

REGULAR BOARD MEETING  
REVISED AGENDA

Date: Tuesday, November 15, 2016  
Time: 7:30 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

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	Pages
1. Call to Order	
1.1 Opening Prayer, National Anthem and Oath of Citizenship (M. Zapata)	
1.2 Motions Adopted In-Camera	
1.3 Information Received In-Camera	
2. Approval of the Agenda	
3. Declarations of Conflict of Interest	
4. Presentations	
4.1 International Baccalaureate Program (T. Pinelli, A. Perusin)	1 - 18
5. Delegations	
6. Approval of Minutes	
6.1 Minutes of the November 1, 2016 Regular Board Meeting	19 - 23
7. Business Arising from Previous Meetings	
8. Action Items	
8.1 Policy I-08 Staff Allocation Elementary ;Policy I-17 Secondary Staff Allocation Committee; and Policy I-17(a) Secondary Staff Allocation Committee Factors (P. Marai)	24 - 31
8.2 Policy II - 18 Non-Motorized and Non-Licensed Motorized Transportation Safety(P. Marai)	32 - 34
8.3 2015-2016 Draft Audited Financial Statements (R. Negoï)	35 - 66
8.4 French Sustainability Study (A. Prkacin)	67 - 86
8.5 Intermediate Core French Resource Purchase (A. Prkacin)	87 - 89
8.6 Appointment of SEAC Members (B. Browne)	90 - 91

<b>9.</b>	<b>Staff Reports</b>	
9.1	2016 Kindergarten Natural Outdoor Learning Playspaces Implementation Update (G. Corbacio)	92 - 109
9.2	Proposed 2017 Facility Renewal Projects (G. Corbacio, R. Negoj)	110 - 118
9.3	Milton No. 8 Catholic Elementary School Approval to Proceed with School Capital Planning (G. Corbacio)	119 - 127
<b>10.</b>	<b>Information Items</b>	
10.1	Student Trustees Update (M. Zapata)	
10.2	School Educational Field Trips (C. McGillicuddy)	128 - 129
10.3	Extensive Trip Advisory Committee (ETAC)(C. Cipriano)	130 - 135
10.4	Oakville Northeast Pupil Accommodation Review - Verbal Report (T. Overholt, G. Corbacio, R. Negoj)	
10.5	Burlington Northeast School Boundary Review Update (C. McGillicuddy)	136 - 137
10.6	St. Gregory the Great and Holy Rosary (M) Construction Reports (G. Corbacio)	138 - 141
<b>11.</b>	<b>Miscellaneous Information</b>	
11.1	Minutes of the October 3, 2016 CPIC Meeting	142 - 144
11.2	Minutes of the October 11, 2016 Policy Committee Meeting	145 - 151
11.3	OCSTA Updates	
11.3.1	Proposed Amendments to Ontario Regulation 243/07, Safe Drinking Water Act	152 - 156
11.3.2	New Brochure to Support Promotion and Protection of Catholic Education in Ontario	157 - 159
11.3.3	Response from Premier Wynne re: Ontario's Well-Being Strategy	160 - 175
<b>12.</b>	<b>Correspondence</b>	
<b>13.</b>	<b>Open Question Period</b>	
<b>14.</b>	<b>In Camera</b>	
<b>15.</b>	<b>Resolution re Absentees</b>	
<b>16.</b>	<b>Adjournment and Closing Prayer (J. Michael)</b>	

PRESENTATION REPORT

ITEM 4.1

INTERNATIONAL BACCALAUREATE UPDATE  
2016-2017

PURPOSE:

The purpose of this presentation is to update the Board of Trustees on the status of the International Baccalaureate (IB) Programme at St. Thomas Aquinas Catholic Secondary School. This presentation will provide an overview on how the IB programme is keeping with Halton Catholic District School Board's vision, mission and strategic plan dedicated to excellence in Catholic education.

BACKGROUND INFORMATION:

The International Baccalaureate (IB) Programme offers a high quality and challenging educational program to schools worldwide. The IB Programme aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful intellectual understanding and respect. For nearly 50 years, the IB Programme continues to encourage students across the world to become active, compassionate and lifelong learners in a globalized 21<sup>st</sup> century setting.

St. Thomas Aquinas Catholic Secondary School received accreditation to offer the IB Diploma Programme for Grades 11 and 12 students in March 2012. Since that time the IB Programme at St. Thomas Aquinas Catholic Secondary School has continued to flourish, allowing students to develop intellectual, personal, emotional and spiritual growth. There are over 300 students currently in both the pre-IB (Grades 9 and 10), and the IB Programme (Grades 11 and 12) enrolled for the 2016-2017 school year.

REMARKS:

Recruitment plans are well underway for the 2017-2018 school year. As well, this upcoming 2017 year marks the fifth year that St. Thomas Aquinas Catholic Secondary School became a World School, and this leads up to an evaluation visit. The purpose of an evaluation review is to ensure that the educational principles, standards and practices on which the programme is founded are being maintained and implemented.

CONCLUSION:

The value and importance of the International Baccalaureate Programme is widely recognized throughout our Board and post-secondary institutions. By highlighting our accomplishments, we also celebrate the collaborative efforts of our teachers and school staff in all efforts in nurturing this outstanding program.

REPORT PREPARED &

SUBMITTED BY:

T. PINELLI

SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

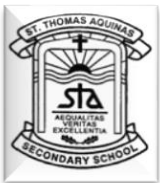
REPORT APPROVED BY:

P. DAWSON

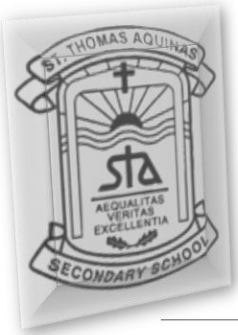
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

# St. Thomas Aquinas Catholic Secondary School IB Diploma Programme

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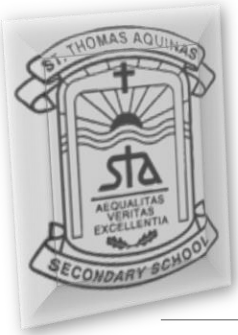




# WHAT IS IB?

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- ❑ The International Baccalaureate® (IB) is a non-profit educational foundation offering four highly respected programs of international education that develop the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalizing world.
- ❑ STA authorized in 2012, celebrating 5 years in 2017.



# IB Mission Statement

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- ❑ The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- ❑ These programs encourage students across the world to become active, compassionate and lifelong learners.



