 12 student at St. Ignatius of Loyola Catholic Secondary School who won the Give Respect, Get Respect poster contest in the HCDSB. She also recognized E. Tkalec, Art teacher at St. Ignatius of Loyola who recommended T. Hoang for the project. The three sets of banners T. Hoang created acknowledges our

commitment to the call to Truth and Reconciliation as a Catholic community. Director P. Dawson and Chair of the Board, J. Michael presented a certificate of recognition to T. Hoang for her memorable and meaningful contribution to our Education for Truth and Reconciliation Journey.

#### 4.2 Holy Trinity Robotics Team

C. Cipriano introduced R. Balech, a Math and Physics Teacher at Holy Trinity, students who are members of the **school's Robotics team, as well as A. Azores and C. Hoo**, alumni students, mentors and coaches for the team. The Robotics team has performed, competed and won several events during the past 5 years. The team also recently represented Board in a number of community events in Halton. C. Cipriano **thanked Principal, J. O'Grady for supporting the students and teachers of the program.**

R. Balech (teacher), A. Azores (mentor), C. Hoo (mentor), A. Hsieh (student), P. Pace (student), J. Sass-Gregoire (student) and P. Baerts (student), provided information regarding the philosophy of the team, the challenges teams of students face from around the world to design, build and program a robot in 6 weeks, the role of the mentors and coaches, and provided details regarding the competitions. Their robot, Thanatos, was introduced to trustees. A couple of videos were also shown: one on the focus and goals of the team; and one demonstrating a competition.

The Robotics team presented a token of appreciation to the Board of Trustees. The Chair of the Board and the Director of Education presented the team with a Certificate of Recognition. J. Michael thanked the team for introducing the concept of "Gracious Professionalism".

#### 5. Delegations

There were no delegations.

#### 6. Approval of Minutes

##### 6.1 Regular Board Meeting - May 3, 2016

#116/16

*Moved by: J.M. Rowe*

*Seconded by: D. Rabenda*

*RESOLVED, that the minutes of May 3, 2016 Regular Board Meeting be approved as presented.*

D. Rabenda asked that Item 10.7 of the minutes be amended to state "Trustee Rabenda expressed her appreciation to staff, the diocese and the parish".

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

#### 7. Business Arising from Previous Meetings

##### 7.1 Summary of Outstanding Items from Previous Meetings

The Summary of Outstanding Items from Previous Meetings was received as information.

#### 8. Action Items

##### 8.1 Social Studies Supplementary Resource Purchase Supporting First Nations, Metis and Inuit Education (A. Prkacin)

A. Prkacin addressed the report.

*#117/16*

*Moved by: D. Rabenda*

*Seconded by: A. Quinn*

*Resolved, that the Halton Catholic District School Board approve the purchase of Turtle Island Voices for Grades 4-6.*

In response to a question in terms of how the Curriculum resource approaches traditional stories in a Catholic context, A. Prkacin noted that the delivery of all programs is presented through a Catholic world view and lens. Teachers incorporate the focus on faith themes, stewardship, creation, human dignity, community and the common good in each lesson, regardless of the program being delivered.

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

8.2 Policy I-33 Classroom Observations by External Third Party Professionals - Amendment (P. Marai)

*#118/16*

*Moved by: D. Rabenda*

*Seconded by: S. Trites*

*RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy I-33 Classroom Observations by External Third Party Professionals as amended.*

*UNANIMOUSLY CARRIED*

8.3 Policy II-2 Educational Assistants - Amendment (P. Marai)

*#119/16*

*Moved by: A. Quinn*

*Seconded by: J.M. Rowe*

*RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy II-2 Educational Assistants as amended.*

*UNANIMOUSLY CARRIED*

8.4 Policy II-11 Daily Teacher Plans - Amendment (P. Marai)

*#120/16*

*Moved by: H. Karabela*

*Seconded by: S. Trites*

*RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy II-11 Daily Teacher Plans as amended.*

*UNANIMOUSLY CARRIED*

8.5 Policy II-12 Management of Aggressive Student Behaviour within our Schools (P. Marai)

*#121/16*

*Moved by: D. Rabenda*

*Seconded by: J.M. Rowe*

*RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy II-12 Management of Aggressive Student Behaviour Within Our Schools as amended, at First Reading.*

*UNANIMOUSLY CARRIED*

8.6 Policy II-35 Access to School Premises - Amendment (P. Marai)

#122/16

*Moved by:* H. Karabela

*Seconded by:* S. Trites

*RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy II-35 Access to school Premises as amended.*

*UNANIMOUSLY CARRIED*

8.7 Policy II-39 - Progressive Discipline - Amendment (P. Marai)

#123/16

*Moved by:* J.R. Rowe

*Seconded by:* D. Rabenda

*RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy II-39 Progressive Discipline as amended.*

A question was asked whether there had been discussion at the Policy Committee Meeting vis-à-vis the Catechism of the Catholic Church regarding the following **Requirement** “The Board considers homophobia, gender based violence, and harassment on the basis of sex, gender, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, social economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code, as well as inappropriate sexual behaviour unacceptable and supports the use of positive practices to prevent such behaviours and authorizes principals, or their delegate, to impose consequences in appropriate circumstances, up to and including a referral to the Discipline Committee of the Board for expulsion from all schools”, specifically around the possibility that it may lead to a situation in which a student could, by only holding to the teaching of the Church, find him or herself in violation of our policy and subject to discipline if in that public expression of Catholic Moral Teaching were to cause another student to not feel accepted or in a safe environment. Throughout discussion, the need to look at the language through the lens of a Catholic institution, not through the function of the Ministry of Education was reiterated.

Staff indicated that the matter had been addressed at the Policy Committee meeting, that the language is in accordance with the Education Act and that the Policy was vetted through legal counsel.

A number of trustees and student trustees disputed the fact that the proposed requirement may lead to a situation in which a student could, by only holding to the teaching of the Church, find him or herself in violation of our policy and subject to discipline if in that public expression of Catholic Moral Teaching were to cause another student to not feel accepted or in a safe environment.

- Some were of the opinion that there needs to be a positive message where all students are accepted in our school;
- If the Policy is in accordance with the Human Rights code and references disciplinary action, based on gender, sex, homophobia and racism, is that not through a Catholic lens, since we are in effect protecting our brothers and sisters?
- The Policy, as written, easily distinguishes what is a Catholic discussion through the Catechism and what is a hate crime.

- The Board should be accepting of all and must protect all its students.
- Trustees were reminded that everyone in attendance at the Policy Committee meeting voted in favour of the Policy.
- Trustees were reminded that the template was vetted by all Catholic Boards in the province and the Board is currently being scrutinized by an arms-length branch of the Ministry.

Staff pointed out that the Policy outlines the investigation process and parameters for administrators, parents and students so they can understand what is acceptable and unacceptable behaviour of students in schools. It is up to the administrator to follow through.

A suggestion was made to provide definitions for each of the terms. It was noted that those are clearly defined under the Human Rights Code.

Staff acknowledged that the Board will continue with its current Policy II-39, if the proposed amended policy is not approved.

A few trustees suggested that the Policy be sent to the Policy Committee for a more fruitful discussion.

Staff, in response to questions, provided clarification regarding the implementation of proactive practise, specifically accommodating learning styles and behaviours. As well, staff noted that timelines is difficult to prescribe but administrators are well aware of the urgency of the matter.

The Chair called for a vote:

In Favour	Against
Brown, Jackson (non-binding)	Quinn, Anthony
Kemeni, Chloe (non-binding)	Karabela, Helena
Marai, Paul	Trites, Susan
Rabenda, Diane	Danko, Anthony
Rowe, J. Mark	
Zapata, Manuela (non-binding)	

The motion was *DEFEATED*. The Chair acknowledged that the Policy would be brought back to the Policy Committee for further discussion.

#### 8.8 Policy II-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students - Second and Third Reading (P. Marai)

#124/16

*Moved by: D. Rabenda*

*Seconded by: J.M. Rowe*

*RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy II-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students.*

In Favour	Abstained
Brown, Jackson (non-binding)	Quinn, Anthony
Danko, Anthony	
Karabela, Helena	
Kemeni, Chloe (non-binding)	
Marai, Paul	
Rabenda, Diane	
Rowe, J. Mark	
Trites, Susan	
Zapata, Manuela (non-binding)	

## 9. Staff Reports

### 9.1 Burlington Rural and Alton Community School Boundary Review (G. Corbacio, L. Naar and P. McMahon)

Trustees were informed that a school boundary review process is required to address anticipated future student enrolment pressures at St. Anne Catholic Elementary school and to review the rural boundary assignment in an effort to identify increased efficiencies. The schools included in the review process were identified. The earliest implementation date for any boundary changes, if approved, would be September 2017.

In response to questions, F. Thibeault explained that there is no one currently living in the areas that will be impacted. In terms of the possibility of building a new school, F. Thibeault acknowledged that the long term yield does not justify the construction of a new school.

### 9.2 Core French Resource Selection (A. Prkacin)

A. Prkacin informed trustees that a recommendation will be coming forth on June 7<sup>th</sup> to purchase an anchor resource for the Grade 9 Academic-level and Grade 9 Applied-level Core French courses. She provided information regarding the proposed resource that comes in both, print and digital formats. When asked about the licensing renewal cost in 5 years, A. Prkacin indicated that she would obtain further details.

## 10. Information Items

### 10.1 Student Trustees Update

M. Zapata invited trustees to attend the OSTA-AECO Alumni Gala on Friday, May 27, 2016. She also welcomed the two new student trustees who will also be attending the OSTA-AECO Conference. She recognized their student senate mentors, Ms. Castellarin and Mr. Wong. M. Zapata addressed the activities taking place under the pillar of Achieving, J. Brown, under the pillar of Belonging and C. Kemeni, under the pillar of Believing.

### 10.2 Educational Field Trips (T. Pinelli)

When asked how the Robotics trips are subsidized, it was noted that some fundraising activities are done by students at the school level. Additionally, the school and the Board offer support and a corporate sponsorship is involved.

### 10.3 Outcome Monitoring Report - Mental Health (B. Browne)

Dr. Browne introduced P. Weber Callaghan, Mental Health Lead for the Board and provided an overview of the Board's approach in supporting student mental health

through the Mental Health and Addiction Strategy. Referencing the report, B. Browne elaborated on the activities undertaken in response to the needs across the system. He **drew trustees' attention to the following pillars: Talk; Learn and Support.** Staff is witnessing great results across the system, through the various programs implemented, at the ongoing and implementation stage of building capacity.

When asked if further investment would lead to better EQAO results across the Board, B. Browne elaborated on the Board's approach that mental illness is everyone's responsibility and must recognize that a teacher utilizes different assets to support students within their scope of practice. He acknowledged that additional funding in that area would be beneficial, however, the focus has been to make decisions that are fiscally prudent, and impact the most students. Regardless, there are great people and partnerships in place, special education teachers and classroom teachers who embrace the collective responsibility and will continue to do great things. Staff is looking at ways to do more with what we have.

B. Browne, as a follow-up to comments, addressed student needs in the classroom and reiterated the importance of looking at resources that supports capacity building and ways of making those impacts in our schools. He also acknowledged that the Board is fortunate to be able to approach things from a faith perspective. B. Browne provided information regarding programs and initiatives on mindfulness and assured trustees that everything is done through the lens of our Catholic faith.

#### 10.4 2016-2017 Budget Estimates Update (P. McMahon)

P. McMahon addressed the report that outlines the activity staff has undertaken since the last Board meeting. There is currently an estimated \$4.2 million shortfall on funding for salaries and benefits using the benchmarks included in the technical paper. This does not include the \$5.3 million in benefit costs from other areas that do not have benchmarks on the technical paper.

In response to questions, P. McMahon provided additional information regarding the increase on existing benefits under the new provincial benefit trust plans.

#### 10.5 Halton Student Transportation Services (HSTS) Annual Home to School Transportation (P. McMahon)

P. McMahon provided an update on the status of three exempted areas of transportation under the Policy, two of which have been removed by the elimination of the traffic hazards. St. Anthony of Padua has not been fully addressed and parents/guardians will be advised in June as to whether or not the safety hazard is eliminated.

#### 10.6 Updates to Ontario Regulation 444/98 and Ministry Community Hubs Initiatives (P. McMahon)

As a follow-up to a concern raised at a previous meeting, P. McMahon reviewed the changes to Regulation 444/98, where the period to offer surplus property has increased from 90 days to 180 days and the list of distribution to other parties has increased as well. P. McMahon provided information regarding the date these changes take effect. F. Thibeault confirmed that the Pupil Accommodation Review Policy and Community Planning and Partnership Guidelines will require minor modifications. Trustees were encouraged to read the Community Hubs in Ontario Action Plan for additional details.



- 10.7 St. Gregory the Great Catholic Elementary School Monthly Construction Report (G. Corbacio)  
G. Corbacio indicated that construction of the new school is on schedule and staff are optimistic that the school will open in September.
11. Miscellaneous Information  
11.1 CPIC Minutes - April 4, 2016  
11.2 Policy Committee Minutes - April 12, 2016  
The minutes 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  
*#125/16*  
*Moved by: A. Quinn*  
*Seconded by: H. Karabela*  
*RESOLVED, that Trustee A. Iantomasi be excused from the meeting.* *CARRIED*
16. Adjournment and Closing Prayer: S. Trites  
*#126/16*  
*Moved by: A. Quinn*  
*Seconded by: S. Trites*  
*RESOLVED, that the meeting adjourn.* *CARRIED*
- The meeting adjourned at 9:34 p.m. with a prayer led by S. Trites.

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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
September 15, 2015	Policy III-17 Attendance Support Program	2 <sup>nd</sup> Reading	C. Cipriano	June 2016
May 17, 2016	Policy II-12 Management of Aggressive Student Behaviour within our Schools (P. Marai)	2 <sup>nd</sup> Reading	C. Cipriano	September 2016

## ACTION REPORT

## ITEM 8.2

### BURLINGTON RURAL & ALTON COMMUNITY SCHOOL BOUNDARY REVIEW

#### PURPOSE:

To receive Board approval to initiate a school boundary review for St. Anne Catholic Elementary School and to review the rural boundary assignments.

#### BACKGROUND INFORMATION:

1. Information Report 9.1 "Burlington Rural & Alton Community School Boundary Review", from the May 17, 2016 Regular Meeting of the Board.

#### COMMENTS:

The Alton community is expected to be significantly impacted by a pending Ontario Municipal Board decision relating to future development proposed for the Burlington "Evergreen" Secondary Plan area, located east of the CN Railway tracks in Study Area I38. Furthermore, the future Sundial Development located in study area I39 (west of Walkers Line), anticipated to start generating new units within the next 2 years, will also have the effect of generating further enrolment pressures at St. Anne Catholic Elementary School within the next 2 years. See maps in Appendix A.

Both of these new development areas are being directed to St. Anne Catholic Elementary School, which currently has a utilization rate of 107%, and that is anticipated to reach a peak utilization of approximately 165% by 2022, equating to approximately 18 portable classrooms on site – the Board typically plans for approximately 12 portable classrooms in total.

Therefore, this proposed boundary review would seek to designate a more appropriate home school that would benefit from an increase in enrolment for the future development in the Evergreen Secondary Plan and the Sundial Development areas of the Alton community.

The second part of this school boundary review seeks to evaluate the potential of re-directing rural Burlington elementary students currently directed to Canadian Martyrs Catholic Elementary School to a school closer to their place of residence.

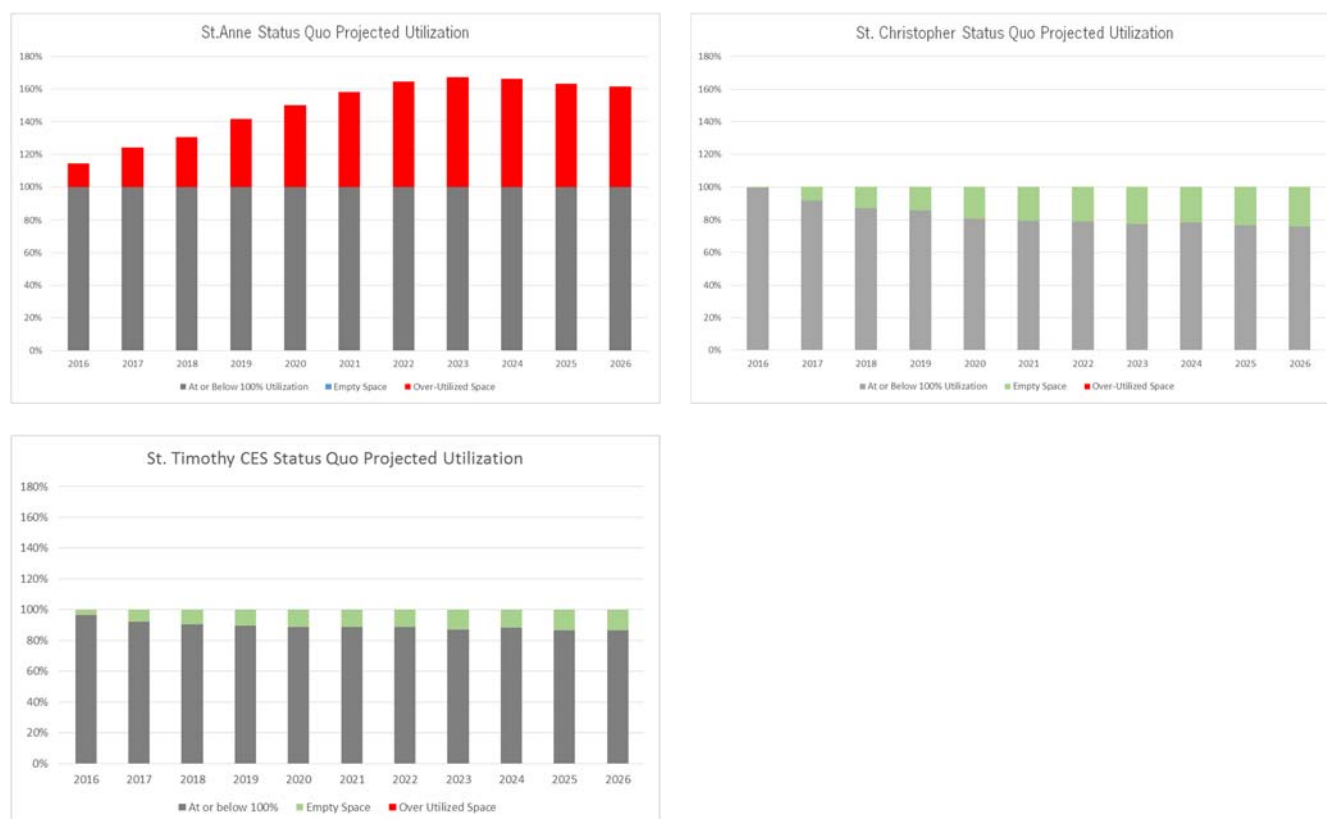
The schools that are anticipated to be included in this boundary review process include the following:

- 1) Canadian Martyrs Catholic Elementary School (rural)
- 2) Sacred Heart of Jesus Catholic Elementary School (rural)
- 3) St. Anne Catholic Elementary School
- 4) St. Christopher Catholic Elementary School
- 5) St. Timothy Catholic Elementary School

## ***Status Quo***

As shown below in Figure 1, if no boundary changes are undertaken, St. Anne Catholic Elementary School will be critically over populated, as is demonstrated in red. Alternatively, St. Christopher Catholic Elementary School and St. Timothy Catholic Elementary School are projected to have school utilizations showing a sizeable number of empty spaces, shown in green, which could be offset with the addition of students from St. Anne Catholic Elementary School.

**Figure 1: Status Quo Scenario for Burlington Community - Classroom Space Utilization Analysis**



## ***Advisory School Boundary Review Committee Composition***

Representation on the School Boundary Review Advisory Committee would include representatives from all aforementioned schools that may be affected in the process. Membership is recommended to be open to all parents as the proposed boundary changes may have an impact on each of the participating schools' projected enrolment. Specifically, for Canadian Martyrs Catholic Elementary School, committee membership should be representative of the rural area, as this is the group expected to be impacted, and the group that would have the greatest insight on proposed changes.

Halton Student Transportation Services (HSTS) will also provide staff with insight information and expertise on the best rural Burlington school boundaries with the intent of increasing efficiencies where possible.

## SCHOOL BOUNDARY REVIEW MILESTONES:

Completed Milestones:

- 1) **May 17, 2016:** Staff Report to Board
- 2) **May 18, 2016:** Principals of affected schools notified

The following School Boundary Review milestones are proposed:

- 1) **June 7, 2016:** Action Report to Board to initiate a School Boundary Review
- 2) **June 8, 2016:** Send committee invitations to Canadian Martyrs CES, Sacred Heart CES, St. Anne CES, St. Christopher CES and St. Timothy CES
- 3) **September, 2016:** Inaugural School Boundary Review Committee Meeting
- 4) **September, 2016:** Potential SBRC follow up Meeting
- 5) **October, 2016:** Community Information Meeting
- 6) **October, 2016:** SBRC Final Meeting
- 7) **November 1, 2016:** Staff Report to Board with SBRC Recommendations
- 8) **November 14, 2016:** Action Report to Board with SBRC Recommendations
- 9) **September 1, 2017:** Implementation

## CONCLUSION:

Staff recommends that a Boundary Review Process be initiated for St. Anne, St. Christopher, St. Timothy, Sacred Heart of Jesus (rural) and Canadian Martyrs (rural) Catholic Schools in Burlington to address anticipated enrolment pressures resulting from the Evergreen Secondary Plan and Sundial Development and to endeavour to review rural Burlington Study Areas.

September 2017 has been identified as the earliest implementation date for any boundary changes, if approved.

## RECOMMENDATION:

Based on the information in this report, the following recommendation is presented for trustee review and approval.

### ***RESOLUTION:***

Moved by:  
Seconded by:

***RESOLVED***, that the Halton District School Board initiate a school boundary review process to address future student enrolment pressures at St. Anne Catholic Elementary School and to review rural boundary assignments in Burlington.

**REPORT PREPARED &  
SUBMITTED BY:**

LORRIE NAAR  
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

GIACOMO CORBACIO  
SUPERINTENDENT OF FACILITY MANAGEMENT SERVICES

FREDERICK THIBEAULT  
ADMINISTRATOR OF PLANNING SERVICES, BUSINESS SERVICES

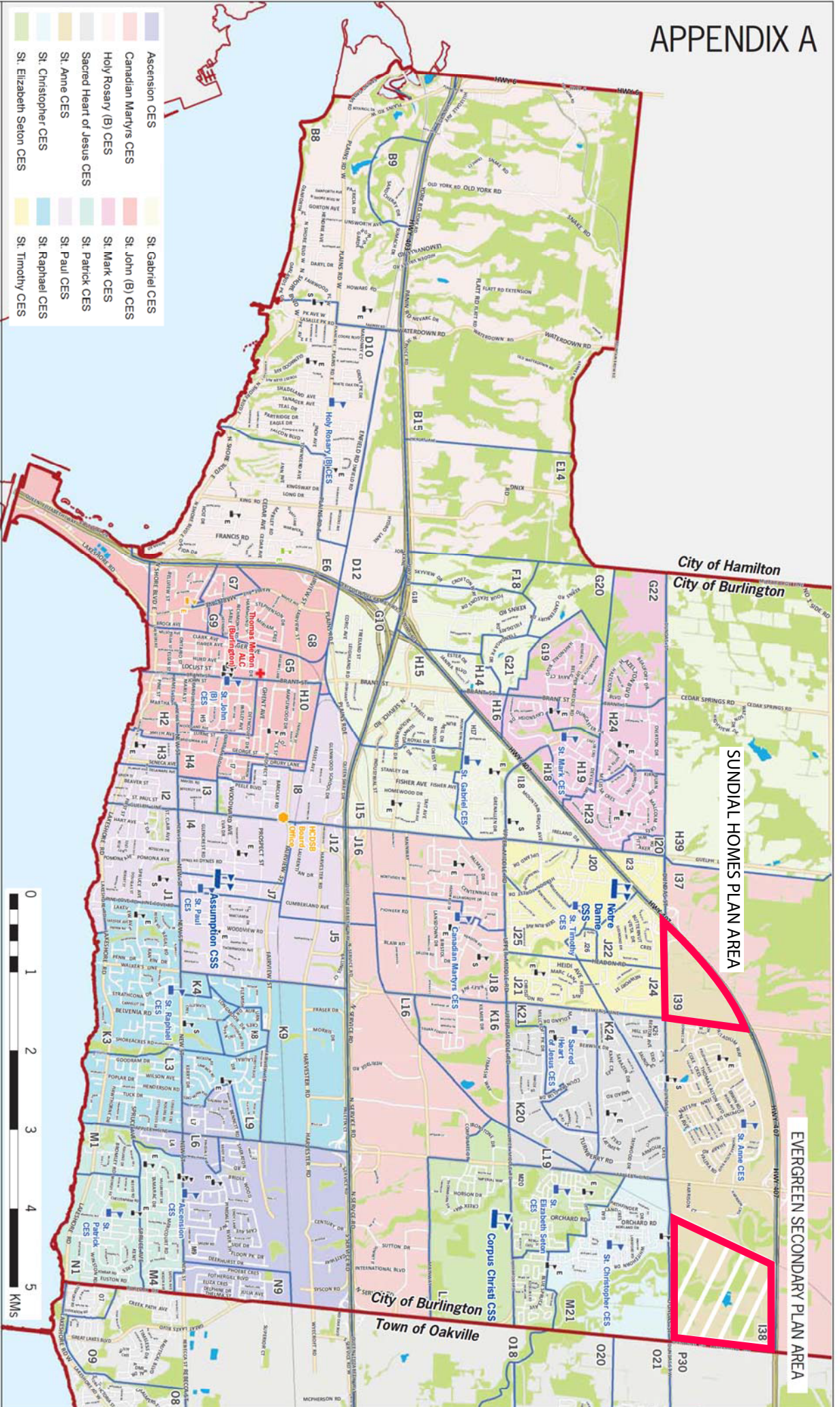
SARAH GALLIHER  
PLANNING OFFICER, PLANNING SERVICES

P. McMAHON  
SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

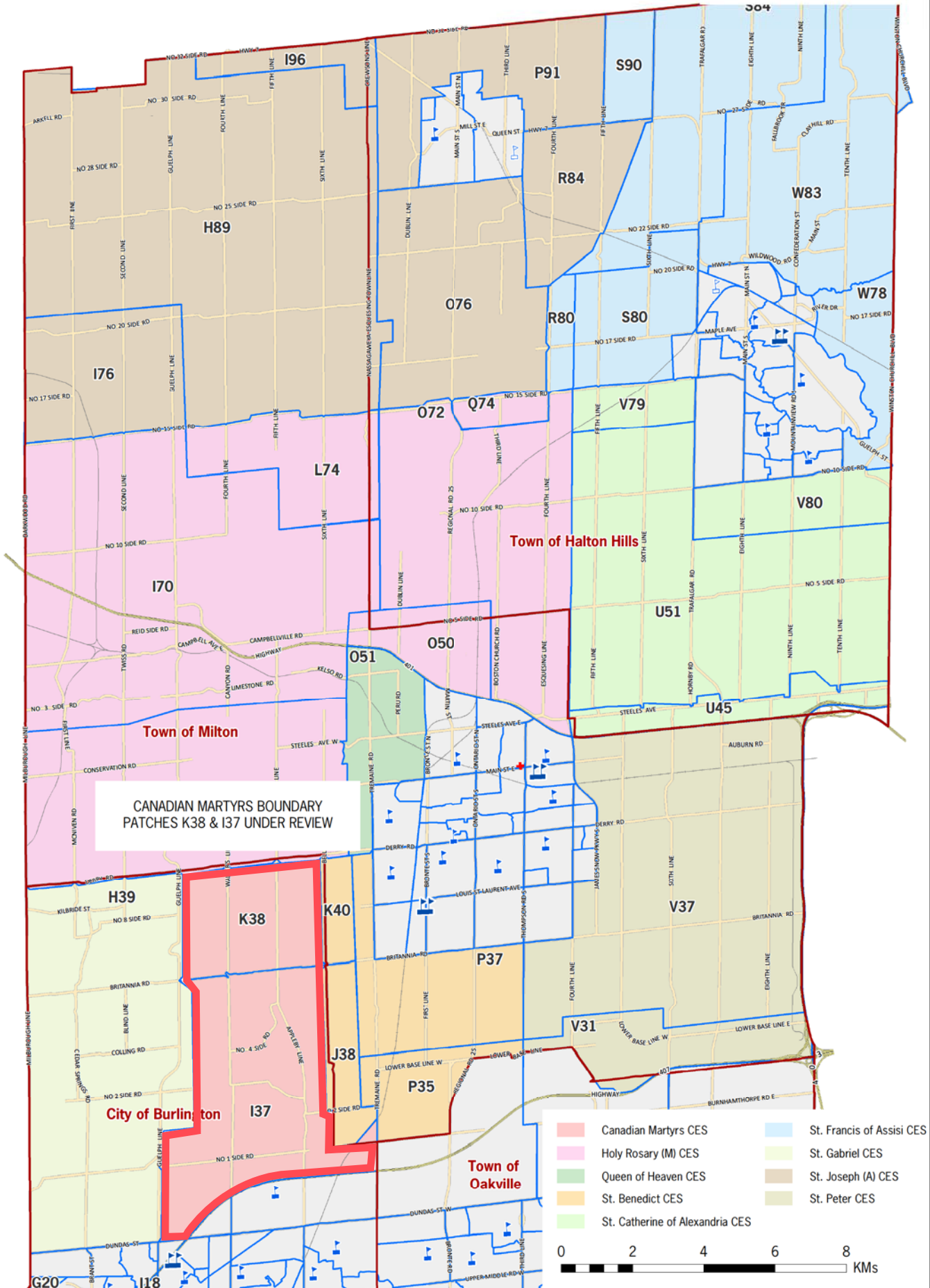
**REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD











ACTION REPORT

ITEM 8.3

## SECONDARY FRENCH RESOURCE SELECTION

### PURPOSE:

The Halton Catholic District School Board's investment in classroom learning materials ensures a process for ordering appropriate classroom resources that support the Ontario Curriculum.

The purpose of this report is to recommend the purchase of an anchor resource for the Grade 9 Academic-level and Grade 9 Applied-level Core French courses (FSF 1D and FSF1P). The resource purchased for FSF 1P may also support OPEN-level French, a new course which may be offered in future. The resources selected are the *Tu parles!* and *On parle!* programs, distributed by RK Publishing.

### BACKGROUND INFORMATION:

The existing Sans Frontières and Quoi de neuf programs are 20 year-old resources that do not adequately address the significant oral, aural and intercultural components of the revised French as a Second Language (FSL) Curriculum. The new resources for consideration, *Tu parles!* and *On parle!*, are Trillium-approved, and support effective instructional and assessment practices, cultural awareness, and 21st Century fluencies. These fluencies, such as communication skills (developed through action-oriented tasks), collaboration skills (developed through highly interactive scenarios), digital citizenship and critical thinking skills (through units that evaluate the use and impact of social media), serve to support teachers in nurturing the Catholic Graduate Expectations within our students.

*Tu parles!* and *On parle!* were piloted against a comparable resource by a team of teachers during the 2015-2016 school year. The pilot team included teachers with various levels of experience, representing every geographic area serviced by our Board. *Tu parles!* and *On parle!* emerged as top contenders for future purchase.

The pilot teachers expressed that the *Tu parles!* student text reflects the common interests and realistic experiences of today's students through its themes, stories and situations. This realism is key to developing action-oriented, relevant tasks that promote the authentic use of language and *spontaneous oral interaction* – a pillar of both the revised curriculum document and of the *Common European Framework of Reference*, a reference tool for second-language proficiency which has been embraced by the Ministry as “a valuable asset for informing instruction and assessment practices in FSL education,” (*A Framework for FSL in Ontario Schools*, p. 4). Another important feature of *Tu parles!* is the flexible teaching pathway: students and teachers can choose 4 out of 6 modules (ensuring that all curriculum expectations are addressed) depending on student interest and needs. Responsive pedagogy and differentiation are further reflected in embedded opportunities for enrichment and in multiple assessment options.

Quality assessment practices are supported by a variety of rubrics, checklists and exit cards, as well as several opportunities for self-assessment. As students track their progress and plan for next steps, their ownership for their learning and their metacognitive skills develop, with teacher guidance.

Another advantage noted by teachers was the interactive aspect of the program which would serve to increase student engagement – a major focus of both the Board Improvement Plan and the FSL Plan. The video and audio features support the new Listening strand of the revised document and expose students to the authentic use of language in context. Finally, the resources focus on celebrating cultural diversity in order to address the intercultural expectations in the revised document, and to allow for every learner to see themselves reflected in the material. This particular aspect of the resource supports teachers in their goal of promoting French Literacy and bilingualism that will in turn promote a respect for all languages and cultures.

*On parle* – the resource developed to support the Applied-level course FSF 1P – is adapted from *Tu parles!* but geared to support Applied-level learners. Each unit has been re-worked into two modules, with a structured, predictable flow of activities and additional models. Reading selections have been shortened and tasks include more supportive models (such as graphic organizers) to allow for a more gradual release of responsibility. Interestingly, many of the characters, contexts and the storyline are aligned with those in *Tu parles!* so that teachers can adapt programming to respond to the needs of all learners.

#### REMARKS:

The teacher and student resources are flexible since they come in print and digital formats. Each school would receive a “digital bundle” which includes the Teacher digital licence and a Student digital licence. The Teacher digital licence includes the Teacher Guide, all audio and video files; reproducible, modifiable activities (graphic organizers, templates, etc); the student book in digital form, and the Assessment package. This would be a “school licence” that would include all the FSL teachers on staff and is flexible from one year to the next. Each teacher can then assign an unlimited number of student codes so that students can also access the student text, activities, audio and video files digitally. Upon further negotiation with the Publisher, the digital licences have been extended to 7 years, with the option to upgrade should the digital platform change. Naturally, students would also have access to print material at school, in order to support differentiated learning.

A blend of print and digital material aims to support 21<sup>st</sup> century learners who have varying degrees of access to and comfort with technology. This solution allows teachers and students the opportunity to grow alongside technology as they gain more access and confidence. The company representative has assured that RK publishing will support the HCDSB Curriculum Consultant and teachers in implementing these resources in every Secondary school.

#### EXPENDITURE SUMMARY:

Product Description	ISBN	Qty	Unit Price	Line Subtotal	Total
Teacher digital license		9	\$500/School	\$4,500.00	\$9,000.00
• <i>Tu parles!</i>					
• <i>On parle</i>		9	\$500/School	\$4,500.00	
Student digital license		9	\$1100/School	\$9,900.00	\$19,800.00
• <i>Tu parles!</i>					
• <i>On parle</i>		9	\$1100/School	\$9,900.00	
Student print text		480	\$52.20	\$25,056.00	\$25,056.00
• <i>Tu parles!</i>					
• <i>On parle</i>		270	\$52.20	\$14,094.00	\$14,094.00
PRODUCT TOTAL					\$67,950.00

## CONCLUSION:

The recommendation of the Selection Committee is to purchase *Tu parles!* to support FSF 1D and *On parle* to support FSF 1P courses.

## RECOMMENDATION:

*RESOLUTION:*

Moved by:

Seconded by:

*RESOLVED, that the Halton Catholic District School Board approve the purchase of the Grade 9 *Tu parles!* to support FSF 1D and *On parle* to support FSF 1P courses.*

REPORT PREPARED BY: A. M. TOLTL  
CURRICULUM CONSULTANT

REPORT SUBMITTED BY: A. PRKACIN  
SUPERINTENDENT OF EDUCATION, CURRICULUM SERVICES

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

ACTION REPORT

ITEM 8.4

## APPOINTMENT OF SEAC MEMBER

### PURPOSE:

The purpose of this report is to present a recommendation to the Board regarding the membership of Special Education Advisory committee [SEAC].

### BACKGROUND INFORMATION:

SEAC's mandate is to make recommendations to the Board with respect to any matter affecting the establishment and development of Special Education programs and services for exceptional pupils of the Board. The cornerstone of any Ontario SEAC is representation supplied by local associations with a specific interest in children with special education needs. Ontario Regulation 464/97 sets out requirements for the composition of SEAC membership.

The qualifications required of those individuals appointed by an association to sit at the Board's SEAC include the following:

- Be a resident in the Board's jurisdiction
- Be qualified to vote for members of the Board

### REMARKS:

SEAC, at its May 30, 2016 meeting, accepted the nomination of Rick Barreiro as alternate representative for VOICE for Hearing Impaired Children on the Board's Special Education Advisory Committee.

### CONCLUSION:

SEAC has asked that the following recommendation be submitted to the Board for trustee consideration.

### RECOMMENDATION:

*RESOLUTION:*

*Moved by:*

*Seconded by:*

*RESOLVED, that the Halton Catholic District School Board accept the recommendation of SEAC and appoint R. Barreiro as alternate representative for VOICE for Hearing Impaired Children effective June 2016 until November 2018*

REPORT PREPARED BY: B. BROWNE  
SUPERINTENDENT OF EDUCATION, SPECIAL EDUCATION SERVICES

REPORT SUBMITTED BY: B. BROWNE  
SUPERINTENDENT OF EDUCATION, SPECIAL EDUCATION SERVICES

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

**STAFF REPORT**

**ITEM 9.1**

## **2016-17 BUDGET ESTIMATES (DRAFT)**

### **PURPOSE:**

To provide the Board with a draft of the 2016-17 Budget Estimates.

### **BACKGROUND:**

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

1. Information Report 10.4 – May 17, 2016 Regular Board Meeting – 2016-17 Budget Estimates Update.
2. Information Report 10.6 – May 3, 2016 Regular Board Meeting – 2016-17 Budget Estimates Update.
3. Information Report 10.6 – April 5, 2016 Regular Board Meeting – 2016-17 Budget Estimates Update.
4. Information Report 10.5 – April 5, 2016 Regular Board Meeting – Release of 2016-17 Grant for Student Needs.
5. Information Report 10.3 – March 10, 2016 Special Board Meeting – 2016-17 Budget Strategy Presentation.
6. Staff Report 9.2 – February 2, 2016 Regular Board Meeting – 2016-17 Budget Estimates Schedule, Objectives and Updates.
7. Information Report 11.4 – 2016-17 Grants for Student Needs (GSN) Ministry Consultation, presented at the December 1, 2015 Regular Board Meeting.

### **COMMENTS:**

#### **OVERVIEW (APPENDICES A-1, D-1, D-2, F AND G)**

In anticipation of the 2016-17 Grants for Student Needs (GSN), Trustees and Staff discussed the expected budget challenges and priorities for the upcoming school year at the Special Board Meeting on March 10, 2016. The Ministry released the 2016-17 Grants for Student Needs (GSN) on March 24, 2016 and consequently, staff prepared budget update reports which were presented at the Regular Board meetings held on April 5, May 3 and May 17, 2016. The update reports outlined a preliminary estimate of expenses, budget challenges and priorities for the year. The analysis was based on data compiled in advance of the Education Finance Information System (EFIS 2.0) forms being completed.

The EFIS 2.0 forms for the 2016-17 Budget Estimates were released on April 8, 2016, and staff have developed a preliminary budget draft, comparing estimated revenues and estimated expenses for next year. Finance staff conducted a thorough review of the salary and benefits budget to determine any potential reductions. A \$2.0 million reduction in the salary budget was made, from the previous salary budget presented at the May 3, 2016 Regular Board Meeting, in the Information Report 10.6 – 2016-17 Budget Estimates Update. The reduction reflects adjustments to the sick leave contingencies (no growth trend was applied and the GSN reduction to recognize expected savings due to the Earned Leave Plan was included as a credit) and to recognize retirements expected to be replaced at lower salaries. Further a reduction of \$725,000 was made to the benefits budget, as presented at the May 17, 2016 Regular Board Meeting, in the Information Report 10.4 – 2016-17 Budget Estimates Update, eliminating any insured benefits for casual / supply staff (which are not required to be included in the new calculation for the Employee Life and Health Trusts (ELHTs)), and the initial increase for Workplace Safety and Insurance Board costs was eliminated (a \$500,000 reduction). As such, **should the sick (or other) leave replacement costs increase or should there be a gradual transition into the ELHTs, there are no costs budgeted to cover these expenses.**

Senior staff reviewed their respective budgets in order to identify further savings, and the following reductions were made (also outlined in Appendix D-1):

- The IT Services budget for infrastructure updates was reduced by \$50,000.
- The Facilities Management Services budget for school operations and maintenance was reduced \$300,000, by deferring maintenance where possible.
- The Curriculum Services budget was reduced by \$390,000, as the purchase of one religious text grade and one social science text grade was deferred to the following year. Originally staff budgeted the purchase of three grades for religious textbooks, and two grades for social science textbooks.
- Further, the initial commitments to transfer \$700,000 to the Capital Reserve (School Renewal Old Reserve) and \$500,000 to the Operating Reserve (Working Funds Reserve) have been eliminated due to lack of funds.

Currently, the estimated 2016-17 Operating In-Year (Deficit) is (\$2.0) million and the Total (Deficit) Available for Compliance is approximately (\$2.4) million as outlined in Appendix A-1. The Total Deficit Available for Compliance is divided between an appropriated portion (funds already committed) and an unappropriated portion (funds that would be available for new initiatives), as follows:

<b>Operating In-Year Surplus – Unappropriated (A)</b>	<b>(\$2,040,000)</b>
<b>Surplus Available for Compliance – Appropriated</b>	
Transfer to School Renewal (Old) Reserve	\$0
Transfer to Board's Working Funds Reserve	\$0
Transfer from Committed Capital Projects*	(\$76,000)
Transfer from Committed Sinking Fund Interest Earned*	(\$265,000)
<b>Total Surplus Available for Compliance – Appropriated (B)</b>	<b>(\$341,000)</b>
<b>Total Surplus Available for Compliance (A+B)</b>	<b>(\$2,381,000)</b>

\*Each year, funds from Committed Capital Projects and Committed Sinking Funds Interest Earned are recognized into revenue to cover for the amortization expense of the related assets.

The Total Surplus (Deficit) Available for Compliance represents the excess (or shortfall) of estimated revenues over the estimated expenses for the year, and is the figure the Ministry uses to measure budget compliance. For 2016-17 Budget Estimates, the school board's provincial allocation is \$327.1 million, thus a \$3.27 million deficit would still be considered a compliant budget.

***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 2.0 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.***

The Total (Deficit) Available for Compliance currently incorporates the revised program enhancements outlined in Appendix D-1 (for a total of \$1.1 million). None of the identified new initiatives listed in Appendix D-2 have been included in this draft. In order to include additional items in the budget, these must be offset by an increase in revenues or reduction in expenses.

This report makes mention of the three reporting cycles: (1) Budget Estimates, approved by the Board of Trustees and submitted to the Ministry of Education in June, before the applicable year begins; (2) Revised Budget Estimates, approved by the Board of Trustees and submitted to the Ministry of Education in December, after the first quarter; and (3) Audited Financial Statements, also referred to as Actuals, approved by the Board of Trustees and submitted to the Ministry of Education in November, three months after year-end.



