

REGULAR BOARD MEETING
REVISED AGENDA

Date: Tuesday, June 21, 2016
Time: 7:30 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

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| 1. Call to Order | |
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| 1.3 Information Received In-Camera | |
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| 3. Declarations of Conflict of Interest | |
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13. Open Question Period
14. In Camera
15. Resolution re Absentees
16. Adjournment and Closing Prayer: A. Danko

Joanna Furlong

Delegation June 21st, 2016

"Progressive Discipline and Safety in Schools Policy"

Good Evening Chair Michael, Director Dawson, Trustees, Senior Staff, and guests,

My name is Joanna Furlong and I am here tonight with my fifteen year old daughter Sabrina in order to discuss the need to update the "Progressive Discipline and Safety in Schools Policy". This policy is currently under two year review, at which time it is being updated for numerous reasons, one of them to include language which is already being used in all legislative provincial and federal human rights documents. The new policy is to state the following: "The Board considers homophobia, gender based violence, and harassment on the basis of sex, gender, gender identity, sexual orientation, race, color, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Right Code, as well as inappropriate sexual behaviors unacceptable and supports the use of positive practices to prevent such behavior and authorizes principals or their delegate to impose consequences in appropriate circumstances, up to and including a referral of Discipline Committee of the Board for expulsion from all schools." It has been brought to my attention that on May 17th, the policy was voted down due to concerns that the language around sexuality and gender is not congruent with the church and catholic values

With regards to your decision on the policy, it is my belief that the schools obligation should be first and foremost to its students and not to religious ideology. While I understand that going to a Catholic school we are committing ourselves to learning and following our faith, the school's priority should be education, safety, and mental well being of students. We chose to raise our children in the Catholic faith, and taught them that God loves them and created them all equal. The LGBTQ youth did not become gay or transsexual by choice. You may feel that the policy which is already in place is sufficient, however, being in a group that has to fight daily for human rights, a group that is under constant attack and scrutiny, a policy which is specifically in place to support them and protect them is more than necessary. Being a teenager is difficult under the best of circumstances, all kids need our support and understanding, and they need the school to back them up and ensure their safety. You may feel you have an obligation to the church, but your obligation is to these kids. I am writing this delegation on June 12th on a day when 49 innocent people in Orlando Florida lost their lives due to hate. This is why you need to ensure gender and sexuality is included in your policy. Because there are narrow minded people that were raised to discriminate and hate, people who think they are above others, and people who feel that the answer is violence. Your decision to exclude "gender and sexual orientation" from the policy gives these people reassurance that they are doing the right thing.

When it comes to the LGBTQ youth, the Halton Catholic School Board is failing. These kids have no support system in place. For many of them, the same discrimination exists in their own homes, leaving them literally alone with no tools to cope. This is why suicide amongst LGBTQ youth is so much higher than other youth. The public schools have support groups for LGBTQ youth. My daughter spent two years trying to bring a support group into her school, and finally after the principal agreed, the kids were told that it would be better not to use the term gay or LGBTQ in the name. How are they supposed to reach other kids if they cannot identify their group correctly? The Halton Pride Dance which is organized through the Positive Space Network is promoted at all the Halton Public Schools, the kids can buy tickets and they can get transportation from the school. My daughter was not able to buy tickets at her school, I had to take time off work to buy them. But not all the LGBTQ youth have this kind of support from parents. You do not understand how hard it is for gay or transgender teen to attend a dance at school. How much they stress over the possibility of interacting with kids who are not aware of their true identity. A dance for them where they can truly be themselves is an amazing opportunity that every teen should be able to experience.

Please do not let hate and discrimination, along with outdated church ideology come before the needs of these kids. These kids deserve better, they deserve our love and support, they deserve to feel safe in the world, especially in their school.

Thank you.

Good evening, Chair Michael, Director Dawson, Trustees, Senior Staff, and guests,

I am here with my mother to tell you that voting against the inclusion of gender identity and sexual orientation in the “Progressive Discipline and Safety in Schools” policy would be a horrible mistake. I write this speech with grief in my heart, as just recently a mass shooter took the lives of 50 people at a gay bar in Orlando Florida. These were children, siblings, lovers, and now, victims of a domestic terror incident named the deadliest mass shooting in American history. This tragedy is one of many. When hate towards a specific group of people goes as far as it has, do they not deserve attention? Homophobia and transphobia are the most relevant form of discrimination in our society today. In my school I am told to always treat everyone with equity, the word is a recurring focus in catholicity. Why is equity so important? What sets it apart from equality? Equity, involves trying to understand and give people what they need. Equality, in contrast, aims to ensure that everyone gets the same things. Like equity, equality aims to promote fairness and justice, but it can only work if everyone starts from the same place and needs the same things. Students struggling with sexual and gender identity need the school board to enforce that homophobia and transphobia are intolerable. The general idea of bullying and equality for all has not been enough, because hate for those in the lgbt+ community is still evident in our schools. I should not have to hear students insult each other with the word gay in my classroom, but I do because no one explicitly stated that it is wrong. Language is the most powerful thing the world has to offer. When we exclude sexual orientation and gender identity from a policy about safety in schools, we are saying that students are protected despite. I should not be protected from bullying and violence despite the fact that I am gay, I should be protected especially, that is equity. In a catholic school no kid should feel like they need to hide a part of themselves to be considered more worthy. We live in a culture of silence, and removing my identity from this policy would be promoting it.

I have been told many times to take baby steps. When I asked to have a GSA, a safe space for people of all identities, the first thing I was told was that it wouldn't be easy because we are a catholic school. Then it was suggested to me that we start small, maybe with posters or one day in a month dedicated to multiple issues, so that it would be less blunt. The posters, however, would have to be approved and could not feature any homosexual relationships or promotion, and the meeting once a month would most likely be overlooked by every student due to the impossible vagueness of its goal. So we never did either. Then finally almost a full year later, I was permitted to create my group, only it was strongly suggested that we exclude any lgbt+ language from the title, to avoid conflict. Baby steps are all that I have been given. They are all I have been given because catholic schools are afraid to deal with backlash and argue for my sake. Surely the school should be willing to stand up for its beliefs, and perhaps it is. Perhaps it is perfectly willing to stand up for its beliefs and simply believes this huge aspect of so many students' lives must be brushed under the rug forever. If you decide not to change this policy, you will be leaving out a large number of youth, and confirming that I am right.

MINUTES OF THE REGULAR BOARD MEETING

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

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

| | | |
|------------------|-----------|-----------|
| 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
R. Negoj, Senior Administrator, Financial Services
A. Swinden, Administrator, Strategic Communications Services
F. Thibeault, Administrator, Planning Services
C. Atrach, 2016-2017 Student Trustee
I. Schwecht, 2016-2017 Student Trustee
Recipients, Duke of Edinburgh Award - Bishop Reding
Recipients, Bullying Prevention Awards
Recipients, OAPCE Awards
Recipients, CPIC Volunteer Awards

Recording Secretary D. Ross

1. Call to Order
The Chair called the meeting to order.
- 1.1 Opening Prayer: J. Brown
The meeting opened at 7:30 p.m. with a prayer led by J. Brown.
- 1.2 Motions Adopted In-Camera
There were no motions adopted In-Camera.
- 1.3 Information Received In-Camera
Retirements
Eugenia Anton, Helena Chiarelli, Sheilagh Grant-Borcsok, Paul Leonard, Patricia Molloy, Mary Nystrom and Gerard Shkuda retiring effective June 30, 2016.

Night School Principal 2016-2017 School Year

Gino DeLuca has been appointed to the position of Night School Principal for the 2016/2017 School Year effective September 1, 2016 with a renewable one (1) year term at the Board's discretion

Department Head

Jodie Rideout, Paul Cushing and Lisa Reid appointed as Department Heads effective September 1, 2016 for a period of up to four (4) years.

Special Education Coordinator

Wendy Reid-Purcell appointed as Special Education Coordinator effective September 1, 2016 for a period of up to three (3) years with the possibility of a one (1) year extension.

Special Education Consultant

Anita Bator appointed as Special Education Consultant effective September 1, 2016 for a period of up to three (3) years with the possibility of a one (1) year extension.

Secondary Vice Principals

Sonia Ellison and Paul Ferguson appointed as Secondary Vice Principals effective September 1, 2016.

2. Approval of the Agenda

Trustees D. Rabenda and S. Trites read their Notice of Motions for the June 21, 2016 Board Meeting. They were added as information.

As a point of order, Trustee Danko requested that staff obtain legal interpretation on whether or not it would be in order to bring the proposed amendments regarding the Discipline Policy to the Board since it was defeated at the last Board Meeting. The Chair ruled against the request.

Trustee Danko read his Notice of Motion for the June 21, 2016 Board Meeting. It was added as information.

#127/16

Moved by: D. Rabenda

Seconded by: M. Rowe

RESOLVED, that the agenda be approved as amended.

CARRIED

3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

4. Presentations

4.1 The Duke of Edinburgh Awards 2015-2016 (L. Naar)

The Board recognized recipients of the Duke of Edinburgh Award: M. Delanty, L. Duivesteyn, E. Gmazel, M. Harrington, D. Jolic, K. Kucera, H. Mathews, A. Mehta, and M. Tomczyk. Each recipient received a certificate of recognition and a pin.

4.2 Halton Catholic District School Board Bullying Prevention Awards 2015-2016 (T. Pinelli)

The Board recognized recipients of the Halton Catholic District School Board Bullying Prevention Awards for the 2015-2016 school year: K. Kosinski, St. Ignatius of Loyola Catholic Secondary School for Best Original Poster; J. Pyymaki and A. Murray

representing St. Peter Catholic Elementary school for Best Original Video; and V. Sales, **representing students from St. Marguerite d'Youville Catholic Elementary School for Best Song.** Each recipient received a certificate of recognition. Trustees viewed the video and listened to the song.

4.3 Ontario Association of Parents in Catholic Education (OAPCE) Awards 2016 (T. Overholt)

The Board recognized J. Duijvestein, CPIC Chair, recipient of the OAPCE – Honorary Lifetime Membership award 2016; G. Merritt-Murrell, recipient of the OAPCE– G. Nanne Award; and Rev. R. Hétu, recipient of the OAPCE– Monseigneur Harrigan Award (Father Hétu was unable to attend). Each recipient received a certificate of recognition. A special mention was made to J. Duijvestein, for his many years of involvement and contribution as School Council Chair and as Chair of CPIC.

J. Duijvestein thanked the Board for their support and for the great experience he gained during his involvement at the school level and at CPIC.

4.4 Catholic Parent Involvement Committee Parent Volunteer of the Year Award (T. Overholt)

The Board recognized recipients of the Catholic Parent Involvement Committee (CPIC) Parent Volunteer of the Year Award: S. Booth, Notre Dame Catholic Secondary School; P. Cloutier, Mother Teresa Catholic Elementary School (unable to attend); J. Czarnota, St. Brigid Catholic Elementary School, Georgetown (unable to attend); and V. Downes, St. Peter Catholic Elementary School. Each recipient received a certificate of recognition.

4.5 Math Action Plan (A. Prkacin)

A. Barden introduced the Math Action Plan for 2016-2017 based on seven foundational principles for improving mathematics. She **communicated the Board's commitment to** students and their families, to teachers and to the system as well as supporting actions. This plan will help create the conditions so that all students are able to achieve in math.

In response to questions, staff described the specific guidelines provided by the Ministry to implement the strategy, commented on the role of the facilitator and listed the measures for success.

5. Delegations

5.1 The Uniform Vendor - The Parents' Perspective (M. Lourenco)

M. Lourenco addressed the Board of Trustees regarding the current policy of having a sole uniform supplier. She raised several concerns and arguments in support of moving away from a sole provider based on her experience and feedback from parents across the Board. She commented on the following topics: monopoly power; protective **provisions; McCarthy's experience; contract renewal; social justice** and uniform assistance program.

For clarification purposes, M. Lourenco indicated that as a follow-up to this meeting, she would like the policy amended to remove the sole supplier provision, provide crest, allow the current contract to expire, allow parents to purchase the uniform where it suits them; as well as comprehensive community consultation process to decide the best way to move forward. She also noted that replied to her was approximately 30 to 40 parents and that she had not spoken to members of the CPIC Committee but drew on her **7 years'**

experience on parent council. M. Lourenco acknowledged that she has received similar comments from parents at the Secondary panel.

The Chair thanked her for her time.

6. Approval of Minutes

6.1 Regular Board Meeting - May 17, 2016

#128/16

Moved by: D. Rabenda

Seconded by: A. Quinn

RESOLVED, that the minutes of the May 17, 2016 Regular Board Meeting be approved as presented. *CARRIED*

7. Business Arising from Previous Meetings

7.1 Summary of Outstanding Items from Previous Meetings

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

8. Action Items

8.1 Board Response to the Delegation

#129/16

Moved by: A. Quinn

Seconded by: S. Trites

RESOLVED, that Staff prepare a report based on the information provided by the delegate.

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

The motion *CARRIED*.

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

Staff addressed the need to undertake a Boundary Review Process for St. Anne, St. Christopher and St. Timothy, Sacred Heart of Jesus (rural) and Canadian Martyrs (rural) to address anticipated pressures. Addressing the timelines, it was noted that implementation would occur in September 2017.

#130/16

Moved by: A. Iantomasi

Seconded by: D. Rabenda

RESOLVED, that the Halton Catholic 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.

UNANIMOUSLY CARRIED

8.3 Secondary French Resource Selection (A. Prkacin)

A. Prkacin addressed the report and pointed out that the digital licenses have been extended to 7 years, with the option to upgrade should the digital platform change.

#131/16

Moved by: A. Danko

Seconded by: J.M. Rowe

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

UNANIMOUSLY CARRIED

8.4 Appointment of SEAC Member - Alternate Representative for VOICE for Hearing Impaired Children (B. Browne)

#132/16

Moved by: A. Danko

Seconded by: A. Iantomasi

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.

B. Browne described the role of VOICE on SEAC.

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

9. Staff Reports

9.1 2016-2017 Budget Estimates (Draft) (P. McMahon)

R. Negoï presented the draft of the 2016-2017 budget estimates which reflects an update based on the EFIS 2.0 forms completed to date, comparing estimated revenues and expenses for next year. There is currently a projected \$2.4 million dollar deficit that is Ministry compliant but not balanced. R. Negoï reviewed the expenses and identified the factors that are placing significant pressures on the existing budget: specifically sick leave costs, insured benefits costs and reduced top-up funding for underutilized schools. Trustees were also reminded that the Board's operating grant per student is the lowest in the province for 2016-17.

It was moved by P. Marai, seconded by A. Danko that staff be directed to submit a balanced budget as an option for consideration at the June 21st Board meeting. Staff provided clarification in terms of the information that would be brought back to the Board. Senior staff will recommend revenue improvements and expenditure reductions. There was some discussion regarding the long term implications of submitting a compliant budget. Staff noted that the budget reflects staffing increase to meet growth only and none of the new initiatives have been incorporated in the budget.

Trustees provided input and shared their concerns regarding the lack of Ministry funding for sick leaves and benefits as well as the implications it's having on the programs offered by the Board.

The Chair called for a vote and all trustees voted in favor. Student Trustee J. Brown (non-binding vote) was opposed.

It was moved by *Trustee M. Rowe* and seconded by *Trustee Danko* that the Board write a letter to the Ministry of Education in regards to funding for sick leave and benefits costs, a copy of which will be forwarded to OCSTA with a formal request to canvas other boards in the province. R. Negoï noted that the Ministry has requested the SBCI study but they have not responded with financial support. All trustees voted in favour.

9.2 2016 Capital Priorities Business Cases Submission (P. McMahon)

Staff presented the proposed list and priority ranking of capital projects for the 2016 Ministry request for Capital Priorities Business Cases and provided a rationale for the ranking.

F. Thibeault provided an explanation in terms of why the Board proceeded with the initial submission to the Ministry if it wasn't eligible to submit the projects after the deadline. The rationale was that if the Board was not successful in its first attempt, it would present the same business cases in the capital priorities submissions. He also explained why the Board proceeded with a Modified Pupil Accommodation Review process rather than a full process.

9.3 Strategic Planning 2016 - 2021 (P. Dawson and L. Naar)

The Director provided trustees with an update on the Strategic Planning process and reviewed the six distinct phases as well as timelines. 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 present the specific action plans for each outcome as well as a communications plan to launch the 2016-2021 Strategic Plan at the September 6, 2016 Board meeting. A detailed plan and schedule outlining the monitoring activities will be presented at the September 21, 2016 Board Meeting.

9.4 Social Studies Supplementary Resource Purchase Supporting First Nation, Métis and Inuit Education (A. Prkacin)

A. Prkacin addressed the report and informed trustees that a recommendation to purchase the Turtle Island Voices for Grades 1-3, Pearson Canada, as the approved supplementary resource would be presented at the June 21, 2016 Board Meeting.

10. Information Items

10.1 Student Trustees Update

Trustees were informed that the last Student Senate Meeting took place on May 24th 2016. J. Brown provided an update regarding the recent OSTA-AECO conference and reported that M. Zapata was elected on the OSTA-AECO executive council for the 2016-2017 school year. Next year's staff advisors on the Student Senate will include K. Boelhouwer, T. Castellarin, and B. DeSousa.

10.2 Educational Field Trips (C. Cipriano)

There were no questions.

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 (P. McMahon)

P. McMahon presented the report and commented on the Board's ongoing requirement to prepare the report at the Ministry's request.

10.4 Solutions Summit Report – 2016 (J. O'Hara)

J. O'Hara presented the report. In response to a question, staff advised that attendance is an issue for all boards in North America.

10.5 Notice of Motion for the June 21, 2016 Board Meeting – D. Rabenda

Whereas, the Ontario Catholic School Trustees' Association approved the First Nation, Métis and Inuit Education Charter and has encouraged every Catholic School Board to adopt the said Charter of Commitment; and

Whereas, the Ontario Catholic School Trustees' Association approved the First Nation, Métis and Inuit Education Charter and has encouraged every Catholic School Board to adopt the said Charter of Commitment; and

Whereas, the Halton Catholic District School Board recognizes the History of our area with due respect and honour to its first peoples, by acknowledging the land and territory;

Be it Resolved, that the Halton Catholic District School Board Instruct the Director of Education to prepare a comprehensive plan outlining the Halton Catholic District School Board's response to this call to Justice through Education.

10.6 Notice of Motion for the June 21, 2016 Board Meeting – S. Trites

Whereas, in addition to any other duties under the Education Act, the Chair of the Board shall: "act as a spokesperson to the public on behalf of the Board";

Whereas, a member of the Board shall: "uphold the implementation of any Board resolution after it is passed by the Board";

Whereas, the Duties of the Chair: "represents the Board and stands for same, must always state the will of the Board regardless of personal opinion in all appropriate venues";

Whereas, the "will of the Board" was definitively expressed at the May 17, 2016 Regular Board Meeting, defeated by a vote of 4-3, a motion to approve amendments to Policy II-39 Progressive Discipline and Safety in Schools Code of Conduct – Suspensions & Expulsions;

Whereas, through recent media statements in the time period of May 20th through May 27th, 2016 made by Trustee Jane Michael – Chair of the Halton Catholic District School Board did not uphold the "will of the Board";

Be it Resolved, that the Chair of the Board of the HCSD as spokesperson to the public on behalf of the HCSD has failed to: uphold a Board resolution after it is passed by the Board.

10.7 Notice of Motion for the June 21st Board Meeting – A. Danko

Whereas, the HCDSB Bylaws 1.3 state that Robert's Rules of Order shall govern our meeting procedures.

Whereas, recent proposed amendments to the Discipline Policy were not approved by the Board, per a vote at a Board meeting in May.

Whereas, Robert' Rules of Order states in Sec 10 that "no main motion is in order that presents substantially the same question as a motion that was finally disposed of earlier in the same session by being rejected, postponed indefinitely..."

Be it Resolved, that staff refer the question to our lawyer to get a legal interpretation on whether or not this would be in order, to bring the same proposed amendments back to board, and to define what the terms "substantially the same" and "same session" in our context means.

11. Miscellaneous Information

There was no miscellaneous information.

12. Correspondence

12.1 S. Leone - South East Burlington

12.2 S. Dalton - South East Burlington

12.3 E. Hopkins - Oath of Citizenship

13. Open Question Period

There was no open question.

14. In Camera

There was no follow-up In-Camera session.

15. Resolution re Absentees

There were no absentees.

16. Adjournment and Closing Prayer: J. Michael

#133/16

Moved by: P. Marai

Seconded by: H. Karabela

RESOLVED, that the meeting adjourn.

CARRIED

The meeting adjourned at 9:55 p.m. with a prayer led by J. Michael.

Secretary of the Board

Chair

ACTION REPORT

ITEM 8.2

FIRST NATIONS, MÉTIS AND INUIT EDUCATION
NOTICE OF MOTION FROM THE JUNE 7, 2016 BOARD MEETING

RATIONALE AND RECOMMENDATION

RESOLUTION

Moved by: D. Rabenda
Seconded by:

WHEREAS, the Ontario Catholic School Trustees' Association approved the First Nations, Métis and Inuit Education Charter and has encouraged every Catholic School Board to adopt the said Charter of Commitment; and

WHEREAS, the work of the National Truth and Reconciliation Commission (TRC) regarding residential schools in Canada has tabled 94 recommendations, including a number specifically focused on education; and

WHEREAS, the Halton Catholic District School Board recognizes the history of our area with due respect and honour to its first peoples, by acknowledging the land and territory;

BE IT RESOLVED, that the Halton Catholic District School Board instruct the Director of Education to prepare a comprehensive plan outlining the Halton Catholic District School Board's response to this call to justice through education.

D. RABENDA
TRUSTEE

ACTION REPORT

ITEM 8.3

THE CHAIR REPRESENTS THE BOARD AND STANDS FOR SAME
PRINCIPLES OF ROBERT'S RULES OF ORDER – ARTICLE VII: s40
NOTICE OF MOTION FROM THE JUNE 7, 2016 BOARD MEETING

RATIONALE AND RECOMMENDATION

RESOLUTION

Moved by: S. Trites

Seconded by:

WHEREAS, in addition to any other duties under the Education Act, the Chair of the Board shall: "act as a spokesperson to the public on behalf of the Board";

WHEREAS, a member of the Board shall: "uphold the implementation of any Board resolution after it is passed by the Board";

WHEREAS, the Duties of the Chair: "represents the Board and stands for same, must always state the will of the Board regardless of personal opinion in all appropriate venues";

WHEREAS, the "will of the Board" was definitively expressed at the May 17, 2016 Regular Board Meeting, defeated by a vote of 4-3, a motion to approve amendments to Policy II-39 Progressive Discipline and Safety in Schools Code of Conduct – Suspensions & Expulsions; and

WHEREAS, through recent media statements in the time period of May 20th through May 27th, 2016 made by Trustee Jane Michael – Chair of the Halton Catholic District School Board did not uphold the "will of the Board"

BE IT RESOLVED, that the Chair of the Board of the HCSDB as spokesperson to the public on behalf of the HCDSB has failed to: uphold a Board resolution after it is passed by the Board.

S. TRITES
TRUSTEE

ACTION REPORT

ITEM 8.4

REQUEST FOR LEGAL INTERPRETATION – RULES OF MEETING PROCEDURE
NOTICE OF MOTION FROM THE JUNE 7, 2016 BOARD MEETING

RATIONALE AND RECOMMENDATION

RESOLUTION

Moved by: A. Danko
Seconded by:

WHEREAS, the HCDSB Bylaws 1.3 state that Robert's Rules of Order shall govern our meeting procedures;

WHEREAS recent proposed amendments to the Discipline Policy were not approved by the board, per a vote at a board meeting in May; and

WHEREAS Robert's Rules of Order states in Sec 10 that "no main motion is in order that presents substantially the same question as a motion that was finally disposed of earlier in the same session by being rejected, postponed indefinitely...";

Be it Resolved, that staff refer the question to our lawyer to get a legal interpretation on whether or not this would be in order, to bring the same proposed amendments back to board, and to define what the terms "substantially the same" and "same session" in our context means.

A. DANKO
TRUSTEE

ACTION REPORT

ITEM 8.5

2016-17 BUDGET ESTIMATES (FINAL)

PURPOSE:

To provide the Board with the final 2016-17 Budget Estimates for approval.

BACKGROUND:

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

1. Staff Report 9.1 – June 7, 2016 Regular Board Meeting – 2016-17 Budget Estimates (Draft).
2. Information Report 10.4 – May 17, 2016 Regular Board Meeting – 2016-17 Budget Estimates Update.
3. Information Report 10.6 – May 3, 2016 Regular Board Meeting – 2016-17 Budget Estimates Update.
4. Information Report 10.6 – April 5, 2016 Regular Board Meeting – 2016-17 Budget Estimates Update.
5. Information Report 10.5 – April 5, 2016 Regular Board Meeting – Release of 2016-17 Grant for Student Needs.
6. Information Report 10.3 – March 10, 2016 Special Board Meeting – 2016-17 Budget Strategy Presentation.
7. Staff Report 9.2 – February 2, 2016 Regular Board Meeting – 2016-17 Budget Estimates Schedule, Objectives and Updates.
8. 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, G AND J)

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. The draft report outlined an estimated Operating In-Year (Deficit) of (\$2.0) million and was presented to the Trustees at the June 7, 2016 Regular Board Meeting. Trustees made a request for staff to present a balanced budget option for the June 21, 2016 Regular Board Meeting.

Since the last Regular Board Meeting, staff analyzed current enrolment registrations and classroom staffing ratios, and met to identify additional savings and cost reductions. Enrolment registrations for the secondary panel and international students have surpassed projections, and as such, this Final Budget Estimates report reflects an increase in secondary enrolment of 94.3 average daily enrolment (ADE) and an increase in secondary international students of 30.0 ADE. This increase in enrolment resulted in \$1.3 million in additional grants. Increased enrolment however, comes with additional requirements for staffing. As such, 6.65 full time equivalent (FTE) secondary teachers, 1.0 FTE secondary English as a Second Language (ESL) teacher and 0.5 FTE secondary Vice Principal positions were added into the budget, for a total cost increase of \$663,000.

This version of the budget also reflects a \$417,000 increase in benefit costs in part as a result of changes to the Ministry template for the calculation of insured benefits, and due to the inclusion of \$250,000 for Workplace Safety and Insurance Board (WSIB) expenses.

In order to balance the budget, staff was required to make difficult and unsustainable decisions, as significant cuts were made to school operations and maintenance (\$515,000 additional reduction), Curriculum Services (\$290,000 deferral of new textbook grades to be purchased), student success expenditures (\$110,000), teacher in-servicing sessions (\$100,000), school contingencies (\$80,000), further reduction to IT Services infrastructure upgrades (\$50,000) and reduction to Adult Faith Formation in-servicing (\$35,000). A detailed review of classroom staffing levels and staffing not bound by collective agreements was conducted, and staff identified \$642,000 in reductions to occur during 2016-17.

Appendix D-1 shows the initial list of program enhancements included in the budget, as well as the cumulative reductions. Initially, the enhancements totaled \$1.8 million, and only \$245,000 remains in the budget at this time. Appendix D-2 shows the list of new initiatives required across the system, which are not included in the budget.

Currently, the estimated 2016-17 Operating In-Year Surplus (Deficit) is \$15,000 and the Total Surplus (Deficit) Available for Compliance is approximately (\$326,000) as outlined in Appendix A-1. The Total Surplus (Deficit) Available for Compliance is divided between an appropriated portion (funds already committed - \$341,000) and an unappropriated portion (funds that would be available for new initiatives - \$15,000), as follows:

| | |
|--|--------------------|
| Operating In-Year Surplus (Deficit) – Unappropriated (A) | \$15,000 |
| Surplus (Deficit) Available for Compliance – Appropriated | |
| 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) |
| Total Surplus (Deficit) Available for Compliance – Appropriated (B) | (\$341,000) |
| Total Surplus (Deficit) Available for Compliance (A+B) | (\$326,000) |

**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 \$328.1 million, thus a \$3.28 million deficit would still be considered a compliant budget.

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:

| | 2016-17 Budget Estimates (As of June 7, 2016) | 2015-16 Revised Budget Estimates (Apr. 2016) | 2014-15 Financial Statements (Actuals) (Nov. 2015) |
|--|--|---|---|
| Revenues | \$375.8 million | \$367.6 million | \$355.2 million |
| Expenses | <u>\$375.8 million</u> | <u>\$368.8 million</u> | <u>\$354.4 million</u> |
| Operating In-Year Surplus / (Deficit) | \$15,000 | (\$1.2) million | \$0.8 million |
| 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> |
| Total Surplus/(Deficit) Available for Compliance (In-Year) | (\$0.3) million | \$ (1.9) million | \$2.5 million |

The changes required to balance the In-Year Operating Surplus are mostly one-time in nature, and not sustainable for the long-term. These involve deferring school repairs and maintenance costs, deferring textbook purchases, reducing professional development for teachers and faith formation development opportunities across the system, reducing the school contingency fund, and deferring IT infrastructure upgrades. The 2016-17 Budget Estimates will not allow for any funds to be transferred to the School Renewal (Old) Capital Reserve or the Working Funds Reserve, as stipulated in the Ministry's Risk Assessment and outlined in the 2016-17 Budget Objectives. Going forward, more sustainable measures are required, such as eliminating/reducing transportation for optional programming (for example French Immersion), consolidating schools that have declining enrolment and require substantial renewal investment, and continuing to lobby with the Ministry for additional funding to address the increasing sick leave utilization trends and increased insured benefits costs incurred prior to the move to the Employee Life and Health Trusts. Appendix J contains a draft letter Trustees may consider sending to the Ministry to outline the funding pressures faced by the Board.

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

Revenue has been estimated at \$375.8 million (including all compliance adjustments) - \$339.3 million in grant revenue, \$2.3 million in Other Provincial Grants (also referred to as Education Program – Other or EPOs) detailed in Appendix A-9, and \$7.0 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 \$339.3 million includes \$28.1 million in Teacher Qualification and Experience Allocation (Q&E) grant, which represents an increase of \$2.9 million over the 2015-16 Revised Estimates original submission and only \$1.0 million increase over the revised Ministry submission for 2015-16 Revised Estimates (which incorporates the grid movement restoration). This grant also includes the Early Childhood Educators (ECEs), which amounts to \$2.0 million of the \$28.1 million. The remaining \$26.1 million relates to elementary and secondary teaching staff. This grant incorporates the 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 1st (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 to 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 \$2.2 million higher than the 2016-17 Ministry projection, mostly due to higher secondary enrolment and higher School Administration Allocation and Language Allocation. Further, in comparison to the 2015-16 Revised Estimates, the operating allocation is 3.56% 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 (Milton) 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 2016-17 Budget Estimates draft and the 2015-16 Revised Estimates, as revised by the Ministry in April 2016 (to include additional revenues and costs for labour matters).

Overall, revenue has increased by \$14.0 million over 2015-16 Revised Estimated submitted in December 2015 (or \$9.6 million higher than the Ministry revised version). The majority of this increase is due to enrolment growth (increase of 494.57 ADE over 2015-16 Revised Estimates, including international students), and to incorporate 1.25% salary benchmark increase.

There has also been 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 Ontario Student Information System (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 that have been 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 an annual \$1.0 million reduction in the top-up funding for underutilized schools, when comparing the old funding model for School Operations Allocation to the current funding model.

The increase in Other Operating Revenues includes an increase as a result of the expansion of the International Students Program, an increase in seconded and recoverable expenses, and additional revenue for the use of school facilities and premises.

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.

The estimated ADE of 22,153.50 elementary students and 10,593.58 secondary students represents an overall increase of 1.4% from the 2015-16 Revised Estimates projection. In addition, there are 160 secondary international students and 3 elementary international students, representing 46.8% increase over 2015-16 Revised Estimates.

Staff will focus their efforts to attract new students and improve retention levels by reviewing program offerings (i.e. 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 \$375.8 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. It is expected that there will be over 250 additional students requiring language support in 2016-17. By not increasing the ESL teaching complement, this will present challenges in 2016-17, whereby the ESL support model will now require significant changes resulting in reduced support. In particular, a gradual reduction of support to the ELL student who has been in the country more than 4 years, a reduction of support to ELL students who are Canadian born but first language is not English, and also a reduction in the capacity building / training of classroom teachers to support ELL learners. Further, for Special Education, there are a number of system support resources identified which are an integral part of the special education strategic approach, and are not able to be included in the budget, putting pressure on caseloads and increasing wait times for providing support to our students and staff.

The salary and benefits budget has been estimated at \$294.2 million, which represents 87.1% of total operating expenses, and is \$8.5 million higher than the originally submitted 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 \$43.7 million or 12.9% of the 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 (\$600,000 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 \$3.9 million have been included in the operating expenses (with \$1.8 million for elementary and \$1.3 million for secondary schools and \$800,000 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 \$44.9 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 (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 \$1.5 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 \$9.6 million (as listed in Appendix A-5), as compared to \$9.3 million at 2015-16 Revised Estimates. The increase in expenses are 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 come 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. In order to balance the 2016-17 budget, no transfer could be made into the reserve.

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.

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.

CONCLUSION:

The Budget Estimates reflects an update to our projected funding based on completed EFIS 2.0 forms, and the most current expenditures based on the best available information at this time.

Once information on actual enrolments and related staffing adjustments becomes available, it is likely that budget revisions will be required. Any necessary budget revisions will be reviewed by Senior Staff. The Ministry will also require the submission of Revised Estimates, in December 2016, based on the actual October enrolment and funding from the Province will be adjusted to reflect any changes. Any other Provincial operating grants that are announced between now and the Revised Estimates date will also be included along with the corresponding expenditures.

It is expected that the Board will continue to struggle to balance the budget and be required to identify savings going forward. It is unsustainable to continue to defer textbook purchases, professional development, school repairs and maintenance, and IT infrastructure upgrades. Attention must be given to school closure and consolidation projects, and the Ministry must fund 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.

RECOMMENDATION:

RESOLUTION

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board approve the 2016-17 Budget Estimates in the amount of \$375,812,626.

RESOLVED, that the Halton Catholic District School Board submits to the Ministry of Education and the Ontario Catholic School Trustees' Association (OCSTA), a letter outlining the funding challenges faced by the Board as a result of increased sick leave costs and increased insured benefit costs.

REPORT PREPARED BY:

J. CHANTHAVONG
ACTING MANAGER OF BUDGET AND ACCOUNTING SERVICES

REPORT REVIEWED BY:

R. NEGOTI
SENIOR ADMINISTRATOR, FINANCIAL SERVICES

REPORT SUBMITTED BY:

P. MCMAHON
SUPERINTENDENT OF BUSINESS AND TREASURER OF THE BOARD

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

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

Appendix A-1

| | 2016/2017 Budget Estimates (in PSAB Format) | 2015/2016 Revised Estimates Revised Submission (in PSAB Format) | 2015/2016 Revised Estimates (in PSAB Format) | 2015/2016 Original Budget (in PSAB Format) | 2014/2015 Actuals (in PSAB Format) |
|---|--|---|---|---|--|
| OPERATING REVENUE | | | | | |
| Province of Ontario | | | | | |
| Legislative Grants | 253,132,369 | 241,669,996 | 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>339,251,919</u> | <u>327,565,604</u> | <u>327,583,893</u> | <u>328,540,742</u> | <u>322,140,032</u> |
| Other Provincial Grants | | | | | |
| 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) | 2,296,977 | 3,157,866 | 3,157,866 | 2,504,957 | 3,738,150 |
| | <u>2,296,977</u> | <u>7,613,536</u> | <u>3,157,866</u> | <u>2,504,957</u> | <u>3,741,209</u> |
| Other Revenue | | | | | |
| Government of Canada | 1,637,646 | 1,637,621 | 1,637,621 | 1,722,289 | 1,797,910 |
| Tuition Fees | 1,909,750 | 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>15,308,405</u> | <u>12,702,421</u> | <u>12,702,421</u> | <u>12,679,918</u> | <u>14,447,094</u> |
| School Generated Funds Revenue | <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> |
| Amortization of Deferred Capital Contribution | <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> |
| Total Operating Revenue | <u>384,103,421</u> | <u>374,512,345</u> | <u>370,074,964</u> | <u>370,318,921</u> | <u>365,857,996</u> |
| Available for Compliance | | | | | |
| (Surplus) Deficit - Operating | (15,383) | 1,220,363 | 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) |
| Total (Surplus) Deficit Available for Compliance | <u>325,677</u> | <u>1,930,111</u> | <u>5,745,492</u> | <u>(1,043,497)</u> | <u>(2,491,323)</u> |
| Unavailable for Compliance | | | | | |
| 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) |
| Total Unavailable for Compliance (Surplus) | <u>(8,616,472)</u> | <u>(7,608,160)</u> | <u>(7,608,160)</u> | <u>(7,608,160)</u> | <u>(8,988,615)</u> |
| Total Annual (Surplus) Deficit | <u>(8,290,795)</u> | <u>(5,678,049)</u> | <u>(1,862,668)</u> | <u>(8,651,657)</u> | <u>(11,479,938)</u> |
| Total Revenue After PSAB Adjustment | <u>\$ 375,812,626</u> | <u>\$ 368,834,296</u> | <u>\$ 368,212,296</u> | <u>\$ 361,667,264</u> | <u>\$ 354,378,058</u> |

| | | | | | |
|---|--------------------------|--------------------------|--------------------------|----------------------------|------------------------------|
| Note #1 | | | | | |
| 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>\$ 341,060</u> | <u>\$ 709,748</u> | <u>\$ 777,973</u> | <u>\$ (967,475)</u> | <u>\$ (1,687,097)</u> |

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

Appendix A-2

| | 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) |
| Classroom Instruction | | | | | |
| Classroom Teachers | 198,876,593 | 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 | 7,821,015 | 7,468,760 | 7,468,760 | 7,284,140 | 7,447,464 |
| Teacher Assistants | 19,772,214 | 19,622,641 | 19,622,641 | 18,256,340 | 19,669,325 |
| Textbooks & Classroom Supplies | 7,262,129 | 7,943,300 | 7,943,300 | 6,860,021 | 6,227,368 |
| Computers | 1,750,103 | 1,740,945 | 1,740,945 | 1,740,869 | 2,072,420 |
| Professionals, Paraprofessionals & Technical | 10,556,613 | 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 | 1,806,112 | 2,115,640 | 2,115,640 | 2,129,348 | 2,513,574 |
| Subtotal Classroom Instruction (Appendices A-3 & A-4) | 257,152,603 | 251,617,413 | 251,617,413 | 246,221,590 | 241,928,046 |
| Non Classroom - School Support Services | | | | | |
| School Administration (Appendix A-3) | 20,252,822 | 19,900,978 | 19,900,978 | 19,591,146 | 20,061,009 |
| Teacher Consultants (Appendices A-3 & A-4) | 4,572,213 | 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 |
| Subtotal School Support Services | 30,918,402 | 30,467,175 | 30,467,175 | 29,411,788 | 30,012,619 |
| Recoverable Expenses | 1,497,235 | 1,000,970 | 1,000,970 | 1,043,400 | 1,161,582 |
| Other Non Classroom | | | | | |
| Board Administration (Appendix A-5) | 9,614,195 | 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 |
| Subtotal Other Non Classroom | 16,886,508 | 16,298,381 | 16,298,381 | 15,966,474 | 14,897,531 |
| Pupil Accommodation | | | | | |
| School Operations and Maintenance | 29,865,723 | 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 |
| Subtotal Pupil Accommodations (Appendix A-6) | 41,109,303 | 41,776,718 | 41,154,718 | 41,446,368 | 39,508,978 |
| School Generated Funds expenses | 12,500,000 | 12,500,000 | 12,500,000 | 12,500,000 | 11,957,624 |
| Amortization expense | 16,365,046 | 15,781,799 | 15,781,799 | 15,685,804 | 15,279,876 |
| Total expenses before PSAB adjustments | \$ 376,429,097 | \$ 369,442,456 | \$ 368,820,456 | \$ 362,275,424 | \$ 354,746,256 |
| PSAB Adjustments | | | | | |
| <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) |
| Total PSAB Adjustment | \$ (616,471) | \$ (608,160) | \$ (608,160) | \$ (608,160) | \$ (368,198) |
| Total expenses After PSAB adjustments | \$ 375,812,626 | \$ 368,834,296 | \$ 368,212,296 | \$ 361,667,264 | \$ 354,378,058 |

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) |
|--|--|---|---|--|
| CLASSROOM | | | | |
| Regular Day School | | | | |
| Classroom Teachers - Salaries & Benefits | 180,392,211 | 175,793,718 | 173,609,670 | 167,252,729 |
| Classroom Teachers - ESL - Salaries & Benefits | 2,831,747 | 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 | 7,563,515 | 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 | 5,359,421 | 6,352,784 | 5,294,636 | 5,020,848 |
| Furniture and Equipment | 315,940 | 467,072 | 465,920 | 466,069 |
| Computer - Furniture & Equipment | 272,103 | 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 | 847,401 | 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 | 1,731,612 | 2,058,902 | 2,072,610 | 2,439,109 |
| Subtotal Classroom | \$ 213,370,919 | \$ 209,513,283 | \$ 205,424,007 | \$ 200,386,599 |
| NON-CLASSROOM | | | | |
| Regular Day School | | | | |
| Teacher Consultants - Salaries & Benefits | 3,156,575 | 3,070,881 | 2,287,222 | 2,092,821 |
| Teacher Consultants - Supplies & Services | 324,910 | 446,163 | 359,360 | 479,603 |
| Subtotal Consultants | \$ 3,481,485 | \$ 3,517,044 | \$ 2,646,582 | \$ 2,572,423 |
| School Administration | | | | |
| School Administration - Salaries & Benefits | 19,350,744 | 18,759,104 | 18,673,990 | 18,721,994 |
| School Administration - Supplies & Services | 902,078 | 1,141,874 | 917,156 | 1,339,015 |
| Subtotal School Administration | \$ 20,252,822 | \$ 19,900,978 | \$ 19,591,146 | \$ 20,061,009 |
| Total Regular Day School - Non Classroom | \$ 23,734,307 | \$ 23,418,022 | \$ 22,237,728 | \$ 22,633,432 |
| Recoverable Expenses | \$ 1,497,235 | \$ 1,000,970 | \$ 1,043,400 | \$ 1,161,582 |
| Total Instruction | \$ 238,602,461 | \$ 233,932,275 | \$ 228,705,135 | \$ 224,181,614 |

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

Appendix A-4

| | 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) |
|--|--|---|---|---|
| CLASSROOM | | | | |
| 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 | 19,772,214 | 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 |
| Subtotal Classroom | \$ 43,781,684 | \$ 42,104,130 | \$ 40,797,583 | \$ 41,541,446 |
| NON CLASSROOM | | | | |
| 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 |
| Subtotal Consultants | \$ 1,090,728 | \$ 1,079,323 | \$ 1,019,968 | \$ 1,060,156 |
| Total Special Education expenses | \$ 44,872,412 | \$ 43,183,453 | \$ 41,817,551 | \$ 42,601,602 |

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

Appendix A-5

| | 2016/2017 Budget Estimates | 2015/2016 Revised Estimates | 2015/2016 Original Budget | 2014/2015 Actuals |
|---|---|--|--|------------------------------|
| | (in PSAB Format) | (in PSAB Format) | (in PSAB Format) | (in PSAB Format) |
| Governance /Trustees | \$ 207,900 | \$ 216,280 | \$ 216,280 | \$ 168,765 |
| Directors and Supervisory Officers | | | | |
| 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 |
| Subtotal Directors and Supervisory Officers | \$ 1,756,109 | \$ 1,768,540 | \$ 1,770,610 | \$ 1,753,451 |
| Business and General Administration | | | | |
| 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 | 513,170 | 510,300 | 431,800 | 459,562 |
| Other Expenditures | 219,167 | 215,447 | 173,350 | 167,165 |
| Parent Engagement Expenses | 38,567 | 37,992 | 38,003 | 37,022 |
| Subtotal Business and General Administration | \$ 4,691,942 | \$ 4,395,250 | \$ 4,084,958 | \$ 3,679,030 |
| Human Resources | | | | |
| Salaries & Benefits | 1,477,077 | 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 |
| Subtotal Human Resources | \$ 1,844,039 | \$ 1,827,398 | \$ 1,680,168 | \$ 1,642,639 |
| Information Technology | | | | |
| 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 |
| Subtotal Information Technology | \$ 624,205 | \$ 621,160 | \$ 621,160 | \$ 422,407 |
| Bank Financing Charges | | | | |
| Operating interest and bank charges | 140,000 | 155,000 | 155,000 | 134,079 |
| Subtotal Bank Financing Charges | \$ 140,000 | \$ 155,000 | \$ 155,000 | \$ 134,079 |
| Operations & Maintenance | | | | |
| 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 |
| Subtotal Operations & Maintenance | \$ 350,000 | \$ 344,000 | \$ 344,000 | \$ 350,160 |
| Total Board Administration | \$ 9,614,195 | \$ 9,327,628 | \$ 8,872,176 | \$ 8,150,531 |

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) |
|---|--|---|---|---|
| School Operations | | | | |
| 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 | 18,250 | 19,500 | 19,500 | 14,055 |
| Plant Office | 20,200 | 19,700 | 19,700 | 10,518 |
| School Maintenance Services | 6,692,000 | 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 |
| Subtotal School Operations | \$ 29,865,723 | \$ 29,575,726 | \$ 30,302,376 | \$ 28,140,743 |
| New Pupil Places | | | | |
| Portable Leases & Moving expenses | 1,613,000 | 1,435,000 | 1,000,000 | 784,322 |
| Subtotal New Pupil Places | \$ 1,613,000 | \$ 1,435,000 | \$ 1,000,000 | \$ 784,322 |
| Debt Charges | | | | |
| Debt Charges-Permanent Financing of NPF | 47,375 | 47,375 | 47,375 | 47,375 |
| Subtotal Debt Charges | \$ 47,375 | \$ 47,375 | \$ 47,375 | \$ 47,375 |
| Other Debenture Payments | | | | |
| 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 |
| Subtotal Other Debenture Payments | \$ 9,583,205 | \$ 10,096,617 | \$ 10,096,617 | \$ 10,536,538 |
| Total Pupil Accommodation | \$ 41,109,303 | \$ 41,154,718 | \$ 41,446,368 | \$ 39,508,978 |

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

Appendix A-7

| | 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) |
|-----------------------------------|--|---|---|---|
| Continuing Education | | | | |
| 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 |
| Total Continuing Education | \$ 6,093,367 | \$ 5,969,830 | \$ 6,154,092 | \$ 6,319,030 |

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

Appendix A-8

| | 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) |
|--|--|---|---|---|
| Transportation - General | | | | |
| 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 |
| Subtotal Transportation - General | 563,465 | 575,642 | 566,410 | 502,858 |
| Transportation - Home to School | 6,708,848 | 6,395,111 | 6,527,888 | 6,244,143 |
| Total Transportation | \$ 7,272,313 | \$ 6,970,753 | \$ 7,094,298 | \$ 6,747,001 |

| Grant Description | 2016/2017 Original Budget Estimates | 2015/2016 Revised Budget Estimates | 2015/2016 Original Budget Estimates |
|--|--|---|--|
| A.Prkacin - EPO | | | |
| Library Staffing Grant | | 124,925 | 124,925 |
| Physical Activity - Christ The King | | 1,717 | |
| Outdoor Education | | 309,594 | |
| French As A Second Language | 113,612 | 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 |
| | 631,200 | 1,162,047 | 690,555 |
| B. Browne - EPO | | | |
| 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 | |
| | 96,454 | 142,635 | 74,321 |
| C. McGillicuddy - EPO | | | |
| 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 | |
| | - | 276,135 | 209,000 |
| L.Naar-EPO | | | |
| Teacher Learning & Leadership Program-Mahler | | 43,883 | |
| Teacher Learning & Leadership Program-Ramirez | | 19,228 | |
| | - | 63,111 | - |
| T. Pinelli - EPO | | | |
| Safe, Equitable And Inclusive Schools | 90,849 | 89,981 | 89,981 |
| | 90,849 | 89,981 | 89,981 |
| T. Overholt - EPO | | | |
| Parents Reaching Out (PRO) | | 36,379 | |
| Parents Reaching Out - Regional | | 15,000 | |
| | - | 51,379 | - |
| J. OHara - EPO | | | |
| Transitional Support-MOU | 80,473 | 80,473 | |
| | 80,473 | 80,473 | - |
| G. Corbaccio - EPO | | | |
| Outreach Coordinator | 73,600 | 73,600 | 73,600 |
| | 73,600 | 73,600 | 73,600 |
| P.Dawson - EPO | | | |
| M.I.S.A - P.N.C. | | | 230,000 |
| M.I.S.A - LOCAL | | 46,071 | 46,071 |
| | - | 46,071 | 276,071 |
| Sub-total | \$ 972,576 | \$ 1,985,432 | \$ 1,413,528 |
| O.Y.A.P GRANT | 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 | |
| Sub-total | \$ 1,324,401 | \$ 1,172,434 | \$ 1,091,429 |
| Total Other Provincial Grants per A-1 | \$ 2,296,977 | \$ 3,157,866 | \$ 2,504,957 |

**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 |
|---|-----------------------------|----------------------|--------------------------------------|--|------------------------------|----------------------|-----------------------|----------------------|-----------------------|----------------------|
| Operating | | | | | | | | | | |
| Salary & Wages | 251,073,776 | 74.3% | 6,314,024 | 2.6% | 244,759,752 | 74.1% | 235,521,943 | 74.3% | 225,684,860 | 75.0% |
| Employee Benefits | 43,120,492 | 12.8% | 2,163,378 | 5.3% | 40,957,114 | 12.4% | 41,107,146 | 13.0% | 36,533,435 | 12.1% |
| Total Salaries and Benefits | 294,194,268 | 87.1% | 8,477,402 | 3.0% | 285,716,866 | 86.5% | 276,629,089 | 87.3% | 262,218,295 | 87.1% |
| 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) | 25,051,369 | 7.4% | (1,643,624) | -6.2% | 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 | 2,267,983 | 0.7% | 227,213 | 11.1% | 2,040,770 | 0.6% | 1,752,711 | 0.6% | 1,741,364 | 0.6% |
| Fees & Contractuals (Appendix B-2) | 13,737,539 | 4.1% | 800,701 | 6.2% | 12,936,838 | 3.9% | 12,643,350 | 4.0% | 11,942,362 | 4.0% |
| Other | 720,502 | 0.2% | (140,071) | -16.3% | 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% |
| Total Other Operating | 43,739,203 | 12.9% | (938,596) | -2.1% | 44,677,799 | 13.5% | 40,295,754 | 12.7% | 38,819,844 | 12.9% |
| Total Operating | 337,933,471 | 100.0% | 7,538,806 | 2.3% | 330,394,665 | 100.0% | 316,924,843 | 100.0% | 301,038,139 | 100.0% |
| Capital | | | | | | | | | | |
| 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% |
| Total Capital | 9,630,580 | 100.0% | (513,412) | -5.1% | 10,143,992 | 100.0% | 10,583,913 | 100.0% | 10,008,685 | 100.0% |
| PSAB Adjustments | | | | | | | | | | |
| School Generated Funds | 12,500,000 | 44.3% | - | 0.0% | 12,500,000 | 45.2% | 11,957,624 | 3.8% | 12,064,550 | 4.0% |
| Amortization expenses | 16,365,046 | 57.9% | 583,247 | 3.7% | 15,781,799 | 57.0% | 15,279,876 | 4.8% | 12,756,112 | 4.2% |
| 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% |
| | (616,471) | -2.2% | (8,311) | 1.4% | (608,160) | -2.2% | (368,198) | -1.4% | (206,240) | -0.8% |
| Total PSAB Adjustments | 28,248,575 | 100.0% | 574,936 | 2.1% | 27,673,639 | 100.0% | 26,869,302 | 8.5% | 24,614,422 | 8.2% |
| Total expenses | \$ 375,812,626 | 100.0% | 7,600,330 | 2.1% | \$ 368,212,296 | 100.0% | \$ 354,378,058 | 100.0% | \$ 335,661,246 | 100.0% |

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

| <i>Description</i> | 2016-17 Budget Estimates | 2015-16 Revised Budget Estimates | 2014-15 Actual | 2013-14 Actual |
|-----------------------------------|---|---|---------------------------|---------------------------|
| 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 | 627,124 | 1,012,956 | 757,998 | 638,435 |
| Instructional Materials | 1,907,364 | 2,337,590 | 1,493,650 | 1,299,682 |
| Instructional Supplies | 2,284,739 | 2,236,328 | 2,486,489 | 1,979,898 |
| Library Books | 238,460 | 314,061 | 300,114 | 314,704 |
| Maintenance Supplies & Services | 6,958,111 | 7,561,225 | 7,035,141 | 6,526,087 |
| Miscellaneous | 42,060 | 59,839 | 74,645 | 74,472 |
| Non-Capital Furniture & Equipment | 1,887,564 | 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 | 612,438 | 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 | - | | |
| | <u>\$ 25,051,369</u> | <u>\$ 26,694,993</u> | <u>\$ 23,173,453</u> | <u>\$ 21,958,388</u> |

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

| <i>Description</i> | 2016-17 Budget Estimates | 2015-16 Revised Budget Estimates | 2014-15 Actual | 2013-14 Actual |
|--------------------------------|---|---|---------------------------|---------------------------|
| 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** | 1,324,528 | 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 | 39,500 | 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>\$ 13,737,539</u> | <u>\$ 12,936,838</u> | <u>\$ 12,643,350</u> | <u>\$ 11,942,362</u> |

*Including Plant & Maintenance Professional fees of \$430,000, HR fees for grievances/negotiations of \$57,619, Special Education psychological assessment fees of \$53,000 Transportation Consortium Accounting fees of \$10,502, etc.