# International Baccalaureate Community

- ❑ Over 2,400 schools
- ❑ Over 665,000 students
- ❑ In 130 countries (122 schools in Canada offering Diploma Programme)
- ❑ 70,000 teachers plus parents, staff, examiners and other colleagues
- ❑ Integration with Grade 11 and 12 Ontario Curriculum and Ontario Catholic Graduate Expectations
- ❑ STA is one of 71 Diploma Programme Schools in Ontario





# IB: An Education for Life

**Founded in 1968 for internationally mobile students**

- ❑ Focus on the whole person
- ❑ International perspective
- ❑ Responsible citizenship
- ❑ Critical and compassionate thinkers
- ❑ Informed participants in local and international affairs
- ❑ Respectful of other cultures and attitudes





# IB Learner Profile

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Brave
- Principled
- Caring
- Open-minded
- Well-balanced
- Reflective





# What does IB offer the student?

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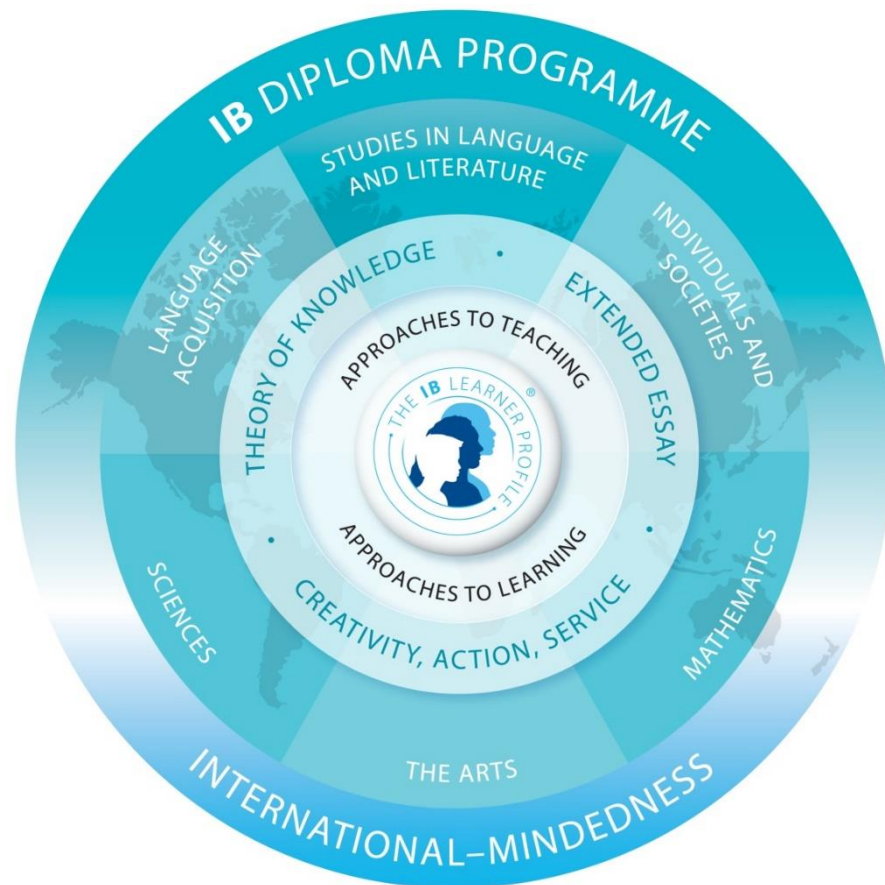
- ☐ high academic standards
- ☐ prepares for the rigors of post-secondary education
- ☐ educates the whole person
- ☐ students appreciate cultures and attitudes other than their own and to be informed, tolerant and be willing to communicate with others
- ☐ ***The IB diploma is widely recognized by the world's leading universities.***





# IB Course Offerings Grades 11 and 12

- ❑ **Group 1** – Literature (English)
- ❑ **Group 2** – Second Language (French)
- ❑ **Group 3** – Individuals and Society (History, Economics)
- ❑ **Group 4** – Experimental Sciences (Biology, Chemistry, Physics)
- ❑ **Group 5** – Mathematics (Math, Math Studies)
- ❑ **Group 6** – The Arts (Music)







# Central Elements of the IB Diploma

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## **Extended Essay (EE) – Grade 11 & 12 Requirement**

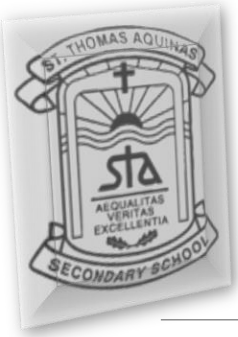
Up to 4,000 word investigation of a topic of special interest outside of the regular curriculum which acquaints diploma candidates with the kind of independent research and writing skills expected by universities.

## **Theory of Knowledge (ToK) – Grade 11 & 12 Requirement**

Challenges students to question the basis of knowledge, to develop the ability to analyze evidence and to appreciate other cultural perspectives.

## **Creativity, Activity, Service (CAS) – Grade 11 & 12 Requirement**

Continuous community involvement demonstrating reflective/experiential learning completed in grades 11 and 12.



# STA - IB GROWTH

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30 current teachers (30%) have IB Training across the following disciplines:

- |                                  |  |
|----------------------------------|--|
| <input type="checkbox"/> English | <input type="checkbox"/> Guidance            |
| <input type="checkbox"/> Math    | <input type="checkbox"/> Extended Essay      |
| <input type="checkbox"/> Science | <input type="checkbox"/> CAS                 |
| <input type="checkbox"/> French  | <input type="checkbox"/> Theory of Knowledge |
| <input type="checkbox"/> Spanish | <input type="checkbox"/> Library             |
| <input type="checkbox"/> History |  |



# STA IB GROWTH

IB ENROLLMENT						
	2016/17	2015/16	2014/15	2013/14	2012/13	2011/2012
<b>Grade 12</b>	37	45 – 40 D	21 – 19 D	6 – All D		
<b>Grade 11</b>	54	47	53	24	7	
<b>Grade 10</b>	103	120	86	91	48	28
<b>Grade 9</b>	100	105	133	88	89	52
<b>Total IB Students</b>	297	317	293	209	144	80



# Success Rate for Aquinas Students

## 2015-2016 Results

- ☐ French: 65% of students received a mark between 93%-100%
- ☐ Physics: 61% of students received a mark between 93%-100%
- ☐ Math: 60% of students received a mark between 93%-100%
- ☐ English: 22% of students received a mark between 93%-100%
- ☐ English: 76% of students received a mark between 84% - 100%
- ☐ Biology: 72% of students received a mark between 84% - 100%



# STA's Top IB Student Class of 2016

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- ❑ Sam Looper: 2015-16 Top IB student
- ❑ High Diploma Score of 40 out of 45 (top 10% Worldwide)
- ❑ Competitive International Rower



# STA Worldwide Comparison

SUBJECT	STA SCORES	WORLDWIDE SCORES
ENGLISH A: Lit HL	5.00	4.81
FRENCH B SL	5.65	4.93
HISTORY HL	4.98	4.85
PHYSICS SL	5.71	4.05
MATH SL	5.61	4.39
BIOLOGY SL	5.39	4.25