The following table compares the Board's financial position between 2016-17 Budget Estimates, 2015-16 Revised Budget Estimates (revised by the Ministry to include the 1% lump sum payments to staff and corresponding revenues), and 2014-15 Actuals:

	<b>2016-17 Budget Estimates (As of June 7, 2016)</b>	<b>2015-16 Revised Budget Estimates (Apr. 2015)</b>	<b>2014-15 Financial Statements (Actuals) (Nov. 2015)</b>
Revenues	\$374.3 million	\$367.6 million	\$355.2 million
Expenses	<u>\$376.4 million</u>	<u>\$368.8 million</u>	<u>\$354.4 million</u>
<b>Operating Surplus / (Deficit)</b>	<b>(\$2.1) million</b>	<b>(\$1.2) million</b>	<b>\$0.8 million</b>
Net Transfer from / to Student Success Reserve and School Activities Reserve	\$0	(\$0.3) million	(\$0.4) million
Net Transfer from / to School Renewal (Old) Reserve	\$0	(\$0.2) million	\$0.8 million
Net Transfer to Working Funds Reserve	\$0	\$0	\$0.6 million
Net Transfer from / to Committed Capital Projects	(\$0.1) million	(\$0.1) million	\$0.8 million
Transfer from Committed Sinking Fund	<u>(\$0.2) million</u>	<u>(\$0.1) million</u>	<u>(\$0.1) million</u>
<b>Total Accumulated Surplus/(Deficit) Available for Compliance (In-Year)</b>	<b>(\$2.4) million</b>	<b>\$(1.9) million</b>	<b>\$2.5 million</b>

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

Revenue has been estimated at \$376.4 million (including all compliance adjustments) - \$338.3 million in grant revenue, \$2.2 million in other provincial grants (Appendix A-9) and \$8.7 million in other revenue and transfer from (to) internally restricted reserves, including the Community Use of Schools Reserve, Working Funds Reserve, School Activities Reserve, Committed Capital Projects and Committed Sinking Fund. An additional \$12.5 million has been estimated for school generated funds and \$14.7 million in amortization of deferred capital contributions (DCC).

The grant revenue of \$338.3 million includes \$27.9 million in Teacher Qualification and Experience Allocation (Q&E) grant, which represents an increase of \$2.7 million over the 2015-16 Revised Estimates. This grant also includes the Early Childhood Educators (ECEs), which amounts to \$2.0 million of the \$27.9 million. The remainder of \$25.9 million relates to elementary and secondary teaching staff. This grant incorporates additional staffing full time equivalent (FTE) required to accommodate growth and forecasted retirements, placed at a projected grid step, the 1.25% salary benchmark increase and restoration of grid movement to September 1<sup>st</sup> (as opposed to half way through the year, as was the case in 2015-16).

Historical trends have suggested that the Q&E grant projected in the Budget Estimates cycle is typically higher than the Q&E grant calculated at Revised Estimates and the actual Q&E grant received based on the Audited Financial Statements (which are based on actual staffing complement and grid levels, as opposed to projected staffing and retirements). The Ministry of Education has completed a compliance review of the calculation of the Q&E grant for teaching staff, which resulted in a slight adjustment upwards of the grant. The suggested changes, although not material in nature, have been incorporated going forward.

Appendix F outlines the Board's provincial allocation, including the capital allocation, as compared to the Ministry GSN projection released on March 24, 2016, as well as to the 2015-16 Revised Estimates, 2014-15 Actuals and 2013-14 Actuals. The operating allocation calculated through the EFIS 2.0 forms is

\$1.2 million higher than the 2016-17 Ministry projection, mostly due to higher School Administration Allocation and Language Allocation. Further, in comparison to the 2015-16 Revised Estimates, the operating allocation is 3.82% higher. This is mostly as a result of the salary benchmark increases and restoration of the grid movement to September 1.

The capital allocation is higher than the 2016-17 Ministry projection and 2015-16 Revised Estimates. The capital grants are in part, based on the Board's estimated capital expenses for the year, which are significantly higher from the 2015-16 Revised Estimates. Capital grants, including funding for the new St. Gregory the Great Catholic Elementary School (CES), the Holy Rosary CES addition and various other Full Day Kindergarten (FDK) expenses, are estimated at \$8.4 million, as opposed to \$4.5 million 2016-17 Ministry projection, and \$5.6 million at 2015-16 Revised Estimates.

Appendix G outlines the changes in revenues from the 2015-16 Revised Estimates as submitted to the Ministry on December 15, 2015 and as revised by the Ministry in April 2016 (to include additional revenues and costs for labour matters).

Overall, Revenue has increased by \$11.6 million over 2015-16 Revised Estimated submitted in December 2015 (or \$7.2 million higher than the Ministry revised version). The majority of this increase is due to enrolment growth (increase of 348 ADE over 2015-16 Revised Estimates), and to incorporate 1.25% salary benchmark increase. There has been also an increase in the Language allocation (ESL/FSL) to recognize the additional grade in the Early French Immersion Program, and additional ESL eligible students, based on the most recent ONSIS report. Further, a number of EPOs have now been incorporated into the GSN, including the Library Staff, Managing Information for Student Achievement - Local, Outdoor Education, and Technology Enabled Learning and Teaching Contacts. As a result, Other Provincial Grants are lower. Other Provincial Grants are not forecasted; only those announced are considered for budgeting purposes. These grants have a neutral impact on the budget, as they have corresponding expenses. It should be noted however, that the GSN reflects a \$1.0 million reduction in the top-up funding for underutilized schools, when comparing the old funding model for School Operations Allocation with the current funding model.

The increase in Other Operating Revenues include an increase as a result of the expansion of International Students Program, an increase in seconded and recoverable expenses, and additional revenue for the use of school facilities and premises. Additional changes to revenues may occur as staff complete the review of EFIS 2.0 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 (ADE). The elementary and secondary enrolments are both based on 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 on November 25, 2015.

Staff will conduct one more review of the enrolment projections against actual registrations, and adjustments to elementary or secondary enrolment projections may be made as part of the final Budget Estimates report.

The estimated ADE of 22,153.50 elementary students and 10,499.28 secondary students represents an overall increase of 1.1% from the 2015-16 Revised Estimates projection.

Staff will focus their efforts to attract new students and improve retention levels by reviewing program offerings (specialized programs, extra-curricular activities, class options/sections).

## **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 \$376.4 million (including all compliance adjustments). These expenses include program expansion items identified in Appendix D-1. None of the new initiatives listed in Appendix D-2 have been included in this draft.

The salary and benefits budget has been estimated at \$293.8 million, which represents 86.8% of total operating expenses, and is \$8.1 million higher than the 2015-16 Revised Estimates. This is mainly due to enrolment growth, salary benchmark increases and restoration of the grid movement to September 1.

The other operating expenses have been estimated at \$44.7 million or 13.2% of total operating budget. The capital expenses are estimated at \$9.6 million; school generated funds amount to \$12.5 million; amortization of capital assets is estimated at \$16.4 million (\$500,000 higher than at 2015-16 Revised Estimates, due to the opening of the new St. Gregory the Great CES); and employee future benefits and accrued interest adjustments amount to (\$0.6) million.

School budgets of \$4.0 million have been included in the operating expenses (with \$1.8 million for elementary and \$1.3 million for secondary schools and \$900,000 for additional EPO related expenditures, reserves for March 31 enrolment adjustment and central school contingencies).

Based on the current compilation of expenses, Special Education expenses, including salary and benefits and other operating expenses, amount to \$45.0 million (as listed in Appendix A-4), up from \$43.2 million presented in the 2015-16 Revised Estimates. The increase in expenses is mainly due to salary benchmark increases, as well as the addition of 1.0 FTE Special Education Resource Teacher and 2.0 Educational Assistants to address growth (as listed in Appendix D-1). The current Special Education Allocation is \$41.5 million, plus \$1.6 million in funding for self-contained classes and \$300,000 in other EPO and related revenues allocated to Special Education for a total Special Education revenue for enveloping purposes, of \$43.4 million. As a result, it is expected that the Special Education shortfall for 2016-17 Budget Estimates will be \$1.6 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 cannot be tracked through the EFIS forms. The Ministry is implementing a workgroup to review the enveloping forms for Special Education and determine how to best identify all related revenue.

The Board Administration and Governance expenses, including salary and benefits and other operating expenses, amount to \$9.7 million (as listed in Appendix A-5), as compared to \$9.3 at 2015-16 Revised Estimates. The increase in expenses is as a result of salary benchmark increases and the inclusion of a number of initiatives in the Board Administration and Governance Grant (over \$200,000 of this increase relates to the addition of revenue for Capacity Planning, Managing Information for Student Achievement - Local, and Technology Enabled Learning and Teaching Contacts grant, which comes with corresponding expenses). 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 2016-17 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, to comply with the Ministry's Risk Assessment Analysis of the Board. As the Board is in a deficit position, no budgeted transfer has been made.

## 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 2016-17 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 \$14.7 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 \$16.4 million. The difference of \$1.7 million has to be funded through other areas of the budget.

## UPDATED 2015-16 BUDGET SCHEDULE (APPENDIX H)

As the budget schedule indicates, staff intends to file the final Budget Estimates with the Ministry by the June 30, 2016 deadline. The final draft Budget Estimates for 2015-16 will be presented for approval at the June 21, 2016 Regular Board Meeting.

## BALANCED BUDGET, ENVELOPING, FLEXIBILITY & OTHER REPORTING REQUIREMENTS:

School Boards continue to be responsible for setting their budgets. Education funding recognizes that school boards need flexibility to decide how best to allocate resources within those budgets. At the same time, there are restrictions on how school boards may use certain components of their allocation. The different types of spending restrictions for boards are as follows:

1. Budgets must be balanced.
2. Class-size targets are to be met.
3. The Special Education Grant is limited to special education expenditures.
4. The allocations within the Student Achievement Envelope of the Learning Opportunities Grant are limited for use collectively on seven programs.
5. The Library Staff Allocation is to be used to fund library staff.
6. Each board is required to spend at least half of the minimum funding received for the dedicated position through the First Nation, Métis, and Inuit Education Supplement Per-Pupil Amount, and confirm that any remainder has been used to support the Framework through its Board Action Plan (BAP).
7. The Mental Health Leader Allocation is to be used to ensure that each board has at least one Mental Health Leader.
8. New Teacher Induction Program (NTIP) funding is to be used for eligible NTIP expenditures which are required to meet NTIP program requirements.
9. School Board Administration and Governance spending shall not exceed the grant allocation (excluding internal audit).

10. The School Renewal Allocation is primarily limited to capital renewal expenditures.
11. The School Condition Improvement Allocation is to be used for renewal expenditures that are capitalized.
12. Capital funding is to be used for approved capital projects.
13. The Temporary Accommodation Allocation is to be used for portable moves, leases, and purchases, as well as lease costs for permanent instructional space.
14. A portion of GSN funding is to be used first for minor tangible capital assets (furniture and equipment that is capitalized)

School boards continue to be accountable for how they use all of the revenue that they receive from education funding grants, including the revenue that they can use flexibly.

Staff is in the process of completing the EFIS form submission which will determine the Board's compliance with the enveloping criteria. Staff expects the Board to be compliant in all areas.

## **CONCLUSION:**

This draft of the 2016-17 Budget Estimates reflects an update to projected funding based on EFIS 2.0 forms completed to date, and the most current expenses based on available information to date.

Additional analysis is required in order to finalize the 2016-17 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 2.0 forms, to ensure all revenue information has been included and calculated properly and that the expenses are appropriately allocated and enveloped.

It is expected that the Board will continue to be in a deficit position going forward, unless the Ministry funds the increasing sick leave costs and the increased insured benefit costs incurred by school boards prior to the transition to the Employee Life and Health Trusts.

The final budget draft will be presented to the Board for approval on June 21, 2016.

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SUPERINTENDENT OF BUSINESS AND TREASURER OF THE BOARD

### **REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

**Halton Catholic District School Board**  
**Revenue**  
**2016/17 Budget Estimates**

Appendix A-1

	2016/2017 Budget Estimates	2015/2016 Revised Estimates	2015/2016 Revised Estimates	2015/2016 Original Budget	2014/2015 Actuals
	(in PSAB Format)	Revised Submission (in PSAB Format)	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)
<b>OPERATING REVENUE</b>					
<b>Province of Ontario</b>					
Legislative Grants	252,158,355	241,688,285	241,688,285	244,625,612	237,867,168
Municipal Taxes	86,119,550	85,895,608	85,895,608	83,915,130	84,272,864
	<u>338,277,905</u>	<u>327,583,893</u>	<u>327,583,893</u>	<u>328,540,742</u>	<u>322,140,032</u>
<b>Other Provincial Grants</b>					
Prior Year Grant Adjustment - Operating	-	-	-	-	3,059
Additional Funding-Grid Movement for Teachers,ECEs		1,946,293			
Additional Funding-1% Lump Sum		2,509,377			
Other Provincial Grants (Appendix A-9)	2,183,365	3,157,866	3,157,866	2,504,957	3,738,150
	<u>2,183,365</u>	<u>7,613,536</u>	<u>3,157,866</u>	<u>2,504,957</u>	<u>3,741,209</u>
<b>Other Revenue</b>					
Government of Canada	1,637,646	1,637,621	1,637,621	1,722,289	1,797,910
Tuition Fees	1,570,750	1,325,600	1,325,600	1,309,900	785,630
Use of Schools/Rentals	848,000	756,520	756,520	756,520	822,465
Cafeteria/Vending Funds/Uniform Commissions	-	-	-	-	35,405
Interest Revenue	50,000	41,000	41,000	25,000	40,499
Donations	-	1,000	1,000	-	11,987
Miscellaneous Recoveries	-	-	-	-	108,796
Recoveries - Secondments	1,497,235	1,000,970	1,000,970	1,043,400	1,161,582
Miscellaneous Revenue	1,365,774	939,710	939,710	822,809	1,018,277
EDC Revenue	8,000,000	7,000,000	7,000,000	7,000,000	8,664,543
	<u>14,969,405</u>	<u>12,702,421</u>	<u>12,702,421</u>	<u>12,679,918</u>	<u>14,447,094</u>
<b>School Generated Funds Revenue</b>	<u>12,500,000</u>	<u>12,500,000</u>	<u>12,500,000</u>	<u>12,500,000</u>	<u>11,913,498</u>
<b>Amortization of Deferred Capital Contribution</b>	<u>14,746,120</u>	<u>14,130,784</u>	<u>14,130,784</u>	<u>14,093,304</u>	<u>13,616,163</u>
<b>Total Operating Revenue</b>	<u><b>382,676,795</b></u>	<u><b>374,530,634</b></u>	<u><b>370,074,964</b></u>	<u><b>370,318,921</b></u>	<u><b>365,857,996</b></u>
<b>Available for Compliance</b>					
(Surplus) Deficit - Operating	2,039,515	1,202,074	4,967,519	(76,022)	(804,226)
Available for Compliance - Transfer from (to) Internally Reserve (net) Note#1	341,060	709,748	777,973	(967,475)	(1,687,097)
<b>Total (Surplus) Deficit Available for Compliance</b>	<u><b>2,380,575</b></u>	<u><b>1,911,822</b></u>	<u><b>5,745,492</b></u>	<u><b>(1,043,497)</b></u>	<u><b>(2,491,323)</b></u>
<b>Unavailable for Compliance</b>					
Unavailable for Compliance (PSAB Adjustment)	(158,253)	(149,942)	(149,942)	(149,942)	(125,387)
Amortization of EFB - Retirement Gratuity & ERIIP Liability	-	-	-	(347,601)	-
Amortization of EFB - Retirement/Health/Dental/Life Insurance	(458,219)	(458,218)	(458,218)	(110,617)	(242,811)
Unavailable for Compliance (Increase) Decrease in School Generated Funds	-	-	-	-	44,126
Revenues Recognized for Land	(8,000,000)	(7,000,000)	(7,000,000)	(7,000,000)	(8,664,543)
<b>Total Unavailable for Compliance (Surplus)</b>	<u><b>(8,616,472)</b></u>	<u><b>(7,608,160)</b></u>	<u><b>(7,608,160)</b></u>	<u><b>(7,608,160)</b></u>	<u><b>(8,988,615)</b></u>
<b>Total Annual (Surplus) Deficit</b>	<u><b>(6,235,897)</b></u>	<u><b>(5,696,338)</b></u>	<u><b>(1,862,668)</b></u>	<u><b>(8,651,657)</b></u>	<u><b>(11,479,938)</b></u>
<b>Total Revenue After PSAB Adjustment</b>	<u><b>\$ 376,440,898</b></u>	<u><b>\$ 368,834,296</b></u>	<u><b>\$ 368,212,296</b></u>	<u><b>\$ 361,667,264</b></u>	<u><b>\$ 354,378,058</b></u>
<b>Note #1</b>					
Net Transfer (to) from Working Funds Reserve				(600,000)	(600,000)
Net Transfer (to) from Student Success, P.D.S.S and School Activities Reserve		386,538	386,538		386,420
Net Transfer (to) from School Renewal Reserve		187,682	187,682	(700,000)	(778,108)
Net Transfer (to) from Committed Capital Projects	264,678	59,146	59,146	187,918	(840,016)
Net Transfer (to) from Committed Sinking Fund	76,382	76,382	144,607	144,607	144,607
	<u><b>\$ 341,060</b></u>	<u><b>\$ 709,748</b></u>	<u><b>\$ 777,973</b></u>	<u><b>\$ (967,475)</b></u>	<u><b>\$ (1,687,097)</b></u>

**Halton Catholic District School Board**  
**Expenditure Summary**  
**2016/17 Budget Estimates**

Appendix A-2

	<b>2016/2017 Budget Estimates</b>	<b>2015/2016 Revised Estimates Revised Submission</b>	<b>2015/2016 Revised Estimates</b>	<b>2015/2016 Original Budget</b>	<b>2014/2015 Actuals</b>
	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)
<b>Classroom Instruction</b>					
Classroom Teachers	198,209,593	193,217,540	193,217,540	190,992,910	184,482,656
Occasional Teachers	4,358,000	4,505,250	4,505,250	4,067,750	4,546,687
Early Childhood Educators (E.C.E) and Supply	7,925,015	7,468,760	7,468,760	7,284,140	7,447,464
Teacher Assistants	19,865,214	19,622,641	19,622,641	18,256,340	19,669,325
Textbooks & Classroom Supplies	7,703,749	7,943,300	7,943,300	6,860,021	6,227,368
Computers	1,784,774	1,740,945	1,740,945	1,740,869	2,072,420
Professionals, Paraprofessionals & Technical	10,556,580	10,188,774	10,188,774	10,530,537	10,294,949
Library and Guidance	4,949,824	4,814,563	4,814,563	4,359,675	4,673,603
Staff Development	1,876,142	2,115,640	2,115,640	2,129,348	2,513,574
<b>Subtotal Classroom Instruction (Appendices A-3 &amp; A-4)</b>	<b>257,228,891</b>	<b>251,617,413</b>	<b>251,617,413</b>	<b>246,221,590</b>	<b>241,928,046</b>
<b>Non Classroom - School Support Services</b>					
School Administration (Appendix A-3)	20,191,822	19,900,978	19,900,978	19,591,146	20,061,009
Teacher Consultants (Appendices A-3 & A-4)	4,622,213	4,596,367	4,596,367	3,666,550	3,632,579
Continuing Education (Appendix A-7)	6,093,367	5,969,830	5,969,830	6,154,092	6,319,030
<b>Subtotal School Support Services</b>	<b>30,907,402</b>	<b>30,467,175</b>	<b>30,467,175</b>	<b>29,411,788</b>	<b>30,012,619</b>
<b>Recoverable Expenses</b>	<b>1,497,235</b>	<b>1,000,970</b>	<b>1,000,970</b>	<b>1,043,400</b>	<b>1,161,582</b>
<b>Other Non Classroom</b>					
Board Administration (Appendix A-5)	9,662,179	9,327,628	9,327,628	8,872,176	8,150,531
Transportation (Appendix A-8)	7,272,313	6,970,753	6,970,753	7,094,298	6,747,001
<b>Subtotal Other Non Classroom</b>	<b>16,934,492</b>	<b>16,298,381</b>	<b>16,298,381</b>	<b>15,966,474</b>	<b>14,897,531</b>
<b>Pupil Accommodation</b>					
School Operations and Maintenance	30,380,723	30,197,726	29,575,726	30,302,376	28,140,743
ALC and Portable Leases	1,613,000	1,435,000	1,435,000	1,000,000	784,322
Debt Charges	47,375	47,375	47,375	47,375	47,375
Other Debenture Payments (Interest only from 10-11)	9,583,205	10,096,617	10,096,617	10,096,617	10,536,538
<b>Subtotal Pupil Accommodations (Appendix A-6)</b>	<b>41,624,303</b>	<b>41,776,718</b>	<b>41,154,718</b>	<b>41,446,368</b>	<b>39,508,978</b>
<b>School Generated Funds expenses</b>	<b>12,500,000</b>	<b>12,500,000</b>	<b>12,500,000</b>	<b>12,500,000</b>	<b>11,957,624</b>
<b>Amortization expense</b>	<b>16,365,046</b>	<b>15,781,799</b>	<b>15,781,799</b>	<b>15,685,804</b>	<b>15,279,876</b>
<b>Total expenses before PSAB adjustments</b>	<b>\$ 377,057,369</b>	<b>\$ 369,442,456</b>	<b>\$ 368,820,456</b>	<b>\$ 362,275,424</b>	<b>\$ 354,746,256</b>
<b>PSAB Adjustments</b>					
<i>Increase in Employee Future Benefits</i>	(458,218)	(458,218)	(458,218)	(458,218)	(242,811)
<i>(Decrease) in Accrued Interest on Debentures</i>	(158,253)	(149,942)	(149,942)	(149,942)	(125,387)
<b>Total PSAB Adjustment</b>	<b>\$ (616,471)</b>	<b>\$ (608,160)</b>	<b>\$ (608,160)</b>	<b>\$ (608,160)</b>	<b>\$ (368,198)</b>
<b>Total expenses After PSAB adjustments</b>	<b>\$ 376,440,898</b>	<b>\$ 368,834,296</b>	<b>\$ 368,212,296</b>	<b>\$ 361,667,264</b>	<b>\$ 354,378,058</b>

# Halton Catholic District School Board

## Instruction Expenditures

### 2016/17 Budget Estimates

Appendix A-3

	2016/2017 Budget Estimates (in PSAB Format)	2015/2016 Revised Estimates (in PSAB Format)	2015/2016 Original Budget (in PSAB Format)	2014/2015 Actuals (in PSAB Format)
<b>CLASSROOM</b>				
<b>Regular Day School</b>				
Classroom Teachers - Salaries & Benefits	179,804,211	175,793,718	173,609,670	167,252,729
Classroom Teachers - ESL - Salaries & Benefits	2,752,747	2,666,865	2,481,430	2,505,531
Classroom Teachers - Travel	12,000	36,700	29,700	12,738
Occasional Teachers - Salaries & Benefits	3,502,000	3,598,500	3,161,000	3,640,585
Early Childhood Educators (E.C.E) - Salaries and Benefits	7,667,515	7,250,760	7,066,140	7,201,160
Supply E.C.E - Salaries and Benefits	257,500	218,000	218,000	246,304
Textbooks and Classroom Material	5,801,041	6,352,784	5,294,636	5,020,848
Furniture and Equipment	315,940	467,072	465,920	466,069
Computer - Furniture & Equipment	306,774	367,445	322,369	489,803
Computer - Supplies & Services	1,469,000	1,364,500	1,409,500	1,347,222
Prof. & Paraprofessionals - Computer - Salaries & Benefits	1,955,685	1,959,904	2,105,720	2,214,171
Prof. & Paraprofessionals - Salaries & Benefits	1,910,960	1,787,437	1,795,736	1,920,914
Prof. & Paraprofessionals - Supplies & Equipment	847,368	776,133	1,031,901	955,814
Library and Guidance - Salaries & Benefits	4,628,974	4,399,125	4,042,235	4,208,441
Library and Guidance - Books & Supplies	320,850	415,438	317,440	465,162
Staff Development	1,801,642	2,058,902	2,072,610	2,439,109
<b>Subtotal Classroom</b>	<b>\$ 213,354,207</b>	<b>\$ 209,513,283</b>	<b>\$ 205,424,007</b>	<b>\$ 200,386,599</b>
<b>NON-CLASSROOM</b>				
<b>Regular Day School</b>				
Teacher Consultants - Salaries & Benefits	3,206,575	3,070,881	2,287,222	2,092,821
Teacher Consultants - Supplies & Services	324,910	446,163	359,360	479,603
<b>Subtotal Consultants</b>	<b>\$ 3,531,485</b>	<b>\$ 3,517,044</b>	<b>\$ 2,646,582</b>	<b>\$ 2,572,423</b>
<b>School Administration</b>				
School Administration - Salaries & Benefits	19,289,744	18,759,104	18,673,990	18,721,994
School Administration - Supplies & Services	902,078	1,141,874	917,156	1,339,015
<b>Subtotal School Administration</b>	<b>\$ 20,191,822</b>	<b>\$ 19,900,978</b>	<b>\$ 19,591,146</b>	<b>\$ 20,061,009</b>
<b>Total Regular Day School - Non Classroom</b>	<b>\$ 23,723,307</b>	<b>\$ 23,418,022</b>	<b>\$ 22,237,728</b>	<b>\$ 22,633,432</b>
Recoverable Expenses	\$ 1,497,235	\$ 1,000,970	\$ 1,043,400	\$ 1,161,582
<b>Total Instruction</b>	<b>\$ 238,574,749</b>	<b>\$ 233,932,275</b>	<b>\$ 228,705,135</b>	<b>\$ 224,181,614</b>



**Halton Catholic District School Board  
Special Education Expenditures  
2016/17 Budget Estimates**

Appendix A-4

	<b>2016/2017 Budget Estimates</b> (in PSAB Format)	<b>2015/2016 Revised Estimates</b> (in PSAB Format)	<b>2015/2016 Original Budget</b> (in PSAB Format)	<b>2014/2015 Actuals</b> (in PSAB Format)
<b>CLASSROOM</b>				
Classroom Teachers - Salaries & Benefits	15,589,035	14,659,657	14,811,510	14,662,313
Classroom Teachers - Travel	51,600	60,600	60,600	49,345
Teacher Assistants - Salaries & Benefits	19,865,214	19,622,641	18,256,340	19,669,325
Supply Teacher Assistants - Salaries & Benefits	856,000	906,750	906,750	906,102
Textbooks and Classroom Material	314,368	330,399	306,420	363,802
Furniture & Equipment	1,272,400	793,045	793,045	376,648
Computer Equipment	9,000	9,000	9,000	235,395
Prof. & Paraprofessionals - Salaries & Benefits	5,739,567	5,571,300	5,503,180	5,129,279
Prof. & Paraprofessionals - Supplies & Equipment	103,000	94,000	94,000	74,771
Workshops	74,500	56,738	56,738	74,466
<b>Subtotal Classroom</b>	<b>\$ 43,874,684</b>	<b>\$ 42,104,130</b>	<b>\$ 40,797,583</b>	<b>\$ 41,541,446</b>
<b>NON CLASSROOM</b>				
Consultants - Salaries & Benefits	1,043,802	1,030,990	971,635	1,008,226
Consultants - Supplies & Services	46,926	48,333	48,333	51,930
<b>Subtotal Consultants</b>	<b>\$ 1,090,728</b>	<b>\$ 1,079,323</b>	<b>\$ 1,019,968</b>	<b>\$ 1,060,156</b>
<b>Total Special Education expenses</b>	<b>\$ 44,965,412</b>	<b>\$ 43,183,453</b>	<b>\$ 41,817,551</b>	<b>\$ 42,601,602</b>

**Halton Catholic District School Board**  
**Board Administration and Governance Expenditures**  
**2016/17 Budget Estimates**

Appendix A-5

	<b>2016/2017 Budget Estimates</b>	<b>2015/2016 Revised Estimates</b>	<b>2015/2016 Original Budget</b>	<b>2014/2015 Actuals</b>
	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)
<b>Governance /Trustees</b>	<b>\$ 207,900</b>	<b>\$ 216,280</b>	<b>\$ 216,280</b>	<b>\$ 168,765</b>
<b>Directors and Supervisory Officers</b>				
Salaries & Benefits	1,613,009	1,615,640	1,608,710	1,620,499
Supplies & Services	113,800	121,200	129,200	117,196
Furniture & Equipment	10,450	12,700	13,700	1,154
Other Expenditures	18,850	19,000	19,000	14,603
<b>Subtotal Directors and Supervisory Officers</b>	<b>\$ 1,756,109</b>	<b>\$ 1,768,540</b>	<b>\$ 1,770,610</b>	<b>\$ 1,753,451</b>
<b>Business and General Administration</b>				
Salaries & Benefits	3,515,965	3,155,530	3,131,205	2,849,263
Supplies & Services	375,073	396,529	277,900	149,458
Furniture & Equipment	30,000	79,452	32,700	16,561
Fees & Contractual Services	521,170	510,300	431,800	459,562
Other Expenditures	219,167	215,447	173,350	167,165
Parent Engagement Expenses	38,551	37,992	38,003	37,022
<b>Subtotal Business and General Administration</b>	<b>\$ 4,699,926</b>	<b>\$ 4,395,250</b>	<b>\$ 4,084,958</b>	<b>\$ 3,679,030</b>
<b>Human Resources</b>				
Salaries & Benefits	1,517,077	1,455,370	1,308,140	1,358,935
Supplies & Services	79,509	85,009	85,009	68,799
Furniture & Equipment	9,500	9,500	9,500	5,583
Fees & Contractual Services	266,353	265,919	265,919	205,782
Other Expenditures	11,600	11,600	11,600	3,539
<b>Subtotal Human Resources</b>	<b>\$ 1,884,039</b>	<b>\$ 1,827,398</b>	<b>\$ 1,680,168</b>	<b>\$ 1,642,639</b>
<b>Information Technology</b>				
Salaries & Benefits	580,705	577,660	577,660	367,569
Supplies & Services	23,000	23,000	23,000	29,635
Furniture & Equipment	15,500	15,500	15,500	20,759
Other Expenditures	5,000	5,000	5,000	4,444
<b>Subtotal Information Technology</b>	<b>\$ 624,205</b>	<b>\$ 621,160</b>	<b>\$ 621,160</b>	<b>\$ 422,407</b>
<b>Bank Financing Charges</b>				
Operating interest and bank charges	140,000	155,000	155,000	134,079
<b>Subtotal Bank Financing Charges</b>	<b>\$ 140,000</b>	<b>\$ 155,000</b>	<b>\$ 155,000</b>	<b>\$ 134,079</b>
<b>Operations &amp; Maintenance</b>				
Utilities	145,000	140,000	140,000	135,052
Building repairs and maintenance	103,000	98,000	98,000	120,536
Landscape and snow removal	33,000	35,000	35,000	24,918
Fire/Security/Monitoring	3,000	3,000	3,000	5,078
Waste Disposal	3,000	3,000	3,000	-
Contractual Services	63,000	65,000	65,000	62,255
Building Improvements				2,166
<b>Subtotal Operations &amp; Maintenance</b>	<b>\$ 350,000</b>	<b>\$ 344,000</b>	<b>\$ 344,000</b>	<b>\$ 350,160</b>
<b>Total Board Administration</b>	<b>\$ 9,662,179</b>	<b>\$ 9,327,628</b>	<b>\$ 8,872,176</b>	<b>\$ 8,150,531</b>

# Halton Catholic District School Board

## Pupil Accommodation Expenses

### 2016/17 Budget Estimates

Appendix A-6

	2016/2017 Budget Estimates (in PSAB Format)	2015/2016 Revised Estimates (in PSAB Format)	2015/2016 Original Budget (in PSAB Format)	2014/2015 Actuals (in PSAB Format)
<b>School Operations</b>				
Salaries & Benefits	10,329,323	9,928,560	10,364,200	10,068,356
Professional Development	18,000	10,400	10,400	22,967
Community Use of Schools	462,752	408,367	408,367	349,479
Utilities - Hydro	4,922,195	5,071,000	5,071,000	4,507,695
Utilities - Natural Gas	790,000	840,000	840,000	754,874
Utilities - Water & Sewer	802,000	660,000	660,000	600,906
Maintenance - Supplies and Materials	890,000	985,000	985,000	809,061
Travel & Mileage	89,000	89,000	89,000	64,837
Custodial equipment repairs	135,000	125,000	125,000	119,751
Creative playground equipment	25,000	30,000	30,000	10,218
Telephone	33,250	19,500	19,500	14,055
Plant Office	20,200	19,700	19,700	10,518
School Maintenance Services	7,192,000	7,283,390	7,089,000	6,707,975
Furniture & Equipment	150,000	157,000	157,000	23,470
Professional Fees	631,458	461,000	461,000	539,000
Contractual Services - Security, Fire, etc.	2,906,255	2,644,100	2,644,100	2,326,931
Insurance	728,000	616,850	616,850	606,443
Portables Set-ups/Moving Expenses	46,500	46,500	446,500	395,932
Continuing Education/ALC Operating Costs	209,790	180,359	265,759	208,275
<b>Subtotal School Operations</b>	<b>\$ 30,380,723</b>	<b>\$ 29,575,726</b>	<b>\$ 30,302,376</b>	<b>\$ 28,140,743</b>
<b>New Pupil Places</b>				
Portable Leases & Moving expenses	1,613,000	1,435,000	1,000,000	784,322
<b>Subtotal New Pupil Places</b>	<b>\$ 1,613,000</b>	<b>\$ 1,435,000</b>	<b>\$ 1,000,000</b>	<b>\$ 784,322</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	225,518	245,770	245,770	265,246
Turf Loan Interest	-	-	-	-
OSBFC Debenture Interest	4,833,452	5,129,118	5,129,118	5,406,551
OFA Debenture Interest	4,524,235	4,721,729	4,721,729	4,864,741
<b>Subtotal Other Debenture Payments</b>	<b>\$ 9,583,205</b>	<b>\$ 10,096,617</b>	<b>\$ 10,096,617</b>	<b>\$ 10,536,538</b>
<b>Total Pupil Accommodation</b>	<b>\$ 41,624,303</b>	<b>\$ 41,154,718</b>	<b>\$ 41,446,368</b>	<b>\$ 39,508,978</b>

**Halton Catholic District School Board**  
**Continuing Education/Adult Learning Centre Expenditures**  
**2016/17 Budget Estimates**

Appendix A-7

	<b>2016/2017 Budget Estimates (in PSAB Format)</b>	<b>2015/2016 Revised Estimates (in PSAB Format)</b>	<b>2015/2016 Original Budget (in PSAB Format)</b>	<b>2014/2015 Actuals (in PSAB Format)</b>
<b>Continuing Education</b>				
Salaries & Benefits	4,936,059	4,790,322	5,018,483	5,224,601
Supplies and Services	206,692	257,614	213,719	190,614
Furniture & Equipment	17,000	17,000	17,000	11,945
Fees & Contractual Services	25,100	25,200	25,200	39,094
ALC Leases/Rentals	908,516	879,694	879,690	852,776
<b>Total Continuing Education</b>	<b>\$ 6,093,367</b>	<b>\$ 5,969,830</b>	<b>\$ 6,154,092</b>	<b>\$ 6,319,030</b>

**Halton Catholic District School Board**  
**Transportation Expenditures**  
**2016/17 Budget Estimates**

Appendix A-8

	<b>2016/2017 Budget Estimates (in PSAB Format)</b>	<b>2015/2016 Revised Estimates (in PSAB Format)</b>	<b>2015/2016 Original Budget (in PSAB Format)</b>	<b>2014/2015 Actuals (in PSAB Format)</b>
<b>Transportation - General</b>				
Salaries & Benefits	386,668	379,665	376,474	360,708
Supplies and Services	54,891	58,286	57,241	26,613
Furniture & Equipment	6,521	8,153	8,084	10,668
Fees & Contractual Services	115,385	129,538	124,611	104,869
<b>Subtotal Transportation - General</b>	<b>563,465</b>	<b>575,642</b>	<b>566,410</b>	<b>502,858</b>
<b>Transportation - Home to School</b>	<b>6,708,848</b>	<b>6,395,111</b>	<b>6,527,888</b>	<b>6,244,143</b>
<b>Total Transportation</b>	<b>\$ 7,272,313</b>	<b>\$ 6,970,753</b>	<b>\$ 7,094,298</b>	<b>\$ 6,747,001</b>

Grant Description	2016/2017 Original Budget Estimates	2015/2016 Revised Budget Estimates	2015/2016 Original Budget Estimates
<b>A.Prkacin - EPO</b>			
Library Staffing Grant		124,925	124,925
Physical Activity - Christ The King		1,717	
Outdoor Education		309,594	
French As A Second Language		96,913	
First Nation/Metis/Inuit Education		63,268	
Early Leadership Strategy	95,130	95,130	95,130
Renewed Math Strategy	422,458		
E-Learning		105,000	105,000
Student Work Study		120,000	120,000
Collaborative Inquiry In Math		90,000	90,000
Network-School In The Middle		25,000	25,000
Network-Schools Helping Schl		130,500	130,500
	<b>517,588</b>	<b>1,162,047</b>	<b>690,555</b>
<b>B. Browne - EPO</b>			
Autism Support And Training	49,926	49,333	49,333
Learning For All	46,528	41,513	24,988
Board Leadership Development Strategy (BLDS)		51,789	
	<b>96,454</b>	<b>142,635</b>	<b>74,321</b>
<b>C. McGillicuddy - EPO</b>			
Specialist Highskills Major (SHSM) Special Funding		63,696	63,696
Collaborative Inquiry For Instructional Impact		29,414	
Math And Literacy (Gains)		58,829	
Differentiated Instruction (D.I)		29,414	117,657
S.S.Schls & Cross Panel Teams		27,647	27,647
Re-Engagement 12 & 12+		4,479	
Enrolment Reporting Initiative		62,656	
	-	<b>276,135</b>	<b>209,000</b>
<b>L.Naar-EPO</b>			
Teacher Learning & Leadership Program-Mahler		43,883	
Teacher Learning & Leadership Program-Ramirez		19,228	
	-	<b>63,111</b>	-
<b>T. Pinelli - EPO</b>			
Safe, Equitable And Inclusive Schools	90,849	89,981	89,981
	<b>90,849</b>	<b>89,981</b>	<b>89,981</b>
<b>T. Overholt - EPO</b>			
Parents Reaching Out (PRO)		36,379	
Parents Reaching Out - Regional		15,000	
	-	<b>51,379</b>	-
<b>J. OHara - EPO</b>			
Transitional Support-MOU	80,473	80,473	
	<b>80,473</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>P.Dawson - EPO</b>			
M.I.S.A - P.N.C.			230,000
M.I.S.A - LOCAL		46,071	46,071
	-	<b>46,071</b>	<b>276,071</b>
<b>Sub-total</b>	<b>\$ 858,964</b>	<b>\$ 1,985,432</b>	<b>\$ 1,413,528</b>
<b>O.Y.A.P GRANT</b>	106,439	107,056	92,529
LBS Grants	98,400	98,900	98,900
Province Of Ontario-Citizenship-Estimated	1,119,562	934,080	900,000
PBLA 1X FUNDING		21,186	
Province Of Ontario-Citizenship-One Time Funding	-	11,212	
<b>Sub-total</b>	<b>\$ 1,324,401</b>	<b>\$ 1,172,434</b>	<b>\$ 1,091,429</b>
<b>Total Other Provincial Grants per A-1</b>	<b>\$ 2,183,365</b>	<b>\$ 3,157,866</b>	<b>\$ 2,504,957</b>

**Halton Catholic District School Board**  
**Summary of Expenses by Expense Type**  
**2016-17 Budget Estimates**

	2016-17 Budget Estimates	% of total budget	\$ increase (from 15/16 to 16/17)	% increase (from 15/16 to 16/17)	2015-16 Revised Estimates	% of total budget	2014-15 Actuals	% of total budget	2013-14 Actuals	% of total budget
<b>Operating</b>										
Salary & Wages	251,139,028	74.2%	6,379,276	2.6%	244,759,752	74.1%	235,521,943	74.3%	225,684,860	75.0%
Employee Benefits	42,688,845	12.6%	1,731,731	4.2%	40,957,114	12.4%	41,107,146	13.0%	36,533,435	12.1%
<b>Total Salaries and Benefits</b>	<b>293,827,873</b>	<b>86.8%</b>	<b>8,111,007</b>	<b>2.8%</b>	<b>285,716,866</b>	<b>86.5%</b>	<b>276,629,089</b>	<b>87.3%</b>	<b>262,218,295</b>	<b>87.1%</b>
Professional Development	886,794	0.3%	(196,637)	-18.2%	1,083,431	0.3%	762,284	0.2%	940,415	0.3%
Supplies & Services (Appendix B-1)	26,042,611	7.7%	(652,382)	-2.4%	26,694,993	8.1%	23,173,453	7.3%	21,958,388	7.3%
Replacement Furniture & Equipment	26,500	0.0%	-	0.0%	26,500	0.0%	2,815	0.0%	13,501	0.0%
Operating Interest	140,000	0.0%	(15,000)	-9.7%	155,000	0.0%	134,079	0.0%	139,500	0.0%
Rentals & Leases	1,192,983	0.4%	(847,787)	-41.5%	2,040,770	0.6%	1,752,711	0.6%	1,741,364	0.6%
Fees & Contractuals (Appendix B-2)	14,820,539	4.4%	1,883,701	14.6%	12,936,838	3.9%	12,643,350	4.0%	11,942,362	4.0%
Other	715,927	0.2%	(144,646)	-16.8%	860,573	0.3%	974,287	0.3%	1,247,896	0.4%
ALC Lease/Rentals	908,516	0.3%	28,822	3.3%	879,694	0.3%	852,775	0.3%	836,418	0.3%
<b>Total Other Operating</b>	<b>44,733,870</b>	<b>13.2%</b>	<b>56,071</b>	<b>0.1%</b>	<b>44,677,799</b>	<b>13.5%</b>	<b>40,295,754</b>	<b>12.7%</b>	<b>38,819,844</b>	<b>12.9%</b>
<b>Total Operating</b>	<b>338,561,743</b>	<b>100.0%</b>	<b>8,167,078</b>	<b>2.5%</b>	<b>330,394,665</b>	<b>100.0%</b>	<b>316,924,843</b>	<b>100.0%</b>	<b>301,038,139</b>	<b>100.0%</b>
<b>Capital</b>										
Debt Charges & Interest	47,375	0.5%	-	-	47,375	0.5%	47,375	0.5%	47,375	0.5%
Turf Loan Interest Payments		0.0%	-	-		0.0%	-	0.0%	-	0.0%
OSBFC Debenture Interest Payments	4,833,452	50.2%	(295,666)	-5.8%	5,129,118	50.6%	5,406,551	54.0%	5,768,697	57.6%
OFA Debenture Interest Payments	4,749,753	49.3%	(217,746)	-4.4%	4,967,499	49.0%	5,129,987	51.3%	4,192,613	41.9%
<b>Total Capital</b>	<b>9,630,580</b>	<b>100.0%</b>	<b>(513,412)</b>	<b>-5.1%</b>	<b>10,143,992</b>	<b>100.0%</b>	<b>10,583,913</b>	<b>100.0%</b>	<b>10,008,685</b>	<b>100.0%</b>
<b>PSAB Adjustments</b>										
<b>School Generated Funds</b>	<b>12,500,000</b>	<b>44.3%</b>	<b>-</b>	<b>0.0%</b>	<b>12,500,000</b>	<b>45.2%</b>	<b>11,957,624</b>	<b>3.8%</b>	<b>12,064,550</b>	<b>4.0%</b>
<b>Amortization expenses</b>	<b>16,365,046</b>	<b>57.9%</b>	<b>583,247</b>	<b>3.7%</b>	<b>15,781,799</b>	<b>57.0%</b>	<b>15,279,876</b>	<b>4.8%</b>	<b>12,756,112</b>	<b>4.2%</b>
Increase in Employee Future Benefits	(458,218)	-1.6%	-	-	(458,218)	-1.7%	(242,811)	-0.9%	(407,856)	-1.7%
(Decrease) in Accrued Interest on Debenture	(158,253)	-0.6%	(8,311)	5.5%	(149,942)	-0.5%	(125,387)	-0.5%	201,616	0.8%
	<b>(616,471)</b>	<b>-2.2%</b>	<b>(8,311)</b>	<b>1.4%</b>	<b>(608,160)</b>	<b>-2.2%</b>	<b>(368,198)</b>	<b>-1.4%</b>	<b>(206,240)</b>	<b>-0.8%</b>
<b>Total PSAB Adjustments</b>	<b>28,248,575</b>	<b>100.0%</b>	<b>574,936</b>	<b>2.1%</b>	<b>27,673,639</b>	<b>100.0%</b>	<b>26,869,302</b>	<b>8.5%</b>	<b>24,614,422</b>	<b>8.2%</b>
<b>Total expenses</b>	<b>\$ 376,440,898</b>	<b>100.0%</b>	<b>8,228,602</b>	<b>2.2%</b>	<b>\$ 368,212,296</b>	<b>100.0%</b>	<b>\$ 354,378,058</b>	<b>100.0%</b>	<b>\$ 335,661,246</b>	<b>100.0%</b>

**HALTON CATHOLIC DISTRICT SCHOOL BOARD**  
**2016-17 Budget Estimates**  
**Supplies and Services**

<i>Description</i>	<b>2016-17 Budget Estimates</b>	<b>2015-16 Revised Budget Estimates</b>	<b>2014-15 Actual</b>	<b>2013-14 Actual</b>
Advertising	\$ 96,418	\$ 83,235	\$ 102,861	\$ 66,411
Application Software	98,209	68,909	151,959	175,568
Asphalt/Concrete	350,000	300,000	170,993	168,723
Assoc. & Membership Fees-Board	4,000	5,000	3,672	3,536
Audio Visual Materials	150,500	100,500	102,008	135,248
Automobile Reimbursement	425,264	444,224	387,778	410,273
Copying Instructional	372,600	368,700	282,397	261,751
Convention/Conferences	-	15,000	1,295	
Field Trips	596,355	1,012,956	757,998	638,435
Instructional Materials	1,937,720	2,337,590	1,493,650	1,299,682
Instructional Supplies	2,436,723	2,236,328	2,486,489	1,979,898
Library Books	238,460	314,061	300,114	314,704
Maintenance Supplies & Services	7,458,111	7,561,225	7,035,141	6,526,087
Miscellaneous	42,060	59,839	74,645	74,472
Non-Capital Furniture & Equipment	1,937,235	1,703,186	2,607,579	2,294,369
Office Supplies & Services	103,220	260,685	273,342	251,512
Other Travel Expense	12,350	8,750	16,172	11,514
Other Strategic Communication	4,150		7,463	
Periodicals	32,600	29,320	56,335	43,606
Plant Operations Supplies	905,000	995,000	824,895	769,081
Postage	19,984	24,300	38,796	42,182
Printing & Photocopying	267,520	308,279	317,034	456,301
Recruitment Of Staff	22,800	21,650	66,953	8,400
Repairs	329,274	306,025	306,632	250,780
SGF Reimbursements		-	1,983,375	- 1,123,572
Telecommunications	462,135	453,087	550,167	505,000
Textbooks & Learning Materials	902,438	851,544	629,834	548,200
Utilities - Electricity	5,160,485	5,245,600	4,695,280	4,481,697
Utilities - Heating (Gas & Other)	815,000	870,000	774,064	772,572
Utilities - Water & Sewage	812,000	670,000	607,199	550,375
Vehicle Maintenance & Supplies	40,000	40,000	34,083	41,583
Waste Disposal	10,000	-		
	<b>\$ 26,042,611</b>	<b>\$ 26,694,993</b>	<b>\$ 23,173,453</b>	<b>\$ 21,958,388</b>
Check	26,042,611.00	26,694,993.00	23,173,453.00	21,958,388.00
	-	-	-	-



**HALTON CATHOLIC DISTRICT SCHOOL BOARD****2016-17 Budget Estimates****Fees and Contractual expenses**

<i>Description</i>	<b>2016-17 Budget Estimates</b>	<b>2015-16 Revised Budget Estimates</b>	<b>2014-15 Actual</b>	<b>2013-14 Actual</b>
AUDIT FEES	\$ 71,277	\$ 70,541	\$ 97,330	\$ 67,130
LEGAL FEES	247,384	249,279	282,001	231,325
OTHER PROFESSIONAL FEES*	785,169	611,324	679,264	609,560
OTHER CONTRACTUAL SERVICES**	2,399,528	1,427,553	1,355,698	1,514,426
CONTRACTUAL CUSTODIAL SERVICES	2,544,125	2,167,143	2,166,391	1,600,271
CONTRACTUAL-WASTE DISPOSAL	225,000	270,000	145,196	194,033
MISCELLANEOUS	35,000			
TRANSPORTATION	6,824,233	6,524,649	6,349,012	5,932,966
TEMPORARY ASSISTANCE	47,500	49,550	118,014	94,748
COURIER	134,250	139,300	102,401	101,512
SOFTWARE FEES & LICENSES	652,775	682,119	725,900	992,070
HARDWARE MAINTENANCE	100,000	105,000		51,935
INSURANCE	754,298	640,380	622,143	552,386
	<u>\$ 14,820,539</u>	<u>\$ 12,936,838</u>	<u>\$ 12,643,350</u>	<u>\$ 11,942,362</u>

\*Including Plant & Maintenance Professional fees of \$598,366, HR fees for grievances/negotiations of \$59,253, Special Education psychological assessment fees of \$65,000 Transportation Consortium Accounting fees of \$10,592, etc.