** Including commissionaires expenses (School Services) of \$270,000, employee assistance program (Human Resources) of \$173,200, Ceridian fee (Payroll Services) of approximately \$132,500, infrastructure and cabling services (IT) for \$155,000, and Halinet/CanCopy (Curriculum Services) \$135,000, \$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 | Projected FTE | 2016-17 Projected ADE | % Change | Actual FTE | Projected FTE | 2015-16 Revised ADE | % Change | Projected FTE | Projected FTE | 2015-16 Original ADE | 2014-15 Actual ADE | % Change | 2013-14 Actual ADE | % Change |
| | Oct 31/16 | Mar 31/17 | | | Oct 31/15 | Mar 31/16 | | | Oct 31/15 | Mar 31/16 | | | | | |
| 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 | 10,766.73 | 10,420.43 | 10,593.58 | 2.5% | 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 | 32,896.73 | 32,597.43 | 32,747.08 | 1.4% | 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)

| | Description | Requested By | Salary | Non-Salary | Total | Reductions/ Changes | Revised Total |
|-----------|--|--------------|-------------------|---------------------|---------------------|------------------------|-------------------|
| 1 | Upgrades required to school network wireless infrastructure, as well as additional operating costs for the North Oakville Preserve CES. | P. McMahon | | 170,000 | 170,000 | (100,000) | 70,000 |
| 2 | Increase to various operating costs for rate and contractual increases due to inflation and addition of North Oakville Preserve CES. | G. Corbacio | | 850,000 | 850,000 | (800,000) | 50,000 |
| 3 | Initial staff training to offer Pre-AP courses - Expansion of AP Program into Oakville Secondary School. | T. Pinelli | | 10,000 | 10,000 | | 10,000 |
| 4 | 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 |
| 5 | Training for members of CCCRT & faith formation | L. Naar | | 17,000 | 17,000 | | 17,000 |
| 6 | Expansion of FNMI textbooks, and expansion of social studies textbooks. | A. Prkacin | | 521,000 | 521,000 | (690,000) | (169,000) |
| 6A | Additional funding for FNMI Board Action Plan | A. Prkacin | | | | 75,000 | 75,000 |
| 6B | 1.0 FTE Secondary ESL Teacher | A. Prkacin | | | | 79,000 | 79,000 |
| 7 | Head Lice Screening. | T. Overholt | | 6,000 | 6,000 | | 6,000 |
| 8 | Increase to advertising and promotion budget for International Students program. | C. Cipriano | | 10,000 | 10,000 | | 10,000 |
| 9 | 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 |
| 10 | Special Education equipment. | B. Browne | | 27,000 | | | - |
| 11 | 1 FTE - Special Education Resource Teacher - North Oakville Preserve CES | B. Browne | 95,000 | | 95,000 | | 95,000 |
| 12 | 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) | - |
| 13 | Various budget reductions | All | | (82,000) | (82,000) | | (82,000) |
| 14 | <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> | | | | | | - |
| | Total | | \$ 269,000 | \$ 1,529,000 | \$ 1,771,000 | \$ (1,526,000) | \$ 245,000 |

**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 & Benefits</i> | <i>Non-Salary</i> | <i>Total</i> | <i>Cummulative Total</i> |
|---|---|---------------------|------------------------------|-------------------|----------------|--------------------------|
| 1 | Increase TMC Receptionist from 10 month to 12 month | C. McGillicuddy | 4,000 | | 4,000 | 4,000 |
| 2 | 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 | 60,500 |
| 2A | 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) | 35,500 |
| 3 | Job evaluation training and 3rd party appeal costs | J. O'Hara | | 20,000 | 20,000 | 55,500 |
| 4 | Youth Settlement Worker - 0.4 FTE (\$53k + Benefits) | C. Cipriano | 27,000 | | 27,000 | 82,500 |
| 5 | Introduction of instrumental music program at Canadian Martyrs | A. Prkacin | | 40,000 | 40,000 | 122,500 |
| 6 | Settlement Worker: Mandarin Speaking - 10 Month (\$26/hr + Benefits) | A. Prkacin | | 50,000 | 50,000 | 172,500 |
| 7 | 3.0 FTE ESL Teachers (2 elementary and 1 secondary) | A. Prkacin | 237,000 | | 237,000 | 409,500 |
| | Subtotal | | 243,000 | 166,500 | 409,500 | 409,500 |
| Special Education Initiatives | | | | | | |
| 8 | 0.5 FTE - School Support Transitions Specialist - System Growth and Needs (Autism and Developmental Behavioural Expert) (\$73k plus benefits) | B. Browne | 46,000 | | 46,000 | 46,000 |
| 9 | 1.5 FTE -Speech Language Pathologist (\$82k plus benefits) | B. Browne | 154,000 | | 154,000 | 200,000 |
| 10 | 1.0 FTE - Social Worker - System leader for elementary tier 3 intervention (\$68K plus benefits) | B. Browne | 86,000 | | 86,000 | 286,000 |
| 11 | 2.0 FTE Behaviour Therapists (\$73k plus benefits) | B. Browne | 184,000 | | 184,000 | 470,000 |
| 12 | 2.0 FTE - Educational Assistants - Growth and increasing complexity of student needs (\$34k plus benefits) | B. Browne | 90,000 | | 90,000 | 560,000 |
| | Subtotal | | 560,000 | - | 560,000 | 560,000 |
| | <i>Note: The Special Education Allocation is expected to increase as a result of the new funding model and projected enrolment growth, and as such some of the Special Education positions identified in item numbers 8 to 12</i> | | | | | |
| Total New Initiatives (not yet included in the Budget) | | | | | | 969,500 |

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

Appendix E

| Expenses (\$ 000's) | Total Estimated Capital Budget | Funding Sources | | | | | |
|------------------------------------|--------------------------------------|--------------------|--------------------------|---------------------------------|----------------------------|-----------|---------------|
| | | 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 |
| Holy Rosary (M) - FDK Addition | 5,075,000 | 1,800,000 | 1,554,119 | | | | 3,354,119 |
| FDK Playground Equipment | 450,000 | | | | | 450,000 | 450,000 |
| School Improvement Projects | 4,849,000 | | | 2,653,300 | | 2,195,700 | 4,849,000 |
| | | | | | | | - |
| TOTAL | 26,295,314 | 4,221,314 | 1,554,119 | 2,653,300 | - | 2,645,700 | 11,074,433 |

| | 2016-17 Ministry Projections | 2016-17 Original Budget | % Change from 2015-16 Revised | 2015-16 Revised Budget Estimates | 2015-16 Original Budget Estimates | 2014-15 Actuals | 2013-14 Actuals |
|--|------------------------------------|----------------------------|-------------------------------------|--|---|-----------------------|-----------------------|
| Enrolment Forecast - JK/SK | 4,145.00 | 4,105.00 | -3.98% | 4,275.00 | 4,297.50 | 4,282.00 | 8,257.25 |
| - 1 to 3 | 6,898.50 | 6,916.00 | 2.81% | 6,727.00 | 6,851.50 | 6,512.50 | |
| - 4 to 8 | 11,111.00 | 11,132.50 | 1.48% | 10,970.00 | 10,975.50 | 10,935.50 | 10,701.50 |
| Enrolment Forecast - Elementary | 22,154.50 | 22,153.50 | 0.83% | 21,972.00 | 22,124.50 | 21,730.00 | 18,958.75 |
| - Secondary | 10,468.13 | 10,593.58 | 2.53% | 10,332.51 | 10,247.11 | 9,905.23 | 9,922.86 |
| | 32,622.63 | 32,747.08 | 1.37% | 32,304.51 | 32,371.61 | 31,635.23 | 28,881.61 |
| Pupil Foundation Grant - JK/SK | 25,290,800 | 25,046,740 | -2.95% | 25,809,030 | 25,944,867 | 25,887,216 | 45,122,981 |
| Pupil Foundation Grant - 1 to 3 | 38,469,899 | 38,567,489 | 3.90% | 37,121,200 | 37,808,221 | 35,989,052 | |
| Pupil Foundation Grant - 4 to 8 | 51,606,928 | 51,706,789 | 2.55% | 50,422,947 | 50,448,227 | 50,335,450 | 48,722,324 |
| Pupil Foundation Grant - Secondary | 60,633,817 | 61,360,452 | 3.59% | 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 | 176,001,445 | 176,681,470 | 2.37% | 172,588,011 | 172,946,562 | 169,077,247 | 150,713,027 |
| School Foundation Grant - Elementary | 14,199,951 | 14,392,226 | 1.52% | 14,176,843 | 14,255,636 | 14,060,194 | 12,528,804 |
| School Foundation Grant - Secondary | 6,994,005 | 6,967,133 | 1.91% | 6,836,240 | 6,795,348 | 6,655,915 | 6,643,157 |
| Additional Compensation for Principals & Vice Principals | | 153,827 | | | | | |
| Total School Foundation Allocation | 21,193,956 | 21,513,186 | 2.38% | 21,013,083 | 21,050,984 | 20,716,109 | 19,171,961 |
| SEPPA - JK to Grade 3 | 10,489,889 | 10,468,517 | 2.19% | 10,244,182 | 10,381,057 | 10,075,802 | 7,634,818 |
| SEPPA - Grade 4 to 8 | 8,106,808 | 8,122,495 | 3.52% | 7,845,963 | 7,849,897 | 7,840,535 | 7,600,419 |
| SEPPA - Secondary | 5,044,278 | 5,104,728 | 4.56% | 4,881,904 | 4,841,555 | 4,691,612 | 4,650,844 |
| Special Education Equipment Amount | 1,487,710 | 1,585,202 | 7.38% | 1,476,225 | 1,478,647 | 1,442,641 | 1,057,603 |
| Special Incidence Portion | 900,000 | 945,000 | 5.00% | 900,000 | 900,000 | 833,745 | 930,537 |
| High Needs Amount | 15,089,179 | 15,103,042 | 0.48% | 15,031,600 | 15,046,549 | 14,658,480 | 12,938,803 |
| Behavioural Expertise | 178,001 | 178,356 | 1.80% | 175,194 | 175,383 | 173,424 | 165,777 |
| Total Special Education Allocation | 41,295,865 | 41,507,340 | 2.35% | 40,555,068 | 40,673,088 | 39,716,239 | 34,978,802 |
| Total Language Allocation | 6,269,852 | 7,146,222 | 16.37% | 6,141,143 | 6,147,833 | 6,361,233 | 6,453,129 |
| Total Learning Opportunities Allocation | 2,864,438 | 2,873,414 | 18.17% | 2,431,625 | 2,580,413 | 2,388,581 | 2,325,398 |
| Total Continuing Education and Other Programs Allocation | 2,255,620 | 2,257,578 | 2.03% | 2,212,633 | 2,131,696 | 2,237,815 | 2,166,661 |
| Total Teacher Qualification and Experience Allocation | 26,321,406 | 26,066,430 | 3.62% | 23,305,110 | 24,401,332 | 23,266,841 | 20,137,095 |
| ECE Q&E Allocation | 1,851,059 | 2,043,938 | 10.42% | 1,851,059 | 1,896,572 | 1,639,591 | - |
| New Teacher Induction Program (NTIP) | 200,000 | 175,000 | -12.50% | 200,000 | 172,647 | 140,550 | 250,114 |
| Restraint Savings | (140,878) | (140,878) | 0.00% | (140,878) | (140,878) | (140,878) | (140,878) |
| Total Transportation Allocation | 6,872,806 | 6,889,307 | 2.98% | 6,689,842 | 6,682,848 | 6,771,491 | 6,723,386 |
| Total Administration and Governance Allocation | 8,768,907 | 8,896,503 | 4.98% | 8,474,102 | 8,487,759 | 8,448,467 | 7,817,479 |
| Total School Operations Allocations | 30,872,421 | 30,869,452 | 1.78% | 30,330,085 | 30,263,053 | 29,458,926 | 27,050,085 |
| Community Use of Schools | 408,367 | 422,752 | 3.52% | 408,367 | 408,367 | 390,843 | 378,607 |
| First Nations, Metis and Inuit Education Supplement | 320,788 | 320,788 | 59.91% | 200,605 | 189,605 | 193,949 | 153,034 |
| Safe Schools | 536,236 | 538,700 | 2.39% | 526,100 | 526,581 | 516,426 | 478,556 |
| Permanent Financing of NPF | 47,375 | 47,375 | 0.00% | 47,375 | 47,375 | 47,375 | 47,375 |
| Labour-related enhancements | | | | | | | 330,766 |
| TOTAL: OPERATING | 325,939,663 | 328,108,577 | 3.56% | 316,833,329 | 318,465,838 | 311,230,806 | 279,034,598 |
| Deduct: | | | | | | | |
| Minor TCA | (8,148,492) | (8,202,714) | 3.56% | (7,920,833) | (7,961,646) | (7,780,770) | (6,975,865) |
| Add: | | | | | | | |
| Temporary Accommodations - Portable Leasing | 1,435,000 | | -100.00% | 1,435,000 | 1,000,000 | 774,270 | 959,957 |
| Trustees' Association Fee | 43,017 | 43,017 | 0.00% | 43,017 | 43,017 | | - |
| TOTAL OPERATING ALLOCATION | 319,269,188 | 319,948,880 | 3.08% | 310,390,513 | 311,547,209 | 304,224,306 | 273,018,690 |
| Capital Grants | 4,500,000 | 8,428,733 | 49.22% | 5,648,656 | 4,500,000 | 1,909,384 | 27,002,541 |
| Minor TCA | 8,148,492 | 8,202,714 | 3.56% | 7,920,833 | 7,961,646 | 7,780,770 | 6,975,865 |
| School Renewal Allocation | 3,773,735 | 3,775,326 | -0.07% | 3,778,062 | 3,769,906 | 3,729,899 | 3,489,239 |
| School Condition Improvement | 2,218,750 | | 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% | 0 | - | 12,900 | 379,300 |
| Short Term Interest on Capital | | | 0.00% | 0 | - | 207,543 | 488,752 |
| Capital Debt Support - Interest Portion | 9,049,199 | 9,039,007 | -4.91% | 9,505,993 | 9,505,993 | 9,901,846 | 9,284,778 |
| TOTAL CAPITAL ALLOCATION | 27,690,176 | 31,174,780 | 16.09% | 26,853,544 | 25,737,545 | 26,118,743 | 49,169,698 |
| TOTAL FUNDING ALLOCATION | 346,959,364 | \$ 351,123,660 | 4.12% | \$ 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

| | 2016-17 Budget Estimates (Final) | Changes over 2016-17 Bud. Est. (Draft) | 2016-17 Budget Estimates (Draft) | Changes over 2015-16 Rev. Est. (Revised Submission) | 2015-16 Revised Estimates (Revised Submission) | Changes over 2015-16 Rev. Est. | 2015-16 Revised Estimates |
|--|---|---|---|--|---|---|--------------------------------------|
| Revenue | | | | | | | |
| GSN (Note 1) | 339,251,919 | 974,014 | 338,277,905 | 10,712,301 | 327,565,604 | (18,289) | 327,583,893 |
| Other Provincial Grants (Note 2) | 2,296,977 | 113,612 | 2,183,365 | (5,430,171) | 7,613,536 | 4,455,670 | 3,157,866 |
| Other Operating (Note 3) | 15,308,405 | 339,000 | 14,969,405 | 2,266,984 | 12,702,421 | - | 12,702,421 |
| Amortization of Deferred Capital Contribution | 14,746,120 | - | 14,746,120 | 615,336 | 14,130,784 | - | 14,130,784 |
| School Generated Funds | 12,500,000 | - | 12,500,000 | - | 12,500,000 | - | 12,500,000 |
| Unavailable for Compliance | | | | | | | |
| Employee Future Benefits and Interest Accrual | (616,472) | - | (616,472) | (8,312) | (608,160) | - | (608,160) |
| Revenues Recognized for Land | (8,000,000) | - | (8,000,000) | (1,000,000) | (7,000,000) | - | (7,000,000) |
| Total Revenue | \$ 375,486,949 | \$ 1,426,626 | \$ 374,060,323 | \$ 7,156,138 | \$ 366,904,185 | \$ 4,437,381 | \$ 362,466,804 |
| Expenditures | | | | | | | |
| Operating | | | | | | | |
| Salary and Benefits (Note 4) | 294,194,268 | 366,395 | 293,827,873 | 7,489,007 | 286,338,866 | 622,000 | 285,716,866 |
| Other Operating Expenditures (Note 5) | 43,739,203 | (994,667) | 44,733,870 | 56,071 | 44,677,799 | - | 44,677,799 |
| Capital | | | | | | | |
| OSBFC Debenture Payments | 4,880,827 | - | 4,880,827 | (295,666) | 5,176,493 | - | 5,176,493 |
| OFA Debenture Payments | 4,749,753 | - | 4,749,753 | (217,746) | 4,967,499 | - | 4,967,499 |
| PSAB | | | | | | | |
| Amortization Expense | 16,365,046 | - | 16,365,046 | 583,247 | 15,781,799 | - | 15,781,799 |
| School Generated Funds | 12,500,000 | - | 12,500,000 | - | 12,500,000 | - | 12,500,000 |
| Employee Future Benefits and Interest Accrual | (616,471) | - | (616,471) | - | (608,160) | - | (608,160) |
| Total Expenses | \$ 375,812,626 | \$ (628,272) | \$ 376,440,898 | \$ 7,614,913 | \$ 368,834,296 | \$ 622,000 | \$ 368,212,296 |
| In-Year Surplus (Deficit) Available for Compliance - Unappropriated | \$ 15,383 | \$ 2,054,898 | \$ (2,039,515) | \$ (837,441) | \$ (1,202,074) | \$ 3,765,445 | \$ (4,967,519) |
| Surplus (Deficit) Available for Compliance | \$ (325,677) | \$ 2,054,898 | \$ (2,380,575) | \$ 3,364,917 | \$ (1,930,111) | \$ 3,815,381 | \$ (5,745,492) |
| | \$ - | | | \$ - | | \$ - | |

Note 1 - The GSN increase is due to enrolment growth (an increase of 94.3 ADE over 2016-17 Budget Estimates Draft).

Note 2 - Other Provincial Grants increased due to the announcement of the French As A Second Language grant (see Appendix A-9). There are various EPOs that have not yet been announced. These grants have a neutral impact on the budget, as they have corresponding expenses.

Note 3 - Other Operating Revenues increased due to the increase in enrolment to the International Students Program (20.0 additional ADE).

Note 4 - Salary and Benefits increase is the net impact of additional staffing added as a result of secondary enrolment growth, increase to benefit costs and other staffing reductions identified.

Note 5 - Other Operating Expenditures decreased due to further reductions to the Program Enhancements listed in Appendix D-1.

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.



802 Drury Lane
Burlington, ON
L7R 2Y2

(905) 632-6300

www.hcdsb.org

June 22, 2016

The Honourable Mitzie Hunter
Minister of Education
21st Floor, Mowat Block
900 Bay Street
Toronto, Ontario M7A 1L2

Dear Minister Hunter,

I am writing on behalf of the Halton Catholic District School Board, to express our ongoing concerns and frustrations with the Ontario Ministry of Education's current funding model.

As is the case with many other school boards across the province, for the past several months we have been reviewing our budget for the 2016-2017 school year, struggling to balance the budget while continuing to meet our goals for student achievement, equity, well-being and increasing public confidence.

Historically, we have consistently demonstrated fiscal responsibility in the provision of programs and services for our students. Despite ongoing budgetary challenges, we have been able to effectively manage our resources with the ongoing focus of supporting the needs of our students. Our commitment to this focus can be evidenced in the success we continue to enjoy as a school district. EQAO scores, simply one indication of student achievement and system efficacy, consistently demonstrate that students attending Halton Catholic schools are meeting and surpassing provincial standards.

However, meeting the needs of our students has become increasingly more difficult, in light of a number of budgetary challenges, some resulting from changes to the funding model, but many of them emanating from the terms of the centrally negotiated collective agreements, starting with the 2012-2014 Memorandums of Understanding and continuing with the 2014-2017 Memorandums of Settlement.

Challenges Resulting from Changes to the Funding Model:

PER PUPIL FUNDING

The Halton Catholic District School Board is now the lowest per pupil funded board in Ontario. While the operating grant is on average \$11,709 per pupil and has grown provincially by 1.4%, our board's operating grant is at \$10,384 and has only increased by 0.96%.

LOSS OF TOP-UP FUNDING FOR UNDERUTILIZED SCHOOLS

In 2016-2017, the expected top-up funding reduction for underutilized schools is \$1.0 million, with no offsetting savings. Trustees have approved two of the four School Closures and Consolidations (SCC) projects presented, and we will be submitting these for Ministry approval as part of this round of capital priorities submission. If approved, they could lead to annual savings of \$450,000 starting in 2017-18, and going up to \$800,000 per year in 2020-21 (5 years down the road). Staff are working to identify more projects for potential closures and consolidation, however the savings are not going to be immediate.

INSURED BENEFIT COSTS

As with sick leave costs, costs associated with insured benefits have continued to increase over the past several years, yet there has been no change in funding. Now that we are moving to Employee Life and Health Trusts, we continue to carry this burden, and for a board of our size, this is no longer feasible. Appendix A of this letter contains the benefits presentation to the Board of Trustees on March 10, 2016, from our benefits consultant Mosey & Mosey, highlighting the increasing costs of insured benefits, with a 5-year mean increase of 4.7% (annually).

Challenges Resulting from Centrally Negotiated Collective Agreements:

SALARY BENCHMARKS

The Grants for Student Needs (GSN) salary benchmark increase for 2016-2017 is 1.25%. This is problematic given that all 12 month employees will receive a 1.29% increase, as a result of centrally agreed upon terms, which stipulate the second increase through the year is on February 1, 2017, or 5 months into the year. Since the raise of the 0.5% salary increase is allocated 5 months into the year, 7 of the 12 months are paid at the higher salary level, thus a total cost of 1.29% to the school boards.

SICK LEAVE

Sick leave/replacement costs have continued to increase with no adjustment in funding. School Boards Cooperative Inc. (SBCI) has presented the Ministry of Education with their sick leave study of 54 school boards (for the period of 2010-2015), which clearly shows a concerning increase in the use of sick leave. We require additional funding to offset costs that have been generated from centrally negotiated agreements (starting with the change in the sick leave plan, introduced in the 2012-14 Memorandum of Understanding). Appendix B to this letter includes the SBCI presentation to the Board of Trustees, at the March 10, 2016 Special Board Meeting, summarizing the sick leave

utilization trends for 2010-2015. You will note that sick leave utilization has increase by 5% in 2013-2014 and 7% in 2014-2015. As slide 7 of Appendix B states, total sick leave related cost for our school board increased from \$15.6 million in 2010-2011 to \$19.7 million in 2014-2015, with no corresponding change in funding. I would like to draw your attention to the strategies proposed in Appendix B, which could help school boards contain the cost of sick leave. However our school board does not have the initial investment to dedicate to these strategies, and we would ask the Ministry to consider funding a pilot project that would allow a select number of school boards to adopt a more comprehensive attendance support program, with the assistance of SBCI. Our school board would be interested in participating in such a pilot project, if funding were made available. Furthermore, the Ministry's Memorandum addressed to the Implementation Cost Estimate (ICE) Working Group, on July 8, 2013, attached in Appendix C, clearly states that:

"For sick leave usage above trend, boards would provide the Ministry with data tracking sick leave utilization from 2009-10 on. Once that data is available, including analysis of trends, the ICE working group would have further discussion. We also agreed that sick leave utilization would need to continue to be tracked by boards over time as part of good attendance management processes."

It is expected that the Board will continue to be in a deficit position moving 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.

It is our position that any increased costs incurred as a result of the central terms of collective agreements should be adequately funded by the Ministry of Education, including 1.29% salary benchmarks for 12-month employees, additional funding for supply staff to cover increased utilization of sick leave, and increased benchmarks for insured benefit costs.

For all the reasons listed above, we implore you to undertake a comprehensive review of the funding formula, with specific consideration given to the provision of adequate funding to school boards to offset costs incurred through centrally negotiated collective agreements.

As I noted at the start of my letter, we have been working on our budget for next school year. At the Regular Board Meeting held on June 7, 2016, staff presented to Trustees a draft proposal outlining a \$2 million in-year deficit (unappropriated) and \$2.4 million Total Accumulated Deficit Available for Compliance. Staff have made every effort to eliminate the projected in-year deficit and achieve a balanced 2016-2017 budget. However, despite the efficiencies we have achieved, it would appear that they are not sufficient enough to meet future funding allocations under the proposed formula. In the end, this will have long-term negative impacts on all of our students.

We hope that you will take our comments and observations under careful consideration. We would welcome an opportunity to meet with you and/or Ministry staff to address our concerns and anxiously await your timely attention and response to this communication.

Sincerely,

Jane Michael
Chair of the Board

cc Premier Kathleen Wynne
Board of Trustees
OCSTA

DRAFT



Mosey & Mosey

Benefit Plan Consultants

Halton Catholic District School Board 2016 Group Benefits Cost Drivers February 2016

Working *towards* better solutions...

Rate Action History



Mosey & Mosey

| | Sept. 1, 2011 | Sept. 1, 2012 | Sept. 1, 2013 | Sept. 1, 2014 | Sept. 1, 2015 |
|-------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Benefit | Rate Adjustment | Rate Adjustment | Rate Adjustment | Rate Adjustment | Rate Adjustment |
| Life | -11.0% | 30.0% | 5.0% | -14.0% | -18.0% |
| Supplemental Life | -11.0% | 30.0% | 5.0% | 0.0% | 15.0% |
| Dependent Optional Life | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| * LTD | 6.0% | -3.0% | 50.0% | 8.0% | 31.0% |
| Health | 0.0% | -2.0% | 5.0% | 16.1% | 1.6% |
| Dental | 0.0% | 5.0% | -5.0% | 10.8% | - 4.2% |
| Overall | 6.6% | 0.3% | 2.7% | 13.6% | 0.5% |

* 100% Employee Paid

Five (5) Year Mean



Mosey&Mosey

| Five (5) Year Mean Sept. 2011 – Sept. 2015 | |
|---|-----------------|
| Benefit | Rate Adjustment |
| Life | 1.6% |
| Supplemental Life | 7.8% |
| Dependent Optional Life | 0.0% |
| * LTD | 18.4% |
| Health | 4.1% |
| Dental | 6.6% |
| Overall | 4.7% |

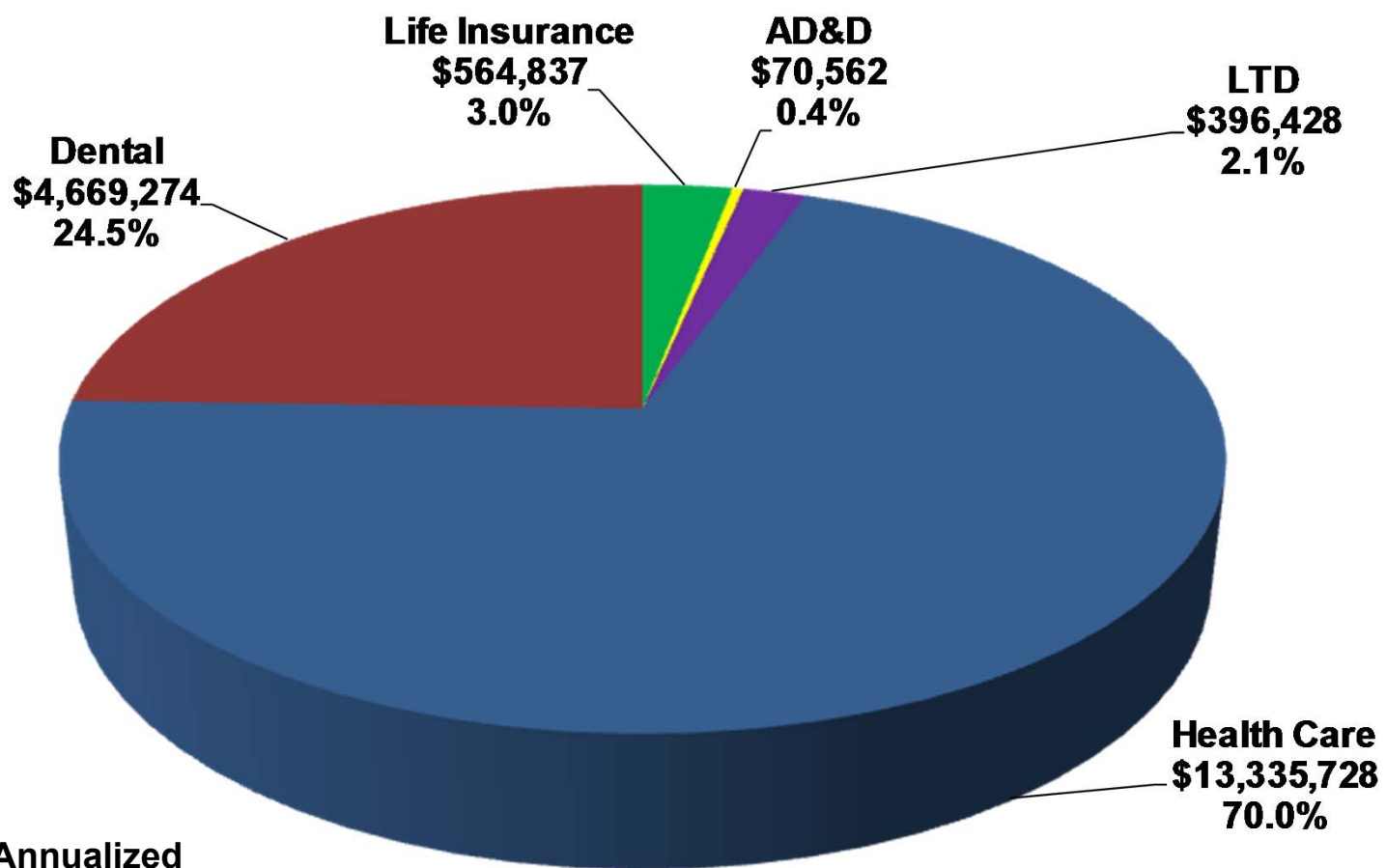
* 100% Employee Paid

Annual Premium Breakdown

\$19,036,830



Mosey & Mosey



Sept 1, 2015 Annualized

Health



Mosey&Mosey

| Period | Paid Claims | Average Number of Employees | Average Claims Per Employee Per Year | % Change Year to Year |
|--|--------------|-----------------------------|--------------------------------------|-----------------------|
| Mar. 1/12 - Feb. 28/13 | \$9,262,433 | 3,161 | \$2,930.22 | - |
| Mar. 1/13 - Feb. 28/14 | \$10,247,617 | 3,276 | \$3,128.09 | +6.8% |
| Mar. 1/14 - Feb. 28/15 | \$11,054,439 | 3,365 | \$3,285.12 | +5.0% |
| Mar. 1/15 - Dec. 31/15 (annualized) | \$11,887,380 | 3,406 | \$3,490.13 | +6.2% |
| | | | Average = | +6.0% |

Dental Care



Mosey&Mosey

| Period | Paid Claims | Average Number of Employees | Average Claims Per Employee Per Year | % Change Year to Year |
|--|-------------|-----------------------------|--------------------------------------|-----------------------|
| Mar. 1/12 - Feb. 28/13 | \$3,763,203 | 3,133 | \$1,201.15 | - |
| Mar. 1/13 - Feb. 28/14 | \$3,999,257 | 3,247 | \$1,231.68 | +2.5% |
| Mar. 1/14 - Feb. 28/15 | \$4,165,060 | 3,343 | \$1,245.90 | +1.2% |
| Mar. 1/15 - Dec. 31/15 (annualized) | \$4,571,019 | 3,391 | \$1,347.99 | +8.2% |
| Average = | | | | +4.0% |

How Do We Compare



Mosey&Mosey

- Comparable to School Boards / Ontario
- Slightly higher than Public Sector norm e.g. Municipalities
- Government controls \$ / bargaining process.

Benefit Observations



Mosey&Mosey

- Drugs as a %, lower
- Orthotics almost \$2 million
- Paramedical over \$3 million.

Group Benefits Landscape



Mosey&Mosey

BENEFITS



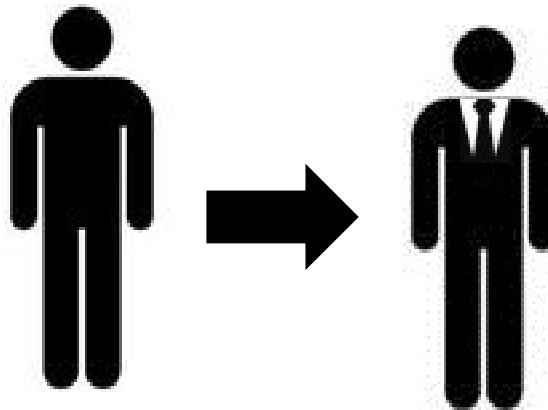
Demographics



Mosey&Mosey



By 2030,
population of
over 65 will
DOUBLE



Life expectancy
is
INCREASING



Individuals
are in the
workforce
LONGER

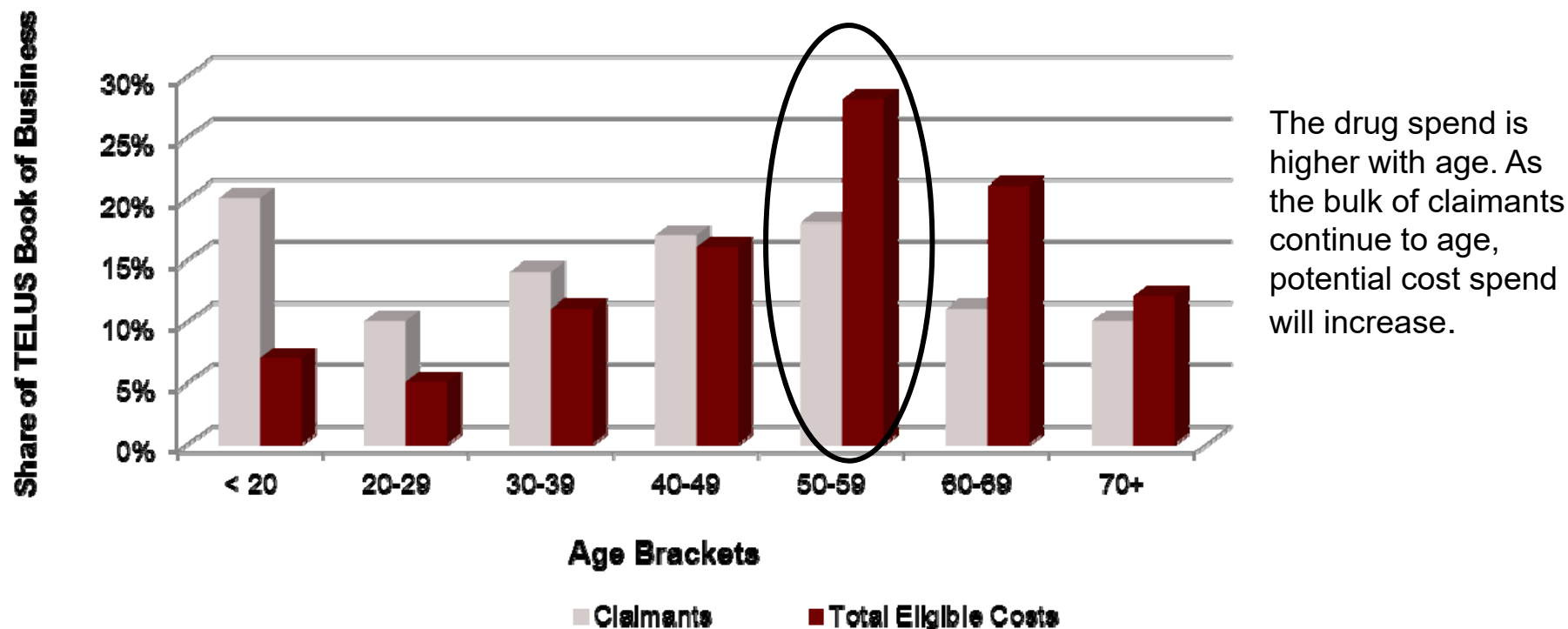
Source: Statistics Canada Economic and Fiscal Implications of Canada's Aging Population

10

Distribution of Claimants by Age & Costs - 2014



Mosey&Mosey



Source: TELUS Health

11

Chronic Conditions



Mosey&Mosey

Canadian Adults – 18.3% overweight or obese which can lead to high blood pressure, heart disease, arthritis and diabetes

- 60,000 new cases of type 2 diabetes annually
- 60% of Canadians over age 20 have a chronic disease.

Source: Public Health Agency of Canada

Illness = Cost



Mosey&Mosey

DEPRESSION

CLAIMANTS WITH DEPRESSION

CLAIMANTS WITHOUT DEPRESSION

| | | |
|-------------------------------|------------|----------|
| Amount paid/ Claimant/Year | \$1,284.36 | \$440.48 |
| # of claims/Year | 22.8 | 7.5 |

HIGH BLOOD PRESSURE

CLAIMANTS WITH HIGH BLOOD PRESSURE

CLAIMANTS WITHOUT HIGH BLOOD PRESSURE

| | | |
|-------------------------------|------------|----------|
| Amount paid/ Claimant/Year | \$1,416.95 | \$437.35 |
| # of claims/Year | 25 | 7.5 |

CHOLESTEROL

CLAIMANTS WITH CHOLESTEROL

CLAIMANTS WITHOUT CHOLESTEROL

| | | |
|-------------------------------|------------|----------|
| Amount paid/ Claimant/Year | \$1,463.37 | \$445.78 |
| # of claims/Year | 26 | 7.6 |

DIABETES

CLAIMANTS WITH DIABETES

CLAIMANTS WITHOUT DIABETES

| | | |
|-------------------------------|------------|----------|
| Amount paid/ Claimant/Year | \$1,920.07 | \$498.65 |
| # of claims/Year | 33.6 | 8.6 |

Source: GS Drug Study

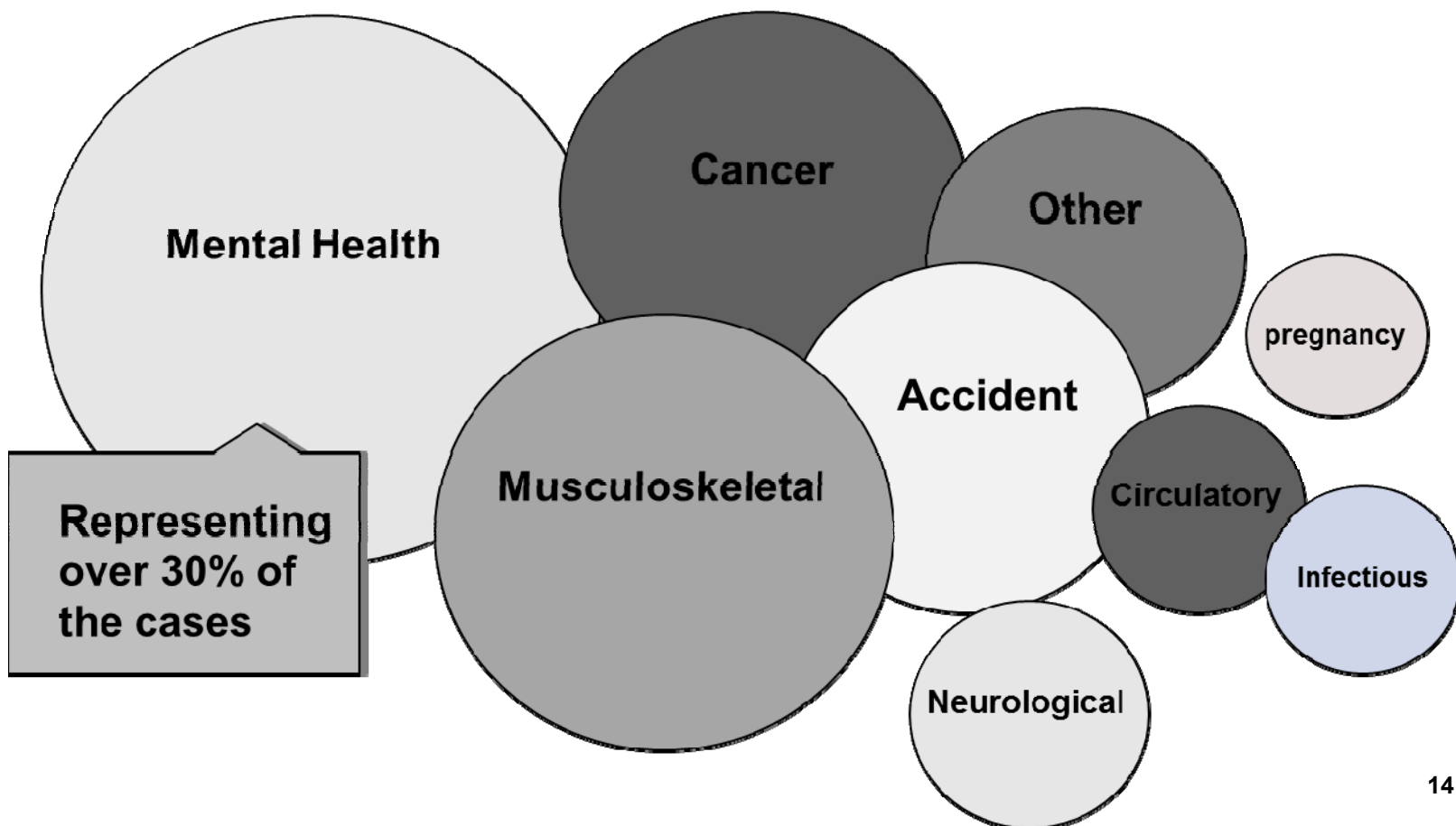
13

Disability Drivers



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Breakdown of LTD Approvals by Diagnosis



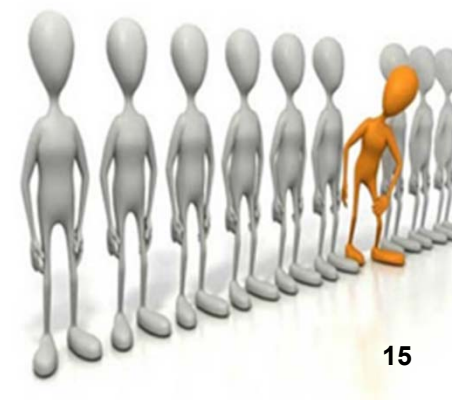
Specialty Drugs/Biologics



Mosey&Mosey

Although they impact only a small number of claimants, specialty drugs are growing and contribute significantly to drug costs.

- 1.5% of claims generate 25% of drug costs
- Top Specialty Categories: RA, MS, Cancer & Hepatitis
- Kalydeco (CF) over \$300,000 / year



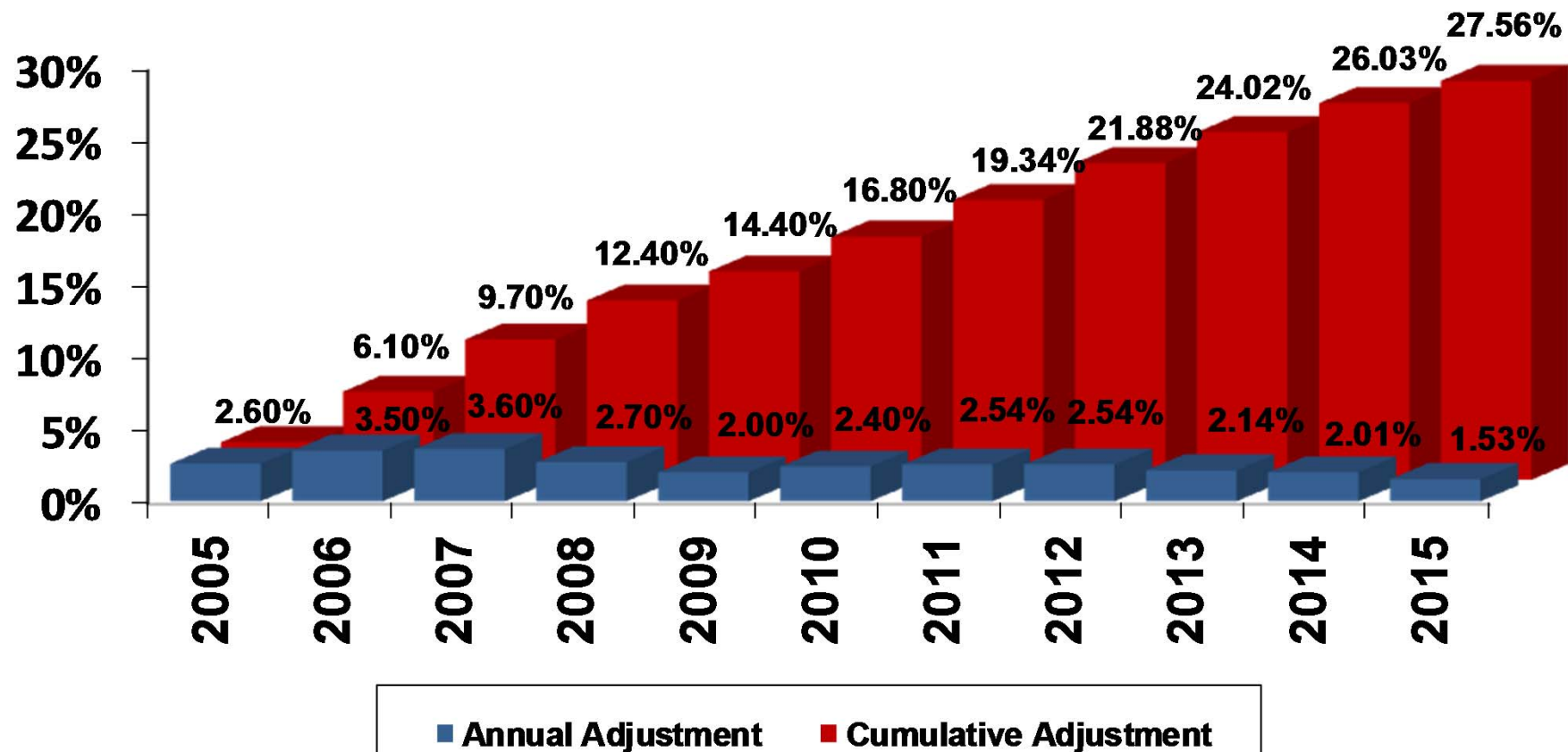
Source: GS Drug Study

15

Dental Fee Guide Increases



Mosey & Mosey



Source: ESI Canada

16

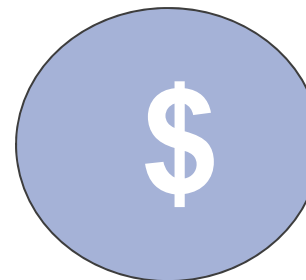
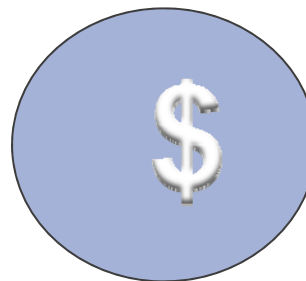
Medication Adherence



Mosey&Mosey

Each year non-adherence contributes to.....

- Drug plan waste
- Faster disease progression
- Increased absenteeism



\$1 in every **\$3** spent on drug benefits is waste

Source: Express Scripts Canada 2014

The Challenge



Mosey&Mosey

Strike the balance between controlling costs and providing a comprehensive benefit program.





Halton Catholic District School Board

2016

Louise Ellis BHA RN COHN
Director Attendance Support Services

School Boards' Co-operative Inc.



1994 - Not for profit co-operative established in 1994 by a number of Ontario school boards to provide advice and guidance on workers' compensation issues.

Currently providing services to the majority of Ontario's school boards:

- WSIB and associated Health & Safety services
- Financial analysis of disability benefits including sick leave utilization studies
- Actuarial liability calculations for WSIB benefits, accumulated sick leave credits, retirement gratuities and post-retirement benefit
- Attendance Support Services – assisting to drive down employee absence-related costs across the entire employee experience (from employee wellness to long term disability benefits)

SBCI Absence Study



2013: SBCI identified school boards require consistent and comprehensive sick leave analyses to understand:

- The volume and costs of paid and unpaid sick leave absences (including personal illness/injury and medical appointments)
- Employees' absence behaviour under the new sick leave plan and associated Memorandum of Understanding (MOU)
- The performance of absence management programs

Absence Study in 2016:

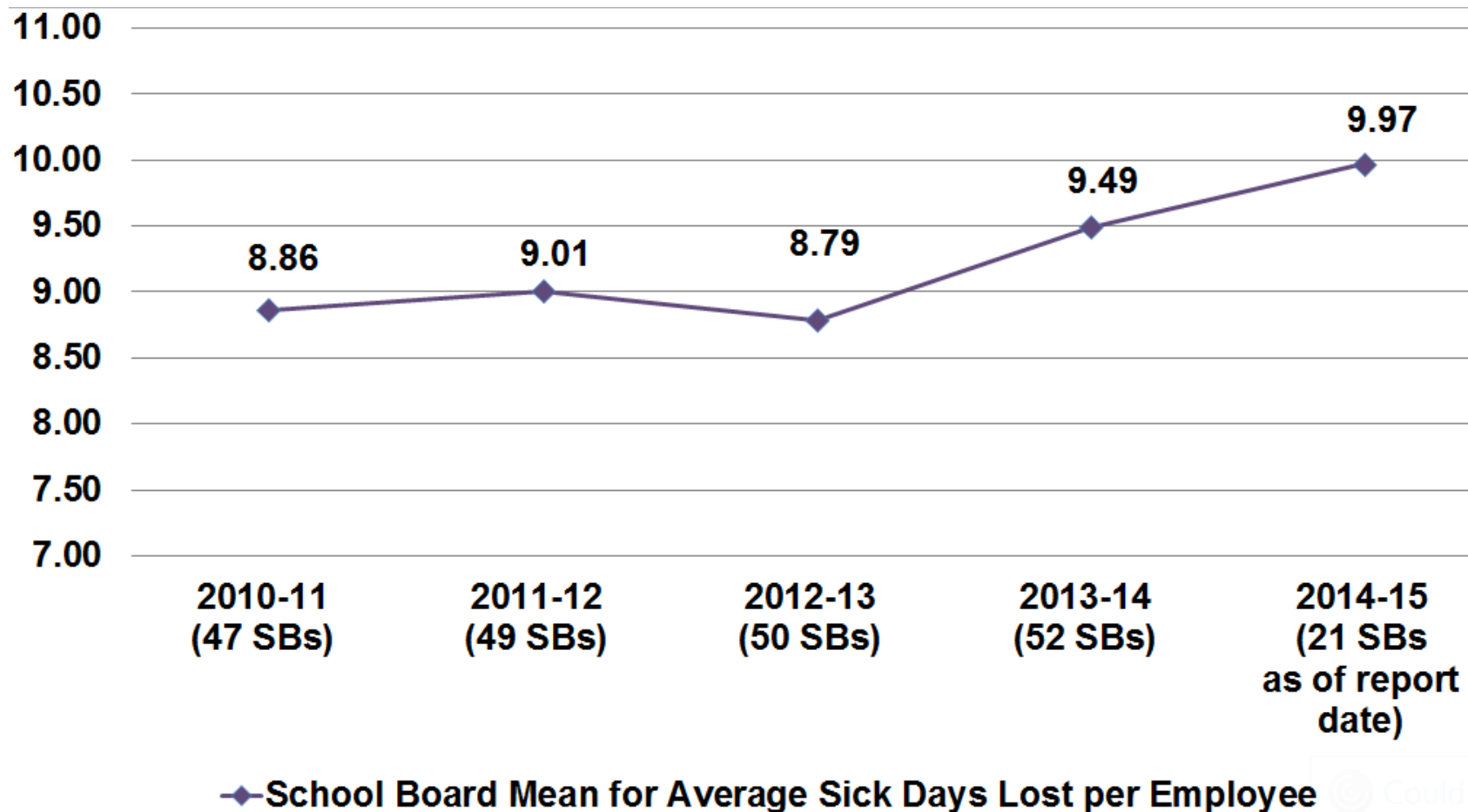
- 54 school boards participating and funding the study
- 5 school years 2010 to 2015

SBCI Absence Study

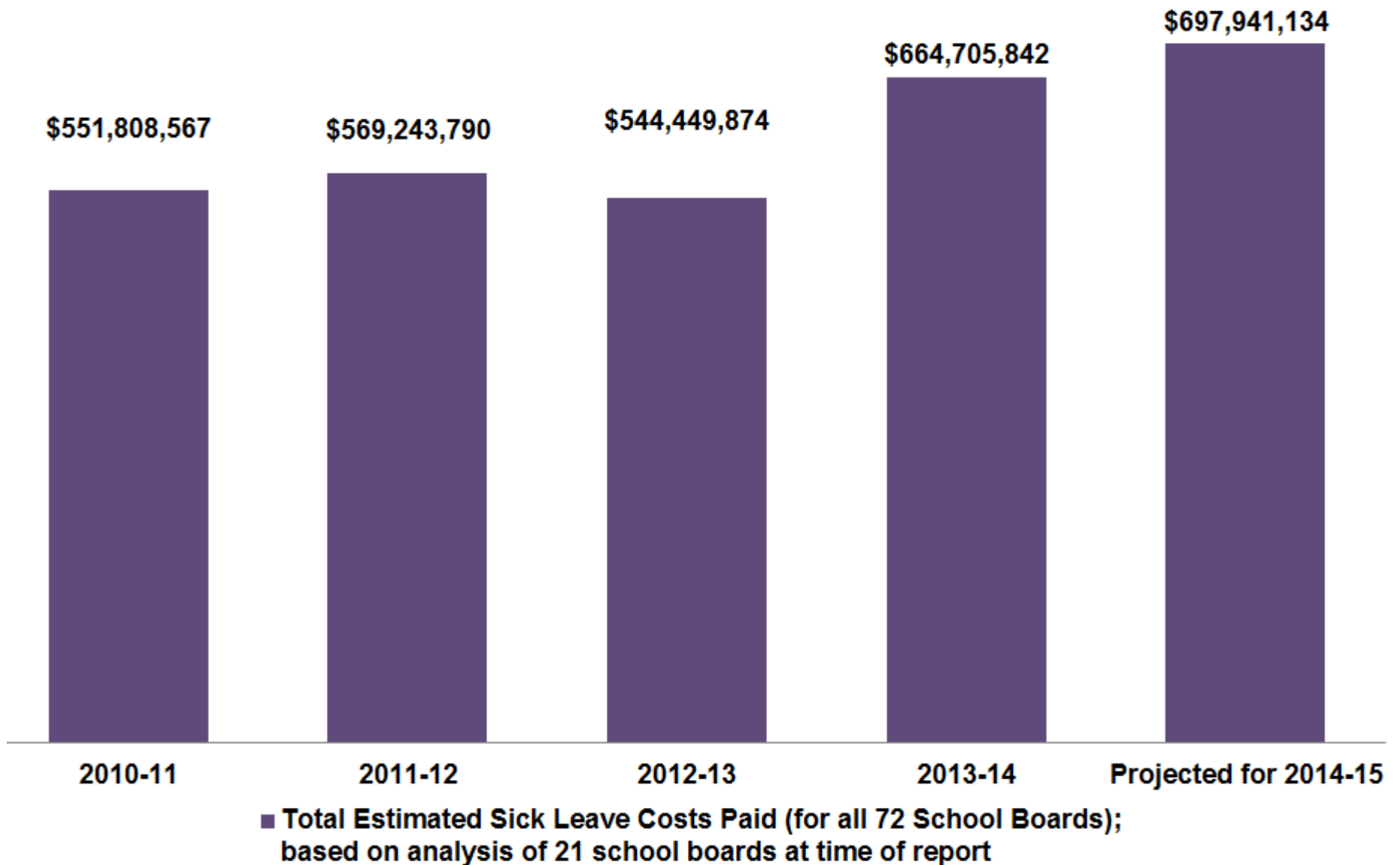


- As a result of the 2012-2014 Memorandum of Understanding which introduced a new sick leave plan, the Ministry urged boards to track sick leave utilization and costs
- 54 school boards chose to embark in SBCI's absence study, covering years 2010-11 to 2014-15
- Results of the sick leave study and sector benchmarks were provided to all participating boards
 - *2011-12 transition year in which changes in absence behaviour may be noted*
 - *In 2012-13 plan changes were formalized and fully implemented.*
 - *In 2013-14 and 2014-15, the full impact of sick leave changes is revealed.*
- SBCI conducted absence analysis to the Ministry up to school year 2012-13.

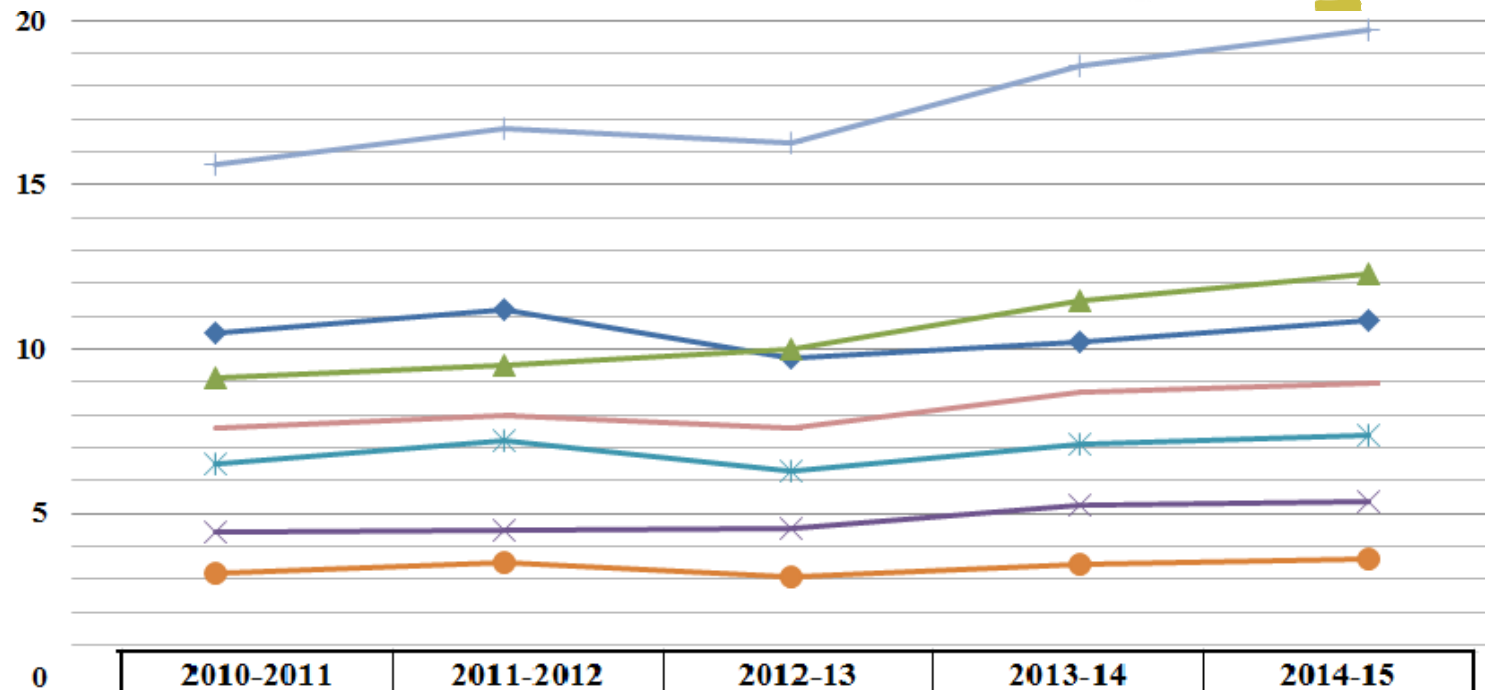
SBCI Absence Study Findings



SBCI Absence Study Findings



HCDSB Results



| | 2010-2011 | 2011-2012 | 2012-13 | 2013-14 | 2014-15 |
|---------------------------------------|----------------|----------------|----------------|----------------|----------------|
| ◆ Average Employee Sick Leave Days | 10.5 | 11.2 | 9.7 | 10.2 | 10.9 |
| Percentage change | | ↑ 6% | ↓ 13 % | ↑ 5% | ↑ 7 % |
| ▲ Sick Leave Cost - Permanent Staff | \$9.1 million | \$9.5 million | \$10.0 million | \$11.5 million | \$12.3 million |
| ✕ Percent of Payroll | 4.44% | 4.46% | 4.54% | 5.23% | 5.34% |
| * Sick Leave Cost - Replacement Staff | \$6.5 million | \$7.2 million | \$6.3 million | \$7.1 million | \$7.4 million |
| ● Percent of Payroll | 3.17% | 3.51% | 3.07% | 3.46% | 3.61% |
| + TOTAL Sick Leave Costs | \$15.6 million | \$16.7 million | \$16.3 million | \$18.6 million | \$19.7 million |
| — Percent of Payroll | 7.61% | 7.97% | 7.61% | 8.69% | 8.95% |

Benchmarking



- The magnitude of absences throughout the Ontario school board sector is higher than other industries.
- The Absence Study reveals that school boards are spending an estimated 3.4 to 6.9 % of their payroll on Salary Continuation/Sick Leave (direct costs only) in the 2013-14 school year.
- In comparison, a recent North American study shows that Canadian organizations report direct Short-Term Disability costs of approximately 1.5% - 2.9% of payroll.*
- The more than double utilization trend in the education sector may very well be due to the current plan design and the restrictive language in the collective agreements

*Towers Watson, Pathway to Health and Productivity 2011/2012 Staying@ Work™ Survey Report

Cost Containment Strategies



Only 2 ways to reduce absence – related costs

- 1) Reduce the # of times, people are off work
(addressed with Attendance Support Program)
- 2) Reduce the duration of time, people are off work
(addressed with Disability Management Program)

HCDSB has implemented and maintained both programs, in a consistent fashion over the last number of years.