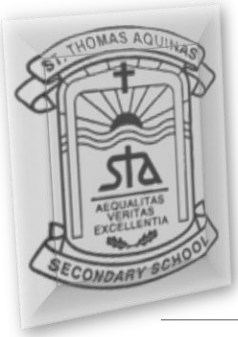


# Post Secondary Destinations for STA IB students

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- ☐ Western University – Medical Science
- ☐ York University – International Biology
- ☐ University of Toronto – Forensic Biology
- ☐ University of Waterloo – Mathematical Physics
- ☐ Queens University – Commerce
- ☐ University of Ottawa – Computer Engineering
- ☐ McMaster University - Engineering





# Scholarship Awards

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❑ Krishian Camargo: Waterloo University - Health Studies Co-op

Received the President's Scholarship of Distinction, which consists of a \$2,000 Entrance Award

\$1,500 International Experience Award and/or \$1,500 Research Award to be claimed in upper years.

❑ Brian Bursic: Western University - Medical Science

\$10,000 Academic Scholarship



# Scholarship Awards

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❑ Sebastian Morales: McGill University - Biochemistry Program

Earned 3 transfer credits

Major Undergraduate Renewable Scholarship

❑ Chantelle Colangelo: Dalhousie University - Global Development

Earned 4 University transfer credits

Earned \$25,000 scholarship based on IB marks

## MINUTES OF REGULAR BOARD MEETING

Date: November 1, 2016  
Time: 7:30 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

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

Student Trustees      C. Atrach      I. Schwecht

Student Trustee Excused      M. Zapata

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

Also Present      B. Doan, Acting Chief Research Officer, Research & Development Services  
W. Lachapelle, Chaplain, Notre Dame Catholic Secondary School  
A. Lofts, Senior Administrator, Business Services  
R. Merrick, Senior Administrator, Facility Management Services  
A. Swinden, Administrator, Strategic Communications Services  
F. Thibeault, Administrator, Planning Services  
A. Tolti, Curriculum Consultant, Program Services

Recording Secretary      R. Di Pietro

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### 1. Call to Order

The Chair called the meeting to order.

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

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

#### 1.2 Motions Adopted In-Camera

There were no motions adopted in-camera.

#### 1.3 Information Received In-Camera

There was no information received in-camera.

**2. Approval of the Agenda**

Information Item 11.3 *Update on Holocaust Awareness Day* was added to the agenda.

**#184/16**

**Moved by:** A. Quinn

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

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

**CARRIED**

**3. Declarations of Conflict of Interest**

There were no conflicts of interest declared.

**4. Presentations****4.1 Field Trip Faith Experiences (W. Lachapelle)**

W. Lachapelle, Chaplain from Notre Dame Catholic Secondary School shared personal reflections and the faith experience that students from the Outdoor Education class participated in to Algonquin Park. The overnight educational field trip helped enhance learning opportunities and provided students with intentional connections to their faith throughout the experiential learning. While experiencing a lot of fun and community, students were a part of God's colourful tapestry in the fall of Algonquin Park.

**5. Delegations**

There were no delegations.

**6. Approval of Minutes****6.1 Minutes of the October 18, 2016 Regular Board Meeting**

**#185/16**

**Moved by:** H. Karabela

**Seconded by:** P. Marai

**RESOLVED**, that the minutes of the October 18, 2016 Regular Board meeting be approved.

**CARRIED**

**7. Business Arising from Previous Meetings**

There was no business arising.

**8. Action Items**

There were no action items.

**9. Staff Reports****9.1 French Sustainability Study (A. Prkacin)**

The value and importance of FSL programming is widely recognized throughout the Board and the intention is to offer more French, to more students, earlier while keeping with the Board's mission, vision, values and the Ministry's stated goals. Senior Administration is recommending that the Board of Trustees approve the implementation of phasing out Early French Immersion (EFI) while expanding Core and Extended French programming.

A successful and vibrant international languages program is currently in place within the system. The largest obstacle facing French programs across the province is the recruitment of qualified staff.

A. Prkacin and A.M. Tolti addressed a number of issues and questions regarding staffing, equity, early intervention and transportation.

Some trustees spoke in support of the proposed model.

## **9.2 Intermediate Core French Resource Purchase (A. Prkacin)**

Staff is recommending the purchase of an Intermediate Core French resource to be used in grade seven (7) classrooms to ensure the provision of appropriate resources that support the Ontario Curriculum.

Should Core and Extended French be implemented in grade three (3), staff would allocate funds appropriately in order that most current resources be available for best learning.

## **10. Information Items**

### **10.1 Student Trustees Update (I. Schwecht)**

Student trustees are looking forward to reconnecting with their peers across Ontario at the Fall OSTAAECO AGM taking place November 17 – 20, 2016.

The next student senate meeting will be taking place at Christ the King Catholic Secondary School on November 8, 2016. The Bullying Prevention Campaign is the current focus for student senate.

The students provided an update on the pillars of Achieving, Believing and Belonging detailing activities in the schools.

### **10.2 School Educational Field Trips (C. Cipriano)**

The trips were provided as information.

### **10.3 Oakville Northeast Pupil Accommodation Review Update (T. Overholt, G. Corbacio, R. Negoj)**

A meeting of the Accommodation Review Committee provided parent members of the committee information on the criteria that is needed to be examined for each school and how that information could lead to consideration of possible school closures. The North East Oakville Accommodation Review is progressing as scheduled, and further updates will be provided as information to the Board.

### **10.4 2016 Facility Renewal Projects Cost Reconciliation (G. Corbacio)**

Staff completed several Facility Renewal Projects during the 2016 summer break period. Half a million dollars of the estimated \$ 5.7 million cost to complete the proposed 2016 Facility Renewal Projects was saved and will be reinvested into 2017 renewal projects. The Board's Facility Condition Index (FCI) is one of the best in the province which helps to ensure a safe and comfortable learning environment for students and staff.

### **10.5 Holy Cross Catholic Elementary School Sanitary Sewer Relocation (G. Corbacio)**

Trustees were informed of the Board's responsibility to relocate the sanitary sewer service at Holy Cross Catholic Elementary School, Georgetown. All necessary safety measures will be implemented during the project.

**10.6 Milton No. 8 Catholic Elementary School Funding Announcement (R. Negoi)**

On October 28, 2016, the Ministry of Education announced that the Milton #8 Catholic Elementary School was allocated funding under the Capital Grants funding pool.

**11. Miscellaneous Information****11.1 Minutes of the September 26, 2016 SEAC Meeting**

The minutes of the September 26, 2016 SEAC meeting were provided as information.

**11.2 Notes from the October 17, 2016 Joint HSTS Transportation Meeting**

Notes from the October 17, 2016 Joint HSTS Transportation meeting were shared as information.