\*\* Including commissionaires expenses (School Services) of \$270,000, employee assistance program (Human Resources) of \$169,100, Ceridian fee (Payroll Services) of approximately \$148,000, infrastructure and cabling services (IT) for \$155,000, and Halinet/CanCopy (Curriculum Services) \$125,000, \$57,100 for 55 KTE Special Education Assessments, etc.

**Halton Catholic District School Board**  
**2016-17 Budget Estimates**  
**Day School Average Daily Enrolment (ADE)**

**Appendix C**

					2015-16 REVISED ESTIMATES				2015-16 ORIGINAL ESTIMATES						
	Projected FTE Oct 31/16	Projected FTE Mar 31/17	2016-17 Projected ADE	% Change	Actual FTE Oct 31/15	Projected FTE Mar 31/16	2015-16 Revised ADE	% Change	Projected FTE Oct 31/15	Projected FTE Mar 31/16	2015-16 Original ADE	2014-15 Actual ADE	% Change	2013-14 Actual ADE	% Change
JK	1,930.00	1,930.00	1,930.00	-6.6%	2,062.00	2,070.00	2,066.00	2.1%	2,022.00	2,026.00	2,024.00	2,086.50	112.2%	983.50	12.8%
SK	2,175.00	2,175.00	2,175.00	-1.5%	2,206.00	2,212.00	2,209.00	-2.8%	2,267.00	2,280.00	2,273.50	2,195.50	111.8%	1,036.75	14.5%
Gr. 1 to 3	6,893.00	6,939.00	6,916.00	2.8%	6,714.00	6,740.00	6,727.00	-1.8%	6,840.00	6,863.00	6,851.50	6,512.50	4.4%	6,237.00	4.3%
Gr. 4 to Gr. 8	11,132.00	11,133.00	11,132.50	1.5%	10,959.00	10,981.00	10,970.00	-0.1%	10,965.00	10,986.00	10,975.50	10,935.50	2.2%	10,701.50	2.4%
Elementary Day School Enrolment	22,130.00	22,177.00	22,153.50	0.8%	21,941.00	22,003.00	21,972.00	-0.7%	22,094.00	22,155.00	22,124.50	21,730.00	14.6%	18,958.75	4.1%
Secondary Day School Enrolment	10,672.19	10,326.36	10,499.28	1.6%	10,499.15	10,165.87	10,332.51	0.8%	10,412.88	10,081.33	10,247.11	9,905.23	-0.2%	9,922.86	0.3%
Total Day School ADE	32,802.19	32,503.36	32,652.78	1.1%	32,440.15	32,168.87	32,304.51	-0.2%	32,506.88	32,236.33	32,371.61	31,635.23	9.5%	28,881.61	2.8%

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

**Halton Catholic District School Board**  
**2016-17 Budget Estimates**

*Program Enhancements (included in the Budget)*

	<i>Description</i>	<i>Requested By</i>	<i>Salary</i>	<i>Non-Salary</i>	<i>Total</i>	<i>Reductions/ Changes</i>	<i>Revised Total</i>
<b>1</b>	Upgrades required to school network wireless infrastructure, as well as additional operating costs for the North Oakville Preserve CES.	P. McMahon		170,000	170,000	(50,000)	120,000
<b>2</b>	Increase to various operating costs for rate and contractual increases due to inflation and addition of North Oakville Preserve CES.	G. Corbacio		850,000	850,000	(300,000)	550,000
<b>3</b>	Initial staff training to offer Pre-AP courses - Expansion of AP Program into Oakville Secondary School.	T. Pinelli		10,000	10,000		10,000
<b>4</b>	0.5 FTE - IB Coordinator (VP) to service over 300 students in program. Comesurate with growth of the program	T. Pinelli	60,000		60,000		60,000
<b>5</b>	Training for members of CCCRT & faith formation	L. Naar		17,000	17,000		17,000
<b>6</b>	Expansion of FNMI textbooks, and expansion of social studies textbooks.	A. Prkacin		521,000	521,000	(390,000)	131,000
<b>6A</b>	Additional funding for FNMI Board Action Plan	A. Prkacin				75,000	75,000
<b>7</b>	Head Lice Screening.	T. Overholt		6,000	6,000		6,000
<b>8</b>	Increase to advertising and promotion budget for International Students program.	C. Cipriano		10,000	10,000		10,000
<b>9</b>	0.5 FTE Admission Clerk position for International Students program to address growth when enrolment reaches 140 ADE.	C. Cipriano	24,000		24,000		24,000
<b>10</b>	Special Education equipment.	B. Browne		27,000			-
<b>11</b>	1 FTE - Special Education Resource Teacher - North Oakville Preserve CES	B. Browne	95,000		95,000		95,000
<b>12</b>	2 FTE - Educational Assistants - To cover new school, growth and increasing complexity of student needs (\$34k plus benefits)	B. Browne	90,000		90,000		90,000
<b>13</b>	Various budget reductions	All		(82,000)	(82,000)		(82,000)
<b>14</b>	<i>Expenses captured in #8 and #9 will be offset by increasing visa student registrations (once the 140 ADE target is met, which means 29 additional students over the 2015-16, which are expected to bring a net revenue (net of agent commissions) of \$325,000)</i>						-
	<b>Total</b>		<b>\$ 269,000</b>	<b>\$ 1,529,000</b>	<b>\$ 1,771,000</b>	<b>\$ (665,000)</b>	<b>\$ 1,106,000</b>

**Halton Catholic District School Board  
2016-17 Budget Estimates**

*New Initiatives (Not included in the Budget)*

	<i>Description</i>	<i>Requested By</i>	<i>Salary &amp; Benefits</i>	<i>Non-Salary</i>	<i>Total</i>	<i>Cummulative Total</i>
<b>1</b>	Increase TMC Receptionist from 10 month to 12 month	C. McGillicuddy	4,000		4,000	<b>4,000</b>
<b>2</b>	Wellness Program - Due to Provincial Benefit Trust, program is no longer paid through consulting fees of Mosey & Mosey	J. O'Hara		56,500	56,500	<b>60,500</b>
<b>2A</b>	Partly offsetting cost results from re-evaluation of a current position in HR Services at a lower level, by reassigning complex tasks to existing personnel.	J. O'Hara	(25,000)		(25,000)	<b>35,500</b>
<b>3</b>	Job evaluation training and 3rd party appeal costs	J. O'Hara		20,000	20,000	<b>55,500</b>
<b>4</b>	Youth Settlement Worker - 0.4 FTE (\$53k + Benefits)	C. Cipriano	27,000		27,000	<b>82,500</b>
<b>5</b>	Introduction of instrumental music program at Canadian Martyrs	A. Prkacin		40,000	40,000	<b>122,500</b>
<b>6</b>	Settlement Worker: Mandarin Speaking - 10 Month (\$26/hr + Benefits)	A. Prkacin		50,000	50,000	<b>172,500</b>
<b>7</b>	4.0 FTE ESL Teachers (2 elementary and 2 secondary)	A. Prkacin	392,000		392,000	<b>564,500</b>
	<b>Subtotal</b>		<b>398,000</b>	<b>166,500</b>	<b>564,500</b>	<b>564,500</b>
<b>Special Education Initiatives</b>						
<b>8</b>	0.5 FTE - School Support Transitions Specialist - System Growth and Needs (Autism and Developmental Behavioural Expert) (\$73k plus benefits)	B. Browne	46,000		46,000	<b>46,000</b>
<b>9</b>	1.5 FTE -Speech Language Pathologist (\$82k plus benefits)	B. Browne	154,000		154,000	<b>200,000</b>
<b>10</b>	1.0 FTE - Social Worker - System leader for elementary tier 3 intervention (\$68K plus benefits)	B. Browne	86,000		86,000	<b>286,000</b>
<b>11</b>	2.0 FTE Behaviour Therapists (\$73k plus benefits)	B. Browne	184,000		184,000	<b>470,000</b>
<b>12</b>	2.0 FTE - Educational Assistants - Growth and increasing complexity of student needs (\$34k plus benefits)	B. Browne	90,000		90,000	<b>560,000</b>
	<b>Subtotal</b>		<b>560,000</b>	<b>-</b>	<b>560,000</b>	<b>560,000</b>
	<i>Note: The Special Education Allocation is expected to increase as a result of the new funding model and projected enrolment growth, and as such some of the Special Education positions identified in item numbers 8 to 12</i>					
<b>Total New Initiatives (not yet included in the Budget)</b>						<b>1,124,500</b>

**Halton Catholic District School Board**  
**2016-17 Budget Estimates**  
**Capital Budget**

Appendix E

Expenses (\$ 000's)			Funding Sources					
	Total Estimated Project Budget	Total 2016-17 Capital Expense	Capital Priorities	Full Day Kindergarten	School Condition Improvement	Proceeds of Disposition	Other	Total Funding
St. Gregory the Great - New School	15,921,314	2,421,314	2,421,314					2,421,314
Holy Rosary (M) - FDK Addition	5,075,000	3,354,119	1,800,000	1,554,119				3,354,119
FDK Playground Equipment	450,000	450,000					450,000	450,000
School Improvement Projects	4,849,000	4,849,000			2,653,300		2,195,700	4,849,000
		-						-
<b>TOTAL</b>	26,295,314	11,074,433	4,221,314	1,554,119	2,653,300	-	2,645,700	11,074,433

Halton Catholic District School Board  
2016-17 Budget Estimates  
GSN Calculations

Appendix F

	2016-17 Original Budget	% Change from 2015-16 Revised Estimate	2015-16 Revised Budget Estimates	2015-16 Original Budget Estimates	2014-15 Actuals	2013-14 Actuals
Enrolment Forecast - JK/SK	4,105.00	-3.98%	4,275.00	4,297.50	4,282.00	8,257.25
- 1 to 3	6,916.00	2.81%	6,727.00	6,851.50	6,512.50	
- 4 to 8	11,132.50	1.48%	10,970.00	10,975.50	10,935.50	10,701.50
Enrolment Forecast - Elementary	22,153.50	0.83%	21,972.00	22,124.50	21,730.00	18,958.75
- Secondary	10,499.28	1.61%	10,332.51	10,247.11	9,905.23	9,922.86
	32,652.78	1.08%	32,304.51	32,371.61	31,635.23	28,881.61
Pupil Foundation Grant - JK/SK	25,046,740	-2.95%	25,809,030	25,944,867	25,887,216	45,122,981
Pupil Foundation Grant - 1 to 3	38,567,489	3.90%	37,121,200	37,808,221	35,989,052	
Pupil Foundation Grant - 4 to 8	51,706,789	2.55%	50,422,947	50,448,227	50,335,450	48,722,324
Pupil Foundation Grant - Secondary	60,814,245	2.67%	59,234,834	58,745,247	56,865,529	56,350,434
Supply Teacher Adjustment for Elementary				-		336,237
Supply Teacher Adjustment for Secondary				-		181,051
Total Pupil Foundation Allocation	176,135,263	2.06%	172,588,011	172,946,562	169,077,247	150,713,027
School Foundation Grant - Elementary	14,392,226	1.52%	14,176,843	14,255,636	14,060,194	12,528,804
School Foundation Grant - Secondary	6,917,596	1.19%	6,836,240	6,795,348	6,655,915	6,643,157
Additional Compensation for Principals & Vice Principals	153,827					
Total School Foundation Allocation	21,463,649	2.14%	21,013,083	21,050,984	20,716,109	19,171,961
SEPPA - JK to Grade 3	10,468,517	2.19%	10,244,182	10,381,057	10,075,802	7,634,818
SEPPA - Grade 4 to 8	8,122,495	3.52%	7,845,963	7,849,897	7,840,535	7,600,419
SEPPA - Secondary	5,059,288	3.63%	4,881,904	4,841,555	4,691,612	4,650,844
Special Education Equipment Amount	1,581,798	7.15%	1,476,225	1,478,647	1,442,641	1,057,603
Special Incidence Portion	945,000	5.00%	900,000	900,000	833,745	930,537
High Needs Amount	15,092,537	0.41%	15,031,600	15,046,549	14,658,480	12,938,803
Behavioural Expertise	178,087	1.65%	175,194	175,383	173,424	165,777
Total Special Education Allocation	41,447,722	2.20%	40,555,068	40,673,088	39,716,239	34,978,802
Total Language Allocation	7,146,222	16.37%	6,141,143	6,147,833	6,361,233	6,453,129
Total Learning Opportunities Allocation	2,868,269	17.96%	2,431,625	2,580,413	2,388,581	2,325,398
Total Continuing Education and Other Programs Allocation	2,256,029	1.96%	2,212,633	2,131,696	2,237,815	2,166,661
Total Teacher Qualification and Experience Allocation	25,879,132	2.87%	23,305,110	24,401,332	23,266,841	20,137,095
ECE Q&E Allocation	2,045,320	10.49%	1,851,059	1,896,572	1,639,591	-
New Teacher Induction Program (NTIP)	175,000	-12.50%	200,000	172,647	140,550	250,114
Restraint Savings	(140,878)	0.00%	(140,878)	(140,878)	(140,878)	(140,878)
Total Transportation Allocation	6,869,419	2.68%	6,689,842	6,682,848	6,771,491	6,723,386
Total Administration and Governance Allocation	8,878,606	4.77%	8,474,102	8,487,759	8,448,467	7,817,479
Total School Operations Allocations	30,779,621	1.48%	30,330,085	30,263,053	29,458,926	27,050,085
Community Use of Schools	422,752	3.52%	408,367	408,367	390,843	378,607
First Nations, Metis and Inuit Education Supplement	320,788	59.91%	200,605	189,605	193,949	153,034
Safe Schools	536,870	2.05%	526,100	526,581	516,426	478,556
Permanent Financing of NPF	47,375	0.00%	47,375	47,375	47,375	47,375
Labour-related enhancements						330,766
TOTAL: OPERATING	327,131,159	3.25%	316,833,329	318,465,838	311,230,806	279,034,598
Deduct:						
Minor TCA	(8,178,279)	3.25%	(7,920,833)	(7,961,646)	(7,780,770)	(6,975,865)
Add:						
Temporary Accommodations - Portable Leasing		-100.00%	1,435,000	1,000,000	774,270	959,957
Trustees' Association Fee	43,017	0.00%	43,017	43,017		-
TOTAL OPERATING ALLOCATION	318,995,897	2.77%	310,390,513	311,547,209	304,224,306	273,018,690
Capital Grants	8,428,733	49.22%	5,648,656	4,500,000	1,909,384	27,002,541
Minor TCA	8,178,279	3.25%	7,920,833	7,961,646	7,780,770	6,975,865
School Renewal Allocation	3,765,015	-0.35%	3,778,062	3,769,906	3,729,899	3,489,239
School Condition Improvement		0.00%			2,576,401	1,549,223
Temporary Accommodations - Capital	1,729,000	0.00%	0			
Retrofitting School Space for Child Care		0.00%		-	12,900	379,300
Short Term Interest on Capital		0.00%	0	-	207,543	488,752
Capital Debt Support - Interest Portion	9,039,007	-4.91%	9,505,993	9,505,993	9,901,846	9,284,778
TOTAL CAPITAL ALLOCATION	31,140,034	15.96%	26,853,544	25,737,545	26,118,743	49,169,698
TOTAL FUNDING ALLOCATION	\$ 350,135,931	3.82%	\$ 337,244,057	\$ 337,284,754	\$ 330,343,049	\$ 322,188,388

**Halton Catholic District School Board**  
**Operating and Capital - Revenues and Expenditures**  
**2016-17 Budget Estimates**

**Appendix G**

	<b>2016-17 Budget Estimates</b>	<b>Changes</b>	<b>2015-16 Revised Estimates - Revised Submission</b>	<b>Changes</b>	<b>2015-16 Revised Estimates</b>
<b>Revenue</b>					
GSN (Note 1)	338,277,905	10,694,012	327,583,893	10,694,012	327,583,893
Other Provincial Grants (Note 2)	2,183,365	(5,430,171)	7,613,536	(974,501)	3,157,866
Other Operating (Note 3)	14,969,405	2,266,984	12,702,421	2,266,984	12,702,421
Amortization of Deferred Capital Contribution	14,746,120	615,336	14,130,784	615,336	14,130,784
School Generated Funds	12,500,000	-	12,500,000	-	12,500,000
<b>Unavailable for Compliance</b>					
Employee Future Benefits and Interest Accrual	(616,472)	(8,312)	(608,160)	8,312	(608,160)
Revenues Recognized for Land	(8,000,000)	(1,000,000)	(7,000,000)	(1,000,000)	(7,000,000)
<b>Total Revenue (Note 4)</b>	<b>\$ 374,060,323</b>	<b>\$ 7,137,849</b>	<b>\$ 366,922,474</b>	<b>\$ 11,610,143</b>	<b>\$ 362,466,804</b>
<b>Expenditures</b>					
<b>Operating</b>					
Salary and Benefits (Note 5)	293,827,873	7,489,007	286,338,866	8,111,007	285,716,866
Other Operating Expenditures	44,733,870	56,071	44,677,799	56,071	44,677,799
<b>Capital</b>					
OSBFC Debenture Payments (Note 6)	4,880,827	(295,666)	5,176,493	295,666	5,176,493
OFA Debenture Payments (Note 6)	4,749,753	(217,746)	4,967,499	217,746	4,967,499
<b>PSAB</b>					
Amortization Expense (Note 7)	16,365,046	583,247	15,781,799	583,247	15,781,799
School Generated Funds	12,500,000	-	12,500,000	-	12,500,000
Employee Future Benefits and Interest Accrual	(616,471)	(608,160)	(608,160)	(608,160)	(608,160)
<b>Total Expenses</b>	<b>\$ 376,440,898</b>	<b>\$ 7,614,913</b>	<b>\$ 368,834,296</b>	<b>\$ 9,263,737</b>	<b>\$ 368,212,296</b>
<b>In-Year Surplus (Deficit) Available for Compliance - Unappropriated</b>	<b>\$ (2,039,515)</b>	<b>\$ (837,441)</b>	<b>\$ (1,202,074)</b>	<b>\$ 2,928,004</b>	<b>\$ (4,967,519)</b>
<b>Surplus (Deficit) Available for Compliance</b>	<b>\$ (2,380,575)</b>	<b>\$ (468,753)</b>	<b>\$ (1,911,822)</b>	<b>\$ 3,364,917</b>	<b>\$ (5,745,492)</b>

Note 1 - The GSN increase is mainly due to enrolment growth (increase of 348 ADE over 2015-16 Revised Estimates), and to incorporate 1.25% salary benchmark increase. There has been also an increase in the Language allocation (ESL/FSL) to recognize the additional grade in the Early French Immersion Program, and additional ESL eligible students, based on the most recent ONSIS report. Further, a number of EPOs have now been incorporated into the GSN, including the Library Staff, Managing Information for Student Achievement - Local, Outdoor Education and Technology Enabled Learning and Teaching Contacts.

Note 2 - Other Provincial Grants are lower, as a number of EPOs have been included in the GSN and others 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 in seconded and recoverable expenses and additional revenue for the use of school facilities and premises.

Note 4 - Total Revenue excludes the in-year operating deficit.

Note 5 - Salary and Benefits increase due to growth and increase in salary benchmark, as negotiated in the 2014-17 Memorandum of Settlements, and also to account for the transition of benefits to the provincial Employee Life and Health Trusts.

Note 6 - OSBFC and OFA debenture payments are calculated based on an amortization schedule and may differ from year to year.

Note 7 - Amortization expense if higher, as next year it will include the amortization of the new St. Gregory the Great CES.

**Halton Catholic District School Board**  
**2016-17 Budget Estimates Schedule**

Date	Completed	Item	Description of Activity
September 25th	✓	Ministry Memorandum 2015:SB27	District School Board Enrolment Projections for 2016-17 to 2019-20 memorandum issued
September 25th	✓	ADM Memorandum, September 25, 2015	Ministry invitation to Education Funding consultation sessions
October 30th	✓	Provincial Consultation (Regional Symposium)	Ministry consultation on 'Education Funding'
November 20th	✓	Ministry Memorandum 2015:SB27	District School Board Enrolment Projections for 2016-17 to 2019-20 submitted to the Ministry.
December 1st	✓	Budget Process - Provincial Consultation	Information Report to Board regarding 2016-17 GSN Consultation Sessions
February 1st	✓	Budget Estimates Schedule & Objectives	Discuss 2016-17 Budget Estimates Schedule & Objectives at Administrative Council
February 2nd	✓	Budget Estimates Schedule & Objectives	Present 2016-17 Budget Estimates Schedule & Objectives to the Board
February 12th	✓	Budget Process Memorandum	Distribute the 2016-17 Budget Process Memorandum to Superintendents, Administrators, Managers
February 12th	✓	Departmental Budget Reviews	Distribute Budget Input Package to Departments (by this date)
March 4th	✓	Departmental Budget Reviews	Receive Budget Submissions from Departments (by this date)
March 10th	✓	Trustee Budget Strategy Session	Trustee/Senior Staff Budget Strategy Session - 2016-17 Budget Challenges and Priorities
March 10th	✓	Budget Consultation	Budget Communication (Website)
March 11th	✓	Departmental Budget Reviews	Complete Budget Review Meetings with Departments (by this date)
March 21st	✓	Budget Update	Budget Estimates Update (Administrative Council) / Approval of Program Enhancements
March 24th	✓	Ministry Memorandum 2016:B06	Release of Grant for Student Needs (GSN)
March 31st	✓	School Budgets	Development of School Budgets Based on Forecasted Enrolment
March 31st	✓	Salary and Benefits Budget	Salary and FTE staffing "snapshot" from HR/Payroll System (base for 2016-17 Budget)
April 4th	✓	Budget Update	Budget Estimates Update (Administrative Council) / Prioritization of New Initiatives
April 5th	✓	Ministry Memorandum 2016:B06	Board Report - Release of Grant for Student Needs (GSN)
April 8th	✓	Salary and Benefits Budget	Send FTE staffing reports to Superintendents for review and confirmation
April 8th	✓	Salary and Benefits Budget	Complete Review of Benefits Budget (Financial Services and Human Resources)
April 8th	✓	Release of EFIS 2.0 Forms	Release of EFIS 2.0 Forms and Instructions
April 22nd	✓	Salary and Benefits Budget	Receive FTE staffing confirmations
April 28th	✓	Ministry Training Session	Ministry Training on 2016-17 Estimates EFIS changes and 2016 March Report changes
April 29th	✓	Salary and Benefits Budget	Complete Salary and Benefits Budget
May 2nd	✓	Budget Update	Budget Estimates Update (Administrative Council)
May 3rd	✓	Budget Update	Present the Board of Trustees with a Budget Update
May 16th	✓	Budget Update	Budget Estimates Update (Administrative Council)
May 17th	✓	Budget Update	Present the Board of Trustees with a Budget Update
May 30th	✓	Budget Consultation	Present Special Education Funding / Budget Challenges and Priorities - SEAC
June 6th		Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
June 7th		Budget Estimates Report (Draft)	Present Budget Estimates Draft Report to the Board (Draft #1)
June 13th		Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
June 21st		Budget Estimates Report (Final)	Final Budget Estimates Report to the Board for Approval
June 22nd		Budget Estimates Report (Final)	Post Final Budget Report on Public Website
June 24th		Ministry Memorandum 2016:B06	Submission of Budget Estimates to the Ministry (EFIS)
June 30th		Budget Estimates Report (Final)	Submission of Budget Estimates to OCSTA (EFIS)



## 2016-17 Budget Objectives

1. ***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. ***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. ***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. ***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. ***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. ***To provide a safe environment for all students and staff.***

Initiatives include school condition improvements and health and safety projects.

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

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

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

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

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

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

10. ***To continue the Adult and Continuing Education Programs.***

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

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

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

12. ***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. ***To conform with 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.

## **2016-17 Budget Objectives (Continued)**

***14. 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. 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.

# 2016-17 Budget Estimates Update

Regular Board Meeting

June 7, 2016

Achieving Believing Belonging



# Presentation Overview

	<u>Slide #</u>
❑ 2016-17 Budget Process Overview	3
❑ 2016-17 Budget Estimates	4
– Deficit Available for Compliance	4
– Revenue Update	5
– Operating Grant per Student	6
– Expense Update	7 - 8
– Conclusion	9 - 10
❑ Next Steps	11

# 2016-17 Budget Process Overview

- ❑ The Ministry consultation on education funding was conducted during October and November 2015
  - In attendance were the Director of Education, Superintendent of Business Services, Superintendent of Special Education, Superintendent of Student Success and Superintendent of Curriculum Services
- ❑ A Trustee Budget Strategy Session was held at the March 10, 2016 Special Board Meeting
- ❑ The GSN funding and regulation for 2016-17 was released on March 24, 2016, and presented at the Regular Board Meeting on April 5, 2016
- ❑ The Education Finance Information System (EFIS 2.0) forms were released on April 16, 2016
- ❑ Budget Estimates Update reports were presented at the April 5, May 3 and May 17, 2016 Regular Board Meetings

# 2016-17 Budget Estimates - Total Deficit Available for Compliance

(Page 2 of Board Report)

- ❑ Based on current estimated revenues and expenses, the 2016-17 Total (Deficit) Available for Compliance is expected to be (\$2.4) million
  - This is mostly as a result of lack of funding for increasing sick leave costs and increased insured benefit costs prior to the move to provincial Employee Life and Health Trusts
  - Another main pressure is the \$1.0 million reduction in top up funding for underutilized schools, that has been phased in over the last 3 years

		2014-15 Actuals	2015-16 Revised	2016-17 Budget Estimates	
		At Aug 31/15	At Aug 31/16	In-Year Change	At Aug 31/17
<b>Accumulated Surplus (Deficit) - Unrestricted</b>		<b>\$ 33,000</b>	<b>-\$ 1,169,000</b>	<b>-\$ 2,040,000</b>	<b>-\$ 3,209,000</b>
Amounts Restricted for future use of the Board					
	Working Funds Reserve	\$ 706,000	\$ 706,000	\$ -	\$ 706,000
	School Renewal Old (Capital Reserve)	\$ 3,953,000	\$ 3,765,000	\$ -	\$ 3,765,000
	Reserve for School Budgets	\$ 910,000	\$ 606,000	\$ -	\$ 606,000
	Reserve for Student Success	\$ 193,000	\$ 110,000	\$ -	\$ 110,000
	Committed capital projects and interest earned	\$ 11,139,000	\$ 11,004,000	-\$ 341,000	\$ 10,663,000
<b>Total Accumulated Surplus Available for Compliance</b>		<b>\$ 16,934,000</b>	<b>\$ 15,022,000</b>	<b>-\$ 2,381,000</b>	<b>\$ 12,641,000</b>

Achieving Believing Belonging

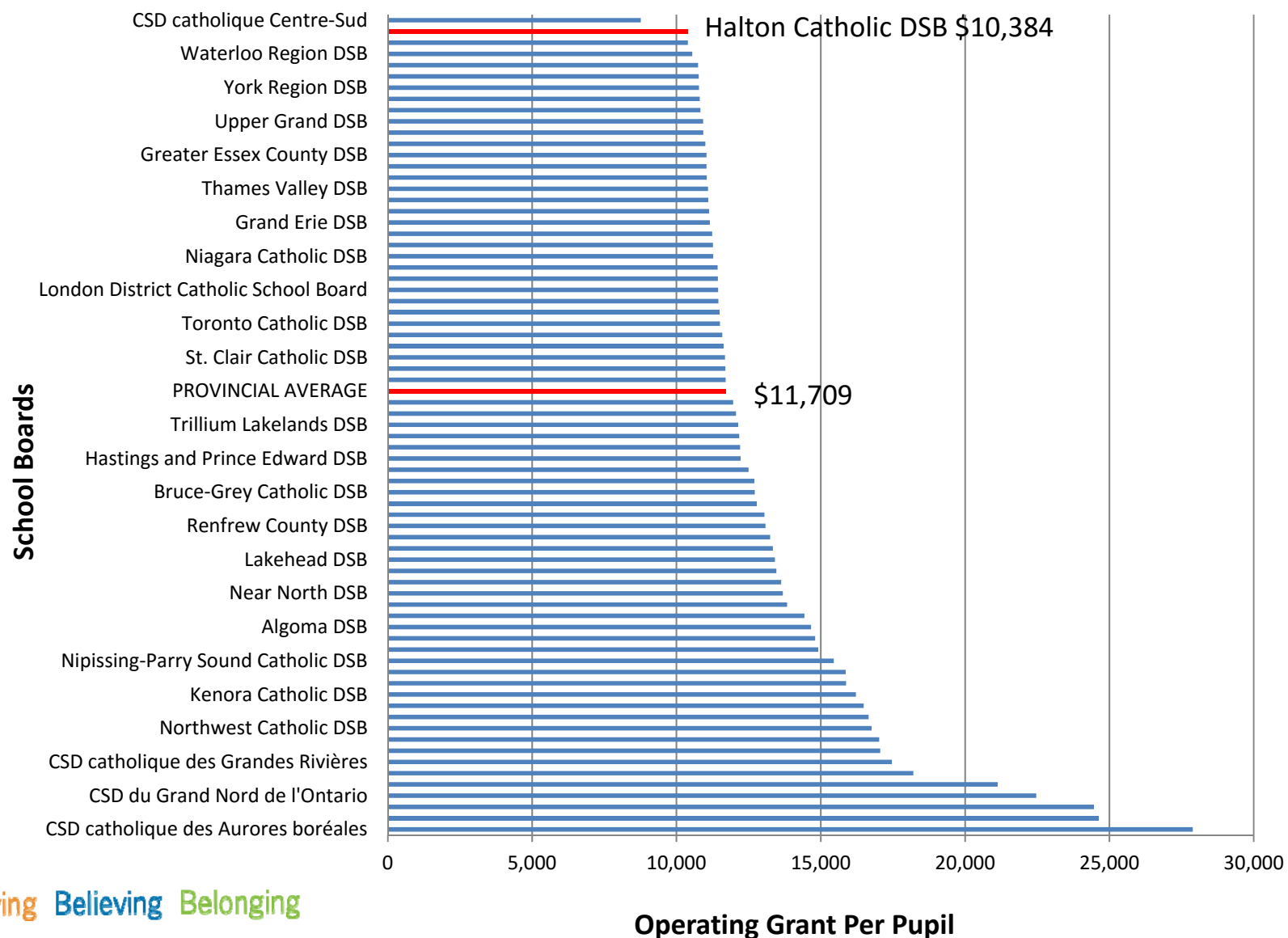
# 2016-17 Budget Estimates - Revenue

(Pages 4-5 of Board Report, Appendices A-1, A-9 and F)

- ❑ Operating Revenues increased by \$11.6 million over the submitted 2015-16 Revised Estimates and \$7.2 million over the Ministry updated 2015-16 Revised Estimates (which incorporates \$4.4 million in labour negotiations related funding).
- ❑ The 2016-17 increase reflects:
  - A 1.25% increase in salary benchmarks and grid restoration
  - An increase of \$900,000 in Special Education funding
  - FNMI allocation increase of \$120,000
  - School Operations Allocation is only \$400,000 higher, and incorporates (\$1.0) million reduction in top up funding for underutilized schools
  - Other revenues increase of \$1.2 million are due to increase in International Students Program, CODE Funding and other Use of Facilities Revenues
- ❑ In addition, EDC revenue for land reflects a \$1.0 million increase over 15-16 Revised Estimates, for a Total Revenue increase over 2015-16 Revised Estimates, of \$12.6 million (or \$8.2 million, respectively)

# 2016-17 Operating Grants per Student

## Operating Grants Per Pupil By School Board (2016-17)



Achieving Believing Belonging

NOTE: CSD Catholique Centre-Sud's Ministry projections contain an error, and thus should not be considered in the comparison.



# 2016-17 Budget Estimates – Expenses

(Page 6 of Board Report & Appendices A-2 to A-8, B, B-1 and B-2)

- ❑ Overall, expenses have increased by \$7.7 million over the Ministry revised 2015-16 Revised Estimates
  - This is \$500,000 higher than the increase in overall revenues
  - Salary increased by \$5.7 million
    - \$5.0 million for increase in salary benchmark and grid restoration
    - \$1.6 million in additional staffing due to growth
      - Addition of 2.0 FTE EAs, 1.5 FTE school secretaries, 0.5 FTE international students admissions clerk, 1 FTE elementary principal, 1.0 FTE special education resource teacher, 9.23 FTE elementary teachers and 10.78 FTE secondary teachers
    - \$700,000 increase recoverable wages and secondments
    - **ONLY a \$400,000 increase in sick leave / replacement costs and QECO movements has been included**
    - **A (\$2.0) million credit has been applied** to recognize replacement of retiring staff with less experienced staff (at a lower salary benchmark)

# 2016-17 Budget Estimates – Expenses

(Page 6 of Board Report & Appendices A-2 to A-8, B, B-1 and B-2)

- ❑ Overall, expenses have increased by \$7.7 million over the Ministry revised 2015-16 Revised Estimates **(Continued)**
  - Benefits budget is \$1.7 million higher
    - This incorporates a \$725,000 reduction from original budget (reducing insured benefits and Workplace Safety and Insurance Board expected expenses, which still materialize)
    - Further, there is no contingency built in if employee groups move to the ELHTs at different times through the year
  - Other expenses increased by only \$56,000, as many costs relate to EPOs which have not yet been announced for Budget Estimates, but have been included in the 2015-16 Revised Estimates
  - Interest payments on debentures decreased by (\$513,000)
  - Amortization expense increased by \$583,000, reflecting the opening of a new school and addition of Holy Rosary (Milton)

# Conclusion

## ❑ The in-year deficit is not a one time occurrence

– It is a result of:

1. Lack of funding for increasing sick leave / replacement costs and increased insured benefit costs prior to the move to ELHTs
2. Phasing out of top-up funding for underutilized schools (\$1.0 million reduction in 2016-17) with no corresponding savings
3. HCDSB is funded at the lowest amount per pupil in the province
  - While the provincial average amount per pupil increased by 1.4% over 2015-16, HCDSB's increased only by 0.96%

## ❑ Increase in expenses are targeted at student growth, and as such, any reductions would directly impact the quality of programs and EQAO scores

# Conclusion

- ❑ Staff will continue to focus on increasing student retention and to attract more students through differentiated programming
- ❑ Staff will continue to expand the International Students Program and place students strategically throughout the system
- ❑ Staff will identify savings for school closures and consolidations to offset the reduction in top up funding. Current savings identified are as follows:
  - Halton Hills - \$176,000/yr (2017-18), increasing to \$250,000/yr (2027)
  - Oakville South/Central - \$210,000/yr (2017-18), increasing to \$800,000/yr in 2020 with the move of the ALC and to \$900,000/yr (2027)
  - Burlington South/East - \$447,000/yr (2017-18), increasing to \$487,000/yr (2027)
  - Burlington South/West - \$200,000/yr (2017-18), increasing to \$230,000/yr (2027)

*Total Savings for (2017-18) = \$1.0 million/yr and by (2020-2021) = \$1.7 million/yr*

# Next Steps

- ❑ Staff is currently completing the data input into EFIS 2.0, for both the revenue components and expenses allocation and enveloping
- ❑ A review is being conducted on the enrolment projections
  - Changes in enrolments will trigger changes both in revenues and staffing requirements
- ❑ The final budget draft is expected to incorporate:
  - An increase in enrolments (secondary and international students)
  - Additional staffing to address any enrolment growth
  - The possibility to use the \$706,000 working funds reserve to reduce the deficit
- ❑ A Final 2016-17 Budget Estimates Report will be presented at the Regular Board Meeting on June 21, 2016, for Board's approval
- ❑ The 2016-17 Budget Estimates will be submitted to the Ministry by June 30, 2016

**Questions?**

**STAFF REPORT**

**ITEM 9.2**

**2016 CAPITAL PRIORITIES BUSINESS CASES SUBMISSION**

**PURPOSE:**

The purpose of this report is to present to the Board a proposed list and priority ranking of capital projects for the 2016 Ministry request for Capital Priorities Business Cases.

**BACKGROUND INFORMATION:**

- 1) Action Item 8.1, "North Georgetown Modified Pupil Accommodation Review" from the April 19, 2016, Regular Board Meeting.
- 2) Action Item 8.4, "Oakville South Central Modified Pupil Accommodation Review" from the April 19, 2016, Regular Board Meeting.
- 3) Information Report Item 10.4, "2016 Annual Facility Accommodation Report" from the January 19, 2016, Regular Board Meeting.
- 4) Information Report Item 10.6, "Four Year Ministry Enrolment Projection" from the December 15, 2015, Regular Board Meeting.
- 5) Action Report Item 8.8, "2015 Capital Priorities Business Cases Submission" from the June 16, 2015 Regular Board Meeting.

**COMMENTS:**

On May 19, 2016, the Board received correspondence from the Ministry of Education (Appendix A) indicating that none of the Business Cases submitted for the four Modified Pupil Accommodation Reviews (MPAR) were approved, as the Board decision regarding the school closure/consolidation was not made before the required deadline. The Ministry indicated that once the decision has been made, each proposal may be eligible for funding in future rounds of Capital Priorities or School Consolidation Capital.