Cost Containment Strategies






- School boards are managing absence durations with some success using non-medical functional abilities forms (FAF)

However the following trends are reported:

- Escalating complexity of absences (multi-diagnoses)
- Increasing mental health related absences
- Return-to-Work (RTW) abilities are difficult to understand and accommodate when they are coming from multiple diagnoses
- Community based health care professionals are not return to work experts (nor do they want to be)

Cost Containment Strategies



| Sick Time Cost Only (No Replacement Costs) | | | |
|---|--|----------------|------------------|
| Absence Cost Savings Calculator | | Starting Point | Target Reduction |
| Enter total # of days absent per employee* |  | 10.9 | 9.9 |
| Enter total # of employees** |  | 3,200 | 3,200 |
| Total # of absence days (A x B) | | 34,880 | 31,680 |
| Total # of days available (B x 194 work days) | | 620,800 | 620,800 |
| Absence rate (C divided by D) | | 5.62% | 5.10% |
| Enter average direct cost per employee/day*** |  | \$353 | \$353 |
| % of absences requiring replacement workers or overtime | | 0% | 0% |
| Total cost of absences | | \$ 12,312,640 | \$ 11,183,040 |
| Savings | | | \$ 1,129,600 |
| *Average Days Lost in 2014-15 school year for HCDSB (tentative report) ** Number of HCDSB employees *** Employees' average daily earnings | | | |

← reducing absences by
1 day/employee/yr

← potential savings for
reducing absences by
1 day/employee/yr

Cost Containment Strategies



| REPLACEMENT COSTS ONLY | | | | |
|--|----|----------------|------------------|--|
| Absence Cost Savings Calculator | | Starting Point | Target Reduction | |
| Total # of days absent per employee* | IE | 10.9 | 9.1 | ← reducing absences by 1 day/employee/yr |
| Total # of employees(who are replaced when sick)** | IE | 2,464 | 2,464 | |
| Total # of absence days (A x B) | | 26,858 | 22,422 | |
| Total # of days available (B x 194 work days) | | 478,016 | 478,016 | |
| Absence rate (C divided by D) | | 5.62% | 4.69% | |
| Average direct cost for REPLACEMENT employee/day*** | IE | \$275 | \$275 | |
| Total cost of absences | | \$ 7,385,840 | \$ 6,166,160 | |
| Savings | | | \$ 1,219,680 | ← potential savings for reducing absences by 1 day/employee/yr |
| *Average Days Lost in 2014-15 school year for HCDSB (tentative report) | | | | |
| ** Number of HCDSB employees REPLACED | | | | |
| *** REPLACEMENT Employees' average daily earnings | | | | |

Cost Containment Strategies



Enhanced Absence Management Strategies

SBCI-Oncidium Assessment/Case Management Services provide enhanced Disability Management through:

- Access to all medical info including multiple diagnoses leading to holistic case management and return to work facilitation.
- The support continues through to full absence resolution

HCDSB Business Case to Reduce Absence Durations



| 2013-14 Magnitude and Costs > 10 consecutive days absent | | | | | |
|--|------------------------|----------------|-------------------------|-----------------|--|
| | Average Daily Earnings | Sick Incidents | Average Duration (days) | Sick Leave Cost | |
| All Staff | \$350* | 320** | 37.1 | \$ 4,155,200 | Total cost of absences > 10 days consecutive |

| Projected Costs for > 10 consecutive days absent with SBCI Assessment/Case Management Services | | | | | |
|---|------------------------|----------------|--|-----------------|--|
| | Average Daily Earnings | Sick Incidents | 20% REDUCTION of Average Duration (days) | Sick Leave Cost | |
| All Staff | \$350* | 320** | 29.7 | \$ 3,326,400 | Total cost of absences > 10 days consecutive with 20 % reduction in duration |
| * Estimated Daily Average ** SBCI Analysis reveals 10% of 54 Ontario school board employees experienced absences > 10 consecutive days (HCDSB to confirm their experience) | | | | \$ 828,800 | GROSS SAVINGS |
| | | | | \$172,962 | Cost of Assessment Services (\$4.50/employee/month; 3203 employees) |
| | | | | \$655,838 | NET SCHOOL BOARD SAVINGS |

Next Steps



Collective Agreements

- Acknowledge change in the plan structure and the extension of Sick Leave Plan
- Clarify how more progressive action may be applied

Funding for Change

- Updates to Ministry to clarify absence rate and cost trends
- Lobby the Ministry to fund more progressive action

Both issues are the foundation of a Provincial Advisory/Pilot Workgroup of School Boards currently under development with SBCI. HCDSB will be participating.

Next Steps



OCSTA Resolution 14-15 – Support for Boards to Address High Rates of Employee Absenteeism

OCSTA petition the Ministry of Education to review the increased cost effects of this change in sick leave provisions, and to assist Boards in building capacity with implementing successful attendance management/support plans.

MEMORANDUM TO: Implementation Cost Estimate (ICE) Working Group

FROM: Gabriel F. Sékaly
Assistant Deputy Minister
Elementary/Secondary Business and Finance Division

DATE: July 8, 2013

SUBJECT: ICE Update

Thank you for participating in the Implementation Cost Estimate (ICE) Working Group meeting of June 24, 2013. As we discussed with you at the meeting, the Ministry is committed to working collaboratively with school boards in order to support implementation and to start a new school year with the current labour process finalized. This has not been an easy process for the sector and the involvement and advice of school boards along the way has been helpful in achieving important agreements.

We acknowledge that this has not been a process you feel sufficiently recognizes the role of boards as employers. As you will know, this is a matter being examined in the current talks on the future bargaining process, and I encourage you to participate actively in those discussions so your input can be taken into consideration in developing this process.

The government also recognizes that there will be pressures on school boards because of these agreements. You have been very clear in your concerns about this and you have been heard. That is why we convened the Implementation Cost Estimate (ICE) Working Group. As a result of your input and expertise, we have made significant strides in understanding school board concerns related to the costs associated with the Memoranda of Understanding (MOUs) signed between the government and Federations/Unions since January 23, 2013.

Support has been announced throughout this process, which is aimed at providing school boards with additional funding to help implement the 2012-14 labour framework and its MOUs. At the meeting we covered the available funding that has been announced to date, including:

- \$10M announced December 2012 to implement sick leave benefit plan reforms;

- \$30M per year effective 2012-13 announced in March 2013 for a potential increase in supply teacher costs. For 2012-13, a table amount has been provided in the GSN regulation. In subsequent years, the supply teacher benchmark will be adjusted. Over the two-year life of the current contracts, this totals \$60M in additional funding. The government's position is that this funding is intended to support boards as they adopt the new sick leave plan set out in regulation;
- Support for sick leave top-up banks announced in March 2013. The government is currently working with Board actuaries and will be providing the funding necessary to establish the closing liability for the implementation of the sick-leave rolling top-up bank;
- Support for the pay-out of non-vested retirement gratuities announced in March 2013. The government is currently working with School Boards and will be providing the funding necessary for the wind-up payment to employees;
- \$3M announced in May 2013 to offset the cost of extending eligibility for sick leave and short-term leave and disability plan benefits to a wider group of employees;
- \$15M announced in May 2013 for payroll system and training to support implementation of new benefit plan provisions;
- Up to \$60M announced in May 2013 to support any residual costs of an unpaid day;
- And approximately \$10M that represents the efficiencies in Professional Development that will account for 16% of the total cost of the October 11, 2013 unpaid day.

As I noted at the meeting and as detailed in the respective B memos, the last four items are contingent on boards fulfilling the MOU requirements including incorporating/appendixing the MOUs into local collective agreements.

While these funds are significant, and the government has stated it expects Boards will be able to implement the MOUs within their existing funding envelopes, we appreciate the opportunity to understand any additional operational issues that Boards may be experiencing on the ground.

At the ICE meeting Boards identified a number of items that they felt could result in incremental costs, such as expanding maternity leave to LTOs, costs for attendance recognition and the back-stopping of unpaid days, among others.

While a number of these concerns would be addressed through the funding available and identified above, we are also able to share the following additional information with you:

1. Maternity Leave - the Ministry is prepared to consider providing additional support to reflect the increase in maternity leave from 6 weeks to 8 weeks. Additional data from boards related to the incremental costs anticipated based on historical maternity leave data will need to be analyzed before any funding determination can be made.
2. Attendance Recognition - I can provide assurance that the government is prepared to provide up to \$30M in 2013-14 to cover any incremental costs

relating to any payments made to eligible staff that use less than 6 sick days. This is based on existing data that shows that approximately 50% of staff used less than 6 days in the past. This figure, and any funding considered, would need to be reconciled with actual experience – particularly if the average number of sick days taken drops as a result of this incentive as that would create additional savings.

3. Sick leave top-up banks- we explained that the Ministry is awaiting a determination of the liability from the Board actuaries. Once that figure is determined, the Ministry will fund school boards accordingly.
4. Unpaid days- I can confirm that the Ministry is working on determining further details with respect to the 16% of PD Efficiency funding. We will also take back to our policy ADMs the message about the logistical challenges associated with providing PD to LTOs on particular days.
5. Arbitration Costs - There is insufficient information related to incremental legal and arbitration costs at this point in time and this item will require further discussion.
6. Inflationary Pressures - For inflationary pressures related to benefits, further follow up by Boards is required.
7. Sick Leave Usage - For sick leave usage above trend, boards would provide the Ministry with data tracking sick leave utilization from 2009-10 on. Once that data is available, including analysis of trends, the ICE working group would have further discussion. We also agreed that sick leave utilization would need to continue to be tracked by boards over time as part of good attendance management processes.
8. Sick Leave Eligibility - Extension of sick leave eligibility, we explained that this was the focus of the \$3M already announced.

We are hopeful that this information and available funding will enable an acceleration of talks between boards and unions that will allow this process to be finalized before the new school year begins.

As was discussed at the meeting, any incremental funding resulting from this process is conditional upon the Board fulfilling the MOU requirements including incorporating/appendixing the MOUs to their collective agreements.

I look forward to working with the ICE working group to develop a basic template for documenting any incremental costs beyond current supports as part of the end of year financial process for both 2012-13 and 2013-14.

I am also pleased to confirm that the attestation date has been changed to August 29, 2013.

In closing, I want to thank you for participating in the ICE working group. For everyone's reference, I have attached a copy of the presentation we used in our initial meeting.

Original signed by

Gabriel F. Sékaly
Assistant Deputy Minister

Attachments: Ministry Presentation to ICE

ACTION REPORT

ITEM 8.6

2016 CAPITAL PRIORITIES BUSINESS CASES SUBMISSION

PURPOSE:

To obtain Board approval for the proposed list and priority ranking of capital projects for the 2016 Ministry request for Capital Priorities Business Cases.

BACKGROUND INFORMATION:

- 1) Staff Report 9.2, "2016 Capital Priorities Business Cases Submission" from the June 7, 2016, Regular Board Meeting.
- 2) Action Item 8.1, "North Georgetown Modified Pupil Accommodation Review" from the April 19, 2016, Regular Board Meeting.
- 3) Action Item 8.4, "Oakville South Central Modified Pupil Accommodation Review" from the April 19, 2016, Regular Board Meeting.
- 4) Information Report Item 10.4, "2016 Annual Facility Accommodation Report" from the January 19, 2016, Regular Board Meeting.
- 5) Information Report Item 10.6, "Four Year Ministry Enrolment Projection" from the December 15, 2015, Regular Board Meeting.
- 6) 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 indicating that none of the Business Cases submitted for the four (4) 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 – accordingly, staff is submitting the two (2) approved business cases to the Ministry.

On May 26, 2016, the Ministry of Education circulated Memorandum 2016: B11 "Request for Capital Project Funding Submissions". 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. The memo also requests that the Board submit jointly with their local Consolidated Municipal Service Managers (CMSM) potential Child Care and/or Family Support projects. 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:

| TENTATIVE RANKING | 2015 CAPITAL PROJECT DESCRIPTION | CONSTRUCTION START YEAR | EFFECTIVE SCHOOL YEAR |
|--------------------------|---|--------------------------------|------------------------------|
| 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.

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. As for the remaining four (4) priorities, both Priority 2 and Priority 6 will be re-submitted.

In developing the 2016 proposed priority listing, the Board's 2013 Long Term Capital Plan, and updated Planning Services projections were used. Additional background information in support of the priorities can be found in 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. A full list of future projects is found in Appendix A. 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 and consolidation priorities have been identified:

| TENTATIVE RANKING | 2016 CAPITAL PROJECT DESCRIPTION | CONSTRUCTION START YEAR | EFFECTIVE SCHOOL YEAR |
|--------------------------|---|--------------------------------|------------------------------|
| 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.

On June 9, 2016, Board staff met with the Consolidate Municipal Service Managers (CMSM) of the Halton Region, and discussed future Child-Care projects that align with capital priorities projects as well as potential standalone projects that would serve to introduce new programs in neighbourhoods of need.

The two (2) Child Care centres referred to below, which were contemplated as part of the original School Consolidation Capital submission in February and proposed as part of the MPAR process, will be re-submitted. The following priorities were ranked by the local CMSM as regional priorities:

| RANKING | BOARD | SITE/PROJECT | PROJECT TYPE | OPENING |
|----------------|--------------|--------------------------------------|---|----------------|
| 1 | HDSB | Milton Elementary | Child Care & Ontario Early Years Centre | 2018-19 |
| 2 | HDSB | South QEW Oakville | Ontario Early Years Centre | 2017-18 |
| 3 | HDSB | Oakville Elementary | Child Care & Ontario Early Years Centre | 2018-19 |
| 4 | HCDSB | North Georgetown CES (Halton Hills) | Child Care | 2018-19 |
| 5 | HCDSB | St. Dominic CES – Rebuild (Oakville) | Child Care | 2019-20 |
| 6 | HDSB | Acton | Ontario Early Years Centre | 2018-19 |

The Region expressed an interest in providing for community supports within St. James Catholic Elementary School once consolidations and closures were completed and the Oakville Adult Learning Centre is relocated. Future discussions on this matter will be undertaken once the Ministry provides additional guidelines and funding details on Community Hubs, expected later this years.

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. In addition, three (3) child care support projects have been identified by the local CMSM as priorities.

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 is requesting approval of the Capital Priorities list as presented below.

RECOMMENDATION:

RESOLUTION:

Moved by:
Seconded by:

RESOLVED, that the Board approve the proposed ranking of the Capital Priorities Business Cases for 2016 as follows:

RANKING 2016 CAPITAL PROJECT DESCRIPTION

- | | |
|---|---|
| 1 | North Georgetown Catholic Elementary School |
| 2 | Oakville South Central Catholic Elementary School – St. Joseph Site Rebuild |
| 3 | Boyne Secondary Plan Milton #8 'Ford' Catholic Elementary School |
| 4 | Boyne Milton Secondary #3 Catholic Secondary School |
| 5 | Oakville South Central Catholic Elementary School – St. Dominic Partial Rebuild |

RESOLVED, that the Board approve the potential Child Care projects for 2016 as follows:

2016 CHILD CARE PROJECT DESCRIPTION

North Georgetown Catholic Elementary School – Child Care Centre
St. Dominic Catholic Elementary School – Child Care Centre

RESOLVED, that the Board authorize staff to submit the Board's 2016 Capital Priorities Business Cases Submission to the Ministry of Education for funding consideration on July 15, 2016.

REPORT PREPARED BY:

F. THIBEAULT
ADMINISTRATOR OF PLANNING SERVICES

G. CORBACIO
SUPERINTENDENT OF FACILITY 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

FUTURE CAPITAL PRIORITIES

As was discussed in the 2016 Annual Facility Accommodation report, there are seventeen (17) 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 capital funding and consolidation capital requests. These future projects are based on needs extending beyond the 2019-20 opening deadline or reliant on Pupil Accommodation Reviews (PAR) that have not yet been completed.

| FUTURE CAPITAL PROJECT DESCRIPTION | EFFECTIVE SCHOOL YEAR | PROJECT TYPE |
|---|-----------------------|--------------|
| Bishop P. F. Reding 12-14 classroom addition | TBD ^{1.} | Growth |
| Boyne Secondary Plan Milton #10 'Cobden' Catholic Elementary School | 2020-21 ^{4.} | Growth |
| Boyne Secondary Plan Milton #9 'Walker' Catholic Elementary School | 2022-23 | Growth |
| Boyne Secondary Plan Milton #11 'Bowes' Catholic Elementary School | 2024-25 | Growth |
| Education Village Secondary Plan Milton #12 Catholic Elementary School | 2025-26 ^{4.} | Growth |
| North Oakville CE#4 'Minto/Shieldbay' Catholic Elementary School | 2020-21 | Growth |
| North Oakville CE#1 Catholic Elementary School | TBD ^{2.} | Growth |
| North Oakville CE#3 Catholic Elementary School | TBD ^{2.} | Growth |
| North Oakville CE#5 Catholic Elementary School | TBD ^{2.} | Growth |
| North Oakville CS#1 Catholic Secondary School | TBD ^{2.} | Growth |
| CEO4: Oakville – Southeast Oakville North of QEW | TBD | PAR |
| Vision Georgetown Secondary Plan CE#1 Catholic Elementary School | 2022-23 | Growth |
| Vision Georgetown Secondary Plan CE#2 Catholic Elementary School | 2025-26 | Growth |
| Vision Georgetown Secondary Plan CS#1 Catholic Secondary Accommodations ^{3.} | 2025-26 ^{4.} | Growth |
| CEB2: Burlington South of the QEW Review Areas | TBD | PAR |
| CEB4: Burlington – Mountainside, Palmer, Headon, Brant Hills | TBD | PAR |
| CS01: Burlington Secondary Schools | TBD | PAR |

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.

ACTION REPORT

ITEM 8.7

STRATEGIC PLANNING 2016-2021

PURPOSE:

To approve the strategic priorities and desired outcomes that **will provide direction for the Board's next multi-year plan**. This report defines four (4) broad areas of priority, and identifies the outcomes that will serve as the foundational framework for our Strategic Plan 2016-2021.

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 21st 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 22nd, 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 | Town Hall (in person) | Telephone Town Hall | Online Survey |
|-----------------------|--------------------|-----------------------|---------------------|-----------------|
| | 2500+ participants | 11 participants | 3100+ participants | 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 10th, inviting them to participate in a Telephone Town Hall with Trustees. On the evening of November 10th, 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.

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

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 four (4) areas of priority and the fourteen (14) outcomes (goals) to strategies and initiatives.

These four areas of priority and the fourteen desired outcomes are now placed before the Board of Trustees for approval so that staff may move forward with the development of specific action plans with indicators for each outcome to measure progress towards our goals.

NEXT STEPS:

COMPLETION OF PHASE 5: ALIGNMENT & IMPLEMENTATION

- Staff will develop specific action plans for each outcome to include measurable indicators, 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 plan to communicate the Strategic Plan 2016-2021 with all stakeholders. This will be shared with Trustees at the September 6, 2016 Board Meeting.

INITIATE PHASE 6: MONITORING & REPORTING

- 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 presented to the Board of Trustees at the Regular Board Meeting on September 21, 2016.

CONCLUSION:

The development of **the Board's next multi-year** plan 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.

RESOLUTION

Moved by:
Seconded by:

*RESOLVED, that the Halton Catholic District School Board approve the four (4) strategic priorities and fourteen (14) **desired outcomes**, as outlined in Appendix 'A'.*

REPORT
PREPARED & SUBMITTED BY: L. NAAR
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 11th 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.

| Consultation Format | Burlington (142 surveys) | Halton Hills (78 surveys) | Milton (141 surveys) | Oakville (185 surveys) | Not Specified (14 surveys) | TOTAL (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"> • Being able to practice faith openly • Preservation of Catholic Schools • Catholicity being incorporated into curriculum • Focus on the whole student |
| 2. How can our school board best address the needs of all learners? | <ul style="list-style-type: none"> • Increase Special Education Services - more SERT/EA/CYC support • Lower class sizes • Better access to technology - more IT service to support 21st century learning • Differentiated learning • Early assessments for children in need |
| 3. How can we work with community partners to best serve the needs of children and families? | <ul style="list-style-type: none"> • Make staff more aware of what resources and community partners are available-suggestion to have a central repository by region/services available • More Parish involvement within the school • More community partners brought into the school • Make parents aware of services available • Shorten wait time for services/assessments |
| 4. What do you like about our school board? | <ul style="list-style-type: none"> • Family atmosphere • Tight knit, small community feel • Staff • Being able to practice faith openly |
| 5. What can we do to improve? | <ul style="list-style-type: none"> • More EA/SERT support • Quicker HR response time/more compassion • More efficient IT support as well as increased IT resources • Better communication to parents, schools • More equal playing field between the schools in the north with the remainder of the board (feel disconnected and less resources) • More meaningful PD – suggestion to focus on collaboration, teachers sharing best practices |

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"> • Faith – environment that promotes Catholic values • Academic Success • Technology - staying open to new opportunities • Safety and Security – providing safe and inclusive environments for our students |
| 2. How can our school board best address the needs of all learners? | <ul style="list-style-type: none"> • Education for All • Resource Support – more early intervention and efficient process for helping early learners who are struggling • Program Continuity – promote sharing of best practices across schools • Faith Education/Activities • Catholicity/Faith in the curriculum |
| 3. How can we work with community partners to best serve the needs of children and families? | <ul style="list-style-type: none"> • Social Outreach • Guarding the Faith – do not compromise Christian values or principles • Parish Connections – Church programs for children and youth • Experiential Learning – bringing community partners into schools • Communication of services to teachers/staff, so they can inform parents • Meaningful Engagement – listen to parents, not just lip service; parent friendly communication; engage families in more focused conversations |
| 4. What do you like about our school board? | <ul style="list-style-type: none"> • Focus on faith • Staff • Broad perspective • Clear values and priorities • Academic excellence • Accessibility and Involvement of stakeholders |
| 5. What can we do to improve? | <ul style="list-style-type: none"> • Emphasize Catholic teachings • Increase parent engagement by promoting more interaction between parents and schools/teachers/principals • Performance metrics • Creating continuity in long-term vision – streamline programs by developing long-term vision for all initiatives (including pilots and school boundaries) • Eliminate waste (staff) |

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 |
|--|-----------------------------------|
| Special Education Tools, strategies, supports, resources, staffing, early identification | 16 |
| Sports and Extra-Curricular Activities All children should be able to play on a school team, access to extra-curricular activities, increase extra-curricular activities offered | 8 |
| Technology Introduce/integrate technology into the classroom to support the delivery of the curriculum | 6 |

Appendix E

| Key Theme | # of Voicemails Speaking to Theme |
|--|-----------------------------------|
| Specialized Programs (EFI, ExtFI, IB, AP, etc) More French Immersion programs offered, FI should be available in K or Grade 1, plans for alternative schools, access to programs | 9 |
| New HPE Curriculum (Sex-Ed Curriculum) Concerns over implementation, alignment to Catholic beliefs/teachings, communication requested around delivery | 7 |
| Faith and Catholicity Appreciation for faith-based education, requests for more faith-based learning and activities in the school | 6 |
| Teaching Quality, Qualifications and Hiring Ensuring the most appropriate teachers (qualifications, experience and specialization) are teaching courses | 5 |
| School Facilities and Boundary Reviews Upset about recent boundary review, elimination of portables, build additions, replace old schools, future school closures | 7 |
| Transportation/Bussing and Parking Bussing for regional programs, courtesy seats, provision of bussing, walking web | 4 |
| Communication Requests for greater day-to-day communication about what child is learning, homework, assessment; communication attempts met with curt response | 4 |
| Community Connections Foster relationships, provide information about programs and services, invite community service agencies to provide workshops | 4 |
| Uniform Make mandatory in elementary, reduce cost, voting policy/process | 4 |
| Teaching and Instructional Practices FNMI in curriculum, more homework, reading, printing and math in Kindergarten, differentiated instruction | 4 |
| Learning Environment Outdoor environment, class size reduction, layout of classrooms | 3 |
| Consistency of Board Policy across Schools Supervision policy, activities at some schools not all, amount of homework inconsistent | 3 |
| Strategic Planning 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 |
|--|--|
| PARENT/GUARDIAN | |
| <i>Question 1</i> What matters most about publically-funded Catholic Education? | <ul style="list-style-type: none"> - Quality Education - Catholicity - Quality of Teachers - Community |
| <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"> - Improved Pedagogy/Differentiated Instruction - Parent Voice - Additional Staffing (especially EAs) - Smaller Classes |
| <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"> - Communication between schools and parents - Improved relationship with community/better relationships - Parish/Church Relationships |
| <i>Question 4</i> What do you like best about our school board? | <ul style="list-style-type: none"> - The communication (especially using technology to communicate) - Catholicity, values, character education - Excellent programming - Lots of resources available |
| <i>Question 5</i> What can we do to improve? | <ul style="list-style-type: none"> - Communication - Opportunities for parent involvement - 21st Century pedagogy, assessment and technology - Smaller classes - Specialized programming - More Catholicity in the curriculum |
| COMMUNITY MEMBERS | |
| <i>Question 1</i> What matters most about publically-funded Catholic Education? | <ul style="list-style-type: none"> - Catholic values - Protecting Catholic Education - Knowledge and educational outcomes |
| <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"> - Identify student learning needs - Follow Catholic teachings - Provide appropriate learning supports - Changes to education system and learning environment |
| <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"> - Schools as community hubs - Strengthen relationships with Parishes - Provide opportunities for students - Communication and outreach |
| <i>Question 4</i> What do you like best about our school board? | <ul style="list-style-type: none"> - Ongoing and open communication - Provides students with Catholic education - Professionalism and dedication of staff - Achievement and student success |
| <i>Question 5</i> What can we do to improve? | <ul style="list-style-type: none"> - Preserve Catholic identity - Give voice to all stakeholders (parents, church, community) - Improve hiring and staffing policies |

| Respondent Group | Feedback |
|---|---|
| | <ul style="list-style-type: none"> - Review curriculum and increased technology - |
| HCDSB STAFF <i>Question 1</i> What matters most about publically-funded Catholic Education? | <ul style="list-style-type: none"> - Focus on faith and faith-based education - Protect Catholic education |
| <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"> - Differentiate Practice - Professional development and release time - Technology and classroom resources - Increased support staff (EAs, CYCs) and SERTs - Smaller class sizes - Identifying and responding to groups of students with learning needs |
| <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"> - Nurture relationships - Connect families to available services - Integration of partners into schools - Facilitate Involvement (home-school-parish) - Understand unique school needs |
| <i>Question 4</i> What do you like best about our school board? | <ul style="list-style-type: none"> - Family and faith central to work - Teamwork and collaboration - Progressive with respect to teaching and learning - Reputation for achievement - Equitable sharing of resources |
| <i>Question 5</i> What can we do to improve? | <ul style="list-style-type: none"> - Professional learning and leadership development opportunities - Updates and changes to the learning environment - Respect teachers' professionalism - Support for Special Education - Recruitment (leadership, French teachers) |
| STUDENTS <i>Question 5</i> What can we do to improve? | <ul style="list-style-type: none"> - Make uniforms cheaper |
| UNIDENTIFIED RESPONDENTS <i>Question 1</i> What matters most about publically-funded Catholic Education? | <ul style="list-style-type: none"> - Focus on faith and faith-based education - Quality of education - Responsive to students' learning needs - Protect publically-funded Catholic education - 21st Century learning environment |
| <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"> - Smaller class sizes - Engage parents in discussion of student learning needs - Support staff through training and in-services |

| Respondent Group | Feedback |
|--|---|
| | <ul style="list-style-type: none"> - Differentiate instruction - Increase Special Education staffing (EAs, SERTs) - Increase access to technology and resources |
| <p><i>Question 3</i> How can we work with community partners to best serve the needs of children and families?</p> | <ul style="list-style-type: none"> - Relationships and partnerships with parents - Develop relationships with community partners - Integrate services in schools - Work with local churches - Engage students in volunteer opportunities |
| <p><i>Question 4</i> What do you like best about our school board?</p> | <ul style="list-style-type: none"> - Quality Catholic education - Excellent staff - Parent involvement and communication - Use of technology to support learning - Home-School-Church partnership - High standards for academic excellence - Inclusive and welcoming |
| <p><i>Question 5</i> What can we do to improve?</p> | <ul style="list-style-type: none"> - Increase communication with parents and community - Uniforms (cost, supplier, make mandatory) - Raise standards for academic achievement - Expand use of technology - More support staff needed - Smaller class sizes |

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 21st 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. 21st 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

ACTION REPORT**ITEM 8.8****AUDIT COMMITTEE MEETINGS****PURPOSE:**

To provide recommendations with respect to Audit Committee Meetings, from the Audit Committee, to the Board of Trustees for approval.

COMMENTS:

At the June 13, 2016 Audit Committee Meeting, Action Report 6.1 "Open vs. Closed Audit Committee Meetings" was discussed (see Appendix A). The Action Report includes the Deloitte Report on Open vs. Closed Sessions of Audit Committee Meetings, issued by the Ministry of Education in December 2015, and provides rationale for rescinding Resolution #125/15 and adopting a motion that follows the guidelines in the Deloitte Report. The recommendations in the report are aligned with Ministry of Education Memorandum 2014: SB22 "Guidance for Holding Audit Committee Meetings in Closed Session" (September 16, 2014), and the Education Act Section 207 (2), which prescribes when certain meetings may be closed to the public.

RECOMMENDATION:***RESOLUTION:***

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board approve the recommendation of the Audit Committee and rescind Resolution #125/15.

RESOLVED, that the Halton Catholic District School Board approve the recommendation of the Audit Committee to adopt the recommendations made in the Deloitte Report on Open vs. Closed Sessions of Audit Committee Meetings, by holding open, closed and in-camera meetings, as prescribed by the Deloitte Report.

REPORT SUBMITTED BY:

J. M. ROWE
CHAIR OF THE AUDIT COMMITTEE

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

ACTION REPORT

ITEM 6.1

OPEN VS. CLOSED AUDIT COMMITTEE MEETINGS

PURPOSE:

To provide the Audit Committee with the Deloitte Report on Open vs. Closed Sessions of Audit Committee Meetings, issued by the Ministry of Education and to recommend to the Board that they rescind Resolution #125/15 and adopt a motion that follows the guidelines in the Deloitte Report.

COMMENTS:

Ontario Regulation 361/10 delineates the duties of the audit committee of a district school board. Specifically the audit committee has oversight responsibility for:

- The financial reporting process
- Internal controls
- External audit
- Internal audit
- Compliance and risk management

Since the inception of the Audit Committee in 2011 and on direction from the Ministry of Education through [2011: SB06 "Closed Sessions for Audit Committee Meetings" \(March 18, 2011\)](#) and [2014: SB22 "Guidance for Holding Audit Committee Meetings in Closed Session" \(September 16, 2014\)](#) all Audit Committee Meetings have been held in-camera. Audit Committee Minutes discussing confidential items are brought forward to the Board of Trustees at the next In-Camera Meeting of the Board and any items of a non-confidential nature are brought forward to the next Regular Meeting of the Board (such as the Board's Audited Financial Statements).

At the Board Meeting of October 20, 2015, Trustees expressed concerns regarding transparency to the public surrounding the Audit Committee meetings and the Board of Trustees passed Resolution #125/15:

WHEREAS, the province of Ontario formed Audit Committees to provide transparency into public finances, such as school board spending; and

WHEREAS, all audit committee meetings since inception have been entirely held in-camera; and

WHEREAS, none of the audit committee's findings reports have been made publicly available; and

WHEREAS, boards may deem certain facts in an audit sensitive as per Sec 207(2) of the Education Act; and

WHEREAS, Sec 207(4) of the Ed Act any member of the public shall be allowed to inspect the audited financial statements;

BE IT RESOLVED, that the HCDSB publish all auditors findings reports, as they are produced, un-redacted and that they be included verbatim at next regular public board meeting following their receipt, except when the Board of Trustees decides by majority vote, upon the advice of senior staff, that publishing certain facts would expose the board to material risks; and

THAT all Audit Committee meetings shall be open to the public and the minutes of those meetings be submitted to the Board and included in the public record.

The current wording of the resolution requires that all Audit Committee meetings shall be held in open session, and once held in public, retract any items that the entire Board of Trustees decides, by majority vote, to direct to in-camera sessions. This severely limits the ability of the Audit Committee to discharge it's responsibility effectively, as many details would not be able to be discussed on sensitive topics. And once an item is in the public domain, it cannot be retracted without consequences. Furthermore, the Audit Committee is allowed under the Education Act, to move certain agenda items in-camera.

Section 207 (2) of the Education Act prescribes when certain meetings may be closed to the public:

207 (2) A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,

- (a) the security of the property of the board;
- (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
- (c) the acquisition or disposal of a school site;
- (d) decisions in respect of negotiations with employees of the board; or
- (e) litigation affecting the board. R.S.O. 1990, c. E.2, s. 207 (2).

Section 207 (2) is referenced both in 2011: SB06 "Closed Sessions for Audit Committee Meetings" (March 18, 2011) and 2014: SB22 "Guidance for Holding Audit Committee Meetings in Closed Session" (September 16, 2014). Memorandum 2011: SB06 provided guidelines that all Audit Committee meetings should be held in closed session. Memorandum 2014: SB22 provided clarification that certain items can be discussed in open (public sessions) while other should remain in closed session. This memorandum specifically states that Section 207 (2) (a) of the Education Act be interpreted to include risk, security and control weaknesses, and that this subject matter is best discussed in closed sessions. This is further validated by the Deloitte report outlined in more detailed below, which also makes reference to Section 207 (2) of the Education Act.

The Ministry of Education provides the Council of School Business Officials (COSBO) with funding to study, develop and promote projects that would support effective and efficient (E & E) utilization of financial and non-financial resources, and strengthen management capacity in the sector. Through an E & E initiative funded by the Ministry, Deloitte was asked to provide advice/leading practices for school boards' consideration as to when an Audit Committee meeting should be open and when it should be closed. A closed meeting for the purpose of the Deloitte Report is equivalent to an in-camera meeting at the Halton Catholic District School Board.

At the time the motion was discussed, staff advised that the Deloitte Report was expected to be released by the end of December 2015.

The Deloitte Report on Open vs. Closed Sessions of Audit Committee Meetings (Appendix A) was emailed to all school boards by the Ministry in December 2015. As directed by the Ministry, this was forwarded to the Audit Committee and copied to all other Trustees.

The Deloitte Report notes the importance for the Audit Committee to be able to fulfill its role effectively, which includes the ability of the Audit Committee members to ask candid questions of auditors and management, in order to be able to apply their expertise on prioritizing matters and their resolutions. As such, the report suggests that discussions around control deficiencies (typically identified in internal and external audit reports) and around perceived risk (whether financial, fraud, legal or privacy risk), should be conducted in closed sessions and reported to the Board of Trustees at the next scheduled In-Camera Meeting. In conclusion, determination of whether an item should be discussed in a closed or open session is ultimately based on the nature of the topic being discussed. Appendix D of the report lists a number of topics for consideration for closed sessions.

As a result of a review of the Education Act, Ontario Regulation 361/10, the above noted Ministry Memorandum, and the comprehensive work of Deloitte, staff recommend that Resolution #125/15 be rescinded and that recommendations made by Deloitte be adopted by the Board for the Audit Committee meetings and proceedings.

RECOMMENDATION:

RESOLUTION:

Moved by:
Seconded by:

RESOLVED, that the Audit Committee recommends the Board of Trustees rescind Resolution #125/15.

RESOLVED, that the Audit Committee recommends to the Board of Trustees that recommendations made in the Deloitte Report on Open vs. Closed Sessions of Audit Committee Meetings, be adopted for the Audit Committee meeting proceedings.

REPORT PREPARED BY:

R. NEGOI
SENIOR ADMINISTRATOR, FINANCIAL SERVICES

REPORT SUBMITTED BY:

P. McMAHON
SUPERINTENDENT OF BUSINESS AND TREASURER OF THE BOARD

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Ontario Association of School Business Officials Open vs. closed sessions of audit committee meetings



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Executive summary

Boards of trustees are elected by municipal residents to govern and oversee the operations of school boards on behalf of various stakeholders, and consequently, are expected to act in the best interest of all stakeholders. School board operations are largely funded through provincial grants giving all taxpayers in the Province of Ontario the right to knowledge of how their tax dollars are being utilized.

An audit committee is a subcommittee of the Board of Trustees which has been established through Provincial regulation, mandated to fulfill specific tasks on behalf of the Board of Trustees. The regulation requires that the committee include non-trustee external members who are selected based on their expertise to assist the Board of Trustees in providing oversight in the fulfillment of tasks defined in Ontario Regulation 361/10.

Ontario Regulation 361/10 delineates the duties of the audit committee of a district school board. Specifically the audit committee has oversight responsibility for:

- The financial reporting process
- Internal controls
- External audit
- Internal audit
- Compliance and risk management

Current legislation, specifically Subsection 207(2) of the Education Act, outlines topics that can be discussed in a closed meeting; otherwise, meetings should be held in an open session to ensure transparency to the public. Subsection 207(2) of the Education Act is applicable to the Board of Trustees and any committees of the Board of Trustees.

In developing this report, we have examined the role of the audit committee, the unique pressure of a public sector audit committee in balancing transparency and risk, the importance of open and candid communication, the Ombudsman's view on closed sessions, and other relevant public sector legislation.

In developing this report and determining our recommendations, it was important to note that while public sector governing bodies must demonstrate transparency, which extends to the audit committee, it shouldn't be at the expense of the effectiveness of the committee.

This report summarizes knowledge obtained from our research and leverages knowledge from our Subject Matter Experts within Deloitte who have experience in broader public sector organizations and developing audit committee best practices. Our research has shown there is a lack of consistency in legislation with respect of the requirement of open and closed sessions as it relates to committees of a board for a public sector organization.

It is important to note that the recommendations in this report are for audit committees of Ontario School Boards and that these recommendations may not be appropriate for other committees or for Board of Trustee meetings. It may be necessary to seek a legal opinion if further guidance beyond this report is required.

Our report and recommendations are based on the existing legislation and regulations in place as of September 1, 2015, which require that audit committee meetings be held in an open setting, with the option to move to a closed, or in camera session under certain circumstances. Our report does not consider or recommend any changes to the existing legislation. Based on the current legislative environment and our understanding of the education sector in Ontario, we make the following recommendations:

Recommendation #1 – Trustee attendance at audit committee meetings: Trustees who are not members of the audit committee should be permitted to attend open and closed audit committee meetings in the capacity of an observer. Observers are typically not allowed to participate in meetings unless they are invited to participate in the meeting by the chair of the committee. However under no circumstances would a non-committee member be allowed to vote on recommendations of the audit committee. The public should have access to the minutes from any open session, while Trustees who are not on the committee should have access to the minutes of any closed and open session.

Recommendation #2 – In-Camera Meetings: Guidance from the Ministry should clarify that audit committees have the ability to go in-camera (discuss topics without the presence of staff, including the Director of Education), which is acceptable under paragraph 10(c) of Regulation 361/10. In-camera meetings should not involve any decision making, and would typically just involve discussion with the appropriate party. Examples of in-camera sessions would be when the committee meets in-camera with the internal or external auditor.

Distinguishing the different types of meetings

| Open | Closed | In-camera |
|--|--|--|
| Open sessions provide transparency to the stakeholder. Invitation to this portion of the audit committee meetings is not exclusive to anyone; however, participation will remain limited to the audit committee members and individuals invited to participate (i.e. RIAT, external auditor) to ensure topical and effective conversations. In these meetings, the transparency allows the audit committee to be directly accountable to the taxpayers and increases public confidence in the decision making, as they are in attendance and fully aware of the process. | Closed sessions have a more restrictive audience in the sense that invitation is only extended to audit committee members, Board of Trustees, relevant management and designated participants to report on certain matters and answer questions (i.e., internal or external auditor, legal counsel or representatives from a reporting entity). These sessions allow for sensitive topics and related recommendations to be discussed with all the facts and information prior to exposing the issues to the public. | In-camera sessions allow the audit committee to receive feedback from designated participants without the presence of other parties. These sessions allow participants to openly engage in issues with the appropriate parties and encourages more open and robust discussions. It is up to the committee to determine which parties they would like to meet with and whether other parties should be present. |

Recommendation #3 – Communicating Closed Sessions: Audit committees should make publicly available a formal agenda for the open meeting that has been created and distributed in advance of the meeting. For closed sessions, the audit committee should state at the meeting the reasons as to why the committee would need to move into a closed session. Reports to the audit committee in an open session should be accessible to the public, while closed session reports should only be made available to the committee members, relevant management personnel, and the Board of Trustees.

Recommendation #4 – Decision making in a closed session: Recommendations made by the audit committee to the Board of Trustees should be made in an open session. Any decision making that occurs in a closed meeting could be perceived by the public as decision making with a lack of transparency and accountability. If it is not possible to make a decision in an open session (due to privacy or other closed session requirements), the audit committee should confirm how they meet the closed meeting requirements of 207(2) of the Education Act. When reporting to the Board of Trustees, the summary provided to the Board of Trustees should be in sufficient detail to understand the decisions and recommendations that came out of the closed meeting.

Recommendation #5 – Access to minutes: During the closed session, minutes should be taken in the same detail as minutes taken at the open session (focusing on decisions that are made by the committee or recommendations to the Board of Trustees). Members of the Board of Trustees should have access to all minutes, whether open or closed, whereas the public should only have access to open meeting minutes. In Camera minutes should be taken in the rare circumstances that those parts of the meeting involve decision making, and in-camera minutes would be restricted to those required to review closed session meeting minutes in accordance with their mandate (i.e. external auditors in accordance with generally accepted auditing standards, and others such as legal counsel).

Recommendation #6 – Circumstances that can lead to the closure of an audit committee meeting: The Education Act outlines the circumstances in which an audit committee can be closed. Regulation 361/10 provides the authority for an audit committee to go in-camera, and also provides the duties of an audit committee. It is not the duties of an audit committee which would force the audit committee to move into a closed session or an in-camera session, but rather the nature of the topics being discussed. Judgement will be required to identify when those topics arise. Our recommendations have identified that certain parties should have access to information in certain situations. The following table summarizes the accessibility of certain information that is provided for the Audit Committee and which other parties should have access to this information.

| Information item | Available to public | Available to all trustees | Available to audit committee members |
|--|---------------------|---------------------------|--------------------------------------|
| Agenda for open audit committee meetings | Yes | Yes | Yes |
| Agenda for closed audit committee meetings | No | Yes | Yes |
| Reports to be discussed in open sessions | Yes | Yes | Yes |
| Reports to be discussed in closed sessions | No | Yes | Yes |
| Minutes of open session | Yes | Yes | Yes |
| Minutes of closed session | No | Yes | Yes |
| Minutes of in-camera sessions | No | No | Yes |

Role of the audit committee

In a world where the financial reporting and regulatory environment is increasingly complex, oversight of organizations and their internal controls is a top of mind issue for stakeholders.

The Board of Trustees is responsible for overall governance of a school board. With such vital responsibilities, the Board of Trustees can be most effective by allocating certain responsibilities to committees that comprise of individuals with the proper skillset to delve into the duties in a thorough manner. When a committee is effective in helping its Board of Trustees discharge its responsibilities, the Board of Trustees is aware of the significant issues that are dealt with by the committee, understand the process on how the committee was involved, and ultimately accepts the committee's position if necessary.

The role of the audit committee of a District School Board is prescribed by Ontario Regulation 361/10. Audit committee membership should include individuals with diverse backgrounds and skills to effectively represent the Board of Trustees and provide appropriate oversight over a variety of issues, including risk management, internal controls and financial reporting. External members of an audit committee should be financially sophisticated through their experience and education.

Ontario Regulation 361/10 prescribes the duties of the audit committee established by school boards as follows:

The audit committee has oversight responsibility for:

- The financial reporting process
- Internal controls
- External audit
- Internal audit
- Compliance and risk management.

Current legislation requires that audit committees assess whether these topics should be discussed in an open or a closed meeting, and also allows for audit committees to go in-camera if required. Audit committees must focus on their duties, while balancing between transparency to the stakeholders and minimizing the risk to the school board resulting from certain subject matter discussions being open to the public.

Given the specific duties of the audit committee as established by regulation, the audit committee must gather candid information on potentially sensitive topics and thoroughly investigate any issues raised or potential weaknesses in management controls. Sensitive topics, such as fraud or internal control deficiencies, will be an area of discussion and assessment amongst the audit committee members. It is the responsibility of the audit committee to scrutinize in-depth the information presented and provide advice and oversight over actions required to resolve and address any issues identified in the meeting.

The audit committee plays an important role in corporate governance in that they enable a governing body to carry out its responsibilities in an efficient and effective manner with a subset of individuals who have relevant areas of expertise. In the public sector, audit committees are accountable to their governing body, and help the governing body demonstrate that there is accountability and oversight of financial reporting and risk management. Audit committees must carry out their duties with a mindset of what is in the best interest to the public.

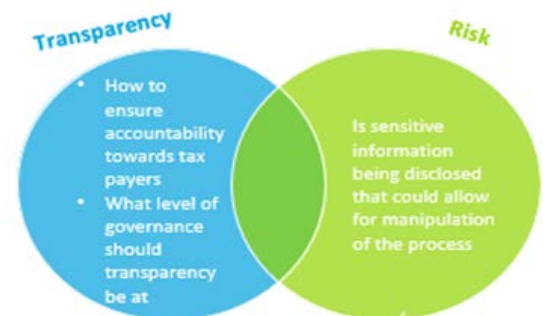
Balancing transparency and risk

It is particularly challenging for audit committees to focus on and appropriately fulfill their duties, while balancing between transparency to stakeholders and the potential risk of exposing sensitive issues. This is a unique pressure to Public Sector governing bodies and can be difficult to manage. This section of the report examines the significance of transparency and how audit committees can manage risks associated with open sessions.

Significance of transparency

A key factor of effective governance in the public sector is transparency; organizations need to be accountable to all stakeholders including taxpayers that effectively fund a significant portion of the operations. Through transparent and accountable measures, the public is able to evaluate how public funds are being used in the operation of school boards. Having information provided on a timely basis is important not only to management decision making, but to those charged with governance and ultimately the public. By providing regular reporting on the status of issues at a particular school board, the Board of Trustees and the public will be able to understand the status of the audit committee's work and how they are meeting their responsibilities.

Transparency is the channel in which the public is able to hold elected trustees accountable for their decisions. In the public sector, the public develops expectations of those in governance positions to perform responsibilities on behalf of the taxpayer, and in turn rely on business being conducted in a transparent manner. The transparency in which a Board of Trustees conducts its business is vital to taxpayers and other stakeholders in understanding the performance of elected trustees.



In the presence of opaque processes, business decisions and tax-dollar spending are more susceptible to unaccountability and hence, may not provide the public with assurance around the efficiency and effectiveness of the school board's operations. Governance and oversight practices should push the frontiers of transparency. It is through transparent measures that a trusting relationship can be built between the taxpayer and those in governance at the school boards.

In considering whether school board audit committee should be opened or closed, we have assessed the duties of the audit committee and the potential risks to a school board from conducting meetings in an open setting that could be attended by the public. We have identified some of the risks that could occur or be heightened when meetings are opened to the public that should be considered by audit committee members and how these risks could impact the effectiveness of the audit committee.

Audit committee effectiveness

Audit committees have a mandate which needs to be fulfilled and they need to be effective in how they meet their mandate in order to provide the most value to the Board of Trustees. While transparency is what the audit committee should strive for, it shouldn't be at the expense of the effectiveness of the committee.

Open audit committee sessions may be susceptible to disruption from special interest groups, the general public, and other parties. While it is important that the public is heard on issues, an audit committee meeting can be derailed if the appropriate mechanisms are not in place to allow for the appropriate conversations to occur so that the committee can achieve its mandate.

The effectiveness of an audit committee meeting depends on other factors, such as the quality of information produced by management, the effectiveness of presentations, and the ability of audit committee members to ask questions. Effectiveness can be impacted depending on whether the discussions are held in an open or closed session. The following operational risks are potentially heightened when audit committee meetings are open to the public and would therefore impact the effectiveness of the audit committee:

Reputational risk

School boards are largely funded through government funding. As a result, the public's perception of the school boards acts as a direct measure of reputational risk.

In cases where control deficiencies or perceived risks are identified, they will be brought to the attention of the audit committee at the meeting with the internal or external auditor. If said meeting is in an open session, the audit committee and the public will learn about the issues together at the same time. The audit committee will not have had the chance to use their expertise to exercise its governance responsibilities over management.

The public and media will have a different definition of materiality and priority sequencing than the audit committee. The audit committee will prioritize resolution of any issues based on their expertise and financial background; whereas, the public/media may have a dissimilar view of priorities and materiality. This difference in views may contribute to questions raised regarding the Board's ability to deliver on its roles and responsibilities effectively and the media attention may hinder the audit committee from effectively carrying out their roles based on their professional judgement.

The provisions in the Education Act allow for closed meetings when there are risks around privacy, commercially sensitive information in a transaction, and risk to the security of the property of the board. Ultimately however, the provisions cannot and will never be able to cover the perception of the public on the reputation of the school board.

Fraud risk

The role of the audit committee is to provide oversight over the work of the internal auditors, external auditors and Regional Internal Audit Team (RIAT), to ensure that management is effective with their controls and their risk management strategy. As part of that process, the audit committee must consider the risk of fraud as well as the current controls and policies in place to monitor and manage significant risks to the business. The ability to have an open and candid discussion with the internal auditor and external auditor around the risk of fraud can be very limiting in a public setting because statements made may be taken out of context, and because an open discussion on these matters would actually highlight the control weaknesses to the public. As such, in order to manage additional risk, and maximize the effectiveness of the committee, a closed session would be preferable when discussing fraud risks, audit findings, and internal control weaknesses.

Legal risk

Legal counsel may be brought into audit committee meetings to report on compliance with legal or regulatory matters, including the status of any litigation and potential outcomes. Non-compliance with legal or regulatory matters could significantly impact the financial situation of the school boards. The public should be aware of anything that could potentially have a financial impact on the school boards; however, this comes at the cost of exposing the school board's legal strategy in any litigations, their assessment of potential outcomes or willingness to settle. By sharing this information with the public, the other side of the litigation has access to this information and hence, weakens the school board's legal case.

This risk is mitigated through current provisions for closed sessions under Section 207(2) of the Education Act, which suggests that legal matters should be discussed in a closed session. When audit committee meetings are held in an open session, this risk is increased or elevated because it is dependent on committee members appropriately identifying which legal matters should be discussed in a closed or open session.

Privacy risk

The discussions within audit committee meetings will be in great detail; in cases where an investigation is launched, personal information may be discussed during the meeting such as names and information of individuals involved. While current legislation does require that privacy be maintained, there is the possibility that the public could infer from the information provided (correctly or incorrectly) information that would be sensitive to an individual.

Subsection 207(2)(b) of the Education Act specifically precludes “disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian” from being discussed in a meeting open to the public.

By holding meetings in an open session, this risk is heightened as it is dependent on audit committee members identifying that the issue being discussed would violate the Education Act.

Open and candid communication

The effectiveness of an audit committee is contingent upon open and candid communication between all relevant parties. Professional advisors such as external auditors, internal auditors, and legal counsel assist audit committees with reporting on the various functions within the organization.

Relationship with Board of Trustees

As part of the governance process, the audit committee is a statutory committee of the Board of Trustees. The audit committee acts upon its assigned tasks and reports to the Board of Trustees on the status of their duties as per Section 9 (7) of Ontario Regulation 361/10. As many of the duties of the audit committee can only be carried out through a working relationship with, and management of, the professional advisors who execute the work, audit committees must also report on the progress and status of the professional advisors' work to the Board of Trustees. Therefore audit committees are required to be transparent to the Board of Trustees.

Relationship with external parties

To carry out the audit committee's duties, legislation requires certain parties to assist the audit committee in carrying out their responsibilities. These parties can range from internal auditors who advise on management's internal controls and processes in place; external auditors who perform the annual external audit on the financial statements; and legal counsel who provide insight into litigation risks or ongoing litigations.

Presentations from the aforementioned parties may contain sensitive topics such as controls and risks that need to be discussed in a more restrictive audience setting.

An open and effective relationship between professional advisors and the audit committee can be fostered through substantive conversations in which both parties are engaged. An audit committee has a skill set that is directed towards financial literacy and risk and should include members who understand the implications of any issues or findings raised by the respective professional advisors. As financially aware individuals, the audit committee will also raise the appropriate questions and concerns to discuss among the professional advisors. Therefore, in order to have the appropriate communications with external parties, the audit committee needs to determine the correct setting for the discussion (open, closed, or in-camera).

Relationship with stakeholders

The audit committee is accountable to the Board of Trustees, who are ultimately accountable to stakeholders of the school board. Stakeholders have a right to hold the school boards accountable for their actions and this is achieved through transparency in open records and attendance at meetings.

The Municipal Freedom of Information and Protection of Privacy Act ("MFIPPA") dictates the level of access rights to information under the control of institutions, such as records and personal information. Under MFIPPA, school boards have an obligation to disclose records to the public if it is in the public interest to do so and does not violate personal information.

The audit committee has a fiduciary responsibility to represent and protect the property of the school board (Section 207(2) of the Education Act). These responsibilities have to be carried out while managing risk exposure, because allowing sensitive subject matters to surface at inappropriate times may put the security of school board property at risk. Since the audit committee is a subsection of the Board of Trustees it is important for the non-audit committee trustees to have access to the information that the committee is considering so that they can stay informed and monitor developments. This access supports the accountability relationship that is required between the Board of Trustees and the audit committee.

Ombudsman of Ontario reports

The Office of the Ombudsman of Ontario (“Ombudsman”) acts as an independent and impartial Officer of the Provincial Legislature and has a mandate to oversee government services and ensure accountability to the public. The Ombudsman will investigate any complaints received that fall under the Ombudsman’s jurisdiction. Currently, the Ombudsman has jurisdiction over Provincial ministries, crown corporations, tribunals, agencies, boards and commissions; and more recently, commencing on September 1, 2015, jurisdiction now includes Ontario school boards. With this extension to the jurisdiction of the Ombudsman, it is important to understand the views of the Ombudsman with regards to open vs. closed sessions within governance meetings.

Ontario’s Sunshine Law

The Ombudsman’s Sunshine Law was created in the form of amendments to the Municipal Act. The amendments that were made to the Act specifically aim to address accountability and transparency in the public sector, allowing for public observation whether it is governance meetings or records. The premise behind the amendments was to enforce openness in activities where business information is deliberated and decisions are made that could impact tax-funded operations under the jurisdiction of the Ombudsman.

As the Municipal Act governs accountability towards the public, there is an emphasis on closed sessions of Municipalities and their committees and ensuring any topics discussed in closed sessions are pursuant to the respective section of the legislative act that allow meetings to be closed.