**11.3 Update on Holocaust Awareness Day (A. Quinn)**

Trustee Quinn shared that the Huron-Perth Catholic District School Board adopted the motion for a Holocaust Awareness Day. There is now 180,000 student participation across the province.

It was confirmed that presentations vetted through School Council are usually paid through School Generated Funds.

**12. Correspondence****12.1 M. Hunter, Minister, Ministry of Education**

Correspondence from M. Hunter, Minister of Education was shared.

**13. Open Question Period**

There were no questions.

**14. In Camera**

There was no follow-up In-Camera session.

**15. Resolution re Absentees**

**#186/16**

**Moved by:** A. Quinn

**Seconded by:** D. Rabenda

**RESOLVED**, that M. Zapata be excused from the meeting.

**CARRIED**

**16. Adjournment and Closing Prayer (P. Marai)**

**#187/16**

**Moved by:** S. Trites

**Seconded by:** H. Karabela

**RESOLVED**, that the meeting adjourn.

**CARRIED**

The meeting adjourned at 8:56 p.m. with a prayer led by H. Karabela.

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Secretary of the Board

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Chair



ACTION REPORT

ITEM 8.1

POLICIES I-08 STAFF ALLOCATION ELEMENTARY, I-17 SECONDARY STAFF ALLOCATION COMMITTEE, AND I-17 (A) SECONDARY STAFF ALLOCATION COMMITTEE FACTORS

PURPOSE:

To rescind Policies: *I-08 Staff Allocation Elementary, I-17 Secondary Staff Allocation Committee, and I-17 (a) Secondary Staff Allocation Committee Factors.*

COMMENTS:

Three of the policies identified by the Policy Working Group as requiring review and revision are Policies *I-08 Staff Allocation Elementary; I-17 Secondary Staff Allocation Committee; and I-17 (a) Secondary Staff Allocation Committee Factors.* As a result of the following factors, average class sizes are now determined through Regulation 132/12 of the Education Act:

- Kindergarten,
- Primary (Grades 1-3),
- Grades 4 – 8,
- Secondary (grades 9 - 12)

The latest Central Terms and Conditions of both the Elementary and Secondary Teachers unions include a specific clause regarding Board Level Joint Staffing Committees. This collaborative, internal operational process has existed at the Halton Catholic District School Board between both the Elementary and Secondary OECTA units and Senior Administration.

The current policies are both no longer relevant, nor required.

*The Policy Committee has reviewed Policies I-08 Staff Allocation Elementary, I-17 Secondary Staff Allocation Committee, and I-17 (a) Secondary Staff Allocation Committee Factors and now brings forward the proposed recommendation to rescind these policies.*

RECOMMENDATION:

Moved by:  
Seconded by:

*RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and rescind Policies I-08 Staff Allocation Elementary, I-17 Secondary Staff Allocation Committee, and I-17 (a) Secondary Staff Allocation Committee Factors.*

REPORT SUBMITTED AND  
APPROVED BY:

P. MARAI  
CHAIR OF THE POLICY COMMITTEE

Policies I-08 Staff Allocation Elementary, I-17 Secondary Staff Allocation Committee, I-17 (a) Secondary Staff Allocation Committee Factors

**PURPOSE**

Subject to the Board's financial ability and availability of acceptable staff and classrooms as determined by the Board, the Board shall maintain its staffing ratios system-wide in accordance with Policy I-8 inclusive of the School Staff Allocation Factors identified in Policy Addendum, I-8 (a).

**APPLICATION AND SCOPE****STAFF ALLOCATION COMMITTEE:**

Subject to the conditions specified within this policy, a Staff Allocation Committee shall be established not later than January 15<sup>th</sup> in each year.

**TERMS OF REFERENCE:**

The Staff Allocation Committee shall submit to the Board, in accordance with the procedures listed below, the following reports:

a) Staff Allocation Report which shall contain:

- suggested staff allocation factors at school sites, and
- an overview of the effect of these factors at each school, and
- suggestions with respect of other staff requirements for the development and/or implementation of programs for grades Junior Kindergarten to eight.

b) Staff Allocation Overview Report which shall contain:

- an outline of the effect at September 30<sup>th</sup> of the annual determination by the Board of its staffing provisions which must adhere to Ministry of Education staffing ratios.

Note: Special Education staffing requirements will remain the prerogative of the administration and/or the Special Education Advisory Committee and is, therefore, excluded from the terms of reference of the Staff Allocation Committee.

**COMMITTEE MEMBERSHIP:**

The Staff Allocation Committee shall consist of the following members:

- the Director of Education and/or designate(s)
- two (2) elementary school principals
- one (1) communications consultant
- three (3) classroom teacher representatives selected jointly by the Halton unit of OECTA

**REQUIREMENTS**

- The Principals shall submit to the appropriate school Superintendent proposed school organization plans for the subsequent school year, not later than January 31<sup>st</sup> in any given year. Such proposed organization plans shall indicate the anticipated student population in the school, and in each given grade. Principals shall include with their submission, a rationale for their school enrolment projections. The organization plans will be made available to the Staff Allocation Committee.
- The Staff Allocation Committee shall meet as required to prepare the reports.
- The Board shall include in its supply teacher budget allocations, sufficient provision for nine (9) supply teacher days for use by the Staff Allocation Committee.

**MINORITY REPORT:**

- Provision for receipt by the Board of one or more minority reports is herewith included.

**TRANSFER AND REDUNDANCY:**

- It is recognized that suggestions made by the Staff Allocation Committee will effect the transfer of staff from one school to another and may result in school site staff redundancies. In either case the appropriate articles of the Collective Agreement shall apply.

**BOARD DETERMINATION:**

- Upon receipt of the reports indicated above, and/or any additional analysis by the administrative staff, the Board shall make such final decisions with respect to staff allocations, staff allocation factors, program staff and other academic staff requirements as it may from time to time determine.

APPROVED: Regular Meeting of the Board

Authorized by: .....  
Chair of the Board

STAFF ALLOCATION COMMITTEE  
ELEMENTARY

Operating Policy: I-8 (a)  
Date: November 10, 1981  
Amended: September 5, 2006

### 1991 STAFF ALLOCATION FACTORS

#### NOTE: 1

Factors indicated are considered to be divisors. Therefore:

Number of Students = Number of Teachers

#### NOTE: 2

The total "Basic Classroom" teachers shall be rounded to one place of decimals.

#### NOTE: 3

The number of teachers shall be rounded to one place of decimals.

#### NOTE: 4

It is the responsibility of the school Principal, subject to the authority of the appropriate Superintendent, to deploy the allocated staff and to assign duties to teachers in accordance with the program requirements of the system and the organizational needs of the school.