On May 26, 2016, the Ministry of Education circulated Memorandum 2016: B11 "Request for Capital Project Funding Submissions" (Appendix B). This memo requests that Boards submit their most pressing capital priority needs in the next three years, opening no later than the 2019-20 school year. Business cases for selected projects must be submitted to the Ministry no later than July 15, 2016.

The Capital Priorities program serves as the primary funding mechanism to fund projects that address accommodation pressures resulting from new growth; facility condition of existing building stock; and potential closure and consolidation projects. As such, following the completion of two Modified Pupil Accommodation Reviews (MPAR) in Georgetown and Oakville, the Board now has two (2) eligible projects for consolidation projects eligible under the Capital Priorities grants.

In the last Capital Priorities Business Case submission to the Ministry on July 15, 2015, the Board presented six (6) business cases, and identified a number of subsequent priorities to be met in later years.

The six (6) priorities submitted in 2015 included:

<b>TENTATIVE RANKING</b>	<b>2015 CAPITAL PROJECT DESCRIPTION</b>	<b>CONSTRUCTION START YEAR</b>	<b>EFFECTIVE SCHOOL YEAR</b>
1	North Oakville CE#2 'The Preserve' Catholic Elementary School	2014-15	2016-17
2	Boyne Secondary Plan Milton #8 'Ford' Catholic Elementary School	2016-17	2018-19
3	12-14 Classroom Addition to Bishop P.F. Reding Catholic Secondary School	2015-16	2017-18
4	Georgetown West Catholic Elementary School – Holy Cross Catholic Elementary School Replacement	2016-17	2018-19
5	4 Classroom Addition to Holy Rosary (M) Catholic Elementary School (Combined with allocated FDK funding for two classrooms)	2015-16	2016-17
6	Boyne Milton Secondary #3 Catholic Secondary School **	2016-17	2019-20

North Oakville has a total of 4 additional elementary sites and 1 secondary site designated; the Town of Milton has a total of 3 additional elementary sites and 1 secondary site designated for the HCDSB; and Georgetown (Town of Halton Hills) has a total of 2 additional elementary sites designated for the HCDSB.

Please note that Priority 6 was presented to the Ministry as information, to inform them that the new Milton Catholic Secondary School will be required within a 5 year horizon. Typically, a secondary school requires at least three (3) years to design and construct. Advance notice was provided to advise the Ministry that funding will be required very soon.

On November 9, 2015, the Ministry approved Priority 1, the North Oakville Catholic Elementary School, and Priority 5, the four (4) classroom addition to Holy Rosary (M) Catholic Elementary School. In addition to this, the Ministry also approved funding for the construction of a five (5) room Child Care Facility as part of the North Oakville School. Please refer to Appendix C for the Ministry correspondence.

As for the remaining four (4) priorities, both Priority 2 and Priority 6 will be re-submitted. Priority 4 will now be replaced by the newly approved North Georgetown Community MPAR. Priority 3 will be removed to place greater emphasis on Priority 6, the construction of a new secondary school in South Milton.

In developing the proposed priority listing, the Board's Long Term Capital Plan (as approved in 2013) in conjunction with updated Planning Services projections were used. Additional background information has been provided in support of the priorities that draws upon the information presented as part of the annual Ministry Enrolment Projection report, which was presented at the Regular Meeting of the Board on December 15, 2015 and the 2016 Annual Facility Accommodation Report presented at the Regular Meeting of the Board on January 19, 2016.



The 2016 Annual Facility Accommodation Report provides a full summary of information on new school needs and consolidation needs within the Region of Halton. Based on this information, and following a detailed analysis of Board enrolment projections and monitoring of ongoing development activities within the Region of Halton, the following growth related priorities have been identified:

<b>TENTATIVE RANKING</b>	<b>2016 CAPITAL PROJECT DESCRIPTION</b>	<b>CONSTRUCTION START YEAR</b>	<b>EFFECTIVE SCHOOL YEAR</b>
1	North Georgetown Catholic Elementary School (MPAR Approved on April 19, 2016)	2016-17	2018-19
2	Oakville South Central Catholic Elementary School – St. Joseph Site Rebuild (MPAR Approved on April 19, 2016)	2016-17	2018-19
3	Boyne Secondary Plan Milton #8 ‘Ford’ Catholic Elementary School	2016-17	2018-19
4	Boyne Milton Secondary #3 Catholic Secondary School	2017-18	2019-20
5	Oakville South Central Catholic Elementary School – St. Dominic Partial Rebuild (MPAR Approved on April 19, 2016)	2018-19	2019-20

The Board will retain Watson and Associates to assist in peer reviewing Priorities 1 and 4, the updated Capital Priorities for the 2016 submission. Both the Georgetown and the Oakville MPAR business cases, which were submitted on February 28, 2016, were already reviewed by Watson and Associates as part of that submission. It is anticipated that the same submission will be provided to the Ministry, with minor updates to the timelines.

Thirteen (13) additional ‘FUTURE PRIORITY’ projects have also been listed below to identify future capital needs that are anticipated to be submitted to the Ministry in future requests. These future projects are based on needs extending beyond the 2019-20 opening deadline.

<b>FUTURE CAPITAL PROJECT DESCRIPTION</b>	<b>EFFECTIVE SCHOOL YEAR</b>
Bishop P. F. Reding 12-14 classroom addition	TBD <sup>1</sup> .
Boyne Secondary Plan Milton #10 ‘Cobden’ Catholic Elementary School	2020-21 <sup>4</sup> .
Boyne Secondary Plan Milton #9 ‘Walker’ Catholic Elementary School	2022-23
Boyne Secondary Plan Milton #11 ‘Bowes’ Catholic Elementary School	2024-25
Education Village Secondary Plan Milton #12 Catholic Elementary School	2025-26 <sup>4</sup> .
North Oakville CE#1 Catholic Elementary School	TBD <sup>2</sup> .
North Oakville CE#3 Catholic Elementary School	TBD <sup>2</sup> .
North Oakville CE#4 ‘Minto/Shieldbay’ Catholic Elementary School	2020-21

<b>FUTURE CAPITAL PROJECT DESCRIPTION</b>	<b>EFFECTIVE SCHOOL YEAR</b>
North Oakville CE#5 Catholic Elementary School	TBD <sup>2.</sup>
North Oakville CS#1 Catholic Secondary School	TBD <sup>2.</sup>
Vision Georgetown Secondary Plan CE#1 Catholic Elementary School	2022-23
Vision Georgetown Secondary Plan CE#2 Catholic Elementary School	2025-26
Vision Georgetown Secondary Plan CS#1 Catholic Secondary Accommodations <sup>3.</sup>	2025-26 <sup>4.</sup>

1. Awaiting the Completion of the Regional Official Plan Amendment that will allocate units in the new Milton Expansion Area. Development phase will need to be reviewed in collaboration with the Town.
2. An update to the Long-Term Capital Plan projections is required to assess the year that future North Oakville schools will be required. Development phasing will need to be reviewed in collaboration with the Town.
3. At this preliminary stage, it is uncertain as to whether a second secondary school of 1,200 (typical construction size) is warranted. Accordingly, staff is reviewing alternatives to construct based on needs and within construction benchmarks.
4. A site has not been designated as part of the Municipal Plan at this time. Staff is working closely with the Town of Milton to identify and designate a site.

## **CONCLUSION:**

Following a detailed analysis of Board enrolment projections and through monitoring of ongoing development activities within the Region of Halton, staff have identified five (5) priorities: two (2) in Oakville; two (2) in Milton; one (1) in Georgetown.

Once draft business cases are completed, staff will request a meeting with the Ministry of Education to review business cases prior to submission on July 15, 2016.

Staff will return to the Board on June 21, 2016 with an Action Report to approve the priority list of Capital Priorities.

**REPORT PREPARED BY:** F. THIBEAULT  
ADMINISTRATOR OF PLANNING SERVICES

**SUBMITTED BY:** P. McMAHON  
SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

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

**Ministry of Education****Office of the ADM**

Financial Policy and Business Division  
900 Bay Street  
20th Floor, Mowat Block  
Toronto ON M7A 1L2

**Ministère de l'Éducation****Bureau du sous-ministre adjoint**

Division des politiques financières et des  
opérations  
900, rue Bay  
20<sup>e</sup> étage, Édifice Mowat  
Toronto ON M7A 1L2



May 19, 2016

Paula Dawson  
Director of Education and Secretary of the Board  
Halton Catholic District School Board  
PO Box 5308  
802 Drury Lane  
Burlington ON L7R 3Y2

Dear Ms. Dawson,

I am writing to inform you that the Ministry of Education has completed a detailed review of the business cases that each school board submitted for consideration under the 2015-2016 School Consolidation Capital (SCC) Grant program and New Construction of Child Care program.

After careful review of your board's submissions, the ministry has not approved your board's SCC and child care projects. Appendix A provides a complete list of the school consolidation and child care requests submitted by your board along with the ministry's rationale for not providing funding at this time. Should your school board continue to see these projects as a priority, you may submit them during future rounds of Capital Priorities and SCC programs.

### Eligibility

As outlined in **Memorandum 2015: B16 – Request for School Consolidation Capital Projects and New Construction of Child Care**, school boards were asked to submit no more than eight business cases to the ministry by February 29, 2016. Twenty-three school boards submitted fifty-one school capital projects, worth approximately \$453 million, for funding consideration. Ministry funding approval decisions were based on:

- The reduction of surplus space;
- The removal of renewal backlog;
- The opportunity for program enhancement; and
- The cost of the proposed project.

In addition to school construction related projects, school boards were also asked to submit school-based child care construction projects under this round of the SCC Grant program. Eligible child care projects were projects intended to replace child care space

that was closed as part of a consolidation or that were part of a school construction project proposal arrived at through the board's ARC process. In total, the ministry received twenty-five requests from fourteen school boards for child care capital funding for the creation of seventy new child care rooms.

As noted in **Memorandum 2015: B11 – Capital Funding for New Construction of Child Care**, the ministry used the following criteria to assess and prioritize eligible projects:

- Child care replacement due to school closure/accommodation review;
- Age groupings (infant rooms are given priority);
- Accommodation pressures/service gaps; and
- Cost effectiveness/viability.

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

Should you have any questions about SCC requests, please contact your Capital Analyst, Diamond Tsui at [Diamond.Tsui@Ontario.ca](mailto:Diamond.Tsui@Ontario.ca) or 416-325-2017. For any questions related to the child care capital requests, please contact your Early Years Education Officer, Dolores Cascone at [Dolores.Cascone@Ontario.ca](mailto:Dolores.Cascone@Ontario.ca) or 416-314-6300.

Sincerely,

*Original signed by:*

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

Attached:

Appendix A - Complete List of School Consolidation Requests

c: Nancy Matthews, Assistant Deputy Minister, Early Years Division  
Grant Osborn, Director, Capital Policy and Programs Branch  
Julia Danos, Director, Early Years Implementation Branch  
Paul McMahon, Superintendent of Business Services & Treasurer, Halton CDSB  
Shawn Moynihan, Regional Manager, Toronto Regional Office  
Mary Beth Jonz, Director - Children's Services, The Regional Municipality of Halton

# Appendix A: List of 2015 Capital Priorities Grant Requests

## 46 Halton Catholic DSB

Priority	Project	Location	CP (\$M)	FDK (\$M)	CC (\$M)	Board (\$M)	Total (\$M)	Description	Recommendation
1	Georgetown North Community School	Georgetown	0.00	0.00	0.00	0.00	0.00	A new 671 pupil place North Georgetown Community school and child care centre to consolidate Holy Cross and St Francis of Assisi	This proposal was not eligible for School Consolidation Capital funding. The board had not made a decision regarding the Accommodation Review Committee's recommendation before the required deadline. Once the decision has been made, this proposal may be eligible for funding in future rounds of Capital Priorities or School Consolidation Capital.
2	Burlington Southwest QEW	Burlington	0.00	0.00	0.00	0.00	0.00	Construction of a six classroom addition at St John CES	This proposal was not eligible for School Consolidation Capital funding. The board had not made a decision regarding the Accommodation Review Committee's recommendation before the required deadline. Once the decision has been made, this proposal may be eligible for funding in future rounds of Capital Priorities or School Consolidation Capital.

Priority	Project	Location	CP (\$M)	FDK (\$M)	CC (\$M)	Board (\$M)	Total (\$M)	Description	Recommendation
3	Burlington Southeast QEW School	Burlington	0.00	0.00	0.00	0.00	0.00	A new 648 pupil places Burlington Southeast CES, including a child care centre, to consolidate Ascension CES, St Patrick and St Raphael	This proposal was not eligible for School Consolidation Capital funding. The board had not made a decision regarding the Accommodation Review Committee's recommendation before the required deadline. Once the decision has been made, this proposal may be eligible for funding in future rounds of Capital Priorities or School Consolidation Capital.
4	Oakville South Central School	Oakville	0.00	0.00	0.00	0.00	0.00	A new 504 pupil place elementary school to consolidate St Joseph and St James	This proposal was not eligible for School Consolidation Capital funding. The board had not made a decision regarding the Accommodation Review Committee's recommendation before the required deadline. Once the decision has been made, this proposal may be eligible for funding in future rounds of Capital Priorities or School Consolidation Capital.

Priority	Project	Location	CP (\$M)	FDK (\$M)	CC (\$M)	Board (\$M)	Total (\$M)	Description	Recommendation
5	St. Dominic CES partial rebuild	Oakville	0.00	0.00	0.00	0.00	0.00	A new 527 pupil place elementary school and child care centre to replace St Dominic	This proposal was not eligible for School Consolidation Capital funding. The board had not made a decision regarding the Accommodation Review Committee's recommendation before the required deadline. Once the decision has been made, this proposal may be eligible for funding in future rounds of Capital Priorities or School Consolidation Capital.

**Ministry of Education**

Mowat Block  
Queen's Park  
Toronto ON M7A 1L2

**Ministère de l'Éducation**

Édifice Mowat  
Queen's Park  
Toronto ON M7A 1L2

**2016: B11**

**MEMORANDUM TO:** Directors of Education

Children's Service Leads, Consolidated Municipal Service Managers (CMSMs) and District Social Service Administration Boards (DSSABs)

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

Nancy Matthews  
Assistant Deputy Minister  
Early Years Division

**DATE:** May 26, 2016

**SUBJECT:** Request for Capital Project Funding Submissions

We are writing to announce the launch of the 2016 Capital Priorities program and to provide information on this year's requirements.

The Capital Priorities program provides school boards with an opportunity to identify their most urgent and pressing pupil accommodation needs. As with the 2015 Capital Priorities program, school boards are also invited to submit requests for funding to support the capital costs associated with the creation of new child care spaces.

On May 6, 2016 in 2016:B9 Memorandum, *Ministry of Education Initiatives to Support Community Hubs in Schools*, the ministry announced new capital funding to support child and family support programs through Ontario Early Years Child and Family Centres (OEYCFCs) in schools. School boards will be able to apply with their community partners for this funding as part of the 2016 Capital Priorities program.

In addition, effective April 2016, there are new communications protocol requirements for school boards receiving major capital construction project funding from the ministry. The details on this new protocol, and to which projects it applies to, are provided below.



## Highlights/Summary Points

- The 2016 Capital Priorities projects are required to open no later than the 2019-20 school year.
- School boards may apply for capital funding support for the creation of new child care spaces in schools, including internal renovations.
- School boards may apply for capital funding support for the creation of new space for child and family support programs in schools, including internal renovations.
- School boards may apply for child care or child and family support program projects as additions to previously approved capital projects that have not yet been given an Approval to Proceed (ATP) or have not begun construction. Schools boards will not be required to apply their Proceeds of Disposition (POD) to their approved projects.
- The submission deadline for all capital funding requests is **July 15, 2016**.
- School boards must follow the new communications protocol requirements for all ministry funded major capital construction projects.

## Capital Priorities

The Capital Priorities program serves as the primary means for funding capital projects that address school boards' pupil accommodation needs including enrolment pressures, supporting the consolidation of underutilized facilities, providing facilities for French-language rights holders in under-served areas, and replacing facilities in poor repair.

The ministry has allocated over \$2.5 billion in capital funding through the Capital Priorities program since it began in 2011.

## *Child Care Centres in Schools*

In May 2015, the ministry announced \$120 million in new child care funding over three years towards the construction of child care spaces in new schools and schools approved for major expansions and renovations. The ministry has allocated approximately \$90 million of this funding to support over 50 projects in the first two years resulting in almost 3,200 new licensed child care spaces in schools.

On May 6, 2016, the ministry announced additional capital funding for new child care space in schools, by supplementing the existing child care funding program to support further new builds, expansion, replacement and retrofits of child care spaces. This announcement included \$20 million to create space for new child care and child and family support programs through OEYCFCs in schools, and \$18 million to retrofit existing child care space within a school to open up more spaces for children under four years old.

## ***Child and Family Support Programs in Schools***

In February 2016, the ministry announced its provincial plan to move forward with the integration and transformation of ministry funded child and family support programs (Ontario Early Years Centres (OEYC's), Parenting and Family Literacy Centres (PFLC's), Child Care Resource Centres (CCRC's), and Better Beginnings, Better Futures (BBBF's)) to establish OEYCFCs by 2018.

Beginning in 2018, CMSMs/DSSABs will be responsible for the local management of OEYCFCs as part of their existing service system management responsibilities for child care and other human services. While the expectation is that the key features of OEYCFCs are implemented by 2018, it is understood that system integration will take time and adjustments may need to be made in the future.

The goal is to enhance the quality and consistency of child and family support programs across Ontario to ensure that:

- All expecting parents, parents, caregivers and home child care providers have access to high quality services that support them in their role;
- All children have access to inclusive, play and inquiry-based learning opportunities to improve their developmental health and well-being;
- All parents, caregivers and home child care providers have a better understanding of early learning and development, find it easy to access support, and are provided with an accessible, non-stigmatized place to seek help; and
- Local services collaborate in an integrated way to meet the needs of children and families and actively engage parents and caregivers to increase participation.

In support of this goal, as part of the May 6, 2016 announcement, the ministry is proud to announce capital funding for school-based child and family support programs. This new funding will allow us to address the need for new and replacement child and family support programs, and support the establishment of OEYCFCs.

## **Project Submissions**

### ***Capital Priorities***

As with previous rounds of the Capital Priorities program, funding for Capital Priorities projects will be allocated on a business case basis for new schools, retrofits, and additions that need to be completed by the 2019-20 school year. School boards are required to identify their eight highest and most urgent Capital Priorities and submit the associated business cases through the School Facilities Inventory System (SFIS) in order to be considered for funding approval.

School boards are required to submit their completed Capital Priorities business cases by **July 15, 2016**. The ministry **will not** accept business cases after this date.

See Appendix A for details on Capital Priorities eligibility and evaluation criteria.

### ***Child Care Centres and Child and Family Support Programs***

With support from their local CMSMs/DSSABs, school boards have an opportunity to request capital funding support for the creation of new child care spaces or child and family support program projects through this round of the Capital Priorities program.

For child care spaces and child and family support programs associated with a Capital Priorities project request, school boards must submit a request for capital funding support for these projects by completing and attaching a *Joint Submission - Capital Funding for Child Care and Child and Family Support Programs* (Appendix G) to their Capital Priorities business case.

For all other requests for capital funding support for these types of projects, school boards are to complete the Joint Submission in conjunction with their CMSMs/DSSABs.

School boards are required to submit their completed Joint Submissions by **July 15, 2016**. The ministry **will not** accept Joint Submissions after this date.

See Appendix B for details on submission requirements for child care projects, and Appendix C for details on submission requirements for child and family support program projects.

### ***Joint Use Capital Projects***

As with previous Capital Priorities and School Consolidation Capital (SCC) programs, the ministry encourages school boards to consider collaborative capital project arrangements between school boards. The ministry will review and consider all joint use projects before evaluating any other Capital Priorities submissions. Joint use projects will get first consideration for capital funding. Please see 2013:B18 Memorandum for further details.

### ***Community Hub Projects***

As with the 2016 SCC program, the ministry encourages school boards to consider collaborative capital project arrangements between school boards and community partners. The community partner must provide capital funding for the project, and the project must not result in additional operating costs for the school board.

In addition, as announced on May 6, 2016 in 2016:B9 Memorandum, the ministry is developing a funding method for allocating funds to school boards to support the renovation of existing surplus school space into space required by a community partner. Eligible expenses must be depreciable and can include the conversion of space from an existing use to suit the needs of a community partner, as well as investments to improve accessibility. Additional details about this program, including reporting and accountability requirements will be available later this year. The ministry intends to launch this program later this summer.

## **Proceeds of Disposition (POD)**

School boards will not be required to allocate their PODs towards new capital projects. School boards are reminded, however, that they will still need to submit requests for new schools or additions using PODs for review through the Capital Priorities process. Additionally, school boards should identify PODs as a funding source for a Capital Priorities project that addresses outstanding renewal needs whenever possible.

## **Capital Analysis and Planning Template (CAPT)**

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

## **Communications Protocol Requirements: Public Communications and Events**

All public announcements regarding capital investments in the publicly funded education system are joint communications opportunities for the provincial government and the district school board.

### ***Public Communications***

Effective April 2016, school boards should not issue a news release or any other media-focussed public communication regarding major capital construction projects without publicly recognizing the Ministry of Education's role in funding the project. In addition, school boards can contact the Ministry of Education to receive additional content for the media-focussed public communications, such as quotes from the Minister.

The Ministry of Education may also choose to issue its own news release about various project milestones in addition to those prepared by school boards. If the Ministry chooses to do so, school boards will be contacted to get quotes from the school board Chair and/or Director of Education.

The intent is to secure as much coverage for these events as possible, and in doing so, help promote the role of both the Ministry of Education and the school board in bringing exciting new capital projects to local communities.

### ***Major Announcements and Events***

**Important:** For all new school openings, or openings of major additions which includes child care, the Minister of Education must be invited as early as possible to the event. Invitations can be sent to [Minister.EDU@ontario.ca](mailto:Minister.EDU@ontario.ca), with a copy sent to the ministry's Regional Manager, Field Services Branch, in your area. School boards are not to proceed with their public event until they have received a response from the Minister's Office regarding the Minister's attendance. School boards will be notified at least four to

six weeks in advance of their opening event as to the Minister's attendance. Please note that if the date of your event changes at any time after the Minister has received the invitation, please confirm the change at the email address above.

If the Minister of Education is unavailable, the invitation may be shared with a government representative who will contact your school board to coordinate the details (e.g., a joint announcement). School boards are not expected to delay their announcements to accommodate the Minister or a Member of Provincial Parliament (MPP); the primary goal is to make sure that the Minister is aware of the announcement opportunity.

Should the event be focussed on child care or child and family support program capital, the Ministry of Education highly recommends inviting your partner CMSMs/DSSABs, who may also wish to participate and contribute.

### ***Other Events***

For all other media-focussed public communications opportunities, such as sod turnings for example, an invitation to your local event must be sent to the Minister of Education by email with at least three weeks' notice. Again, please send a copy to the ministry's Regional Manager, Field Services Branch, in your area. Please note that if the date of your event changes at any time after the Minister has received the invitation, please confirm the change at the email address above.

School boards are not expected to delay these "other" events to accommodate the Minister. Only an invitation needs to be sent, a response is not mandatory to proceed.

This communications protocol does not replace school boards' existing partnership with the Ministry of Education's regional offices. Regional offices should still be regarded as school boards' primary point of contact for events and should be given updates in accordance to existing processes.

### ***Acknowledgement of Support***

You must acknowledge the support of the Government of Ontario in media-focussed communications of any kind, written or oral, relating to the agreement or the project. This could include but is not limited to, any report, announcement, speech, advertisement, publicity, promotional material, brochure, audio-visual material, web communications or any other public communications. For minor interactions on social media, or within social media such as Twitter, Vine, etc. where there is a tight restriction on content, school boards are not required to include government acknowledgement. In addition, when engaged in reactive communications (e.g., media calls) the school board does not have to acknowledge government funding; however, if possible, such an acknowledgement is appreciated.

## ***Signage***

For ongoing major capital construction projects funded by the Ministry of Education since 2013, school boards will be required to display signage at the site of construction that identifies the support of the Government of Ontario. Signage will be provided to school boards by the Ministry of Education. School boards are then responsible for posting the signage for the projects identified by the Ministry of Education in a prominent location. This should be done in a timely manner following the receipt of the signage. All signage production costs will be covered by the Ministry of Education, including the cost of distributing the signage to school boards. A separate letter will be sent in the coming weeks to all school boards who will be receiving signage for projects funded since 2013. This letter will detail which projects are to receive signs.

## **Ministry Contact**

### ***Capital Priorities Program***

If you have any Capital Priorities program questions, or require additional information, please contact the Capital Analyst assigned to your school board (Appendix D) or:

Paul Bloye, Manager, Capital Policy and Programs Branch at 416-325-8589 or at [Paul.Bloye@Ontario.ca](mailto:Paul.Bloye@Ontario.ca)

or

Mathew Thomas, Manager, Capital Policy and Programs Branch at 416-326-9920 or at [Mathew.P.Thomas@ontario.ca](mailto:Mathew.P.Thomas@ontario.ca).

### ***Child Care and Child and Family Support Program***

If you have any child care and child and family support program questions, or require additional information, please contact the Early Years Education Officer or Child Care Advisor assigned to your school board (Appendix E) or:

Jeff O'Grady, Acting Manager, Early Years Implementation Branch at 416-212-4004 or at [Jeff.OGrady@ontario.ca](mailto:Jeff.OGrady@ontario.ca).

### ***Communications Protocol***

Should you have any questions related to the communication requirements, please contact:

Ryan Rigby, Senior Information Officer, Communications Branch at 416-325-2540 or [Ryan.Rigby@ontario.ca](mailto:Ryan.Rigby@ontario.ca).

We look forward to working with you to identify and develop your future capital projects.

*Original signed by:*

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

Nancy Matthews  
Assistant Deputy Minister  
Early Years Division

Appendices:

Appendix A: Capital Priorities Eligibility and Evaluation Criteria

Appendix B: Child Care Projects

Appendix C: Child and Family Support Program Projects

Appendix D: List of Ministry Capital Analysts

Appendix E: List of Ministry Early Years Education Officers and Child Care Advisors

Appendix F: Capital Approval Process Chart

Appendix G: Joint Submission - Capital Funding for Child Care and Child and Family  
Support Programs (template)

c.c. Senior Business Officials  
Superintendents and Managers of Facilities  
Managers of Planning  
Early Years Leads  
CAOs of Consolidated Municipal Service Managers  
CAOs of District Social Service Administration Boards  
Steven Reid, Director, Field Services Branch, Ministry of Education

## Appendix A: Capital Priorities Eligibility and Evaluation Criteria

As in previous rounds of Capital Priorities, school boards are to submit business cases through the School Facilities Inventory System (SFIS) system. School boards can save their work in progress; however, once school boards submit their business cases, their submissions will be locked from further editing. School boards will only be able to modify their business cases by requesting that their Capital Analyst (Appendix D) unlock the submission.

### Eligible Project Categories

Projects eligible for funding consideration for this round of the Capital Priorities program must meet one or more of the following category descriptions:

#### 1) Enrolment Pressure

Projects will accommodate pupils where enrolment is currently or is projected to persistently exceed capacity at a school or within a group of schools, and students are currently housed in non-permanent space (e.g., portables).

#### 2) School Consolidations

Projects that support the reduction of excess capacity in order to decrease operating and renewal costs and address renewal need backlogs. These projects may also provide other benefits such as improved program offerings, accessibility or energy efficiency. Projects linked to an accommodation review must have a final trustee decisions on the outcome of the pupil accommodation review by **August 5, 2016**.

#### 3) Facility Condition

Projects will replace schools that have higher renewal needs than the cost of constructing an appropriately sized new facility.

#### 4) French-language Accommodation

Projects will provide access to French-language facilities where demographics warrant. Such projects will only be considered eligible if the school board can demonstrate that there is a sufficient French-language population not being served by an existing French-language school facility.

Projects matching the following descriptions should not be submitted as Capital Priorities:

- Projects related to only addressing an accommodation pressure of a specialized or alternative program such as French Immersion;



- Projects that have been previously funded by either the ministry or the school board; and
- Projects that should be funded through renewal funding, including program enhancements and projects related to only addressing current and/or proposed changes to the *Accessibility for Ontarians with Disabilities Act* (AODA).

If a school board has previously submitted a project for Capital Priorities or School Consolidation Capital (SCC) funding and did not receive ministry funding, please refer to the ministry's comments when considering whether or not to re-submit the project. Please contact your Capital Analyst for further clarification.

## **Project Evaluation**

The ministry will assess all proposed projects using project-specific quantitative and qualitative measures depending upon the category of project.

For Accommodation Pressures and French-Language Accommodation projects:

- Assessments will be based on school-level capacity ratings, historical enrolment trends, enrolment forecasts, and geographic distribution of students; and
- Primary consideration will be given to projects in areas where accommodation needs are currently high and secondary consideration to projects in areas where accommodation needs are expected to be high in the next five to ten years.

For Facility Condition and School Consolidation projects:

- Assessments will be based on the projected operating and renewal savings and the removal of renewal backlog needs relative to the project cost; and
- Priorities will be given to projects with the highest expected Internal Rate of Return. This will be calculated using the expected cost of the project compared to the expected savings resulting from the project.

In addition to project specific assessments, the following school board performance measures will also be considered for all Capital Priorities project categories:

- School board's ability to build to ministry benchmark costs as evidenced by past projects;
- School board's ability to deliver projects within target timeframes as evidenced by past projects;
- School board's history of meeting the ministry's capital accountability measures (Appendix F);

- Enrolment and utilization trends for projects of the school board which have previously been funded; and
- Number of projects the school board currently has underway and the status of these projects in relation to approved funding and opening dates.

The ministry will expect that school boards will explore various options before submitting their business cases for a specific option. School boards must be able to identify the cost differentiation and considerations of various options.

## **Appendix B: Child Care Projects**

### **Child Care Eligibility**

The ministry will consider funding capital projects in schools where there is a need for new child care construction and/or retrofits to existing child care spaces for children aged 0 to 3.8 years of age. School boards will need to have the support of the corresponding Consolidated Municipal Service Manager/District Social Services Administration Board (CMSM/DSSAB) regarding the eligibility and viability requirements to build or renovate child care rooms in the identified school.

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

Only school boards that have reached their Schools-First Child Care Capital Retrofit Policy (SFCCCRP) space conversion targets will be eligible for child care retrofit projects.

### **Joint Planning and Local Prioritization of Child Care Projects**

The ministry expects school boards and CMSMs/DSSABs to work together to identify the need for dedicated child care space to support children ages 0 to 3.8 years in schools. CMSMs/DSSABs will need to consider projects relative to demand, long-term viability, and their local child care plan.

A new requirement has been included in the Joint Submission requiring the school board and CMSM/DSSAB to separately provide a priority ranking for each child care and/or child and family support program request being submitted for consideration. The school board provides its ranking for the project against its other projects, and the CMSM/DSSAB prioritizes all projects they are being asked to sign-off on by all school boards (i.e., if the English public school board, the English Catholic school board, and the French Catholic school board all request municipal approval on their Joint Submission, the CMSM/DSSAB must prioritize them all together rather than per individual school board). This will help ensure that the approved child care projects align with approved Capital Priorities projects. Transitional funding phase projects are excluded from the priority ranking process.

This will require active communication between CMSMs/DSSABs and coterminous school boards to prioritize child care and/or child and family support program projects being submitted by all school boards in the service areas of the CMSM/DSSAB.

### **Ministry Prioritization of Eligible Child Care Projects**

As originally communicated in the 2015:B11 Memorandum, the ministry will continue to use the following factors to prioritize projects under this policy should the number of eligible submissions surpass available funding:

- Child care replacement due to school closure/accommodation review;
- Age groupings (infant rooms are a priority);
- Accommodation pressures/service gaps; and
- Cost effectiveness and viability.

## **Child Care Operational and Accountability Requirements**

Approved new construction of child care rooms must meet the following operational and accountability requirements:

- The child care spaces/rooms will not result in an operating pressure for the CMSM/DSSAB.
- The physical space will be owned by the school board and leased to the child care operator or CMSM/DSSAB. School boards are not to charge operators beyond a cost-recovery level.
- School boards will recover their accommodation costs (e.g., rent, heating, lighting, cleaning, maintenance and repair costs) directly from child care operators and/or CMSMs/DSSABs as per the school board's usual leasing process. School boards are not permitted to absorb additional school board facility costs (e.g., custodial, heat, and lighting) and renewal costs (e.g., windows) through ministry funding, such as the School Facility Operations or Renewal Grant.
- School boards are required to follow the capital construction approval process (Appendix F) for the new construction and/or renovations of child care rooms. As per the ministry's Capital Accountability Requirements, school boards will be required to submit a space template before designing the project, where applicable. School boards will require an Approval to Proceed (ATP) before the project can be tendered.
- Child care space will not count as loaded space for the purposes of the facility space template. The facility space template should provide details of the child care space under the section "other".
- School boards will be held accountable for implementing appropriate measures to ensure that the cost and scope of approved child care projects are within the approved project funding and do not exceed the ministry's benchmarks.
- Rooms must be built in accordance with the *Child Care and Early Years Act, 2014* (CCEYA).
- It is expected that all new child care rooms funded under this policy will be built to accommodate a maximum group size for each age grouping for children 0 to 3.8 years (e.g., 10 infant spaces, 15 toddler spaces, and 24 preschool spaces), and that

child care rooms will be for exclusive use during the core school day. Although unobstructed space requirements are per child, infant, and toddler group sizes require additional space for separate sleep areas, change area, etc. These should be considered when developing floor plans. Considerations should also include the long-term use of the room, including the ability to convert to other child care age groups or for classroom use.

- Please note, a new optional approach to age groupings, ratios and staff qualifications will be implemented starting September 1, 2017 as part of the recent regulatory announcements under the CCEYA. Under the new approach, licensees will have the option of operating under the current requirements for age groupings, ratios, and qualifications (Schedule 1) or applying to adopt the new option (Schedule 2). Licensees and new applicants will have the opportunity to apply for a license under Schedule 2, which would be approved based on set criteria.
  - Schedule 2 will come into effect on September 1, 2017 as an option. Licensees will be informed of when they can begin to submit requests for revisions by fall 2016.
- Programs created will support continuity of services for children and families in order to accommodate children as they age out of programs. For example, if a toddler room is included in the project proposal a preschool room must also be available.
- For the purpose of this policy, an eligible child care operator:
  - Is a not-for-profit operator or municipal operator; or
  - Is a for-profit operator already located in a school as a result of an agreement and has a purchase of service agreement, both of which were in place as of the date the memorandum was issued; and
  - Has not changed ownership or has not terminated the agreement since the date the memorandum was issued.
- Capital funding for child care cannot be used to address other school board capital needs. Funding will not be provided for school-age child care spaces as the ministry will not fund exclusive space for before and after school child care programs.

### **Child Care Capital Funding Calculation and Eligible Expenses**

New construction of child care rooms will be funded using the current elementary school construction benchmarks (for both elementary and secondary schools under this policy), including the site-specific geographic adjustment factor (GAF). For this policy, the loading factor used to calculate the capital funding will be 26 pupil places per room regardless of age groupings (e.g., infant, toddler, and preschool rooms will all be funded based on 26 pupil places per room). This approach allows school boards to build child care rooms at maximum group size and allow flexibility to address potential changes

under the CCEYA. This funding formula will apply to all new construction of child care, including the replacement of existing child care due to school closure or accommodation review.

$$\text{Capital Funding for New Construction of Child Care Rooms} = \frac{26}{\text{Pupil Places}} \times \frac{\text{Elementary Construction Cost Benchmark}}{\text{Elementary Area Benchmark}} \times \text{Site Specific GAF}$$

*Note: The capital funding for retrofit projects for child care will be a maximum of 50 percent of the capital funding for new construction projects.*

Eligible expenses include:

- First-time equipping; and
- Expenses incurred to meet CCEYA and Building Code standards, which qualify under the Tangible Capital Assets Guide (TCA), revised April 2012.

### **Application Process – Joint Submission**

The Joint Submission includes project details, separate project rankings by both the school board and the CMSM/DSSAB, and confirms that the child care program meets all eligibility and viability requirements.

In order to be considered for funding for the construction of new or renovated child care rooms, school boards must work with their municipal partners to submit a jointly-signed Joint Submission (Appendix G) requesting the construction of child care space. School boards must submit a Joint Submission signed by both the CMSM/DSSAB Manager of Child Care and Early Years System and the school board Director of Education.

For child care spaces associated with a Capital Priorities project request, the Joint Submission must be submitted as part of the school board's Capital Priorities business case. For all other child care projects, only a Joint Submission is required. The Joint Submission is to be submitted directly to the school board's Ministry Early Years Regional Staff (Education Officer and Child Care Advisor) (Appendix E) and Capital Analyst (Appendix D).

Joint Submissions must be received by the ministry by **July 15, 2016**.

The ministry may request supporting documentation following a review of the Joint Submission.

## **Transitional Funding Phase**

The ministry will consider new child care construction funding for existing ministry-approved school capital projects that meet the following additional eligibility requirements to those listed above:

- The project has previously received ministry approval, and
- The project has not yet been given an ATP or begun construction.

School boards are encouraged to engage as soon as possible with their CMSM/DSSAB partners to begin to review feasibility of proposed new child care spaces within existing approved school capital projects, based on local demand and existing operating funding.

School boards and CMSMs/DSSABs are not required to provide a priority ranking for transition projects.

The ministry will review transition projects as they are received, so school boards are encouraged to submit their Joint Submission for transition projects at their earliest convenience.

## **Appendix C: Child and Family Support Program Projects**

### **Child and Family Support Program Eligibility**

The ministry will consider funding capital projects in schools where there is a need for new child and family support program construction or renovation to existing school space. Child and family support program renovation projects must result in new child and family support program space (i.e., not a retrofit to an existing child and family support program space). School boards will need to have the support of the corresponding Consolidated Municipal Service Manager/District Social Services Administration Board (CMSM/DSSAB) regarding the eligibility and viability requirements to build or renovate child and family support programs in identified schools.

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

Child and family support programs refer to the following ministry supported programs: Ontario Early Years Centres (OEYCs), Parenting and Family Literacy Centres (PFLCs), Child Care Resource Centres (CCRCs), and Better Beginnings, Better Futures (BBBFs). As part of Ontario's early years modernization plan, these four programs will be integrated and transformed to establish Ontario Early Years Child and Family Centres (OEYCFCs). While the expectation is that the key features of OEYCFCs are implemented by 2018, it is understood that system integration will take time and adjustments may need to be made in the future. CMSMs/DSSABs will be responsible for the local management of OEYCFCs as part of their existing service system management responsibilities for child care and other human services.

### **Joint Planning and Local Prioritization of Child and Family Support Program Projects**

The ministry expects school boards and CMSMs/DSSABs to work together to identify the need for child and family support programs. CMSMs/DSSABs will need to consider projects relative to demand, long-term viability, and their local needs assessment for child and family support programs.

A new requirement has been included in the Joint Submission requiring the school board and CMSM/DSSAB to separately provide a priority ranking for each child care and/or child and family support program request being submitted for consideration. The school board provides its ranking for the project against its other projects, and the CMSM/DSSAB prioritizes all projects they are being asked to sign-off on by all school boards (i.e., if the English public school board, the English Catholic school board, and the French Catholic school board all request municipal approval on their Joint Submission, the CMSM/DSSAB must prioritize them all together rather than per individual school board). This will help ensure that the approved child and family support program projects align with approved Capital Priorities projects. Transitional funding phase projects are excluded from the priority ranking process.



This will require active communication between CMSMs/DSSABs and coterminous school boards to prioritize child care and/or child and family support program projects being submitted by all school boards in the service areas of the CMSM/DSSAB.

### **Ministry Prioritization of Eligible Child and Family Support Program Projects**

The ministry will use the following factors to prioritize projects under this policy should the number of eligible submission surpass available funding:

- Projects are “ready-to-go” and the community has already made plans to relocate, replace or build new child and family support program space in a school.
- Child and family support programs are in locations that are well-positioned to meet local needs and fill identified service gaps, and will align with future OEYCFC planning completed by CMSMs/DSSABs.
- Projects in communities where municipal partners already have familiarity and/or responsibility for child and family support programs, and where strong partnerships between the school board and municipality already exist.

### **Child and Family Support Program Operational and Accountability Requirements**

Approved new construction of child and family support program rooms must meet the following operational and accountability requirements:

- The child and family support program space/rooms will not result in an operating pressure for the CMSM/DSSAB.
- The physical space will be owned by the school board and leased to the child and family support program operator or CMSM/DSSAB. School boards are not to charge operators beyond a cost-recovery level.
- School boards will recover their accommodation costs (e.g., rent, heating, lighting, cleaning, maintenance and repair costs) directly from child and family support program operators and/or CMSMs/DSSABs as per the school board’s usual leasing process. School boards are not permitted to absorb additional school board facility costs (e.g., custodial, heat, and lighting) and renewal costs (e.g., windows) through ministry funding, such as the School Facility Operations or Renewal Grant.
- School boards are required to follow the capital construction approval process (Appendix F) for the new construction and/or renovations of child and family support program rooms. As per the ministry’s Capital Accountability Requirements, school boards will be required to submit a space template before designing the project, where applicable, school boards will require an Approval to Proceed (ATP) before the project can be tendered.

- Child and family support program space will not count as loaded space for the purposes of the facility space template. The facility space template should provide details of the child and family support program space under the section “other”.
- School boards will be held accountable for implementing appropriate measures to ensure that the cost and scope of approved child and family support program projects are within the approved project funding and do not exceed the ministry’s benchmarks.
- Child and family support programs are all ministry funded child and family support programs (OEYCs, PFLCs, CCRCs, and BBBFs).
- It is expected that child and family support program spaces built or renovated under this policy:
  - Are built to the specifications of a kindergarten classroom or a regular classroom;
  - Have separate and sufficient washroom space for parents and children using the centre;
  - Have a separate sink or portable sink for parents/caregivers and children using the centre; and
  - Have appropriate covered space for stroller parking on school property or within the school.
- For the purpose of this policy, an eligible child and family support program operator:
  - Is a not-for-profit operator or municipal operator; and
  - Receives support from the ministry to operate an OEYC, PFLC, CCRC, or BBBF program.
- Capital funding for child and family support programs cannot be used to address other school board capital needs.

### **Child and Family Support Program Capital Funding Calculation and Eligible Expenses**

The construction of child and family support program rooms will be funded using the current elementary school construction benchmarks (for both elementary and secondary schools under this policy), including the site-specific geographic adjustment factor (GAF). For this policy, the loading factor used to calculate the capital funding will be 26 pupil places per room. This approach allows school boards to build child and family support program rooms that can be converted for classroom use in the future, if necessary. This funding formula will apply to all new construction of child and family

support programs, including the replacement of existing child and family support programs due to school closure or accommodation review.

$$\begin{array}{ccccccc} \textit{Capital Funding for} & & & & & & \\ \textit{New Construction of} & & & & & & \\ \textit{Child and Family} & = & 26 & \times & \textit{Elementary} & \times & \textit{Average} \\ \textit{Support Program} & & \textit{Pupil} & & \textit{Construction} & & \textit{Elementary} \\ \textit{Rooms} & & \textit{Places} & & \textit{Cost} & & \textit{Area} \\ & & & & \textit{Benchmark} & & \textit{Benchmark} \\ & & & & & & \textit{Site} \\ & & & & & & \textit{Specific} \\ & & & & & & \textit{GAF} \end{array}$$

*Note: The capital funding for retrofit projects for child and family support programs will be a maximum of 50 percent of the capital funding for new construction projects.*

Eligible expenses include:

- First-time equipping; and
- Expenses incurred to meet Building Code standards, which qualify under the Tangible Capital Assets Guide (TCA), revised April 2012.