The Municipal Act understands that “while transparency [...] should be maximized as far as possible, [...] there may be certain situations in which the privacy of an individual should be respected, or where open meetings would not serve the public interest, or the interests of the municipality”¹. Upon the decision to close sessions of a meeting, specific procedures should be followed such as stating by resolution in open session the general nature of matters to be closed and reason for closure. Additionally, voting is only permitted in a closed session if it is for a “procedural matter or for giving directions or instructions to officers, employees, agents of the [organization], or person under contract”². “All resolutions, decisions and other proceedings that take place must be recorded without comment, whether the meeting is open or closed”³.



¹ “Must all meetings be open to the public?” in The Sunshine Law Handbook, 3rd Edition, January 2015. The Office of the Ombudsman of Ontario

² “Can votes be taken during a closed meeting?” in The Sunshine Law Handbook, 3rd Edition, January 2015. The Office of the Ombudsman of Ontario

³ “Must a record be kept of the closed meeting?” in The Sunshine Law Handbook, 3rd Edition, January 2015. The Office of the Ombudsman of Ontario

In open sessions where the public are invited to attend, the public are only granted with the right to observe and not the right to participate.

Prior investigations

Various municipal meeting investigations

The common trend noted in many of the investigations of the closed municipal meetings was public concern regarding integrity of discussions within closed sessions that guide decisions to be made. The investigations noted that when meetings are closed and discussions are held within this closed environment, this reduces transparency and accountability in decisions as the public are not aware of the process and considerations made in the decision.

Some investigations required the Ombudsman to determine whether informal gatherings by all members of a municipal council or committee actually constituted a meeting of said council or committee. The risk with all members of a municipal council or committee gathering together is that municipal business could be conducted in a manner that is not open and transparent to the public.

Another issue that some municipalities face is when the membership of a committee consists of the same membership of the municipal council. In those circumstances, it would be more difficult to determine or distinguish conduct that is being conducted by the committee vs the council. When membership of an audit committee is the same as the governing body, the rules around opening and closing an audit committee should be the same as it is for council.

LHIN investigation (July 2010)

An investigation was launched on the Local Health Integration Network (“LHIN”) as there was concern regarding the community engagement in its decision-making process that had a direct impact on local residents. The main issue is that the LHIN “fail[ed] to follow an open and transparent process, [which] threatens to erode public confidence in decision-making relating to the local health system”⁴.

Decisions were made in meetings that were held in private. The investigation noted that by making decisions in private, this reduces the transparency and confidence in the decisions made, as the public are not aware of the thought process.

Potential implications to school boards in Ontario

In establishing best practices for audit committee meetings, the principles surrounding the Ombudsman’s investigations should be considered as they highlight the concerns around transparency, regardless of whether the action was intentional or not.

Public confidence over the integrity and accountability of the execution of duties of the audit committee is closely aligned with transparency in the processes of the duties performed. As such, if discussions are moved to a closed session, there should be clear and timely documentation disclosed that explains the reason of moving to closed session. Additionally, a summary of discussions held or decisions made should be disclosed with as much detail as possible after the closed meeting. A transparent governance and decision process will reduce public concern as they are more mindful of the process.

If membership of an audit committee is identical to that of the Board of Trustees, then the assignment of duties has not effectively been passed on to a subset of the Board of Trustees, and therefore less discussion will occur at the board level around items discussed at the audit committee. In situations where this does arise, audit committee meetings should be treated no differently than a meeting of the Board of Trustees.

⁴ “Overview” in The LHIN Spin, July 2010. The Office of the Ombudsman of Ontario

Ontario public sector legislation review

Transparency to the taxpayers is a common theme in organizations within the public sector. As such, it is beneficial to understand how other legislation in Ontario prescribe the conduct of audit committee meetings, specifically in dealing with open vs. closed sessions. The following section takes a look at the closed meeting requirements in the Education Act and how it compares to other legislation in Ontario.

EDUCATION ACT SECTION 207

Open meetings of boards

207. (1) Subject to subsections (2) and (2.1), the meetings of a board and the meetings of a committee of the board, including a committee of the whole board, shall be open to the public, and no person shall be excluded from a meeting that is open to the public except for improper conduct. R.S.O. 1990, c. E.2, s. 207 (1); 2014, c. 13, Sched. 9, s. 19 (1).

Closing of certain committee meetings

(2) A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,

- (a) the security of the property of the board;
- (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
- (c) the acquisition or disposal of a school site;
- (d) decisions in respect of negotiations with employees of the board; or
- (e) litigation affecting the board. R.S.O. 1990, c. E.2, s. 207 (2).

Closing of meetings re certain investigations

(2.1) A meeting of a board or of a committee of a board, including a committee of the whole board, shall be closed to the public when the subject-matter under consideration involves an ongoing investigation under the *Ombudsman Act* respecting the board. 2014, c. 13, Sched. 9, s. 19 (2).

Exclusion of persons

(3) The presiding officer may expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting. R.S.O. 1990, c. E.2, s. 207 (3).

Inspections of books and accounts

(4) Any person may, at all reasonable hours, at the head office of the board inspect the minute book, the audited annual financial report and the current accounts of a board, and, upon the written request of any person and upon the payment to the board at the rate of 25 cents for every 100 words or at such lower rate as the board may fix, the secretary shall furnish copies of them or extracts therefrom certified under the secretary's hand. R.S.O. 1990, c. E.2, s. 207 (4).

The Education Act specifies certain instances in which audit committee meetings should be closed, however applying these requirements to the specific duties in legislation can be challenging. The inconsistency between the Education Act and other practices and legislation in Ontario indicates that there is inconsistency across the Province as to when meetings should be closed to the public.

Higher education

The Ministry of Training, Colleges and Universities follows Ontario Regulation 34/03 with regards to corporate governance. The following is an excerpt from the Act that delineates conduct of meetings in open vs. closed session:

ONTARIO REGULATION 34/03 – SECTION 5

Ontario Colleges of Applied Arts and Technology Act, 2002

(5) Subject to subsections (6) and (7), all meetings of a board of governors shall be open to the public and prior notice of the meeting shall be given to the members of the board of governors and to the public in such manner as the board of governors by by-law shall determine, and no person shall be excluded from a meeting except for improper conduct as determined by the board of governors. O. Reg. 34/03, s. 5 (5).

(6) Where a matter determined by a board of governors to be confidential to the college in accordance with criteria established by by-law is to be considered, the part of the meeting concerning such confidential matter may be closed to the public. O. Reg. 34/03, s. 5 (6).

(7) Where a matter of a personal nature concerning an individual may be considered at a meeting, the part of the meeting concerning such individual shall be closed to the public unless such individual requests and the board of governors agrees that that part of the meeting be open to the public. O. Reg. 34/03, s. 5 (7).

Ontario Regulation 34/03 allows for more judgement in determining when a meeting should be closed, allowing for matters that are confidential to the college to be discussed in a closed setting.

Example of an Ontario University

Universities in Ontario do not follow Ontario Regulation 34/03 and have established their own governance practices which follow some of the better practices from the private sector. In the governance practices at University of Toronto, the audit committee Terms of Reference state that “the Committee usually meets in closed session. Where matters before the Committee are of a particularly confidential or sensitive nature, the Committee may move in camera”⁵.

The audit committee acts as a standing committee to the governing council. Meetings of the governing council are open to the public, and transparency to the governance process and the respective standing committees is demonstrated through these meetings. Additionally, agenda and reports for the closed audit committee meetings are made public. By posting the agenda, the public is aware of the discussions held, without exposing sensitive topics such as perceived risks.

This is considered to be a leading practice in governance around audit committees as it allows for the audit committee to conduct its work for the board, and allows for the board and the public to hear about the audit committee’s work in an open session.

⁵ “6.1 Meetings” in Terms of Reference – Audit Committee, November 2013. University of Toronto

Municipalities

The following is an excerpt from the Municipal Act that outlines conduct of meetings in open vs. closed session for municipalities:

MUNICIPAL ACT, 2001

S.O. 2001, CHAPTER 25

Meetings open to public

239. (1) Except as provided in this section, all meetings shall be open to the public. 2001, c. 25, s. 239 (1)

Exceptions

- (2) A meeting or part of a meeting may be closed to the public if the subject matter being considered is,
- (a) the security of the property of the municipality or local board
 - (b) personal matters about an identifiable individual, including municipal or local board employees
 - (c) a proposed or pending acquisition or disposition of land by the municipality or local board
 - (d) labour relations or employee negotiations
 - (e) litigation or potential litigation, including matters before administrative tribunals, affecting the municipality or local board
 - (f) advice that is subject to solicitor-client privilege, including communications necessary for that purpose
 - (g) a matter in respect of which a council, board, committee or other body may hold a closed meeting under another Act. 2001, c. 25, s. 239 (2).

Other criteria

- (3) A meeting shall be closed to the public if the subject matter relates to the consideration of a request under the Municipal Freedom of Information and Protection of Privacy Act if the council, board, commission or other body is the head of an institution for the purposes of that Act. 2001, c. 25, s. 239 (3).

The Municipal Act lays out the terms of exceptions to public meetings. Subsection 239(2) (a-e) of the Municipal Act is comparable to exceptions in the subsection 207(2) of the Education Act.

Audit committee meetings for the City of Toronto are open to the public. If topics are moved to a closed setting, a motion must be adopted that sets out “the nature of the subject to be discussed and the statutory reason for closing the session”⁶. The public meeting minutes include the topics discussed, reports received and actions made during any closed sessions.

The section of the Municipal Act that covers meetings does not distinguish between meetings of council vs meetings of a committee of council. In practice, committees of council are held in open sessions until topics that are covered in section 239 of the Municipal Act arise, in which case the meeting moves into a closed session.

⁶ City of Toronto. (2015). *Open and closed meetings of City Council, its Committees and local Boards*. Retrieved from <http://www.toronto.ca/legdocs/open-closed-meetings/index.htm>

Healthcare

The Local Health System Integration Act lays the premise for board and committee meetings across health care systems in Ontario.

LOCAL HEALTH SYSTEM INTEGRATION ACT, 2006

S.o. 2006, chapter 4

Public meetings

- (4) All meetings of the board of directors of a local health integration network and its committees shall be open to the public. 2006, c. 4, s. 9 (4).

Exceptions

- (5) Despite subsection (4), a local health integration network may exclude the public from any part of a meeting if,
- (a) financial, personal or other matters may be disclosed of such a nature that the desirability of avoiding public disclosure of them in the interest of any person affected or in the public interest outweighs the desirability of adhering to the principle that meetings be open to the public
 - (b) matters of public security will be discussed
 - (c) the security of the members or property of the network will be discussed
 - (d) personal health information, as defined in section 4 of the Personal Health Information Protection Act, 2004, will be discussed
 - (e) a person involved in a civil or criminal proceeding may be prejudiced;
 - (f) the safety of a person may be jeopardized
 - (g) personnel matters involving an identifiable individual, including an employee of the network, will be discussed
 - (h) negotiations or anticipated negotiations between the network and a person, bargaining agent or party to a proceeding or an anticipated proceeding relating to labour relations or a person's employment by the network will be discussed
 - (i) litigation or contemplated litigation affecting the network will be discussed, or any legal advice provided to the network will be discussed, or any other matter subject to solicitor-client privilege will be discussed
 - (j) matters prescribed for the purposes of this clause will be discussed, or
 - (k) the network will deliberate whether to exclude the public from a meeting, and the deliberation will consider whether one or more of clauses (a) through (j) are applicable to the meeting or part of the meeting. 2006, c. 4, s. 9 (5).

The Local Health System Integration Act has many similarities to the Education Act in terms of exceptions to public meetings. Subsection 9(5) (b-c), (g) and (j) of the Local Health System Integration Act are comparable to exceptions in subsection 207(2) of the Education Act.

Audit committee meetings are made public and upon moving into a closed session, the applicable subsection 9(5) that allows for the topic to move into a closed session is disclosed and a form of common motion must be passed before the discussion in closed session can be held. In the public meeting minutes, the individuals that can attend the closed session are noted, as well as the topics discussed at the closed session (i.e., Board Chair expense review, Risk Report).

The Local Health System Integration Act is clear that both board of director meetings and audit committee meetings should be held in public.

Recommendations

Striking the right balance

The need for transparency and accountability towards the public is a fundamental principle in Public Sector governance. It is through transparent and accountable methods that the public is able to better understand and gain confidence over business decisions and how their tax dollars are effectively being spent to run the operations of the school boards. Weighing both sides of the scale, however we believe that the specific duties of the audit committee are best accomplished in closed session where committee members are able to openly discuss matters – many of which will be sensitive in nature.

Sufficient transparency can and should be achieved in summary reports of audit committee meeting which are presented at open board of trustee meetings.

Our recommendations on best practices for open and closed sessions for audit committees are as follows:

Trustees who are not members of the Audit Committee should be permitted to attend both open and closed sessions of the Audit Committee. A non-committee member Trustee who attends a committee meeting should only be permitted to observe unless they are invited to participate by the committee. Any documents that are provided to the audit committee related to both open and closed sessions should also be made available to the non-committee trustees. The chair of the audit committee should have discretion in determining which guests to the meeting should be allowed to present and discuss matters with the committee.

The public should have access to the minutes from any open session, while Trustees who are not on the committee should have access to the minutes of any closed and open session.

Recommendation #1 - Trustee attendance at audit committee meetings:

Trustees who are not members of the audit committee should be permitted to attend open and closed audit committee meetings in the capacity of an observer. Observers are typically not allowed to participate in meetings unless they are invited to participate in the meeting by the chair of the committee. However under no circumstances would a non-committee member be allowed to vote on recommendations of the audit committee. The public should have access to the minutes from any open session, while Trustees who are not on the committee should have access to the minutes of any closed and open session.

In-camera meetings

The main focus of this report is whether committee meetings should be open or closed, however, we believe that a distinction about in-camera sessions is appropriate. The Education Act allows for meetings to be held in an Open or Closed session, however Regulation 361/10 is where the ability to go in-camera resides. In-camera meetings are a best practice for audit committees in order to have sensitive conversations in the absence of staff and other parties. Non-audit committee members would typically not attend in-camera meetings unless requested to attend by the committee. A best practice of audit committees, for example, is to meet with the external auditor in-camera to understand how prepared management was for the audit, and whether there are any particular concerns that the auditor feels would be too sensitive to discuss in front of management. While auditors usually feel comfortable sharing any issue that they observe with management, an in-camera session is a best practice because it promotes an independent relationship between external parties who have a direct reporting relationship to the audit committee.

The determination to go in-camera can be done from either a closed session of the committee or an open session of the committee.

Purpose and benefit of different audience types

| Open | Closed | In-camera |
|---|--|--|
| Open sessions provide transparency to the stakeholder. Invitation to this portion of the audit committee meetings is not exclusive to anyone; however, participation will remain limited to the audit committee members and individuals invited to participate (i.e., RIAT, external auditor) to ensure topical and effective conversations. In these meetings, the transparency allows the audit committee to be directly accountable to the taxpayers and increases public confidence in the decision making, as they are in attendance and fully aware of the process. | Closed sessions have a more restrictive audience in the sense that invitation is only extended to audit committee members, Board of Trustees, relevant management and designated participants to report on certain matters and answer questions (i.e., internal or external auditor, legal counsel or representatives from a reporting entity). These sessions allow for sensitive topics and related recommendations to be discussed with all the facts and information prior to exposing the issues to the public... | In-camera sessions allow the audit committee to receive feedback from designated participants without the presence of other parties. These sessions allow participants to openly engage in issues with the appropriate parties and encourages more open and robust discussions. It is up to the committee to determine which parties they would like to meet with and whether other parties should be present. |

Recommendation #2 – In-camera sessions

Guidance from the Ministry should clarify that audit committees have the ability to go In-Camera (discuss topics without the presence of staff, including the Director of Education), and is acceptable under paragraph 10(c) of Regulation 361/10. In-Camera meetings should not involve any decision making, and would typically just involve discussion with the appropriate party. Examples of in-camera sessions would be when the committee meets with the internal or external auditor to discuss any matters of particular concern to the committee.

Communicating closed sessions

Audit committees should make publicly available a formal agenda that has been created and distributed in advance of the meeting. The agenda should outline topics for discussion in the open session. For closed sessions, the audit committee should state at the meeting the reasons as to why the committee would need to move into a closed session referencing the appropriate paragraph of 207(2) of the Education Act which permits the respective topic(s) to be held in closed session.

Any reports presented during the audit committee meeting should be made available to the Board of Trustees, regardless of whether the meeting was held in an open or closed session. If the reports were presented during the closed session of the audit committee, the Board of Trustees should keep that information closed as well.

Recommendation #3 – Communications of closed sessions

Audit committees should make publicly available a formal agenda for the open meeting that has been created and distributed in advance of the meeting. For closed sessions, the audit committee should state at the meeting the reasons as to why the committee would need to move into a closed session. Reports to the audit committee in an open session should be accessible to the public, while closed session reports should only be made available to the committee members, relevant management personnel, and the Board of Trustees.

Conducting meetings in a closed session

There have been several instances in the public sector in Ontario where the Ombudsman has pointed out that the practice of going into and out of a closed session was not done effectively. Best practices to consider when going in and out of open and closed sessions would include:

1. Clearly state at the meeting and in the minutes the reason for moving to a closed session and how that is acceptable under legislation
2. After the closed session, ensure that the public that is present has been invited back into the meeting room
3. Clearly state whether any decisions were made in the closed meeting, and if so, what those decisions were.

Recommendation #4 – Decision making in closed sessions

Recommendations made by the audit committee to the Board of Trustees should be made in an open session. Any decision making that occurs in a closed meeting could be perceived by the public as decision making with a lack of transparency and accountability. If it is not possible to make a decision in an open session (due to privacy or other closed session requirements), the audit committee should confirm how they meet the closed meeting requirements of 207(2) of the Education Act. When reporting to the Board of Trustees, the summary provided to the Board of Trustees should be in sufficient detail to understand the decisions and recommendations that came out of the closed meeting.

Minutes of closed and in-camera meetings

When audit committee meetings are closed or even in-camera, minutes of those meetings should be kept so that those who are present can refer back to the decisions reached if needed. The issue with closed and in-camera meeting minutes should not be about whether meeting minutes are kept, but more about how to control the distribution of those minutes. Once a meeting is closed, the access to those minutes should be restricted to the committee members, the Board of Trustees, and relevant staff. Minutes for closed sessions should be limited as the committee would be limited in the decisions that should be made. In-camera minutes should remain privileged to those who were in attendance at those meetings and certain other individuals, required to review them as part of their mandate (i.e. external auditors). Generally a staff minute taker of the committee would remain with the committee while the sensitive discussions are taking place. If an issue is too sensitive for even a staff member to remain to take notes, the chair of the committee could summarize the decision for the staff member after the committee comes out of the in-camera session.

Recommendation #5 – Access to minutes

During the closed session, minutes should be taken in the same detail as minutes taken at the open session (focusing on decisions that are made by the committee or recommendations to the Board of Trustees). Members of the Board of Trustees should have access to all minutes, whether open or closed, whereas the public should only have access to open meeting minutes. In Camera minutes should be taken in the rare circumstances that those parts of the meeting involve decision making, and in-camera minutes would be restricted to those required to review closed session meeting minutes in accordance with their mandate (i.e. external auditors in accordance with generally accepted auditing standards, and others such as legal counsel).

Guidance on when to close audit committee meetings

As a best practice, audit committee meetings should be closed to the public because of the amount of sensitive information that can be discussed. In the private sector, where transparency to the public is not as prevalent, audit committee meetings are always closed. While this is not necessarily an option for all public sector organizations, the transparency of the audit committee decision making process can be accomplished if there is effective reporting to the Board of Trustees that appropriately summarizes the decisions and thoughts of the audit committee.

Current legislation does not permit for audit committee meetings to be closed on a permanent basis. The determination of whether an item should be discussed in a closed or open session is ultimately based on the nature of the topic being discussed. Regulation 361/10 prescribes the duties of an audit committee and as the committee carries out each of these they will need to assess whether the topics that arise from carrying out those duties require the meetings to be closed. Appendix A of this report provides some considerations for audit committees on whether the meetings should be conducted in an open or closed session.

Recommendation #6 – Guidance on closing audit committee meetings

The Education Act outlines the circumstances in which an audit committee can be closed. Regulation 361/10 provides the authority for an audit committee to go in-camera, and also provides the duties of an audit committee. It is not the duties of an audit committee which would force the audit committee to move into a closed session or an in-camera session, but rather the nature of the topics being discussed. Judgement will be required to identify when those topics arise.

Accessibility of information

Our recommendations have identified that certain parties should have access to information in certain situations. The following table summarizes the accessibility of certain information that is provided for the Audit Committee and which other parties should have access to this information.

| Information item | Available to public | Available to all trustees | Available to audit committee members |
|--|---------------------|---------------------------|--------------------------------------|
| Agenda for open audit committee meetings | Yes | Yes | Yes |
| Agenda for closed audit committee meetings | No | Yes | Yes |
| Reports to be discussed in open sessions | Yes | Yes | Yes |
| Reports to be discussed in closed sessions | No | Yes | Yes |
| Minutes of open session | Yes | Yes | Yes |
| Minutes of closed session | No | Yes | Yes |
| Minutes of in-camera sessions | No | No | Yes |

Appendix A – Duties of the Audit Committee

The following appendix examines the duties of an audit committee as described in regulation 361/10 and considers whether these duties could potentially lead to a discussion of topics that would result in a closed meeting under the Education Act. We have analysed the duties and provide a recommendation as to what duties would be appropriate to include in an open session. There are other duties which we could confirm should most likely occur in a closed session because they would often result in a conversation that would meet the closed session requirements under the Education Act. All other duties, the nature of whether it should be open or closed depends on the nature of the topic being discussed. The ultimate decision of whether a meeting should be open or closed does come from the nature of the topic being discussed, which this report does not and cannot contemplate. Users are cautioned not to use this report as a sole source for determining whether a meeting should be opened or closed.

Items for consideration for Open Sessions

Duties as per Regulation 361/10

- Review of the board's financial statements, including:
 - Relevant accounting and reporting practices and issues
 - Departures from CPA Canada's accounting principles, as applicable
 - Completeness
 - Consistent with known information
 - Reflect applicable accounting principles
- Resolution to recommend approval of the audited financial statements
- Review the mandate of internal audit
- Review the activities of internal audit
- Review the staffing and organizational structure of internal audit
- Discussion of and resolution to recommend approval on a policy designating services that the external auditor may perform for the board and, if the board adopts the policy, to oversee its implementation
- Coordination of efforts between internal and external audit
- Review of processes for communicating and administering codes of conduct
- Election of audit committee chair
- Authorization of two consecutive absences for audit committee members
- Declaration of conflicts of interest
- Annual audit committee report to the board of trustees

Items for consideration for Closed Sessions

| Duties as per Regulation 361/10 | Explanatory Comments |
|---|--|
| <ul style="list-style-type: none"> Review of the external audit results | <ul style="list-style-type: none"> External audit results will have communication requirements around fraud and internal controls. This could affect the security of the property of the board. |
| <ul style="list-style-type: none"> Review of any difficulties encountered by the external auditor | <ul style="list-style-type: none"> This is usually noted in the audit results report from the auditor which should be discussed in a closed session. |
| <ul style="list-style-type: none"> Review of significant changes the external auditor made to the audit plan in response to issues identified in the audit | <ul style="list-style-type: none"> This is usually noted in the audit results report from the auditor which should be discussed in a closed session. |
| <ul style="list-style-type: none"> Review of significant disagreements between the external auditor and the director/senior business official and how these were resolved | <ul style="list-style-type: none"> This is usually noted in the audit results report from the auditor which should be discussed in a closed session. An in-camera session may be appropriate as well. |
| <ul style="list-style-type: none"> Review of all matters the external auditor is required to communicate to the audit committee under generally accepted auditing standards | <ul style="list-style-type: none"> This is usually noted in the audit results report from the auditor which should be discussed in a closed session. |
| <ul style="list-style-type: none"> Review of material written communications between the external auditor and director/senior business official | <ul style="list-style-type: none"> This is usually noted in the audit results report from the auditor which should be discussed in a closed session. |
| <ul style="list-style-type: none"> Discussion with the external auditor about whether the financial statements of the board's reporting entities, if any, have been consolidated with the board's financial statements | <ul style="list-style-type: none"> This is usually noted in the audit results report from the auditor which should be discussed in a closed session. |
| <ul style="list-style-type: none"> Discussion with the external auditor on any other relevant issues | <ul style="list-style-type: none"> This is usually noted in the audit results report from the auditor which should be discussed in a closed session. |
| <ul style="list-style-type: none"> Discussion of the board's significant financial risks and the measures taken to monitor and manage these risks | <ul style="list-style-type: none"> Significant financial risks can affect the security of the property of the board and may contain information on transactions involving schools. |
| <ul style="list-style-type: none"> Review of the effectiveness of the board's system for monitoring compliance with policies, procedures and legislative requirements | <ul style="list-style-type: none"> This discussion would often be a closed session due to the sensitivity of the items being discussed and the potential impact on the security of the property of the board. |
| <ul style="list-style-type: none"> Review of internal audit's effectiveness, including compliance with professional standards | <ul style="list-style-type: none"> The discussion would likely entail information about the performance of an individual, which would be considered private under the Education Act. |
| <ul style="list-style-type: none"> Regional internal audit manager/regional internal audit team performance review | <ul style="list-style-type: none"> The discussion would likely entail information about the performance of an individual, which would be considered private under the Education Act. |
| <ul style="list-style-type: none"> External Auditor Performance Review | <ul style="list-style-type: none"> Assessing performance of a vendor should be done in a closed session due to the sensitivity of the topic. |
| <ul style="list-style-type: none"> Review of any investigation or action taken to address any instances of non-compliance | <ul style="list-style-type: none"> This discussion would often be a closed session due to the sensitivity of the items being discussed and the potential impact on litigation affecting the board. |
| <ul style="list-style-type: none"> Obtain updates from senior management and legal counsel regarding compliance matters | <ul style="list-style-type: none"> Matters that involve litigation should be disclosed in a closed session |
| <ul style="list-style-type: none"> Obtain from senior management confirmation of compliance with statutory requirements (e.g. compliance report) and related discussion | <ul style="list-style-type: none"> Instances of non-compliance could result in litigation against the board |
| <ul style="list-style-type: none"> Annual Audit Committee Report to the Board of Trustees | <ul style="list-style-type: none"> This report would summarize all of the committee's work, some which would have been conducted in a closed session. |

| Duties as per Regulation 361/10 | Explanatory Comments |
|---|--|
| <ul style="list-style-type: none"> Audit committee self-assessment | <ul style="list-style-type: none"> In order to encourage open and honest feedback, this session should either be done in a closed session or in an in-camera session. |
| <ul style="list-style-type: none"> Discussion of the board's significant risks with the director, Senior Business Official, Regional Internal Audit Manager/internal auditor, external auditor | <ul style="list-style-type: none"> Significant risks would expose the security of the property of the board |

Other duties

The other duties from Regulation 361/10 may or may not result in a discussion that would warrant a closed meeting. It will be up to the chair and those preparing for the meeting to conclude on whether a closed meeting would be appropriate based on the topic being discussed.

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ACTION REPORT

ITEM 8.9

2016-2017 INTERNAL AUDIT PLAN

PURPOSE:

To provide recommendations on the 2016-2017 annual internal audit plan, from the Audit Committee, to the Board of Trustees for approval.

COMMENTS:

At the Audit Committee Meeting of June 13, 2016, the Regional Internal Audit Team (RIAT) presented the proposed internal audit plan for 2016-2017.

1. School Generated Funds Compliance Review
The objective of the audit is to conduct compliance reviews of the administration of school generated funds, by auditing six (6) schools.
2. BAS Data Integrity Assessment using Data Analytics
During 2017, the Board will be converting from the Budgetary Administrative Suite (BAS2000) to the re-tooled product "K212 Financials".

The primary objective of the project will be to assess the integrity of data stored in the Vendor Master, Purchase Order, Payment in BAS and Human Resource (HR) Master file in the Human Resource Information System (iSYS Works) to identify data elements which require correction or 'cleansing' prior to the application conversion. This will be accomplished by building a series of analytic routines defined collaboratively with business process owners that identify anomalies in data and transactions processed. The analytic tool 'Audit Command Language' (ACL) offers the opportunity to compare every transaction processed against a defined set of parameters and identify items that exhibit anomalies for subsequent investigation. From an internal audit perspective this approach allows a risk based and comprehensive assessment of data integrity and specific anti-fraud controls associated with Procurement and Accounts Payable, Facility Procurement and data management domains defined in the Audit and Risk Universe on a system wide basis. From a management perspective assurance can be gained that controls are operating as designed and transactions are processed as expected. If process design weaknesses are identified they can be addressed concurrently with the system conversion.

In the past, the annual audit plan has been approved by the Audit Committee and communicated to the Board of Trustees, through the minutes. Consistent with the current practice for the approval of the Audited Annual Financial Statements, which are reviewed by the Audit Committee and recommended for Board approval, and to better align the Halton Catholic District School Board's practice with the practice at most other Boards, the annual internal audit plan will now be reviewed by the Audit Committee, who in turn will recommend that the plan be approved by the Board of Trustees.

RECOMMENDATION:

RESOLUTION:

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Audit Committee to approve the Internal Audit Plan for 2016-2017.

RESOLVED, that the Internal Audit Plan for 2016-2017 include the following audits:

- 1) School Generated Funds Compliance Review, and
- 2) BAS Data Integrity Assessment.

REPORT SUBMITTED BY:

J. M. ROWE
CHAIR OF THE AUDIT COMMITTEE

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

ACTION REPORT

ITEM 8.10

**POLICY II-39 Progressive Discipline & Safety in Schools
Code of Conduct – Suspensions and Expulsions**

PURPOSE:

To approve *Policy II-39 Progressive Discipline & Safety in Schools Code of Conduct – Suspensions and Expulsions* as amended.

COMMENTARY:

The Halton Catholic District School Board is committed to maintaining accordance with the *Education Act*.

In collaboration with Keel Cottrelle LLP revisions were made to *Policy II-39 Progressive Discipline & Safety in Schools Code of Conduct – Suspensions and Expulsions* to reflect the current *Education Act*.

The revised *Policy II-39 Progressive Discipline & Safety in Schools Code of Conduct – Suspensions and Expulsions* was brought forth to the June 14, 2016 Policy Committee Meeting with a recommendation that it be forwarded to the Board of Trustees for approval.

RECOMMENDATION:

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

RESOLUTION:

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve *Policy II-39 Progressive Discipline & Safety in Schools Code of Conduct – Suspensions and Expulsions* as amended.

REPORT SUBMITTED AND APPROVED BY:

P. MARAI
CHAIR OF THE POLICY COMMITTEE

PROGRESSIVE DISCIPLINE & SAFETY IN SCHOOLS
CODE OF CONDUCT – SUSPENSIONS & EXPULSIONS
POLICY No:**II-39**

DATE: JANUARY 15, 2008
 AMENDED: JUNE 29, 2010
 AMENDED: NOVEMBER 20, 2012
 AMENDED: JANUARY 20, 2015

PURPOSE

This policy supports and encourages a safe school environment through the application of progressive discipline, intervention and consequences for student actions not in compliance with the Board's Code of Conduct and the *Standards of Behaviour* described in the [Ontario School Code of Conduct](#) (as amended).

This policy authorizes the creation of procedures for implementation, which shall be considered guidelines pursuant to the *Education Act*, as amended and:

[P/PM 128](#): Provincial Code of Conduct and School Board Codes of Conduct

[P/PM 144](#): Bullying Prevention and Intervention

[P/PM 145](#): Progressive Discipline and Promoting Positive Student Behaviour [P/PM 141](#): School Board Programs for Students on Long Term Suspension

[P/PM 142](#): School Board Programs for Expelled Students

[Reg. 472/07](#): Suspension and Expulsion of Pupils – Mitigating Factors

APPLICATION & SCOPE

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

PRINCIPLES

- The Halton Catholic District School Board recognizes that student conduct within our schools shall be rooted in the Gospel values and teachings of Jesus Christ, the Board's Mission Statement and Governing Values.
- The Board recognizes that students have a responsibility to resolve conflict and differences in a respectful, civil and non-violent manner.
- The Board recognizes that injurious conduct includes, but is not limited to, verbal, physical and sexual assault, disrespect, vandalism, harassment, intimidation, bullying, verbal, written or cyber bullying and threats. Appropriate consequences will be applied in accordance with the [Ontario School Code of Conduct Standards of Behaviour](#), (as amended) and provisions of the *Education Act* as amended.
- The Board recognizes and affirms that the Principal, subject to the authority of the appropriate Supervisory Officer is in charge of the school and may take specific disciplinary action as outlined in the *Education Act*, Regulations and respective Board Policy and Administrative Procedures.
- The *Provincial Code of Conduct* and the Halton Catholic District School Board Code of Conduct include the following Standards of Behaviour:

Respect, Civility and Responsible Citizenship

All members of the school community must:

- demonstrate honesty and integrity;

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- not swear at a teacher or at another person in a position of authority;
- promote a positive school climate that is inclusive and accepting of all pupils, including pupils of any age, ancestry, colour, citizenship, creed, disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex, or sexual orientation;
- promote the prevention of bullying;
- respect all members of the school community, especially persons in positions of authority;
- respect and comply with all applicable federal, provincial, and municipal laws;
- respect and treat others fairly, regardless of, age, ancestry, appearance, citizenship, colour, disability, ethnic origin, gender, gender expression, gender identity, place of origin, race, religion, or sexual orientation;
- respect differences in people, their ideas, and their opinions;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- respect the rights of others;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- treat one another with dignity and respect at all times, and especially when there is disagreement.

Safety

All members of the school community must not:

- be in possession of any weapon or replica, including firearms;
- be in possession of, or be under the influence of, or provide others with alcohol, illegal and/or restricted drugs/substances;
- cause injury to any person with an object;
- commit an act of vandalism that causes damage to school property or to property located on the premises of the school;
- commit robbery;
- commit sexual assault;
- engage in bullying behaviours;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- give alcohol to a minor;
- inflict or encourage others to inflict bodily harm on another person;
- traffic in weapons, replica, illegal and/or restricted drugs;
- use any object to threaten or intimidate another person.

| |
|---------------------|
| REQUIREMENTS |
|---------------------|

- [The Provincial Code of Conduct](#), (as amended), the Halton Catholic District School Board Code of Conduct and the *Education Act* create expectations for behaviour for all persons on school property.
- It is important that all pupils have a safe, caring and accepting school environment in order to maximize their learning potential and to ensure a positive school climate for all members of the school community.
- Pursuant to the *Education Act*, principals are required to maintain proper order and discipline in schools, and pupils are responsible to the principal for their conduct and are required to accept such discipline as would be exercised by a reasonable, kind, firm and judicious parent.

PROGRESSIVE DISCIPLINE & SAFETY IN SCHOOLS
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- To meet the goals of creating a safe, caring, and accepting school environment, the Halton Catholic District School Board supports the use of positive practices as well as consequences for inappropriate behaviour, including progressive discipline, which includes suspension and expulsion where necessary. 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, socio-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 behaviour and authorizes principals, or their delegates, to impose consequences in appropriate circumstances, up to and including a referral to the Discipline Committee of the Board for expulsion from all schools.
- The Board does not support discipline measures that are solely punitive or the use of exclusion as a disciplinary measure.
- Schools are encouraged to implement proactive practices and corrective supportive practices when necessary. However, before applying disciplinary measures, the principal/designate and Discipline Committee of the Board shall consider the discriminatory impacts of disciplinary decisions on pupils protected by the *Human Rights Code*, including but not limited to race and disability, and whether or not accommodation is required.
- This policy authorizes the creation of procedures for implementation, which might include requirements described in Ministry of Education PPMs as matters of policy, and any such procedures shall be considered guidelines pursuant to the *Education Act* and other relevant and/or related Ministry of Education materials and all of which will be sufficient for the purposes of implementing the requirements of Ministry of Education Policy Program Memoranda.
- At the start of each term the principal shall communicate expectations to the students with the support of teachers in accordance with the Halton Catholic District School Board's Student Code of Conduct and Standards of Behaviour.
- Principals, shall, as soon as reasonably possible, notify the parent or guardian of the pupil who the principal believes has been harmed as a result of a activity described in subsection 306(1) or 310(1) in the *Education Act* and the parent or guardian of any pupil in the school who the principal believes has engaged in the activity that resulted in the harm.
- Principals must contact the parents or guardians of victims of such incidents unless:
 - the victim is 18 years old or over;
 - the victim is 16 or 17 years old and has withdrawn from parental control; or
 - in the opinion of the principal, doing so would put the victim at risk of harm from the parent.
- Principals must develop a Safety Support Plan to support and protect the victim(s). The Safety Support Plan must include, but is not limited to, consideration of additional in-school counselling such as Child and Youth Counsellor, Social Worker, etc.
- Board employees, who work directly with students, shall respond to incidents that may have a negative impact on school climate.

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- All Board employees shall report to the principal as soon as reasonably possible if they become aware that a student may have engaged in an activity for which the students must be considered for suspension or expulsion.
- A principal of a school can delegate his or her powers under Part XIII of the *Education Act* (Behaviour, Discipline and Safety) to a vice-principal of the school or a teacher employed in the school, per Ministry policy.
- To meet the goal of creating a safe, caring, and accepting school environment, the Halton Catholic District School Board supports the use of positive practices as well as consequences for inappropriate behaviour, including progressive discipline, which includes suspension and expulsion where necessary.
- The Board does not support discipline measures that are solely punitive. Schools are encouraged to implement proactive positive practices and corrective supportive practices when necessary.
- This policy authorizes the creation of procedures for implementation, which shall be considered guidelines pursuant to the *Education Act*.
- See [Administrative Procedure VI-44](#) *Progressive Discipline & Safety in Schools* for associated procedures, and reporting forms.
- See [Policy III-15 Workplace Violence](#) and [Policy III-16 Workplace Harassment](#) for related requirements.
- See [Policy II-40 Bullying Prevention and Intervention](#) for related requirements.
- See [Policy II-45](#) and [Administrative Procedure VI-54](#) *Equity and Inclusive Education* for related requirements.

POSITIVE PRACTICES:

In order to promote and support appropriate and positive pupil behaviours that contribute to creating and sustaining safe, caring and accepting learning and teaching environments that encourage and support students to reach their full potential, the Board supports the use of positive practices for: (1) prevention, and (2) positive behaviour management.

Preventative practices may include:

- Anti-bullying and violence prevention programs;
- Character education;
- Citizenship development;
- Healthy lifestyles;
- Mentorship programs;
- Restorative Practices;
- Student leadership; and
- Student success strategies.

Positive behaviour management practices may include:

- Class placement;

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- Conflict resolution;
- Individual, peer and group counselling;
- Mentorship programs;
- Positive encouragement and reinforcement;
- Program modifications or accommodations;
- Safety Plans;
- School, Board and community support programs;
- Sensitivity programs; and
- Student success strategies.

The Board recognizes that, in some circumstances, positive practices might not be effective or sufficient to address inappropriate pupil behaviour. In such circumstances, the Board supports the use of consequences.

In circumstances where a pupil will receive a consequence for his/her behaviour, it is the expectation of the Board that the principle of progressive discipline, consistent with *Ministry of Education* direction and *PPM 145*, will be applied, if appropriate.

PROGRESSIVE DISCIPLINE:

The goal of this policy, with respect to progressive discipline, is to support a safe learning and teaching environment in which every pupil can reach his or her full potential. Appropriate action must consistently be taken by schools to address behaviours that are contrary to Provincial and Board Codes of Conduct.

Progressive discipline is a whole-school approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours. The range of interventions, supports, and consequences used by the Board and all schools must be clear and developmentally appropriate, and must include learning opportunities for pupils in order to reinforce positive behaviours and help pupils make good choices. For pupils with special education and/or disability related needs, interventions, supports and consequences must be consistent with the expectations in the student's Individual Education Plan (IEP) and/or his/her demonstrated abilities.

The Board, and school administrators, must consider all mitigating and other factors, as required by the *Education Act* and as set out in *Ontario Regulation 472/07*.

Progressive discipline may include early and/or ongoing intervention strategies, such as:

- Conflict mediation and resolution;
- Consultation;
- Contact with the pupil's parent(s)/guardian(s);
- Peer mentoring;
- Referral to counselling;
- Review of expectations;
- Verbal reminders;
- Volunteer service to the school community; and/or
- Written work assignment with a learning component.

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Progressive discipline may also include a range of interventions, supports and consequences when inappropriate behaviours have occurred, with a focus on improving behaviour, such as one or more of the following:

- Detentions;
- Meeting with the pupil's parent(s)/guardian(s), pupil and principal;
- Referral to a community agency for anger management or substance abuse counselling;
- Restitution for damages;
- Restorative practices;
- Transfer;
- Withdrawal from class; and/or
- Withdrawal of privileges.

When addressing inappropriate behaviour, school staff should consider the particular pupil and circumstances, including any mitigating and other factors as set out in the Board's Administrative Procedure VI-44 *Progressive Discipline and Safety in Schools*, the nature and severity of the behaviour, and the impact on the school climate.

The Board also supports the use of suspension and expulsion as outlined in *Part XIII* of the *Education Act* where a pupil has committed one or more of the infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate.

SUSPENSION:

The infractions for which a suspension may be imposed by the principal include:

1. Uttering a threat to inflict serious bodily harm on another person;
2. Possessing alcohol, illegal or restricted drugs/substances;
3. Being under the influence of alcohol and/or illegal restricted drugs/substances;
4. Swearing at a teacher or at another person in a position of authority;
5. Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
6. Bullying which includes Cyberbullying (see Administrative Procedure VI-44);
7. Any other activity that is an activity for which a principal may suspend a pupil under a policy of the board:
 - a) Any act considered by the principal to be injurious to the moral tone of the school;
 - b) Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community; or
 - c) Any act considered by the principal to be contrary to the Board or School Code of Conduct including but not limited to the following:
 - academic dishonesty – attempting to deceive by cheating, copying or plagiarizing
 - defiance – refusal to comply with persons in authority
 - disorderly conduct – persistent opposition to authority, conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school
 - explosive devices – use of or possession of explosive devices
 - extortion – to take money, homework or property under threat of harm or duress

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- fire setting, bomb threat, fire alarm – setting a fire or an act that places individuals, property or community at risk
- harassment – repeated comments or conduct that is known or ought to be known as unwelcome
- hate crimes – words or actions considered offensive in reference to a person's age, appearance, culture, disability, gender, race, or religion
- smoking on school property – violation of the Tobacco Control Act
- theft – taking, possessing property without the permission of the owner
- trespass – unauthorized presence on school property
- truancy – persistent unexplained absence
- vehicle use – reckless or dangerous use of a vehicle, e.g. car, bicycle, motorcycle, etc.

A pupil may be suspended only once for an infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.

MITIGATING AND OTHER FACTORS:

Before imposing a suspension under section 306 of the Education Act, the principal, as required by the *Education Act*, must consider any mitigating and other factors as set out in the Student Discipline Procedures. For the purpose of the Student Discipline Procedures, the Board interprets the provisions of the *Education Act* and Regulations consistent with the *Ontario Human Rights Code*.

EXPULSION:

In the case of suspension pending expulsion, mitigating and other factors shall be taken into account in determining the duration of the suspension.

A principal shall suspend a pupil and shall consider whether to recommend expulsion if s/he believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate.

1. Possessing a weapon, including possessing a firearm or a replica;
2. Using a weapon to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault;
5. Trafficking in weapons or replica, illegal or restricted drugs;
6. Committing robbery;
7. Giving alcohol to a minor;
8. Bullying, if,
 - i. the pupil has previously been suspended for engaging in bullying, and/or
 - ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.
 - iii. any activity listed in subsection 306 (i) that is motivated by age, bias, colour, gender expression, gender identity, mental or physical disability, language, national or ethnic origin, prejudice or hate based on race, religion, sex, sexual orientation, or any other similar factors;

PROGRESSIVE DISCIPLINE & SAFETY IN SCHOOLS
CODE OF CONDUCT – SUSPENSIONS & EXPULSIONS
POLICY No:**II-39**

DATE: JANUARY 15, 2008
 AMENDED: JUNE 29, 2010
 AMENDED: NOVEMBER 20, 2012
 AMENDED: JANUARY 20, 2015

9. Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the board that the pupil be expelled:

- a) An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others;
- b) A pattern of behaviour that is so inappropriate that the pupil's continued presence is injurious to the effective learning and/or working environment of others;
- c) Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
- d) Activities engaged in by the pupil on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;
- e) The pupil has demonstrated through a pattern of behaviour that s/he has not prospered by the instruction available to him or her and that s/he is persistently resistant to making changes in behaviour which would enable him or her to prosper; or
- f) Any act considered by the principal to be a serious violation of the Board or School Code of Conduct.

MITIGATING FACTORS AND OTHER FACTORS:

Where a principal imposes a suspension pending an investigation to determine whether to recommend expulsion, the Principal must consider any mitigating and other factors as set out in the Student Discipline Procedures in determining whether to recommend an expulsion from the pupil's school or from all schools of the Board, as required by the *Education Act*. If the principal determines it is not appropriate to recommend an expulsion, the principal must consider mitigating and other factors in deciding whether to 1) confirm the suspension and its duration; 2) confirm the suspension but shorten the duration; or withdraw the suspension and expunge the record of suspension.

For the purpose of the Student Discipline Procedures, the Board interprets the provisions of the *Education Act* and Regulations consistent with the *Ontario Human Rights Code*.

PRINCIPAL INVESTIGATION:

Before recommending an expulsion from the pupil's school or from all schools of the Board, the principal must complete an investigation, as required by the *Education Act*, which is consistent with the expectations for principal investigations outlined in the Board's Administrative Procedure VI-44 *Progressive Discipline and Safety in Schools*.

SUSPENSION APPEAL

Where a pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and has removed him/herself from parental control, disagrees with the decision of a principal to suspend the pupil that pupil's parent/guardian or the pupil, if 18 or older or 16 or 17 and removed from parental control, may appeal the principal's decision to suspend the pupil, in accordance with the Board's Administrative Procedure VI-44 *Progressive Discipline and Safety in Schools*.

Suspension appeals will not be conducted in accordance with or be subject to the [Statutory Powers Procedure Act](#).

PROGRESSIVE DISCIPLINE & SAFETY IN SCHOOLS
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APPEAL OF BOARD DECISION TO EXPEL

The adult pupil or the pupil's parent/guardian may appeal a Board decision to expel the pupil to the Child and Family Services Review Board.

The Child and Family Services Review Board is designated to hear and determine appeals of school Board decisions to expel pupils.

The decision of the Child and Family Services Review Board is final.

SUPERINTENDENT RESPONSIBLE FOR STUDENT DISCIPLINE

The Superintendent Responsible for Student Discipline shall have the powers and duties outlined in the Board's Administrative Procedure VI-44 *Progressive Discipline and Safety in Schools*.

DISCIPLINE COMMITTEE:

The Board authorizes the creation of a Discipline Committee of no fewer than three (3) Trustees to decide appeals of suspensions and recommendations for expulsion. For these purposes, the Discipline Committee will conduct the suspension appeals and expulsion hearings in accordance with the Student Discipline Procedures, Suspension Appeal Guidelines, Expulsion Hearing Guidelines and Rules.

In all cases where consequences might be imposed, teachers, administrators and the Board will consider the safety and dignity of all pupils, and the impact of the activity on the school climate.

The Discipline Committee shall have the powers as set out in the *Education Act* and any other powers to implement any appropriate order.

PROGRAMS FOR SUSPENDED AND EXPELLED STUDENTS:

Programs will be provided for all students suspended for a period of 6 – 20 days. A program will be provided for all students expelled from all schools of the Board (see Administrative Procedure VI-44).

In continuing to promote Gospel values, all programs must include a spiritual/Catholic component, at the appropriate level of student need and understanding.

REPORTING OF VIOLENT INCIDENTS:

The Board shall report the total number of violent incidents on an annual basis to the Ministry of Education through the Ontario School Information System (OnSIS).

The Board will collect and analyse data on the nature of violent incidents to support the development of Board policies and to inform Board and school improvement plans.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____

Chair of the Board

ACTION REPORT

ITEM 8.11

BOARD BY-LAWS
2016-2020

PURPOSE:

To approve the Board's By-Laws as amended.

COMMENTARY:

Article 14.2 of the Board By-Laws states that: *the By-Laws of the Halton Catholic District School Board shall be reviewed every four (4) years by the Board.*

The Board's By-Laws were reviewed by the Board's solicitors in order to ensure that they reflect the requirements of the Education Act. Other revisions are housekeeping in nature.

The Board's solicitor was consulted regarding the amendment that was removed from the Board By-Laws: "An ongoing investigation under the Ombudsman Act respecting the Board". In his response, the solicitor indicated that the provision is in the Education Act and still applies. The Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) requires in-camera if any individuals are involved in the Ombudsman inquiry.

Under Section 207 (2.1), the Education Act reads:

Closing of meetings re certain investigations

(2.1) A meeting of a board or of a committee of a board, including a committee of the whole board, shall be closed to the public when the subject-matter under consideration involves an ongoing investigation under the Ombudsman Act respecting the board. 2014, c. 13, Sched. 9, s. 19 (2).

What is important to note is that the Education Act states that investigations under the Ombudsman Act "shall", not "may" be closed to the public. Consequently, it might be in the Board's best interest to include the requirement "*An ongoing investigation under the Ombudsman Act respecting the Board*" to the appropriate section(s) of the Board's By-Laws.

The revised Board By-Laws were presented at the June 14, 2016 Policy Committee Meeting with a recommendation that it be forwarded to the Board of Trustees for approval.

RECOMMENDATION:

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

RESOLUTION:

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve the Board's By-Laws as amended.