It is understood that actual class size in most schools will differ from the classroom factors because of program and organizational needs. Thus, the staff allocation factors are not equivalent to school site class loading.

APPROVED: Regular Meeting of the Board

DISTRIBUTION: Board Members, Administration, Principals & Staff

Authorized by: .....  
Chair of the Board

## STAFF ALLOCATION COMMITTEE SECONDARY

<b>Operating Policy:</b>	<b>I-17</b>
<b>Date:</b>	<b>June 11, 1991</b>
<b>Amended:</b>	<b>July 30, 1991</b>
<b>Amended:</b>	<b>September 5, 2006</b>

**PURPOSE**

Subject to the Board's financial ability and availability of acceptable staff and classrooms as determined by the Board, the Board shall maintain its staffing ratios system-wide in accordance with Policy I-17 inclusive of the School Staff Allocation Factors identified in Policy Addendum, I-17(a).

**APPLICATION AND SCOPE****STAFF ALLOCATION COMMITTEE:**

Subject to the conditions specified within this policy, a Staff Allocation Committee shall be established not later than September 15<sup>th</sup> in each year.

**TERMS OF REFERENCE:**

The Staff Allocation Committee shall submit reports to the Board, through the Director of Education based on the following terms of reference

(a) application of negotiated staffing formulae.

**NOTES:**

- i. The Director may determine and approve variances from the SAC report based on program needs and/or changing enrolment figures. Such variances not to exceed staffing provisions of the contract.
- ii. Special Education staffing requirements will remain the prerogative of the Director or his designate and is therefore excluded from the terms of reference of the SAC.

**COMMITTEE MEMBERSHIP:**

The Staff Allocation Committee shall consist of the following members:

- the Director of Education and/or designate(s)
- a Superintendent of Education
- two (2) representatives of OECTA (Secondary)
- two (2) representatives of the Principal's Association (Secondary).

**PROCEDURES:**

- A. The Principal shall prepare reports for the appropriate Superintendent of Education that will include the following data:

## STAFF ALLOCATION COMMITTEE SECONDARY

## Operating Policy:

I-17

Date:

June 11, 1991

Amended:

July 30, 1991

Amended:

September 5, 2006

- i. List of courses offered during the semester/terms.
- ii. List of course sections complete with number of students enrolled and teachers assigned to teach the classes.
- iii. Student enrolment figures as of September 30th and February 28th.
- iv. Full count of teaching staff expressed in FTE.
- v. Verification of Superintendent's approval for any class loading using the "10% factor".
- vi. Supervision Schedule for teaching staff.

**PROCEDURES:**

B. The Principal shall prepare reports for the appropriate Superintendent of Education that will include the following data:

- vii. List of courses offered during the semester/terms.
- viii. List of course sections complete with number of students enrolled and teachers assigned to teach the classes.
- ix. Student enrolment figures as of September 30th and February 28th.
- x. Full count of teaching staff expressed in FTE.
- xi. Verification of Superintendent's approval for any class loading using the "10% factor".
- xii. Supervision Schedule for teaching staff.

C. Staff will be allocated to specific Secondary schools in accordance with a formula developed in concert with the Collective Agreement and Board policy.

D. The Superintendent(s) after reviewing and approving the individual school reports shall forward a comprehensive system report to the SAC for consideration and recommendation to the Board through the Director of Education.

E. The reports shall be submitted for Board approval no later than October 28th and April 28th of any school year.

**MINORITY REPORT:**

Provision for receipt by the Board of one or more minority reports is herewith included.

## STAFF ALLOCATION COMMITTEE SECONDARY

Operating Policy:	I-17
Date:	June 11, 1991
Amended:	July 30, 1991
Amended:	September 5, 2006

**TRANSFER AND REDUNDANCY:**

It is recognized that suggestions made by the Staff Allocation Committee will effect the transfer of staff from one school to another and may result in school site staff redundancies. In either case the appropriate articles of the Collective Agreement shall apply.

**BOARD DETERMINATION:**

Upon receipt of the reports indicate in Procedures above, and/or any additional analysis by the administrative staff, the Board shall make such final decisions with respect to staff allocations, staff allocation factors, program staff and other academic staff requirements as it may from time to time determine.

**REVIEW PROCEDURES:**

The Board will review its factors identified in policy addendum 1-17(a) as required.

APPROVED: Regular Meeting of the Board

DISTRIBUTION: Board Members, Administration, Principals & Staff

Authorized by: .....  
*Chair of the Board*



Date:

June 11, 1991

Amended:

July 30, 1991

Amended:

September 5, 2006

**APPLICATION AND SCOPE**

It is the responsibility of the School Principal, subject to the authority of the appropriate Superintendent, to deploy the allocated staff and to assign duties to teachers in accordance with the program requirements of the system and the organizational needs of the school.

It is understood that actual class size in most schools will differ from the classroom factors because of program and organizational needs. Thus, the staff allocation factors are not equivalent to school site class loading.

APPROVED: Regular Meeting of the Board

DISTRIBUTION: Board Members, Administration, Principals & Staff

Authorized by: .....  
*Chair of the Board*

ACTION REPORT

ITEM 8.2

POLICY II-18 NON-MOTORIZED AND NON-LICENSED MOTORIZED  
TRANSPORTATION SAFETY

PURPOSE:

To approve *Policy II-18 Non-Motorized and Non-Licensed Motorized Transportation Safety* as presented.

COMMENTS:

Policy II-18 originally dealt with bicycle safety as the most common mode of student transportation. With the ever increasing modes of non-motorized and non-licensed motorized transportation available to students, the need to address all types on a school site is required.

The need to work with the home to ensure the safety of our students remains as part of the policy along with the requirement of school administrators to communicate rules and expectations to students and parents.

The Policy Committee recommends that the name of the policy also change to *Policy II-18 Non-Motorized and Non-Licensed Motorized Transportation Safety* to align with the amendments in the policy.

RECOMMENDATION:

Moved by:  
Seconded by:

*RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy II-18 Non-Motorized and Non-Licensed Motorized Transportation Safety.*

REPORT SUBMITTED AND  
APPROVED BY:

P. MARAI  
CHAIR OF THE POLICY COMMITTEE

**NON-MOTORIZED AND NON-LICENSED MOTORIZED  
TRANSPORTATION SAFETY****POLICY No.: II-18****DATE :** AUGUST 30, 1983**AMENDED:** JULY 30, 1991**AMENDED:** JUNE 5, 2007**AMENDED:** NOVEMBER 15, 2016**PURPOSE**

To promote an awareness of non-motorized and non-licensed motorized transportation modes safety, and to establish rules and expectations for various personalized transportation equipment while on school property for all pupils enrolled in the Halton Catholic District School Board.

**APPLICATION AND SCOPE**

This policy applies to all schools under the jurisdiction of the Halton Catholic District School Board.