## **Application Process – Joint Submission**

The Joint Submission includes project details, separate project rankings by both the school board and the CMSM/DSSAB, and confirms that the child and family support program meets all eligibility and viability requirements.

In order to be considered for funding for the construction of new or renovated child and family support program space, school boards must work with their municipal partners to submit a jointly-signed Joint Submission (Appendix G) requesting the construction of child and family support program space. School boards must submit a Joint Submission signed by both the CMSM/DSSAB Manager of Child Care and Early Years System and the school board Director of Education.

For child and family support program spaces associated with a Capital Priorities project request, the Joint Submission must be submitted as part of the school board's Capital Priorities business case. For all other child and family support program projects, only a Joint Submission is required. The Joint Submission is to be submitted directly to the school board's Ministry Early Years Regional Staff (Education Officer and Child Care Advisor) (Appendix E) and Capital Analyst (Appendix D).

Joint Submissions must be received by the ministry by **July 15, 2016**.

The ministry may request supporting documentation following a review of the Joint Submission.

## **Transitional Funding Phase**

The ministry will consider new or renovated child and family support program construction funding for existing ministry approved school capital projects that meet the following additional eligibility requirements to those listed above:

- The project has previously received ministry approval, and
- The project has not yet been given an ATP or begun construction.

School boards are encouraged to engage as soon as possible with their CMSM/DSSAB partners to begin to review feasibility of proposed new or renovated child and family support program space/rooms within existing approved school capital projects, based on local demand and existing operating funding.

School boards and CMSMs/DSSABs are not required to provide a priority ranking for transition projects.

The ministry will review transition projects as they are received, so school boards are encouraged to submit their Joint Submission for transition projects at their earliest convenience.

## Appendix D: List of Ministry Capital Analysts

DSB	District School Board	Capital Analyst	Email	Phone
1	DSB Ontario North East	Jaimie Burke	<a href="mailto:Jaimie.Burke@ontario.ca">Jaimie.Burke@ontario.ca</a>	416-325-4297
2	Algoma DSB	Jaimie Burke	<a href="mailto:Jaimie.Burke@ontario.ca">Jaimie.Burke@ontario.ca</a>	416-325-4297
3	Rainbow DSB	Jaimie Burke	<a href="mailto:Jaimie.Burke@ontario.ca">Jaimie.Burke@ontario.ca</a>	416-325-4297
4	Near North DSB	Sarosh Yousuf	<a href="mailto:Sarosh.Yousuf@ontario.ca">Sarosh.Yousuf@ontario.ca</a>	416-325-8059
5.1	Keewatin-Patricia DSB	Jaimie Burke	<a href="mailto:Jaimie.Burke@ontario.ca">Jaimie.Burke@ontario.ca</a>	416-325-4297
5.2	Rainy River DSB	Jaimie Burke	<a href="mailto:Jaimie.Burke@ontario.ca">Jaimie.Burke@ontario.ca</a>	416-325-4297
6.1	Lakehead DSB	Jaimie Burke	<a href="mailto:Jaimie.Burke@ontario.ca">Jaimie.Burke@ontario.ca</a>	416-325-4297
6.2	Superior Greenstone DSB	Jaimie Burke	<a href="mailto:Jaimie.Burke@ontario.ca">Jaimie.Burke@ontario.ca</a>	416-325-4297
7	Bluewater DSB	Matthew Anderson	<a href="mailto:Matthew.Anderson@ontario.ca">Matthew.Anderson@ontario.ca</a>	416-325-9796
8	Avon Maitland DSB	Matthew Anderson	<a href="mailto:Matthew.Anderson@ontario.ca">Matthew.Anderson@ontario.ca</a>	416-325-9796
9	Greater Essex County DSB	Michael Wasyluk	<a href="mailto:Michael.Wasyluk@ontario.ca">Michael.Wasyluk@ontario.ca</a>	416-326-9924
10	Lambton Kent DSB	Michael Wasyluk	<a href="mailto:Michael.Wasyluk@ontario.ca">Michael.Wasyluk@ontario.ca</a>	416-326-9924
11	Thames Valley DSB	Michael Wasyluk	<a href="mailto:Michael.Wasyluk@ontario.ca">Michael.Wasyluk@ontario.ca</a>	416-326-9924
12	Toronto DSB	Lisa Bland	<a href="mailto:Lisa.Bland@ontario.ca">Lisa.Bland@ontario.ca</a>	416-326-9921
13	Durham DSB	Shakufe Virani	<a href="mailto:Shakufe.Virani@ontario.ca">Shakufe.Virani@ontario.ca</a>	416-325-2805
14	Kawartha Pine Ridge DSB	Shakufe Virani	<a href="mailto:Shakufe.Virani@ontario.ca">Shakufe.Virani@ontario.ca</a>	416-325-2805
15	Trillium Lakelands DSB	Shakufe Virani	<a href="mailto:Shakufe.Virani@ontario.ca">Shakufe.Virani@ontario.ca</a>	416-325-2805
16	York Region DSB	Yvonne Rollins	<a href="mailto:Yvonne.Rollins@ontario.ca">Yvonne.Rollins@ontario.ca</a>	416-326-9932
17	Simcoe County DSB	Sarosh Yousuf	<a href="mailto:Sarosh.Yousuf@ontario.ca">Sarosh.Yousuf@ontario.ca</a>	416-325-8059
18	Upper Grand DSB	Matthew Anderson	<a href="mailto:Matthew.Anderson@ontario.ca">Matthew.Anderson@ontario.ca</a>	416-325-9796
19	Peel DSB	Sarosh Yousuf	<a href="mailto:Sarosh.Yousuf@ontario.ca">Sarosh.Yousuf@ontario.ca</a>	416-325-8059
20	Halton DSB	Diamond Tsui	<a href="mailto:Diamond.Tsui@ontario.ca">Diamond.Tsui@ontario.ca</a>	416-325-2017
21	Hamilton-Wentworth DSB	Matthew Anderson	<a href="mailto:Matthew.Anderson@ontario.ca">Matthew.Anderson@ontario.ca</a>	416-325-9796
22	DSB Niagara	Michael Wasyluk	<a href="mailto:Michael.Wasyluk@ontario.ca">Michael.Wasyluk@ontario.ca</a>	416-326-9924
23	Grand Erie DSB	Michael Wasyluk	<a href="mailto:Michael.Wasyluk@ontario.ca">Michael.Wasyluk@ontario.ca</a>	416-326-9924
24	Waterloo Region DSB	Matthew Anderson	<a href="mailto:Matthew.Anderson@ontario.ca">Matthew.Anderson@ontario.ca</a>	416-325-9796
25	Ottawa-Carleton DSB	Daniel Cayouette	<a href="mailto:Daniel.Cayouette@ontario.ca">Daniel.Cayouette@ontario.ca</a>	416-325-2018
26	Upper Canada DSB	Daniel Cayouette	<a href="mailto:Daniel.Cayouette@ontario.ca">Daniel.Cayouette@ontario.ca</a>	416-325-2018
27	Limestone DSB	Shakufe Virani	<a href="mailto:Shakufe.Virani@ontario.ca">Shakufe.Virani@ontario.ca</a>	416-325-2805
28	Renfrew County DSB	Shakufe Virani	<a href="mailto:Shakufe.Virani@ontario.ca">Shakufe.Virani@ontario.ca</a>	416-325-2805
29	Hastings & Prince Edward DSB	Shakufe Virani	<a href="mailto:Shakufe.Virani@ontario.ca">Shakufe.Virani@ontario.ca</a>	416-325-2805
30.1	Northeastern CDSB	Jaimie Burke	<a href="mailto:Jaimie.Burke@ontario.ca">Jaimie.Burke@ontario.ca</a>	416-325-4297
30.2	Nipissing-Parry Sound CDSB	Sarosh Yousuf	<a href="mailto:Sarosh.Yousuf@ontario.ca">Sarosh.Yousuf@ontario.ca</a>	416-325-8059
31	Huron Superior CDSB	Jaimie Burke	<a href="mailto:Jaimie.Burke@ontario.ca">Jaimie.Burke@ontario.ca</a>	416-325-4297
32	Sudbury CDSB	Jaimie Burke	<a href="mailto:Jaimie.Burke@ontario.ca">Jaimie.Burke@ontario.ca</a>	416-325-4297
33.1	Northwest CDSB	Jaimie Burke	<a href="mailto:Jaimie.Burke@ontario.ca">Jaimie.Burke@ontario.ca</a>	416-325-4297
33.2	Kenora CDSB	Jaimie Burke	<a href="mailto:Jaimie.Burke@ontario.ca">Jaimie.Burke@ontario.ca</a>	416-325-4297

<b>DSB</b>	<b>District School Board</b>	<b>Capital Analyst</b>	<b>Email</b>	<b>Phone</b>
34.1	Thunder Bay CDSB	Jaimie Burke	<a href="mailto:Jaimie.Burke@ontario.ca">Jaimie.Burke@ontario.ca</a>	416-325-4297
34.2	Superior North CDSB	Jaimie Burke	<a href="mailto:Jaimie.Burke@ontario.ca">Jaimie.Burke@ontario.ca</a>	416-325-4297
35	Bruce-Grey CDSB	Matthew Anderson	<a href="mailto:Matthew.Anderson@ontario.ca">Matthew.Anderson@ontario.ca</a>	416-325-9796
36	Huron Perth CDSB	Matthew Anderson	<a href="mailto:Matthew.Anderson@ontario.ca">Matthew.Anderson@ontario.ca</a>	416-325-9796
37	Windsor-Essex CDSB	Michael Wasylyk	<a href="mailto:Michael.Wasylyk@ontario.ca">Michael.Wasylyk@ontario.ca</a>	416-326-9924
38	London DCSB	Michael Wasylyk	<a href="mailto:Michael.Wasylyk@ontario.ca">Michael.Wasylyk@ontario.ca</a>	416-326-9924
39	St. Clair CDSB	Michael Wasylyk	<a href="mailto:Michael.Wasylyk@ontario.ca">Michael.Wasylyk@ontario.ca</a>	416-326-9924
40	Toronto CDSB	Lisa Bland	<a href="mailto:Lisa.Bland@ontario.ca">Lisa.Bland@ontario.ca</a>	416-326-9921
41	Peterborough VNCCDSB	Shakufe Virani	<a href="mailto:Shakufe.Virani@ontario.ca">Shakufe.Virani@ontario.ca</a>	416-325-2805
42	York CDSB	Yvonne Rollins	<a href="mailto:Yvonne.Rollins@ontario.ca">Yvonne.Rollins@ontario.ca</a>	416-326-9932
43	Dufferin Peel CDSB	Sarosh Yousuf	<a href="mailto:Sarosh.Yousuf@ontario.ca">Sarosh.Yousuf@ontario.ca</a>	416-325-8059
44	Simcoe Muskoka CDSB	Sarosh Yousuf	<a href="mailto:Sarosh.Yousuf@ontario.ca">Sarosh.Yousuf@ontario.ca</a>	416-325-8059
45	Durham CDSB	Shakufe Virani	<a href="mailto:Shakufe.Virani@ontario.ca">Shakufe.Virani@ontario.ca</a>	416-325-2805
46	Halton CDSB	Diamond Tsui	<a href="mailto:Diamond.Tsui@ontario.ca">Diamond.Tsui@ontario.ca</a>	416-325-2017
47	Hamilton-Wentworth CDSB	Matthew Anderson	<a href="mailto:Matthew.Anderson@ontario.ca">Matthew.Anderson@ontario.ca</a>	416-325-9796
48	Wellington CDSB	Matthew Anderson	<a href="mailto:Matthew.Anderson@ontario.ca">Matthew.Anderson@ontario.ca</a>	416-325-9796
49	Waterloo CDSB	Matthew Anderson	<a href="mailto:Matthew.Anderson@ontario.ca">Matthew.Anderson@ontario.ca</a>	416-325-9796
50	Niagara CDSB	Michael Wasylyk	<a href="mailto:Michael.Wasylyk@ontario.ca">Michael.Wasylyk@ontario.ca</a>	416-326-9924
51	Brant Haldimand Norfolk CDSB	Michael Wasylyk	<a href="mailto:Michael.Wasylyk@ontario.ca">Michael.Wasylyk@ontario.ca</a>	416-326-9924
52	CDSB of Eastern Ontario	Daniel Cayouette	<a href="mailto:Daniel.Cayouette@ontario.ca">Daniel.Cayouette@ontario.ca</a>	416-325-2018
53	Ottawa CSB	Daniel Cayouette	<a href="mailto:Daniel.Cayouette@ontario.ca">Daniel.Cayouette@ontario.ca</a>	416-325-2018
54	Renfrew County CDSB	Shakufe Virani	<a href="mailto:Shakufe.Virani@ontario.ca">Shakufe.Virani@ontario.ca</a>	416-325-2805
55	Algonquin & Lakeshore CDSB	Shakufe Virani	<a href="mailto:Shakufe.Virani@ontario.ca">Shakufe.Virani@ontario.ca</a>	416-325-2805
56	CSP du Nord-Est	Laval Wong	<a href="mailto:Laval.Wong@ontario.ca">Laval.Wong@ontario.ca</a>	416-325-2015
57	CSP du Grand Nord de l'Ontario	Laval Wong	<a href="mailto:Laval.Wong@ontario.ca">Laval.Wong@ontario.ca</a>	416-325-2015
58	CS Viamonde	Laval Wong	<a href="mailto:Laval.Wong@ontario.ca">Laval.Wong@ontario.ca</a>	416-325-2015
59	CÉP de l'Est de l'Ontario	Daniel Cayouette	<a href="mailto:Daniel.Cayouette@ontario.ca">Daniel.Cayouette@ontario.ca</a>	416-325-2018
60.1	CSCD des Grandes Rivières	Laval Wong	<a href="mailto:Laval.Wong@ontario.ca">Laval.Wong@ontario.ca</a>	416-325-2015
60.2	CSC Franco-Nord	Laval Wong	<a href="mailto:Laval.Wong@ontario.ca">Laval.Wong@ontario.ca</a>	416-325-2015
61	CSC du Nouvel-Ontario	Laval Wong	<a href="mailto:Laval.Wong@ontario.ca">Laval.Wong@ontario.ca</a>	416-325-2015
62	CSDC des Aurores boréales	Laval Wong	<a href="mailto:Laval.Wong@ontario.ca">Laval.Wong@ontario.ca</a>	416-325-2015
63	CSC Providence	Laval Wong	<a href="mailto:Laval.Wong@ontario.ca">Laval.Wong@ontario.ca</a>	416-325-2015
64	CSDC Centre Sud	Laval Wong	<a href="mailto:Laval.Wong@ontario.ca">Laval.Wong@ontario.ca</a>	416-325-2015
65	CSDC de l'Est ontarien	Daniel Cayouette	<a href="mailto:Daniel.Cayouette@ontario.ca">Daniel.Cayouette@ontario.ca</a>	416-325-2018
66	CÉC du Centre-Est	Daniel Cayouette	<a href="mailto:Daniel.Cayouette@ontario.ca">Daniel.Cayouette@ontario.ca</a>	416-325-2018

## Appendix E: List of Ministry Early Years Education Officers and Child Care Advisors

REGION	EO/CCA	CMSM/ DSSAB	SCHOOL BOARD
TORONTO	<b>Education Officer:</b>  <b>Dolores Cascone</b> Tel: 416-314-6300 Toll Free: 1-800-268-5755 <a href="mailto:dolores.cascone@ontario.ca">dolores.cascone@ontario.ca</a>  <b>Azza Hamdi</b> Tel: 416-325-8303 <a href="mailto:Azza.Hamdi@ontario.ca">Azza.Hamdi@ontario.ca</a> (French Language Boards)  <b>Child Care Advisor:</b>  <b>Isilda Kucherenko</b> Tel: 416-325-3244 <a href="mailto:isilda.kucherenko@ontario.ca">isilda.kucherenko@ontario.ca</a>	City of Toronto	CS Viamonde CSD Catholique Centre-Sud Toronto Catholic DSB Toronto DSB
		County of Dufferin	CS Viamonde CSD catholique Centre-Sud Dufferin–Peel Catholic DSB Upper Grand DSB
		Regional Municipality of Halton	CS Viamonde CSD Catholique Centre-Sud Halton Catholic DSB Halton DSB
		Regional Municipality of Peel	CS Viamonde CSD Catholique Centre-Sud Dufferin–Peel Catholic DSB Peel DSB
		County of Wellington	CS Viamonde CSD Catholique Centre-Sud Upper Grand DSB Wellington Catholic DSB
LONDON	<b>Education Officer:</b>  <b>Sue Chanko</b> Tel: 519-870-2187 <a href="mailto:Sue.Chanko@ontario.ca">Sue.Chanko@ontario.ca</a>  <b>Azza Hamdi</b> Tel: 416-325-8303 <a href="mailto:Azza.Hamdi@ontario.ca">Azza.Hamdi@ontario.ca</a> (French Language Boards)  <b>Child Care Advisor:</b>  <b>Karen Calligan</b> Tel: 226 919-5832 <a href="mailto:karen.calligan@ontario.ca">karen.calligan@ontario.ca</a>	Regional Municipality of Waterloo	CS Viamonde CSD Catholique Centre-Sud Waterloo Catholic DSB Waterloo Region DSB
		City of Brantford	Brant Haldimand Norfolk Catholic DSB CS Viamonde CSD Catholique Centre-Sud Grand Erie DSB
		County of Norfolk	Brant Haldimand Norfolk Catholic DSB CS Viamonde CSD catholique Centre-Sud Grand Erie DSB
		City of Hamilton	CS Viamonde CSD catholique du Centre-Sud Hamilton-Wentworth DSB Hamilton-Wentworth Catholic DSB
		Regional Municipality of Niagara	CS Viamonde CSD catholique Centre-Sud DSB of Niagara Niagara Catholic DSB
		County of Huron	Avon Maitland DSB CS Viamonde CSD des écoles catholiques du Sud-Ouest Huron-Perth Catholic DSB
		County of Lambton	CS Viamonde CSD des écoles catholiques du Sud-Ouest Lambton Kent DSB St. Clair Catholic DSB
		City of London	CS Viamonde CSD des écoles catholiques du Sud-

			Ouest London District Catholic SB Thames Valley DSB
		County of Oxford	CS Viamonde CSD des ecoles catholiques du Sud-Ouest London District Catholic SB Thames Valley DSB
		City of St. Thomas	CS Viamonde CSD des ecoles catholiques du Sud-Ouest London District Catholic SB Thames Valley DSB
		City of Stratford	Avon Maitland DSB CS Viamonde CSD des ecoles catholiques du Sud-Ouest Huron –Perth Catholic DSB
		City of Windsor	CS Viamonde CSD des écoles catholiques du Sud-Ouest Greater Essex County DSB Windsor-Essex Catholic DBS
		Municipality of Chatham-Kent	CS Viamonde CSD des écoles catholiques du Sud-Ouest Lambton-Kent DSB St. Clair Catholic DSB
<b>NORTH BAY / SUDBURY</b>	<b>Education Officer:</b>  <b>Renée Brouillette</b>  Tel: 705-497-6893 Toll Free: 1-800-461-9570 <a href="mailto:renee.brouillette@ontario.ca">renee.brouillette@ontario.ca</a>  <b>Child Care Advisor:</b>  <b>Lina Davidson</b> Tel: 705-564-4282 <a href="mailto:Lina.davidson@ontario.ca">Lina.davidson@ontario.ca</a>	Cochrane DSSAB	CSD catholique des Grandes Rivières CSD du Nord-Est de l'Ontario DSB Ontario North East Northeastern Catholic DSB
		Nipissing DSSAB	Algonquin & Lakeshore Catholic DSB Conseil des écoles publiques de l'Est de l'Ontario CSD catholique des Grandes Rivières CSD catholique du Centre-Est de l'Ontario CSD catholique Franco-Nord CSD du Nord-Est de l'Ontario DSB Ontario North East Near North DSB Nipissing-Parry Sound Catholic DSB Northeastern Catholic DSB Renfrew County DSB
		Parry Sound DSSAB	CSD catholique Centre-Sud CSD catholique du Nouvel-Ontario CSD catholique Franco-Nord CSD du Nord-Est de l'Ontario Near North DSB Nipissing-Parry Sound Catholic DSB Simcoe Muskoka Catholic DSB Sudbury Catholic DSB
		Timiskaming DSSAB	CSD catholique des Grandes Rivières CSD du Nord-Est de l'Ontario DSB Ontario North East Northeastern Catholic DSB



		City of Greater Sudbury	CSD catholique du Nouvel-Ontario CSD du Grand Nord de l'Ontario Rainbow DSB Sudbury Catholic DSB
		Algoma DSSAB	Algoma DSB CSD catholique des Grandes Rivières CSD catholique du Nouvel-Ontario CSD du Grand Nord de l'Ontario CSD du Nord-Est de l'Ontario DSB Ontario North East Huron-Superior Catholic DSB Northeastern Catholic DSB
		Manitoulin-Sudbury DSSAB	Algoma DSB CSD catholique des Grandes Rivières CSD catholique du Nouvel-Ontario CSD du Grand Nord de l'Ontario CSD du Nord-Est de l'Ontario DSB Ontario North East Huron-Superior Catholic DSB Northeastern Catholic DSB Rainbow DSB Sudbury Catholic DSB
		Sault Ste. Marie DSSAB	Algoma DSB CSD catholique du Nouvel-Ontario CSD du Grand Nord de l'Ontario Huron-Superior Catholic DSB
THUNDER BAY	<b><u>Education Officer:</u></b>  <b>Heather Exley</b> Tel: 807-474-2993 Toll Free: 1-800-465-5020 <a href="mailto:heather.exley@ontario.ca">heather.exley@ontario.ca</a>  <b><u>Child Care Advisor:</u></b>  <b>Kelly Massaro-Joblin</b> Tel: (807) 474-2982 Toll Free: 1 800 465-5020 <a href="mailto:kelly.massaro-joblin@ontario.ca">kelly.massaro-joblin@ontario.ca</a>	Rainy River DSSAB	CSD catholique des Aurores boréales CSD du Grand Nord de l'Ontario Northwest Catholic DSB Rainy River DSB
		Kenora DSSAB	CSD catholique des Aurores boréales CSD du Grand Nord de l'Ontario Keewatin-Patricia DSB Kenora Catholic DSB Northwest Catholic DSB Rainy River DSB
		Thunder Bay DSSAB	CSD catholique des Aurores boréales CSD du Grand Nord de l'Ontario Keewatin-Patricia DSB Lakehead DSB Superior North Catholic DSB Superior-Greenstone DSB Thunder Bay Catholic DSB
OTTAWA	<b><u>Education Officer:</u></b>  <b>Nathalie Daoust</b> Tel: 613-225-9210 ext. 136 Toll Free: 1-800-267-1067 <a href="mailto:nathalie.daoust@ontario.ca">nathalie.daoust@ontario.ca</a>  <b><u>Child Care Advisor :</u></b>  <b>Rachelle Blanchette</b> Tel: 613-536-7331 <a href="mailto:rachelle.blanchette@ontario.ca">rachelle.blanchette@ontario.ca</a>	County of Hastings	Algonquin and Lakeshore Catholic DSB Conseil des écoles publiques de l'Est de l'Ontario CS Viamonde CSD catholique Centre-Sud CSD catholique du Centre-Est de l'Ontario Hastings and Prince Edward DSB Kawartha Pine Ridge DSB Peterborough Victoria Northumberland & Clarington Catholic DSB
		City of Kingston	Algonquin and Lakeshore Catholic DSB Conseil des écoles publiques de l'Est de l'Ontario

			CSD catholique du Centre-Est de l'Ontario Limestone DSB
		County of Lanark	Catholic DSB of Eastern Ontario CSD catholique du Centre-Est de l'Ontario Conseil des écoles publiques de l'Est de l'Ontario Upper Canada DSB
		County of Leeds and Grenville	Catholic DSB of Eastern Ontario Conseil des écoles publiques de l'Est de l'Ontario CSD catholique du Centre-Est de l'Ontario Upper Canada DSB
		County of Prince Edward/Lennox and Addington	Algonquin and Lakeshore Catholic DSB Conseil des écoles publiques de l'Est de l'Ontario CSD catholique du Centre-Est de l'Ontario Hastings and Prince Edward DSB Limestone DSB
		City of Cornwall	Catholic DSB of Eastern Ontario CSD catholique de l'Est ontarien Conseil des écoles publiques de l'Est de l'Ontario Upper Canada DSB
		City of Ottawa	Conseil des écoles publiques de l'Est de l'Ontario CSD catholique du Centre-Est de l'Ontario Ottawa Catholic DSB Ottawa-Carleton DSB
		United Counties of Prescott & Russell	Catholic DSB of Eastern Ontario Conseil des écoles publiques de l'Est de l'Ontario CSD catholique de l'Est ontarien Upper Canada DSB
		County of Renfrew	Conseil des écoles publiques de l'Est de l'Ontario CSD catholique du Centre-Est de l'Ontario Renfrew County Catholic DSB Renfrew County DSB
<b>BARRIE</b>	<b><u>Education Officer:</u></b>  <b>Ana Marie Prokopich</b> Tel: 705-725-6260 Toll Free: 1-888-999-9556 <a href="mailto:AnaMarie.Prokopich@ontario.ca">AnaMarie.Prokopich@ontario.ca</a>  <b>Azza Hamdi</b> Tel: 416-325-8303 <a href="mailto:Azza.Hamdi@ontario.ca">Azza.Hamdi@ontario.ca</a> (French Language Boards)	County of Bruce	Bluewater DSB Bruce-Grey Catholic DSB CS Viamonde CSD des écoles catholiques du Sud-Ouest
		County of Grey	Bluewater DSB Bruce-Grey Catholic DSB CS Viamonde CSD des écoles catholiques du Sud-Ouest
		Regional Municipality of Durham	CS Viamonde CSD catholique Centre-Sud Durham Catholic DSB Durham DSB

	<b><u>Child Care Advisor:</u></b>  <b>Maria Saunders</b> Tel: 705-725-7629 <a href="mailto:maria.saunders@ontario.ca">maria.saunders@ontario.ca</a>		Kawartha Pine Ridge DSB Peterborough Victoria Northumberland & Clarington Catholic DSB
		County of Northumberland	CS Viamonde CSD catholique Centre-Sud Kawartha Pine Ridge DSB Peterborough VNC Catholic DSB
		City of Peterborough	CS Viamonde CSD catholique Centre-Sud Kawartha Pine Ridge DSB Peterborough VNC Catholic DSB
		County of Simcoe	CS Viamonde CSD catholique Centre-Sud Simcoe County DSB Simcoe Muskoka Catholic DSB
		City of Kawartha Lakes	Algonquin & Lakeshore Catholic DSB CS Viamonde CSD catholique Centre-Sud CSD catholique du Centre-Est de l'Ontario Peterborough VNC Catholic DSB Trillium Lakelands DSB
		Regional Municipality of York	CS Viamonde CSD catholique Centre-Sud York Catholic DSB York Region DSB
		District Municipality of Muskoka	CSD catholique Centre-Sud CSD du Nord-Est de l'Ontario Near North DSB Simcoe Muskoka Catholic DSB Trillium Lakelands DSB

## Appendix F: Capital Approval Process Chart

Capital Construction Approval Process Updated May 18, 2016		New Schools		Additions		Major Retrofits <sup>1</sup>		FDK
		Repeat Design	New Design	>50% <sup>3</sup>	<50% <sup>3</sup>	>50% <sup>3</sup>	<50% <sup>3</sup>	Individual Projects<\$250K
Pre-Design	Facility Space Template	Complete template with most recent adaptation (<5 years)	Board to submit template before hiring architect	Board to submit template before hiring architect	Not Required	Board to submit template before hiring architect	Not Required	Not Required
	Project Manager	Board to appoint a Project Manager (either internal staff or external resource). Board to notify Ministry of name and contact info.						
	Ministry Approval	Ministry must approve scope of project based upon submitted Space Template	Ministry must approve scope of project based upon submitted Space Template	Ministry must approve scope of project based upon submitted Space Template	Not Required	Ministry must approve scope of project based upon submitted Space Template	Not Required	Not Required
	GOAL	Board to retain an architect						
Pre-Tender	Independent Cost Consultant Report <sup>2</sup>	Submit final cost of recent adaptation (<5 years)	Projects with a total project cost of >\$3.0M	Projects with a total project cost of >\$3.0M	Not Required	Projects with a total project cost of >\$3.0M	Not Required	Not Required
	Approval to Proceed (ATP) Request	Board's senior business official to submit the ATP Request Form confirming total estimated project costs does not exceed board's identified funding.						
	Capital Analysis & Planning Tool (CAPT)	Board to confirm that data entered in the CAPT for the requested project is in line with the data provided through the ATP Request Form.						
	Ministry Approval	Ministry's approval required before proceeding to tender. Approval based on identification of sufficient funding.						
	GOAL	Board to proceed to tender						
Post-Tender	Tender exceed approved funding amount	Board to either identify additional funding available via ATP Request Form or make design changes to reduce the project cost. In either case, the board must demonstrate that sufficient funding is available to complete the project.						
	Tender meet approved funding amount	Board to accept tender bid. Important to ensure all project costs are identified and considered.						
Notes:	1. Ministry approvals are not required for major retrofits that are 100% funded through Renewal Funding, Good Places to Learn Renewal, Energy Efficiency funding, School Condition improvement funding, School-First Child Care Retrofit Policy funding, and FDK funding of less than \$250K. 2. Consultant to review the design, provide costing analysis and advice and report on options to ensure cost containment. To be based on drawings that are at least 80% complete. 3. 50% determined by the following: (Estimated project cost / Latest construction benchmark value of the existing OTG (pre-construction) of the facility).							
Definitions:	<b>Addition:</b> Expansion of the gross floor area of a facility. <b>Major Retrofit:</b> Major structural renovation or reconstruction of the existing building envelop. It does not include expansion of the existing gross floor area. Any project that does expand the gross floor area, Ministry funds or >\$1M in Accumulated Surplus is treated as a Major Retrofit.							

**Ministry of Education**

Office of the ADM  
Financial Policy and Business  
Division  
20th Floor, Mowat Block  
900 Bay Street  
Toronto ON M7A 1L2

**Ministère de l'Éducation**

Bureau du sous-ministre adjoint  
Division des politiques financières et des  
opérations  
20<sup>e</sup> étage, Édifice Mowat  
900, rue Bay  
Toronto ON M7A 1L2



November 9, 2015

Ms. Paula Dawson  
Director of Education  
Halton Catholic District School Board  
PO Box 5308  
802 Drury Lane  
Burlington, ON L7R 3Y2

Dear Ms. Dawson,

I am writing to inform you that the Ministry of Education has completed a detailed review of the business cases that each school board submitted for consideration under the 2015 Capital Priorities Grant program.

As outlined in **Memorandum 2015:B12 – Request for 2015 Capital Priorities Business Cases**, school boards were asked to submit up to eight business cases to the ministry by July 15, 2015. Forty-nine school boards submitted 220 school construction projects, worth approximately \$2.7 billion. Projects were assessed based upon factors such as the need to address accommodation pressures, increase utilization through school consolidation, improve facility condition or accommodate French-language enrolment in a cost effective manner.

In addition to school construction related projects, school boards were also asked to submit school-based child care construction projects under this round of the Capital Priorities Grant program. Eligible projects for consideration were either requests for the inclusion of child care as part of a school project business case, or as a stand-alone submission as an addition to an existing school.

The child care capital projects are being funded through the \$120 million that was announced in **Memorandum 2015:B11 – Capital Funding for New Construction of Child Care**. In total, the ministry received 145 requests from 42 school boards for child care capital funding, totaling more than \$200 million.

As noted in Memorandum 2015:B11, the ministry used the following criteria to assess and prioritize eligible projects:

- Child care replacement due to school closure/accommodation review;
- Age groupings (infant rooms a priority);
- Accommodation pressures/service gaps; and
- Cost effectiveness/viability.

A listing of province-wide approved capital and child care projects has been posted on the ministry's website: <http://www.edu.gov.on.ca/eng/parents/capital.html>

After careful review of your board's submissions, I am pleased to confirm that the ministry has approved funding to support 2 capital priority projects identified by your board. In total, your board will be allocated \$15.92M to undertake these projects - \$12.14M in new 2015 CPG funding, \$1.26M in Full Day Kindergarten funding, \$2.52M in Child Care Capital funding. Your board has requested to self fund the Holy Rosary project using the board's existing build capacity and FDK allocation totaling \$5.1M.

In recognition of the increase in construction costs, the ministry has increased its funding benchmarks by 2 percent and is reflected in the funding for this round of capital approvals. This increase does not apply to any previously approved projects.

Please be aware that the ministry has funding available to address costs related to site acquisition, preparation and/or demolition and will consider providing additional funding to the board based on the submission of a detailed estimate of these costs.

Please note this funding is conditional upon amendments to the 2015-16 Grants for Student Needs (GSN) regulation by the Lieutenant Governor in Council.

### Appendices

Appendix A provides a complete list of the Capital Priorities requests submitted by your board along with ministry responses outlining our rationale for projects that did not receive funding approval. Appendix B provides a complete list of the Child Care Capital requests submitted by your board along with ministry responses outlining our rationale for projects that did not receive funding approval.

Should your school board and municipal partners continue to see the projects that did not receive funding approval as a priority, you may submit them during future rounds of Capital Priorities Grant and School Consolidation Capital programs.

Appendix C provides the details of the approved projects and details on the funding allocations. The ministry's decision to approve these projects was based upon the needs identified in your school board's business cases and, in the case of child care capital projects, the affirmation letter jointly submitted by your school board and business partner. If the board chooses to address these projects with a project other than the project outlined in the board's capital priority business case or the affirmation letter, the board must receive the ministry's approval prior to retaining an architect. In some cases this may require the board to forfeit their project approval and resubmit their request in the next round of capital priorities. In addition, any changes to projects related to approved Child Care Capital will require municipal approval.

### Payment

The Capital Priorities Grant program (CPG) operates on a modified grant payment process, where cash flow is based on school board spending. There are two annual CPG reporting periods:

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

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

School boards should continue to report any new capital projects that have received a funding allocation/approval in the Inventory Data section of the ministry's School Facilities Information System (SFIS).

### Board Responsibilities

Your board is responsible and will be held accountable for implementing appropriate measures to ensure that the cost and scope for these projects are within the approved funding amounts and does not exceed the ministry's funding benchmarks. The FDK funding allocation you have received for these projects can only be used to address the capital costs related to the implementation of FDK. Similarly, the new construction of child care capital funding allocation you have received can only be used to address capital costs related to the implementation of new construction of child care for each approved project.

### Communication Protocols

All public announcements regarding major capital investments funded through the Capital Priorities, School Consolidation or Child Care Capital programs, should be considered joint communication opportunities for the provincial government and the district school board.

As such, you must not issue a news release or any other public communication regarding Capital Priorities, School Consolidation Capital or Child Care Capital projects unilaterally, unless agreed to by the Ministry of Education or a representative from the Government of Ontario.

For all public communications opportunities, you must invite the Minister of Education to your local event by emailing [Minister.EDU@ontario.ca](mailto:Minister.EDU@ontario.ca) with at least three weeks advance notice.

This includes announcements related to the awarding of project funding provided in the current and previous years, as well as all future milestone events for the funded project (e.g., ribbon-cutting, ground-breaking, school opening).

If the Minister of Education is unavailable, the Minister's Office will inquire with your local Member of Provincial Parliament (MPP) to determine whether they are available to jointly announce the new projects in your city/region at an upcoming event.

If he/she is available, their office will contact you to make arrangements in a timely manner. If he/she is unavailable, the Minister's Office, or a ministry representative, will inform you that your school board can proceed with an event in the absence of a government representative.

You must acknowledge the support of the Government of Ontario in communications of any kind, written or oral, relating to the agreement or the project. This could include but is not limited to, any report, announcement, speech, advertisement, publicity, promotional material, brochure, audio-visual material, web communications or any other public communications.

Should you have any communications-related questions, please contact Ryan Rigby at (416) 325-2540 or via email at [Ryan.Rigby@ontario.ca](mailto:Ryan.Rigby@ontario.ca).

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

Should you have any questions regarding the capital priorities approval, please contact your Capital Analyst, Diamond Tsui at [Diamond.Tsui@ontario.ca](mailto:Diamond.Tsui@ontario.ca) or (416) 325-2017. For any questions related to the child care capital approvals and/or requests, please contact your Education Officer, Dolores Cascone at [Dolores.Cascone@ontario.ca](mailto:Dolores.Cascone@ontario.ca) or (416) 314-6300.

Sincerely,

*Original signed by  
Joshua Paul for:*

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

Attached:   Appendix A - List of Capital Priorities Grant Requests  
              Appendix B - List of Child Care Capital Requests  
              Appendix C - Details of 2015 Approved Projects

c:       Nancy Matthews, Assistant Deputy Minister, Early Years Division  
          Grant Osborn, Director, Capital Policy and Programs Branch  
          Julia Danos, Director, Early Years Implementation Branch  
          Paul McMahon, Superintendent of Business  
          Mary Beth Jonz, CMSM/DSSAB



## Appendix A: List of 2015 Capital Priorities Grant Requests

### 46 Halton Catholic District School Board

Priority	Project	Location	CP (\$M)	FDK (\$M)	CC (\$M)	Board (\$M)	Total (\$M)	Description	Recommendation
1	North Oakville CES	Oakville	12.14	1.26	2.52	0.00	15.92	a new 671 pp catholic elementary school to address accommodation pressures	This project has been approved for the 2015 Capital Priorities Grant. Please refer to Appendix C for funding details
2	South Milton (Boyne 'Ford') CES	Milton						a new 671 pp catholic elementary school to address accommodation pressures	This project was not considered for Capital Priorities Grant funding at this time due to a lack of immediate need.
3	Holy Rosary (M) CES	Milton	0.00	0.00	0.00	5.08	5.08	a 130 pp addition to Holy Rosary CES and simultaneously renovate the existing school	The Ministry is supportive of the project but did not consider for Capital Priorities Grant funding. The board is requested to self fund the project using the Board's existing build capacity and FDK. Please refer to Appendix C for funding details
4	Georgetown West CES	Georgetown						a new 550 pp catholic elementary school to replace current Holy Cross CES	This project was not considered for Capital Priorities Grant funding at this time due to a lack of immediate need.
5	Bishop P.F. Reding CSS	Milton						a 294 pp permanent addition to Bishop PF Reding CSS to address accommodation pressures	This project was not considered for Capital Priorities Grant funding at this time due to a lack of immediate need.
6	South Milton (Boyne) CSS	Milton						a new 1,437 pp catholic secondary school to address accommodation pressures	This project was not considered for Capital Priorities Grant funding at this time due to a lack of immediate need.

## Appendix C: Details of Approved 2015 Projects

### 46 Halton Catholic District School Board

Benchmark Project Cost		Priority	1	3	Total For All Projects
		Project Name	North Oakville ES (CE#2)	Holy Rosary (M) CES	
		Location	Oakville	Milton	
New Construction	Pupil Places to Add	A	671	130	
	Resulting Pupil Places	B	671	571	
	GFA / Pupil Place	C	9.99	10.15	
	\$ / GFA	D	1,959.89	1,959.89	
	Subtotal = A * C * D	E	13,137,711	2,586,075	
Retrofit	GFA	F			
	\$ / GFA	G			
	Subtotal = F * G	H			
School Total	GAF	I	1.02	1.02	
	School Total = (E + H) * I	J	13,400,465	2,637,796	
Child care	Rooms	K	5		
	Cost	L	2,520,849		
Board funded Other		M		2,437,204	
<b>Total Project Cost = J + L + M</b>		<b>N</b>	<b>15,921,314</b>	<b>5,075,000</b>	
Funding Source					
CPG	O		12,140,041		12,140,041
FDK	P		1,260,424		1,260,424
Child Care	Q		2,520,849		2,520,849
Ministry Funding Total = O + P + Q		R	15,921,314		15,921,314
Board Funding		S		5,075,000	5,075,000
<b>Total Funding = R + S</b>		<b>T</b>	<b>15,921,314</b>	<b>5,075,000</b>	<b>20,996,314</b>

**STAFF REPORT**

**ITEM 9.3**

**STRATEGIC PLANNING 2016-2021**

**PURPOSE:**

To provide trustees with an update on the Strategic Planning Process. This report defines four (4) broad areas of priority, and identifies the outcomes that will serve as the foundational framework for the final version of the Strategic Plan.

**BACKGROUND:**

Amendments to the Education Act (Bill 177), now require school boards to develop multi-year plans and provide a mechanism to address the Board's long-term needs, specifically in regards to growth and change.

In June, 2010, the Board of Trustees approved its current multi-year strategic plan, *Fulfilling the Promise, Strategic Directions for 2010-2015*. During the 2014-2015 school year, the Board began its preliminary review and development of the next multi-year plan, which will outline the Board's strategic directions moving forward.

The chart below outlines the six (6) distinct phases of the Strategic Planning Process and the corresponding timelines for completion.

	DESCRIPTION	TIMELINES	COMPLETED
PHASE 1	Preparing to Plan	June 2014 – March 2015	✓
PHASE 2	Context Setting	March 2015 – August 2015	✓
PHASE 3	Consultation	September 2015 – December 2015	✓
PHASE 4	Plan (Priorities & Outcomes) Developed	April 2016 - May 2016	✓
PHASE 5	Alignment & Implementation	June 2016 – September 2016	
PHASE 6	Monitoring & Reporting	September 2016 - onwards	

**PHASE 1: Preparing to Plan**

**Review and Validation of Mission, Vision, and Values**

During the 2014-2015 school year, Trustees began Phase 1 of the Strategic Planning Process. One of the first components of the Strategic Planning Process was to review and validate the Board's Mission,

Vision, and Values statement, which form the basis for developing a multi-year strategic plan.

#### *Review of the Mission Statement*

In reviewing the Mission, Trustees determined that the current Mission statement continues to be reflective of our distinct purpose as a Catholic school district.

#### *Review of the Vision Statement*

In reviewing the Vision statement, it was determined that the Board's current Vision continues to be reflective of what we aspire to as a Board.

#### *Review of the Values*

In reviewing the Board's Governing Values, Trustees determined that the language should be revisited and refreshed to more accurately reflect current legislation and goals of Ontario's education system, specifically with regard to 21<sup>st</sup> Century Teaching and Learning, Safe and Healthy Schools, and Equity and Inclusive Education. A renewed Values statement was developed and approved by the Board of Trustees at their Regular Meeting held on October 21, 2014.

The Mission, Vision and Values are attached as **Appendix B**.