REPORT SUBMITTED AND APPROVED BY: P. MARAI
CHAIR OF THE POLICY COMMITTEE MEETING

HALTON CATHOLIC DISTRICT SCHOOL BOARD
PROCEDURAL BY-LAWS
JUNE 2016

| 1. PREAMBLE | | |
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| 1.1 | Education Act | The provisions of the <u>Education Act</u> , R.S.O. 1990. c. E-2, as amended from time to time, and any related <u>Ontario Regulations</u> take precedence over any By-Laws formulated by the Halton Catholic District School Board; hereafter referred to as the Board. |
| 1.2 | Rules and Regulations | The rules and regulations contained in this By-Law shall be observed in all proceedings by the Board and shall be the rules and regulations for the order and dispatch of the business of the Board and its Committees except where statute or legislative regulation otherwise provides. |
| 1.3 | Robert's Rules of Order | In any instance or instances not provided in statute or in this By-Law, Board Policies and Regulations or the Education Act, Robert's Rules of Order shall govern insofar as they are applicable. |

| 2. DEFINITIONS | | |
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| 2.1 | The singular includes the plural. | |
| 2.2 | ACT | means the Education Act as amended from time to time. |
| 2.3 | ACTION REPORT | means a report that requires a resolution by the Board of Trustees. |
| 2.4 | AD HOC COMMITTEE | means a committee where Trustees may, from time to time, form working groups to address specific issues which shall report to the Board of Trustees. Membership may include Trustees and staff and other individuals as appropriate. Examples of Ad Hoc Committees include: <ul style="list-style-type: none"> • School Uniform Committee |
| 2.5 | BOARD | means the Halton Catholic District School Board which, in accordance with the ACT, is a Roman Catholic School Board in union with the See of Rome and operates in the Regional Municipality of Halton. |
| 2.6 | CHAIR | means Chair of the Board, except where otherwise indicated as meaning chair of any committee or sub-committee of the Board. |
| 2.7 | COMMITTEE | means any Statutory, Standing or Ad-Hoc Committee established by the Board. |
| 2.8 | CONSENSUS | means Trustees present at the meeting can 'support' or 'live with' a proposed direction or decision, without a formal call for votes. |
| 2.9 | CONFLICT OF INTEREST | means a direct or indirect pecuniary interest as defined by the Municipal Conflict of Interest Act R.S.O. 1990. c. M-50 as amended from time to time. |
| 2.10 | DIRECTOR | means the Director of Education who is Chief Education Officer and Chief Executive Officer of the school system and Secretary of the Board; |
| 2.11 | EX OFFICIO | means a member who is permitted to act by virtue of office. The ex-officio member does not vote and is not counted in determining a quorum. |
| 2.12 | IN-CAMERA | means a meeting of the Board or of Board Committee from which the public is excluded when the subject-matter under consideration involves matters appropriately addressed In-Camera: <ul style="list-style-type: none"> (i) The security of property of the Board (ii) The disclosure of intimate, personal or financial information in respect of a member of the Board or committee, an employee or prospective employee of the Board or a pupil or his or her parent or guardian; (iii) The acquisition or disposal of a school site; (iv) The acquisition or disposal of property; (v) Decisions in respect of negotiations with employees of the Board; or |

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| | | (vi) Litigation affecting the Board. |
| 2.13 | INFORMATION REPORT | means a report submitted by staff and presented at a Board meeting for the information of Trustees. The information is deemed to have been received by virtue of inclusion in the Agenda. No action is required. |
| 2.14 | MEETING | includes a meeting of the Board and of a Committee. All meetings are open to the public except for In-Camera meetings as per 2.12. |
| 2.15 | MEMBER | means elected Trustee of the Board. |
| 2.16 | MISCELLANEOUS INFORMATION | means information of a general nature provided to Trustees at a Board meeting. The information is deemed to have been received by virtue of inclusion in the Agenda. No action is required. |
| 2.17 | QUORUM | means a majority of 50% or more of all members, excluding Student Trustees, who are entitled to vote. |
| 2.18 | SCRUTINEER | means a person who observes any process which requires oversight. The scrutineer observes the counting of ballot papers, and ensures that election rules are followed. |
| 2.19 | SIMPLE MAJORITY | means a majority of Trustees present and eligible to vote. |
| 2.20 | SECRETARY OF THE BOARD | means the Director of Education. |
| 2.21 | STAFF REPORT | means a report submitted and presented to Trustees at a Board meeting for the information of Trustees. This initial report is to provide information and raise awareness regarding items that may subsequently become action reports. A follow-up report will typically be presented as an Action Item at a future Board meeting. |
| 2.22 | STANDING COMMITTEE | means a committee formed to deal with longstanding and ongoing issues relating to the decision-making responsibilities of the Board of Trustees, and that will periodically bring a recommendation to the Board. Examples include: <ul style="list-style-type: none"> • Employee Assistance Program Committee • Policy Committee • Salary and Bargaining Advisory Committee |
| 2.23 | STATUTORY COMMITTEE | means a committee established as a result of legislation or Ministry of Education mandate. These committees have Trustee representation and a staff person is also assigned as resource to provide expertise, administrative requirements and provide necessary information. Committees include: <ul style="list-style-type: none"> • Audit Committee • Special Education Advisory Committee (SEAC) Ontario Regulation 464/07 s.1 • Discipline Committee • Catholic Parent Involvement Committee (CPIC) – Ontario Ministry of Education, 2005 Parent Involvement Advisory Committee Policy • Supervised Alternative Learning (SAL) |
| 2.24 | STUDENT TRUSTEE | means the student representative elected by his/her peers to represent pupils on the Board in accordance with the Act and Regulations. |
| 2.25 | TWO THIRDS | means not less than two-thirds of Trustees present and eligible to vote. |
| 2.26 | TREASURER | Subsection 170 (1).1 of the Education Act requires that the Board appoint a Treasurer. |
| 2.27 | TRUSTEE | means a person elected, acclaimed or appointed to the office of Trustee of the Board pursuant to the provisions of the Municipal Elections Act 1996.S.O. 1990. C. 32. Sched., as amended from time to time and the Education Act |

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| 2.28 | VICE-CHAIR | means the Vice-Chair of the Board, except where otherwise indicated as meaning Vice-Chair of any committee or sub-committee of the Board. |
| 2.29 | WORKING STAFF COMMITTEE | means a Committee established at the discretion of the Director which may, from time to time, require the participation of Trustees. |
| 2.30 | 48 HOURS | means a notice that includes Saturday, Sunday and Statutory holidays. |

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| 3. | INAUGURAL MEETING OF THE BOARD | |
| 3.1 | Date of the Inaugural Meeting of the Board | In the year in which municipal elections take place, the <i>Inaugural Meeting of the Board</i> shall be held on the first Tuesday in December commencing at 7:00 p.m., following a 6:00 p.m. Mass. |
| 3.2 | Purpose of Inaugural Meeting | The purpose of the Inaugural Meeting shall be to fulfil the requirements of the Act and Regulations, including the election of the Chair and Vice-Chair. |
| 3.3 | Presiding Officer at the Inaugural Meeting | The Secretary shall act as Chair pro tem, or in the absence of the Secretary, his/her designate, until the Chair is elected. |
| 3.4 | Bishop's Attendance | The Bishop or his delegates are to be invited to the Inaugural Meeting of the Board. |
| 3.5 | Order of Business | <ol style="list-style-type: none"> 1. Eucharistic Celebration (6:00 p.m.) 2. Entry Procession (7:00 p.m.) 3. Opening Prayer and Welcoming Remarks: Director of Education 4. Reading of Clerk's Notices certifying to the election of the members: Director of Education 5. Remarks and Commissioning of Trustees – Bishop 6. Declaration of Oath of Allegiance (for those members who wish to take the Oath of Allegiance) and Declaration of Office - Judge 7. Declaration of Board as Legally Constituted 8. Election / Installation / Remarks of Board Chair 9. Election / Installation / Remarks of Board Vice-Chair 10. Resolutions is: <ol style="list-style-type: none"> 10.1 Banking Authority 11. Expressions of Appreciation – Chair 12. Closing Prayer and Adjournment |
| 3.6 | PROCEDURE FOR ELECTION OF OFFICERS AT THE INAUGURAL MEETING | |
| 3.6.1 | Procedural Requirements | <p>The Secretary shall or call upon an invited judge to:</p> <ol style="list-style-type: none"> (i) read the return of the municipal clerks certifying to the election of the members; (ii) ascertain that the members have met all procedural requirements and are eligible to take office; (iii) administer or arrange for the administering to each member of the Board the appropriate Declaration of Office and Oath of Allegiance (for those members who wish to take the Oath of Allegiance) (iv) declare the Board to be legally constituted. |
| 3.6.2 | Election Process | <p>The Secretary shall then conduct the election to the office of Chair of the Board, which shall be as follows: All Trustees-elect are eligible to participate.</p> <ol style="list-style-type: none"> (i) The Secretary shall appoint two scrutineers, whose names shall be recorded in the minutes. (ii) Nominations shall be called for the Office of Chair of the Board. (iii) A Student Trustee is ineligible for nomination. (iv) Each nomination shall require a mover and a seconder. |

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| | | <p>(v) Immediately after each nomination, the nominee shall confirm whether he/she wishes to accept or decline the nomination.</p> <p>(vi) After receiving all nominations, the Secretary shall call for nominations three more times, thereafter, the Secretary shall ask for a motion to close nominations.</p> <p>(vii) The Secretary will then ask the nominees, in the same order as they were nominated, if they wish to say a few words. Trustees may ask questions of each candidate.</p> <p>(viii) If more than one nomination is received, an election shall be conducted by secret ballot.</p> <p>(ix) The Secretary and/or designate shall act as election returning officer.</p> <p>(x) The Secretary shall announce the result of the ballot by declaring the name of the member elected and shall not declare the count.</p> <p>(xi) The member receiving a clear majority of the votes cast by all the members shall be declared elected. Should no candidate receive a clear majority of the votes cast, the names of the candidate receiving the smallest number of votes shall be dropped. The Board shall proceed to vote anew and so continue until a Chair is elected.</p> <p>(xii) In the case of an equality of votes at the election of a Chair or Vice-Chair, the candidates shall draw lots to fill the position of Chair or Vice-Chair as the case may be pursuant to Section 208 (8) of the Education Act.</p> <p>(xiii) The Secretary shall announce the result of the ballot by declaring the name of the member elected and shall not declare the count.</p> <p>(xiv) A motion will be requested to destroy the ballots.</p> |
| 3.6.3 | Election of Vice-Chair | The Secretary shall assume the Chair position and shall conduct the elections for the Vice-Chair of the Board in the manner prescribed for the election of the Chair, using the same procedures as set out in clause 3.6.2. |
| 3.6.4 | Term of Office | The term of office of the Chair and Vice-Chair positions and municipal appointment shall be for a period of one year, unless as otherwise required by the By-Laws of the Institution, Agency or Province to which the appointments are made. |
| 3.7 | ELECTION OF OFFICERS – AT TIMES OTHER THAN THE INAUGURAL MEETING OF THE BOARD | |
| 3.7.1 | Election of Chair | At the first meeting in December of each year, and at the first meeting after a vacancy occurs in the office of Chair, the Trustees shall elect one of themselves to be Chair. |
| 3.7.2 | Election of Vice-Chair | At the first meeting in December of each year and at the first meeting after a vacancy occurs in the office of Vice-Chair, the Trustees shall elect one of themselves to be Vice-Chair. |
| 3.7.3 | Election Process | For the purposes of section 3.7, the process outlined in Sections 3.6.2 and 3.6.3 shall apply. |
| 3.8 | APPOINTMENT OF TRUSTEES TO BOARD COMMITTEES | |
| 3.8.1 | Appointment process | The Chair shall present for Board confirmation, Trustee appointments to all Standing, Statutory and Ad Hoc committees and to municipal agencies; or alternatively, present a date when such appointments shall be made. Such appointments shall be made no later than the next Regular Meeting of the Board. |

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| 4. | MEETINGS OF THE BOARD | |
| 4.1 | REGULAR BOARD MEETINGS | |
| 4.1.1 | Time | The Regular Meetings of the Board shall be held at the Catholic Education Centre at 7:30 p.m. |
| 4.1.2 | Day | The Regular Meeting of the Board shall be held on the first and third Tuesday of each month in the Board Room. |
| 4.1.3 | Chairing the Meeting | The Chair for each Regular Meeting of the Board will be the Chair of the Board or in the absence of the Chair, by the Vice-Chair of the Board. |
| 4.1.4 | Notice | The Secretary shall give each Trustee at least forty-eight (48) hours written notice (including Saturdays, Sundays and legal holidays) of all meetings of the Board. The student Trustees shall receive such notice of the meeting and other meetings as required. |
| 4.1.5 | Summer Meetings | There shall be no Regular Meetings scheduled from July 1 st to August 31 st . During July and August meetings may be held, as needed, at the call of the Chair. The Regular Meeting of the Board, following the summer recess, shall be scheduled for the first Tuesday of September. |
| 4.1.6 | Holy Week | The Board, except for emergency, shall not meet during Holy Week. Any meeting scheduled for that week shall be re-scheduled to a date and time by majority vote of members. |
| 4.1.7 | Public Attendance | All meetings of the Board shall be open to the public, subject to article 4.3.8. |
| 4.1.8 | Adjournment | Meetings of the Board shall adjourn not later than 10:00 p.m., unless two-thirds (2/3) of the members present and voting agree to an extension of time. In any event, the Board shall not conduct its business beyond 10:30 p.m. without the unanimous consent of members' present, save for the item on the table. Unanimous consent is required every half hour thereafter. |
| 4.1.9 | Cancellation of Meeting | In the event of inclement weather or emergency; the Chair, in consultation with the Vice-Chair and the Director of Education or delegate may cancel a Regular Meeting of the Board. In the absence of the Chair, the Vice-Chair, in consultation with the Director or delegate may cancel a meeting. |
| 4.1.10 | Notice of Cancellation | Notice of cancellation of meeting, determined as provided in section 4.1.9, will be transmitted in the same manner as the notice of meeting. In the event of inclement weather or an emergency, the Director of Education or delegate will notify Trustees by telephone and/or electronically and a notice of cancellation shall be posted at the meeting place. |
| 4.2 | SPECIAL BOARD MEETINGS | |
| 4.2.1 | Authority to Convene | Special meetings of the Board shall be scheduled on Tuesdays, where feasible and may be called by the Chair or shall be called upon the written request of five (5) members to the Secretary of the Board, specifying the subject(s) for which the meeting is to be held. |
| 4.2.2 | Matters to be Considered | The notice of every such Special Meeting shall state the business to be transacted. Notwithstanding any other provisions to the Board's By-Laws, no other business shall be considered except with the unanimous consent of Trustees present. |
| 4.2.3 | Notice of Meeting | The Secretary shall notify each member of the Board of any Special Meeting of the Board and distribution of Agenda and background material, where feasible, at least twenty-four (24) hours (excluding Saturdays and Sundays) previous to the time at which such meeting is to take place. |

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| 4.3 | IN-CAMERA MEETINGS | |
| 4.3.1 | Time | In-Camera Meetings of the Board shall be held prior to, and when necessary, following the Public Session meeting. In-Camera meetings will commence at 7:00 p.m. and adjourn at 7:30 p.m. in order to allow Public Session to begin on time. |
| 4.3.2 | Unfinished Business | Any unfinished business will resume under Item 14 of the Regular Meeting of the Board Agenda. |
| 4.3.3 | In-Camera Confidentiality and Fiduciary Obligations | Matters discussed In-Camera are privileged and confidential and Trustees shall maintain their fiduciary obligations. All reports prepared in support of an item on the In-Camera Agenda which is not open to the public shall be received in confidence and the materials and discussion shall be treated as confidential. |
| 4.3.4 | Reporting Decisions at Public Session | Information received In-Camera may be reported in public session, except as required to remain in the In-Camera minutes. |
| 4.3.5 | In-Camera Matters | Motions adopted or defeated will be recorded in the In-Camera minutes. |
| 4.3.6 | Attendance at the In-Camera Meetings | The Director shall attend In-Camera meetings. The Board or the Director may require the presence of Supervisory Officers and may admit other persons to In-Camera meetings. The Supervisory Officers or other such persons shall withdraw at the direction of the Chair or the Director when special circumstances warrant. |
| 4.3.7 | Breach of Code of Conduct and/or Fiduciary Obligations | <p>A Trustee who has reasonable grounds to believe that another Trustee has breached In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law, may bring the alleged breach to the attention of the Board.</p> <p>If an alleged breach is brought to the attention of the Board, the Board shall make inquiries into the matter and shall, based on the results of the inquiries, determine whether there has been a breach.</p> <p>If the Board determines that a Trustee has breached In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law, the Board may impose one or more of the following sanctions:</p> <ul style="list-style-type: none"> (a) Verbal warning by the Chair. (b) A letter of warning. (c) Censure of the Trustee. (d) Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board. (e) Barring the Trustee from sitting on one or more committees of the Board, for the period of time specified by the Board. <p>A Trustee who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to the members of the public.</p> <p>In appropriate circumstances, the Board may also resolve to disassociate the Board from any action or statement of a Trustee.</p> <p>In addition to the sanctions above, the Board may declare the office of the Chair and/or Vice-Chair to be vacant effective as of the date of the Board's determination, where the Chair and/or Vice-Chair:</p> <ul style="list-style-type: none"> (a) becomes disqualified as a Trustee; |

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| | | <p>(b) deliberately breaches any relevant legislation or other Ministry of Education requirements;</p> <p>(c) deliberately breaches any Board By-Laws, Policies, General Administrative Procedures or practices; and/or</p> <p>(d) acts in such a manner as to lose the confidence of the Board.</p> <p>If a Board determines that a Trustee has breached In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law, the Board shall give the Trustee written notice of the determination and of any sanction imposed by the Board. The notice shall inform the Trustee that he or she may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least 14 days after the notice is received by the Trustee.</p> <p>The Board shall consider any submissions made by the Trustee and shall confirm or revoke the determination within 14 days after the Trustee's submissions are received.</p> <p>If the Board revokes a determination that a Trustee has breached In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law, any sanction imposed by the Board is also revoked.</p> <p>If the Board confirms a determination that a Trustee has breached In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law, the Board shall, within 14 days after the Trustee's submissions were received, confirm, vary or revoke the sanction(s) imposed by the Board.</p> <p>If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination about the alleged breach was made by the Board.</p> <p>Despite subsection 207(1) of the <i>Education Act</i> which requires meetings of the Board to be open to the public, but subject to the requirements below for specific resolutions of the Board to be made in public, the Board may close to the public the part of the meeting during which a breach or alleged breach of In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law, is considered when the breach or alleged breach involves any of the following matters:</p> <p>(a) the security of the property of the Board;</p> <p>(b) the disclosure of intimate, personal or financial information in respect of a Trustee or committee, an employee or prospective employee of the Board or a student or his or her parent or guardian;</p> <p>(c) the acquisition or disposal of a school site;</p> <p>(d) decisions in respect of negotiations with employees of the Board; or</p> <p>(e) litigation affecting the Board.</p> <p>The Board shall do the following things by resolution at a meeting of the Board, and the vote on the resolution shall be open to the public:</p> |
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| | | <p>(a) Make a determination that a Trustee has breached In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law.</p> <p>(b) Impose a sanction on a Trustee for a breach of In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law.</p> <p>(c) Confirm or revoke a determination regarding a Trustee's breach of In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law.</p> <p>(d) Confirm, vary or revoke a sanction after confirming or revoking a determination regarding a Trustee's breach of In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law.</p> <p>A Trustee who is alleged to have breached In-Camera confidentiality, any Code of Conduct, any legislative requirements, or requirements of this By-Law shall not vote on any of the resolutions listed above.</p> <p>When a resolution listed above is passed, the resolution shall be recorded in the Minutes of the meeting.</p> <p>The <i>Statutory Powers Procedure Act</i> does not apply to any the enforcement provisions under section 218.3 of the <i>Education Act</i>.</p> <p>Nothing in this provision prevents a Trustee's breach of the <i>Municipal Conflict of Interest Act</i> from being dealt with in accordance with that Act.</p> |
| 4.3.8 | In-Camera Topics | <p>In accordance with the Act, a meeting of the Board may be closed to the public when the subject matter under consideration involves, the security of the property of the Board;</p> <p>(i) the disclosure of intimate, personal or financial information in respect of a member of the Board or committee, an employee or prospective employee of the Board or a pupil or a parent or guardian;</p> <p>(ii) the acquisition or disposal of a school site;</p> <p>(iii) decisions in respect of negotiations with employees of the Board; or</p> <p>(iv) the acquisition or disposal of a school site;</p> <p>(v) decisions in respect of negotiations with employees of the Board;</p> <p>(vi) litigation affecting the Board;</p> <p>(vii) the acquisition or disposal of a school site;</p> <p>(viii) decisions in respect of negotiations with employees of the Board; or</p> <p>(ix) litigation affecting the Board</p> |
| 4.4 | ELECTRONIC MEETINGS (POLICY 1-28) | |
| 4.4.1 | Attendance | A Trustee and/or Student Trustee who requests to participate in a meeting of the Board by electronic means and participates by such means in accordance with Board policy for the use of electronic means shall be deemed to be present at the meeting and shall be counted as part of the quorum and shall be entitled to vote on any matter on which he/she is eligible to vote. |
| 4.4.2 | Physical Presence | The Chair of the Board or designate, the Director of Education or designate and one other Trustee shall be physically present at all open and In-Camera (closed) sessions of an electronic meeting of the Board in the Board Room or at a site or sites as otherwise determined by the Board. |

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| 4.4.3 | Vote by Secret Ballot | In cases where a vote for the election of the Chair and Vice-Chair is to be conducted by secret ballot in accordance with the Board's By-Laws, or the requirements of the Education Act or for any other reason, a Trustee who is eligible to vote on the matter, who is present at the meeting by electronic means and who chooses to vote, may at the time votes are being cast, cast his or her vote by means of a private telephone conversation or by e-mail with the scrutineer(s) who shall mark the vote on a paper ballot in the same form and manner as though the ballot had been marked in person by the voter, and the ballot shall then be included with the other ballots to be counted. The ballots cast electronically in this matter are subject to the same obligations of confidentiality on the part of the scrutineer(s) as those cast by voters physically present at the meeting. |
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| 5. | QUORUM | |
| 5.1 | Quorum of the Board | A majority of all Trustees of the Board, except for Student Trustees, shall constitute a quorum for Meetings of the Board. |
| 5.2 | Declaring Pecuniary Interests | When a Trustee declares pecuniary interests under the Municipal Conflict of Interest Act, the number of Trustees that constitutes a quorum in Article 5.1 is adjusted as directed by the Municipal Conflict of Interest Act. |
| 5.3 | If Quorum not Present | If quorum is not present within fifteen (15) minutes after the time appointed for a meeting, the Board shall not convene and the Secretary shall record the names of Trustees present and the Board shall forthwith stand adjourned until the next Regular Meeting of the Board. |
| 5.4 | Recording Lack of Quorum | When a quorum is no longer in attendance, no business can be legally transacted and it shall be the responsibility of the presiding Chair and the Recording Secretary to note the lack of a quorum and have the fact recorded in the minutes and adjourn the meeting. |
| 5.5 | Recording Trustees' Absence | When a member is absent from a Regular Meeting of the Board, for business or personal reasons, such absence and the reason for same be recorded in the minutes. The Board may, by motion, grant permission for the absence and said resolution shall be entered in the minutes. A member shall notify the Secretary prior to the Board meeting that the member will not be in attendance. |
| 5.6 | Arrival and Departure Times | The arrival time and departure time of Trustees must be recorded. |

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| 6. | COMMUNICATIONS | |
| 6.1 | Delivery | A member of the Board shall notify the Secretary in writing of the member's official address. All notices or communications delivered electronically, or if necessary, mailed to the member at the address as given, shall be deemed to have been received by the member. |

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| 7. | COMMITTEES | |
| 7.1 | Committees | Committees will meet as required, at the call of their respective Chairs, and may bring recommendations to the Board of Trustees for approval. |

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| 7.2 | AD HOC/STANDING COMMITTEES | |
| 7.2.1 | Establishment process | An Ad Hoc/Standing Committee may be established with the approval of the majority of the members of the Board for any purpose or need of the Board and will convene as required. Each Ad Hoc/Standing Committee will report directly to the Board. When its mandate is completed, the Ad Hoc Committee will step down. |
| 7.2.2 | Committee Composition | Following consultation with Trustees, the Chair shall present for Board confirmation, Trustee appointments to all Standing and Ad Hoc committees. |
| 7.2.3 | Election of Chair | Having established the composition of the Ad Hoc/Standing Committee, the Committee, at its first meeting, shall select the Chair of the Committee. |
| 7.2.4 | Initial Meeting | An Ad Hoc/Standing Committee shall be first convened within one month of the date of the resolution appointing such committee and thereafter as determined by the Committee. |
| 7.2.5 | Terms of Reference | The Terms of Reference, duties/mandate and timelines shall be specifically outlined and approved by the Board following the initial meeting of the Committee. |
| 7.2.6 | Existence | <p>Ad Hoc Committees shall exist until the Committee presents its final recommendation to the Board for approval and thereafter dissolved; or at any time upon resolution of the Board; in any event, at the end of the term of office for the Board.</p> <p>Standing Committees shall exist such time upon resolution of the Board; in any event, at the end of the term of office of the Board.</p> |
| 7.2.7 | Non Members | An Ad Hoc Committee may include members who are not members of the Board to deal with matters as assigned to it by the Board. |
| 7.2.8 | Right to Speak of Members | All Trustee members of Ad Hoc/Standing Committees shall have the right to speak to the report of the Committee when it is brought to the Board for consideration. Members of the Committee who are not Trustees may be allowed to address the Board at the discretion of the Chair. |
| 7.2.9 | Chair – Member of Committees | The Chair or, in the Chair's absence, the Vice-Chair of the Board shall be a member ex officio of Statutory, Ad Hoc or Standing Committees established pursuant to Article 2.11. |
| 7.2.10 | Participation of Trustees Non-Members | Any Trustee who is not a member of a committee may take part in the proceedings of the Committee but may not vote or move any motion, nor shall such Trustee be part of any quorum. |
| 7.2.11 | Substitute Chair for Committees | When a Committee Chair is unable to attend a meeting of the Board or a meeting of the/a Committee, the Committee Chair shall appoint a member of the Committee to substitute. |
| 7.2.12 | Chair | The Chair may serve as Chair of an Ad Hoc or Standing Committee. |
| 7.2.13 | Report to the Board | The Committee shall make recommendations only on matters falling within the Committees' Terms of Reference. Committees appointed to report on any matter referred to them by the Board shall report in writing to the Board. A minority of any committee may also report. |
| 7.3 | STATUTORY COMMITTEES | |
| 7.3.1 | | Members of the Board will be appointed to such committees as outlined in the Education Act and the regulations made thereunder. |

| 8. | ROLE AND DUTIES OF THE CHAIR AND VICE-CHAIR OF THE BOARD | |
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| 8.1 | Role of Chair | In addition to any other duties under the Act, the Chair of a Board shall, (a) preside over meetings of the Board; (b) conduct the meetings in accordance with this By-Law or other procedures and practices for the conduct of Board Meetings, and shall preserve order and decide all questions of order subject to an appeal to the board; (c) establish agendas for Board meetings, in consultation with the Board's Director of Education; (d) ensure that members of the Board have the information needed for informed discussion of the agenda items; (e) convey the decisions of the Board to the Board's Director of Education; (f) provide leadership to the Board in maintaining the Board's focus on the multi-year plan established under section 169.1 of the Act; (g) provide leadership to the Board in maintaining the Board's focus on the Board's mission and vision; and (h) assume such other responsibilities as may be specified by the Board. |
| 8.2 | Absence of Chair | In the absence of the Chair for any meeting, or part thereof, the Vice-Chair shall preside at the meeting and perform all duties appropriate to the Chair. |
| 8.3 | Absence of Chair and Vice-Chair | In the case of the absence of both the Chair and the Vice-Chair and where there is a quorum in attendance, the Secretary or designate shall call the meeting to order and a Chair who shall be chosen by the members present shall preside and act during such absence. |
| 8.4 | Absence of Chair, Vice-Chair and Secretary to the Board | If the Chair, Vice-Chair and the Secretary are absent for the opening of a meeting and there is a quorum in attendance, the members present shall appoint a Chair and Secretary pro tem. |
| 8.5 | Working Staff Committees | When the Director requests a Trustee representative to sit on the Working Staff Committee, the Chair may sit on the Committee or select a designate representative based on interest, availability and existing commitments. The Chair, in consultation with Trustee members, shall ensure an equitable distribution of Trustee membership on committees. |
| 8.6 | Official Representative of the Board | The Chair or designate chosen by the Chair from among the other Trustees shall be an official representative of the Board at all public functions. |
| 8.7 | Signing Authority and Public Announcements | The Chair shall be an official signing officer of the Board and shall act as spokesperson to the public on behalf of the Board, unless otherwise determined by the Board for specific matters. Where the Chair of the Board is making public announcements, he/she shall represent the position of the Board. |
| 8.8 | Signing Authority in the Chair's Absence | The Vice-Chair shall be an official signing officer of the Board and shall assume all the responsibilities, privileges and duties of the Chair in the absence or incapacity of the Chair for a period exceeding forty-eight (48) hours. |
| 8.9 | Chair - Reporting Absence | The Chair shall notify the Vice-Chair of his or her impending absence or incapacity. |
| 8.10 | Death or Resignation of the Chair | In the event of death or resignation of the Chair of the Board during the year, the Vice-Chair shall assume the Chair until the first Regular Meeting of the Board in December following. |
| 8.11 | Death or Resignation of Vice-Chair | In the event of the position of Vice-Chair becoming vacant for any reason (death, resignation or assuming the role of the Chair), a new Vice-Chair |

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| | shall be elected, at the next meeting in accordance with Section 3.6.3. |
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| 9. | AGENDA | |
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| 9.1 | Provision of Draft Agenda to Trustees | A draft Agenda will be sent electronically to each member, seven (7) days prior to the next meeting. |
| 9.2 | Provision of Final Agenda – Regular Meetings | For Regular Meetings of the Board, the final Agenda and supporting documentation will be provided to each Trustee and Student Trustee on the Friday preceding the date of the meeting. |
| 9.3 | Provision of Final Agenda – Special Board Meeting | The Secretary shall notify each member of the Board of any Special Meeting of the Board and distribution of Agenda and background material, where feasible, at least twenty-four (24) hours in advance of such meeting (excluding Saturdays and Sundays) previous to the time at which such meeting is to take place. |
| 9.4 | Posting Agenda | The Board Agenda will be available on the Board’s Website on the Friday preceding the Board Meeting. |
| 9.5 | Order of Business | <p>The order of Business for Regular meetings of the Board shall be as follows:</p> <ol style="list-style-type: none"> (1) Call to Order <ul style="list-style-type: none"> ○ Opening Prayer ○ Motions Adopted In-Camera ○ Information Received In-Camera (2) Approval of Agenda: The Agenda shall be confirmed and may be amended (Refer to By-Laws 9.6 & 9.7) (3) Declarations of Conflict of Interest: The Chair calls for those members present to disclose any conflict of interest on any matter which is to be the subject of consideration at the meeting. (4) Presentations: Of general nature and might recognize outstanding achievements (5) Delegations: Refer to delegations to the Board – By-Law # 12 (6) Approval of Minutes: To be considered by Trustees only with reference to the accuracy of the minutes as recorded. Corrections, additions or deletions shall be presented as motions, voted upon and recorded in the new minutes. (7) Business Arising from Previous Meetings: No topic under this item of the Agenda shall be introduced in the same context as the preceding meeting and any matter raised for discussion shall be considered only if further information is available and relative to the situation. Under this item, Trustee or staff may present new information related to business in the minutes and Trustees may question staff relevant to any follow-up action resulting from a decision or matter reported in the minutes. (8) Action Items: Reports presented requiring decision by the Board of Trustees. (9) Staff Reports: Staff reports requiring a decision or presenting information about the system, are presented under this section. The report may be presented as an Action Report at a future Board meeting. (10) Information Reports: Verbal or written reports to the Board that promotes student success and other issues of general nature. |

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| | | <p>(11) Miscellaneous Information: Information of general nature, including notices.</p> <p>(12) Correspondence: All correspondence requiring the collective decision of the Board and which has yet to be decided by the Board shall be tabled for Board consideration and direction. The Board shall provide direction as to how either the Chair or Secretary of the Board shall respond.</p> <p>(13) Open Question Period (ten minutes) – The Chair may recognize a member of the public in attendance at the meeting (refer to By- Law # 13)</p> <p>(14) In-Camera: Unfinished business; only those matters which fall under the Education Act may be discussed.</p> <p>(15) Resolution re Absentees: The Chair shall report in accordance with Section 5.5 of the Board By-Laws.</p> <p>(16) Adjournment/Closing Prayer</p> |
| 9.6 | Items on the Agenda | <p>Agenda of meetings of the Board shall be prepared by the Chair and Vice-Chair, in consultation with the Secretary. No matter shall be placed on the Agenda of a meeting of the Board unless:</p> <ul style="list-style-type: none"> • It results from the report from a Committee and relates to a matter that has been referred to it by action of the Board; • It is a report from Administration; • It is pursuant to a Notice of Motion made by an individual Trustee under the provisions of section # 9.12; • It is a matter that, in the opinion of the Secretary, requires action by the Board as matter of urgency; • Any Trustee may request that an item, other than an action item, be placed upon the Agenda and the Trustee shall give seven (7) days notice of such proposed Agenda items in writing to the Secretary. The Secretary and the Chair may in their discretion add such proposed Agenda items to the Agenda. |
| 9.7 | Items not included on the Agenda | <p>Items not included on the Agenda at the start of the Board Meeting shall be handled in the following manner:</p> <ul style="list-style-type: none"> • Any item for discussion or information only may be included on the Agenda with the consent of two-thirds of members present and eligible to vote. • Any item requiring action or policy decisions shall only be included on the Agenda with the unanimous consent of the whole Board present and eligible to vote. |
| 9.8 | Segregating Matters of In-Camera Session | The Agenda shall segregate matters to be considered in private sessions and no public disclosure of said private session matters shall be made. |
| 9.9 | Agenda for Special Board Meetings | The provisions of Section 9.5 apply, with necessary variations, to Special Meetings of the Board. |
| 9.10 | Agenda for Meeting from which the public is excluded | The provisions of Section 9.5 apply, with necessary variations, to the order of business for Meetings of committees that are not open to the public. |
| 9.11 | Variation | Variations in the Order of Business prescribed in 9.8, 9.9, 9.10 shall be permitted with the consent of the majority of Trustees as the case may be, who are present and eligible to vote, and such consent shall be ascertained without debate. |
| 9.12 | Notice of Motion | A Trustee may place a Notice of Motion, regarding any matter with respect to which the Trustee has a right to vote, upon the Agenda of the next |

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| | | <p>regularly scheduled meeting. Such notice of motion:</p> <ul style="list-style-type: none"> • Shall be made during the Approval of the Agenda and added as an Information Item of a regularly scheduled Board Meeting; • Shall be submitted in writing at the Regular Meeting of the Board and recorded in its minutes for consideration by the Board at its next Regular meeting; • Shall take the form “At the next regular scheduled meeting of the Board I shall move or cause to be moved that....”; • Shall not be subject of any debate or comment at the meeting at which it is introduced; • Shall be accompanied by an explanatory notice prior to the draft Agenda being distributed; and • Shall, after its appearance on the Agenda, be taken as read unless any Trustee requests that it be read in full. |
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| 10. | MOTIONS | | | | | | | | | | | |
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| 10.1 | Moved and Seconded | All motions at meetings must be moved and seconded before being accepted by the Chair. No motion shall be debated or put to a vote unless it has been recorded. | | | | | | | | | | |
| 10.2 | Authority to Read | Any member may request the motion under discussion to be read at any time in the course of the debate, provided that no such request shall be made so as to interrupt a member speaking to the question. | | | | | | | | | | |
| 10.3 | Open and Close Debate on Main Motion | The mover of a duly seconded motion will open and close debate on the motion. The mover may open debate for a time limit of five minutes and close debate for a period of up to three minutes. All other members may only speak once to the motion for a period of three minutes. No member shall speak longer than three minutes to a motion without leave of the Chair. This does not prohibit a member from raising a point of privilege, a point of order, or a point of clarification. | | | | | | | | | | |
| 10.4 | Open and Close Debate on Amendments | The same procedures as in By-law 10.3 will apply to amendments. | | | | | | | | | | |
| 10.5 | Authority to Speak | Any member desiring to speak shall indicate by up-raised hand and await recognition by the Chair. Speakers may speak when recognized by the Chair, and may not speak to the issue again until all other Trustees who wish to speak have been recognized by the Chair. | | | | | | | | | | |
| 10.6 | Speakers’ List | It is the responsibility of the Chair to maintain a speakers’ list. | | | | | | | | | | |
| 10.7 | Code of Conduct | Having been recognized to speak, a member shall respect the Board’s Code of Conduct. | | | | | | | | | | |
| 10.8 | Interruption | No member shall be interrupted while speaking except to be called to order by a member on a matter of privilege or a point of order. In such case, the member shall remain silent until the point of order has been decided by the Chair. A member so interrupting shall speak to the point of order or in explanation only. | | | | | | | | | | |
| 10.9 | Recognition of Motions | <div>When a question is under debate, the following motions shall be recognized in order of precedence:</div> <table><tr><th>Motion</th><th>Conditions</th></tr><tr><td>To adjourn</td><td>Not debatable</td></tr><tr><td>Suspend the rules</td><td>Not debatable 2/3 majority</td></tr><tr><td>To lay on the table</td><td>Not debatable</td></tr><tr><td>To postpone to a later time (defer)</td><td></td></tr></table> | Motion | Conditions | To adjourn | Not debatable | Suspend the rules | Not debatable 2/3 majority | To lay on the table | Not debatable | To postpone to a later time (defer) | |
| Motion | Conditions | | | | | | | | | | | |
| To adjourn | Not debatable | | | | | | | | | | | |
| Suspend the rules | Not debatable 2/3 majority | | | | | | | | | | | |
| To lay on the table | Not debatable | | | | | | | | | | | |
| To postpone to a later time (defer) | | | | | | | | | | | | |

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| | | To refer To amend To postpone indefinitely | | | | | | | | | | |
| 10.10 | Order of Precedence | <p>The following order of precedence may be addressed to the Chair and in so doing interrupt the Trustee on the floor:</p> <table><tr><td>Motion</td><td>Conditions</td></tr><tr><td>Question of privilege</td><td>Chair to determine</td></tr><tr><td>Point of order</td><td>Chair to rule</td></tr><tr><td>Appeal (a decision of Chair)</td><td>Requires a seconder</td></tr><tr><td>Objection to consideration</td><td>Non-debatable, 2/3 required</td></tr></table> | Motion | Conditions | Question of privilege | Chair to determine | Point of order | Chair to rule | Appeal (a decision of Chair) | Requires a seconder | Objection to consideration | Non-debatable, 2/3 required |
| Motion | Conditions | | | | | | | | | | | |
| Question of privilege | Chair to determine | | | | | | | | | | | |
| Point of order | Chair to rule | | | | | | | | | | | |
| Appeal (a decision of Chair) | Requires a seconder | | | | | | | | | | | |
| Objection to consideration | Non-debatable, 2/3 required | | | | | | | | | | | |
| 10.11 | Subdivision of Question | When a question under consideration contains two or more distinct propositions, any particular propositions, upon the request of any member, may be considered and voted upon separately. | | | | | | | | | | |
| 10.12 | Chair Taking Part in Debate | Should the Chair elect to vacate the Chair to take part in any debate or discussion or for any other reason, the Chair shall call upon the Vice-Chair, or in the Vice-Chair’s absence, one of the Trustees, to assume the duties of the Chair until the Chair resumes it. The Vice-Chair or any Trustee temporarily occupying the Chair, shall discharge all the duties and enjoy all the rights of the Chair during the ensuing proceedings only. | | | | | | | | | | |
| 10.13 | Point of Order | When the Chair is called upon to decide a point of order or practice, the Chair shall, before deciding, state the rule applicable to the case, without comment. | | | | | | | | | | |
| 10.14 | Order of Questions | All questions shall be put in the order in which they are moved, except the amendments shall be put before the main motion, the last amendment first. | | | | | | | | | | |
| 10.15 | To Postpone | A motion to postpone to a certain time or day, takes precedence over motions to committee or refer, to amend and to postpone indefinitely. Only the time to which the motion is postponed can be debated and is amendable (by altering the time). | | | | | | | | | | |
| 10.16 | To Refer | A motion to refer to a Standing Committee shall take precedence over a motion to refer to a Special Committee or to Administration. | | | | | | | | | | |
| 10.17 | To Amend | After a resolution is moved and seconded, a motion to amend may be made; a motion to amend the amendment may be made. No further motion to amend shall be made until these have been decided | | | | | | | | | | |
| 10.18 | To Lay on the Table | A motion to lay on the table is not debatable; and issued for the purpose of allowing the Board or Committee to deal with some other matter at the same meeting prior to dealing with the matter temporarily laid on the table. A matter laid on the table may be dealt with at the same meeting or at a subsequent meeting. | | | | | | | | | | |
| 10.19 | To Withdraw | After a motion is read by the Chair, it shall be deemed to be in possession of the Board. A motion may, by consensus, be withdrawn for the purpose of obtaining further relevant information and/or background to be included when this will serve to clarify the motion. | | | | | | | | | | |
| 10.20 | To Reconsider | The Board may set aside a vote taken on a motion in order to re-examine its action if a motion to reconsider is made at the same meeting as the original vote. A Trustee who voted with the prevailing side must present the motion to reconsider. The motion to reconsider will require an affirmative vote of the majority of the members present and eligible to vote. The reconsideration may occur at the same meeting. | | | | | | | | | | |

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| 10.21 | To Postpone Indefinitely | A motion to postpone indefinitely is to remove the main motion from the assembly's consideration for the session without a direct vote on it. The motion is debatable. |
| 10.22 | Motion Lost | A motion if lost, shall not again be entertained at the same meeting. |
| 10.23 | To Rescind | <p>The Board may annul an action it has taken at a previous meeting by a motion to rescind the objectionable resolution, order or other proceeding; and this motion will require an affirmative vote of two-thirds (2/3) of the members present who are eligible to vote on the matter to pass. A motion to rescind any former action of the Board may be made by any member, provided that a written notice of intention to move the rescission shall have been given at a previous meeting of the Board. Once a motion to rescind has been decided in the negative, no further motion to rescind shall be entertained for the next twelve months without the unanimous consent of all Trustees present and eligible to vote on the matter.</p> <p>A motion to rescind is not in order if the previous resolution has been acted upon and cannot be reversed.</p> |
| 10.24 | Receipt of Reports | To 'receive' means that the Board receives a report or document without denoting agreement or disagreement. |
| 10.25 | To Adjourn | <p>A motion to adjourn shall be in order except when a Trustee is speaking, or a vote is taken. A motion to adjourn shall not be open to amendment or debate, but a motion to adjourn to a certain time may be amended and debated.</p> <p>After a motion to adjourn has been defeated, no second motion to the same effect shall be made until after some intermediate proceedings shall have been made.</p> |
| 10.26 | Recording of all Motions | All motions, carried and defeated, must be recorded in the minutes. |

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| 11. | VOTING | |
| 11.1 | Voting | Every Trustee present, excluding those that have declared an interest as required by the Municipal Conflict of Interest Act, may vote on all questions on which the Trustee is entitled to vote. Although it is desirable that a Trustee should record a vote in each case, the Chair has no power to compel a vote. |
| 11.2 | Right to Vote | Only Trustees present or deemed to be present at the meeting when a vote is taken shall have the right to vote. |
| 11.3 | Recounting Votes | When a vote takes place on any motion, the votes of the Trustees may be recounted at the request of a Trustee. A Trustee may, by request, have an item or items within any report, voted on separately. |
| 11.4 | Affirmative Vote Required | Except as otherwise provided in these By-laws, an affirmative vote shall require a majority of the votes of the Trustees who do vote (abstentions count as a non-vote). |
| 11.5 | Minimum Number | Any matter, on which there are fewer than two Trustees eligible to vote at a Committee meeting, shall stand referred to the Board. |
| 11.6 | Methods of Voting | Although the method requested by any person eligible to vote should be used to the extent practicable, the particular method of voting to be used to dispose of any matter shall be governed by the following rules: |

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| | | <ul style="list-style-type: none"> • By general (or unanimous) consent, in which the Chair exercising discretion, states that the motion will be adopted in the absence of objection; • By show of hands, in which each person eligible to vote raises their hand in response to the request of the Chair for the votes, in the affirmative and in the negative, as the case may be, until the votes are counted; • For recorded vote, each person eligible to vote stands in place in response to the requests of the Chair for the votes in the affirmative and in the negative, as the case may be, until the Chair has called the name of each person as voting, respectively, in the affirmative, or in the negative. • All final motions under “Action Items” of Regular/Special Board Meetings as well as Regular/Special Board In-Camera Meetings require a recorded vote and will be included in the minutes of said meeting. • By ballot, if it specifically applies to the election of the Chair or Vice Chair, in which each person eligible to vote shall mark on a paper provided by the Secretary, the person’s choice from among the available alternatives, the papers being collected and counted immediately thereafter. |
| 11.7 | Ruling of the Chair | The ruling of the Chair shall be final, subject only to an appeal of the ruling to the Board or by a member, without debate. Such appeal shall be voted upon and a simple majority carries such a motion. |
| 11.8 | Student Trustees | Student Trustee votes shall not be counted in determining any Board decision. |
| 11.9 | Right of the Chair to Vote | The Chair may vote with the other members of the Board upon all motions, and any motion on which there is an equality of votes is lost. |
| 11.10 | Vote Lost on Equality | Any motion on which there is an equality of votes is lost. |
| 11.11 | Declaration of Result | The Chair shall declare the result of all votes. After the Chair has put a question to vote, there shall be no further debate and no member shall walk across or out of the room. The decision of the Chair as to whether the question has been finally put shall be conclusive. |
| 12. | DELEGATIONS AND SUBMISSIONS Policy I-6 | |
| 12.1 | Purpose | A delegation wishing to make a presentation to the Board will submit the request in writing to the Secretary of the Board. |
| 12.2 | Request to be Heard | The request shall be received by the Secretary at least seven (7) days prior to the meeting of the Board. |
| 12.3 | Nature of the presentation | The request shall outline in some detail the nature of the presentation and indicate who the spokesperson will be for the group or organization. |
| 12.4 | Brief | A copy of the complete presentation must be provided to the Secretary of the Board at least four (4) business days (by 1:00 p.m.) prior to the Regular Board meeting. The presenter(s) will highlight the pertinent points in their presentation to the Board. |
| 12.5 | Time Available – Delegations | The delegation will be allowed a time of ten (10) minutes for their presentation. |
| 12.6 | Commercial Enterprises Prohibited | Commercial enterprises are prohibited from appearing before the Board as a delegation for purposes of promoting their products/services. |
| 12.7 | Response from the Board | The Board may make a decision on the presentation at the same meeting, refer the matter to a future meeting, request a staff report on the matter to be considered at a future meeting or receive as information. Once the |

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| | | decision is made, the Secretary of the Board will communicate the Board's decision in writing to the spokesperson for the group or organization. |
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| 13. | OPEN QUESTION PERIOD | |
| 13.1 | Purpose | The purpose of the Open Question Period is to allow specific questions to the Board on any aspect of the Board's public operations. |
| 13.2 | Requirements | Questions shall be submitted, in writing prior to the commencement of the meeting, along with the name, address and telephone number of the questioner. |
| 13.3 | Validity of Questions | The Chair will determine the validity of the questions. |
| 13.4 | Timing | The open question period will last a maximum of ten (10) minutes, with each questioner allowed a maximum of two (2) minutes. |
| 13.5 | Response | The Chair will attempt to provide a response or direct the question to another Trustee or the Director of Education. If no immediate response can be given, a response will be communicated to the questioner at the earliest possible date. Copies of any written response to a question will be provided to Trustees and added to the minutes of a subsequent meeting. |
| 13.6 | Out of Order | Questions concerning the character or performance of named individuals or positions identified as such (students, teachers, staff, citizens or Trustees) shall be ruled out of order by the Chair. |
| 13.7 | Employees of the Board | Employees of the Board or representatives of employee groups shall not utilize the Open Question Period to express their views relative to their employment or professional interests. |
| 13.8 | Questions/Petitions/Enquiries | All questions, petitions, enquiries or communications on any subject shall, upon presentation, be referred by the Chair to the appropriate meeting without a motion, unless otherwise determined by a majority of all members present. |

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| 14. | AMENDMENT OF BY-LAWS | |
| 14.1 | Purpose | An individual Trustee may give notice of an amendment, alteration or addition to the by-laws. Such notice will be referred to the Policy Committee for study and report. |
| 14.2 | Review Process | The By-Laws of the Halton Catholic District School Board shall be reviewed every four (4) years by the Board. |
| 14.3 | Temporary Suspension of By-laws - Voting | The Board may temporarily suspend a provision of these By-Laws by a two-thirds (2/3) majority vote of the members of the Board, except where the provision is grounded in an obligation imposed by law. |
| 14.4 | Timing on Agenda | A temporary suspension of the By-Laws shall expire at the end of the meeting in which the By-Laws are suspended, unless the Board determines otherwise. |
| 14.5 | Timing of Suspension | No temporary suspension of the By-Laws shall extend beyond the current meeting of the Board. |

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| 15. | REPORTING BY WAY OF MINUTES | |
| 15.1 | Reporting | Every Committee shall report after each of its meetings by way of the delivery of Minutes in either approved or unapproved form, segregating matters that have been considered public session from those that have been considered in private session and no public disclosure shall be made of these matters considered in private session. |

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| 15.2 | Duty of the Board | The Board shall keep minutes. |
| 15.3 | Content of Minutes | <p>Minutes of meetings of every committee and Board meeting shall contain the following information:</p> <ul style="list-style-type: none"> • The name of the body meeting; • The date of the meeting; • Whether the meeting was a regular or special meeting. • The name of each Trustee who has disclosed any interest in any matter on the Agenda of such meeting, an identification of the matter in which the Trustee disclosed the interest and, if the public was not excluded from the meeting, the general nature of the interest disclosed. • The names of the Trustees, senior staff, external consultants, Board auditors or Board solicitors who were present, noting the time of arrival and departure. • The resolutions and recommendations adopted by the Board. • The time of adjournment. |

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| 16. | DUTIES AND POWER OF SCHOOL TRUSTEES | |
| 16.1 | Duties of the Board | <p>As members of the Board, representing all Catholic School ratepayers in the Regional Municipality of Halton, Trustees recognize:</p> <p>That the duties of the Halton Catholic District School Board and its Trustees shall be the duties as defined in the <u>Education Act</u> and in the Regulations of Ontario; the By-Laws, Policies and Procedures, Mission and Vision Statement of the Halton Catholic District School Board and the declaration of Office.</p> |
| 16.2 | Governing Power | Members will exercise their power to govern only as Trustees of the corporate body, not as individuals. |

ACTION REPORT

ITEM 8.12

**POLICY II-12 Management of Aggressive Student Behaviour
Within Our Schools**

PURPOSE:

To approve Policy *II-12 Management of Aggressive Student Behaviour Within Our Schools* as amended, at Second and Third Reading.

COMMENTARY:

Policy II-12 has been in existence in HCDSB since before the Ministry of Education officially discontinued the use of corporal punishment as a behaviour management and/or modification strategy in schools. The term “corporal punishment” is no longer used in education in any way and the re-naming of this policy reflects current and best practices.

There are times, when student behaviour is such that they present an imminent risk to themselves and/or others, when HCDSB staff, acting as prudent parents, have to intervene for the safety of all students. HCDSB employs a preventative approach to working with students who present such risks and staff are trained to be able to intervene safely and effectively in order to keep all staff and students safe, and to maintain the dignity of all students. This is accomplished through the training of staff. The HCDSB currently employs five trainers who are qualified and accredited to provide such training.

Since this policy’s language was out-dated, and since HCDSB currently and effectively utilizes strategies to support students whose behaviours pose imminent risk to themselves or others, this policy was revised to reflect existing best practices. The Special Education Department convened a subcommittee to review needed changes to Policy II-12. This Leadership committee met to review current practices, Ministry documentation, surrounding school board related policies and procedures and related HCDSB policies and procedures. Following that review changes were made within the existing Policy II-2 to embed relevant language capturing our best practices.

The policy was presented with approval at First Reading at the May 10, 2016 Policy Committee Meeting and was released for stakeholder consultation from May 18, 2016 – June 8, 2016 (inclusively). The attached appendix “A” is feedback received. The revised policy was reviewed at the June 14, 2016 Policy Committee Meeting with a recommendation that it be forwarded to the Board of Trustees for approval at Second and Third Reading.

RECOMMENDATION:

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

RESOLUTION:

Moved by:

Seconded by:

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

REPORT SUBMITTED AND APPROVED BY:

P. MARAI
CHAIR OF THE POLICY COMMITTEE



Stakeholder Comments

Policy II-12 Management of Aggressive Student Behaviour Within Our Schools

From: Judy Anderson

Date: 20/05/2016 12:13 AM

Thank you for the opportunity to offer feedback.

Re 'Requirements' section - I am wondering about the distinction that is provided here re 'the Board and Principals'. Why is there a need to have Principals mentioned here separately from the Board? I would think we would be considered to be part of the Board. I have not noticed this distinction in other policies so curious about rationale. Thanks for the opportunity to participate.

From: Alice Anne LeMay

Date: 18/05/2016 3:05 PM

PRINCIPLES

Last paragraph. Corporal punishment in any form by TEACHERS. This should also include any supervisor, teacher, parent or guardian.

REQUIREMENTS

Last sentence there is a word missing.
Outside EA's — may also BE trained.

Thank you
Alice Anne LeMay

From: OECTA, Halton Elementary Unit

Date: 08/06/2016 10:08 AM

The HEU is very concerned that this policy neglects to refer to the Safe Schools Reporting Form 1 or the Safe Schools Reporting Form 2, which are Ministry Forms that Board employees are legally obligated to complete and submit upon responding to incidents/behaviours that could result in suspension and/or expulsion. (Form 1 from board employees to school administrators, Form 2 from administrators to board employees, once an investigation re: the corresponding form 1 incident(s) has been completed).

This policy, under definitions refers to the SE17 and the SE17b, which are internal to the Board but does not refer specifically to the SSRF 1 & SSRF 2 which are both trackable by the Ministry. The SSRFs must be highlighted and linked to this policy to ensure accountability and compliance.

OPERATING POLICY**HALTON CATHOLIC DISTRICT SCHOOL BOARD****MANAGEMENT OF AGGRESSIVE STUDENT BEHAVIOURS WITHIN OUR SCHOOLS**

POLICY No.: II-12
DATE: August 25, 1987
AMENDED: June 5, 2007
AMENDED: February 2016
AMENDED: May 17, 2016

PURPOSE

This policy recognizes the importance of providing a safe school environment through the positive and proactive management of student behaviour that is likely to pose an imminent physical risk to themselves or others, and when least intrusive measures are deemed ineffective. This policy is congruent with Ministry language which promotes support, respect, and physical safety of students. Principals and teachers recognize their responsibility to maintain order and discipline in schools ensuring the safety of all students to include responsibilities *in loco parentis*.

APPLICATION AND SCOPE

This policy applies to all individuals of the Board who are in direct contact with students on school property, at school/Board authorized activities, while using school authorized transportation services or in other venues or locations and are called to respond to student's behaviours that pose imminent risk of injury to self or others.

PRINCIPLES

This policy recognizes that responding to aggressive student behaviours is never disciplinary in action nor part of implementing consequential outcomes related to those behaviours. Staff will respond to a student's behaviour from a caring, moral, and ethical framework embedding the teachings of Jesus Christ.

The use of corporal punishment in any form by persons, including, but not limited to, supervisors, teachers, parent or guardian is prohibited. Permission to administer corporal punishment will not be sought or accepted from any parent, guardian or school official.

DEFINITIONS**Corporal Punishment**

The intentional use of physical force upon a student outside of the Board approved physical crisis intervention training, for any alleged offence or behaviour, or the use of physical force in an attempt to modify the behaviour or attitude of a student.

Restraint

The use of physical intervention to restrict a student's movements against their will.

OPERATING POLICY**HALTON CATHOLIC DISTRICT SCHOOL BOARD****MANAGEMENT OF AGGRESSIVE STUDENT BEHAVIOURS WITHIN OUR SCHOOLS**

POLICY No.: II-12
DATE: August 25, 1987
AMENDED: June 5, 2007
AMENDED: February 2016
AMENDED: May 17, 2016

Physical Intervention Training

It is a condition of employment for all Education Assistants to be trained and certified in an approved physical crisis intervention program. This training will include strategies to de-escalate potentially volatile student behaviours and safely manage these behavioural crises. This Board approved training includes embedded practices outline in the Ontario Safe Schools Act.

Indicator Response Plan (IRP)

An IRP is a student behaviour plan identifying levels of student escalation continuum and appropriate staff directed responses creating the best opportunity for prevention and de-escalation. These plans are developed when a student's behaviour has previously escalated to a level presenting imminent risk of injury and which may or may not require physical intervention.

Safety Plans

The safety plan is a student behaviour plan outlining the student specific directives to staff related to implementing physical restraint with the focus on safety, crisis response teams and student de-escalation.

Physical Restrain/Incident Report SE17

This report is completed at the site of the incident and forwarded to the Board to be reviewed and filed. The purpose of the report is to record the details of student behaviour that will, or is likely to cause injury to self or others, or extreme property damage. These behaviours demonstrate a level of intensity that is unusual and excessive. These reports are monitored to inform programming and supports.

Incident Note to Parent or Guardian SE17b

The Special Education form is completed and distributed to parents to inform the parent of the SE17 incident.

REQUIREMENTS

The Board will develop an Administrative Procedure supporting the directive outlined in this policy and ensure comprehensive communication of the procedures to appropriate stakeholders.

The Board and its Principals will ensure all students have an opportunity to be successful within a safe, caring and accepting school, creating a positive school environment.

The Board and its Principals will ensure that student behaviour plans are developed to address aggressive student behaviours where there is a history of aggression. These plans will be developed with

OPERATING POLICY**HALTON CATHOLIC DISTRICT SCHOOL BOARD****MANAGEMENT OF AGGRESSIVE STUDENT BEHAVIOURS WITHIN OUR SCHOOLS**

POLICY No.: II-12
DATE: August 25, 1987
AMENDED: June 5, 2007
AMENDED: February 2016
AMENDED: May 17, 2016

a goal of prevention, supporting student skill development and an opportunity for increased self-regulation.

The Board will provide the necessary certification training to all Educational Assistants in the physical crisis intervention training. Trained staff will respond to student behaviour crises that may pose imminent risk to self or others and may require restraint. Staff outside of the role of Educational Assistant may also be trained with the approval of the school Principal and Board Special Education staff.

Principals will complete all other necessary documents related to the incident.

REFERENCES

The policy is in accordance with provisions of the:

- [Education Act, The Safe Schools Act, 2000](#)
- [The mission statement of Halton Catholic School System](#)
- [HCDSB Policy 11-39 Progressive Discipline and Safety in Schools/Code of Conduct](#)
- [HCDSB Policy I-19 Occupational Health and Safety](#)
- [HCDSB Policy III-14 Employee Code of Conduct](#)
-
- HCDSB Policy III-5 Employee Assault
- [PPM 145](#): Progressive Discipline & Promoting Positive Behaviour (October 2009)
- [PPM 149](#): Protocol for Partnership with External Agencies
- [PPM 156](#): Supporting Transitions for Students with Special Education Needs (2013)
- [Bill 157](#): Keeping Our Kids Safe at School (2009)

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

ACTION REPORT

ITEM 8.13

Policy III-17 Attendance Support Program

PURPOSE:

To approve Policy III-17 *Attendance Support Program* as amended, at first reading.

COMMENTARY:

Human Resources has had a long standing practice of monitoring employee absences. In 1996 an Administrative Procedure was established to formalize the expectations for absence reporting.

When the Board introduced the Automated Attendance System, information was sent to all employees on how to use the system to report absences and obtain coverage during their absences. Staff found the automated system much more effective in providing accurate ongoing records for employee attendance.

The continued growth of the Board presented staff with challenges with Attendance Management. In October 2009, the Attendance Support Program was expanded. It clearly spells out the procedure and its' parameters. This information was distributed to all union groups and employees and is posted on StaffNet. It has checks and balances in place to ensure that we support the culture of inclusion and our commitment to meeting the needs of individuals while adhering to the legislation requirements under the *Ontario Human Rights Code* and the *Workplace Safety and Insurance Act*, with respect to employment accommodation and successful return to work.

The Regional Internal Audit Committee conducted an audit of Attendance Management Support in 2011-2012 as part of the Regional Internal Audit Plan. The Regional Internal Audit's recommendations were presented to the Audit Committee at the November 20, 2012 meeting. The Audit Committee Minutes from November 20, 2012 were presented to the Regular Board In-Camera meeting on April 2, 2013 as information. One of the findings was that there was no overarching policy statement for the Attendance Management Program to oversee the related procedures on Attendance Support Program, Claims Management, Wellness & Employee Assistance Program.

In addition, the committee recommended that the policy should be reviewed by the Administrative Council and/or Policy Committee, approved by the Board of Trustees, and made available publicly and internally, by posting it on the School Board's website and StaffNet. This policy would demonstrate the School Board's continuous commitment to monitor and provide support to employees on attendance management.

Attendance Support fosters an environment that encourages support of employees and promoting a healthy work environment thus improving and sustaining the quality of services through consistent and regular attendance at work.

To assist and facilitate the early return of staff, Human Resources Staff hired an Attendance Management Officer in September 2013. As has been our long standing practice, Attendance Management Statistics are presented to the Board and we continue to work with Departments within our Board to continue to closely monitor and address any individual attendance concerns.

On September 8, 2015, the draft policy was brought to the Policy Committee where it was approved. It was presented at the September 15, 2015 Board meeting at Second Reading but was defeated. It was requested to be reviewed again by Trustees at the March Policy Committee meeting where Trustees expressed a desire to embed language from the current Administrative Procedure into the Policy.

Staff have reviewed this request and have consulted the Board's legal counsel on the possible implications and restrictions to Management flexibility to respond to the ever changing legal landscape when it comes to Attendance Support issues. This legal opinion was provided at the May 10, 2016 Policy Committee meeting.

The policy was presented with approval at First Reading at the June 14, 2016 Policy Committee Meeting.

RECOMMENDATION:

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

RESOLUTION:

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy III-17 Attendance Support Program as amended, at First Reading.

REPORT SUBMITTED AND APPROVED BY:

P. MARAI
CHAIR OF THE POLICY COMMITTEE

PURPOSE

The Halton Catholic District School Board ("the Board") is committed to creating and maintaining a healthy work environment for all employees. The Attendance Support Program is designed to assist employees experiencing frequent absences from work due to illness or injury.

APPLICATION AND SCOPE

This policy applies to all Board employees. This includes all employees represented by the Canadian Union of Public Employees (CUPE) Local 2888, 3166, 4605, 5200, 5200 Unit B, the Ontario English Catholic Teachers' Association (OECTA) Elementary and OECTA Secondary, the Association of Professional Student Services Personnel (APSSP) and all non-union and Management employees.

This Attendance Support Program Policy requires the Director to create and implement an Attendance Support Program. The program is a process of addressing absenteeism and is supportive and non-disciplinary in nature.

The intent of the Attendance Support Program is to:

- Support regular attendance of all employees as an essential element of their employment;
- Advise employees of the support services available; and
- Allow sufficient time for the employee to address issues so he/she will attend work regularly in the future.

It is also the duty of all supervisory personnel to monitor the attendance of their staff. This includes holding coaching and counselling meetings regarding attendance when there is a concern about an employee's lack of regular attendance. It is also the duty of all supervisors within the Board to report to Human Resources Services any individual absence or attendance pattern that, in their opinion, warrants further investigation.