**REFERENCES**

The policy is in accordance with provisions of the Education Act, the Safe Schools Act, and specifically Ontario Regulation 298.

**DEFINITIONS**

Non-Motorized Transportation Mode – Any mode of transportation that includes walking, bicycling, and variants such as small-wheeled transports (e.g. skates, skateboards, push scooters, etc.).

Non-Licensed Motorized Transportation Mode - a mode of transportation that requires the use of a motor to propel the equipment, but does not require an individual to obtain a license through the Ministry of Transportation in order to operate such equipment (e.g. hover board, Vespa, e-Bike, etc.).

**PRINCIPLES**

- The primary responsibility for the development of pupil safety awareness and for ensuring the suitability of the pupil's non-motorized and/or non-licensed motorized transportation modes concerning size, maintenance and proper equipment (e.g., bell or horn, reflector or lights, helmet use etc.) rests with the parents of such pupils.
- The Board further recognizes that prior to allowing their children to use non-motorized and/or non-licensed motorized transportation modes, parents should ensure that their children understand safety rules, the rules of the road in relation to these modes of transportation and, most importantly, that their children are physically capable of operating such transportation modes in a safe manner, and are legally permitted to operate one.

**OPERATING POLICY****HALTON CATHOLIC DISTRICT SCHOOL BOARD****NON-MOTORIZED AND NON-LICENSED MOTORIZED  
TRANSPORTATION SAFETY****POLICY No.: II-18****DATE :** AUGUST 30, 1983**AMENDED:** JULY 30, 1991**AMENDED:** JUNE 5, 2007**AMENDED:** NOVEMBER 15, 2016

- The schools of the Halton Catholic District School Board partner with parents to ensure the safe use of these non-motorized and/or non-licensed motorized transportation modes while on school property.
- The Board and school are not responsible for the storage, loss, theft or damage to the non-motorized and/or non-licensed motorized transportation equipment.

**REQUIREMENTS**

- The Principal shall communicate rules and expectations around the use of non-motorized and/or non-licensed motorized equipment while on school property through a variety of school sources (e.g. website, school newsletter, announcements, assemblies, student agenda, emails, etc).
- The Principal may consider adopting safety programs related to these modes (e.g. Bicycle Safety Awareness Week, Helmet Safety workshops etc.).

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

Chair of the Board

## ACTION REPORT

## ITEM 8.3

### 2015-2016 DRAFT AUDITED FINANCIAL STATEMENTS

#### PURPOSE:

To provide the Board of Trustees with the 2015-2016 Draft Audited Financial Statements for approval.

#### BACKGROUND INFORMATION:

At the Board Meeting of October 4, 2016, the Board received Action Item 8.2 "2015-2016 Year-End Audit Planning Report from KPMG", including the 2015-2016 Year-End Schedule. The report detailed the audit approach to be followed and the responsibilities of the Board of Trustees, Management and the External Auditors, with respect to financial statement reporting. As indicated in the plan, one of the responsibilities of the Board of Trustees is to review and approve the Financial Statements.

#### COMMENTS:

1. The financial statements have been prepared in accordance with the Financial Administration Act supplemented by Ontario Ministry of Education Memorandum 2004:B2 and Ontario Regulation 395/11 "Accounting Policies and Practices Public Entities" of the Financial Administration Act.
2. The attached 2015-2016 Draft Audited Financial Statements (on a consolidated basis) are comprised of the following pages:
  - a. Covering Page
  - b. Statement of Management Responsibility (Page 1)
  - c. Independent Auditors' Report (Page 2-3)
  - d. Consolidated Statement of Financial Position (Page 4)
  - e. Consolidated Statement of Operations (Page 5)
  - f. Consolidated Statement of Change in Net Debt (Page 6)
  - g. Consolidated Statement of Cash Flows (Page 7)
  - h. Notes to Consolidated Financial Statements (Page 8-26)
3. The Financial Statements have been prepared by Business Services staff and have been audited by the Board's External Auditors. Almost all of the form and content of the Financial Statements is prescriptive in nature and they present the actual results for the 2015-2016 fiscal year. The Board approved the 2015-2016 Original Budget in June 2015 and the 2015-2016 Revised Budget in December 2015. The 2015-2016 Draft Audited Financial Statements are the final culmination of the annual reporting cycle. The Director of Education and Secretary of the Board and the Chair of the Board are required to sign the approved Financial Statements on behalf of the Board.

4. The Statement of Management Responsibility (Page 1) has remained essentially unchanged from the previous year.
5. Similar to 2014-2015, this year's Independent Auditor's Report (Page 2 and 3) contains four sections: Management's Responsibility for the Consolidated Financial Statements, Auditor's Responsibility, Opinion and Basis of Accounting. The Auditor's Report for the Board reflects a "clean" or unqualified audit opinion (top of Page 3).
6. The Consolidated Statement of Financial Position (Page 4) shows how the Total Accumulated Surplus position of the Board is determined (\$102.0 million). This statement is a variation of what is generally referred to as the balance sheet. The difference between Total Financial Assets and Total Liabilities is referred to as Net Debt. Net Debt is added to the net Tangible Capital Assets (TCA) to give the Accumulated Surplus.

The large long-term accounts receivable is \$197.3 million, with \$180.4 due from the Province over the remaining term of existing capital debt instruments that were issued to finance approved capital, and \$16.9 million representing capital funded through the Province to be received in the first quarter of 2017. The long-term receivable increased by \$7.8 million from 2014-2015 which is the net impact of additional capital grants to be received and the principal payments made on the retirement of supported debt. Supported debt is old debenture debt through the Ontario School Boards Financing Corporation (OSBFC) and new debenture debt under the Ontario Financing Authority (OFA), both of which were largely used to provide new pupil places.

The increase in temporary borrowing of approximately \$3.6 million is due to:

- Increase of \$11.4 million into the credit facilities for the construction of St. Gregory the Great Catholic Elementary School (CES) and \$1.0 million for the Holy Rosary (Milton) CES addition,
- Decrease in the operating line of credit of \$0.8 million; and
- Decrease in the EDC credit facility of \$8.0 million, as EDC levies were received through the year.

The increase of deferred revenue by approximately \$6.4 million is mainly due to proceeds received from the sale of one Board site.

The Employee Future Benefits liability has increased by \$0.5 million as a result of actuarial valuation undertaken this year, and changes in discount rates, as explained in Note 7 (pages 14-18) of the Financial Statements.

The decrease in net long-term liabilities of \$10.1 million is the result of principal payments made through the year.