### **Hiring of an External Consultant**

In March, 2015, the Board hired OCG Strategy and Organization Consulting to facilitate and guide the Strategic Planning Process.

This completed Phase 1 of the Strategic Planning Process.

## **PHASE 2: Context Setting**

### **Strategic Planning Sessions**

The initial strategic planning sessions took place as follows:

- Orientation Session – Tuesday, April 14, 2015
- Wednesday, April 22, 2015
- Tuesday, May 5, 2015
- Tuesday, September 15, 2015

### **Identification of Stakeholder Groups**

At the Strategic Planning Session held on April 22<sup>nd</sup>, Trustees identified the following list of stakeholders to be consulted for feedback in the development of the new multi-year plan:

- Parents
- Students
- Parish Members and Ratepayers
- Community Partners
- School Staff
- School Administrators
- Senior Staff
- Central Office Staff

## Consultation Questions Developed

At the Strategic Planning Session held on May 5, 2015, the following questions were developed to be used with each stakeholder group during the consultation process:

1. What matters most to you about publicly-funded Catholic education?
2. How can our school board best address the needs of all learners?
3. How can we work with community partners to best serve the needs of children and families?
4. What do you like about our school board?
5. What can we do to improve?

## Preferred Consultation Approach/Format

As a component of the initial context setting, feedback was gathered from parents, staff, and ratepayers to determine their preferred approach or format for consultation during Phase 3 of the process.

This feedback was gathered through town halls held in each of the four (4) municipalities served by the Board, as well as through an online survey. The feedback received indicated a clear preference for the online survey as the preferred method of consultation. An information report outlining the details of this was provided to the Board of Trustees at their Regular Board Meeting held on September 15, 2015, and is attached as **Appendix C**.

This completed Phase 2 of the Strategic Planning Process.

## PHASE 3: Consultation

In mid-September, 2015, staff initiated Phase 3 with a formal consultation of the key stakeholders identified by Trustees.

Feedback was gathered through four (4) methods: Town Hall, Telephone Town Hall, Focus Groups, and Online Survey.

The following chart depicts the format used to consult with each stakeholder group, and the number of participants/respondents for each format.

Stakeholder Group	Focus Groups 2500+ participants	Town Hall (in person) 11 participants	Telephone Town Hall 3100+ participants	Online Survey 781 respondents
Parents	✓	✓	✓	✓
Students	✓			✓
Parish and Ratepayers		✓		✓
Community Partners		✓		✓
School Staff	✓			✓
School Administrators	✓			✓
Senior Staff	✓			✓
Central Office Staff	✓			✓

## **Communication Tactics and Timelines**

Information about the Strategic Planning Consultation Process was shared with stakeholders in a variety of ways. Attached as **Appendix D** is the complete list of tactics and timelines.

## **An Overview of the Consultations**

### **I. Focus Groups**

A series of focus groups were undertaken between September and December, 2015, to gather the feedback of staff, students, and parents.

#### *Total Number of Participants*

A total of 247 focus groups were conducted. More than 2500 individuals participated in the focus group activities, including members of staff, students (Student Trustees, Student Senate, and Secondary School Student Councils), and parents (CPIC, SEAC, Catholic School Council Chairs, and School Councils) and community partners (Halton Industry Education Committee).

#### *Description of Format*

Staff facilitators led small groups of 10-15 participants through a focus group activity called *Card Storming*. Each participant was asked to respond individually to the five consultation questions. The responses were written on sticky notes and then shared and organized into categories, based on consensus.

The key themes that emerged from the focus groups are listed in **Appendix E**.

### **II. Town Hall Meeting**

A Town Hall Meeting took place on Wednesday, October 7, 2015 at Jean Vanier Catholic Secondary School.

#### *Total Number of Participants*

82 members of the community registered to attend the Town Hall, and 11 individuals participated.

#### *Description of Format*

The Town Hall began with a brief presentation by Trustees which provided some background on the Strategic Planning Process. Following the presentation, the attendees participated in the focus group activity described above, facilitated by staff. Trustees in attendance observed the activity.

The key themes that emerged from the Town Hall Meeting are listed in **Appendix E**.

### **III. Telephone Town Hall**

A Telephone Town Hall, facilitated and moderated by *Mainstreet Technologies*, took place on Tuesday, November 10, 2015.

#### *Total Number of Participants*

3100 participants accepted the call. Over 800 participants responded to each of the five questions during the telephone poll. We also received over 104 voice mail messages from participants at the end of the Telephone Town Hall.

#### *Description of Format*

Parents were notified by an invitation email, as well as a reminder email that they would be receiving a call on November 10<sup>th</sup>, inviting them to participate in a Telephone Town Hall with Trustees. On the evening of November 10<sup>th</sup>, a call went out to 20,000 parents.

Trustees and staff began the Telephone Town Hall with a brief overview of the Strategic Planning Process. Following the presentation, over 800 parents participated in a telephone poll, based on the five consultation questions. Using the telephone key pad to respond participants were given four response options for each of the five questions, based on the top three key themes emerging from the focus groups, as well as a fourth option for 'OTHER'. An opportunity was provided at the end of the call for participants to leave a voice mail. A total of 104 voicemails were received.

The key themes that emerged from the Telephone Town Hall (both from the poll and through the voice recordings) are listed in **Appendix E**.

#### **IV. Online Survey**

An online survey based on the five consultation questions was made available between September 30, 2015 and December 25, 2015.

##### *Total Number of Surveys Received*

A total of 781 surveys were completed.



#### *Description of Format*

The online survey provided a brief introduction with links to background information on the Strategic Planning Process. Respondents were asked to identify themselves as: Parent/Guardian; Student; Staff; and Member of the Community.

### *Sampling Technique for Analysis of Data*

In order to manage the sheer volume of open-ended responses, researchers employed a stratified sampling method. All respondents were assigned a random number and a percentage (30%) of the largest three groups were selected randomly; Parents, HCDSB Staff, and a group of individuals who did not choose to identify with any group.

<b>Respondents (Total = 781)</b>	<b>30% randomly selected (if over 50)</b>
Parents/Guardians (503)	<b>151</b>
Community Members (17)	<b>17</b>
HCDSB Staff (75)	<b>22</b>
Students (2)	<b>2</b>
Unidentified (155)	<b>47</b>

According to sampling methodology calculations, 30% of each group is sufficiently large enough to represent the survey population with a 5% margin of error (survey population meaning only the people who answered the survey). The emergent of the themes were highly consistent with less variability than expected which further validated the sampling methodology used.

The key themes that emerged from the online survey are listed in **Appendix E**.

Summarized comments are arranged by theme and can be reviewed in full as **Appendix F**.

This completed Phase 3 of the Strategic Planning Process.

With the consultation process completed, the feedback gathered was collated and analyzed, and presented to Trustees for review and further analysis to help guide the next phase of the strategic planning process.

### **PHASE 4: Plan Development**

Phase 4 of the Strategic Planning Process began in April, 2016.

Strategic planning sessions took place as follows:

- Saturday, April 2, 2016
- Friday, April 15, 2016
- Tuesday, April 26, 2016
- Tuesday, May 31, 2016

### **Review of Feedback Received Through the Consultation Process**

At the Strategic Planning Session held on April 2, 2016, Trustees reviewed the key findings and common themes demonstrated through the stakeholder consultation (Phase 3). A SWOT analysis was conducted to identify strengths, weaknesses, opportunities, and threats.



## Q-Sort Activity

At the Strategic Planning Session held on April 15, 2016, Trustees participated in a concept development exercise that allowed them to sort and cluster the priority areas within the new strategic plan. This information was then collated by staff to identify the areas that Trustees identified as priorities.

Some initial outcomes were developed based on the priorities identified by Trustees and feedback received from Senior Staff.

## Development of Outcomes

At the Strategic Planning Session held on April 26, 2016, Trustees reviewed and provided feedback on the draft outcomes. This feedback was collated by staff and used to further refine the outcomes.

## Priority Areas and Outcomes

At the Strategic Planning Session held on May 31, 2016, Trustees reviewed and confirmed the priority areas and outcomes. See **Appendix A**.

The four areas of priority were identified as:

- **Foundational Elements** – *Optimizing organizational effectiveness to create conditions for success.*
- **Achieving** – *Providing exceptional education that meets the needs of the whole person so that all learners fulfill their God-given potential.*
- **Believing** – *Celebrating our Catholic faith and aspiring to be models of Christ.*
- **Belonging** – *Embracing relationships and collective responsibility; sustaining safe, welcoming schools and workplaces.*

Some examples of alignment were also provided that linked the 4 areas of priority and the fourteen (14) outcomes to strategies and initiatives.

## NEXT STEPS:

- An Action Report to approve the strategic priorities and outcomes will be presented to the Board of Trustees at the June 21, 2016 Board Meeting.
- Staff will develop specific action plans for each outcome to include timelines and levels of participation/responsibility for those actions, as well as budgetary implications over the 5 year period. This will be presented to the Board of Trustees at the Regular Board Meeting on September 6, 2016.
- Staff will develop a communications plan to launch the Strategic Plan 2016-2021. This will be shared with Trustees at the September 6, 2016 Board Meeting.
- A detailed plan and schedule outlining the monitoring activities related to the Strategic Plan will provide a framework by which we can monitor and measure our progress against clearly identified indicators. This will be developed by staff and provided to the Board of Trustees at the Regular Board Meeting on September 21, 2016.

## **CONCLUSION:**

The development of the Strategic Plan for the Halton Catholic District School Board has brought a shared sense of purpose to our work and enabled us to bring focus to areas identified as priorities. By adopting a planned and strategic approach to our common goal of excellence in Catholic Education, we will be better positioned to improve student learning and professional practice through the appropriate allocation of human, financial and educational resources.

## **REPORT**

L. NAAR

**PREPARED AND SUBMITTED BY:** SUPERINTENDENT OF EDUCATION

C. REMPEL  
RESEARCH OFFICER

A. SWINDEN  
ADMINISTRATOR, STRATEGIC COMMUNICATIONS SERVICES

## **REPORT**

**APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION & SECRETARY OF THE BOARD

## Strategic Directions 2016-2021

## Appendix A

### Mission:

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

### Vision:

The Halton Catholic District School Board is a **model learning community**, widely recognized as **distinctively Catholic**, providing **exceptional education**, while **nurturing the call to love and to serve** as a people of faith, living out God's plan.

### Values:

At the Halton Catholic District School Board, **we value:**

#### **Our Catholic Faith**

and aspire to be models of Christ through our actions of love, forgiveness, compassion, and acceptance.

#### **The Whole Child**

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

#### **Excellence in Learning**

and provide opportunities that meet the needs and aspirations of all learners in a supportive, creative and innovative learning environment.

#### **Relationships and Partnerships**

and recognize that our success is reflective of the healthy and vibrant partnership of staff, parents, pastors, and members of our broader community.

#### **The Importance of Contributing to Our Communities**

and respect diversity, celebrate multiculturalism, honour individual rights, and embrace the social values of collective responsibility and the common good.

## Strategic Directions 2016-2021

## Appendix A

### Foundational Elements

*Optimizing organizational effectiveness to create conditions for success.*

#### **We will do this by ensuring that:**

- All programs, supports and services are aligned to a K-12 Family of Schools Model
- Communication is clear, transparent, effective and responsive.
- Results-based accountability and evidence-informed decision-making are the standard approaches to planning and improvement efforts.
- Stewardship of resources optimizes human, financial, physical and material assets.
- Proactive recruitment and succession planning are aligned to student and system needs.

### Achieving

*Providing exceptional education that meets the needs of the whole person so that all learners fulfill their God-given potential.*

#### **We will do this by ensuring that:**

- Educational experiences and opportunities are differentiated to support all learners, transitions and pathways.
- All learners are engaged in rich, collaborative and innovative learning communities.
- Professional judgement and principles of equity and inclusive education ensure high expectations for student achievement.

### Believing

*Celebrating our Catholic faith and aspiring to be models of Christ.*

#### **We will do this by ensuring that:**

- All learners experience a Catholic learning environment rooted in Gospel values and the Ontario Catholic School Graduate Expectations.
- Our schools foster the relationship between home and parish.
- Staff and students are discerning believers, formed in the Catholic faith community, who model Christ in their actions.

### Belonging

*Embracing relationships and collective responsibility, sustaining safe and welcoming schools and workplaces.*

#### **We will do this by ensuring that:**

- Schools and workplaces are safe and welcoming for all, cultivating a positive sense of belonging and well-being.
- Relationships with all educational partners are nurtured and supported.
- Students are service-minded global citizens, engaged and empowered to be leaders in their communities.



### Our Mission

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

### Our Vision

The Halton Catholic District School Board is a model learning community, widely recognized as distinctively Catholic, providing exceptional education, while nurturing the call to love and to serve as a people of faith, living out God's plan.

### Our Values

At the Halton Catholic District School Board, **we value:**

#### **Our Catholic Faith**

*and aspire to be models of Christ through our actions of love, forgiveness, compassion, and acceptance.*

#### **The Whole Child**

*and create conditions that support the spiritual, intellectual, physical and emotional well-being of all students so that they may fulfill their God-given potential.*

#### **Excellence in Learning**

*and provide opportunities that meet the needs and aspirations of all learners in a supportive, creative and innovative learning environment.*

#### **Relationships and Partnerships**

*and recognize that our success is reflective of the healthy and vibrant partnership of staff, parents, pastors, and members of our broader community.*

#### **The Importance of Contributing to Our Communities**

*and respect diversity, celebrate multiculturalism, honour individual rights, and embrace the social values of collective responsibility and the common good.*

**INFORMATION REPORT**
**ITEM 10.6**

## **TRUSTEE TOWN HALLS, JUNE 2015 - UPDATE**

**PURPOSE:**

To provide Trustees with information gathered from the town hall meetings held on June 11, 2015.

**BACKGROUND INFORMATION:**

In June, 2010, the Board of Trustees approved its current multi-year strategic plan, *Fulfilling the Promise, Strategic Directions for 2010-2015*. During the 2014-2015 school year, the Board began its preliminary review and development of the next multi-year plan, which will outline the Board's strategic directions moving forward.

As a component of the initial review and context setting (Phase 2 of the Strategic Planning Process), local town hall meetings were held on June 11, 2015, in each of the four municipalities served by the Board. The purpose of the town halls was two-fold: (1) to fulfill the requirement to hold an annual Education Town Hall Meeting, as per Board Resolution #23/14; and (2) to provide parents and ratepayers with information related to the Strategic Planning Process, and to gather feedback from parents and local constituents on their preferred format for consultation.

**BREAKDOWN OF COMMUNICATION TO PARENTS AND STAKEHOLDERS:**

- Initial email sent out through Parent Notification on May 27, 2015 to all parents to invite them to Town Hall Meeting in their community.
- A message for insertion in the school newsletter and/or on the school website was sent to all Principals and Vice-Principals.
- A message sent to all parishes for insertion in parish bulletin and/or announcement.
- News Release sent on June 5, 2015 to all media contacts, all staff, Catholic School Council Chairs, CPIC, SEAC, parishes, union presidents, and retirement club.
- Board website updated – Trustee Town Hall placed in prominent location in sliding news with link for registration.
- Reminder email sent out through Parent Notification on June 8, 2015 to all parents to register for the Town Hall Meeting in their community.
- On June 24, 2015, a follow up email sent out to all parents through Parent Notification System, with a link to the online survey for parents who were not able to attend the June 11<sup>th</sup> town hall meetings. Attached to this email was the Trustee Newsletter, which also contained the link to the online survey.
- The school year calendar was sent home to all parents during the first week of school (September 8-11, 2015). The link to the online survey to provide feedback on preferred method of consultation was included in the calendar.

## AN OVERVIEW OF THE TOWN HALL MEETINGS:

The town halls began with a presentation (attached as Appendix 'A') which provided background on the Strategic Planning Process. Two members of senior staff attended each town hall meeting to assist with the question and answer period; one acted as moderator, and one served as scribe. The notes are attached as Appendix 'B'.

Each guest was asked to fill out a survey/comment sheet to indicate their preferred format for providing input as the Board moves ahead with the formal stakeholder consultation in September, 2015. The returned surveys are attached as Appendix 'C', and are provided as information to guide the Board as we move ahead with the formal stakeholder consultation.

The following chart outlines the locations, number of attendees, and number of surveys/comment sheets returned.

Location	Municipality	Registered	Attended	# Surveys returned
Corpus Christi Catholic Secondary School	Burlington	24	6	5
Christ the King Catholic Secondary School	Halton Hills	13	5	5
Jean Vanier Catholic Secondary School	Milton	45	8	5
Holy Trinity Catholic Secondary School	Oakville	39	9	6

## SURVEY RESULTS:

The following chart provides the results of the surveys received in hardcopy (Appendix 'C') through the town hall meetings.

Consultation Format	Burlington (out of 5)	Halton Hills (out of 5)	Milton (out of 5)	Oakville (out of 6)	TOTAL (out of 21)
Online Survey	4	3	3	2	12
Small Group Discussions	2	1	2	1	6
Telephone Town Hall			2		2
Town Hall	4	2		4	10
Webinar		2	1	1	4
Other			Trustees in schools		



The following chart provides the results of the online survey that asked respondents to select their preferred method of consultation.

<b>Consultation Format</b>	<b>Burlington</b> (142 surveys)	<b>Halton Hills</b> (78 surveys)	<b>Milton</b> (141 surveys)	<b>Oakville</b> (185 surveys)	<b>Not Specified</b> (14 surveys)	<b>TOTAL</b> (560 surveys)
Online Survey	135	75	134	176	12	532
Small Group Discussions	7	2	9	11		29
Telephone Town Hall	4		6	5		15
Town Hall	9	9	10	13		41
Webinar	17	9	12	22		60
Other	Email		Email			2

*NOTE: the numbers above are greater than the total number of surveys received, as respondents were allowed to check multiple consultation formats.*

### **NEXT STEPS:**

As we enter Phase 3 of the Strategic Planning Process, we will undertake a formal consultation process with our various stakeholders. Over the next few weeks, Trustees will finalize the schedule of consultations and identify facilitation teams. The feedback received through the consultations will be collated, analyzed and shared with Trustees in November, 2015. These results will provide valuable insight to help guide the development of our new multi-year plan.

**REPORT**

**APPROVED BY:**

P. DAWSON

DIRECTOR OF EDUCATION & SECRETARY OF THE BOARD

## **Breakdown of Communication about the Strategic Planning Consultation Process (Phase 3):**

### **September 8-11, 2015**

- ☒ The school year calendar was sent home to all parents during the first week of school (September 8-11, 2015) with information about the Strategic Planning Process and a link to the webpage for additional information.
- ☒ Board website updated – Strategic Planning Process placed in prominent location in sliding news with information about the process and links for registration to Town Hall and to Online Survey.
- ☒ Social media updates about the Town Hall and submitting feedback through the Online Survey were provided on Facebook and Twitter.

### **September 24, 2015**

- ☒ Initial email sent to parents through the Parent Notification System to invite them to Town Hall Meeting on October 7, 2015.
- ☒ A message for insertion in the school newsletter and/or on the school website was sent to all Principals and Vice-Principals.
- ☒ A message sent to all parishes for insertion in parish bulletin and/or announcement.

### **September 29, 2015**

- ☒ A News Release to invite ratepayers and members of the community to Town Hall was sent out to all media contacts inside Halton, all staff, Catholic School Council Chairs, CPIC, SEAC, AEAC, parishes, union presidents, and retirement club.

### **September-November, 2015**

- ☒ An invitation was sent to all central office staff to participate in a focus group activity with their respective departments.
- ☒ An invitation was sent to members of CPIC, members of SEAC, members of AEAC, Student Trustees and Lead Senators, and Catholic School Council Chairs to participate in focus group activities.

### **October 1, 2015**

- ☒ Trustee script provided for Mass announcements.
- ☒ Magnet posters provided to Trustees to distribute at parishes and handed out at regional Cross Country Meet.

### **October 3, 2015**

- ☒ Booth set up for Trustees at the regional Cross Country Meet, to hand out flyers and speak to parents about sharing their thoughts and submitting their feedback online.

### **October 5, 2015**

- ☒ Reminder email sent out to parents through our Parent Notification System about the upcoming Town Hall Meeting, along with a link for more information on the Trustee Newsletters available on the Board website.
- ☒ PowerPoint presentation prepared for Trustees for the Town Hall Meeting.

### **October 7, 2015**

- ☒ Presentation provided on the Strategic Planning process to parents and members of the community at the Town Hall Meeting. Focus group activity was conducted for all participants at the meeting.

### **October 14, 2015**

- ☒ Strategic Planning focus group activity conducted for Principals and Vice-Principals at their meeting, also inviting them to coordinate focus groups with their school staff.

### **October-December, 2015**

- ☒ Focus group packages (posters, stickies, and handouts) sent to all Principals, Vice-Principals, and Board departments to conduct their focus group activities.

### **October 21, 2015**

- ☒ Focus group activity conducted for School Council Chairs at the Catholic School Council of Chairs Meeting.

### **October 26, 2015**

- ☒ Initial email sent to parents through Parent Notification System to invite them to Telephone Town Hall Meeting on November 10, 2015.

### **November 9, 2015**

- ☒ Reminder and follow up email sent to parents through the Parent Notification System inviting them to participate in the Telephone Town Hall Meeting on November 10, 2015.

## **November 10, 2015**

- ☒ Trustee script provided for Telephone Town Hall.

## **November 11, 2015**

- ☒ An email sent to parents through the Parent Notification System, thanking those for participating in the Telephone Town Hall, and a reminder about sharing feedback through a quick online survey.

## **December 12, 2015**

- ☒ Reminder email sent to all Principals and Vice-Principals, to send in last requests for focus group packages, and send posters and feedback back to Strategic Communications.

## STRATEGIC PLANNING 2015-2016

### KEY FINDINGS & THEMES: CONSULTATION FEEDBACK

#### I. FOCUS GROUPS

The following chart outlines the key themes that emerged from the focus groups.

Question	Key Themes
1. What matters most to you about publicly-funded Catholic education?	<ul style="list-style-type: none"> <li>• Being able to practice faith openly</li> <li>• Preservation of Catholic Schools</li> <li>• Catholicity being incorporated into curriculum</li> <li>• Focus on the whole student</li> </ul>
2. How can our school board best address the needs of all learners?	<ul style="list-style-type: none"> <li>• Increase Special Education Services - more SERT/EA/CYC support</li> <li>• Lower class sizes</li> <li>• Better access to technology - more IT service to support 21st century learning</li> <li>• Differentiated learning</li> <li>• Early assessments for children in need</li> </ul>
3. How can we work with community partners to best serve the needs of children and families?	<ul style="list-style-type: none"> <li>• Make staff more aware of what resources and community partners are available-suggestion to have a central repository by region/services available</li> <li>• More Parish involvement within the school</li> <li>• More community partners brought into the school</li> <li>• Make parents aware of services available</li> <li>• Shorten wait time for services/assessments</li> </ul>
4. What do you like about our school board?	<ul style="list-style-type: none"> <li>• Family atmosphere</li> <li>• Tight knit, small community feel</li> <li>• Staff</li> <li>• Being able to practice faith openly</li> </ul>
5. What can we do to improve?	<ul style="list-style-type: none"> <li>• More EA/SERT support</li> <li>• Quicker HR response time/more compassion</li> <li>• More efficient IT support as well as increased IT resources</li> <li>• Better communication to parents, schools</li> <li>• More equal playing field between the schools in the north with the remainder of the board (feel disconnected and less resources)</li> <li>• More meaningful PD – suggestion to focus on collaboration, teachers sharing best practices</li> </ul>

## II. TOWN HALL MEETING

The following chart outlines the key themes that emerged from the Town Hall focus group activity.

Question	Key Themes
1. What matters most to you about publicly-funded Catholic education?	<ul style="list-style-type: none"> <li>• Faith – environment that promotes Catholic values</li> <li>• Academic Success</li> <li>• Technology - staying open to new opportunities</li> <li>• Safety and Security – providing safe and inclusive environments for our students</li> </ul>
2. How can our school board best address the needs of all learners?	<ul style="list-style-type: none"> <li>• Education for All</li> <li>• Resource Support – more early intervention and efficient process for helping early learners who are struggling</li> <li>• Program Continuity – promote sharing of best practices across schools</li> <li>• Faith Education/Activities</li> <li>• Catholicity/Faith in the curriculum</li> </ul>
3. How can we work with community partners to best serve the needs of children and families?	<ul style="list-style-type: none"> <li>• Social Outreach</li> <li>• Guarding the Faith – do not compromise Christian values or principles</li> <li>• Parish Connections – Church programs for children and youth</li> <li>• Experiential Learning – bringing community partners into schools</li> <li>• Communication of services to teachers/staff, so they can inform parents</li> <li>• Meaningful Engagement – listen to parents, not just lip service; parent friendly communication; engage families in more focused conversations</li> </ul>
4. What do you like about our school board?	<ul style="list-style-type: none"> <li>• Focus on faith</li> <li>• Staff</li> <li>• Broad perspective</li> <li>• Clear values and priorities</li> <li>• Academic excellence</li> <li>• Accessibility and Involvement of stakeholders</li> </ul>
5. What can we do to improve?	<ul style="list-style-type: none"> <li>• Emphasize Catholic teachings</li> <li>• Increase parent engagement by promoting more interaction between parents and schools/teachers/principals</li> <li>• Performance metrics</li> <li>• Creating continuity in long-term vision – streamline programs by developing long-term vision for all initiatives (including pilots and school boundaries)</li> <li>• Eliminate waste (staff)</li> </ul>

## III. TELEPHONE TOWN HALL

*Key Findings and Themes in the Telephone Poll*

The following chart outlines the key themes that emerged from the Telephone Poll.

Question	OPTION 1	OPTION 2	OPTION 3	OPTION 4
1. What matters most to you about publicly-funded Catholic education? (866 votes)	Home-School-Parish Connection 7%	Catholic values integrated into the curriculum 30%	Quality Education 59%	OTHER 3%
2. How can our school board best address the needs of all learners? (863 votes)	Engage student/parent/community voice 13%	Classroom Supports-Increased classroom resources 51%	Assessment tools to determine the needs of learners 32%	OTHER 5%
3. How can we work with community partners to best serve the needs of children and families? (835 votes)	Communicate available resources to families in need 35%	Foster existing and build new community relationships/partnerships 38%	Promote volunteerism in the community 19%	OTHER 8%
4. What do you like about our school board? (814 votes)	Quality Staff 32%	Sense of belonging 25%	Innovative and forward thinking 22%	OTHER 21%
5. What can we do to improve? (815 votes)	More support for students with alternate learning needs 36%	Increased communication with community, parents, students 21%	Increased integration of technology 34%	OTHER 9%

*Key Findings and Themes in the Voice Recordings*

The following chart outlines the key themes that emerged from the Voice Recordings left at the end of the Telephone Town Hall.

Key Theme	# of Voicemails Speaking to Theme
<b>Special Education</b> Tools, strategies, supports, resources, staffing, early identification	16
<b>Sports and Extra-Curricular Activities</b> All children should be able to play on a school team, access to extra-curricular activities, increase extra-curricular activities offered	8
<b>Technology</b> Introduce/integrate technology into the classroom to support the delivery of the curriculum	6

## Appendix E

Key Theme	# of Voicemails Speaking to Theme
<b>Specialized Programs (EFI, ExtFI, IB, AP, etc)</b> More French Immersion programs offered, FI should be available in K or Grade 1, plans for alternative schools, access to programs	9
<b>New HPE Curriculum (Sex-Ed Curriculum)</b> Concerns over implementation, alignment to Catholic beliefs/teachings, communication requested around delivery	7
<b>Faith and Catholicity</b> Appreciation for faith-based education, requests for more faith-based learning and activities in the school	6
<b>Teaching Quality, Qualifications and Hiring</b> Ensuring the most appropriate teachers (qualifications, experience and specialization) are teaching courses	5
<b>School Facilities and Boundary Reviews</b> Upset about recent boundary review, elimination of portables, build additions, replace old schools, future school closures	7
<b>Transportation/Bussing and Parking</b> Bussing for regional programs, courtesy seats, provision of bussing, walking web	4
<b>Communication</b> Requests for greater day-to-day communication about what child is learning, homework, assessment; communication attempts met with curt response	4
<b>Community Connections</b> Foster relationships, provide information about programs and services, invite community service agencies to provide workshops	4
<b>Uniform</b> Make mandatory in elementary, reduce cost, voting policy/process	4
<b>Teaching and Instructional Practices</b> FNMI in curriculum, more homework, reading, printing and math in Kindergarten, differentiated instruction	4
<b>Learning Environment</b> Outdoor environment, class size reduction, layout of classrooms	3
<b>Consistency of Board Policy across Schools</b> Supervision policy, activities at some schools not all, amount of homework inconsistent	3
<b>Strategic Planning</b> Liked or did not like telephone town hall, appreciate being asked for input, recommendations for changes moving forward, questions about Strategic Plan	11

## IV. ONLINE SURVEY

The following chart outlines the key themes that emerged from the Town Hall focus group activity. Summarized comments are arranged by theme and can be reviewed in full as **Appendix F**.



Respondent Group	Feedback
<b>PARENT/GUARDIAN</b>	
<i>Question 1</i> What matters most about publically-funded Catholic Education?	<ul style="list-style-type: none"> <li>- Quality Education</li> <li>- Catholicity</li> <li>- Quality of Teachers</li> <li>- Community</li> </ul>
<i>Question 2</i> How can our school board best address the needs of all learner in our schools?	<ul style="list-style-type: none"> <li>- Improved Pedagogy/Differentiated Instruction</li> <li>- Parent Voice</li> <li>- Additional Staffing (especially EAs)</li> <li>- Smaller Classes</li> </ul>
<i>Question 3</i> How can we work with community partners to best serve the needs of children and families?	<ul style="list-style-type: none"> <li>- Communication between schools and parents</li> <li>- Improved relationship with community/better relationships</li> <li>- Parish/Church Relationships</li> </ul>
<i>Question 4</i> What do you like best about our school board?	<ul style="list-style-type: none"> <li>- The communication (especially using technology to communicate)</li> <li>- Catholicity, values, character education</li> <li>- Excellent programming</li> <li>- Lots of resources available</li> </ul>
<i>Question 5</i> What can we do to improve?	<ul style="list-style-type: none"> <li>- Communication</li> <li>- Opportunities for parent involvement</li> <li>- 21<sup>st</sup> Century pedagogy, assessment and technology</li> <li>- Smaller classes</li> <li>- Specialized programming</li> <li>- More Catholicity in the curriculum</li> </ul>
<b>COMMUNITY MEMBERS</b>	
<i>Question 1</i> What matters most about publically-funded Catholic Education?	<ul style="list-style-type: none"> <li>- Catholic values</li> <li>- Protecting Catholic Education</li> <li>- Knowledge and educational outcomes</li> </ul>
<i>Question 2</i> How can our school board best address the needs of all learner in our schools?	<ul style="list-style-type: none"> <li>- Identify student learning needs</li> <li>- Follow Catholic teachings</li> <li>- Provide appropriate learning supports</li> <li>- Changes to education system and learning environment</li> </ul>
<i>Question 3</i> How can we work with community partners to best serve the needs of children and families?	<ul style="list-style-type: none"> <li>- Schools as community hubs</li> <li>- Strengthen relationships with Parishes</li> <li>- Provide opportunities for students</li> <li>- Communication and outreach</li> </ul>
<i>Question 4</i> What do you like best about our school board?	<ul style="list-style-type: none"> <li>- Ongoing and open communication</li> <li>- Provides students with Catholic education</li> <li>- Professionalism and dedication of staff</li> <li>- Achievement and student success</li> </ul>
<i>Question 5</i> What can we do to improve?	<ul style="list-style-type: none"> <li>- Preserve Catholic identity</li> <li>- Give voice to all stakeholders (parents, church, community)</li> <li>- Improve hiring and staffing policies</li> </ul>

Respondent Group	Feedback
	<ul style="list-style-type: none"> <li>- Review curriculum and increased technology</li> <li>-</li> </ul>
<b>HCDSB STAFF</b> <i>Question 1</i> What matters most about publically-funded Catholic Education?	<ul style="list-style-type: none"> <li>- Focus on faith and faith-based education</li> <li>- Protect Catholic education</li> </ul>
<i>Question 2</i> How can our school board best address the needs of all learner in our schools?	<ul style="list-style-type: none"> <li>- Differentiate Practice</li> <li>- Professional development and release time</li> <li>- Technology and classroom resources</li> <li>- Increased support staff (EAs, CYCs) and SERTs</li> <li>- Smaller class sizes</li> <li>- Identifying and responding to groups of students with learning needs</li> </ul>
<i>Question 3</i> How can we work with community partners to best serve the needs of children and families?	<ul style="list-style-type: none"> <li>- Nurture relationships</li> <li>- Connect families to available services</li> <li>- Integration of partners into schools</li> <li>- Facilitate Involvement (home-school-parish)</li> <li>- Understand unique school needs</li> </ul>
<i>Question 4</i> What do you like best about our school board?	<ul style="list-style-type: none"> <li>- Family and faith central to work</li> <li>- Teamwork and collaboration</li> <li>- Progressive with respect to teaching and learning</li> <li>- Reputation for achievement</li> <li>- Equitable sharing of resources</li> </ul>
<i>Question 5</i> What can we do to improve?	<ul style="list-style-type: none"> <li>- Professional learning and leadership development opportunities</li> <li>- Updates and changes to the learning environment</li> <li>- Respect teachers' professionalism</li> <li>- Support for Special Education</li> <li>- Recruitment (leadership, French teachers)</li> </ul>
<b>STUDENTS</b> <i>Question 5</i> What can we do to improve?	<ul style="list-style-type: none"> <li>- Make uniforms cheaper</li> </ul>
<b>UNIDENTIFIED RESPONDENTS</b> <i>Question 1</i> What matters most about publically-funded Catholic Education?	<ul style="list-style-type: none"> <li>- Focus on faith and faith-based education</li> <li>- Quality of education</li> <li>- Responsive to students' learning needs</li> <li>- Protect publically-funded Catholic education</li> <li>- 21<sup>st</sup> Century learning environment</li> </ul>
<i>Question 2</i> How can our school board best address the needs of all learner in our schools?	<ul style="list-style-type: none"> <li>- Smaller class sizes</li> <li>- Engage parents in discussion of student learning needs</li> <li>- Support staff through training and in-services</li> </ul>

Respondent Group	Feedback
	<ul style="list-style-type: none"> <li>- Differentiate instruction</li> <li>- Increase Special Education staffing (EAs, SERTs)</li> <li>- Increase access to technology and resources</li> </ul>
<p><i>Question 3</i></p> <p>How can we work with community partners to best serve the needs of children and families?</p>	<ul style="list-style-type: none"> <li>- Relationships and partnerships with parents</li> <li>- Develop relationships with community partners</li> <li>- Integrate services in schools</li> <li>- Work with local churches</li> <li>- Engage students in volunteer opportunities</li> </ul>
<p><i>Question 4</i></p> <p>What do you like best about our school board?</p>	<ul style="list-style-type: none"> <li>- Quality Catholic education</li> <li>- Excellent staff</li> <li>- Parent involvement and communication</li> <li>- Use of technology to support learning</li> <li>- Home-School-Church partnership</li> <li>- High standards for academic excellence</li> <li>- Inclusive and welcoming</li> </ul>
<p><i>Question 5</i></p> <p>What can we do to improve?</p>	<ul style="list-style-type: none"> <li>- Increase communication with parents and community</li> <li>- Uniforms (cost, supplier, make mandatory)</li> <li>- Raise standards for academic achievement</li> <li>- Expand use of technology</li> <li>- More support staff needed</li> <li>- Smaller class sizes</li> </ul>

# Summarized Comments Received Through Online Survey

## Parents and Guardians

### What matters most about publicly-funded Catholic Education?

1. Quality of Education: Students are learning up to date skills with technology, focuses on Special Education and inclusivity.
2. Catholicity: Character Education, Catholic values, and how they are embedded into the curriculum.
3. Quality of the Teachers: professional, caring, who put kids first.
4. Community: Feeling safe, a sense of community and family at HCDSB.

### How can our school board best address the needs of all learners in our schools?

1. Improved pedagogy, focus more on differentiated instruction, and better assessment.
2. Voice: Parents want to be included in frequent and personalized communication between the school and the families, and wish for more communication from the students in school.
3. More staffing: Especially Education Assistants to help support exceptionalities, and early identification and intervention of exceptionalities.
4. Smaller class sizes.

### How can we work with community partners to best serve the needs of children and families?

1. Communication between schools and families, especially through technologically based methods such as surveys would be helpful. Parents asked for more opportunities for open-houses at the schools.
2. Better relationship with the community as a whole, mentioned building better relationships with universities, libraries, community programs, and business partnerships with local businesses.
3. Desire for increased Parish/Church relationships especially in context to social justice issues such as poverty or new immigration/refugees.

### What do you like about our school board?

1. Communication between schools, the board and the families of HCDSB. Appreciate the use of technology such as tweeting or surveys to help facilitate communication.
2. Catholicity, character education, values, social justice.
3. Many parents stated they thought the programs were excellent, there were lots of resources available, and that the teachers were especially caring and professional.

### What can we do to improve?

1. Communication between schools and families were brought up a second time, but specifically, asked for opportunities for parents to be involved with the schools, asked about the possibility of teacher blogs to keep up with curriculum, and suggestions for more involvement by the trustees.

2. Better pedagogy in the areas of assessment and more 21<sup>st</sup> Century Skills and technology including a better use of social media, more teachers available for smaller class sizes and better support for exceptionalities, French Immersion or IB type programs.
3. More Catholicity in the curriculum.

## Community

### What matters most about publicly-funded Catholic Education?

1. Catholic Values: Community members described the importance of maintaining and teaching morals and Catholic values. They highlighted the importance of teaching and modelling Catholic values within the curriculum.
2. Protecting Catholic Education: the teaching of the Catholic faith is important to community members to counter perceived growing secularization and concerns about pressures on Catholic Education from government and other external sources
3. Knowledge and educational outcomes: quality education, knowledge acquisition and positive educational outcomes for students was important to community members

### How can our school board best address the needs of all learners in our schools?

1. Identify and respond to student learning needs: Community members acknowledged that learners may have different needs and educational outcomes based on their backgrounds and whether a learning disability is present. Some suggested collecting and analyzing data by groups of students and identifying what those needs are, and others recommended focusing on the individual students and their needs.
2. Catholic teachings: Community members felt that the answer to this question could be found in our Catholic teachings through: teaching all students through the Catholic lens, prayer and obedience to the Catholic church, and to “do unto others as you would have done to you”.
3. Learning Supports: Community members offered some suggestions for learning supports for students including greater access to technology, better access to support staff, and fewer withdrawals from the classroom environment
4. Changes to the education system and learning environment: many of the suggestions to improve the education system are mandated, and not in the jurisdiction of the Board. However, community members suggested: eliminating streaming in high school, reviewing and changing the math and English curriculum, and eliminating PD days.

### How can we work with community partners to best serve the needs of children and families?

1. Schools as community hubs: some community members saw the school as a natural community hub and provided an opportunity for school to partner with service providers to deliver services for students and their families
2. Strengthen partnerships with Parishes: some community members reminded us of the importance of the parish-school connection and suggested strengthening this relationship by working with the local Pastor, and ensuring that other partnerships enhance, not deter from the Catholic faith

3. Opportunities for students: community members identified connections that would assist students in meeting their learning and career aspirations. Specific examples include: increased co-op education opportunities/placements, HIEC to understand career trends and inform course planning, and groups which would support and understand the needs of students from diverse communities (e.g. Aboriginal Advisory Committee)
4. Foster communication strategies and regular outreach to community partners

### What do you like about our school board?

1. Open communication: Community members expressed appreciation for being provided with ongoing communication from the Board and being approached to give their feedback. Community members felt that their suggestions were accepted and the Board was willing to address problems.
2. Provides students with Catholic education: community members appreciated the Board's role in providing a high quality Catholic education to students and their commitment to foster Catholic faith throughout the system.
3. Professionalism and dedication of staff: community members recognize the professionalism and dedication of staff, their commitment to do what is best for students, and their respect for diversity.
4. Achievement and student success: some community members acknowledged the Board's reputation for providing high quality education and high rates of student success.

### What can we do to improve?

1. Preserve Catholic identity: community members encouraged the Board to preserve its Catholic identity by improving the connection between the parish and school, making a stronger commitment to endorsing only that which does not conflict with our Catholic faith, and setting a higher standard for Catholic behaviour amongst students and teachers
2. Give voice to all stakeholders: community members called for greater opportunities for collaboration and partnership by listening to parents, the church, and community partners. They asked the Board to honour all voices and collaborate, and communicate their plans (re: programming and building use) to the local community. A specific and important request was made to "name First Nations, Metis and Inuit directly in your new strategic plan. These communities must be named directly to acknowledge their need for recognition as part of the ongoing truth and reconciliation process."
3. Staffing: community members called for better hiring and staffing policies and protocols at the Board to ensure quality employees. Specific examples include: lunch room supervisors for Kindergarten, teachers programming for Special Education, and multiple in-class evaluations of teaching staff before they are permanently hired.
4. Review curriculum delivery including increased technology if needed

## HCDSB Staff Member

### What matters most about publicly-funded Catholic Education?

1. Focus on Faith and Faith-based Education: HCDSB Staff stated that they valued how embedded the Catholic faith was within all aspects of the curriculum, school day, and the

system. Staff talked about the commitment of teachers and staff who provide our students with rich Catholic experiences, uphold the teachings of the Catholic faith, celebrate and share our Catholic values and the importance of prayer with students.

2. Preserve Catholic Education: Staff members talked about the distinct and important identity of our Catholic schools and the need to protect and maintain the faith component of the quality education we are providing students.

### How can our school board best address the needs of all learners in our schools?

1. Differentiate Practice: Staff members discussed the importance of understanding and meeting the needs of students through differentiated practices and assessments. Changes to practice would reflect the needs, and interests of the students and the subject matter being taught.
2. Professional Development and Release time: Staff members asked for training for staff, professional development and release time to better understand new concepts and approaches/techniques for addressing the diverse needs of learners. Release time was requested to plan how to incorporate these changes to practice within the classroom.
3. Technology and classroom resources: Staff members requested greater funding for classroom supports including resource materials, manipulatives and especially (working) technology to support learning in the classroom across the curriculum.
4. Staff supports: many staff asked for additional funding to support greater numbers of support staff (CYCs and EAs) as well as more SERTs to support students in and out of the classroom.
5. Smaller classes: many staff thought that the Board could better meet the needs of all learners if class sizes were smaller
6. Identifying and responding to groups of students: some staff noted that there were certain groups of students that may have special needs that should be addressed (e.g. special needs, low-SES, ELL, etc.). Differences in achievement and progress can be monitored through data use (achievement measures and diagnostic assessments)

### How can we work with community partners to best serve the needs of children and families?

1. Nurture relationships: through outreach, strong communication and open-dialogue, staff members felt that strong working relationships would be developed in the interest of students and their families. Specific relationships that staff mentioned developing relationships with include: mental health, speech and language, Halton Multicultural Centre, public health, regional police, special needs services, nutrition programs/supports, community centres, local libraries, etc.
2. Connect families to services available: Through an understanding of the services and supports available to students and families in the community, staff members said that they could better make families aware of providers that may be able to assist them.
3. Integration of partners: many staff mentioned a need to better integrate community members and service providers in the school and the life of the school such as events.