The Human Resources Services department will monitor attendance and report attendance statistics to the Board on a regular basis.

PRINCIPLES

The Halton Catholic District School Board is committed to providing a learning and working environment that is safe, harmonious and sensitive to the needs and well-being of the individual employee and student.

It is the policy of the Board to ensure conduct in its workplaces is in accordance with the gospel values of Jesus Christ, the Board's Mission and Vision Statement, and Governing Values.

By fostering an environment that encourages support of employees and promoting a Healthy Work Environment, this program should also improve the quality of service to students through consistent and regular attendance of employees at work.

All employees contribute to the Board's Mission and Vision Statements and their regular attendance at work is required to maintain the quality of programs and services, to students, staff and the community, as well as ensuring a fair distribution of work amongst colleagues.

REQUIREMENTS

- The Halton Catholic District School Board is committed to the overall health and wellness of its staff. This is exemplified by the existence of the *Employee Assistance Program* ("EAP"), the comprehensive Wellness Program offered by the Board and the existence of local site-based Joint Health and Safety committees.
- It is a required term of employment that employees will attend work on a regular basis and will provide their services in return for the salaries wages and benefits for which they are compensated. Irregular attendance at work has a detrimental effect on the delivery of the services provided by the Board to its students, staff and other members of the school community.
- All employees of the Board are expected to attend to personal matters outside of their working hours, unless the employee has received authorization to be absent to deal with a personal matter, such as a medical/dental appointment or bereavement, where such matter is of overriding importance and cannot be dealt with outside of normal working hours, or unless the matter is an "emergency" which entitles the employee to claim emergency leave under the Employment Standards Act (e.g. sudden family illness or death).
- The Board is committed to differentiating between culpable and non-culpable absenteeism. Culpable absenteeism is defined as absences which are in the control of the employee, whereas non-culpable absences are outside of the control of the employee.
- Culpable absenteeism will be dealt with through the Board's progressive discipline procedure.

Attendance support is available for staff members whose absences are beyond the scope of their control which is referred to as *Innocent Absenteeism* or non-culpable absenteeism.

- Attendance Support is intended to differentiate between disability management and attendance management.
- The Halton Catholic District School Board endeavours to ensure that all employees of the Board are aware of, and receive the appropriate support(s) that is available to them, to ensure a healthy workforce.
- The Halton Catholic District School Board requires that its employees properly record and report their absences in accordance with Board policy and their respective collective agreement.
- The Halton Catholic District School Board supports a culture of inclusion and is committed to meeting the needs of individuals within the organization and to adhere to the legislative requirements under the *Ontario Human Rights Code* and the *Workplace Safety and Insurance Act*, with respect to employment accommodation and successful return to work.

The operational details of this program are outlined in the Board Human Resources Services Administrative Procedure – “Attendance Support Program” (VI-76).

APPROVED: Regular Meeting of the Board

AUTHORIZED BY :.....
Chair of the Board

ACTION REPORT

ITEM 8.14

POLICY I-14 SMOKING BAN

PURPOSE:

To approve Policy I-14 *Smoking Ban* as amended.

COMMENTARY:

The Ministry of Health and Long-Term Care has made recent updates and amendments to *Making Healthier Choices Act, 2015*, *Smoke-Free Ontario Act (SFOA)* and the *Electronic Cigarettes Act (ECA), 2015*, regulating the sale, use, display and promotion of cigarettes and e-cigarettes.

On January 1, 2016, provisions in the ECA Act, 2015 came into force, which prohibit the sale or supply of e-cigarettes to persons who are less than 19 years of age. The ministry is considering further regulatory amendments that would strengthen smoking and e-cigarette laws as well as the use of medical marijuana in public places. To that end they have solicited feedback from all types of organizations and individuals in the province, including school boards to strengthen Ontario's smoking and e-cigarette (vaping laws).

Policy I-14 has been updated to reflect the most up to date changes in legislation and to address e-cigarette (vaping) and medical marijuana. At the June 14, 2016 Policy Committee Meeting it was requested to have the unhealthy and harmful usage of marijuana inserted into Policy I-14 Smoking Ban.

The revised policy was presented to the Policy Committee at the May 10th and June 14th, 2016 Policy Committee Meeting with a recommendation that it be forwarded to the Board of Trustees for approval.

RECOMMENDATION:

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

RESOLUTION:

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy I-14 *Smoking Ban* as amended.

REPORT SUBMITTED AND APPROVED BY:

P. MARAI
CHAIR OF THE POLICY COMMITTEE

PURPOSE

To ensure compliance to the *Smoke-Free Act*, *Making Healthier Choices Act*, and *Electronic Cigarettes Act*. The intent of each Act is to provide a complete ban on smoking, vaping (e-cigarettes) and medical marijuana in the workplace and on property owned by the employer.

APPLICATION AND SCOPE

This policy applies to all employees of the Halton Catholic District School Board and all guests or visitors to any of the Board buildings, facilities or Board-owned property.

REFERENCES

- [Smoke-Free Act](#)
- [Making Healthier Choices Act](#)
- [Electronic Cigarettes Act](#)
- [Canadian Centre on Substance Abuse](#)
- [About Marijuana](#)
- [Health risks of marijuana use](#)
- [How does marijuana affect health?](#)

PRINCIPLES

The Halton Catholic District School Board acknowledges that there is sufficient medical evidence to support significant health risks as a result of smoking and for non-smokers who are exposed to 'second-hand' smoke.

Further, recognizing that such health risks promote cardiovascular and respiratory diseases at an increased rate of incidence, and that second-hand smoke is an irritant to non-smokers who are also exposed to an increased risk of respiratory diseases and lung cancer, the Halton Catholic District School Board endorses a smoke-free environment for all employees.

A smoking ban is also endorsed by the Board's Health and Safety and Wellness programmes.

REQUIREMENTS

The Act stipulates several obligations on employers, which include the following:

- ensuring that no person smoke in an enclosed workplace;
- giving notice to all employees that smoking is prohibited in the enclosed workplace;

SMOKING BAN**Operating Policy:****I-14****Date: March 31, 1987****Amended: July 30, 1991****Amended: September 5, 2006**

-
- posting prescribed signs prohibiting smoking in designated locations throughout the enclosed workplace;
 - ensuring that no ashtrays or similar equipment remain in the enclosed workplace (except for a vehicle with a manufacturer-installed ashtray);
 - ensuring that a person who smokes in the enclosed workplace does not remain in the enclosed workplace;
 - to provide reasonable and precautionary safeguards to students, staff, visitors and all employees from exposure to medical marijuana smoke.

The regulations also state that smoking, vaping (e-cigarettes) and medical marijuana is prohibited within a nine-meter radius of any entrance or exit of a Board-owned or operated property or facility. Signs indicating *“The Halton Catholic District School Board is a Non-Smoking Facility”* will be posed at all entrance doors of all Board buildings as soon as possible in order to assist in the implementation of the Acts.

Employers face significant consequences from the Ministry of Health and/or the Ministry of Education if the Acts are breached.

APPROVED: Regular Meeting of the Board

Authorized by:
Chair of the Board

ACTION REPORT

ITEM 8.15

POLICY V-04 SCHOOL FUNDRAISING ACTIVITIES

PURPOSE:

To approve Policy V-04 *School Fundraising Activities* as amended.

COMMENTARY:

As part of the Board's 3-year review cycle of policies, Board staff conducted a review of *Policy V-04 School Fundraising Activities*. The revised policy was brought forth to the June 14, 2016 Policy Committee Meeting with a recommendation that it be forwarded to the Board of Trustees for approval.

RECOMMENDATION:

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

RESOLUTION:

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy V-04 *School Fundraising Activities* as amended.

REPORT SUBMITTED AND APPROVED BY:

P. MARAI
CHAIR OF THE POLICY COMMITTEE

SCHOOL FUNDRAISING ACTIVITIES**POLICY No.:****V-4****APPROVED :****SEPTEMBER 27, 1983****AMENDED:****MARCH 26, 1996****AMENDED:****JUNE 24, 1997****AMENDED:****OCTOBER 6, 2009****AMENDED :****SEPTEMBER 18, 2012****PURPOSE**

To provide direction to all board employees regarding fundraising practices.

APPLICATION AND SCOPE

This policy applies to all members of the school community and to all trustees and employees of the Board.

PRINCIPLES

- The Halton Catholic District School Board (HCDSB) endorses the teaching of values inherent in raising funds for the needs of those less fortunate while maintaining the privacy and dignity of all involved in fundraising initiatives.
- The HCDSB endorses the guiding principles of partnership, cooperation, consultation, transparency and accountability in the enactment of this policy.
- Like all activities that support education, fundraising should reflect the values and expectations of the school community, including those of parents, students, staff, and school board trustees.
- The HCDSB recognizes that fundraising has a designated purpose and that the proceeds be used for the intended purpose.
- The HCDSB recognizes that parents and communities may voluntarily choose to support their schools through fundraising activities.
- The HCDSB recognizes that fundraising has the potential to enhance parent engagement and contribute to a student's educational experience.
- All school fundraising activities are conducted under the guidance of the school principal, in accordance with school board policies and with advice and input from the school community.
- Funds raised through fundraising activities should not be used to replace public funding for education; and should not be used to support items funded through provincial grants.
- The safety of students is a primary consideration in all fundraising activities.

SCHOOL FUNDRAISING ACTIVITIES**POLICY No.:****V-4****APPROVED :****SEPTEMBER 27, 1983****AMENDED:****MARCH 26, 1996****AMENDED:****JUNE 24, 1997****AMENDED:****OCTOBER 6, 2009****AMENDED :****SEPTEMBER 18, 2012****DEFINITIONS***School Fundraising*

School fundraising is any activity, permitted under this policy, to raise money or other resources, that is approved by the school principal, in consultation with, and upon the advice of the Catholic School Council, and/or a school fundraising organization operating in the name of the school, and for which the school provides the administrative processes for collection. Such activities may take place on or off school property.

Board Fundraising

Board fundraising is any activity, permitted under this policy, to raise money or other resources, that is approved by the director, in consultation with, and upon the advice of senior staff and trustees, for Halton Catholic Children's Education Foundation.

School Community

The school community refers to students, parents, guardians, school councils, trustees, school administrators, staff, members of the broader community and partners, as well as others, who support the local school and student achievement.

School Generated Funds

School generated funds are funds that are raised and collected in the school or broader community in the name of the school by Catholic School Councils or other school or parent administered groups. These funds are administered by the school principal, and are raised or collected from sources other than the school board's operating and capital budgets.

School generated funds is a broad category which includes not only fundraising for school purposes, but also all funds that are collected and paid out through school accounts to support a variety of programs, such as payments to external charities or other third parties.

REQUIREMENTS

The Board will maintain consistent fundraising practices by requiring compliance with the practices established in the Fundraising Administrative Procedures VI-59.

The Fundraising Administrative Procedure, approved in Administrative Council, will be maintained by the Secretary of the Board.

All Board staff and trustees will ensure that any fundraising activities are in compliance with the Fundraising Administrative Procedures.

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|--------------------------------------|--------------------|---------------------------|
| SCHOOL FUNDRAISING ACTIVITIES | POLICY No.: | V-4 |
| | APPROVED : | SEPTEMBER 27, 1983 |
| | AMENDED: | MARCH 26, 1996 |
| | AMENDED: | JUNE 24, 1997 |
| | AMENDED: | OCTOBER 6, 2009 |
| | AMENDED : | SEPTEMBER 18, 2012 |

The Fundraising Administrative Procedures will be compliant with the Fundraising Guideline as published by the Ministry of Education on May 4th, 2012.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY:
Chair of the Board

ACTION REPORT

ITEM 8.16

**POLICY II-47 – FEES FOR LEARNING MATERIALS, PROGRAMS,
CURRICULAR AND CO-CURRICULAR ACTIVITIES**

PURPOSE:

To approve Policy II-47 Fees for Learning Materials, Programs, Curricular and Co-Curricular Activities as amended.

COMMENTARY:

Board staff conducted a review of Policy II-47 Fees for Learning Materials, Programs, Curricular and Co-Curricular Activities. This policy was presented at the June 14, 2016 Policy Committee Meeting with no amendments. It was requested to make an amendment to the Requirements section and add:

“School Principals will endeavor to ensure that all families and students are explicitly aware that student activity fees are voluntary”.

RECOMMENDATION:

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

RESOLUTION:

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy II-47 Fees for Learning Materials, Programs, Curricular and Co-Curricular Activities as amended.

REPORT SUBMITTED AND APPROVED BY:

P. MARAI
CHAIR OF THE POLICY COMMITTEE

FEES FOR LEARNING MATERIALS, PROGRAMS AND CURRICULAR AND CO-CURRICULAR ACTIVITIES**OPERATING POLICY:****II-47**

DATE:

NOVEMBER 15, 2011

AMENDED:

JUNE 16, 2015

SCHEDULED FOR REVIEW:

JUNE 2018

PURPOSE

To provide direction to principals regarding charging student fees for learning materials, programs, curricular and co-curricular activities.

APPLICATION & SCOPE

This policy applies to all schools of the Halton Catholic District School Board and the provision of learning materials, programs, curricular and co-curricular activities to all students.

REFERENCES

Refer to Halton Catholic District School Board Administrative Procedure VI-57 Fees for Learning Materials, Programs, Curricular/Co-Curricular Activities and School Fundraising Activities

DEFINITIONS**STUDENT ACTIVITY FEES:**

Student activity fees are voluntary fees permitted under the HCDSB Policy II-47 ***Fees for Learning Materials, Programs and Curricular and Co-Curricular Activities*** and are amounts that are used to supplement a student's school experience through materials and activities such as student agendas, student recognition programs, yearbooks, extracurricular activities, school dances, or theme days.

ENHANCED PROGRAMMING AND MATERIALS:

Enhanced Programming and materials are voluntary enrichments or upgrades to the curriculum or co-curricular activities beyond what is necessary to meet the learning expectations for a particular grade or course. For example, in some performance and production courses (music, woodworking, etc.) students may wish to use a superior product or consumable than that provided by the school, in which case they may be asked to pay the additional cost of the upgrade.

Where students choose not to access these enhanced programs or materials, alternatives must be available as essential course materials required to meet the learning expectations of the course or grade are to be provided at no cost.

OPTIONAL PROGRAMMING:

Optional Programming refers to voluntary courses or activities that students normally choose to attend through an application process, with the knowledge that these programs are beyond the core curriculum. Examples may include Advanced Placement® (AP), International Baccalaureate® (IB).

FEES FOR LEARNING MATERIALS, PROGRAMS AND CURRICULAR AND CO-CURRICULAR ACTIVITIES**OPERATING POLICY:****II-47**

DATE:

NOVEMBER 15, 2011

AMENDED:

JUNE 16, 2015

SCHEDULED FOR REVIEW:

JUNE 2018

PRINCIPLES

1. Every student has the right to attend a school, where they are a qualified resident pupil without payment of a fee. (*Section 32(1) Education Act*)
2. When schools or school boards choose with the support of the school community to offer enhanced or optional programming, parents may be asked to contribute resources in the way of time, money or materials to support these programs or activities.
3. The school principal is responsible for ensuring that the materials required to meet the expectations of the core curriculum are available without cost to students. No fee may be charged for learning resources that are essential to the delivery of a core course or program.
4. The school may only charge reasonable fees which are in compliance with the *Education Act*. In situations where fees may be charged to students, every effort shall be made to assist students with limited financial means.
5. The purposes for which funds are collected are consistent with the Board's Mission and Values.
6. Fees raised for school purposes are to complement, and not replace, public funding for education.
7. Each student should have an equal opportunity to benefit from the education system without being required to pay a fee. Students must be able to participate in school activities and access resources regardless of financial barriers.
8. The dignity of every student and parent should be honoured in the school fee collection process, collection methods afford reasonable expectations of privacy for students and parents; and a respectful practice for discreet identification of students/parents who may be experiencing financial hardship is clearly communicated.

REQUIREMENTS**SCHOOL ACTIVITY FEES:****Regular Day School:**

- The school may collect a fee at the beginning of a school year, term or semester or for an activity or excursion planned by the school.
- With the exception of a School Activity Fee, there shall be no fees charged to a student to participate in the regular day school program.
- Fees may be charged where the student chooses voluntary enrichments or upgrades to the material or where purchasing the material is optional. Enhanced Programming and Materials include but are not limited to higher quality woodworking, design or tech materials.

The school principal must review all proposed optional charges for all courses prior to inclusion of such optional charges in any publication, and prior to the fee being levied.

- The school principal will develop collection methods that afford reasonable expectations of privacy for students and parents, and develop and communicate clearly a practice for the discreet identification of students/parents who may be experiencing financial hardship.

FEES FOR LEARNING MATERIALS, PROGRAMS AND CURRICULAR AND CO-CURRICULAR ACTIVITIES**OPERATING POLICY:****II-47**

DATE:

NOVEMBER 15, 2011

AMENDED:

JUNE 16, 2015

SCHEDULED FOR REVIEW:

JUNE 2018

- Fees may not be charged for a textbook fee or a textbook deposit fee or a workbook used as a textbook.
- All field trips for which there is a cost must be optional to a course. Where the student chooses not to participate in an optional field trip, alternative assignments must be provided in order for the student to meet the expectations of the course.
- Student activity fees may be requested to subsidize the cost of student agendas, yearbooks, extra-curricular activities, optional field trips, or school dances or theme days. These fees are voluntary, and may vary from school to school.
- The school principal shall consult with staff, Student Councils and Catholic School Councils about student activity fees.
- School Principals will endeavor to ensure that all families and students are explicitly aware that student activity fees are voluntary.

Other School Registers:

- Schools may charge fees or institute a book deposit if the student's enrolment is contained on a continuing education student register, an adult credit course student register, or an international language student register.

Student Fees at Secondary Schools:

- No student will be denied access to any course based on an inability pay a course/program fee, nor will report cards or transcripts be withheld for the same reason.
- No student will be denied access to any course, or to use of the library and any related online resources, for failure to pay student activity fees.
- Clothing worn for physical education classes must be compliant with OPHEA Guidelines and the school dress code, which is developed in consultation with Catholic School Councils. Where the dress code requires particular clothing, such clothing will be available for purchase at cost at each secondary school.

Fees for Damaged or Lost Material:

- The principal may charge fees for the replacement or repair of textbooks, workbooks, library material and other loaned materials and equipment if said loaned material is not returned as required or is returned in damaged condition. The fee may not exceed the current replacement or repair cost, as appropriate.

APPROVED: Regular Meeting of the Board

 AUTHORIZED BY :
Chair of the Board

**FEEs FOR LEARNING MATERIALS, PROGRAMS AND
CURRICULAR AND CO-CURRICULAR ACTIVITIES****OPERATING POLICY:****II-47**

DATE:

NOVEMBER 15, 2011

AMENDED:

JUNE 16, 2015

SCHEDULED FOR REVIEW:

JUNE 2018

ACTION REPORT

ITEM 8.17

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:

The recommendation is to purchase Turtle Island Voices for Grades 1-3, Pearson Canada, as the approved supplementary resource.

RECOMMENDATION:

RESOLUTION:

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board approve the purchase of Turtle Island Voices for Grades 1-3.

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 21, 2016

Listed by Destination

| SCHOOL | GRADE(S) | # OF STUDENTS | DESTINATION | PURPOSE | DATES | ~ COST PER PUPIL |
|-------------------------------|----------|---------------|--|--|---|------------------|
| Secondary | | | | | | |
| Assumption CSS, Burlington | 9 -10 | 13 | Olympia Sports Camp, Huntsville, ON | The Assumption Jr. Girls Basketball Team will be asked to display, by behaviour and attitude how our Christian virtues are manifested on and off the court, at Camp Olympia. In addition, the students will work on building close relationships with each other by participating in team building activities which will assist in developing group unity. Staff and students will participate in a teacher-led liturgical gathering on Sunday morning prior to departure, and parents will be notified of mass at 8:00 pm on Sunday evening at St. Paul's Parish. | Friday, September 23 – Sunday, September 25, 2016 | ~\$160.00 |

INFORMATION REPORT

ITEM 10.3

BUDGET REPORT FOR SEPTEMBER 1, 2015 TO MAY 31, 2016

PURPOSE:

To provide the Board with the 2015-16 Budget Report for the nine months ending May 31, 2016.

BACKGROUND INFORMATION:

The following information regarding the Board's 2015-16 Budget was previously provided to Trustees:

1. Information Report 10.3 – April 5, 2016 Regular Board Meeting – Budget Report for September 1, 2015 to February 29, 2016
2. Action Report 8.4 – December 15, 2015 Regular Board Meeting – 2015-16 Revised Budget Estimates (Including September 1, 2015 to November 30, 2015 Actuals)
3. Action Report 8.7 – June 16, 2015 Regular Board Meeting – 2015-16 Budget Estimates – Final

GENERAL:

This report compares the revenues and expenses (including commitments) to date with the 2015-16 Revised Budget to show the percentage received and spent to date. The report also provides the same information for the previous fiscal year, for comparative purposes.

The attached budget report covers the nine-month period from September 1, 2015 to May 31, 2016. It also shows comparatives for the same time period in the 2014-15 fiscal year.

At May 31, 2016, the fiscal year is 9/12th or 75% complete and the school year is 9/10th or 90% complete. Therefore, we would expect the percentages received or spent to be between 75% and 90% of the budgeted amounts. The report indicates that both revenues and expenses for the year are expected to remain within the revised budget.

The Ministry has recently revised the Board's 2015-16 Revised Estimates Education Finance Information System (EFIS) submission, to incorporate additional revenues to address the labour negotiations items for restoration of the grid movement and 1% lump sum payment for all employee groups. At the time of submission, labour related expenditures for the Ontario English Catholic Teachers Association (OECTA) employee groups of \$3.8 million were included, with no corresponding revenue, leading to an in-year Operating – Unappropriated Deficit of \$5.0 million. The Ministry revisions included \$4.4 million in additional revenue, and \$622,000 in additional costs for employee groups represented by Canadian Union of Public Employees (CUPE) and Association of

Professional Student Services Personnel (APSSP). Incremental costs resulting from the labour negotiations for non-unionized employees (including Principals/Vice-Principals) amount to \$255,000. Incremental costs for Long-Term Occasional (LTO) teachers will be calculated and included at year end. Prior to the LTO costs being included, the revised in-year Operating– Unappropriated Deficit has decreased to \$1.3 million from \$1.95 million in the Revised Estimates approved by the Board in December 2015. These additional revenues and costs have now been included under the 2015-16 Revised Budget Forecast column, in Appendices A-1 and A-2.

REVENUE HIGHLIGHTS (APPENDICES A-1 AND B):

Total revenues of \$283.0 million have been recorded for the period ending May 31, 2016. This includes \$199.9 million for legislative grants, \$53.0 million for municipal funding, and \$30.1 million in other revenue, other provincial grants and transfers to reserves.

The percentages received for each source of revenue are in line with the percentages received for the same time period in the prior year. The percentages received, aside from “Municipal Taxes”, Government of Canada” and “Recoveries”, are also in line with the expected percentages received (75% to 90%).

The main differences between revenues received up to May 31, 2016 and revenues received for the same period in 2015 relate to EDC Revenue and School Generated Funds revenues, both of which are received irregularly throughout the year. Tuition Fees received to date also increased over last year by \$627,000, as a result of higher International Students enrolment.

The Ministry has announced numerous programs to enhance student achievement which are updated in the current budget as they become official, either by Ministry announcement or through special agreements that the Board enters into with the Ministry. Such “Other Provincial Grants” are added to the revenue budget as the corresponding expense budget is developed. The revenue is recorded as the funding is received, and as such it is expected that the percentage received to date will differ from the previous year. Appendix B shows “Other Provincial Grants” awarded during the fiscal year, and the total amounts correspond with Appendix A-1.

EXPENSE HIGHLIGHTS (APPENDIX A-2):

For the period ending May 31, 2016, Classroom Instruction expenses amounted to \$195.9 million or 77.6% of the 2015-16 Revised Budget Forecast compared to \$188.4 million or 77.9% for the period of September 1, 2014 to May 31, 2015. The overall Classroom Instruction percentage spent is in line with the prior year and the expected percentage spent. The main reason for the change in dollar amount relates to teacher salary and benefits, to reflect growth over last year as well as to account for the 1% lump sum payment and restoration of grid movement. Supply teacher costs to May 31, 2016 are 9.3% higher than the same period last year. This may result in this expense being yet again over budget. Staff development is another area that is almost fully spent as 96.6% of the budget has been spent as of May 31, 2016. Computer expenditures appear to be over-budget at 128.7% spent but this will be adjusted at Year-End when all applicable computer purchases are capitalized, thereby reducing expenditures.

School support services costs, including school administration, teacher consultants, and continuing education of \$22.9 million or 74.6% of the Revised Budget Forecast have been expensed for the period ending May 31, 2016. This is consistent with \$22.6 million or 75.4% of the Revised Budget, expensed for the period ending May 31, 2015.

Other Non-Classroom expenses and commitments of \$12.6 million or 76.6% have been recorded for the period of September 1, 2015 to May 31, 2016. This is consistent with the \$12.2 million or 81.6% expensed for the period of September 1, 2014 to May 31, 2015. The transportation expense of \$5.9 million at May 31, 2016 is based on estimated invoices for September 1, 2015 to April 30, 2016 from the Halton Student Transportation Services (HSTS). May's invoice of \$681,000 was received late and is therefore excluded from the Transportation total.

School Operations and Maintenance expenses and commitments of \$22.4 million or 75.1% of the 2015-16 Revised Budget is in line with \$22.4 million or 79.4% from the previous year. The portable leases have already exceeded the previous year, as more portables are required for pupil accommodation in the current year. The leases are currently paid on a month-to-month basis, as opposed to up-front at the beginning of the year in previous years. This provides a more accurate accounting of the lease costs on an on-going basis.

ENROLMENT (APPENDIX C):

The funding allocation is based on estimated enrolment. Elementary and Secondary enrolment is based on Full-Time Equivalent (FTE) enrolment for October 31 and March 31. These two fixed-in-time FTE enrolment values are averaged to produce the annualized Average Daily Enrolment (ADE).

The 2015-16 enrolment reflects actual enrolment on October 31, 2015 and March 31, 2016, which will be reflected in the Financial Statements reporting cycle. The projected ADE of elementary students is 21,967.50 and of secondary students is 10,382.30 for a total enrolment of 32,349.80. This represents an increase from the submitted 2015-16 Revised Estimates of 45.29 ADE (or 0.14%), a decrease of 21.81 ADE (or -0.1%) from the 2015-16 Original Estimates ADE and an increase of 714.57 ADE (or 2.3%) over the 2014-15 Actual ADE.

SUMMARY:

The percentages received/spent for the period from September 1, 2015 to May 31, 2016 are consistent with the prior year and fall within the expected range. Therefore, revenues and expenses to date appear reasonable.

Staff continues to control and monitor expenses against the 2015-16 Revised Budget in order to achieve a balanced position for the 2015-16 Year-End.

| | |
|-----------------------------|---|
| REPORT PREPARED BY: | J. CHANTHAVONG Acting MANAGER, BUDGET AND ACCOUNTING SERVICES |
| REPORT REVIEWED BY: | R. NEGOT SENIOR ADMINISTRATOR, FINANCIAL SERVICES |
| REPORT SUBMITTED BY: | P. MCMAHON SUPERINTENDENT OF BUSINESS AND TREASURER OF THE BOARD |
| REPORT APPROVED BY: | P. DAWSON DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD |

Halton Catholic District School Board

Appendix A-1

Revenue

2015/2016 Budget Report

For the Nine Months Ended May 31,2016

Budget Assessment

Risk Assessment

OPERATING REVENUE

Province of Ontario

Legislative Grants

Municipal Taxes

Other Provincial Grants

Prior Year Grant Adjustment - Operating

Other Provincial Grants

Other Provincial Grants

Other Revenue

Government of Canada

Tuition Fees

Use of Schools/Rentals

Cafeteria, Vending, Uniform and OCAS Revenue

Interest Revenue

Donation Revenue

Miscellaneous Recoveries

Recoveries - Secondments

Miscellaneous Revenue

Educational Development Charge (EDC) Revenue

School Generated Funds Revenue

Amortization of Deferred Capital Contribution

Total Operating Revenue

Available for Compliance

(Surplus) Deficit - Available for Compliance

Available for Compliance - Transfer from (to) Internally

Restricted Reserve (net)

Total Available for Compliance (Surplus) Deficit

Unavailable for Compliance

Unavailable for Compliance - (PSAB Adjustments)

Amortization of EFB - Retirement Gratuity & ERIIP Liability

Amortization of EFB - Retirement/Health/Dental/Life Insurance

Unavailable for Compliance - (Increase) Decrease in School

Generated Funds

Revenues Recognized for Land

Total Unavailable for Compliance

Total Annual (Surplus) Deficit

Total Revenue After PSAB Adjustments

| | 2015/2016 Original Budget Estimates | 2015/2016 Revised Budget Estimates | 2015/2016 Revised Budget Forecast @ May 31/16 | Change | | 2015/2016 Revenues and Receipts @ May 31/16 | % | 2014/2015 Revenues and Receipts @ May 31/15 | % | Year-to year Increase (Decrease) \$ | Year-to year Increase (Decrease) % | 2014/2015 Financial Statements August 2015 |
|---|--|---|--|---|--------------------------|--|--------------|--|--------------|--|---|---|
| | | | | \$ Increase (Decrease) Revised Est. to Rev. Forecast | % Increase (Decrease) | | | | | | | |
| | (in PSAB Format) | (in PSAB Format) | (in PSAB Format) | | | (in PSAB Format) | | (in PSAB Format) | | | | |
| OPERATING REVENUE | | | | | | | | | | | | |
| Province of Ontario | | | | | | | | | | | | |
| Legislative Grants | 244,625,612 | 241,688,285 | 246,146,914 | 4,458,629 | 1.8% | 199,945,358 | 81.2% | 200,002,856 | 84.1% | (57,498) | -2.9% | 237,867,168 |
| Municipal Taxes | 83,915,130 | 85,895,608 | 85,895,608 | - | 0.0% | 53,006,268 | 61.7% | 52,173,258 | 61.9% | \$ 833,010 | -0.2% | 84,272,864 |
| | 328,540,742 | 327,583,893 | 332,042,522 | 4,458,629 | 1.4% | 252,951,626 | 76.2% | 252,176,114 | 78.3% | \$ 775,512 | -2.1% | 322,140,032 |
| Other Provincial Grants | | | | | | | | | | | | |
| Prior Year Grant Adjustment - Operating | - | - | - | - | | 53,838 | | (76,103) | | \$ 129,941 | | 3,059 |
| Other Provincial Grants | 2,504,957 | 3,157,866 | 3,618,234 | 460,368 | 14.6% | 2,981,353 | 82.4% | 3,444,212 | 92.1% | \$ (462,859) | -9.7% | 3,738,150 |
| Other Provincial Grants | 2,504,957 | 3,157,866 | 3,618,234 | 460,368 | 14.6% | 3,035,191 | 83.9% | 3,368,109 | 90.0% | \$ (332,918) | -6.1% | 3,741,209 |
| Other Revenue | | | | | | | | | | | | |
| Government of Canada | 1,722,289 | 1,637,621 | 1,637,621 | - | 0.0% | 997,898 | 60.9% | 1,086,816 | 60.4% | \$ (88,918) | 0.5% | 1,797,910 |
| Tuition Fees | 1,309,900 | 1,325,600 | 1,325,600 | - | 0.0% | 1,386,923 | 104.6% | 759,631 | 96.7% | \$ 627,292 | 7.9% | 785,630 |
| Use of Schools/Rentals | 756,520 | 756,520 | 756,520 | - | 0.0% | 949,068 | 125.5% | 781,449 | 95.0% | \$ 167,619 | 30.5% | 822,465 |
| Cafeteria, Vending, Uniform and OCAS Revenue | - | - | - | - | 0.0% | 9,940 | | - | 0.0% | \$ 9,940 | 0.0% | 35,405 |
| Interest Revenue | 25,000 | 41,000 | 41,000 | - | 0.0% | 69,056 | 168.4% | 36,109 | 89.2% | \$ 32,947 | 79.2% | 40,499 |
| Donation Revenue | - | 1,000 | 2,500 | 1,500 | 150.0% | 2,619 | 104.8% | 77 | 0.6% | \$ 2,542 | 104.2% | 11,987 |
| Miscellaneous Recoveries | - | - | 1,760 | 1,760 | 0.0% | 98,235 | | 31,741 | 29.2% | \$ 66,494 | -29.2% | 108,796 |
| Recoveries - Secondments | 1,043,400 | 1,000,970 | 1,317,480 | 316,510 | 31.6% | 901,515 | 68.4% | 532,785 | 45.9% | \$ 368,730 | 22.5% | 1,161,582 |
| Miscellaneous Revenue | 822,809 | 939,710 | 1,008,884 | 69,174 | 7.4% | 1,295,326 | 128.4% | 1,122,422 | 110.2% | \$ 172,904 | 18.2% | 1,018,277 |
| Educational Development Charge (EDC) Revenue | 7,000,000 | 7,000,000 | 7,000,000 | - | 0.0% | 6,604,810 | 94.4% | 6,282,188 | 72.5% | \$ 322,622 | 21.9% | 8,664,543 |
| | 12,679,918 | 12,702,421 | 13,091,365 | 388,944 | 3.1% | 12,315,390 | 94.1% | 10,633,218 | 73.6% | \$ 1,682,172 | 20.5% | 14,447,094 |
| School Generated Funds Revenue | | | | | | | | | | | | |
| | 12,500,000 | 12,500,000 | 12,500,000 | - | 0.0% | 11,080,222 | 88.6% | 9,609,101 | 80.7% | \$ 1,471,121 | 7.9% | 11,913,498 |
| Amortization of Deferred Capital Contribution | | | | | | | | | | | | |
| | 14,093,304 | 14,130,784 | 14,130,784 | - | 0.0% | 10,598,088 | 75.0% | 10,341,659 | 76.0% | \$ 256,430 | -1.0% | 13,616,163 |
| Total Operating Revenue | 370,318,921 | 370,074,964 | 375,382,905 | 5,307,941 | 1.4% | 289,980,517 | 77.2% | 286,128,201 | 78.2% | \$ 3,852,316 | -1.0% | 365,857,996 |
| Available for Compliance | | | | | | | | | | | | |
| (Surplus) Deficit - Available for Compliance | (76,022) | 4,967,519 | 1,347,483 | (3,620,036) | | - | | - | | \$ - | | (804,226) |
| Available for Compliance - Transfer from (to) Internally | | | | | | | | | | | | |
| Restricted Reserve (net) | (967,475) | 777,973 | 709,748 | (68,225) | | 910,038 | | 1,478,688 | | \$ (568,650) | | (1,687,097) |
| Total Available for Compliance (Surplus) Deficit | (1,043,497) | 5,745,492 | 2,057,231 | (3,688,261) | | 910,038 | | 1,478,688 | | \$ (568,650) | | (2,491,323) |
| Unavailable for Compliance | | | | | | | | | | | | |
| Unavailable for Compliance - (PSAB Adjustments) | (149,942) | (149,942) | (149,942) | - | | - | | - | | \$ - | | (125,387) |
| Amortization of EFB - Retirement Gratuity & ERIIP Liability | - | - | - | - | | - | | - | | \$ - | | - |
| Amortization of EFB - Retirement/Health/Dental/Life Insurance | (458,218) | (458,218) | (458,218) | - | | - | | - | | \$ - | | (242,811) |
| Unavailable for Compliance - (Increase) Decrease in School | | | | | | | | | | | | |
| Generated Funds | - | - | - | - | | (1,279,274) | | (1,909,638) | | \$ 630,364 | | 44,126 |
| Revenues Recognized for Land | (7,000,000) | (7,000,000) | (7,000,000) | - | | (6,604,810) | | (6,282,188) | | \$ (322,622) | | (8,664,543) |
| Total Unavailable for Compliance | (7,608,160) | (7,608,160) | (7,608,160) | - | | (7,884,084) | | (8,191,826) | | \$ 307,742 | | (8,988,615) |
| Total Annual (Surplus) Deficit | (8,651,657) | (1,862,668) | (5,550,929) | (3,688,261) | | (6,974,046) | | (6,713,138) | | \$ (260,908) | | (11,479,938) |
| Total Revenue After PSAB Adjustments | \$ 361,667,264 | \$ 368,212,296 | \$ 369,831,976 | \$ 1,619,680 | | \$ 283,006,471 | | \$ 279,415,063 | | \$ 3,591,408 | | \$ 354,378,058 |

Halton Catholic District School Board
Expenditures
2015/2016 Budget Report
For the Nine Months Ended May 31, 2016

Appendix A-2

Budget Assessment

Risk Assessment

| | 2015/2016 Original Budget Estimates (in PSAB Format) | 2015/2016 Revised Budget Estimates (in PSAB Format) | 2015/2016 Revised Budget Forecast @ May 31/16 (in PSAB Format) | Change \$ Increase (Decrease) % Increase (Decrease) | 2015/2016 Expenses and Commitments @ May 31/16 (in PSAB Format) | % Spent | 2014/2015 Expenses and Commitments @ May 31/15 (in PSAB Format) | % Spent | Year-to year Increase (Decrease) \$ | Year-to year Increase (Decrease) | 2014/2015 Financial Statements August 2015 | |
|--|--|---|--|---|---|----------------|---|----------------|--|---|---|----------------|
| Classroom Instruction | | | | | | | | | | | | |
| Classroom Teachers | \$ 190,992,910 | \$ 193,217,540 | \$ 193,202,990 | (14,550) | -0.01% | \$ 147,510,768 | 76.4% | \$ 140,729,495 | 76.3% | \$ 6,781,273 | 0.1% | \$ 184,482,656 |
| Occasional Teachers | 3,161,000 | 3,598,500 | 3,600,113 | 1,613 | 0.04% | 3,208,372 | 89.1% | 2,903,605 | 79.8% | \$ 304,767 | 9.3% | 3,640,585 |
| Early Childhood Educators (E.C.E) and Supply | 7,284,140 | 7,468,760 | 7,653,094 | 184,334 | 2.47% | 6,531,423 | 85.3% | 6,363,190 | 85.4% | \$ 168,233 | -0.1% | 7,447,464 |
| Teacher Assistants and Supply | 19,163,090 | 20,529,391 | 20,713,724 | 184,333 | 0.90% | 17,351,089 | 83.8% | 17,502,608 | 85.1% | \$ (151,519) | -1.3% | 20,575,427 |
| Textbooks & Classroom Supplies | 6,860,021 | 7,943,300 | 7,945,822 | 2,522 | 0.03% | 5,016,055 | 63.1% | 5,366,342 | 86.2% | \$ (350,287) | -23.1% | 6,227,368 |
| Computers | 1,740,869 | 1,740,945 | 1,639,072 | (101,873) | -5.85% | 2,108,934 | 128.7% | 1,967,722 | 94.9% | \$ 141,212 | 33.8% | 2,072,420 |
| Professionals, Paraprofessionals & Technical | 10,530,537 | 10,188,774 | 10,333,024 | 144,250 | 1.42% | 7,916,957 | 76.6% | 7,766,653 | 75.4% | \$ 150,304 | 1.2% | 10,294,949 |
| Library and Guidance | 4,359,675 | 4,814,563 | 4,823,894 | 9,331 | 0.19% | 3,904,279 | 80.9% | 3,755,800 | 80.4% | \$ 148,479 | 0.5% | 4,673,603 |
| Staff Development | 2,129,348 | 2,115,640 | 2,392,641 | 277,001 | 13.09% | 2,310,120 | 96.6% | 2,007,344 | 79.9% | \$ 302,776 | 16.7% | 2,513,574 |
| Subtotal Classroom Instruction | 246,221,590 | 251,617,413 | 252,304,374 | 686,961 | 0.27% | 195,857,997 | 77.6% | 188,362,759 | 77.9% | \$ 7,495,238 | -0.3% | 241,928,046 |
| Non Classroom - School Support Services | | | | | | | | | | | | |
| School Administration | 19,591,146 | 19,900,978 | 19,933,116 | 32,138 | 0.2% | 15,276,051 | 76.6% | 15,350,437 | 76.5% | \$ (74,386) | 0.1% | 20,061,009 |
| Teacher Consultants | 3,666,550 | 4,596,367 | 4,477,397 | (118,970) | -2.6% | 3,310,206 | 73.9% | 2,848,750 | 78.4% | \$ 461,456 | -4.5% | 3,632,579 |
| Continuing Education | 6,154,092 | 5,969,830 | 6,216,767 | 246,937 | 4.1% | 4,274,929 | 68.8% | 4,420,411 | 70.0% | \$ (145,482) | -1.2% | 6,319,030 |
| Subtotal School Support Services | 29,411,788 | 30,467,175 | 30,627,280 | 160,105 | 0.5% | 22,861,186 | 74.6% | 22,619,598 | 75.4% | \$ 241,588 | -0.8% | 30,012,619 |
| Recoverable Expenses | 1,043,400 | 1,000,970 | 1,317,480 | 316,510 | 31.6% | 1,042,752 | 79.1% | 766,712 | 66.0% | \$ 276,040 | 13.1% | 1,161,582 |
| Other Non Classroom | | | | | | | | | | | | |
| Board Administration | 8,872,176 | 9,327,628 | 9,468,293 | 140,665 | 1.5% | 6,705,201 | 70.8% | 6,134,421 | 75.3% | \$ 570,780 | -4.5% | 8,150,531 |
| Transportation | 7,094,298 | 6,970,753 | 6,970,753 | - | 0.0% | 5,881,719 | 84.4% | 6,024,670 | 89.3% | \$ (142,951) | -4.9% | 6,747,001 |
| Subtotal Other Non Classroom | 15,966,474 | 16,298,381 | 16,439,046 | 140,665 | 0.9% | 12,586,920 | 76.6% | 12,159,091 | 81.6% | \$ 427,829 | -5.0% | 14,897,531 |
| Pupil Accommodation | | | | | | | | | | | | |
| School Operations and Maintenance | 30,302,376 | 29,575,726 | 29,847,965 | 272,239 | 0.9% | 22,414,870 | 75.1% | 22,356,295 | 79.4% | \$ 58,575 | -4.3% | 28,140,743 |
| ALC and Portable Leases | 1,000,000 | 1,435,000 | 1,478,200 | 43,200 | 3.0% | 879,593 | 59.5% | 835,341 | 106.5% | \$ 44,252 | -47.0% | 784,322 |
| Debt Charges | 47,375 | 47,375 | 47,375 | - | 0.0% | 47,375 | 100.0% | 47,375 | 100.0% | \$ - | 0.0% | 47,375 |
| Other Debenture Payments | 10,096,617 | 10,096,617 | 10,096,617 | - | 0.0% | 9,413,582 | 93.2% | 9,828,289 | 93.3% | \$ (414,707) | -0.1% | 10,536,538 |
| Subtotal Pupil Accommodations | 41,446,368 | 41,154,718 | 41,470,157 | 315,439 | 0.8% | 32,755,420 | 79.0% | 33,067,300 | 83.7% | \$ (311,880) | -4.7% | 39,508,978 |
| School Generated Funds Expenditures | 12,500,000 | 12,500,000 | 12,500,000 | - | 0.0% | 9,800,948 | 78.4% | 7,699,463 | 64.4% | \$ 2,101,485 | 14.0% | 11,957,624 |
| Amortization Expense | 15,685,804 | 15,781,799 | 15,781,799 | - | 0.0% | 11,836,349 | 75.0% | 11,570,339 | 75.7% | \$ 266,010 | -0.7% | 15,279,876 |
| Total Expenditures before PSAB Adjustment | 362,275,424 | 368,820,456 | 370,440,136 | 1,619,680 | 0.4% | 286,741,572 | 77.4% | 276,245,262 | 77.9% | \$ 10,496,310 | -0.5% | 354,746,256 |
| PSAB Adjustments | | | | | | | | | | | | |
| Increase In Employee Future Benefits | (458,218) | (458,218) | (458,218) | - | 0.0% | - | 0.0% | - | 0.0% | \$ - | 0.0% | (242,811) |
| (Decrease) in Accrued Interest on Debenture | (149,942) | (149,942) | (149,942) | - | 0.0% | - | 0.0% | - | 0.0% | \$ - | 0.0% | (125,387) |
| Total PSAB Adjustment | (608,160) | (608,160) | (608,160) | - | 0.0% | - | 0.0% | - | 0.0% | \$ - | 0.0% | (368,198) |
| Total Expenditures After PSAB Adjustments | \$ 361,667,264 | \$ 368,212,296 | \$ 369,831,976 | \$ 1,619,680 | 0.4% | \$ 286,741,572 | 77.5% | \$ 276,245,262 | 78.0% | \$ 10,496,310 | -0.5% | \$ 354,378,058 |

Halton Catholic District School Board
Other Provincial Grants
2015/2016 Budget Report
For the Nine Months Ended May 31, 2016

Appendix B

| Grant Description | 2015/2016 Original Budget Estimates | 2015/2016 Revised Budget Estimates | 2015/2016 Revised Budget Forecast | 2015/2016 Actual @ May 31/16 | 2014/2015 Revised Budget Forecast |
|--|--|---|--|------------------------------------|--|
| A.Prkacin - EPO | | | | | |
| Library Staffing Grant | 124,925 | 124,925 | 124,925 | 124,925 | 121,595 |
| Physical Activity - Christ The King | | 1,717 | 1,717 | 1,233 | 19,445 |
| Healthy Eating - Bishop Reding | | | | | 5,620 |
| ELP - Staff Development | | | | | 16,000 |
| PAN AM Games | | | | | 8,600 |
| Outdoor Education | | 309,594 | 309,594 | 195,044 | 300,529 |
| French As A Second Language | | 96,913 | 96,913 | 96,914 | 115,408 |
| First Nation/Metis/Inuit Education | | 63,268 | 63,268 | 50,614 | 54,180 |
| Early Leadership - Early Development Instrument | | | | | 45,550 |
| Early Leadership Strategy | 95,130 | 95,130 | 95,130 | 59,907 | 151,223 |
| Tutors in the classrooms | | | | | 15,758 |
| E-Learning | 105,000 | 105,000 | 105,000 | 105,000 | 105,000 |
| Student Work Study | 120,000 | 120,000 | 120,000 | 84,000 | 133,596 |
| Building Capacity in Assessment for Learning | | | 29,267 | 29,267 | 24,500 |
| Collaborative Inquiry In Math | 90,000 | 90,000 | 90,000 | 63,000 | 90,000 |
| Network-School In The Middle | 25,000 | 25,000 | 25,000 | 25,000 | 25,000 |
| Network-Schools Helping Schools | 130,500 | 130,500 | 135,000 | 100,850 | 137,400 |
| P.R.O. - Multicultural | | | | | 9,225 |
| NTIP-Enhanced Teacher Development | | | 13,459 | 13,459 | 36,617 |
| | 690,555 | 1,162,047 | 1,209,273 | 949,213 | 1,415,246 |
| B. Browne - EPO | | | | | |
| Autism Support And Training | 49,333 | 49,333 | 49,333 | 49,333 | 52,414 |
| Learning For All | 24,988 | 41,513 | 41,513 | 41,513 | 32,661 |
| Mental Health | | | | | 20,757 |
| SEAC Conference | | | | | 500 |
| Board Leadership Development Strategy (BLDS) | | 51,789 | 51,789 | 46,610 | 52,174 |
| | 74,321 | 142,635 | 142,635 | 137,456 | 158,506 |
| C. McGillicuddy - EPO | | | | | |
| Specialist Highskills Major (SHSM) Special Funding | 63,696 | 63,696 | 72,836 | 72,836 | 67,847 |
| Specialist Highskills Major (SHSM)-ICE Training | | | 5,791 | 5,791 | |
| Student-Speakup Grant | | - | 27,000 | 27,000 | 42,681 |
| Collaborative Inquiry For Instructional Impact | | 29,414 | 29,414 | 20,590 | 28,464 |
| Math And Literacy (Gains) | | 58,829 | 58,829 | 41,180 | 56,928 |
| Differentiated Instruction (D.I) | 117,657 | 29,414 | 29,414 | 20,590 | 28,464 |
| S.S.Schls & Cross Panel Teams | 27,647 | 27,647 | 27,647 | 19,353 | 37,430 |
| Re-Engagement 12 & 12+ | | 4,479 | 4,479 | 4,479 | 5,119 |
| Career & Life Planning | | | 8,924 | 8,924 | 8,774 |
| Experiential Learning | | | | | 23,850 |
| Enrolment Reporting Initiative | | 62,656 | 62,656 | 62,656 | 27,201 |
| | 209,000 | 276,135 | 326,990 | 283,399 | 326,758 |
| L.Naar-EPO | | | | | |
| Teacher Learning & Leadership Program-PKE | | | 40,000 | 30,000 | 20,812 |
| Teacher Learning & Leadership Program-Mahler | | 43,883 | 43,883 | 31,316 | 55,292 |
| Teacher Learning & Leadership Program-Ramirez | | 19,228 | 19,228 | 12,105 | 31,339 |
| Teacher Learning & Leadership Program-Daugherty | | | 52,800 | | |
| Teacher Learning & Leadership Program-Brun Del Re | | | 33,550 | | |
| | - | 63,111 | 189,461 | 73,421 | 107,443 |
| T. Pinelli - EPO | | | | | |
| Safe, Equitable And Inclusive Schools | 89,981 | 89,981 | 89,981 | 89,981 | 63,161 |
| | 89,981 | 89,981 | 89,981 | 89,981 | 63,161 |
| T. Overholt - EPO | | | | | |
| Parents Reaching Out (PRO) | | 36,379 | 36,379 | 35,508 | 35,187 |
| Parents Reaching Out - Regional | | 15,000 | 15,000 | 13,500 | 27,872 |
| | - | 51,379 | 51,379 | 49,008 | 63,059 |
| J. O'Hara - EPO | | | | | |
| Transitional Support-MOU | | 80,473 | 80,473 | 80,473 | 180,776 |
| | - | 80,473 | 80,473 | 80,473 | 180,776 |
| G. Corbaccio - EPO | | | | | |
| Outreach Coordinator | 73,600 | 73,600 | 73,600 | 73,600 | 73,600 |
| | 73,600 | 73,600 | 73,600 | 73,600 | 73,600 |
| P.Dawson - EPO | | | | | |
| M.I.S.A - PNC | 230,000 | | | 10,000 | 230,000 |
| M.I.S.A - LOCAL | 46,071 | 46,071 | 46,071 | 53,690 | 45,135 |
| | 276,071 | 46,071 | 46,071 | 63,690 | 275,135 |
| Sub-total | \$ 1,413,528 | \$ 1,985,432 | \$ 2,209,863 | \$ 1,800,241 | \$ 2,663,684 |
| O.Y.A.P GRANT | 92,529 | 107,056 | 107,056 | 85,645 | 110,255 |
| LBS Grants | 98,900 | 98,900 | 98,900 | 88,837 | 98,900 |
| Province Of Ontario-Citizenship-Estimated | 900,000 | 934,080 | 1,115,892 | 920,106 | 905,411 |
| PBLA 1X FUNDING | | 21,186 | 75,311 | 75,311 | 42,000 |
| Province Of Ontario-Citizenship-One Time Funding | | 11,212 | 11,212 | 11,212 | 45,000 |
| Sub-total | \$ 1,091,429 | \$ 1,172,434 | \$ 1,408,371 | \$ 1,181,111 | \$ 1,201,566 |
| Total Other Provincial Grants per A-1 | \$ 2,504,957 | \$ 3,157,866 | \$ 3,618,234 | \$ 2,981,353 | \$ 3,865,250 |

Halton Catholic District School Board
Day School Average Daily Enrolment (ADE)
2015/2016 Budget Report

Appendix C

| | 2015-16 REVISED ESTIMATES | | | | 2015-16 ORIGINAL ESTIMATES | | | | | | | |
|---------------------------------|----------------------------|----------------------------|---------------------------|-------------|-------------------------------|-------------------------------|----------------------------|-------------|--------------------------|-------------|--------------------------|-------------|
| | Actual FTE Oct 31/15 | Actual FTE Mar 31/16 | 2015-16 Revised ADE | % Change | Projected FTE Oct 31/15 | Projected FTE Mar 31/16 | 2015-16 Original ADE | % Change | 2014-15 Actual ADE | % Change | 2013-14 Actual ADE | % Change |
| JK | 2,062.00 | 2,066.00 | 2,064.00 | 2.0% | 2,022.00 | 2,026.00 | 2,024.00 | 0.0% | 2,086.50 | 112.2% | 983.50 | 7.8% |
| SK | 2,206.00 | 2,218.00 | 2,212.00 | -2.7% | 2,267.00 | 2,280.00 | 2,273.50 | 11.0% | 2,195.50 | 111.8% | 1,036.75 | 6.7% |
| Gr. 1 to 3 | 6,717.00 | 6,733.00 | 6,725.00 | -1.8% | 6,840.00 | 6,863.00 | 6,851.50 | 7.4% | 6,512.50 | 4.4% | 6,237.00 | 3.0% |
| Gr. 4 to Gr. 8 | 10,962.00 | 10,971.00 | 10,966.50 | -0.1% | 10,965.00 | 10,986.00 | 10,975.50 | 0.4% | 10,935.50 | 2.2% | 10,701.50 | 1.7% |
| Elementary Day School Enrolment | 21,947.00 | 21,988.00 | 21,967.50 | -0.7% | 22,094.00 | 22,155.00 | 22,124.50 | 3.4% | 21,730.00 | 14.6% | 18,958.75 | 2.7% |
| Secondary Day School Enrolment | 10,498.15 | 10,266.45 | 10,382.30 | 1.3% | 10,412.88 | 10,081.33 | 10,247.11 | 3.5% | 9,905.23 | -0.2% | 9,922.86 | -0.8% |
| Total Day School ADE | 32,445.15 | 32,254.45 | 32,349.80 | -0.1% | 32,506.88 | 32,236.33 | 32,371.61 | 3.5% | 31,635.23 | 9.5% | 28,881.61 | 1.5% |

Notes: ADE - Average Daily Enrolment

FTE - Full Time Equivalent

Average Daily Enrolment (ADE) is based on 50% of March 31 FTE plus 50% Oct 31 FTE

% change equals the increase (decrease) in ADE from the prior year, or prior cycle

INFORMATION REPORT

ITEM 10.4

CAPITAL PROJECTS REPORT – AS AT MAY 31, 2016

The attached Consolidated Capital Projects Report provides a summary totaling \$438.9 million of all Board approved projects since the capital funding model was changed significantly by the Ministry of Education in 1998. There have been various iterations of capital funding programs since that time, to adapt to changing funding needs in school construction and maintenance. A total of \$419.7 million has been recorded for all projects, including open purchase orders of \$10.6 million which relate mainly to the construction of St. Gregory the Great Catholic Elementary School (CES) and Child Care Centre and the Full Day Kindergarten (FDK) classroom addition at Holy Rosary (Milton) Catholic Elementary School.

The Board receives Education Development Changes (EDC) revenue from the four Halton municipalities, which cover the purchase and preparation costs of school sites. Since 1998, the Board purchased school sites for a total of \$125.1 million, as broken down on page 5 of this report, which includes \$6.0 million on eligible EDC expenditures that have not been associated to a particular school (these are listed on page 6). Currently, the Board has an EDC shortfall of \$44.0 million, as EDC levies are typically collected over a 15 year period.

The expenditures outlined in the individual capital project summaries outlined on pages 7 to 9 reflect construction and first-time equipping costs to date. It should be noted that all of these projects are expected to be completed within budget.