The Total Accumulated Surplus is broken down in Note 11 (Accumulated Surplus) on Page 22 of the Draft Audited Financial Statements and it is important for trustees to note that the non-designated portion (or unappropriated portion) for the 2015-2016 year of this Total Accumulated Surplus is an operating surplus of \$330,396. This amount is calculated by adding the opening balance of Total Accumulated Surplus (Deficit) Available for Compliance – Unappropriated of \$32,856 to the in-year operating surplus of \$297,540, resulting in the Total Accumulated Surplus Available for Compliance – Unappropriated closing balance of \$330,396.

The unappropriated in-year surplus of \$297,540 is the remaining surplus after the internally appropriated surplus transfers have been made to the following reserves:

- Transfer of \$1.4 million to School Renewal Reserve (Old)
- Transfer of \$1.8 million to Working Funds Reserve
- Transfer of (\$0.6) million out of the Reserve for Student Activities,
- Transfer of (\$0.2) million out of the Reserve for Student Success,
- Transfer of (\$1.6) million out of the Committed Sinking Fund interest earned,
- Transfer of \$0.2 million to the Committed Capital Projects, and
- Transfer of \$0.1 million to the Reserve for Capital Capacity Planning.

Added together, the unappropriated and appropriated surplus give the in-year Total Accumulated Surplus Available for Compliance of \$1.4 million. The Revised Estimates approved by the Board on December 15, 2015, outlined an expected in-year Total Accumulated (Deficit) Available for Compliance of (\$1.3) million after taking into account additional expected revenues. The positive impact on the Financial Statements was a result of an increase in average daily enrolment and international visa students, and a \$1.6 million in additional revenues resulting from prior year adjustments.

7. The Consolidated Statement of Operations (Page 5) shows how the Total Annual Surplus/(Deficit) is calculated. This statement is generally referred to as the income statement. The difference between Revenues and Expenses gives the Total Annual Surplus/(Deficit) for the year, which is then added to the opening Total Accumulated Surplus/(Deficit) position to give the closing Total Accumulated Surplus/(Deficit) position. The annual surplus for the year is shown as \$4.3 million. This amount includes both the Total Annual Surplus/(Deficit) Available for Compliance and the Total Annual Surplus/(Deficit) Unavailable for Compliance. The annual surplus for the year is made up of the in-year Available for Compliance Surplus of \$1.4 million, a \$0.5 million increase in Employee Future Benefits described above, and \$2.4 million in EDC revenue.
8. The Consolidated Statement of Change in Net Debt (Page 6) highlights the changes in Net Debt due to TCA activities in the year. These activities included the acquisition of new TCA, amortization of existing TCA, and the disposal of TCA during the year.
9. The Consolidated Statement of Cash Flows (Page 7) shows the cash provided by or used in the Operating, Capital and Financing Activities of the Board during the year. It explains the movements in the Cash and Cash Equivalents balance during the year, starting with the Annual Surplus/(Deficit), adding back non-cash items, and then analyzing the changes in amounts on the other lines in the Statement of Financial Position that affect cash flows.
10. The Ministry of Education's Education Finance Information System (EFIS) forms will be submitted electronically on November 16, 2016 immediately following the Board meeting. Certain forms must be signed and submitted to the Ministry in electronic copy. This will be completed by November 18, 2016.
11. The Board is compliant with the Ministry of Education defined expense enveloping provisions for the Administration and Governance Grant. A School Board Administration and Governance Grant Advisory Group was established in the Fall of 2010 by the Ministry to develop and implement a new funding approach for school board administration. A board-by-board data collection exercise was undertaken during 2011. The Advisory Group was comprised of Ministry Officials, Directors of Education and Superintendents of Business.

Beginning with the 2014-2015 fiscal year, the new funding approach replaced the enrolment-based allocation approach with a functional model that better reflects the key cost drivers and cost structures of school boards, as determined by board level data. The new Board Administration and Governance Grant model is being phased in over 4 years. The Board Administration and Governance Grant for 2015-2016 has increased as a result of the new funding model and as well as the increase in enrolment.

12. The grant allocation for Special Education is \$40.6 million, which is \$0.9 million higher than in 2014-2015. Special Education expenses continue to exceed the allocation with a shortfall for 2015-2016 of (\$2.4) million. The Special Education deferred revenue balance is \$1.7 million; however, these funds are restricted to Special Equipment Amount (SEA) expenses.
13. In accordance with Section 252(2) of the Education Act, and the Publication and Notice instructions from the Ministry of Education, the final Audited Financial Statements will be made available on the Board's website, along with a notice to be published in the Metroland newspapers throughout the four municipalities in the Region of Halton.
14. The updated 2015-2016 Year-End Schedule, showing the remaining items to be completed, is attached.

**RECOMMENDATION:**

***RESOLUTION:***

*Moved by:*  
*Seconded by:*

***RESOLVED***, that the Halton Catholic District School Board approve the 2015-2016 Draft Audited Financial Statements dated August 31, 2016.

**REPORT PREPARED BY:**

A. LOFTS  
SENIOR ADMINISTRATOR, FINANCIAL SERVICES

**REPORT SUBMITTED BY:**

R. NEGOT  
SUPERINTENDENT OF BUSINESS AND TREASURER OF THE BOARD

**REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



Consolidated Financial Statements of

**HALTON CATHOLIC DISTRICT  
SCHOOL BOARD**

Year ended August 31, 2016

## **Management's Responsibility for the Consolidated Financial Statements**

The accompanying consolidated financial statements of the Halton Catholic District School Board are the responsibility of the Board management and have been prepared in accordance with the Financial Administration Act, supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act, as described in Note 1 to the consolidated financial statements.

A summary of the significant accounting policies are described in Note 1 to the consolidated financial statements. The preparation of consolidated financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Board management maintains a system of internal controls designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the consolidated financial statements. These systems are monitored and evaluated by management.

The Audit Committee meets with management and the external auditors to review the consolidated financial statements and discuss any significant financial reporting or internal control matters prior to the Board's approval of the consolidated financial statements.

The consolidated financial statements have been audited by KPMG LLP, independent external auditors appointed by the Board. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the Board's consolidated financial statements.

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Paula Dawson  
Director of Education  
and Secretary of the Board

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Roxana Negoï  
Superintendent of Business Services  
and Treasurer of the Board

November 15, 2016



**KPMG LLP**  
Box 976  
21 King Street West Suite 700  
Hamilton ON L8N 3R1

Telephone (905) 523-8200  
Telefax (905) 523-2222  
www.kpmg.ca

## INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of the Halton Catholic District School Board:

We have audited the accompanying consolidated financial statements of the Halton Catholic District School Board, which comprise the consolidated statement of financial position as at August 31, 2016, the consolidated statements of operations, change in net debt and cash flows for the year then ended, and notes, comprising a summary of significant accounting policies and other explanatory information.

### *Management's Responsibility for the Consolidated Financial Statements*

Management is responsible for the preparation of these consolidated financial statements in accordance with the basis of accounting described in Note 1 to the consolidated financial statements, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

### *Auditors' Responsibility*

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the entity's preparation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained in our audit is sufficient and appropriate to provide a basis for our audit opinion.