4. Facilitate Involvement: many staff members mentioned the school-home-parish triad and the need to facilitate that partnership and involvement. Others offered that there should be a role for community in that dynamic as well.
5. Understanding school needs: many staff identified that there are schools with unique needs that should be understood in order to address them appropriately.

### What do you like about our school board?

1. Family and faith central to workplace: staff members expressed an appreciation for the positive and warm environment at HCDSB. They expressed that there is a sense of community where family and faith bring them together and is central to the work that they do.
2. Teamwork: Staff members said that teamwork and collaboration are high at the Board. Staff support one another, and they work, learn, and grow together
3. Progressive: staff said that they like that the Board is progressive – implementing new approaches to teaching and learning, with an openness to innovative ideas, and where students are at the centre of what we do.
4. Reputation as high achievers
5. Sharing Resources: staff said that the Board is fair in equitable in the sharing of resources available

### What can we do to improve?

1. Professional learning and leadership development: staff members suggested that HCDSB could improve by offering more support and opportunities for professional learning and leadership development. Staff specifically asked for learning opportunities around mental health, technology, child development, math, assessment, and supports for new teachers.
2. Changes to the learning environment: Staff encouraged improvements to the learning environments including the outdoor play spaces, maintenance and improvements to the older buildings, increased technology in the classroom (iPads, Smart Boards, Google Docs), and smaller class sizes
3. Respect and appreciation for teacher's professionalism: recognition and appreciation of teachers was mentioned by staff, as were: less judgement, creating space to allow teachers to do their jobs, allow teachers to be professionals, and give more respect
4. Support for special education through funding, more EA support, and clarity in the role of SERTs
5. Recruitment: a few staff encouraged the Board to work to recruit the right staff to leadership positions and begin recruiting Catholic French teachers earlier

### No Group Identified

#### What matters most about publicly-funded Catholic Education?

1. Focus on Faith and Faith-based Education: integration of Catholic teachings and values throughout the curriculum and the school day. Sacraments and Catholic celebrations occur



and are celebrated in the school. Students and staff are able to celebrate their faith at school.

2. Quality of education (including high standards, high achievement, and good schools)
3. Responsive to student needs: instruction and programs are differentiated to children's needs. Children are helped to reach their goals and every child can reach their potential.
4. Class sizes
5. Protect publically-funded Catholic education: importance of keeping Catholic education in schools; funding for Catholic education continues and money is used to help students
6. 21<sup>st</sup> Century Learning environment: keeping up with and offering technology in schools

### How can our school board best address the needs of all learners in our schools?

1. Smaller class sizes: respondents felt that reducing the number of students in a class would offer students greater opportunities for individual attention. More teachers and teaching assistants (to alter the staff:student ratio were also mentioned alongside class size).
2. Engage parents: develop connections and communication with parents to better understand and respond to the needs of children based on parent feedback and observations. Work as a team.
3. Support staff: support and empower staff to work with students. Provide training and in-services as necessary.
4. Differentiate instruction: differentiate instruction and use various methods or techniques to teach that are tailored to the individual student need
5. Increase Special Education Staff: more EAs and SERTS are needed to support students with special needs
6. Increase access to technology
7. More resources are needed to assist students

### How can we work with community partners to best serve the needs of children and families?

1. Nurture relationships and partnerships with parents: engage in greater parent outreach through open meetings and constant communication with parents. Reach out, listen and respond to parent feedback.
2. Develop relationships with community partners: understand the services provided by community partners and refer families where appropriate. Respondents encouraged the Board to communicate things happening in our schools to the Board, to create opportunities for families to learn about community services in their child's school.
3. Integrate services in schools: allow room for community providers to offer services in the schools. Treat them as important partners in our children's education, and allow them to be involved.
4. Work with local churches
5. Partnerships can be used to engage students in volunteerism in their communities

### What do you like about our school board?

1. Quality Catholic education: children learn about faith and values in a Catholic learning environment. The curriculum is taught with a Catholic lens.
2. Staff: teachers and support staff go above and beyond for our students. They are committed to their work and care about the best interests of our children.
3. Parent Involvement: the Board seeks and is willing to hear parent feedback on issues important to families. Communication with parents is open and accessible.
4. Use of technology in class to support learning
5. Home-school-church partnership
6. High standards for academic excellence
7. Inclusive and welcoming
8. Nothing
9. Trustees

### What can we do to improve?

1. Communication with Parents and Community: focus on open communication and dialogue with families. Ensure that parents and the community are informed and involved in the life of the schools. Greater parent outreach. Listen to and act on concerns brought forth by parents.
2. Uniforms: respondents suggested that uniforms should be mandated across the Board. There were also requests to reduce the cost of uniforms, and make uniforms available from more than one supplier.
3. Raise standards for academic achievement: Elevate the academic standards and expectations from the students, cultivate spirit for academic excellence, promote the spirit to be at the top. Look beyond provincial standards to global standards for achievement.
4. Expand use of technology and tech integration in schools
5. Hiring Staff: more support staff needed. The Board needs to top up supply lists so that illnesses can be covered instead of students going without support.
6. Smaller class sizes
7. Eliminate bias and preferential treatment of students: treat students and their strengths equally. Respondents requested that preferential treatment not be given to students attending schools for regional programs (French, and gifted), and that students on pathways other than University be honoured and valued in their schools.
8. Offer more extra-curricular activities

STAFF REPORT

ITEM 9.4

## SOCIAL STUDIES SUPPLEMENTARY RESOURCE PURCHASE SUPPORTING FIRST NATIONS, MÉTIS AND INUIT EDUCATION

### PURPOSE:

The Halton Catholic District School Board's investment in classroom learning materials ensures a process for ordering appropriate classroom resources that support the Ontario Curriculum.

The purpose of this report is to recommend the purchase of a supplementary resource for Grades 1-3 Social Studies that focuses on First Nations, Métis and Inuit histories, culture and perspectives. The resource selected is *Turtle Island Voices*, which is distributed by Pearson Canada. In 2011, *Turtle Island Voices* for Grades 7 and 8 were approved and purchased for implementation in the 2011-2012 school year. *Turtle Island Voices* for Grades 4-6 has been recently approved and are in the process of being purchased for implementation in the 2016-2017 school year.

### BACKGROUND INFORMATION:

The Ontario First Nations, Métis and Inuit Policy Framework (2007) states that "all students in Ontario will have knowledge and appreciation of contemporary and traditional First Nations, Métis and Inuit traditions, cultures, and perspectives." (p.3) The *Turtle Island Voices* series offers Indigenous students an opportunity to see themselves reflected in their learning materials. It offers all our students the opportunity to recognize the role and contributions of Indigenous peoples in the life, culture and heritage of Canada. Furthermore, this resource encourages students to become empathetic and more aware of family, community and global issues which aligns with our Focus on Faith Themes of Stewardship of Creation, Human Dignity, Community and the Common Good, as well as, Solidarity.

*Turtle Island Voices* is completely aligned to the revised Social Studies curriculum expectations released in May 2013. Through the use of this resource, teachers will provide our students with authentic stories and perspectives from our Indigenous people. This resource will also be used to support inquiry based learning which has been explicitly embedded in the expectations of the Social Studies curriculum.

### REMARKS:

Integrating *Turtle Island Voices* into the classroom not only helps to foster a sense of identity among Indigenous students, but it also enriches all students with First Nations, Métis and Inuit perspectives. *Turtle Island Voices* honours the histories, cultures, worldviews and knowledge of Canada's Indigenous communities with exciting stories, information and graphics that will provoke student interest in learning about Indigenous peoples and cultures.

The *Turtle Island Voices* series for Grades 1-3 consists of ten titles per grade: three traditional stories, four modern stories, and three informational texts. The titles cover a range of reading levels appropriate for the grade. This resource will also support the Language Arts curriculum since it can be used for guided reading in their classrooms.

## EXPENDITURE SUMMARY:

Product Description	ISBN	Qty	Unit Price	Line Subtotal
Turtle Island Voices Grade 1 Classroom Package	9780132670401	55	\$401.62	\$22,089.10
Turtle Island Voices Grade 2 Classroom Package	9780132670418	55	\$401.62	\$22,089.10
Turtle Island Voices Grade 3 Classroom Package	9780132670425	55	\$401.62	\$22,089.10
Product Total				\$66,267.30

## CONCLUSION:

A recommendation to purchase *Turtle Island Voices for Grades 1-3*, Pearson Canada, as the approved supplementary resource will be presented at the June 21, 2016 Board Meeting.

REPORT PREPARED BY: C. SERAFIM  
CURRICULUM CONSULTANT

REPORT SUBMITTED BY: A. PRKACIN  
SUPERINTENDENT OF EDUCATION, CURRICULUM

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

## APPROVED SCHOOL EDUCATIONAL TRIPS

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

Dated: Tuesday, June 7, 2016

### Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Secondary						
Bishop P.F. Reding CSS, Milton	12	10	Algonquin Provincial Park	This trip is a culminating task for Grade 12 Outdoor Education class allowing students to experience a full-fledged outdoor excursion. Students have participated in the three months of in-class pre-study including: lectures, canoeing, swim testing, first aid, tent set-up, food preparation, fire safety and more. The class will hold a small liturgy in the school chapel before heading out for the trip; daily prayers, as well as journal reflections will be completed while on this trip.	Tuesday, May 17 – Friday, May 20, 2016	~\$225.00
Christ the King CSS, Georgetown	10 – 12	22	OFSAA Lacrosse Tournament Orillia, ON	The Christ the King Girls Lacrosse team will be participating in an OFSAA tournament at the West Orillia Sports Complex, in Orillia, ON. The tournament provides students with the opportunity to apply their knowledge of guidelines and strategies that can enhance participation in recreational and sports activities, and to use social skills to work effectively in groups and enhance relationships. Staff and Students will participate in daily prayers before each game.	Wednesday, May 25 – Thursday, May 26, 2016	~\$80.00
Christ the King CSS, Georgetown	9 – 12	31	OFSAA Girls Rugby Tournament, Ottawa, ON	The Senior Girls Rugby team has qualified for the OFSAA tournament in Ottawa. This tournament 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. Prior to departure on Sunday Morning, students are encouraged to attend Mass and receive the Eucharist on Saturday evening, and will participate in daily prayers, while on the trip	Sunday May 29 – Wednesday, June 1, 2016	~\$175.00
Notre Dame CSS, Burlington	9 - 12	18	OFSAA Varsity Baseball Championships Barrie, ON	This trip is an opportunity for the team to compete at the OFSAA Baseball Championships. This tournament promotes fitness, team play and sportsmanship, as well as offering the students an opportunity to form their faith. Students and staff will participate in daily prayer prior to each game.	Wednesday, June 1 – Thursday, June 2, 2016	~\$120.00
Corpus Christi CSS, Burlington	11 – 12	20	OFSAA Soccer Championships Kingsville, ON	The Senior Boys' soccer team will be participating in the provincial championships. This competition provides an opportunity for students to participate in an activity that encourages 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. It is a team practice to say the Lord's Prayer prior to each game and participate in daily prayers.	Wednesday, June 1 – Saturday, June 4, 2016	~\$120.00

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
St. Ignatius of Loyola CSS, Oakville	9-12	2	OFSAA Track and Field Windsor, ON	Students will be participating at OFSAA track and field as qualifiers from the South Region and representatives of St. Ignatius of Loyola. This will be an opportunity for the students to demonstrate Christian leadership and to represent themselves as responsible and collaborative contributors to school life and the world around them. Staff and students will participate in daily prayers before each competition.	Thursday June 2 – Saturday, June 4, 2016	~\$ 168.00

**INFORMATION REPORT**

**ITEM 10.3**

**PROVINCIAL CONSOLIDATION OF SCHOOL BOARD FINANCIAL STATEMENTS  
ACCOUNTANTS' REPORT WITH RESPECT TO THE SEVEN-MONTH PERIOD  
FROM SEPTEMBER 1, 2015 TO MARCH 31, 2016**

**PURPOSE:**

The purpose of this report is to inform the Board of the recent "Accountants' Report with Respect to the Period from September 1, 2015 to March 31, 2016" dated May 16, 2016, prepared by the Board's external auditor (KPMG), addressed to the Ministry of Education, and referred to as the "Seven-Month Report."

**BACKGROUND:**

Under the Public Sector Accounting Board (PSAB), the Provincial Auditor General, in conjunction with the Ministry of Finance, require the consolidation of school board financial statements into the 2015-2016 public accounts of the Province. The Ministry of Education is consolidating the financial statements of all school boards for this reporting exercise. This requirement also affects hospitals and colleges under their respective Ministries.

**COMMENTS:**

1. The fiscal year of the Province is April 1 to March 31. The fiscal year for school boards is September 1 to August 31. Therefore, the Province's fiscal year "straddles" two fiscal years of school boards. In order to consolidate the financial statements of school boards into those of the Province, it is necessary for school boards to take five months from the 2014-2015 fiscal year (April 1, 2015 to August 31, 2015) and seven months from the 2015-2016 fiscal year (September 1, 2015 to March 31, 2016), and combine them to correspond to the Province's fiscal year.
2. Attached as Appendix A is the "Accountants' Report with Respect to the Period from September 1, 2015 to March 31, 2016," prepared by the Board's external auditor, KPMG, under Section 9100 (Specified Audit Procedures) of the Chartered Professional Accountants (CPA) Canada Handbook - Assurance and as such does not constitute a full audit. The report outlines the specific procedures that were performed as prescribed by the Ministry of Education and the results of those procedures. It is divided into four sections: Section I details the Operating Revenues and Expenditures for the seven-month period, Section II details the Capital Asset Activities for the seven-month period, and Section III details the Assets Held for Sale.

3. In the “Accountants’ Report with Respect to the Period from September 1, 2015 to March 31, 2016,” the beginning of Section I on Page 1 refers to Schedules 19 and 20 of the Education Finance Information System (EFIS) which have been included in Appendix B. Schedule 19 shows the Statement of Financial Position and Schedule 20 shows the revenues and expenses at March 31, 2016. Schedule 20C was also included; it combines the five-month period revenues and expenses with the seven-month period revenues and expenses to produce the combined twelve-month period revenues and expenses for the period ended March 31, 2016. Schedule 20C also shows the audited twelve-month period ending August 31, 2015 and seven-month period ending March 31, 2015 for comparative purposes.
4. The beginning of Section II of Appendix A, on Page 6 refers to Schedule 22 of EFIS “Tangible Capital Asset Continuity”. This Schedule is attached as Appendix C.
5. The beginning of Section III of Appendix A, on Page 9 refers to Schedule 22A of EFIS “Assets Held for Sale Continuity”. This Schedule is attached as Appendix D.
6. At the end of Appendix A, on Page 10, the specified procedures report states that “As a result of applying the above procedures, we found no exceptions.”

## **CONCLUSION:**

The EFIS schedules were submitted to the Ministry on May 16, 2016 and the Accountants’ Report with Respect to the Period from September 1, 2015 to March 31, 2016 on May 24, 2016. The Ministry uses these numbers to prepare their March 31, 2016 Consolidated Financial Statements for the entire Ministry of Education. The requirement of school boards to prepare the Seven-Month Report (for capital and operating) will be ongoing. The Ministry of Education has indicated that in the future, this may no longer require external auditor involvement.

**REPORT PREPARED BY:** J. CHANTHAVONG  
ACTING MANAGER OF BUDGET AND ACCOUNTING SERVICES

**REPORT REVIEWED BY:** R. NEGOI  
SENIOR ADMINISTRATOR, FINANCIAL SERVICES

**REPORT SUBMITTED BY:** P. MCMAHON  
SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

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



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## ACCOUNTANTS' REPORT WITH RESPECT TO THE PERIOD FROM SEPTEMBER 1, 2015 TO MARCH 31, 2016

To the Ministry of Education

As requested by the Halton Catholic District School Board ("the Board"), we have performed the following procedures for the period from September 1, 2015 to March 31, 2016 ("the period"):

### I. Schedules 19 and 20 of EFIS of the Board

We have obtained Schedules 19 and 20 of EFIS from the Board and performed the following:

- (1) With respect to Column A.1 we performed the following at March 31, 2016:
  - a) We obtained a summary of the trial balance (or general ledger) at March 31, 2016 of the Board and agreed the subtotals to Column A.1 of Schedules 19 and 20 and found them to be in agreement.
  - b) We agreed the following 5 items (assets/ liabilities/ accumulated surplus/ (deficit)/ revenues/ expenses) over \$700,000 from the summary referred to in (1) a) above, to the general ledger and found them to be in agreement.

76-753-6-830-000	Debenture - 2001-A3(10/19/01)	\$(39,000,955.63)
76-985-6-902-000	Bank Loan -NPF Sites	\$(46,000,000.00)
65-810-6-901-000	CASH ACCOUNT OPERATING FUND	\$12,893,379.40
01-002-6-000-000	GSN - Capital Grants	\$(3,597,855.00)
04-051-6-011-000	Municipal Tax Revenue-Oakville	\$(23,477,109.96 )

- (2) We obtained the entry to reverse any amounts recorded during the seven month period for school generated funds. We agreed the entry to supporting documentation and agreed to Column A.2 on Schedule 19 and 20.

*This procedure was completed without error, agreed to supporting documentation.*

- (3) If applicable, we obtained the entry to reverse any amounts recorded during the seven month period for subsidiaries. We agreed the entry to supporting documentation and Schedule 19 and 20. (Column A.3)

*Not applicable as there are no A.3 adjustments*

- (4) We obtained a summary of the Column B.1 adjustments on Schedules 19 and 20, if any, to reverse entries over \$700,000 which recorded receivables and payables at August 31, 2015 and were not reversed in the Board's general ledger during the subsequent period. We randomly selected 20% of the entries (a minimum of 5), agreed them to the supporting documentation and verified the amount was included in the summary of the entries. We agreed the summary of the entries to Column B.1 of Schedule 19 "Consolidated Statement of Financial Position", and Schedule 20 "Revenues and Expenses", as applicable.

\$ (2,971,865)      *Agreed to supporting EFIS 2014-2015 Schedule*

- (5) We obtained a summary of Column B.2 accrual adjustments on Schedules 19 and 20, if any, for adjustments over \$700,000 related to the period prior to March 31, 2016. We randomly selected 20% of the entries (a minimum of 5), agreed them to the supporting documentation and verified the amount included in the summary of the entries related to the period prior to March 31, 2016. We agreed the summary of the entries to Column B.2 of Schedule 19 "Consolidated Statement of Financial Position", and Schedule 20 "Revenues and Expenses", as applicable.

\$ 1,866,400      *Agreed to supporting interest schedules for non OFA loans*

\$1,597,417      *Agreed to supporting EDC revenue schedules from municipalities*

- (6) With respect to Column B.3 adjustments made to accrue the Ontario Financing Authority (OFA) loan interest, we recalculated the accrued amount and agreed to the adjustment on column B.3 of Schedule 19 and 20.
- (7) We obtained supporting documentation for any Column C.1 adjustments made to reclassify Ministry Revenue between the various categories on Schedule 20 "Revenue". We agreed 2 entries to the supporting documentation.

*Not applicable as there are no C.1 adjustments*

- (8) With respect to the revenue recorded for municipal taxes over \$700,000, we performed the following:

- a) With respect to the tax revenue for the period from September 1, 2015 to December 31, 2015:

We agreed the 2015 municipal tax revenue to the most current supporting documentation (for a maximum of two municipalities) and recalculated the revenue for the period by subtracting the amount included in revenue in the August 31, 2015 audited financial statements (being 62% of the 2015 tax revenue as included in Schedule 11B of EFIS for the year ended August 31, 2015) from the total 2015 tax revenues (based on most current information).

<u>Municipality</u>	<u>2015 Revenue</u>
Burlington	\$28,484,616
Oakville	\$35,280,897

- b) With respect to the tax revenue for the period from January 1, 2016 to March 31, 2016:

We recalculated the estimated 2016 municipal tax revenue for the period using 25% of the estimated 2016 tax revenue based on most current information. We agreed estimated 2016 tax revenue to supporting documentation. If current information regarding estimated 2016 tax revenue is unavailable, then the 2016 tax revenue for the period was estimated using 2016 tax revenue as included in Schedule 11B of the Revised Estimates for the year ending August 31, 2016.

*As the current information regarding estimated 2016 tax revenue was unavailable, we recalculated the tax revenue for the period by using 2016 tax revenue as included in Schedule 11B of the Revised Estimates for the year ending August 31, 2016.*

- c) We agreed the 2015 supplementary taxes and write offs (for a maximum of two municipalities) and recalculated the revenue for the period by subtracting the amount included in line 3.4 of 2014-15 financial statements.

<u>Municipality</u>	<u>Supplementary Taxes</u>	<u>Tax Write-offs</u>
Burlington	\$75,836.87	\$456,854.34
Oakville	\$460,920.78	\$792,457.99

- d) If an amount greater than \$700,000 was reported on line 3.4, we asked management for the supporting listing that totaled the amount on line 3.4. We calculated the difference between the 2016 supplementary taxes and write-offs based on most current information and 2015 supplementary taxes and write-offs and agreed to the amounts on the listing (for a maximum of two municipalities).

*Not applicable as there are no line 3.4 entries*

- e) We agreed the total of 8a), 8b), 8c) and 8d), above to Local Tax Revenue in Column E on Schedule 20 "Revenue" after the adjustment, if any, in Column C.2. We agreed the adjustment amount to Schedule 19, "Consolidated Statement of Financial Position" Column C.2, line 1.4 or line 2.3.

- (9) We verified the calculation of the allocation of tuition revenues to the period using the prescribed methodology prorated on the related number of school days. We agreed the adjustment, if over \$700,000, made to reflect this calculation Schedule 20 "Revenue", and Schedule 19 "Consolidated Statement of Financial Position" in Column C.3.

*Not applicable as there are no C.3 adjustments*

- (10) With respect to salaries and benefits earned for the period we obtained the payroll paid and payroll earned during the period from the Board, and performed the following:

- a) We obtained a listing of the general ledger entries and agreed the following amounts paid to the payroll journal, selecting from different employee groups, a maximum of 5 entries.

<u>Employee Group</u>	<u>Account #</u>	<u>Batch #</u>	<u>Amount \$</u>
Classroom Teachers	10-170-1-000-000	PAY 516 201522N	\$2,267,781.37
Supply Teachers	10-182-1-000-000	PAY 667 201521N	\$14,438.40
Professionals	10-191-1-400-301	PAY 517 201526n	\$585,005.71
Principals & VP	23-135-1-000-000	PAY 517 201605N	\$60,923.81
Library/Guidance	15-151-4-000-000	PAY 520 201607N	\$43,063.97

- (11) We obtained the calculation of the vacation pay accruals for any amounts over \$700,000 and performed the following

- a) We obtained the supporting documentation for the 2 employee groups with the largest vacation pay accruals.
- b) We agreed a sample of the following 5 employees (allocated between the employee groups) to the records of vacation days outstanding, and the payroll rate. We recalculated the accrued vacation pay for those 5 employees.

Employee ID  
 102074  
 103395  
 104667  
 106110  
 110751

- c) We agreed the adjustment to Column C.5 on Schedule 19, "Consolidated Statement of Financial Position" and Schedule 20 "Expenses".

- (12) We verified the mathematical accuracy of the prorated calculation of the employee future benefits liability and related expense adjustment, using the 2015-16 estimates provided in the actuarial assessment at August 31, 2013 and found no differences. If 2015-16 estimates are not provided in the August 31, 2013 assessment, verify if board has used 2014-15 expenses as the basis for prorating. We agreed the total employee future benefits liability to the total in Column E, after the required adjustment to Column C.6, on Schedule 19, "Consolidated Statement of Financial Position", line 2.20. We agreed the adjustment to expenses to the total in Column C.6 on Schedule 20, "Expenses".

(13) We performed the following with respect to any other adjustments over \$700,000 provided by the Board:

- a) We obtained a summary of the other adjustment entries included in Column C.7 which related to the period prior to March 31, 2016 and required adjustment in Schedule 19 and 20.

*Not applicable as there are no C.7 adjustments*

- b) We randomly selected 20% of the entries provided in a) above (a minimum of 5) over \$700,000 as detailed below and compared to the supporting documentation. We verified the amount related to the period prior to March 31, 2016 was included in the summary of entries.

*Not applicable, see (a)*

- c) We recalculated the summary of entries which required adjustment and agreed the adjustment to Column C.7 on Schedule 19 and 20. We ensured that the entries balanced between Schedule 20, "Revenues and Expenses" and Schedule 19, "Consolidated Statement of Financial Position".

*Not applicable, see (a)*

- d) We enquired whether any statement of financial position items, which are historically adjusted in the General Ledger at August 31 each year, were considered and included in the adjustments provided in a). (Note that items to be considered include accrued liabilities, receivables, interest on sinking fund assets, etc.)

*Not applicable, see (a)*

- e) We enquired whether any items, historically included in the General Ledger as a net amount during the year and restated to report as gross revenue and expenses at August 31 each year, were considered and included in the adjustments provided in a). (Note that items to be considered include special projects, federal government grants, capital projects, etc.)

*Not applicable, see (a)*

(14) With respect to the School Generated Funds, we obtained the amounts included in the Consolidated Statement of Financial Position in the audited financial statements for the year ended August 31, 2015, agreed to supporting documentation and Schedule 19, "Consolidated Statement of Financial Position" in Column G.

(15) With respect to the Subsidiaries, we obtained the amounts included in the Consolidated Statement of Financial Position in the audited financial statements for the year ended August 31, 2015, agreed to supporting documentation and agreed to the Schedule 19, "Consolidated Statement of Financial Position" Column H.

*Not applicable, there are no subsidiaries.*

## II. Schedule 22

- (1) We obtained a detailed listing of tangible capital assets by asset class and agreed totals to corresponding columns by asset class in Schedule 22 of EFIS – “Tangible Capital Asset Continuity”.
- (2) We conducted the following procedures with respect to additions to buildings (40 years) and land for the period September 1, 2015 to March 31, 2016:
  - a) From the detailed listing of tangible capital assets for the 7-month period supporting the data in Schedule 22, we selected a sample of 7 additions (5 buildings and 2 land) as follows:

### **Building:**

<u>Asset Name</u>	<u>Asset ID#</u>	<u>Total Additions Value</u>
St. Anne	1159	\$3,126.10
St. Anthony of Padua	16313	\$4,791.30
St. Benedict	1151	\$10,359.02
St. Bernadette	3678	\$547,977.98
St. Brigid	3679	\$542,755.65

### **Land:**

<u>Asset Name</u>	<u>Asset ID#</u>	<u>Total Additions Value</u>
Alton #1 – St. Anne	1159	\$129,520.65
Milton Secondary- Jean Vanier	1204	179,146.78

- b) We selected one cost component included in each addition selected in a) and agreed the cost to specific documentation as follows:

<u>Asset Name</u>	<u>Selected Amount</u>	<u>Supporting Documentation</u>
St. Anne	\$3,126.10	Invoice net of HST
St. Anthony of Padua	\$4,791.30	Invoice net of HST
St. Benedict	\$10,359.02	Invoice net of HST
St. Bernadette	\$26,574.75	Invoice net of HST
St. Brigid	\$156,484.04	Invoice net of HST

**Land:**

<u>Asset Name</u>	<u>Selected Amount</u>	<u>Supporting Documentation</u>
Milton Secondary- Jean Vanier	\$172,560.62	Invoice net of HST
Alton #1 – St. Anne	\$87,138.14	Invoice net of HST

- c) For the sample selected in b) we determined that the items were recorded in accordance with the "District School Board & School Authority Tangible Capital Assets Provincial Accounting Policies & Implementation Guide" dated April 2015.

- (3) We conducted the following procedures with respect to Construction in Progress (CIP) assets:

- a) From the detailed listing of tangible capital assets for the 7-month period we selected 2 additions to CIP as follows:

<u>Asset Name</u>	<u>Asset ID#</u>	<u>Total Additions Value</u>
Holy Rosary (M)	3675	\$68,533.16
North Oakville Preserve	1173	\$2,124,944.98

- b) We selected one cost component included in each addition selected in a) and agreed the costs to specific documentation as follows:

<u>Asset Name</u>	<u>Selected Amount</u>	<u>Supporting Documentation</u>
Holy Rosary (M)	\$53,479.53	Invoice net of HST
North Oakville Preserve	\$624,319.08	Invoice net of HST

- c) For the sample selected in b) we determined that the items were recorded in accordance with the "District School Board & School Authority Tangible Capital Assets Provincial Accounting Policies & Implementation Guide" dated April 2015.

- d) We selected one item from CIP that was transferred into an in-service asset class and performed the following:

<u>Asset Name</u>	<u>Asset ID#</u>	<u>Amount</u>
St. Francis of Assisi	3681	\$1,156,170.01

- e) We traced the related project to an authorized completion certificate or equivalent.

(4) We conducted the following procedure with respect to amortization of buildings:

- a) From the detailed listing of tangible capital assets for the 7-month period we selected a sample of 5 amortization expenses as follows:

<u>Asset Name</u>	<u>Asset ID#</u>	<u>Amount</u>
St. Gabriel	3682	\$40,662.31
St. Mary	1171	\$150,326.82
St. Matthew	3659	\$56,035.27
St. Peter	16812	\$152,230.58
St. Thomas Aquinas	16815	\$542,252.20

- b) We recalculated the amortization in accordance with the "District School Board & School Authority Tangible Capital Assets Provincial Accounting Policies & Implementation Guide" dated April 2015 and agreed to the amortization reported in the detailed listing of tangible capital assets for the 7-month period for the assets selected.

(5) We conducted the following with respect to disposals of buildings and land:

- a) From the detailed listing of tangible capital assets for the 7-month period we selected a sample of 3 disposals as follows:

*Not applicable as no disposals identified.*

- b) We agreed the proceeds of disposition for the items selected in a) above to supporting documentation (indicate the supporting documentation - i.e. Agreement of Purchase and Sale).

*Not applicable, see (a)*

- c) We recalculated the gain/loss on disposal for the items selected in a) above and agreed to the gain / (loss) on disposal for that asset to the board's data.

*Not applicable, see (a)*



### III. Schedule 22A

- (1) We obtained a detailed listing of assets held for sale by asset class and agreed totals to corresponding columns by asset class in Schedule 22A of EFIS – “Assets Held for Sale Continuity”.
- (2) We conducted the following procedures for assets held for sale with respect to additions to land and land improvements with infinite lives, and building and land improvements with finite lives, for the period September 1, 2015 to March 31, 2016:

- a) From the detailed listing of assets held for sale for the 7-month period supporting the data in Schedule 22A, we selected a sample of 3 additions (1 land and land improvement with infinite life and 1 building and 1 land improvement with finite life (if applicable) and ensured that the criteria (PSAB handbook section 1201.55) to transfer into assets held for sale was met in the September 1, 2015 to March 31, 2016 period as follows:

*Only 2 assets were recognized as held for sale, they are both tested below.*

<u>Asset Name</u>	<u>Asset ID#</u>	<u>Amount</u>
Iroquois Ridge	3160	\$5,996,436.02
West Oak Trails #4	3172	5,286,975.82

- b) We selected 1 additional expenditure on assets held for sale and agreed the cost to specific documentation as follows:

<u>Asset Name</u>	<u>Selected Amount</u>	<u>Supporting Documentation</u>
Iroquois Ridge	\$1,150.00	Invoice net of HST

- (3) We conducted the following with respect to disposals of assets held for sale:

- a) From the detailed listing of assets held for sale for the 7-month period we selected a sample of 2 disposals as follows:

*Not applicable, no disposals identified.*

- b) We agreed the proceeds of disposition for the items selected in a) above to supporting documentation (indicate the supporting documentation - i.e. Agreement of Purchase and Sale).

*Not applicable, no disposals identified.*

- c) We recalculated the gain/loss on disposal for the items selected in a) above and agreed to the gain / (loss) on disposal for that asset to the board's data.

*Not applicable, no disposals identified.*



This report is for use solely in connection with the consolidation of the Board financial information into the financial statements of the Province of Ontario.

As a result of applying the above procedures, we found no exceptions. However, these procedures do not constitute an audit of these schedules and therefore, we do not express an opinion on Schedules 19, 20, 22 and 22A of EFIS as at March 31, 2016 and for the period from April 1, 2015 to August 31, 2015 and from September 1, 2015 to March 31, 2016.

*KPMG LLP*

Chartered Professional Accountants, Licensed Public Accountants

Hamilton, Canada  
May 16, 2016

## Schedule 19 Summary - Consolidated Statement of Financial Position as at March 31, 2016

		March 31, 2016
1	<b>FINANCIAL ASSETS</b>	
1.1	FP - Cash and Cash Equivalents	16,431,533
1.2	FP - Temporary Investments	-
	<u>Accounts receivable</u>	
1.3	... FP - Accounts Receivable - Total GRE (Inter Entity)	188,143,352
1.4	... FP - Accounts Receivable - Municipalities	-
1.5	... FP - Accounts Receivable - Government of Canada	858,420
1.6	... FP - Accounts Receivable - Other Provincial Governments	-
1.7	... FP - Accounts Receivable - Other	3,464,186
1.8	FP - Investments longer than 1 year	0
1.9	FP - Assets Held for Sale	11,287,881
1.10	FP - Financial Assets - Other	-
1.11	<b>TOTAL FINANCIAL ASSETS</b>	<b>220,185,372</b>
2	<b>LIABILITIES</b>	
2.1	FP - Temporary Borrowing	47,439,272
	<u>Accounts payable</u>	
2.2	... FP - Accounts Payable - Total GRE (Inter Entity)	208,026
2.3	... FP - Accounts Payable - Municipalities	-
2.4	... FP - Accounts Payable - Government of Canada	-
2.5	... FP - Accounts Payable - Other Provincial Governments	-
2.6	... FP - Accounts Payable - Other	-
	<u>Accounts Payable and Accrued Liability</u>	
2.7	...FP - Accrued Interest on Debt - Non-OFA	1,866,400
2.7.1	...FP - Accrued Interest on OFA Loans	1,836,058
2.8	...FP - Other Accrued Payable and Liability	20,146,365
2.9	FP - Subtotal Accounts Payable and Accrued Liabilities	23,848,823
2.10	FP - Liabilities - Other	-
	<u>Net Debenture Debt, Capital Loans and Leases</u>	
2.11	... FP - Unmatured Debenture Debt	80,866,575
2.12	... Less: FP - Sinking Fund Assets	-
2.13	... FP - Debenture Debt Net of Sinking Fund Assets	80,866,575
2.14	... FP - Capital Loans	115,998,080
2.15	... FP - Capital Leases	-
2.16	FP - Net Debenture Debt, Capital Loans and Leases	196,864,655
2.17	FP - Deferred Revenue	8,358,203
	<u>Employee Benefits Payable</u>	
2.18	...FP - Worker's Compensation Liability	3,290,766
2.19	...FP - Other Employee Benefits Payable	-
2.20	FP - Subtotal Employee Benefits Payable	3,290,766
2.21	FP - Contaminated Sites	-
2.22	FP - Deferred Capital Contributions	383,288,400
2.23	<b>TOTAL LIABILITIES</b>	<b>663,298,145</b>
3	<b>NET DEBT</b>	<b>-443,112,773</b>

## Schedule 19 Summary - Consolidated Statement of Financial Position as at March 31, 2016

		March 31, 2016
4	<b>NON-FINANCIAL ASSETS</b>	
4.1	FP - Prepaid Expenses	-
4.2	FP - Inventories of Supplies	-
4.3	FP - Tangible Capital Assets	543,153,261
4.4	<b>TOTAL NON-FINANCIAL ASSETS</b>	<b>543,153,261</b>
5	<b>ACCUMULATED SURPLUS/(DEFICIT)</b>	<b>100,040,488</b>
6	<b>ACCUMULATED SURPLUS/(DEFICIT)</b>	
6.1	Accumulated Surplus - Opening Balance Sept. 1, 2015	97,732,400
6.2	Surplus/Deficit - Sept 1, 2015 - Mar 31, 2016	2,308,082
6.3	Accumulated Surplus - Closing Balance Mar. 31, 2016	100,040,482

## Schedule 20 Summary: Revenues and Expenses for the 7-month Period Ending March 31, 2016

		DSB - Adjusted Balances - March 31, 2016
	<b>REVENUES</b>	
<b>1</b>	<b>PROVINCIAL GRANTS - GRANTS FOR STUDENT NEEDS</b>	
1.1	Legislative Grants - Current Year	153,301,182
1.2	Legislative Grants - Amounts from Deferred Revenue	904,050
<b>1.3</b>	<b>Provincial Grants - Grants for Student Needs</b>	<b>154,205,232</b>
<b>2</b>	<b>PROVINCIAL GRANTS - OTHER</b>	
2.8	Other EDU Grants - Amounts from Deferred Revenue	-
	Specify other grants for operating:	
2.9	Literacy and Basic Skills	73,176
2.10	MISA	34,250
2.11	SHSM	78,627
2.12	Special Education	68,550
2.13	Miscellaneous	1,495,087
2.14		-
<b>2.15</b>	<b>Provincial Grants - Other EDU</b>	<b>1,749,690</b>
	<b>Grants from Other Ministries and Other Government Reporting Entities (GRE)</b>	
2.16	Provincial Employment Assistance Programs	-
2.17	Ministry of Citizenship & Immigration - Citizenship-Adult ESL-FSL	1,006,629
2.18	TCU Grant - Literacy and Basic Skills	-
2.19	TCU Grant - OYAP	-
2.20	TCU Grant - Ontario Employment Benefits and Support Measures(EBSM),formerly LDMA	-
2.21	Grants from Other Ministries - Amounts from Deferred Revenue	-
	Specify other grants from other ministries:	
2.22		-
2.23		-
2.24	Grants from Other GRE - Amounts from Deferred Revenue	-
	Specify other grants from other government reporting entities (GRE):	
2.25		-
2.26		-
<b>2.27</b>	<b>Grants from Other Ministries and Other Government Reporting Entities (GRE)</b>	<b>1,006,629</b>
2.32	Grant Accrual Re. 2016 Accrued Tax Adjustment	-
	Prior years' grant adjustments (specify):	
2.33		-
2.34		-
<b>2.35</b>	<b>Grant Adjustments</b>	<b>-</b>
<b>2.40</b>	<b>Provincial Grants - Other</b>	<b>2,756,319</b>
<b>3</b>	<b>Local Taxation</b>	
3.1	Tax Revenue from Municipalities	53,006,268
3.2	Tax Revenue from Unorganized Territories	-

## Schedule 20 Summary: Revenues and Expenses for the 7-month Period Ending March 31, 2016

		DSB - Adjusted Balances - March 31, 2016
3.3	Tax Revenue Adjustment for 2015 Calendar Year	-
3.4	Tax Supplementary and Tax Write-offs Adjustment - Accrual Re. 2016 Amounts	-
<b>3.5</b>	<b>Local Taxation</b>	<b>53,006,268</b>
<b>4</b>	<b>SCHOOL GENERATED FUNDS</b>	
4.1	Elementary Schools Generated Funds and Other Revenues	-
4.2	Secondary Schools Generated Funds and Other Revenues	-
4.3	Amounts from Deferred Revenue - Schools Generated Funds	-
<b>4.4</b>	<b>School Generated Funds Revenues</b>	<b>-</b>
<b>5</b>	<b>FEDERAL GRANTS &amp; FEES</b>	
5.1	Fees - Day School	-
5.2	Transportation Recoveries - Federal	-
5.3	Employment Assistance	-
5.4	Language Instruction for Newcomers to Canada (LINC)	1,017,555
5.5	Amounts from Deferred Revenue - Federal Government	-
	Specify other:	
5.6		-
5.7		-
<b>5.8</b>	<b>Federal Grants and Fees</b>	<b>1,017,555</b>
<b>6</b>	<b>INVESTMENT INCOME</b>	
6.1	Interest income	60,022
6.2	Interest on Sinking Fund Assets	-
<b>6.3</b>	<b>Investment Income</b>	<b>60,022</b>
<b>7</b>	<b>OTHER FEES &amp; REVENUES FROM SCHOOL BOARDS</b>	
7.1	Transportation Recoveries - Other School Boards	-
7.2	Rental Revenue - Instructional Accommodation - Other School Boards	-
7.3	Rental Revenue - Non-Instructional Accommodation - Other School Boards	-
	Specify other:	
7.5		-
7.6		-
<b>7.7</b>	<b>Total Other Fees and Revenues from School Boards</b>	<b>-</b>
<b>8</b>	<b>FEES &amp; REVENUES FROM OTHER SOURCES</b>	
8.1	Fees from Boards outside Ontario	-
8.2	Fees from Individuals - Day School - Ontario Residents	-
8.3.1	Fees from Individuals - Day School - Other - Transfer from Deferred Revenues	-
8.3.2	Fees from Individuals - Day School - Other - Not from Deferred Revenues	1,338,212
8.4	Fees from Individuals - Continuing Education	28,666
8.5	Transportation Recoveries from other sources	-
8.6	Rental Revenue - Instructional Accommodation - Other sources	-
8.7	Rental Revenue -Non-Instructional Accommodation - Other sources	1,034,024
8.8	Rental Revenue from Community Use	122,543

## Schedule 20 Summary: Revenues and Expenses for the 7-month Period Ending March 31, 2016

		DSB - Adjusted Balances - March 31, 2016
8.9	Rental Revenue - Other	-
8.10	Insurance Proceeds Other than Capital Appurtenances	-
8.11	Cafeteria Income	14,069
8.12	Board Level Donations - To be Applied to Classroom Expenses.	2,619
8.13	Board Level Donations - Other	-
8.14	Government of Ontario - Non grant payment	-
8.15	Amounts from Deferred Revenue - Other Third Party	-
8.16	Education Development Charges - Transferred to Revenues	6,265,645
8.17	Fees for Extended Day Program related to Early Learning	-
8.18	Net Gain on Disposal of Assets	-
	Other Grants - Non-GREs (specify):	
8.19		-
8.20		-
	Specify other:	
8.21	OCAS	8,026
8.22	Miscellaneous revenues	854,297
8.23	Miscellaneous recoveries	969,434
8.24		-
8.25		-
8.26		-
8.27		-
8.28		-
8.29		-
8.30	Less: Revenue Recovery on Land Disposal	-
<b>8.31</b>	<b>Fees and Revenues from Other Sources</b>	<b>10,637,535</b>
	.....8.31 = sum (8.1 to 8.29) - 8.30	
<b>9.0</b>	<b>DEFERRED CAPITAL CONTRIBUTIONS</b>	
9.1	Amortization of Deferred Capital Contributions	8,164,004
9.2	DCC on Disposal of Non-pooled and Unrestricted Assets	-
9.3	DCC Related to the Loss on Disposal of Restricted Assets	-
<b>10</b>	<b>Total Revenues.</b>	<b>229,846,935</b>