The Debenture Financing Summary (Appendix A-1 to A-4) provides a summary of all projects that have been financed by debentures through the Ontario School Boards Financing Corporation (OSBFC) or the Ontario Financing Authority (OFA). The last OFA debenture issue was in March 2015, for the financing of primary class size (PCS) additions for St. Brigid CES and St. Catherine of Alexandria CES, in the amount of \$1.9 million. Going forward, the funding model has been replaced by capital grants, approved on a project by project basis and funded twice a year, based on the March 31 Provincial Consolidation Reporting (paid to the Board in July) and the August 31 Financial Statements Reporting (paid to the Board in February).

| | |
|-----------------------------|---|
| REPORT PREPARED BY: | J. CHANTHAVONG ACTING MANAGER, BUDGET AND ACCOUNTING SERVICES |
| REPORT REVIEWED BY: | R. NEGOI SENIOR ADMINISTRATOR, FINANCIAL SERVICES |
| REPORT SUBMITTED BY: | P. MCMAHON SUPERINTENDENT OF BUSINESS AND TREASURER OF THE BOARD |
| REPORT APPROVED BY: | P. DAWSON DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD |

Halton Catholic District School Board
Consolidated Capital Projects
For the period ending May 31, 2016

| SCHOOL BUILDINGS | BUDGET | EXPENSED Sep.1/98 to Aug.31/14 | EXPENSED 2014 - 15 | EXPENSED 2015- 16 | Commitments 2015 - 16 | Total Expensed and Commitments | AVAILABLE BALANCE |
|---|---------------|--------------------------------------|-----------------------|----------------------|--------------------------|--------------------------------------|----------------------|
| | | | | | | | |
| OLD PROJECTS | | | | | | | |
| Ascension Elementary | \$3,200,000 | \$3,160,703 | \$0 | \$0 | \$0 | \$3,160,703 | \$39,297 |
| Holy Rosary Elementary, Milton | \$5,500,000 | \$5,356,378 | \$0 | \$0 | \$0 | \$5,356,378 | \$143,622 |
| St. Patrick's Elementary | \$3,650,000 | \$3,716,647 | \$0 | \$0 | \$0 | \$3,716,647 | (\$66,647) |
| St. Francis of Assisi Elementary | \$3,770,000 | \$3,669,902 | \$0 | \$0 | \$0 | \$3,669,902 | \$100,098 |
| Notre Dame Secondary | \$1,250,000 | \$1,039,404 | \$0 | \$0 | \$0 | \$1,039,404 | \$210,596 |
| Mother Teresa Elementary | \$7,450,000 | \$6,874,383 | \$0 | \$0 | \$0 | \$6,874,383 | \$575,617 |
| St. Andrew Elementary | \$7,770,000 | \$7,255,509 | \$0 | \$0 | \$0 | \$7,255,509 | \$514,491 |
| Sacred Heart of Jesus Elementary | \$7,770,000 | \$7,010,277 | \$0 | \$0 | \$0 | \$7,010,277 | \$759,723 |
| Learning Environmental Improvement Program (LEIP) | \$12,000,000 | \$8,866,538 | \$0 | \$0 | \$0 | \$8,866,538 | \$3,133,462 |
| School Renewal | \$2,245,001 | \$2,070,361 | \$0 | \$0 | \$0 | \$2,070,361 | \$174,640 |
| Sub-total Old Projects | \$54,605,001 | \$49,020,102 | \$0 | \$0 | \$0 | \$49,020,102 | \$5,584,899 |
| NEW PROJECTS | | | | | | | |
| St. Paul Elementary | \$1,800,000 | \$1,573,776 | \$0 | \$0 | \$0 | \$1,573,776 | \$226,224 |
| St. Raphael Elementary | \$1,900,000 | \$1,919,238 | \$0 | \$0 | \$0 | \$1,919,238 | (\$19,238) |
| St. Vincent Elementary | \$1,250,000 | \$1,159,421 | \$0 | \$0 | \$0 | \$1,159,421 | \$90,579 |
| St. Joseph Elementary, Acton | \$2,275,000 | \$2,211,231 | \$0 | \$0 | \$0 | \$2,211,231 | \$63,769 |
| St. Catherine of Alexandria Elementary | \$8,000,000 | \$7,914,532 | \$0 | \$0 | \$0 | \$7,914,532 | \$85,468 |
| Assumption Secondary | \$4,800,000 | \$4,734,987 | \$0 | \$0 | \$0 | \$4,734,987 | \$65,013 |
| Christ the King Secondary | \$25,300,000 | \$25,758,453 | \$0 | \$0 | \$0 | \$25,758,453 | (\$458,453) |
| Holy Trinity Secondary | \$27,400,000 | \$26,419,175 | \$0 | \$0 | \$0 | \$26,419,175 | \$980,825 |
| ALC | \$1,600,000 | \$1,591,080 | \$0 | \$0 | \$0 | \$1,591,080 | \$8,920 |
| Holy Rosary Elementary, Burlington | \$2,400,000 | \$2,305,896 | \$0 | \$0 | \$0 | \$2,305,896 | \$94,104 |
| St. Mark's Elementary | \$440,000 | \$402,630 | \$0 | \$0 | \$0 | \$402,630 | \$37,370 |
| St. John Elementary, Oakville | \$370,000 | \$285,471 | \$0 | \$0 | \$0 | \$285,471 | \$84,529 |
| Our Lady of Victory Elementary | \$2,400,000 | \$2,265,547 | \$0 | \$0 | \$0 | \$2,265,547 | \$134,453 |
| St. Elizabeth Seton Elementary | \$8,300,000 | \$7,137,082 | \$0 | \$0 | \$0 | \$7,137,082 | \$1,162,918 |
| St. Joan of Arc Elementary | \$8,800,000 | \$7,704,963 | \$0 | \$0 | \$0 | \$7,704,963 | \$1,095,037 |
| Guardian Angels Elementary | \$8,800,000 | \$8,134,843 | \$0 | \$0 | \$0 | \$8,134,843 | \$665,157 |
| St. John Paul II Elementary | \$9,900,000 | \$8,600,943 | \$0 | \$0 | \$0 | \$8,600,943 | \$1,299,057 |
| Christ the King Secondary - Classroom Addition | \$2,000,000 | \$1,786,025 | \$0 | \$0 | \$0 | \$1,786,025 | \$213,975 |
| Corpus Christi Secondary | \$30,260,000 | \$32,837,311 | \$0 | \$0 | \$0 | \$32,837,311 | (\$2,577,311) |
| St. Anthony of Padua Elementary | \$10,200,000 | \$9,231,309 | \$0 | \$0 | \$0 | \$9,231,309 | \$968,691 |
| St. Christopher Elementary | \$9,900,000 | \$8,726,499 | \$0 | \$0 | \$0 | \$8,726,499 | \$1,173,501 |
| St. Christopher Elementary , Child Care Centre | \$750,000 | \$750,000 | \$0 | \$0 | \$0 | \$750,000 | \$0 |
| St. Peter Elementary | \$10,800,000 | \$10,748,401 | \$0 | \$0 | \$0 | \$10,748,401 | \$51,599 |
| Our Lady of Fatima Elementary | \$11,300,000 | \$10,298,651 | \$0 | \$0 | \$0 | \$10,298,651 | \$1,001,349 |
| Lumen Christi Elementary | \$11,300,000 | \$10,899,353 | \$0 | \$0 | \$0 | \$10,899,353 | \$400,647 |
| St. Anne Elementary | \$11,600,000 | \$11,969,117 | \$1,287 | \$3,126 | \$0 | \$11,973,530 | (\$373,530) |
| St. Mary Elementary | \$11,200,000 | \$10,463,121 | \$0 | \$0 | \$0 | \$10,463,121 | \$736,879 |
| St. Benedict Elementary | \$12,632,220 | \$11,411,238 | \$325,424 | \$16,692 | \$0 | \$11,753,354 | \$878,866 |
| Queen of Heaven Elementary | \$12,632,220 | \$11,372,102 | \$873,482 | \$12,692 | \$0 | \$12,258,276 | \$373,944 |
| St. Thomas Aquinas Secondary - Reconstruction | \$37,000,000 | \$37,588,033 | \$0 | \$0 | \$0 | \$37,588,033 | (\$588,033) |
| St. Ignatius of Loyola Secondary - Addition | \$22,500,000 | \$22,858,950 | \$0 | \$0 | \$0 | \$22,858,950 | (\$358,950) |
| Jean Vanier Secondary | \$35,000,000 | \$34,699,859 | \$284,403 | \$0 | \$0 | \$34,984,262 | \$15,738 |
| St. Gregory The Great Elementary | \$13,550,465 | \$0 | \$0 | \$4,299,233 | \$8,517,133 | \$12,816,366 | \$734,099 |
| St. Gregory the Great Elementary, Child Card Centre | \$2,520,849 | \$0 | \$0 | \$90,386 | \$2,054,351 | \$2,144,737 | \$376,112 |
| Sub-total New Projects | \$360,880,754 | \$335,759,236 | \$1,484,596 | \$4,422,130 | \$10,571,484 | \$352,237,446 | \$8,643,408 |

Halton Catholic District School Board
Consolidated Capital Projects
For the period ending May 31, 2016

| SCHOOL BUILDINGS - Continued | BUDGET | EXPENSED Sep.1/98 to Aug.31/14 | EXPENSED 2014 - 15 | EXPENSED 2015- 16 | Commitments 2015 - 16 | Total Expensed and Commitments | AVAILABLE BALANCE |
|--|----------------------|--------------------------------------|-----------------------|----------------------|--------------------------|--------------------------------------|----------------------|
| FDK Classroom Addition and Alteration | | | | | | | |
| St. Joseph (A) Elementary- Classroom Addition and Alteration | \$905,000 | \$961,890 | \$0 | \$0 | \$0 | \$961,890 | (\$56,890) |
| St. Brigid Elementary - Classroom Addition and Alteration | \$1,439,000 | \$1,262,726 | \$0 | \$0 | \$0 | \$1,262,726 | \$176,274 |
| St. Catherine Elementary - Classroom Addition and Alteration | \$2,396,000 | \$1,990,641 | \$0 | \$0 | \$0 | \$1,990,641 | \$405,359 |
| St. Dominic Elementary- Classroom Addition and Alteration | \$815,000 | \$729,637 | \$0 | \$0 | \$0 | \$729,637 | \$85,363 |
| St. Andrew Elementary - Classroom Addition and Alteration | \$780,000 | \$691,317 | \$0 | \$0 | \$0 | \$691,317 | \$88,683 |
| Guardian Angels Elementary - Classroom Addition and Alteration | \$2,970,000 | \$2,261,793 | \$62,379 | \$0 | \$0 | \$2,324,172 | \$645,828 |
| St. Anthony of Padua Elementary - Classroom Addition and Alteration | \$2,970,000 | \$2,267,533 | \$59,253 | \$0 | \$0 | \$2,326,786 | \$643,214 |
| St. Francis of Assisi Elementary - Classroom Addition and Alteration | \$1,260,000 | \$308,417 | \$847,753 | \$0 | \$0 | \$1,156,170 | \$103,830 |
| Holy Rosary Elementary, Milton - Classroom Addition and Alteration | \$5,155,000 | \$219,084 | \$1,797 | \$124,007 | \$24,115 | \$369,004 | \$4,785,997 |
| Sub-total FDK Classroom Addition and Alteration | \$18,690,000 | \$10,693,038 | \$971,182 | \$124,007 | \$24,115 | \$11,812,342 | \$6,877,658 |
| Sub-total Old & New Projects | \$379,570,754 | \$346,452,275 | \$2,455,777 | \$4,546,137 | \$10,595,599 | \$364,049,788 | \$15,520,966 |
| | | | | | | | |
| Good Places to Learn | \$4,276,577 | \$4,276,577 | \$0 | \$0 | \$0 | \$4,276,577 | (\$0) |
| C.E.C Port-A-PAC(s) Program Services & Administration | \$475,000 | \$473,535 | \$0 | \$0 | \$0 | \$473,535 | \$1,465 |
| Cost of Issuing Debenture | \$0 | \$1,923,458 | \$2,464 | \$0 | \$0 | \$1,925,922 | (\$1,925,922) |
| TOTAL PROJECTS | \$438,927,332 | \$402,145,947 | \$2,458,241 | \$4,546,137 | \$10,595,599 | \$419,745,925 | \$19,181,407 |

Halton Catholic District School Board
Consolidated Capital Projects
For the period ending May 31, 2016

| SCHOOL SITES | BUDGET | EXPENSED Sep.1/98 to Aug.31/14 | EXPENSED 2014 - 15 | EXPENSED 2015- 16 | Commitments 2015 - 16 | Total Expensed and Commitments |
|---|-----------------------|--------------------------------------|-----------------------|----------------------|--------------------------|--------------------------------------|
| | | | | | | |
| Mother Teresa Elementary (147) | \$0 | \$1,656,104 | \$0 | \$0 | \$0 | \$1,656,104 |
| St. Andrew Elementary (148) | \$0 | \$2,133,363 | \$0 | \$0 | \$0 | \$2,133,363 |
| Sacred Heart of Jesus Elementary (149) | \$0 | \$1,932,906 | \$0 | \$0 | \$0 | \$1,932,906 |
| St. Benedict Elementary (151) | \$0 | \$4,915,145 | \$697,217 | \$0 | \$0 | \$5,612,362 |
| Lumen Christi Elementary (152) | \$0 | \$3,239,241 | \$0 | \$0 | \$0 | \$3,239,241 |
| Queen of Heaven Elementary (153) | \$0 | \$3,291,264 | \$280,640 | \$0 | \$0 | \$3,571,904 |
| St. Elizabeth Seton Elementary (157) | \$0 | \$1,624,591 | \$0 | \$0 | \$0 | \$1,624,591 |
| St. Christopher Elementary (158) | \$0 | \$4,506,735 | \$0 | \$0 | \$0 | \$4,506,735 |
| St. Anne Elementary (159) | \$0 | \$5,412,056 | \$0 | \$33,627 | \$0 | \$5,445,683 |
| St. Joan of Arc Elementary (161) | \$0 | \$2,015,986 | \$0 | \$0 | \$0 | \$2,015,986 |
| St. John Paul II Elementary (162) | \$0 | \$2,726,023 | \$0 | \$0 | \$0 | \$2,726,023 |
| St. Peter Elementary (163) | \$0 | \$2,933,095 | \$0 | \$0 | \$0 | \$2,933,095 |
| Guardian Angels Elementary (164) | \$0 | \$2,099,818 | \$0 | \$0 | \$0 | \$2,099,818 |
| St. Anthony of Padua Elementary (165) | \$0 | \$3,300,291 | \$0 | \$0 | \$0 | \$3,300,291 |
| Our Lady of Fatima Elementary (166) | \$0 | \$3,480,166 | \$0 | \$1,149 | \$0 | \$3,481,316 |
| St. Catherine of Alexandria Elementary (168) | \$0 | \$1,529,708 | \$0 | \$0 | \$0 | \$1,529,708 |
| St. Mary Elementary (171) | \$0 | \$6,080,995 | \$0 | \$0 | \$0 | \$6,080,995 |
| St. Gregory The Great Elementary (173) | \$0 | \$7,168,713 | \$2,657 | \$15,356 | \$0 | \$7,186,726 |
| Corpus Christi Secondary (202) | \$0 | \$13,629,450 | \$0 | \$0 | \$0 | \$13,629,450 |
| Jean Vanier Secondary (204) | \$0 | \$10,473,002 | \$741 | \$20,064 | \$0 | \$10,493,807 |
| Christ the King Secondary (231) | \$0 | \$5,275,487 | \$0 | \$0 | \$0 | \$5,275,487 |
| Holy Trinity Secondary (233) | \$0 | \$5,846,886 | \$0 | \$0 | \$0 | \$5,846,886 |
| Loyola Secondary Addition (235) | \$0 | \$1,497,560 | (\$13,000) | \$0 | \$0 | \$1,484,560 |
| St. Thomas Aquinas Secondary (237) | \$0 | \$5,404,467 | \$50,041 | \$2,182 | \$0 | \$5,456,690 |
| Various Sites - EDC Eligible Costs (See Page 6) | \$0 | \$19,783,710 | \$1,277,742 | \$723,665 | \$27,496 | \$21,812,613 |
| TOTAL SITES | \$0 | \$121,956,762 | \$2,296,038 | \$796,043 | \$27,496 | \$125,076,339 |
| TOTAL BUILDINGS AND SITES | \$ 438,927,332 | \$ 524,102,709 | \$ 4,754,279 | \$ 5,342,181 | \$ 10,623,095 | \$ 544,822,264 |

Halton Catholic District School Board
EDC Eligible Expenditures
For the period ending May 31, 2016

| DESCRIPTION | EXPENSED Sep.1/98 to Aug.31/14 | EXPENSED 2014 - 15 | EXPENSED 2015- 16 | Commitments 2015 - 16 | Total Expensed and Commitments |
|--|--------------------------------------|-----------------------|----------------------|--------------------------|--------------------------------------|
| | | | | | |
| ELEMENTARY | | | | | |
| EDC - Prof. Fees - Bronte Creek Meadows (150) | \$12,105 | \$0 | \$0 | \$0 | \$12,105 |
| EDC - Prof. Fees - Grindstone Plan (155) | \$9,656 | \$0 | \$0 | \$0 | \$9,656 |
| EDC - Prof. Fees - Iroquois Ridge #2 - Argo/Ashley (160) | \$460,378 | \$8,053 | \$0 | \$0 | \$468,431 |
| EDC - Site Purchase - Iroquois Ridge #2 - Argo/Ashley (160) | \$5,396,738 | \$0 | \$0 | \$0 | \$5,396,738 |
| EDC - Site Improvement - Iroquois Ridge #2 - Argo/Ashley (160) | \$26,879 | \$6,222 | \$2,631 | \$7,968 | \$43,699 |
| EDC - Site Purchase - Georgetown West - (167) | \$1,588,031 | \$0 | \$0 | \$0 | \$1,588,031 |
| EDC - Prof. Fees - Georgetown West - (167) | \$80,139 | \$0 | \$0 | \$0 | \$80,139 |
| EDC - Site Improvement - Georgetown West (167) | \$8,480 | \$2,574 | \$858 | \$5,149 | \$17,062 |
| EDC - Prof. Fees - Acton East (169) | \$63,115 | \$0 | \$0 | \$0 | \$63,115 |
| EDC - Site Purchase - Acton East (169) | \$2,973,218 | \$0 | \$0 | \$0 | \$2,973,218 |
| EDC - Shell Lands - Metrus - Oakville (170) | \$80,243 | \$0 | \$0 | \$0 | \$80,243 |
| EDC - Site Purchase - West Oak Trails #4 - (172) | \$4,754,838 | \$0 | \$0 | \$0 | \$4,754,838 |
| EDC - Prof. Fees - West Oak Trails #4 - (172) | \$101,344 | \$10,342 | \$0 | \$0 | \$111,686 |
| EDC - Site Improvement - West Oak Trails #4 - (172) | \$45,088 | \$51,133 | \$5,266 | \$9,087 | \$110,574 |
| EDC - Prof. Fees - North Oakville #CE1 - (174) | \$17,631 | \$0 | \$0 | \$0 | \$17,631 |
| EDC - Prof. Fees - North Oakville #CE3 - (175) | \$0 | \$6,487 | \$0 | \$0 | \$6,487 |
| EDC - Prof. Fees - North Oakville #CE4 - (176) | \$0 | \$21,406 | \$4,792 | \$0 | \$26,198 |
| EDC - Prof. Fees - Milton #8 (178) | \$0 | \$3,833 | \$2,605 | \$0 | \$6,438 |
| EDC - Prof. Fees - Milton #9 (179) | \$0 | \$1,877 | \$372 | \$0 | \$2,248 |
| EDC - Prof. Fees - Milton #10 (180) | \$0 | \$3,935 | \$0 | \$3,576 | \$7,511 |
| SECONDARY | | | | | |
| EDC - Prof. Fees - West Oak Trails (201) | \$6,532 | \$0 | \$0 | \$0 | \$6,532 |
| EDC - Prof. Fees - Bronte Creek - Meadows (203) | \$15,582 | \$0 | \$0 | \$0 | \$15,582 |
| EDC - Prof. Fees - North Oakville CSS (205) | \$0 | \$3,984 | \$0 | \$0 | \$3,984 |
| EDC - Prof. Fees - Milton CSS (206) | \$0 | \$31,545 | \$3,763 | \$1,716 | \$37,024 |
| EDC - Prof. Fees - Loyola - Hydro Lands (235) | \$6,075 | \$0 | \$0 | \$0 | \$6,075 |
| OTHER | | | | | |
| Long Term Capital Plan Costs | \$439,170 | \$0 | \$0 | \$0 | \$439,170 |
| Professional and Legal Costs | \$900,310 | \$96,853 | \$62,785 | \$0 | \$1,059,948 |
| Interest Costs | \$2,798,158 | \$1,029,498 | \$640,593 | \$0 | \$4,468,249 |
| TOTAL | \$19,783,710 | \$1,277,742 | \$723,665 | \$27,496 | \$21,812,613 |

HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Gregory The Great Catholic Elementary School
NEW PUPIL ACCOMMODATION PROJECT

| SCHOOL BUILDING | BUDGET | EXPENSED Sep.1/98 to Aug.31/14 | EXPENSED 2014 - 15 | EXPENSED 2015- 16 | Commitments 2015 - 16 | TOTAL EXPENSED and Commitments | AVAILABLE BALANCE |
|--|---------------------|--------------------------------------|-----------------------|----------------------|--------------------------|-----------------------------------|----------------------|
| | (ESTIMATE) | | | | | | |
| Building | | | | | | | |
| Construction | \$11,750,465 | \$0 | \$0 | \$3,460,817 | \$8,052,515 | \$11,513,332 | \$237,133 |
| Professional Fees | \$835,000 | \$0 | \$0 | \$499,973 | \$348,369 | \$848,342 | (\$13,342) |
| Inspections, Soil test, Surveys | \$175,000 | \$0 | \$0 | \$51,870 | \$49,707 | \$101,577 | \$73,423 |
| Building Permit Fees | \$140,000 | \$0 | \$0 | \$278,107 | \$0 | \$278,107 | (\$138,107) |
| Contingencies | \$170,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$170,000 |
| Sub-total Building | \$13,070,465 | \$0 | \$0 | \$4,290,767 | \$8,450,591 | \$12,741,358 | \$329,107 |
| Furniture & Equipment | \$180,000 | \$0 | \$0 | \$0 | \$66,542 | \$66,542 | \$113,458 |
| Computer & Technology Equipment | \$150,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$150,000 |
| Sub-total Furniture & Equipment | \$330,000 | \$0 | \$0 | \$0 | \$66,542 | \$66,542 | \$263,458 |
| Bridge Financing (Interest) | \$150,000 | \$0 | \$0 | \$8,466 | \$0 | \$8,466 | \$141,534 |
| TOTAL | \$13,550,465 | \$0 | \$0 | \$4,299,233 | \$8,517,133 | \$12,816,366 | \$734,099 |
| | | | | | | | |
| SCHOOL SITE | BUDGET | EXPENSED Sep.1/98 to Aug.31/14 | EXPENSED 2014 - 15 | EXPENSED 2015- 16 | Commitments 2015 - 16 | TOTAL EXPENSED | |
| | | | | | | | |
| Site | | \$7,068,386 | \$0 | \$10,304 | \$0 | \$7,078,690 | |
| Site Improvements | | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Professional Fees-EDC-Site | | \$100,327 | \$2,657 | \$5,052 | \$0 | \$108,036 | |
| Contractual - Fiber Optics (EDC) | | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Bridge Financing | | \$0 | \$0 | \$0 | \$0 | \$0 | |
| TOTAL | \$0 | \$7,168,713 | \$2,657 | \$15,356 | \$0 | \$7,186,726 | |
| PROJECT TOTAL | \$13,550,465 | \$7,168,713 | \$2,657 | \$4,314,589 | \$8,517,133 | \$20,003,092 | |
| | | | | | | | |
| FUNDING | BUDGET | EXPENSED Sep.1/98 to Aug.31/14 | EXPENSED 2014 - 15 | EXPENSED 2015- 16 | Commitments 2015 - 16 | TOTAL | |
| | | | | | | | |
| BUILDING | | | | | | | |
| Debenture | \$0 | \$0 | \$0 | \$0 | | \$0 | |
| Short Term Financing (Investment) | | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Funding - Minor TCA | | \$0 | \$0 | \$0 | | \$0 | |
| Funding - FDK | | \$0 | \$0 | \$0 | | \$0 | |
| Funding - Capital Priorities | | \$0 | \$0 | \$4,290,767 | | \$4,290,767 | |
| Funding - Capitalized Interest | | \$0 | \$0 | \$8,466 | | \$8,466 | |
| SITE | | | | | | | |
| Education Development Charge - Applied | | \$0 | \$0 | \$0 | | \$0 | |
| Long Term Financing - Debenture | | \$0 | \$0 | \$0 | | \$0 | |
| Short Term Financing (Investment) | | \$7,168,713 | \$2,657 | \$15,356 | \$0 | \$7,186,726 | |
| TOTAL | \$0 | \$7,168,713 | \$2,657 | \$4,314,589 | \$0 | \$11,485,959 | |
| Unfinanced Commitments | | | | | | \$8,517,133 | |

HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Gregory The Great Catholic Elementary School
Child Care Centre

| SCHOOL BUILDING | BUDGET | EXPENSED Sep.1/98 to Aug.31/14 | EXPENSED 2014 - 15 | EXPENSED 2015- 16 | Commitments 2015 - 16 | TOTAL EXPENSED and Commitments | AVAILABLE BALANCE |
|--|--------------------|---|-------------------------------|------------------------------|----------------------------------|-----------------------------------|----------------------|
| | (ESTIMATE) | | | | | | |
| Building | | | | | | | |
| Construction | \$2,004,849 | \$0 | \$0 | \$0 | \$1,992,120 | \$1,992,120 | \$12,729 |
| Professional Fees | \$155,000 | \$0 | \$0 | \$90,386 | \$62,231 | \$152,617 | \$2,383 |
| Inspections, Soil test, Surveys | \$35,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$35,000 |
| Building Permit Fees | \$26,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$26,000 |
| Contingencies | \$40,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$40,000 |
| Sub-total Building | \$2,260,849 | \$0 | \$0 | \$90,386 | \$2,054,351 | \$2,144,737 | \$116,112 |
| Furniture & Equipment | \$260,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$260,000 |
| Computer & Technology Equipment | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Sub-total Furniture & Equipment | \$260,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$260,000 |
| Bridge Financing (Interest) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL | \$2,520,849 | \$0 | \$0 | \$90,386 | \$2,054,351 | \$2,144,737 | \$376,112 |
| SCHOOL SITE | BUDGET | EXPENSED Sep.1/98 to Aug.31/14 | EXPENSED 2014 - 15 | EXPENSED 2015- 16 | Commitments 2015 - 16 | TOTAL EXPENSED | |
| Site | | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Site Improvements | | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Professional Fees-EDC-Site | | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Contractual - Fiber Optics (EDC) | | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Bridge Financing | | \$0 | \$0 | \$0 | \$0 | \$0 | |
| TOTAL | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | |
| PROJECT TOTAL | \$2,520,849 | \$0 | \$0 | \$90,386 | \$2,054,351 | \$2,144,737 | |
| FUNDING | BUDGET | EXPENSED Sep.1/98 to Aug.31/14 | EXPENSED 2014 - 15 | EXPENSED 2015- 16 | Commitments 2015 - 16 | TOTAL | |
| BUILDING | | | | | | | |
| Debenture | \$0 | \$0 | \$0 | \$0 | | \$0 | |
| Short Term Financing (Investment) | | \$0 | \$0 | \$0 | \$0 | \$0 | |
| Funding - Minor TCA | | \$0 | \$0 | \$0 | | \$0 | |
| Funding - FDk | | \$0 | \$0 | \$0 | | \$0 | |
| Funding - Capital Priorities | | \$0 | \$0 | \$0 | | \$0 | |
| Funding - Child Care | | \$0 | \$0 | \$90,386 | | \$90,386 | |
| Funding - Capitalized Interest | | \$0 | \$0 | \$0 | | \$0 | |
| TOTAL | \$0 | \$0 | \$0 | \$90,386 | \$0 | \$90,386 | |
| Unfinanced Commitments | | | | | | \$2,054,351 | |

HALTON CATHOLIC DISTRICT SCHOOL BOARD
Holy Rosary Milton Catholic Elementary School
FDK Classroom Addition and Alteration Project

| SCHOOL BUILDING | BUDGET | EXPENSED Sep.1/98 to Aug.31/14 | EXPENSED 2014 - 15 | EXPENSED 2015- 16 | Commitments 2015 - 16 | TOTAL EXPENSED and Commitments | AVAILABLE BALANCE |
|--|--------------------|---|-------------------------------|------------------------------|----------------------------------|---|------------------------------|
| Building | | | | | | | |
| Construction | \$4,260,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$4,260,000 |
| Professional Fees | \$440,000 | \$205,409 | \$0 | \$101,142 | \$6,130 | \$312,681 | \$127,319 |
| Inspections, Soil test, Surveys | \$40,000 | \$6,589 | \$1,797 | \$0 | \$17,985 | \$26,371 | \$13,629 |
| Building Permit Fees | \$35,000 | \$7,086 | \$0 | \$22,866 | \$0 | \$29,952 | \$5,048 |
| Contingencies | \$300,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$300,000 |
| Sub-total Building | \$5,075,000 | \$219,084 | \$1,797 | \$124,007 | \$24,115 | \$369,004 | \$4,705,997 |
| Bridge Financing (Interest) | 80,000 | 0 | 0 | 0 | 0 | \$0 | \$80,000 |
| TOTAL | \$5,155,000 | \$219,084 | \$1,797 | \$124,007 | \$24,115 | \$369,004 | \$4,785,997 |
| | | | | | | | |
| | | | | | | | |
| FUNDING | BUDGET | EXPENSED Sep.1/98 to Aug.31/14 | EXPENSED 2014 - 15 | EXPENSED 2015- 16 | Commitments 2015 - 16 | TOTAL | |
| BUILDING | | | | | | | |
| Debenture | \$0 | | \$0 | \$0 | | \$0 | |
| Funding - FDK | | \$219,084 | \$1,797 | \$124,007 | | \$344,889 | |
| Funding - Capitalized Interest | | | \$0 | \$0 | | | |
| Proceeds of Disposition/EDC | | | \$0 | \$0 | | | |
| Short Term Financing (Investment) | | | \$0 | \$0 | \$0 | \$0 | |
| B.A. Short Term Loans (Loan repayment) | | | \$0 | \$0 | | \$0 | |
| TOTAL | \$0 | \$219,084 | \$1,797 | \$124,007 | \$0 | \$344,889 | |
| Unfinanced Commitments | | | | | | \$24,115 | |

Debenture Financing Summary

As at May 31, 2016

| Project | Total Expensed + Commitments | Debenture Issued Sinking Fund | Debenture Issued Amortizer | Total Debentures Issued | Other Financing | Under (Over) Debentured |
|--|------------------------------------|-------------------------------------|----------------------------------|-------------------------------|---------------------|----------------------------|
| Debenture Financing Summary (OSBFC Issue #1) - 2000 - A1 at 7.2% due June 9, 2025 | | | | | | |
| Ascension Elementary | 3,160,703 | - | 3,189,000 | 3,189,000 | - | (28,297) |
| Holy Rosary Elementary (Milton) | 5,356,378 | - | 5,250,000 | 5,250,000 | - | 106,378 |
| St. Patrick Elementary | 3,716,647 | - | 2,238,000 | 2,238,000 | 1,444,065 | 34,582 |
| St. Francis of Assisi Elementary | 3,669,902 | - | 3,669,000 | 3,669,000 | | 902 |
| Notre Dame Secondary | 1,039,404 | - | 868,000 | 868,000 | | 171,404 |
| Mother Teresa Elementary | 6,874,383 | - | 6,883,000 | 6,883,000 | | (8,617) |
| Total | 23,817,417 | \$ - | \$ 22,097,000 | \$ 22,097,000 | \$ 1,444,065 | \$ 276,352 |
| Outstanding Debenture balance as at period ending August 31, 2015 | | | \$ 13,509,054 | \$ 13,509,054 | | |
| Principal repayment for 2015/16 | | | \$ 962,634 | \$ 962,634 | | |
| Interest repayment for 2015/16 | | | \$ 955,631 | \$ 955,631 | | |
| Debenture Financing Summary (OSBFC Issue #2) - 2000 - A2 at 6.3% due September 22, 2010 | | | | | | |
| St. Andrew Elementary | 7,255,509 | 7,253,000 | - | 7,253,000 | - | 2,509 |
| Sacred Heart of Jesus Elementary | 7,010,277 | 7,030,000 | - | 7,030,000 | - | (19,723) |
| L.E.I.P. | 8,866,538 | 10,500,000 | - | 10,500,000 | - | (1,633,462) |
| St. Paul Elementary | 1,573,776 | 1,800,000 | - | 1,800,000 | - | (226,224) |
| St. Raphael Elementary | 1,919,238 | 1,900,000 | - | 1,900,000 | - | 19,238 |
| St. Vincent Elementary | 1,159,421 | 1,250,000 | - | 1,250,000 | - | (90,579) |
| St. Joseph Elementary (Acton) | 2,211,231 | 2,275,000 | - | 2,275,000 | - | (63,769) |
| Assumption Secondary | 4,734,987 | 4,800,000 | - | 4,800,000 | - | (65,013) |
| Total | 34,730,977 | \$ 36,808,000 | \$ - | \$ 36,808,000 | \$ - | \$ (2,077,023) |
| OFA Debenture - 2010 FO5 at 3.942% due September 19, 2025 (Refinancing of Sinking Fund) | | | | | | |
| Outstanding Debenture balance as at period ending August 31, 2015 | | \$ - | 21,829,473 | \$ 21,829,473 | | |
| Principal repayment for 2015/16 | | \$ - | 1,745,936 | \$ 1,745,936 | | |
| Interest repayment for 2015/16 | | \$ - | 843,480 | \$ 843,480 | | |
| Debenture Financing Summary (OSBFC Issue #3) - 2001 - A1 (\$19,889,010) at 5.9% due October 19, 2011 | | | | | | |
| Debenture Financing Summary (OSBFC Issue #3) - 2001 - A3 (\$61,465,990) at 6.55% due October 19, 2026 | | | | | | |
| St. Catherine of Alexandria Elementary | 7,914,532 | 120,000 | 7,700,000 | 7,820,000 | - | 94,532 |
| Christ the King Secondary | 25,758,453 | 895,000 | 23,900,000 | 24,795,000 | - | 963,453 |
| Holy Trinity Secondary | 26,419,175 | 1,000,000 | 25,900,000 | 26,900,000 | - | (480,825) |
| Holy Rosary Elementary (Burlington) | 2,305,896 | 2,500,000 | - | 2,500,000 | - | (194,104) |
| St. Mark Elementary | 402,630 | 400,000 | - | 400,000 | - | 2,630 |
| St. John Elementary (Oakville) | 285,471 | 400,000 | - | 400,000 | - | (114,529) |
| Our Lady of Victory Elementary | 2,265,547 | 1,800,000 | - | 1,800,000 | - | 465,547 |
| St. Elizabeth Seton Elementary | 7,137,082 | 4,154,010 | 3,965,990 | 8,120,000 | - | (982,918) |
| St. Joan of Arc Elementary | 7,704,963 | 8,620,000 | - | 8,620,000 | - | (915,037) |
| Total | 80,193,749 | \$ 19,889,010 | \$ 61,465,990 | \$ 81,355,000 | \$ - | \$ (1,161,251) |
| Outstanding Debenture balance as at period ending August 31, 2015 | | \$ - | \$ 40,199,541 | \$ 40,199,541 | | |
| Principal repayment for 2015/16 | | \$ - | \$ 2,436,426 | \$ 2,436,426 | | |
| Interest repayment for 2015/16 | | \$ - | \$ 2,593,816 | \$ 2,593,816 | | |
| OFA Debenture - 2011 FO6 at 2.425% due November 15, 2021 (Refinancing of Sinking Fund) | | | | | | |
| Outstanding Debenture balance as at period ending August 31, 2015 | | \$ - | 8,601,549 | \$ 8,601,549 | | |
| Principal repayment for 2015/16 | | \$ - | 1,237,206 | \$ 1,237,206 | | |
| Interest repayment for 2015/16 | | \$ - | 201,132 | \$ 201,132 | | |

Debenture Financing Summary

As at May 31, 2016

| Project | Total Expensed + Commitments | Debenture Issued Sinking Fund | Debenture Issued Amortizer | Total Debentures Issued | Other Financing | Under (Over) Debentured |
|--|------------------------------------|-------------------------------------|----------------------------------|-------------------------------|--------------------|----------------------------|
| Debenture Financing Summary (OSBFC Issue #5) - 2003 - A1 (\$3,842,030) at 5.3% due November 7, 2013 | | | | | | |
| Debenture Financing Summary (OSBFC Issue #5) - 2003 - A2 (\$4,957,970) at 5.8% due November 7, 2028 | | | | | | |
| Guardian Angels Elementary | 8,134,843 | 3,842,030 | 4,957,970 | 8,800,000 | - | (665,157) |
| Total | 8,134,843 | \$ 3,842,030 | \$ 4,957,970 | \$ 8,800,000 | \$ - | \$ (665,157) |
| Outstanding Debenture balance as at period ending August 31, 2015 | | \$ - | \$ 3,506,233 | \$ 3,506,233 | | |
| Principal repayment for 2015/16 | | \$ - | \$ 177,274 | \$ 177,274 | | |
| Interest repayment for 2015/16 | | \$ - | \$ 200,828 | \$ 200,828 | | |
| Debenture Financing Summary (OSBFC Issue #9) - 2007 - A1 at 5.376% due June 25, 2032 | | | | | | |
| St. John Paul II Elementary | 8,600,943 | - | 9,900,000 | 9,900,000 | - | (1,299,057) |
| St. Anthony of Padua Elementary | - | - | 10,200,000 | 10,200,000 | - | (10,200,000) |
| St. Christopher Elementary | - | - | 9,900,000 | 9,900,000 | - | (9,900,000) |
| Christ the King Secondary- Addition | 1,786,025 | - | 2,000,000 | 2,000,000 | | (213,975) |
| Total | 10,386,968 | \$ - | \$ 32,000,000 | \$ 32,000,000 | \$ - | \$ (21,613,032) |
| Outstanding Debenture balance as at period ending August 31, 2015 | | \$ - | \$ 25,885,735 | \$ 25,885,735 | | |
| Principal repayment for 2015/16 | | \$ - | \$ 963,226 | \$ 963,226 | | |
| Interest repayment for 2015/16 | | \$ - | \$ 1,378,843 | \$ 1,378,843 | | |
| November 15, 2006 - OFA 2006 F06 - Debenture Financing Summary (GPL-Stage 1-Part 1) - at 4.56% due Nov.15, 2032 | | | | | | |
| Holy Rosary Elementary (Burlington) | 225,391 | - | 225,391 | 225,391 | - | - |
| St. Marguerite Elementary | 381,535 | - | 381,535 | 381,535 | - | 0 |
| Our Lady of Peace Elementary | 588,854 | - | 588,854 | 588,854 | - | 0 |
| St. John Elementary (Oakville) - Roof Replacement | 177,777 | - | 250,000 | 250,000 | - | (72,223) |
| Notre Dame Secondary - Roof Replacement | 2,239,710 | | 2,200,000 | 2,200,000 | - | 39,710 |
| Bishop Reding Secondary - Roof Replacement | 350,605 | - | 450,000 | 450,000 | - | (99,395) |
| Notre Dame Secondary - Front Drive Asphalt | 180,404 | | | | | 180,404 |
| Canadian Martyrs Elementary - Asphalt | 44,838 | | | | | 44,838 |
| Loyola Secondadry - Asphalt | 87,463 | | | | | 87,463 |
| Total | 4,276,577 | \$ - | \$ 4,095,780 | \$ 4,095,780 | \$ - | \$ 180,797 |
| Outstanding Debenture balance as at period ending August 31, 2015 | | \$ - | \$ 538,149 | \$ 538,149 | | |
| Principal repayment for 2015/16 | | \$ - | \$ 22,477 | \$ 22,477 | | |
| Interest repayment for 2015/16 | | \$ - | \$ 24,286 | \$ 24,286 | | |
| March 3, 2008 - OFA 2008 F02 - Debenture Financing Summary (GPL-Stage 1-Part 2) - at 4.90% due May 15, 2034 | | | | | | |
| Outstanding Debenture balance as at period ending August 31, 2015 | | \$ - | \$ 414,756 | \$ 414,756 | | |
| Principal repayment for 2015/16 | | \$ - | \$ 15,053 | \$ 15,053 | | |
| Interest repayment for 2015/16 | | \$ - | \$ 20,141 | \$ 20,141 | | |
| April 14, 2010 - OFA 2010 F02 - Debenture Financing Summary (GPL-Stage 1-Part 3 and GPL Stages 2, 3 and 4) - at 5.182% due April 13, 2035 | | | | | | |
| Outstanding Debenture balance as at period ending August 31, 2015 | | \$ - | \$ 2,574,293 | \$ 2,574,293 | | |
| Principal repayment for 2015/16 | | \$ - | \$ 75,972 | \$ 75,972 | | |
| Interest repayment for 2015/16 | | \$ - | \$ 133,706 | \$ 133,706 | | |
| March 12, 2014 - OFA 2014 F02 - Debenture Financing Summary (GPL-Stage 4) - at 4.003% due March 11, 2039 | | | | | | |
| Outstanding Debenture balance as at period ending August 31, 2015 | | \$ - | \$ 176,431 | \$ 176,431 | | |
| Principal repayment for 2015/16 | | \$ - | \$ 4,543 | \$ 4,543 | | |
| Interest repayment for 2015/16 | | \$ - | \$ 7,018 | \$ 7,018 | | |

Debenture Financing Summary

As at May 31, 2016

| Project | Total Expensed + Commitments | Debenture Issued Sinking Fund | Debenture Issued Amortizer | Total Debentures Issued | Other Financing | Under (Over) Debentured |
|--|------------------------------------|-------------------------------------|----------------------------------|-------------------------------|--------------------|----------------------------|
| May 15, 2008 - OFA 2008 F03 - Debenture Financing Summary (Best Start) - at 4.83% due May 15, 2034 | | | | | | |
| St. Christopher Elementary | 750,000 | - | 750,000 | 750,000 | - | - |
| Total | 750,000 | \$ - | \$ 750,000 | \$ 750,000 | \$ - | \$ - |
| Outstanding Debenture balance as at period ending August 31, 2015 | | \$ - | \$ 618,684 | \$ 618,684 | | |
| Principal repayment for 2015/16 | | \$ - | \$ 22,602 | \$ 22,602 | | |
| Interest repayment for 2015/16 | | \$ - | \$ 29,613 | \$ 29,613 | | |
| March 13, 2009 - OFA 2009 F02 - Debenture Financing Summary (Growth Schools) - at 5.062% due March 13, 2034 | | | | | | |
| Corpus Christi Secondary | 32,837,311 | - | 25,530,692 | 25,530,692 | - | 7,306,619 |
| Total | 32,837,311 | \$ - | \$ 25,530,692 | \$ 25,530,692 | \$ - | \$ 7,306,619 |
| Outstanding Debenture balance as at period ending August 31, 2015 | | \$ - | \$ 21,898,783 | \$ 21,898,783 | | |
| Principal repayment for 2015/16 | | \$ - | \$ 718,437 | \$ 718,437 | | |
| Interest repayment for 2015/16 | | \$ - | \$ 1,099,538 | \$ 1,099,538 | | |
| March 13, 2009 - OFA 2009 F02 - Debenture Financing Summary (PCS) - at 5.062% due March 13, 2034 | | | | | | |
| St. Christopher Elementary | 8,726,499 | | 792,190 | 792,190 | - | 7,934,309 |
| St. Anthony of Padua Elementary | 9,231,309 | - | 924,453 | 924,453 | - | 8,306,856 |
| Total | 17,957,808 | \$ - | \$ 1,716,643 | \$ 1,716,643 | \$ - | \$ 16,241,165 |
| Outstanding Debenture balance as at period ending August 31, 2015 | | \$ - | \$ 1,472,439 | \$ 1,472,439 | | |
| Principal repayment for 2015/16 | | \$ - | \$ 48,307 | \$ 48,307 | | |
| Interest repayment for 2015/16 | | \$ - | \$ 73,931 | \$ 73,931 | | |
| April 14, 2010 - OFA 2010 F02 - Debenture Financing Summary (Growth Schools and PCS) - at 5.182% due April 13, 2035 | | | | | | |
| St. Peter Elementary | 10,748,401 | | 6,221,759 | 6,221,759 | - | 4,526,642 |
| Our Lady of Fatima Elementary | 10,298,651 | - | 11,300,000 | 11,300,000 | - | (1,001,349) |
| Total | 21,047,052 | \$ - | \$ 17,521,759 | \$ 17,521,759 | \$ - | \$ 3,525,293 |
| Outstanding Debenture balance as at period ending August 31, 2015 | | \$ - | \$ 15,551,179 | \$ 15,551,179 | | |
| Principal repayment for 2015/16 | | \$ - | \$ 458,941 | \$ 458,941 | | |
| Interest repayment for 2015/16 | | \$ - | \$ 807,712 | \$ 807,712 | | |
| March 09, 2012 - OFA 2012 F02 - Debenture Financing Summary (Growth Schools and NPP) - at 3.564% due March 9, 2037 | | | | | | |
| St. Thomas Aquinas Secondary | 37,588,033 | | 22,231,250 | 22,231,250 | - | 15,356,783 |
| Lumen Christi Elementary | 10,899,353 | - | 9,969,364 | 9,969,364 | - | 929,989 |
| Total | 48,487,386 | \$ - | \$ 32,200,614 | \$ 32,200,614 | \$ - | \$ 16,286,772 |
| Outstanding Debenture balance as at period ending August 31, 2015 | | \$ - | \$ 10,786,020 | \$ 10,786,020 | | |
| Principal repayment for 2015/16 | | \$ - | \$ 334,071 | \$ 334,071 | | |
| Interest repayment for 2015/16 | | \$ - | \$ 381,463 | \$ 381,463 | | |
| March 12, 2014 - OFA 2014 F02 - Debenture Financing Summary (Loyola and Jean Vanier) - at 4.003% due March 11, 2039 | | | | | | |
| Jean Vanier Secondary | 12,816,366 | | 28,384,873 | 28,384,873 | - | (15,568,507) |
| Loyola Secondary | 22,858,950 | - | 4,863,086 | 4,863,086 | - | 17,995,864 |
| Total | 35,675,315 | \$ - | \$ 33,247,959 | \$ 33,247,959 | \$ - | \$ 2,427,356 |
| Outstanding Debenture balance as at period ending August 31, 2015 | | \$ - | \$ 32,445,041 | \$ 32,445,041 | | |
| Principal repayment for 2015/16 | | \$ - | \$ 839,923 | \$ 839,923 | | |
| Interest repayment for 2015/16 | | \$ - | \$ 1,297,515 | \$ 1,297,515 | | |

Debenture Financing Summary

As at May 31, 2016

| Project | Total Expensed + Commitments | Debenture Issued Sinking Fund | Debenture Issued Amortizer | Total Debentures Issued | Other Financing | Under (Over) Debentured |
|--|------------------------------------|-------------------------------------|----------------------------------|-------------------------------|--------------------|----------------------------|
| March 11, 2015 - OFA 2015 F02 - Debenture Financing Summary (St. Brigid and St. Catherine - PCS) - at 2.993% due March 11, 2040 | | | | | | |
| St. Brigid Elementary FDK | 1,262,726 | | 697,884 | 697,884 | - | 564,842 |
| St. Catherine Elementary FDK | 1,990,641 | - | 1,151,772 | 1,151,772 | - | 838,869 |
| Total | 3,253,367 | \$ - | \$ 1,849,656 | \$ 1,849,656 | \$ - | \$ 1,403,711 |
| Outstanding Debenture balance as at period ending August 31, 2015 | | \$ - | \$ - | \$ - | | |
| Debenture issued in 2015/16 | | | \$ 1,849,656 | \$ 1,849,656 | | |
| Principal repayment for 2015/16 | | \$ - | \$ 51,164 | \$ 51,164 | | |
| Interest repayment for 2015/16 | | \$ - | \$ 54,980 | \$ 54,980 | | |

| | | | | | | |
|---|-----------------------|----------------------|-----------------------|-----------------------|---------------------|----------------------|
| Grant Total | \$ 318,295,404 | \$ 60,539,040 | \$ 235,584,407 | \$ 296,123,447 | \$ 1,444,065 | \$ 20,727,892 |
| Outstanding Debenture balance as at period ending August 31, 2015 | | \$ - | \$ 200,007,360 | \$ 200,007,360 | | |
| Debentures issued in 2014-15 | | \$ - | \$ 1,849,656 | \$ 1,849,656 | | |
| Total Outstanding Debenture 2014-15 | | | \$ 201,857,016 | \$ 201,857,016 | | |
| Principal repayment for 2015/16 | | \$ - | \$ 10,114,191 | \$ 10,114,191 | | |
| Interest repayment for 2015/16 | | \$ - | \$ 10,103,634 | \$ 10,103,634 | | |
| Total | | \$ - | \$ 20,217,825 | \$ 20,217,825 | | |

INFORMATION REPORT

ITEM 10.5

RESPONSE TO THE DELEGATION
“THE UNIFORM VENDOR: A PARENTS’ PERSPECTIVE”

PURPOSE:

At the June 7, 2016 regular meeting of the Board, the Delegation “The Uniform Vendor: A Parents’ Perspective” was presented. In response to the Delegation, the Board requested an Information Report to address the concerns outlined in the Delegation and to provide an update and information on the implementation of school uniforms at the elementary school level.

BACKGROUND INFORMATION:

HISTORY:

In April 2009, the Board of Trustees approved *Policy II-41 School Uniform Dress Code / School Dress Code* for implementation into schools beginning September 2010. The approval of the policy was a result of information acquired through a pilot implementation of elementary school uniforms conducted at Guardian Angels Catholic Elementary School, Milton and St. Gabriel Catholic Elementary School, Burlington during a two (2) year period in the 2007/2008 and 2008/2009 school years. Subsequent to the approval of the Policy in May, 2009, St. Gabriel and Guardian Angels schools conducted votes with a high majority of parents (92% and 89% respectively), in favor of continuing a school uniform dress code at their schools.

The following schools implemented a school uniform under the initial Policy II-41 School Uniform Dress Code/School Dress Code which was approved by the Board in May 2009:

- St. Elizabeth Seton
- St. Gabriel
- St. James
- Guardian Angels

In May, 2010 the Board Elementary School Uniform Committee that developed *Policy II-41* was reconvened at the call of the Chair of the Committee to conduct a policy review. The process of policy review is a general operating protocol that is often undertaken with policies that have been implemented and “field tested” during the first year.

In February, 2012, a School Uniform Ad Hoc Committee was established through resolution of the Board to review Policy II-41, School Uniform Dress Code/Dress Code. The Ad Hoc Committee consisted of the nine (9) trustees. The Committee determined that it would solicit feedback from the school communities prior to undertaking a review of the parameters of Policy II-41.

The feedback was solicited through Catholic School Councils, Catholic Parent Involvement Committee (CPIC), elementary school administrators, as well as general parent feedback through a Parent Consultation Meeting. The feedback from all of the groups was collected and collated and helped inform any recommendations the Ad Hoc Committee provided to the Policy Committee with respect to changes to Policy II-41.

On February 19, 2013, the Board adopted a resolution that accepted the recommendation of the Policy Committee and approved *Policy II-41 School Uniform Dress Code/School Dress Code as amended*.

The amended policy was premised on the following principles:

- The Board is committed to providing a learning and working environment that is safe and respectful of the needs and well-being of all individuals, and believes that a school uniform dress code supports such environments.
- The Board endorses and encourages the adoption of a school uniform dress code in our elementary schools, consistent with the values, traditions and distinctiveness of Catholic schools as an effective strategy to build inclusive Catholic communities and encourage a sense of belonging for all students.
- The Board affirms a role for parents to determine, through democratic vote conducted in accordance with this policy, whether or not to adopt and implement a school uniform dress code for elementary school communities.

Some of the amendments to Policy II-41 that resulted from the input and consultation included the following:

- a simple majority vote (50% + 1) is required for a school community to adopt a school uniform;
- community votes are scheduled for later in the school year and will include family votes from those families with pre-registered children;
- if a youngest child in the family is in grade 7 or 8, a family is not eligible to vote;
- in the first year of implementation, grade 8 students will not be required to wear the uniform;
- each school community must vote on school uniforms at least once. The uniform vote may be revisited on a three-year cycle; and
- schools that have never held a school uniform vote, must hold a vote during the 2012-13 school year.

In April, 2016 further amendments were recommended by the Policy Committee and adopted at the regular Board meeting on April 19, 2016. One of the recommendations adopted was to provide more frequent review and input from local Catholic School Councils into the implementation of the Uniform Dress Code. **“At least once annually, at a Catholic School Council meeting, the Principal shall review the school uniform dress code and school dress code”.**

HCDSB ELEMENTARY SCHOOLS:

For the 2016/17 School year, 29 of the 46 elementary schools will be in uniform. St. Gregory the Great will schedule their community vote in the winter of 2017.

| <i>Burlington</i> | | <i>Oakville</i> | | <i>Milton</i> | | <i>Halton Hills</i> | |
|-----------------------|------------------|--|---------------------------|----------------------|--------------------|---------------------|-----------------------------|
| Uniform | Non-Uniform | Uniform | Non-Uniform | Uniform | Non-Uniform | Uniform | Non-Uniform |
| Ascension | Canadian Martyrs | Our Lady of Peace | Holy Family | Holy Rosary | Our Lady of Fatima | | Holy Cross |
| Holy Rosary | | St. Michael | St. Andrew | Our Lady of Victory | | | St. Brigid |
| St. John | | St. Bernadette | St. John | St. Anthony of Padua | | | St. Catherine of Alexandria |
| St. Patrick | | St. Joan of Arc | St. Marguerite D'Youville | St. Peter | | | St. Francis |
| St. Paul | | St. Mary | Mother Teresa | Guardian Angels | | | St. Joseph |
| St. Raphael | | St. Dominic | St. John Paul II | Lumen Christi | | | |
| Sacred Heart of Jesus | | St. James | St. Matthew | Queen of Heaven | | | |
| St. Anne | | St. Joseph | St. Luke | St. Benedict | | | |
| St. Christopher | | | St. Vincent | | | | |
| St. Elizabeth | | St. Gregory the Great (vote in 2016/17) | | | | | |
| St. Seton | | | | | | | |
| St. Gabriel | | | | | | | |
| St. Mark | | | | | | | |
| St. Timothy | | | | | | | |

CURRENT UNIFORM SUPPLIER:

The current uniform provider to students in our elementary and secondary schools is McCarthy School Uniforms. McCarthy's Oakville location services all of Halton Catholic District School Board's (HCDSB) schools. They offer on-line shopping as well as travelling mobile sites for new schools in uniform. Beginning in July of 2016, McCarthy will be opening a Milton location until the end of October 2016 to service all of the Milton elementary and secondary schools. McCarthy holds job fairs in our communities and employ several HCDSB students.

McCarthy provides our Secondary schools a percentage of sales back to the schools that schools use for supporting the curricular and extra-curricular programs that take place in their schools including, but not limited to, guest speakers, sports equipment, support of the arts, and technology. They also provide free uniforms to families in both elementary and secondary that may have financial difficulties to do so on their own. This program is accomplished discreetly, through the school principal, and provides families with the number of uniform pieces that families determine is necessary for the school year.

McCarthy Uniforms provides the board, on an annual basis, data on the orders, purchases and fulfillment rates of all of the HCDSB schools. In October, 2014, they fulfilled 98% of the orders they received from July – October, representing a back order rate of 2%. In October, 2015, they were able to fulfill 98.15% of all purchases (1.85% back-orders) made from July 2015 until the end of September 2015.

BIDDING PROCESS:

The Halton Catholic District School Board is required by the Broader Public Sector Procurement Directive, issued by the Ministry of Finance in April 2011 to complete an open and transparent competitive bid (Request for Proposal - RFP) process.

An RFP was last issued in May of 2011 for School Uniforms on a national platform that advertised the HCDSB's intention to engage a uniform supplier with certain requirements necessary for compliance. In addition to legal requirements, other specifications, including retail store/warehousing in the region of Halton, Fair Labour Practices, stock inventory, ease of location of purchase, on-line ordering and mobile stores, and suitability of clothing quality (industry standards) were considered. The objective is to create a contract with a responsible, professional supplier who can guarantee affordable availability and accessibility of uniforms for our students along with pricing based on quantity buy. In addition, the supplier must be able to provide proof of a third party auditor in demonstrating compliance with the HCDSB Fair Labour Practice Policy.

RFP #11-04 was issued and was open to any supplier who could provide a school uniform program. A total of 11 vendors picked up the RFP document from the national platform. At the time of closing, three bids were received and all three were deemed to be compliant.

The RFP evaluation team comprised of eight (8) members: 2 Superintendents, 2 Trustees, 1 Elementary Principal, 1 Secondary Principal, 1 CPIC representative, 1 Manager of Purchasing Services.

Each bid was evaluated based upon the company profile, technical and professional capabilities, service capabilities, compliance with the Apparel Purchases and Fair Labour Practices Policy (I-31), pricing model, and references. Based on this criteria, McCarthy Uniforms was awarded the contract.

UPCOMING BID:

The upcoming bid opportunity will once again be in the form of an RFP to be released late June or early July. The RFP will be structured around the School Uniform Dress Code policy II-41 and will require compliance to the

Apparel Purchases and Fair Labour Practices policy I-31. The RFP (to be advertised on biddingo.com) process will follow the requirements of the Broader Public Sector Procurement Directive and will be open to all apparel suppliers willing and able to comply with the scope and specifications of the RFP.