## Schedule 20 Summary: Revenues and Expenses for the 7-month Period Ending March 31, 2016

		DSB - Adjusted Balances - March 31, 2016
<b>11</b>	<b>EXPENSES</b>	
11.1	Salaries and Wages	163,770,649
11.2	Employee Benefits	24,536,430
11.3	Staff Development	478,761
11.4	Supplies and Services	12,851,909
11.5	Interest Charges on Capital	5,841,362
11.6	Rental Expense	1,619,203
11.7	Fees and Contract Services	8,634,744
11.8	Other Expenses	681,656
11.9	Transfer to Other Boards	-
11.10	Amortization and Write Downs and Net Loss on Disposal	9,124,139
<b>12</b>	<b>Total Expenses</b>	<b>227,538,853</b>
<b>13</b>	<b>Annual Surplus (Deficit).</b>	<b>2,308,082</b>



## Schedule 20C: Comparative Analysis

		7-month Period: September 1, 2015 to March 31, 2016	Audited 12 month Period - Sept 1, 2014 to August 31, 2015	7-month Period: Sept 1, 2014 to March 31, 2015	5-month Period: April 1, 2015 to August 31, 2015	Combined Entity - 12-month Period April 1, 2015 to March 31, 2016	12-Month Change	12-Month Change in %	7-Month Change	7-Month Change in %
	REVENUES	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9
					=Col. 2 - Col. 3	=Col. 1 + Col. 4	=Col. 5 - Col. 2	=Col. 6/Col. 2	=Col. 1 - Col. 3	=Col.8/Col.3
1	PROVINCIAL GRANTS - GRANTS FOR STUDENT NEEDS									
1.1	Legislative Grants - Current Year	153,301,182	179,340,933	151,358,650	27,982,283	181,283,465	1,942,532	1.08%	1,942,532	1.28%
1.2	Legislative Grants - Amounts from Deferred Revenue	904,050	58,526,236	589,957	57,936,279	58,840,329	314,093	0.54%	314,093	53.24%
1.3	Provincial Grants - Grants for Student Needs	154,205,232	237,867,169	151,948,607	85,918,562	240,123,794	2,256,625	0.95%	2,256,625	1.49%
2	PROVINCIAL GRANTS - OTHER									
2.8	Other EDU Grants - Amounts from Deferred Revenue	-	2,414,612	-	2,414,612	2,414,612	0	0.00%	-	-
2.14	Other Specified EPO Grants - Subtotal	1,749,690	1,323,537	2,118,088	-794,551	955,139	-368,398	-27.83%	-368,398	-17.39%
2.15	Provincial Grants - Other EDU	1,749,690	3,738,149	2,118,088	1,620,061	3,369,751	-368,398	-9.86%	-368,398	-17.39%
	Grants from Other Ministries and Other Government Reporting Entities (GRE)									
2.16	Provincial Employment Assistance Programs	-	-	-	-	-	-	-	-	-
2.17	Ministry of Citizenship & Immigration - Citizenship-Adult ESL-FSL	1,006,629	-	947,141	-947,141	59,488	59,488	-	59,488	6.28%
2.18	TCU Grant - Literacy and Basic Skills	-	-	-	-	-	-	-	-	-
2.19	TCU Grant - OYAP	-	-	-	-	-	-	-	-	-
2.20	TCU Grant - Ontario Employment Benefits and Support Measures(EBSM),formerly LDMA	-	-	-	-	-	-	-	-	-
2.21	Grants from Other Ministries - Amounts from Deferred Revenue	-	-	-	-	-	-	-	-	-
2.23	Other Grants from other Ministries - Subtotal	-	-	-	-	-	-	-	-	-
2.24	Grants from Other GRE - Amounts from Deferred Revenue	-	-	-	-	-	-	-	-	-
2.25	Other Grants from Other Government Reporting Entities - Subtotal	-	-	-	-	-	-	-	-	-
2.27	Grants from Other Ministries and Other Government Reporting Entities (GRE)	1,006,629	-	947,141	-947,141	59,488	59,488	-	59,488	6.28%

## Schedule 20C: Comparative Analysis

		7-month Period: September 1, 2015 to March 31, 2016 Col. 1	Audited 12 month Period - Sept 1, 2014 to August 31, 2015 Col. 2	7-month Period: Sept 1, 2014 to March 31, 2015 Col. 3	5-month Period: April 1, 2015 to August 31, 2015 Col. 4	Combined Entity - 12-month Period April 1, 2015 to March 31, 2016 Col. 5	12-Month Change Col. 6	12-Month Change in % Col. 7	7-Month Change Col. 8	7-Month Change in % Col. 9
2.32	Grant Accrual Re. 2016 Accrued Tax Adjustment	-	-	-	-	-	-	-	-	-
2.33	Prior Years Grant Adjustments - Subtotal	-	3,059	-	3,059	3,059	0	0.00%	-	-
<b>2.35</b>	<b>Grant Adjustments</b>	-	<b>3,059</b>	-	<b>3,059</b>	<b>3,059</b>	<b>0</b>	<b>0.00%</b>	-	-
<b>2.40</b>	<b>Provincial Grants - Other</b>	<b>2,756,319</b>	<b>3,741,208</b>	<b>3,065,229</b>	<b>675,979</b>	<b>3,432,298</b>	<b>-308,910</b>	<b>-8.26%</b>	<b>-308,910</b>	<b>-10.08%</b>
<b>3</b>	<b>Local Taxation</b>									
3.1	Tax Revenue from Municipalities	53,006,268	84,296,195	52,173,258	32,122,937	85,129,205	833,010	0.99%	833,010	1.60%
3.2	Tax Revenue from Unorganized Territories	-	-	-	-	-	-	-	-	-
3.3	Tax Revenue Adjustment for 2015 Calendar Year	-	-23,331	-	-23,331	-23,331	0	0.00%	-	-
3.4	Tax Supplementary and Tax Write-offs Adjustment - Accrual Re. 2016 Amounts	-	-	-	-	-	-	-	-	-
<b>3.5</b>	<b>Local Taxation</b>	<b>53,006,268</b>	<b>84,272,864</b>	<b>52,173,258</b>	<b>32,099,606</b>	<b>85,105,874</b>	<b>833,010</b>	<b>0.99%</b>	<b>833,010</b>	<b>1.60%</b>
<b>4</b>	<b>SCHOOL GENERATED FUNDS</b>									
4.1	Elementary Schools Generated Funds and Other Revenues	-	7,986,073	-	7,986,073	7,986,073	0	0.00%	-	-
4.2	Secondary Schools Generated Funds and Other Revenues	-	3,927,425	-	3,927,425	3,927,425	0	0.00%	-	-
4.3	Amounts from Deferred Revenue - Schools Generated Funds	-	-	-	-	-	-	-	-	-
<b>4.4</b>	<b>School Generated Funds Revenues</b>	-	<b>11,913,498</b>	-	<b>11,913,498</b>	<b>11,913,498</b>	<b>0</b>	<b>0.00%</b>	-	-
<b>5</b>	<b>FEDERAL GRANTS &amp; FEES</b>									
5.1	Fees - Day School	-	-	-	-	-	-	-	-	-
5.2	Transportation Recoveries - Federal	-	-	-	-	-	-	-	-	-
5.3	Employment Assistance	-	-	-	-	-	-	-	-	-
5.4	Language Instruction for Newcomers to Canada (LINC)	1,017,555	1,524,550	1,157,628	366,922	1,384,477	-140,073	-9.19%	-140,073	-12.10%
5.5	Amounts from Deferred Revenue - Federal Government	-	-	-	-	-	-	-	-	-
5.7	Other Federal Grants and Fees - Subtotal	-	273,360	-	273,360	273,360	0	0.00%	-	-
<b>5.8</b>	<b>Federal Grants and Fees</b>	<b>1,017,555</b>	<b>1,797,910</b>	<b>1,157,628</b>	<b>640,282</b>	<b>1,657,837</b>	<b>-140,073</b>	<b>-7.79%</b>	<b>-140,073</b>	<b>-12.10%</b>

## Schedule 20C: Comparative Analysis

		7-month Period: September 1, 2015 to March 31, 2016	Audited 12 month Period - Sept 1, 2014 to August 31, 2015	7-month Period: Sept 1, 2014 to March 31, 2015	5-month Period: April 1, 2015 to August 31, 2015	Combined Entity - 12-month Period April 1, 2015 to March 31, 2016	12-Month Change	12-Month Change in %	7-Month Change	7-Month Change in %
		Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9
<b>6</b>	<b>INVESTMENT INCOME</b>									
6.1	Interest income	60,022	40,499	14,016	26,483	86,505	46,006	113.60%	46,006	328.24%
6.2	Interest on Sinking Fund Assets	-	-	-	-	-	-	-	-	-
<b>6.3</b>	<b>Investment Income</b>	<b>60,022</b>	<b>40,499</b>	<b>14,016</b>	<b>26,483</b>	<b>86,505</b>	<b>46,006</b>	<b>113.60%</b>	<b>46,006</b>	<b>328.24%</b>
<b>7</b>	<b>OTHER FEES &amp; REVENUES FROM SCHOOL BOARDS</b>									
7.1	Transportation Recoveries - Other School Boards	-	-	-	-	-	-	-	-	-
7.2	Rental Revenue - Instructional Accommodation - Other School Boards	-	-	-	-	-	-	-	-	-
7.3	Rental Revenue - Non-Instructional Accommodation - Other School Boards	-	-	-	-	-	-	-	-	-
7.6	Other Fees and Revenues from School Boards - Subtotal	-	-	-	-	-	-	-	-	-
<b>7.7</b>	<b>Total Other Fees and Revenues from School Boards</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>8</b>	<b>FEES &amp; REVENUES FROM OTHER SOURCES</b>									
8.1	Fees from Boards outside Ontario	-	-	-	-	-	-	-	-	-
8.2	Fees from Individuals - Day School - Ontario Residents	-	-	-	-	-	-	-	-	-
8.3.1	Fees from Individuals - Day School - Other - Transfer from Deferred Revenues	-	-	-	-	-	-	-	-	-
8.3.2	Fees from Individuals - Day School - Other - Not from Deferred Revenues	1,338,212	724,800	715,950	8,850	1,347,062	622,262	85.85%	622,262	86.91%
8.4	Fees from Individuals - Continuing Education	28,666	60,830	27,753	33,077	61,743	913	1.50%	913	3.29%
8.5	Transportation Recoveries from other sources	-	-	-	-	-	-	-	-	-
8.6	Rental Revenue - Instructional Accommodation - Other sources	-	688,696	-	688,696	688,696	0	0.00%	-	-
8.7	Rental Revenue -Non-Instructional Accommodation - Other sources	1,034,024	229,443	905,479	-676,036	357,988	128,545	56.02%	128,545	14.20%
8.8	Rental Revenue from Community Use	122,543	133,775	67,512	66,263	188,806	55,031	41.14%	55,031	81.51%
8.9	Rental Revenue - Other	-	-	-	-	-	-	-	-	-

### Schedule 20C: Comparative Analysis

		7-month Period: September 1, 2015 to March 31, 2016	Audited 12 month Period - Sept 1, 2014 to August 31, 2015	7-month Period: Sept 1, 2014 to March 31, 2015	5-month Period: April 1, 2015 to August 31, 2015	Combined Entity - 12-month Period April 1, 2015 to March 31, 2016	12-Month Change	12-Month Change in %	7-Month Change	7-Month Change in %
		Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9
8.10	Insurance Proceeds Other than Capital Appurtenances	-	14,203	-	14,203	14,203	0	0.00%	-	-
8.11	Cafeteria Income	14,069	35,405	-	35,405	49,474	14,069	39.74%	14,069	-
8.12	Board Level Donations - To be Applied to Classroom Expenses.	2,619	11,987	77	11,910	14,529	2,542	21.21%	2,542	3,301.30%
8.13	Board Level Donations - Other	-	-	-	-	-	-	-	-	-
8.14	Government of Ontario - Non grant payment	-	-	-	-	-	-	-	-	-
8.15	Amounts from Deferred Revenue - Other Third Party	-	0	-	0	0	0	0.00%	-	-
8.16	Education Development Charges - Transferred to Revenues	6,265,645	8,664,543	5,058,490	3,606,053	9,871,698	1,207,155	13.93%	1,207,155	23.86%
8.17	Fees for Extended Day Program related to Early Learning	-	-	-	-	-	-	-	-	-
8.18	Net Gain on Disposal of Assets	-	0	-	0	0	0	0.00%	-	-
8.20	Other Grants - Non-GREs - Subtotal	-	-	-	-	-	-	-	-	-
8.29	Other Fees and Revenues from other sources - Subtotal	1,831,757	2,045,003	894,040	1,150,963	2,982,720	937,717	45.85%	937,717	104.89%
8.30	Less: Revenue Recovery on Land Disposal	-	-	-	-	-	-	-	-	-
8.31	<b>Fees and Revenues from Other Sources</b>	<b>10,637,535</b>	<b>12,608,685</b>	<b>7,669,301</b>	<b>4,939,384</b>	<b>15,576,919</b>	<b>2,968,234</b>	<b>23.54%</b>	<b>2,968,234</b>	<b>38.70%</b>
	.....8.31 = sum (8.1 to 8.29) - 8.30									
9.0	<b>DEFERRED CAPITAL CONTRIBUTIONS</b>									
9.1	Amortization of Deferred Capital Contributions	8,164,004	13,616,163	8,001,062	5,615,101	13,779,105	162,942	1.20%	162,942	2.04%
9.2	DCC on Disposal of Non-pooled and Unrestricted Assets	-	-	-	-	-	-	-	-	-
9.3	DCC Related to the Loss on Disposal of Restricted Assets	-	-	-	-	-	-	-	-	-
10	<b>Total Revenues.</b>	<b>229,846,935</b>	<b>365,857,996</b>	<b>224,029,101</b>	<b>141,828,895</b>	<b>371,675,830</b>	<b>5,817,834</b>	<b>1.59%</b>	<b>5,817,834</b>	<b>2.60%</b>

Schedule 20C: Comparative Analysis

		7-month Period: September 1, 2015 to March 31, 2016	Audited 12 month Period - Sept 1, 2014 to August 31, 2015	7-month Period: Sept 1, 2014 to March 31, 2015	5-month Period: April 1, 2015 to August 31, 2015	Combined Entity - 12-month Period April 1, 2015 to March 31, 2016		12-Month Change in %	7-Month Change	7-Month Change in %
11	EXPENSES	Col.1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9
11.1	Salaries and Wages	163,770,649	235,521,943	157,496,567	78,025,376	241,796,025	6,274,082	2.66%	6,274,082	3.98%
11.2	Employee Benefits	24,536,430	40,864,335	24,322,384	16,541,951	41,078,381	214,046	0.52%	214,046	0.88%
11.3	Staff Development	478,761	762,286	350,904	411,382	890,143	127,857	16.77%	127,857	36.44%
11.4	Supplies and Services	12,851,909	35,133,892	13,436,201	21,697,691	34,549,600	-584,292	-1.66%	-584,292	-4.35%
11.5	Interest Charges on Capital	5,841,362	10,411,150	6,094,684	4,316,466	10,157,828	-253,322	-2.43%	-253,322	-4.16%
11.6	Rental Expense	1,619,203	2,283,464	1,289,971	993,493	2,612,696	329,232	14.42%	329,232	25.52%
11.7	Fees and Contract Services	8,634,744	12,965,371	8,439,981	4,525,390	13,160,134	194,763	1.50%	194,763	2.31%
11.8	Other Expenses	681,656	1,155,741	627,211	528,530	1,210,186	54,445	4.71%	54,445	8.68%
11.9	Transfer to Other Boards	-	-	-	-	-	-	-	-	-
11.10	Amortization and Write Downs and Net Loss on Disposal	9,124,139	15,279,876	8,955,230	6,324,646	15,448,785	168,909	1.11%	168,909	1.89%
12	Total Expenses	227,538,853	354,378,058	221,013,133	133,364,925	360,903,778	6,525,720	1.84%	6,525,720	2.95%
13	Annual Surplus (Deficit).	2,308,082	11,479,938	3,015,968	8,463,970	10,772,052	-707,886	-6.17%	-707,886	-23.47%

## Schedule 22: Tangible Capital Asset Activities from September 1, 2015 to March 31, 2016 - Gross Book Value

	Cost - Opening Balance at Sept. 1, 2015	Cost - Adjustments to Opening Balance	Cost - 7-month Transfer Between Asset Classes	Cost - 7-month Additions and Betterments	Cost - 7-month Disposals/Deemed Disposals
<b>Assets In Service</b>					
Assets In Service - Land & Land Improvement with Infinite Lives	124,062,992	-	-	604,939	-
Assets In Service - Land Improvements	16,410,703	-	-	130,687	-
Assets In Service - Buildings - 40 years	526,685,049	-	-	1,617,152	-
Assets In Service - Other Buildings - 20 Years	-	-	-	-	-
Assets In Service - Portable Structures	0	-	-	-	-
Assets In Service - Equipment - 5 years	133,717	-	-	7,514	-
Assets In Service - Equipment - 10 years	2,706,910	-	-	54,488	-
Assets In Service - Equipment - 15 years	51,573	-	-	-	-
Assets In Service - First-time Equipping - 10 years	7,329,011	-	-	12,902	-
Assets In Service - Furniture - 10 Years	192,291	-	-	-	-
Assets In Service - Computer Hardware	3,729,929	-	-	161,553	-
Assets In Service - Computer Software	424,880	-	-	-	-
Assets In Service - Vehicles under One Ton	63,891	-	-	-	-
Assets In Service - Vehicles over One Ton	0	-	-	-	-
<b>Total Assets In Service</b>	<b>681,790,946</b>	-	-	<b>2,589,235</b>	-
<b>Leasehold Improvements</b>					
Leasehold Improvements - Land Improvements	0	-	-	-	-
Leasehold Improvements - Buildings	1,928,336	-	-	-	-
Leasehold Improvements - Other	0	-	-	-	-
<b>Total Leasehold Improvements</b>	<b>1,928,336</b>	-	-	-	-
<b>Asset Permanently Removed From Service</b>					
Asset Permanently Removed From Service - Buildings - 40 years	-	-	-	-	-
<b>Total Asset Permanently Removed From Service</b>	-	-	-	-	-
<b>Construction In Progress Assets</b>					
Construction In Progress - Buildings - 40 years	1,377,052	-	-	2,193,478	-
Construction In Progress - Buildings - 20 years	-	-	-	-	-
Construction In Progress - Portables	0	-	-	-	-
Pre-aquisition costs - Land	224,480	-	-	8,811	-
Pre-aquisition costs - Buildings	-	-	-	-	-
<b>Total Construction In Progress Assets</b>	<b>1,601,532</b>	-	-	<b>2,202,289</b>	-
<b>Capital Leased Assets</b>					
Capital Leased Assets - Land	0	-	-	-	-
Capital Leased Assets - Buildings	0	-	-	-	-
Capital Leased Assets - Other	0	-	-	-	-
<b>Total Capital Leased Assets</b>	<b>0</b>	-	-	-	-
TCA - Land	124,287,472	-	-	613,750	-
TCA - Non Land	561,033,342	-	-	4,177,774	-
<b>Total Tangible Capital Assets</b>	<b>685,320,814</b>	-	-	<b>4,791,524</b>	-
* The transfers column should net to zero.					

## Schedule 22: Tangible Capital Asset Activities from September 1, 2015 to March 31, 2016 - Gross Book Value

	Cost - 7-month CIP Transfer (In is +, Out is -)	Cost - 7-month Write Downs	Cost - 7-month Transfer to Financial Assets	Cost - Closing Balance March 31, 2016
<b>Assets In Service</b>				
Assets In Service - Land & Land Improvement with Infinite Lives	-	-	-4,470	124,663,461
Assets In Service - Land Improvements	-	-	-	16,541,390
Assets In Service - Buildings - 40 years	1,156,170	-	-	529,458,371
Assets In Service - Other Buildings - 20 Years	-	-	-	-
Assets In Service - Portable Structures	-	-	-	0
Assets In Service - Equipment - 5 years	-	-	-	141,231
Assets In Service - Equipment - 10 years	-	-	-	2,761,398
Assets In Service - Equipment - 15 years	-	-	-	51,573
Assets In Service - First-time Equipping - 10 years	-	-	-	7,341,913
Assets In Service - Furniture - 10 Years	-	-	-	192,291
Assets In Service - Computer Hardware	-	-	-	3,891,482
Assets In Service - Computer Software	-	-	-	424,880
Assets In Service - Vehicles under One Ton	-	-	-	63,891
Assets In Service - Vehicles over One Ton	-	-	-	0
<b>Total Assets In Service</b>	<b>1,156,170</b>	<b>-</b>	<b>-4,470</b>	<b>685,531,881</b>
<b>Leasehold Improvements</b>				
Leasehold Improvements - Land Improvements	-	-	-	0
Leasehold Improvements - Buildings	-	-	-	1,928,336
Leasehold Improvements - Other	-	-	-	0
<b>Total Leasehold Improvements</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,928,336</b>
<b>Asset Permanently Removed From Service</b>				
Asset Permanently Removed From Service - Buildings - 40 years	-	-	-	-
<b>Total Asset Permanently Removed From Service</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Construction In Progress Assets</b>				
Construction In Progress - Buildings - 40 years	-1,156,170	-	-	2,414,360
Construction In Progress - Buildings - 20 years	-	-	-	-
Construction In Progress - Portables	-	-	-	0
Pre-aquisition costs - Land	-	-	-	233,291
Pre-aquisition costs - Buildings	-	-	-	-
<b>Total Construction In Progress Assets</b>	<b>-1,156,170</b>	<b>-</b>	<b>-</b>	<b>2,647,651</b>
<b>Capital Leased Assets</b>				
Capital Leased Assets - Land	-	-	-	0
Capital Leased Assets - Buildings	-	-	-	0
Capital Leased Assets - Other	-	-	-	0
<b>Total Capital Leased Assets</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0</b>
TCA - Land	-	-	-4,470	124,896,752
TCA - Non Land	0	-	0	565,211,116
<b>Total Tangible Capital Assets</b>	<b>0</b>	<b>-</b>	<b>-4,470</b>	<b>690,107,868</b>
* The transfers column should net to zero.				

## Schedule 22: Tangible Capital Asset Activities from September 1, 2015 to March 31, 2016 - Accumulated Amortization

	TCA Accumulated Amortization - Opening Balance September 1, 2015	TCA Accumulated Amortization - Adjustments to Opening Balance	TCA Accumulated Amortization - Transfer Between Asset Class	TCA Accumulated Amortization - Amortization Expense
<b>Assets In Service</b>				
Assets In Service - Land Improvements	4,905,246	-	-	538,347
Assets In Service - Buildings - 40 years	124,009,940	-	-	7,515,291
Assets In Service - Other Buildings - 20 Years	-	-	-	-
Assets In Service - Portable Structures	0	-	-	-
Assets In Service - Equipment - 5 years	72,573	-	-	14,404
Assets In Service - Equipment - 10 years	1,521,221	-	-	147,973
Assets In Service - Equipment - 15 years	21,921	-	-	2,006
Assets In Service - First-time Equipping - 10 years	3,357,561	-	-	419,457
Assets In Service - Furniture - 10 Years	139,006	-	-	10,479
Assets In Service - Computer Hardware	1,761,546	-	-	404,531
Assets In Service - Computer Software	300,005	-	-	36,948
Assets In Service - Vehicles under One Ton	35,793	-	-	5,837
Assets In Service - Vehicles over One Ton	0	-	-	-
<b>Total Assets In Service</b>	<b>136,124,812</b>	-	-	<b>9,095,273</b>
<b>Leasehold Improvements</b>				
Leasehold Improvements - Land Improvements	0	-	-	-
Leasehold Improvements - Buildings	1,705,655	-	-	28,866
Leasehold Improvements - Other	0	-	-	-
<b>Total Leasehold Improvements</b>	<b>1,705,655</b>	-	-	<b>28,866</b>
<b>Asset Permanently Removed From Service</b>				
Asset Permanently Removed From Service - Buildings - 40 years	-	-	-	-
<b>Total Asset Permanently Removed From Service</b>	-	-	-	-
<b>Construction In Progress Assets</b>				
Construction In Progress - Buildings - 40 years	-	-	-	-
Construction In Progress - Buildings - 20 years	-	-	-	-
Construction In Progress - Portables	-	-	-	-
Pre-aquisition costs - Land	-	-	-	-
Pre-aquisition costs - Buildings	-	-	-	-
<b>Total Construction In Progress Assets</b>	-	-	-	-
<b>Capital Leased Assets</b>				
Capital Leased Assets - Land	-	-	-	-
Capital Leased Assets - Buildings	0	-	-	-
Capital Leased Assets - Other	0	-	-	-
<b>Total Capital Leased Assets</b>	<b>0</b>	-	-	-
TCA - Land	-	-	-	-
TCA - Non Land	137,830,467	-	-	9,124,139
<b>Total Tangible Capital Assets</b>	<b>137,830,467</b>	-	-	<b>9,124,139</b>

\* The transfers column should net to zero.



## Schedule 22: Tangible Capital Asset Activities from September 1, 2015 to March 31, 2016 - Accumulated Amortization

	TCA Accumulated Amortization - Write Downs	TCA Accumulated Amortization - Disposals- Deemed Disposals	TCA Accumulated Amortization - Transfer to Financial Assets	TCA Accumulated Amortization - Closing Balance March 31, 2016
<b>Assets In Service</b>				
Assets In Service - Land Improvements	-	-	-	5,443,593
Assets In Service - Buildings - 40 years	-	-	-	131,525,231
Assets In Service - Other Buildings - 20 Years	-	-	-	-
Assets In Service - Portable Structures	-	-	-	0
Assets In Service - Equipment - 5 years	-	-	-	86,977
Assets In Service - Equipment - 10 years	-	-	-	1,669,194
Assets In Service - Equipment - 15 years	-	-	-	23,927
Assets In Service - First-time Equipping - 10 years	-	-	-	3,777,018
Assets In Service - Furniture - 10 Years	-	-	-	149,485
Assets In Service - Computer Hardware	-	-	-	2,166,077
Assets In Service - Computer Software	-	-	-	336,953
Assets In Service - Vehicles under One Ton	-	-	-	41,630
Assets In Service - Vehicles over One Ton	-	-	-	0
<b>Total Assets In Service</b>	-	-	-	<b>145,220,085</b>
<b>Leasehold Improvements</b>				
Leasehold Improvements - Land Improvements	-	-	-	0
Leasehold Improvements - Buildings	-	-	-	1,734,521
Leasehold Improvements - Other	-	-	-	0
<b>Total Leasehold Improvements</b>	-	-	-	<b>1,734,521</b>
<b>Asset Permanently Removed From Service</b>				
Asset Permanently Removed From Service - Buildings - 40 years	-	-	-	-
<b>Total Asset Permanently Removed From Service</b>	-	-	-	-
<b>Construction In Progress Assets</b>				
Construction In Progress - Buildings - 40 years	-	-	-	-
Construction In Progress - Buildings - 20 years	-	-	-	-
Construction In Progress - Portables	-	-	-	-
Pre-aquisition costs - Land	-	-	-	-
Pre-aquisition costs - Buildings	-	-	-	-
<b>Total Construction In Progress Assets</b>	-	-	-	-
<b>Capital Leased Assets</b>				
Capital Leased Assets - Land	-	-	-	-
Capital Leased Assets - Buildings	-	-	-	0
Capital Leased Assets - Other	-	-	-	0
<b>Total Capital Leased Assets</b>	-	-	-	<b>0</b>
TCA - Land	-	-	-	-
TCA - Non Land	-	-	-	146,954,606
<b>Total Tangible Capital Assets</b>	-	-	-	<b>146,954,606</b>

\* The transfers column should net to zero.

## Schedule 22: Tangible Capital Asset Activities from September 1, 2015 to March 31, 2016 - Net Book Value

	TCA NBV - Closing Balance March 31, 2016	TCA NBV - Opening Balance September 1, 2015	TCA NBV and Proceeds of Disposition - Proceeds of Disposition	TCA NBV and Proceeds of Disposition - Gain on Disposal	TCA NBV and Proceeds of Disposition - Loss on Disposal
<b>Assets In Service</b>					
Assets In Service - Land & Land Improvement with Infinite Lives	124,663,461	124,062,992	-	-	-
Assets In Service - Land Improvements	11,097,797	11,505,457	-	-	-
Assets In Service - Buildings - 40 years	397,933,140	402,675,109	-	-	-
Assets In Service - Other Buildings - 20 Years	-	-	-	-	-
Assets In Service - Portable Structures	0	0	-	-	-
Assets In Service - Equipment - 5 years	54,254	61,144	-	-	-
Assets In Service - Equipment - 10 years	1,092,204	1,185,689	-	-	-
Assets In Service - Equipment - 15 years	27,646	29,652	-	-	-
Assets In Service - First-time Equipping - 10 years	3,564,895	3,971,450	-	-	-
Assets In Service - Furniture - 10 Years	42,806	53,285	-	-	-
Assets In Service - Computer Hardware	1,725,405	1,968,383	-	-	-
Assets In Service - Computer Software	87,927	124,875	-	-	-
Assets In Service - Vehicles under One Ton	22,261	28,098	-	-	-
Assets In Service - Vehicles over One Ton	0	0	-	-	-
<b>Total Assets In Service</b>	<b>540,311,796</b>	<b>545,666,134</b>	-	-	-
<b>Leasehold Improvements</b>					
Leasehold Improvements - Land Improvements	0	0	-	-	-
Leasehold Improvements - Buildings	193,815	222,681	-	-	-
Leasehold Improvements - Other	0	0	-	-	-
<b>Total Leasehold Improvements</b>	<b>193,815</b>	<b>222,681</b>	-	-	-
<b>Asset Permanently Removed From Service</b>					
Asset Permanently Removed From Service - Buildings - 40 years	-	-	-	-	-
<b>Total Asset Permanently Removed From Service</b>	-	-	-	-	-
<b>Construction In Progress Assets</b>					
Construction In Progress - Buildings - 40 years	2,414,360	1,377,052	-	-	-
Construction In Progress - Buildings - 20 years	-	-	-	-	-
Construction In Progress - Portables	0	0	-	-	-
Pre-acquisition costs - Land	233,291	224,480	-	-	-
Pre-acquisition costs - Buildings	-	-	-	-	-
<b>Total Construction In Progress Assets</b>	<b>2,647,651</b>	<b>1,601,532</b>	-	-	-
<b>Capital Leased Assets</b>					
Capital Leased Assets - Land	0	0	-	-	-
Capital Leased Assets - Buildings	0	0	-	-	-
Capital Leased Assets - Other	0	0	-	-	-
<b>Total Capital Leased Assets</b>	<b>0</b>	<b>0</b>	-	-	-
TCA - Land	124,896,752	124,287,472	-	-	-
TCA - Non Land	418,256,510	423,202,875	-	-	-
<b>Total Tangible Capital Assets</b>	<b>543,153,262</b>	<b>547,490,347</b>	-	-	-

## Schedule 22: Tangible Capital Asset Activities from September 1, 2015 to March 31, 2016 - Inter-Entity TCA Transactions

	Asset Serial Number	Asset Name	Cost - Additions	Internal Source - Additions	Cost - Disposals
<b>School Boards</b>					
School Boards GRE Entity 1	-		-	0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 2	-		-	0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 3	-		-	0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 4	-		-	0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 5	-		-	0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 6	-		-	0000 - Enter name / Entrer un nom	-
<b>School Boards GRE Entity Subtotal</b>	-		-	-	-
<b>Colleges</b>					
College GRE Entity 1	-		-	0000 - Enter name / Entrer un nom	-
College GRE Entity 2	-		-	0000 - Enter name / Entrer un nom	-
College GRE Entity 3	-		-	0000 - Enter name / Entrer un nom	-
<b>Colleges GRE Entity Subtotal</b>	-		-	-	-
<b>Hospitals</b>					
Hospital GRE Entity 1	-		-	0000 - Enter name / Entrer un nom	-
Hospital GRE Entity 2	-		-	0000 - Enter name / Entrer un nom	-
<b>Hospitals GRE Entity Subtotal</b>	-		-	-	-
<b>Agencies, Boards &amp; Commissions</b>					
Agencies, Boards & Commissions GRE Entity 1	-		-	0000 - Enter name / Entrer un nom	-
Agencies, Boards & Commissions GRE Entity 2	-		-	0000 - Enter name / Entrer un nom	-
<b>Agencies, Boards &amp; Commissions GRE Entity Subtotal</b>	-		-	-	-

Note: Of the assets disposed, please list those that were sold to an internal source (ie. Other Broader Public Sector entities)

## Schedule 22: Tangible Capital Asset Activities from September 1, 2015 to March 31, 2016 - Inter-Entity TCA Transactions

	Internal Source - Disposals	Accumulated Amortization	Proceeds of Disposition	Gain on Sale	Loss on Sale
<b>School Boards</b>					
School Boards GRE Entity 1	0000 - Enter name / Entrer un nom	-	-	-	-
School Boards GRE Entity 2	0000 - Enter name / Entrer un nom	-	-	-	-
School Boards GRE Entity 3	0000 - Enter name / Entrer un nom	-	-	-	-
School Boards GRE Entity 4	0000 - Enter name / Entrer un nom	-	-	-	-
School Boards GRE Entity 5	0000 - Enter name / Entrer un nom	-	-	-	-
School Boards GRE Entity 6	0000 - Enter name / Entrer un nom	-	-	-	-
<b>School Boards GRE Entity Subtotal</b>	-	-	-	-	-
<b>Colleges</b>					
College GRE Entity 1	0000 - Enter name / Entrer un nom	-	-	-	-
College GRE Entity 2	0000 - Enter name / Entrer un nom	-	-	-	-
College GRE Entity 3	0000 - Enter name / Entrer un nom	-	-	-	-
<b>Colleges GRE Entity Subtotal</b>	-	-	-	-	-
<b>Hospitals</b>					
Hospital GRE Entity 1	0000 - Enter name / Entrer un nom	-	-	-	-
Hospital GRE Entity 2	0000 - Enter name / Entrer un nom	-	-	-	-
<b>Hospitals GRE Entity Subtotal</b>	-	-	-	-	-
<b>Agencies, Boards &amp; Commissions</b>					
Agencies, Boards & Commissions GRE Entity 1	0000 - Enter name / Entrer un nom	-	-	-	-
Agencies, Boards & Commissions GRE Entity 2	0000 - Enter name / Entrer un nom	-	-	-	-
<b>Agencies, Boards &amp; Commissions GRE Entity Subtotal</b>	-	-	-	0	-

Note: Of the assets disposed, please list those that were sold to an internal source (ie. Other Broader Public Sector entities)

### Schedule 22A: Assets Held for Sale Continuity

		Assets Held for Sale - Opening Balance September 1, 2015	Assets Held for Sale - Prior Year Opening Balance Adjustments.	Assets Held for Sale - In-year Additions	Assets Held for Sale - Additional Expenditure on AHFS	Assets Held for Sale - In-year Disposals
		Col. 1	Col. 2	Col. 3	Col. 4	Col. 5
1	Land & Land Improvement with Infinite Lives	11,283,412		4,470		
2	Land Improvements					
3	Buildings - 40 years					
4	Other Buildings					
5	Permanently Removed From Service - Buildings - 40 years					
6	<b>Total Assets Held for Sale</b>	<b>11,283,412</b>		<b>4,470</b>		

		Assets Held for Sale - Closing Balance March 31, 2016	Assets Held for Sale - Proceeds of Disposition	Assets Held for Sale - Gain on Disposal	Assets Held for Sale - Loss on Disposal
		Col. 6	Col. 7	Col. 8	Col. 9
1	Land & Land Improvement with Infinite Lives	11,287,882			
2	Land Improvements				
3	Buildings - 40 years				
4	Other Buildings				
5	Permanently Removed From Service - Buildings - 40 years				
6	<b>Total Assets Held for Sale</b>	<b>11,287,882</b>			

Note: Normally, if there are expenditures on Assets Held for Sale they are expensed during the year. However, if the amount is material, please consult with your auditors to see if it qualifies for adding it to the AHFS

## Schedule 22A: Assets Held for Sale Continuity - Inter-Entity TCA Transactions

	Asset Serial Number	Asset Name	Internal Source - Disposals	Cost - Disposals
<b>School Boards</b>				
School Boards GRE Entity 1	-		0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 2	-		0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 3	-		0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 4	-		0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 5	-		0000 - Enter name / Entrer un nom	-
School Boards GRE Entity 6	-		0000 - Enter name / Entrer un nom	-
<b>School Boards GRE Entity Subtotal</b>	-		-	-
<b>Colleges</b>				
College GRE Entity 1	-		0000 - Enter name / Entrer un nom	-
College GRE Entity 2	-		0000 - Enter name / Entrer un nom	-
College GRE Entity 3	-		0000 - Enter name / Entrer un nom	-
<b>Colleges GRE Entity Subtotal</b>	-		-	-
<b>Hospitals</b>				
Hospital GRE Entity 1	-		0000 - Enter name / Entrer un nom	-
Hospital GRE Entity 2	-		0000 - Enter name / Entrer un nom	-
<b>Hospitals GRE Entity Subtotal</b>	-		-	-
<b>Agencies, Boards &amp; Commissions</b>				
Agencies, Boards & Commissions GRE Entity 1	-		0000 - Enter name / Entrer un nom	-
Agencies, Boards & Commissions GRE Entity 2	-		0000 - Enter name / Entrer un nom	-
<b>Agencies, Boards &amp; Commissions GRE Entity Subtotal</b>	-		-	-

Note: Of the assets disposed, please list those that were sold to an internal source (i.e. Other Broader Public Sector entities). Please provide the cost and accumulated amortization of the asset when it was transferred from TCA to assets held for sale. The Ministry requires this information for consolidation purposes.

INFORMATION REPORT

ITEM 10.4

## Solutions Summit Report – 2016

North America User Group Annual Conference  
April 20-22, 2016, Portland, Oregon

### PURPOSE:

The purpose of this report is to share information about Halton Catholic District School Board's representation at the Solutions Summit in Portland, Oregon for April 20 -22, 2016.

### BACKGROUND INFORMATION:

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 and listened to keynote speakers regarding new initiatives, development priorities and best practices related to the use of SmartFind Express.

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, TeacherMatch 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, improve technical skills and review processes and practices through networking with peers from across Canada and United States.

Additionally, TeacherMatch offers the opportunity for School Board Administrators to meet with members from the TeacherMatch development team through one-on-one consultation appointments. The HCDSB representative took advantage of this opportunity to propose additional developments to SmartFind Next Generation, which would specifically improve processes at HCDSB, and to discuss the testing of filling LINC/ESL absences through the system.

### REMARKS:

The Solutions Summit Conference attracts School Board Administrators from across North America. The 2016 Conference was their largest Conference yet, with 39 Canadian School Board representatives from four provinces; Ontario, Quebec, Alberta and British Columbia and 144 American School Board representatives. There were two sessions designed for Canadian School Boards only. These sessions focused on distinctly Canadian issues, including provincial legislative changes, call-out solutions for unique employee groups and how to troubleshoot phone connectivity issues within Canada. These sessions are an ideal environment to discuss Canadian challenges, share best practices and suggest product enhancements.

## CONCLUSION:

Katie Ongaro, Human Resources Analyst, Human Resources Services represented the Halton Catholic District School at this year's Solution Summit. The Conference provided her with the opportunity to network with and learn from other School Board Administrators within Canada and the United States. It also provided the opportunity for her to suggest product enhancements for the upcoming release of SmartFind Next Generation in line with HCDSB's processes, policies and Collective Agreements. Katie has volunteered to be one of the three Canadian Beta Testers of SmartFind Next Generation. HCDSB will receive a test version of the new system and Katie will be submitting feedback to TeacherMatch on the new capabilities, potential issues and future enhancement ideas for the new system.

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



May 31, 2016

Dear Paula Dawson, Director of Education, Secretary of the Board,

I am writing to you today in my capacity as a parent, to express my disappointment over the decision to not go through with the Consolidation in South East Burlington. I have two daughters that attend Ascension school and I am a member of parent council. I believe that the positive opportunities provided in the plan, far outweighed any negative concerns. I know firsthand the many struggles that a small school faces. I believe, that throughout the proposal process, the Halton Catholic District School Board has had the best interest of its students and staff in mind. Unfortunately, this was not understood but the majority of parents and therefore there was a lot of untrue assumptions and misinformation.

Unfortunately, the parents in support of the consolidation were not as vocal as those who were against it. This then lead to the Trustees not getting an accurate representation of the parent population. I truly hope that it will be revisited in the future. I would welcome the opportunity for my daughters to have access to an education in a new, state of the art facility.

Declining enrollment will continue to be a concern over the next few years. I worry that instead of having a new facility to learn in, our South East Burlington schools will combine into one of the current, aging buildings.

Although my daughters receive a wonderful education and a very positive experience at their small school, I often think about the experiences and opportunities that they may be missing out on. The staff at Ascension School go above and beyond my expectations each and every day. However, I know that it must be very difficult to keep up with the supervision expectations, leadership roles and extracurricular activities required in an elementary school.

I truly hope that the plan for consolidation will be revisited in the near future and that the parents that support the plan will voice their opinions. Thank you for your time and consideration.

Sincerely,

Shannon Leone

Sheila Dalton

May 17th, 2016

Dear Paula Dawson:

I'm writing to express my great dissapointment with the result of the Trustee vote regarding the amalgamation of the schools in South East Burlington. I have a six year old girl currently attending Ascenssion School, and have twins who will be starting junior kindergarten in a year. There are many aspects of Ascenssion which make it a wonderful school, but it could be much, much better. I strongly believe my children's education would have greatly benefited from a new school with new facilities, a greater number of clubs and an increased educational support system. These are just some of the many benefits they will now be missing out on.

I recognize that the vote was swayed by the very loud and negative voices of some in the community. I believe it is in our human nature that when one is presented with a negative prospect to loudly fight this change—as the opposite is true for when a positive prospect is presented—people tend to sit quietly, fingers crossed that the result will remain favourable. I'm very dissapointed in myself that I was not more verbal during the review process. I know there were many parents such as myself who were quite pleased with the proposed changes but who did not go out of their way to be heard. I feel the Trustees never heard enough from the many parents who were excited by the proposed changes.

My children's education is very important to me. I am hopeful that the Board will once again review the proposal in September and will vote YES to a better, stronger school for my three children.

Thank you,  
Sheila Dalton

To the Trustees and other respected members of the Halton Catholic District School Board,

I am a grade twelve, graduating student from Bishop Reding. I felt it necessary to get in contact with you because of a recent change. In the morning, accompanied by Oh Canada and daily prayer, the oath of citizenship has been implemented. Like all the members of the board I am a proud Canadian citizen. Who we are and what we stand for as a nation is something I do not take lightly. We are a country that promotes freedom, expression, association, peaceful assembly, religion, thought and opinion. These amazing values form the core of who we are as proud Canadians. Now with everything I have just stated I do not see these values in the oath of citizenship. To be quite honest, I actually see no relevance in the oath of citizenship, and neither does the student body at my school. Canada has been independent since July 1<sup>st</sup> 1867, we have been making our own decisions, fighting for our own values and making our own law for far too long to now be starting our morning with allegiance to the Queen, her heirs and successors. If as a Catholic school board you would like to say an allegiance to align with the Vatican and its values as we grow as a strong Catholic community I could see relevance in that. I fulfil my duties as a Canadian every day when I follow Canadian law, made from Canadian values, brought forth by Canadian parliament, elected by Canadian citizens. The oath should not have a daily presence in our school system and it is my hope that you will revise this decision.

Sincerely,  
Ethan Hopkins