The RFP committee will consist of Board staff as appointed by the Director of Education and at least three members of CPIC. Confirmed members for this upcoming RFP will consist of two (2) Superintendents, two (2) Trustees, and three (3) CPIC Members. The committee will be responsible for assisting in the development of the scope and specifications of the RFP, the evaluation criteria, as well as conducting the evaluations for all RFP submissions.

CONCLUSION:

The Halton Catholic District School Board values and encourages stakeholder input in all aspects that affect the well-being of our students. By extension, our partners and vendors that we work with are equally vested in ensuring our students and families are serviced in the most effective ways possible. The upcoming RFP process for a school uniform vendor will provide the opportunity for the input provided at local schools and the concerns expressed most recently in the June 7, 2016 Delegation to be reflected in the criteria reviewed and evaluated on when making decisions. The students at our 29 Catholic Elementary Schools and 9 Catholic Secondary Schools that have mandatory uniforms, will benefit from the input provided and the challenges raised in ensuring our partners are supportive of the needs of our Halton Catholic District School Board families.

| | |
|---------------------|--|
| REPORT PREPARED | C. CIPRIANO |
| AND SUBMITTED BY: | SUPERINTENDENT OF EDUCATION |
| REPORT APPROVED BY: | P. DAWSON |
| | DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD |

St Gregory the Great Catholic Elementary School Construction Project

Construction Report - May 2016



Construction Update

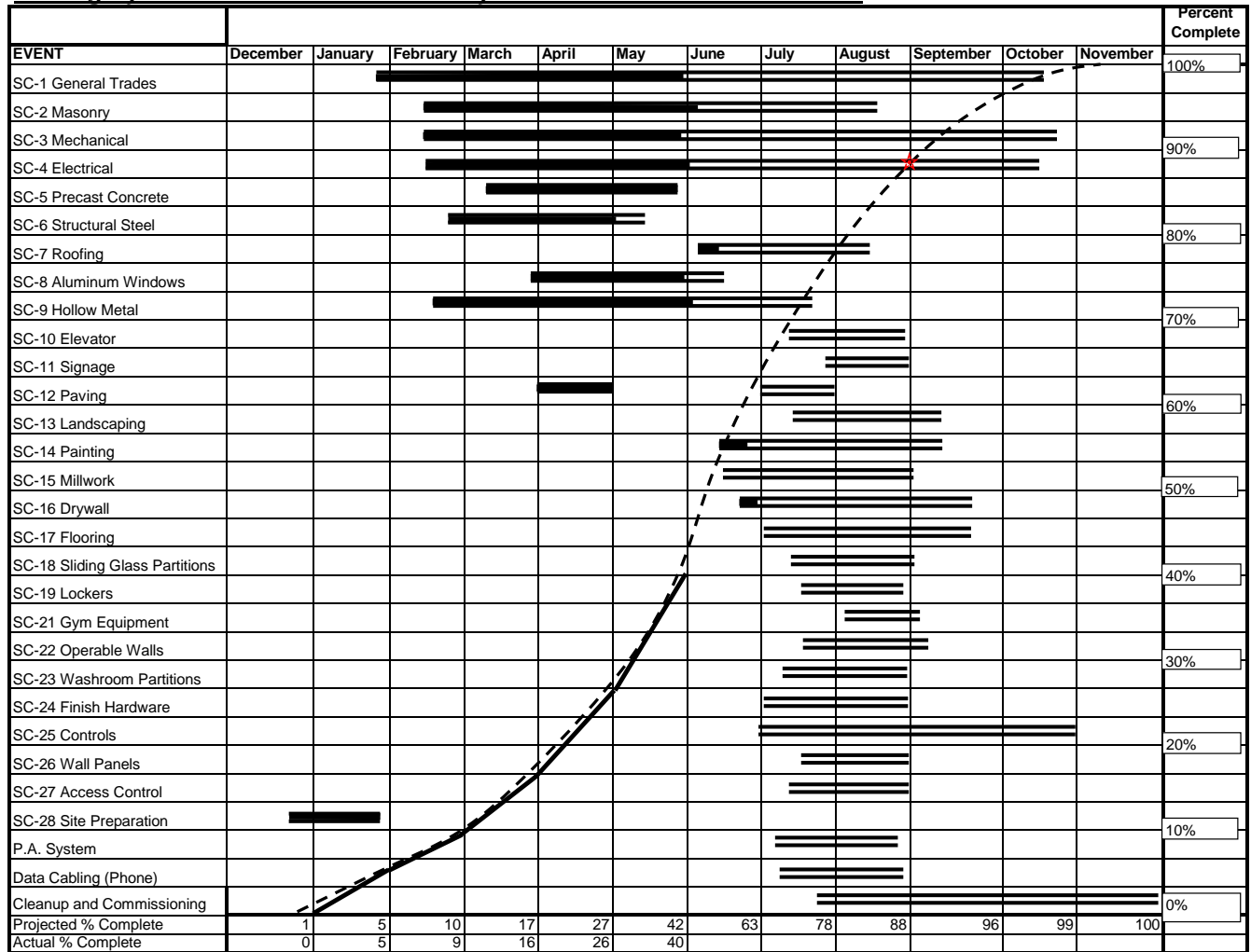
- The pictures above were taken on June 14, 2016. The top-left picture shows roofing installed on Childcare area. The bottom-left picture shows east parking lot curbs being laid out. The top-right picture shows Mechanical room roof deck being installed. The bottom-right picture shows framing installed in the office area.
- Work completed included installation of pre-cast concrete slabs, 90% of exterior windows and 80% of mechanical and sprinkler plumbing.

Schedule Update

- Roofing contractor will continue installation of water tight roof.
- Steel contractor will complete structural steel work.
- Mechanical contractor will begin work in mechanical room.
- Electrical contractor will finish work in the electrical room and begin work in mechanical room
- Paving contractor will complete the east parking lot.
- Finish trades working in water tight areas.

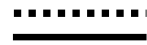
If you have any comments or questions about the new school, please contact Camillo Cipriano, Superintendent of Education at (905) 632-6300 ext. 127 or e-mail Ciprianoc@hcdsb.org. For school construction information contact Giacomo Corbacio, Superintendent, Facility Management Services at (905) 632-6300 ext. 171 or e-mail corbaciog@hcdsb.org.

St Gregory the Great Catholic Elementary School - Construction Schedule



★ Projected Occupancy Date

Projected Construction Progress
Actual Construction Progress



Construction Report - May 2016



Construction Update

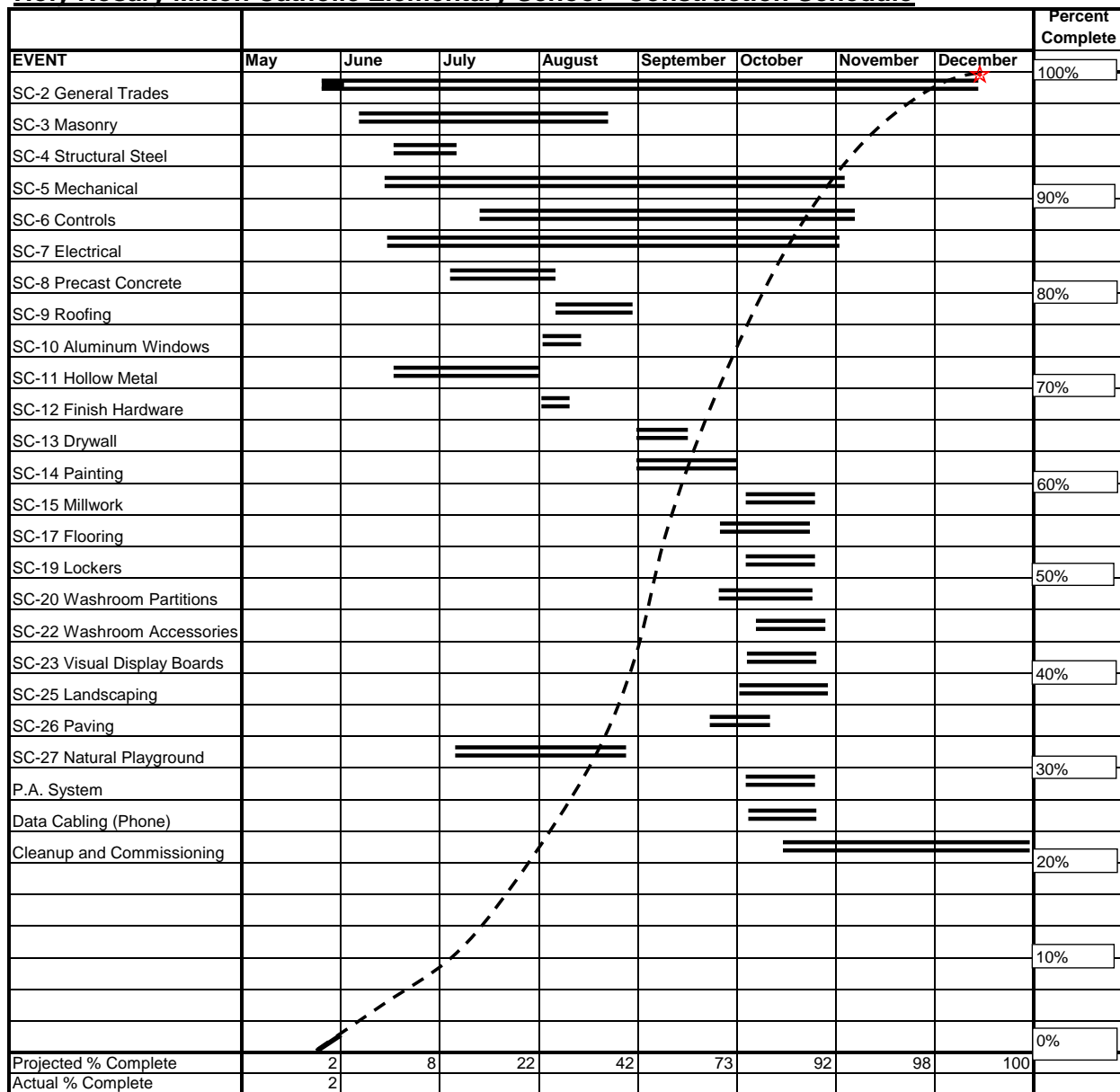
- The pictures above were taken on June 15, 2016. The top pictures show ongoing installation of poured concrete footings and foundation walls. The bottom-left picture shows the new fenced play area located in the Holy Rosary Parish parking lot. The bottom-right picture shows the fenced off construction area.
- Work completed included removal of site asphalt, installation of new storm drainage line and 10% of footings.

Schedule Update

- General contractor to complete installation of footings and foundation walls.
- Pouring of 1st floor concrete slab flooring
- Mechanical and Electrical contractors to install underground services.

If you have any comments or questions about the new school, please contact Lorrie Naar, Superintendent of Education at (905) 632-6300 ext. 135 or e-mail Naarl@hcdsb.org. For school construction information contact Giacomo Corbacio, Superintendent, Facility Management Services at (905) 632-6300 ext. 171 or e-mail corbaciog@hcdsb.org.

Holy Rosary Milton Catholic Elementary School - Construction Schedule



★ Projected Occupancy Date

Projected Construction Progress
Actual Construction Progress

Minutes of the Audit Committee Meeting

Date: Monday, November 16, 2015
Time: 7:30 pm
Location: Catholic Education Centre – Trustee Meeting Room
802 Drury Lane, Burlington, Ontario

Committee Members Present: Mark Rowe (Chair) Terry Penney
Paul Marai Melanie Dugard
Jane Michael

Committee Members Excused:

HCDSB Staff Present: Paula Dawson Roxana Negoï
Paul McMahon

RIAT Staff Present: Andrea Eltherington

Invited Guests: David Marks, External Auditor, KPMG
Janet Allan, External Auditor, KPMG
Paul Cipianna, External Auditor, KPMG

Recording Secretary: Karen Jones

1. CALL TO ORDER

1.1 Opening Prayer

The meeting opened at 7:30 p.m. with a prayer led by J. Michael.

2. Approval of Agenda

The agenda was reviewed. Items 1.2, 1.3 and 4 were removed as they were not applicable.

Moved By: P. Marai

Seconded By: J. Michael

RESOLVED, that the amended agenda be accepted.

CARRIED

3. Declarations of Conflict of Interest

There were no declarations of conflict of interest.

4. APPROVAL OF THE MINUTES

Not applicable.

5. ACTION ITEMS

5.1 2014-15 Draft Audited Financial Statements

R. Negoï used a Powerpoint presentation to explain the financial statements for the year ended August 31, 2015. In response to questions regarding unsupported capital, R. Negoï confirmed that it is decreasing. She clarified that the Ministry changed the rules on how funding for capital is reported. P. Marai asked how do staff increase working funds and P. McMahon noted that the Ministry has done a risk assessment and determined that we need to increase our reserve. Ideally it should be 1% (approximately \$3 million) of our provincial allocation.

M. Rowe asked if the rollover of school budgets are restricted to use by the schools. Staff advised that a percentage of school budgets are rolled over for use by schools only and that departmental budgets do not rollover.

In response to a question from P. Marai regarding School Renewal, staff clarified that revenue from child care facilities and community use goes to the reserve for school renewal (capital reserve) to increase school renewal funds. The Ministry has indicated that the capital reserve should be higher but has not provided a recommended figure.

The following motion was put forth: That the 2014-2015 Draft Financial Statements be recommended for approval by the Board of Trustees.

Moved by: P. Marai

Seconded by: J. Michael

RESOLVED, that the 2014-15 Draft Audited Financial Statements be presented to the Board for approval.

CARRIED

5.2 Audit Committee Annual Report to the Board of Trustees and Forwarded to the Ministry

P. McMahon reported that as per Ministry Memo 2015 SB30 dated October 8, 2015, there are now two Annual Audit Committee Reports. The Ministry requires a list of the work performed by the internal auditors in order to monitor the use of the internal audit funding allocation in the fiscal year and a list of the planned enrolment audits so as to coordinate the enrolment audits performed by the Ministry and the regional internal audit teams across the province. The Annual Report was reviewed and the following motion was put forth: That the 2014-2015 Audit Committee Annual Report to the Board of Trustees for Forwarding to the Ministry be submitted to the Ministry of Education and presented to the Board as information at the December 1, 2015 Regular Board Meeting.

Moved by: J. Michael

Seconded by: P. Marai

RESOLVED, that the 2014-15 Audit Committee Annual Report to the Board of Trustees for forwarding to the Ministry be submitted to the Ministry of Education and presented to the Board as information at the December 1, 2015 Regular Board Meeting.

6. DISCUSSION ITEMS

6.1 Audit Findings Report

D. Marks from KPMG indicated that there was no change to the audit plan presented at the September 21, 2015 Audit Committee meeting.

D. Marks presented the Audit Findings Report. The Executive Summary of the report explains that most of the audit is complete with the exception of certain remaining procedures which include: completing discussions with the Audit Committee; receipt of the signed management representation letter; obtaining evidence of the Board's approval of the financial statements; and receipt of two outstanding legal letters.

6.2 Contaminated Sites

The working papers for the contaminated sites were provided for information as this was required as part of the audit of the Financial Statements.

6.3 Compliance Report

P. McMahon will have the Director of Education sign the Compliance Report.

6.4 RIAT Status Update

A. Eltherington reported that there has been no change to the 2015-16 audit plan. In the Spring of 2016, the school generated funds audit will occur as well as the annual risk assessment.

6.5 IT Strategy Audit – Terms of Reference

A. Eltherington reviewed the Terms of Reference for this audit and reported that work will begin in November 2015.

7. ADJOURNMENT

Moved by: J. Michael

Seconded by: T. Penney

RESOLVED, that the Regular meeting be adjourned at 8:40 pm.

CARRIED

Minutes of Catholic Parent Involvement Committee Meeting (CPIC)

Monday, May 2, 2016

7:00 p.m. – Board Room

C. E. C., 802 Drury Lane, Burlington

In Attendance: M. AVARELLO; C. CARLEY; L. HARTMAN; Fr. R. HÉTU; J. HUNTER; H. KARABELA; A.A. LEMAY;
E. MACDONALD; G. MERRITT-MURRELL; T. OVERHOLT; M. RITCEY; R. STAGG; K. WILLIAMS

Regrets: K. BLOOMFIELD; A. GONZALEZ; S. GUEVARA; R. LUISETTO

Chair: J. DUIJVESTEIN

Recorder: J. NEUMAN

1. OPENING PRAYER Fr. R HÉTU

The meeting began at 7:05 p.m. with a prayer led by Fr. Héту.

2. APPROVALS & REVISIONS J. DUIJVESTEIN

a. AGENDA

ADDITIONS: HCCEF Golf tournament – A. A. LeMay – Other Business

Moved by: R. Stagg
Seconded by: J. Hunter

RESOLVED, that, the agenda be approved as read

CARRIED

b. MINUTES

Item 4 b) to reflect that two names for the new Elementary school in Oakville were submitted to the Bishop for review approval

Item 6 – name of OAPCE award to be edited to adjust a spelling mistake.

Moved by: A. A. LeMay
Seconded by: L. Hartman

RESOLVED, that, the minutes from April 4, 2016, be approved, as amended.

3. PRESENTATION: FIRST NATION METIS INUIT S. SAEVIL

S. Saevil (HCDSB Aboriginal Liaison Officer) and C. Stevenson, HCDSB Curriculum Consultant, referred to a policy document that has recently been released from the Ministry of Education; and shared a Truth and Reconciliation presentation regarding the First Nation Metis Inuit Education Strategy in the Board and how it is being taught in the HCDSB curriculum.

A handout referring to a “Call to Action” was shared with committee members. Questions were asked and answered.

CPIC Members shared personal experiences and thanks; and T. Overholt acknowledged the hard work that S. Saevil and C. Serafim have done to get the information out to the students, staff and parents of the HCDSB. The Curriculum perspective and teachable moments were shared.

It was noted that a webinar is being created on this topic.

4. BOARD UPDATE*T. OVERHOLT*

T. Overholt shared the following information:

- a) The Tell Them From Me (TTFM) Survey is in the process of being sent out to students, teachers and parents and is available from April 25 – May 13, 2016. Information has been sent by synemail and is available on the Board website. It was noted that each school has its own password and log-in and should be accessed accordingly. T. Overholt was asked to enquire if stakeholders will have the opportunity to participate.
- b) Catholic Education Week activities are going on this week at all the schools.
- c) Student Awards Ceremony was held last week in Oakville.
- d) The 2016-2017 School Year Calendar has been approved by the Ministry of Education and has been posted on the Board's public website. It was noted that the first day of school will be Sept. 7, 2016 and the Christmas break will be Dec. 26, 2016 – Jan. 6, 2017 inclusive.

5. TRUSTEES UPDATE*H. KARABELA*

H. Karabela shared the following information:

- a) Results of the April 19, 2016 Board meeting regarding the Modified Pupil Accommodation Reviews:
 - Georgetown proposal – approved
 - Oakville South proposal – approved
 - Burlington SE - declined
 - Burlington SW - declined
 - Questions were asked and answered
 - It was noted that the approved proposals will be submitted to the Ministry of Education for review and final approval.
- b) The Board has ratified collective agreements with the CUPE 5200; CUPE 5200 B; and the Association of Professional Student Services Personnel (APSSP) unions.
- c) Regarding the Uniform Policy, it was noted that the policy will effectively remain the same with the opportunity for annual communication with the Principals and school council to review. It was noted that the voting schedule will remain the same.
- d) OCSTA AGM report:
 - i. Patrick Daly has been voted President; Bev Eckensweiler has been voted Vice-President of OCSTA.
 - ii. Brant Haldimand Norfolk Catholic District School Board will be included in Region 11 (Niagara - Halton-Hamilton Wentworth region)
 - iii. CPIC members were asked to keep Jenna Gazzola, daughter of Marino Gazzola (former OCSTA president) in our prayers - her funeral was Friday morning
 - iv. Chief Littlechild, of the First Nation Metis Inuit Commission, presented and reported on the 5000+ hearings that were heard from across Canada regarding residential schools and the request for support of educators to support the movement to educate all students on the history of aboriginal peoples in the country as well as support awareness of their culture.
- e) CPIC members were asked to pray for Concetta Iantomassi, the mother in law of Arlene Iantomasi, an HCDSB trustee. Concetta passed away on April 16, 2016.

CPIC Members questions regarding the naming of new school in Oakville were asked and answered.

CPIC Members questions regarding the current or future uniform provider(s) and "single source" were asked and answered

6. BUSINESS ARISING FROM PREVIOUS MEETINGS**➤ PARISH REP RETREAT***E. MACDONALD/A. GONZALEZ*

E. MacDonald shared the results from recent Parish Rep Retreats. It was noted that it was requested to hold the retreats earlier in the school year.

E. MacDonald reviewed a funds proposal with CPIC members. Discussion followed regarding the rationale and changes that need to be made to ensure accuracy. It was suggested that the proposal also be presented to Halton Deanery.

Discussion regarding the purchase of the CD resource followed.

Questions regarding curriculum were asked and answered.

It was determined that the proposal will be revised and presented at the June CPIC meeting.

➤ **CPIC AWARDS UPDATE**

J. DUIJVESTEIN

J. Duijvestein shared information regarding the CPIC Parent Award nominations. A Drop-box link will be shared with committee members for voting; instructions will be included.

Discussion followed and it was suggested to review the process next school year due to the low number of nominations. It was also suggested that the timing interferes with the nominations for the OAPCE awards and should be considered to open the nominations sooner so that councils have more opportunity to review and respond.

Discussion about the voting process followed.

J. Duijvestein asked members to complete voting by May 13, 2016.

➤ **CPIC ELECTIONS UPDATE**

J. DUIJVESTEIN

J. Duijvestein thanked CPIC members who attended the recent orientation meeting. It was noted that 12 names will stand. The voting process will be reviewed at the upcoming Catholic School Council of Chairs meeting.

➤ **PRO GRANT UPDATE**

T. OVERHOLT/J. DUIJVESTEIN

As previously noted a webinar regarding First Nations Metis Inuit education is being prepared.

Two dates have been scheduled for the Math Nights and will be forwarded to parents once locations and times have been finalized.

Dr. Clinton will be approached to share a parent evening on November 16, 2017.

It was noted that PRO Grant Regional funds must be expensed by June 30, 2016.

7. NEW BUSINESS

There was no new business to discuss.

8. OAPCE DIRECTORS REPORT

E. MACDONALD

E. MacDonald shared an update on the upcoming conference, and asked CPIC members to encourage parents to register.

It was noted that two of the OAPCE awards have been acclaimed and will be presented to two HCDSB CPIC members. G. Merritt-Murrell will be receiving the Gloria Nanne Award media award and Fr. Héту will be receiving the Monseigneur Harrigan award.

9. BOARD COMMITTEE REPORTS (IF NECESSARY)

➤ FOCUS ON FAITH

E. MACDONALD

➤ HOME SCHOOL PARISH PARTNERSHIP DAY

E. MACDONALD

➤ CALENDAR COMMITTEE

J. DUIJVESTEIN

➤ BOARD IMPROVEMENT PLAN

➤ EQUITY AND INCLUSION

J. DUIJVESTEIN

➤ FACE (FRIENDS AND ADVOCATES OF CATHOLIC EDUCATION)

➤ WALK WITH JESUS

A. A. LEMAY

A. A. Lemay reminded CPIC members that the Walk With Jesus will be in Milton this year, on May 5, 2016 – the walk will begin at Jean Vanier CSS and will finish at the Velodrome. CPIC members were invited to attend.

➤ CONCUSSION PROTOCOL

A. GONZALEZ; K. BLOOMFIELD

➤ MENTAL HEALTH

*C. CARLEY; L. HARTMAN; R. LUISETTO***10. CPIC SUBCOMMITTEES**

➤ FINANCE

R. LUISETTO

J. Duijvestein reviewed the financial report that was handed out to CPIC members.

➤ COMMUNICATIONS

L. HARTMAN

➤ GTA PIC MEETING / MINISTRY OF EDUCATION PIC CONFERENCE

J. DUIJVESTEIN

➤ FAITH AND FAMILY DEVELOPMENT COMMITTEE

E. MACDONALD

The Chair moved to Item 12

12. OTHER BUSINESS*CPIC MEMBERS*➤ **HCCEF GOLF TOURNAMENT**

AA LeMay shared details of the upcoming HCCEF annual golf tournament, along with information regarding some of the needs that have been met for families in HCDSB.

RECOMMENDATION

Moved by: A. A. Lemay

Seconded by: G. Merritt-Murrell

THAT, the meeting be extended past 9:00 pm**CARRIED****11. CPIC GOAL SETTING GROUP BREAKOUT***CPIC MEMBERS*

T. Overholt shared the premise behind the goal setting task and regulation 612 which mandates the purpose of CPIC. Work Sheets will be send out to each sub-committee to work on and then bring back to the next meeting in June for review and discussion.

13. FUTURE AGENDA ITEMS*CPIC MEMBERS*

J. Duijvestein reviewed the agenda for the upcoming Catholic School Council of Chairs meeting

14. CLOSING PRAYER*E. MACDONALD*

E. MacDonald closed the meeting in prayer.

15. ADJOURNMENT*J. DUIJVESTEIN***RECOMMENDATION**

Moved by: L. Hartman

Seconded by: Fr. Hétu

THAT, the meeting be adjourned at 9:10 pm**CARRIED**

Next CPIC Meeting: June 6, 2016 – Board Office

Next Council of Chairs Meeting: May 18, 2016 (Holy Trinity CSS)

MINUTES OF THE POLICY COMMITTEE MEETING

Tuesday, May 10, 2016

7:00 p.m.

Catholic Education Centre - Board Room
802 Drury Lane, Burlington, ON

Members Present: J. M. Rowe
A. Iantomasi
H. Karabela
P. Marai
J. Michael
S. Trites

Regrets: A. Danko
D. Rabenda
A. Quinn

Staff Present: P. Dawson, Director of Education
C. Cipriano, Superintendent of Education
A. Swinden, Administrator, Strategic Communications
T. Pinelli, Superintendent of Education
B. Browne, Superintendent of Education
T. Overholt, Superintendent of Education
L. Naar, Superintendent of Education
J. O'Hara, Executive Officer, Human Resources
F. Thibeault, Administrator, Planning Services, Planning & Assessment Services
A. Jones, Manager of Educational Assistants
O. Foese, Chief of Psychological Services
J. Riesberry, Principal, St. Bernadette
V. Chininea, Vice Principal St. Bernadette

Recording Secretary: M. Zammit

1. **CALL TO ORDER**

1.1 **Opening Prayer**

The meeting opened at 7:00 p.m. with a prayer led by J. Michael.

2. **APPROVALS**

2.1 **Agenda**

The agenda was approved as submitted.

The following motion was presented:

#P49/16

Moved by: S. Trites

Seconded by: A. Iantomasi

RECOMMENDED, that the agenda be approved, as submitted.

CARRIED

2.2 **Approval of Minutes**

The minutes of the April 12, 2016 Policy Committee Meeting were reviewed.

The following motion was presented:

#P50/16

Moved by: M. Rowe

Seconded by: J. Michael

RECOMMENDED, that the minutes of the Policy Committee Meeting held on April 12, 2016 be approved, as submitted. **CARRIED**

3. ACTION ITEMS

3.1 Policy II-50 Prior Learning Assessment and Recognition (PLAR) For Day School Students Second and third reading (T. Pinelli)

T. Pinelli provided an overview of Policy II-50 Prior Learning Assessment and Recognition (PLAR) For Day School Students. She noted that this policy was first presented and approved at first reading at the January 19, 2016 Regular Board Meeting, and was released for stakeholder consultation from January 21, 2016 to February 11, 2016. The changes include information provided from stakeholder input. Brief discussion followed regarding requirements.

#P51/16

Moved by: J. Michael

Seconded by: A. Iantomasi

Resolved, that the Policy Committee recommends that Policy II-50 Prior Learning Assessment and Recognition (PLAR) For Day School Students, be forwarded to the May 17, 2016 Regular Board Meeting for approval as presented at Second and Third Reading. **CARRIED**

3.2 Policy II-39 Progressive Discipline (T. Pinelli)

T. Pinelli provided background on Policy II-39 Progressive Discipline. She stated the policy and procedure have been rewritten in collaboration with legal counsel Keel Cottrelle. The revisions made are in accordance with the *Education Act* and the *Human Rights Code*.

Brief discussion took place regarding how Policy II-39 Progressive Discipline is addressed in schools to ensure students are aware of the policy and consequences. P. Dawson stated principals go over code of conduct with students during assemblies. T. Pinelli noted that the communication and sharing with parents is the critical piece, and if the student agendas will be eliminated there will have to be several ways to communicate this to parents and students.

Trustee H. Karabela inquired about changes made on page 3 under “requirements”, she wanted clarification on how legal counsel defined “homophobia and “gender based violence”. T. Pinelli responded to Trustee Karabela’s concern stating that the language must be incorporated in Policy II-39 Progressive Discipline.

The following was put before the Policy Committee:

#P52/16

Moved by: A. Iantomasi

Seconded by: M. Rowe

Resolved, that the Policy Committee recommends that Policy II-39 Progressive Discipline be forwarded to the May 17 2016 Regular Board Meeting for approval as presented. **CARRIED**

3.3 Policy II-12 Corporal Punishment – first reading (B. Browne)

B. Browne spoke to Policy II-12 Corporal Punishment, noting the term “corporal punishment” is no longer used in education in any way and the re-naming of this policy to “Management of Aggressive Student

Behaviour within our Schools” reflects current and best practices. He noted that currently the Halton Catholic District School Board employs five trainers who are qualified and accredited to provide training to intervene safely and effectively in order to keep all staff and students safe, and to maintain the dignity of all students.

B. Browne stated that all Educational Assistants at Halton Catholic District School Board have been trained. He introduced A. Jones Manager of Educational Assistants, and noted that A. Jones is a safe management trainer and was involved in reworking this policy. B. Browne explained that Policy II-12 Corporal Punishment had outdated language, and since the Halton Catholic District School Board currently and effectively utilizes strategies to support students whose behaviours pose imminent risk to themselves or others, this policy was revised to reflect existing best practices.

Brief discussion ensued regarding what is done for the children in the classroom who witness such behaviour.

The following motion was put before the Policy Committee:

#P53/16

Moved by: A. lantomasi

Seconded by: J. Michael

Resolved, that the Policy Committee recommends that Policy II-12 Corporal Punishment be forwarded to the May 17, 2016 Regular Board Meeting for approval as presented. **CARR**

CARRIED

3.4 Policy II-2 Educational Assistants (B. Browne)

B. Browne presented the minor revisions brought forth which are in alignment with the collective agreement and reflect the Halton Catholic District School Boards current and best practices. He noted that the only change is the title from “Supervisor” of Educational Assistants to “Manager”.

Brief discussion ensued regarding assisting students in a spiritual way.

The following motion was put before the Policy Committee:

#P54/16

Moved by: H. Karabela

Seconded by: J. Michael

Resolved, that the Policy Committee recommends that Policy II-2 Educational Assistants be forwarded to the May 17, 2016 Regular Board Meeting for approval as presented.

CARRIED

3.5 Policy I-33 Classroom Observations by External Third Party Professionals (B. Browne)

B. Browne presented Policy I-33 Classroom Observations by External Third Party Professionals and welcomed O. Foese, Chief of Psychological Services. He noted the following changes are suggested: an updated list of professionals; specification of the required documentation; language to reflect custody arrangements; and revision of timelines to reflect realistic expectations for reports.

Question was asked on how frequent classroom observations by external third party professionals occur. B. Browne responded, noting it does not happen often, but it is not uncommon.

The following motion was put before the Policy Committee:

#P55/16

Moved by: S. Trites

Seconded by: A. Iantomasi

Resolved, that the Policy Committee recommends that Policy I-33 Classroom Observations by External Third Party Professionals be forwarded to the May 17, 2016 Regular Board Meeting for approval as presented. **CARRIED**

3.6 Policy II-35 Access to School Premises (C. Cipriano)

C. Cipriano presented Policy II-35 which was reviewed by the Policy Working Group. He noted the suggested changes included minor revisions and updates to the current language. It was requested by Trustee Marai that "Trustees" be included as persons who are permitted to be on school premises.

The following motion was put before the Policy Committee:

#P56/16

Moved by: M. Rowe

Seconded by: S. Trites

Resolved, that the Policy Committee recommends that Policy II-35 Access to School Premises be forwarded to the May 17, 2016 Regular Board Meeting for approval as presented. **CARRIED**

3.7 Policy II-11 Daily Teacher Plans (C. Cipriano)

C. Cipriano presented Policy II-11 Daily Teacher Plans which was reviewed by the Policy Working Group and stated the suggested changes are a reflection of the *Education Act*. He welcomed J. Riesberry and V. Chininea who are members of the Policy Working Group.

The following motion was put before the Policy Committee:

#P57/16

Moved by: H. Karabela

Seconded by: S. Trites

Resolved, that the Policy Committee recommends that Policy II-11 Daily Teacher Plans be forwarded to the May 17, 2016 Regular Board Meeting for approval as presented. **CARRIED**

4. DISCUSSION ITEMS

4.1 Policy I-14 Smoking Ban (C. Cipriano)

C. Cipriano presented the revised Policy I-14 Smoking Ban, which includes the most up to date changes in legislation with respect to e-cigarettes and medical marijuana. He noted that the Ministry of Health and Long Term Care has made recent updates and amendments to the *Making Healthier Choices Act*, *Smoke-Free Ontario Act*, and the *Electronic Cigarettes Act*. The suggested changes reflect the updates and amendments to these Acts. C. Cipriano explained that there will be further changes and amendments made to these Acts in the future, and the Halton Catholic District School Board will make those same changes when they occur.

Brief discussion took place regarding the definition of smoking.

4.2 Policy II-24 Home to School Student Transportation (F. Thibeault)

F. Thibeault provided an overview of the revised Policy II-24 Home to School Student Transportation, and noted the minor amendment includes removing bullet 16 from page 3. He noted the Halton Student Transportation Services advised staff of growing safety concerns surrounding the provision of "late bus" services to rural students who attend regional schools (Bishop Reding Secondary School and Christ the

King Secondary School) and participate in extra-curricular activities. Currently students using this service are dropped off at the concession corner that is closest to their home. During winter months, these areas can be very dark with low visibility and safety is a concern.

Discussion ensued regarding inequity within the policy, and other action plans that the board is looking into for students and parents. It was decided Policy II-24 Home to School Student Transportation should return to the Policy Committee for further discussion and review.

4.3 Draft Policy Committee Meeting dates for 2016-2017 (C. Cipriano)

C. Cipriano presented the draft Policy Committee Meeting dates for 2016-2017, and noted that for the next calendar school year the policy meeting dates land during March break and Holy week. In order not to lose two months of the Policy Committee Meetings, he suggested a new date **March 28, 2017**.

4.4 Policy III-17 Attendance Support Program (J. O'Hara)

J. O'Hara provided history on Policy III-17 Attendance Support Program. He noted human resources has had a long standing practice of monitoring employee attendance. In 2009 the Attendance Support Program was expanded and is in accordance with legislation requirements under the *Ontario Human Rights Code* and the *Workplace Safety and Insurance Act*. He further explained that in 2011-2012 The Regional Internal Audit Committee conducted an audit of Attendance Management Support and recommended that there should be an overarching policy statement for the Attendance Management Program that the procedure would be tied to. J. O'Hara also stated that in 2013 the Board hired an Attendance Management Officer to assist and facilitate the program.

J. O'Hara noted the Policy III-17 Attendance Support Program was presented and approved at first reading in May 2015 at the Policy Committee Meeting. Later in September 2015 the policy was defeated at second reading.

Discussion ensued regarding the suggested changes made to Policy III-17 Attendance Support Program and stakeholder comments received in 2015.

5. INFORMATION ITEMS

5.1 Administrative Procedure VI-80 Prior Learning Assessment and Recognition (PLAR) For Day School Students

The Administrative Procedure was presented as information.

5.2 Administrative Procedure VI-44 Progressive Discipline and Safety in Schools (T. Pinelli)

The Administrative Procedure was presented as information.

5.3 Administrative Procedure VI-30 Access to School Premises (C. Cipriano)

The Administrative Procedure was presented as information.

5.4 Draft upcoming June Policy Committee Meeting Agenda

The draft agenda was presented as information.

6. MISCELLANEOUS INFORMATION

7. CORRESPONDENCE

8. IN CAMERA

9. **NEW BUSINESS**10. **MOTION TO EXCUSE COMMITTEE MEMBERS****#P58/16***Moved by: S. Trites**Seconded by: H. Karabela****RECOMMENDED***, that Trustee Danko, Rabenda and Quinn be excused.***CARRIED***11. **MOTION TO ADJOURN****#P59/16***Moved by: S. Trites**Seconded by: H. Karabela****RECOMMENDED***, that the meeting adjourn.***CARRIED***

The meeting closed with a prayer led by P. Marai at 8:38 p.m.

**MINUTES OF THE SPECIAL EDUCATION
ADVISORY COMMITTEE MEETING**

**Monday, May 30, 2016
7:00 p.m. – Board Room
Catholic Education Centre**

Members/ Alternates Present: B. Agnew, L. Cipparrone (Chair), D. Hotopeleanu, A. Iantomasi, H. Karabela, M. Lourenco, D. Rabenda (Vice Chair), J. Rowles, L. Stephenson, S. Trites

Staff Present: B. Browne, Superintendent of Special Education Services
S. Miller, Special Education Coordinator

Members Absent:

Members Excused: L. Currie, C. Parreira, R. Quesnel

Recorder: J. Crew

1. Call to Order

1.1 Opening Prayer

L. Cipparrone

The meeting began with a prayer at 7:04 pm.

1.2 Approval of Agenda

RECOMMENDATION

Moved by: J. Rowles

Seconded by: A. Iantomasi

THAT, the agenda be approved as submitted.

CARRIED

2. Presentations

2.1 Budget Presentation

R. Negoï

An overview of the 2016-2017 budget process presentation included:

- Three Financial Reporting Cycles
- HCDSB Funding
- HCDSB Expenditures
- Enrollment Trends
- Grant for Student Needs (GSN)
- 2016-17 Budget Estimates Process
- 2016-17 Budget Challenges and Priorities
- 2016-17 Special Education Grant
- 2016-17 Special Education Budget
- First Draft of the budget estimates will be presented at June 7th Board Meeting
- Final estimate will be presented at the June 21st Board Meeting

2.2 Naturalized Kindergarten Playground Areas

S. Miller

Information was provided on Naturalized Kindergarten Playground Areas which will be included in new schools and are being introduced to some existing schools next year.

Naturalized playgrounds are:

- AODA compliant
- Provide sensory play
- Increase accessibility

- Provide students with experiences inside and outside the classroom
- Stress the importance of environmental education
- Highlight the importance of playing outside in naturalized environments
- Promote skill development
- Each naturalized playground will look a little different; experts review the terrain and the number of students to determine possibilities

3. Actions to be taken

3.1 Approval of Minutes – April 18, 2016 SEAC Meeting

RECOMMENDATION

Moved by: D. Hotopeleanu

Seconded by: L. Stephenson

THAT, the minutes for the SEAC meeting be approved as submitted.

CARRIED

3.2 Motion re: VOICE for Hearing Impaired Children

Nomination letter from VOICE for Hearing Impaired Children was read. The following recommendation was put forth:

RECOMMENDATION

Moved by: A. Iantomasi

Seconded by: M. Lourenco

THAT, the Halton Catholic District School Board's Special Education Advisory Committee (SEAC) accept the nomination of Rick Barreiro as alternate representative for VOICE for Hearing Impaired Children on the Board's SEAC, and recommend that Halton Catholic District School Board appoint R. Barreiro effective June 2016 until November 2018.

CARRIED

3.3 SEAC Meeting Dates – 2016-2017

The proposed meeting dates for 2016-2017 were put forth:

- Monday, September 26, 2016
- Monday October 24, 2016
- Monday November 28, 2016
- Monday December 12, 2016
- Monday January 30, 2017
- Monday February 27, 2017
- Monday March 27, 2017
- Wednesday April 25, 2017
- Monday May 29, 2017
- Monday June 19, 2017

RECOMMENDATION

Moved by: L. Stephenson

Seconded by: M. Lourenco

THAT, the Halton Catholic District School Board's Special Education Advisory Committee (SEAC) accept the 2016-2017 meeting dates as submitted.

CARRIED

4. Business Arising from Previous Meetings

4.1 Review Chart of Outstanding Items from Previous Meetings

Business arising items from previous meetings were reviewed.

- Clarification was provided that the review of the next month's topics and the opportunity to submit questions

or identify key areas to be included in the presentations will be incorporated under item 10 'Next Meeting' (not an additional agenda item)

- Review of the SEAC email account will be covered under agenda item 9.1 SEAC Webinar

5. Action Items

5.1 Special Education Plan (pages 56 to 70)

L. Cipparrone

Members conducted a page-by-page review of the Special Education Plan pages 56 to 70.

A request was put forth to add an agenda item to review the process that SEAC has regarding the review and update of the Special Education Plan (SEP) to determine if the process should be amended. The floor was opened for discussion, questions were put forth and discussion ensued around the current process and the reasons it was adopted. It was clarified that in the alternate year where a page-by-page review is not done, questions/updates in regard to the SEP can be put forth at any time throughout the year. As required, SEP items requiring discussion can be added to the next agenda if received by the Friday prior to the agenda release.

The request that an agenda item to review the current Special Education Plan review and update process be added to the next agenda was put to a vote and was defeated.

Several minor adjustments for the SEP were identified; further information, changes or comments on any section of the Special Education Plan can be submitted via email.

5.2 Draft 2016-2017 Accessibility Plan

L. Cipparrone

B. Agnew has accepted replacing C. Parreira as a representative for SEAC on the Accessibility Review Committee work group. Feedback was requested for the draft 2016-2017 Accessibility. No feedback was put forth; further input may be sent via email.

5.3 Invitation to Respond – Policy II-12 Management of Aggressive Student Behaviour within Our Schools

L. Cipparrone

Members of SEAC received an invitation to respond to Policy II-12. Some clarification was requested and provided; no input was received.

Further input from associations can be sought; any further feedback was requested by Friday; the Chair will compile and submit a response on behalf of SEAC.

6. Communications to SEAC

6.1 Superintendent's Report

B. Browne

Updates on the following were provided:

- ISERT and Consultants are currently partnering with schools working on (all) transitions
- 2 HCDSB staff members presented at the Mental Health Educators Conference in Ottawa in April on Mental Health and Creating Inviting Schools; photos were shared
- The April 22 PA day included a day on Mental Wellness for Educational Assistants
- As part of the Halton FASD Resource Team 2 HCDSB Staff have completed training regarding best practices to support children with Fetal Alcohol Spectrum Disorder and have taken the lead in ongoing capacity building and coaching
- All central special education staff participated in a Demystifying FASD conference last week
- 5 weeks of Camp Unity are scheduled for this summer; HCDSB has partnered with community partners to provide spaces
- Request have been received from other Boards around our Student Independence model; HCDSB is sharing what we believe and the research around independence
- SEAC members participation in the Student Awards of Excellence is appreciated; a letter was received from the Bishop which noted the Spirit of Inclusion award and how it was inspiration on see students come up for the awards; pictures were shared

- Deaf and Hard of Hearing Picnic at Lowville Park on May 17th; pictures were shared
- Cameron Helps Team Unbreakable Mothers' Day Run took place on Saturday May 7th at Spencer Smith Park in Burlington, staff volunteered and participated; the run is done in partnership with HDSB and Cameron Helps; pictures were shared
- Life Skills Spring Prom took place at Jean Vanier Catholic Secondary School on May 19th; pictures were shared
- This year's Annual Torch Run will take place Thursday, June 2nd, 2016
- Special Olympics will take place Friday, June 10, 2016

6.2 Association Reports

6.2.1 HDSA Association Report

D. Hotopoleanu

HDSA World Down Syndrome Day Contest resulted in 11 Halton School Participating, 3 from HCDSB. Top prize went to Canadian Martyrs Catholic Elementary School. Pictures were shared, including the winning video.

Go 21-Halton Walk for Down Syndrome takes place on June 18, 2016 in Milton. Poster invites have been distributed to HCDSB schools to participate. Secondary schools also received a poster requesting volunteers for the day's events. Copies of both posters were provided.

6.3 Trustee Reports

Trustees updated members on current Board meetings and events.

6.4 Sub-Committee Update

6.5 Reports from Other Shareholder Meetings

7. Information Items

8. Questions from the Public

None received.

9. SEAC Discussion/Question Period

9.1 SEAC Webinar Debrief

L. Cipparrone

- The email account has been setup via the Outlook Web App the account is 'seac@hcdsb.org'
- Access will include the Chair, the Vice Chair and administration
- The email will be added to the website following the debrief
- Emails will be forwarded to members as appropriate
- No questions were received following the webinar via the email account provided during the webinar
- A request prior to the webinar was received regarding providing captioning for our webinars; communications is working with I.T. to determine how this might best work
- Members received feedback requesting more (and longer) webinars
- The link to the webinar is on our website under a new SEAC page entitled 'SEAC Parent Events' at <http://www.hcdsb.org/Community/SEAC/Pages/SEAC-Parent-Events.aspx>
- Direct link is: <https://www.youtube.com/watch?v=UpC9SUFdz7M>

It was recommended that the sub-committee have a discussion regarding topics and timing for future webinars. There was discussion around activating the chat feature for the next webinar; I.T. will be consulted for options when using live chat.

10. Next Meeting will be Monday, June 13, 2016

The June meeting will include the 'Year in Review'; a breakout session to determine budgetary priorities; a quick discussion on SEAC Soundbytes; and the draft agenda for September. Members were asked to think about areas

of interest they would like to see on next year's calendar of events. Any specific questions or areas of interest for the June presentation can be send via email.

11. Adjournment

11.1 Motion for Absenteeism

RECOMMENDATION

Moved by: A. Iantomasi

Seconded by: D. Rabenda

THAT, R. Quesnel, L. Currie, C. Parreira be excused.

CARRIED

11.2 Motion for Adjournment

RECOMMENDATION

Moved by: L. Stephenson

Seconded by: D. Hotopeleanu

THAT, the meeting adjourn.

CARRIED

11.3 Closing Prayer

The meeting closed with a prayer at 10:00 pm.

Ontario Municipal Board
 Commission des affaires municipales
 de l'Ontario



ISSUE DATE: June 8, 2016

CASE NO(S): DC150009

PROCEEDING COMMENCED UNDER section 257.74(1) of the *Education Act*, R.S.O. 1990, c. E.2

| | |
|----------------|---|
| Appellant: | Building Industry and Land Development Association |
| Subject: | Education Development Charges Amending By-law, 2015 |
| School Board: | Halton Catholic District School Board |
| OMB Case No.: | DC150009 |
| OMB File No.: | DC150009 |
| OMB Case Name: | Building Industry and Land Development Association v. Halton Catholic District School Board |

PROCEEDING COMMENCED UNDER section 257.74(1) of the *Education Act*, R.S.O. 1990, c. E.2

| | |
|---------------|---|
| Appellant: | Building Industry and Land Development Association |
| Subject: | Education Development Charges Amending By-law, 2015 |
| School Board: | Halton District School Board |
| OMB Case No.: | DC150009 |
| OMB File No.: | DC150010 |

Heard: May 20, 2016 by Telephone Conference Call

APPEARANCES:

Parties

Halton District Catholic School Board and Halton District School Board
 Building Industry and Land Development Association

Counsel

B. Teichman
 D. Baker

MEMORANDUM OF ORAL DECISION BY JAMES R. McKENZIE ON MAY 20, 2016 AND ORDER OF THE BOARD

[1] In 2015, the Halton District Catholic School Board (“HDCSB”) and the Halton District School Board (“HDSB”) each adopted an Education Development Charge Amending By-law that amended the respective Education Development Charges By-law each School Board adopted in 2013. The Building and Land Development Association (“BILD”) appealed each 2015 Amending By-law pursuant to s. 257.74(1) of the *Education Act* on the basis that each was premised on a methodology contrary to the methodology set out in O. Reg. 20/98 (“Regulation”). Section 7 of the Regulation prescribes a formula a school board must follow to determine an education development charge.

[2] Subsequent to the appeals, the parties engaged in a Board-convened mediation which ultimately resulted in a settlement of each appeal. This decision follows a teleconference call scheduled to consider and implement the settlements.

[3] Jack Ammendolia is a Professional Land Economist and Director with Watson and Associates Economists Ltd. where he is the head of its Education Division. He is recognised by the Ontario Municipal Board (“Board”) as an expert in the matter of education development charges by-laws. Mr. Ammendolia testified by affidavit in support of the settlements. His evidence is described below, and it is the only evidence before the Municipal Board on the matter of the appeals.

[4] In mediation, the parties agreed to a methodology that, when employed, resulted in revisions to each 2015 Education Development Charge Amending By-law that recognised and balanced the respective assertions advanced by BILD and the School Boards. Mr. Ammendolia testified and opined that the methodology employed by the parties to settle the appeals complies with Section 7 of the Regulation and furthers the intent of the legislation which is designed to enable school boards to recover the costs associated with acquiring growth-related school sites.

[5] Mr. Ammendolia was not cross-examined, nor was any countervailing evidence tendered to upset the veracity of his professional opinion.

[6] The Municipal Board accepts and relies on the professional opinion and evidence of Mr. Ammendolia to find that the revisions to the respective 2015 Education Development Charge Amending By-law of the HDCSB and the HDSB comply with Section 7 of the Regulation.

ORDER

[7] The Board orders that the appeals are allowed in part and only to the extent necessary to:

- (i) amend the Halton District Catholic School Board Education Development Charge Amending By-law (2015) in accordance with Exhibit 2, appended to this decision as Attachment 1; and,
- (ii) amend the Halton District School Board Education Development Charge Amending By-law (2015) in accordance with Exhibit 3, appended to this decision as Attachment 2.

"James R. McKenzie"

JAMES R. McKENZIE
VICE-CHAIR

If there is an attachment referred to in this document,
please visit www.elto.gov.on.ca to view the attachment in PDF format.

Ontario Municipal Board

A constituent tribunal of Environment and Land Tribunals Ontario
Website: www.elto.gov.on.ca Telephone: 416-212-6349 Toll Free: 1-866-448-2248

HALTON CATHOLIC DISTRICT SCHOOL BOARD

EDUCATION DEVELOPMENT CHARGE AMENDING BY-LAW (2015) DC150010

A by-law to amend Education Development Charges By-law, 2013

WHEREAS the Halton Catholic District School Board enacted Education Development Charges By-law, 2013 on June 18, 2013;

AND WHEREAS Section 257.70 of the Education Act, R.S.O. 1990, c. E.2 (the "Act"), provides for amendments to education development charges by-laws;

AND WHEREAS the Halton Catholic District School Board amended Education Development Charges By-law, 2013 on June 3, 2014;

AND WHEREAS the Halton Catholic District School Board requires further amendments to Education Development Charges By-law, 2013;

AND WHEREAS in accordance with the Act, the background study for Education Development Charges By-law, 2013 has been made available to the public;

AND WHEREAS the Halton Catholic District School Board has made available to the public sufficient information to allow the public to understand the proposed amendments to Education Development Charges By-law, 2013;

AND WHEREAS the Halton Catholic District School Board has given notice of the proposed amendments to Education Development Charges By-law, 2013 in accordance with the Act and held a public meeting on the 2nd day of June, 2015;

NOW THEREFORE, THE HALTON CATHOLIC DISTRICT SCHOOL BOARD HEREBY ENACTS AS FOLLOWS:

1. Section 9 of Education Development Charges By-law, 2013 is hereby repealed and replaced with the following:

9(1) Subject to the provisions of this by-law, an education development charge of \$2,176.00 per dwelling unit shall be imposed upon the designated categories of residential development and the designated residential uses of land, buildings or structures, including a dwelling unit accessory to a non-residential use, and, in the case of a mixed-use building or structure, upon the dwelling units in the mixed-use building or structure.

9(2) Notwithstanding Section 9(1) of this by-law, for the period March 1, 2016 to June 23, 2018 (unless this by-law is amended or repealed at an earlier date), the amount of the education development charge shall be \$2,035.00.00 per dwelling unit.

2. Section 12 of Education Development Charges By-law, 2013 is hereby repealed and replaced with the following:

12(1) Subject to the provisions of this by-law, an education development charge of \$0.56 per square foot of gross floor area of non-residential development shall be imposed upon the designated categories of non-residential development and the designated non-residential uses

of land, buildings or structures and, in the case of a mixed use building or structure, upon the non-residential uses in the mixed-use building or structure.

12(2) Notwithstanding Section 12(1) of this by-law, for the period March 1, 2016 to June 23, 2018 (unless this by-law is amended or repealed at an earlier date), the amount of the education development charge shall be \$0.51 per square foot of gross floor area of non-residential development.

3. For greater certainty, Education Development Charges By-law, 2013 remains in full force and effect subject to the amendments thereto described in Sections 1 and 2 of this amending by-law.
4. This amending by-law shall come into force on June 7, 2015.

ENACTED AND PASSED this 2nd day of June, 2015

Chairperson

Director of Education and Secretary

HALTON DISTRICT SCHOOL BOARD

EDUCATION DEVELOPMENT CHARGE AMENDING BY-LAW (2015) DC152010**A by-law to amend Education Development Charges By-law, 2013**

WHEREAS the Halton District School Board enacted Education Development Charges By-law, 2013 on June 19, 2013;

AND WHEREAS Section 257.70 of the Education Act, R.S.O. 1990, c. E.2 (the "Act"), provides for amendments to education development charges by-laws;

AND WHEREAS the Halton District School Board amended Education Development Charges By-law, 2013 on June 4, 2014;

AND WHEREAS the Halton District School Board requires further amendments to Education Development Charges By-law, 2013;

AND WHEREAS in accordance with the Act, the background study for Education Development Charges By-law, 2013 has been made available to the public;

AND WHEREAS the Halton District School Board has made available to the public sufficient information to allow the public to understand the proposed amendments to Education Development Charges By-law, 2013;

AND WHEREAS the Halton District School Board has given notice of the proposed amendments to Education Development Charges By-law, 2013 in accordance with the Act and held a public meeting on the 3rd day of June, 2015;

NOW THEREFORE, THE HALTON DISTRICT SCHOOL BOARD HEREBY ENACTS AS FOLLOWS:

1. Section 9 of Education Development Charges By-law, 2013 is hereby repealed and replaced with the following:

9(1) Subject to the provisions of this by-law, an education development charge of \$3,969.00 per dwelling unit shall be imposed upon the designated categories of residential development and the designated residential uses of land, buildings or structures, including a dwelling unit accessory to a non-residential use, and, in the case of a mixed-use building or structure, upon the dwelling units in the mixed-use building or structure.

9(2) Notwithstanding Section 9(1) of this by-law, for the period March 1, 2016 to June 23, 2018 (unless this by-law is amended or repealed at an earlier date), the amount of the education development charge shall be \$3,714.00 per dwelling unit.

2. Section 12 of Education Development Charges By-law, 2013 is hereby repealed and replaced with the following:

12(1) Subject to the provisions of this by-law, an education development charge of \$1.02 per square foot of gross floor area of non-residential development shall be imposed upon the designated categories of non-residential development and the designated non-residential uses

of land, buildings or structures and, in the case of a mixed use building or structure, upon the non-residential uses in the mixed-use building or structure.

12(2) Notwithstanding Section 12(1) of this by-law, for the period March 1, 2016 to June 23, 2018 (unless this by-law is amended or repealed at an earlier date), the amount of the education development charge shall be \$0.93 per square foot of gross floor area of non-residential development.

3. For greater certainty, Education Development Charges By-law, 2013 remains in full force and effect subject to the amendments thereto described in Sections 1 and 2 of this amending by-law.
4. This amending by-law shall come into force on June 8, 2015.

ENACTED AND PASSED this 3th day of June, 2015

Chairperson

Director of Education and Secretary

June 15, 2016

Dear Ms. Dawson and Trustees

I am writing today to express my thoughts on school uniforms after the delegation at the last board meeting.

The information was not correct in a lot of places particularly concerning contact with CPIC. Uniforms have been discussed at the council of chairs on more than one occasion. Also the presenter said she had spoken to 40 parents. This is hardly representative of more than 30,000 students.

One must look at the history of uniforms at Halton Catholic. When Assumption and then Loyola were first opened, the students asked the board not to have uniforms made using child labour. They did not mind the uniforms but did not want to wear any that exploited children who would never get to go to school. They were promised then that this would be the policy at Halton Catholic. So far only McCarthy has been able to guarantee this. They have inspectors at their operations to make sure standards are very high. If other uniform companies can guarantee this then they should be considered, but the board must also keep the promise made to the students.

McCarthy's does provide some help for parents with financial problems. Perhaps there are other sources of help that should be sought out as well.

Yours truly,

Alice Anne LeMay

A handwritten signature in cursive script that reads "Alice Anne LeMay". The signature is written in dark ink and is positioned below the printed name.