### *Opinion*

In our opinion, the consolidated financial statements of the Halton Catholic District School Board as at August 31, 2016 and for the year then ended, are prepared, in all material respects, in accordance with the basis of accounting described in Note 1 to the consolidated financial statements.

### *Basis of Accounting*

Without modifying our opinion, we draw attention to Note 1 to the consolidated financial statements which describes the basis of accounting used in the preparation of these consolidated financial statements and the significant differences between such basis of accounting and Canadian public sector accounting standards.

Chartered Professional Accountants, Licensed Public Accountants

November 15, 2016  
Hamilton, Canada

**DRAFT**

# **HALTON CATHOLIC DISTRICT SCHOOL BOARD**

## **Consolidated Statement of Financial Position**

As at August 31, 2016, with comparative information for 2015

	2016	2015
<b>Financial Assets</b>		
Cash and cash equivalents	\$ 16,841,688	\$ 2,983,422
Accounts receivable (note 2)	17,358,460	14,205,662
Assets held for sale (note 3)	5,996,436	11,283,412
Long-term receivable – Government of Ontario (note 4)	197,336,349	189,582,575
Total financial assets	237,532,933	218,055,071
<b>Financial Liabilities</b>		
Temporary borrowing (note 5)	56,480,630	52,926,541
Accounts payable and accrued liabilities	18,112,460	10,625,309
Deferred revenue (note 6)	16,324,204	9,970,463
Retirement and other employee future benefits payable (note 7)	6,619,443	6,145,139
Net long-term liabilities (note 8)	191,747,370	201,857,018
Deferred capital contributions (note 9)	403,495,786	386,288,550
Total financial liabilities	692,779,893	667,813,020
Net debt	(455,246,960)	(449,757,949)
<b>Non-Financial Assets</b>		
Tangible capital assets (note 10)	557,282,951	547,490,349
Accumulated surplus (note 11)	\$ 102,035,991	\$ 97,732,400

Contractual obligations and contingent liabilities (note 16)

The accompanying notes are an integral part of these consolidated financial statements.

\_\_\_\_\_  
Paula Dawson, Director of  
Education and Secretary of  
the Board

\_\_\_\_\_  
Jane Michael, Chair  
of the Board

**DRAFT****HALTON CATHOLIC DISTRICT SCHOOL BOARD**

## Consolidated Statement of Operations

For the year ended August 31, 2016, with comparative information for 2015

	2016 Budget	2016 Actual	2015 Actual
Revenues:			
Provincial legislative grants (note 12)	\$ 328,540,742	\$ 334,007,940	\$ 322,140,032
Provincial grants – other	3,068,326	2,416,751	3,741,209
	331,609,068	336,424,691	325,881,241
Federal grants and fees	1,722,289	1,612,107	1,797,910
Other fees and revenues	10,369,260	8,889,309	12,608,686
Investment income	25,000	78,543	40,499
School fundraising	12,500,000	12,665,806	11,913,498
Amortization of deferred capital contributions	14,093,304	14,505,808	13,616,163
Total revenue	370,318,921	374,176,264	365,857,997
Expenses:			
Instruction	276,995,075	286,105,516	273,454,428
Administration	8,916,741	9,330,568	8,207,672
Transportation	7,140,065	6,732,953	6,790,537
Pupil accommodation	55,071,983	53,334,617	52,758,840
Other	1,043,400	1,606,077	1,208,957
School funded activities	12,500,000	12,762,942	11,957,624
Total expenses (note 13)	361,667,264	369,872,673	354,378,058
Annual surplus	8,651,657	4,303,591	11,479,939
Accumulated surplus, beginning of year	97,732,400	97,732,400	86,252,461
Accumulated surplus, end of year (note 11)	\$ 106,384,057	\$ 102,035,991	\$ 97,732,400

The accompanying notes are an integral part of these consolidated financial statements.

**DRAFT****HALTON CATHOLIC DISTRICT SCHOOL BOARD**

## Consolidated Statement of Change in Net Debt

For the year ended August 31, 2016, with comparative information for 2015

	2016 Budget	2016 Actual	2015 Actual
Annual surplus	\$ 8,651,657	\$ 4,303,591	\$ 11,479,939
Acquisition of tangible capital assets	(25,696,574)	(25,696,574)	(7,059,330)
Disposal of tangible capital assets	39,832	39,832	-
Amortization of tangible capital assets	15,685,804	15,864,140	15,279,877
Assets transferred to assets held for sale	-	-	11,283,412
Change in net debt	(1,319,281)	(5,488,011)	30,983,898
Net debt, beginning of year	(449,757,949)	(449,757,949)	(480,741,847)
Net debt, end of year	\$ (451,077,230)	(455,246,960)	(449,757,949)

The accompanying notes are an integral part of these consolidated financial statements.

**DRAFT****HALTON CATHOLIC DISTRICT SCHOOL BOARD**

## Consolidated Statement of Cash Flows

For the year ended August 31, 2016, with comparative information for 2015

	2016	2015
Cash provided by (used in):		
Operating Activities:		
Annual surplus	\$ 4,303,591	\$ 11,479,939
Items not involving cash:		
Amortization	15,864,140	15,279,877
Change in employee future benefits	474,304	386,869
Amortization of deferred capital contributions	(14,505,808)	(13,616,163)
Change in non-cash assets and liabilities:		
Accounts receivable	(3,152,798)	1,718,968
Accounts payable and accrued liabilities	7,487,151	(6,582,415)
Deferred revenue	6,353,741	4,179,359
Net change in cash from operating activities	16,824,321	12,846,434
Capital Activities:		
Gain transferred to deferred revenue	(6,734,323)	-
Net proceeds on the sale of assets	12,061,131	-
Cash used to acquire tangible capital assets	(25,696,574)	(7,059,330)
Net change in cash from capital activities	(20,369,766)	(7,059,330)
Financing Activities:		
Long-term liabilities issued	-	1,849,656
Increase to deferred capital contributions	31,713,044	4,744,375
(Increase) decrease in long-term receivable		
– Government of Ontario	(7,753,774)	27,284,274
Debt principal repayments	(10,109,648)	(9,573,441)
Net change in cash from financing activities	13,849,622	24,304,864
Net change in cash and cash equivalents	10,304,177	30,091,968
Cash and cash equivalents, beginning of year	(49,943,119)	(80,035,087)
Cash and cash equivalents, end of year	\$ (39,638,942)	\$ (49,943,119)

The components of cash and cash equivalents are as follows:

	2016	2015
Cash and cash equivalents	\$ 16,841,688	\$ 2,983,422
Temporary borrowings	(56,480,630)	(52,926,541)
	\$ (39,638,942)	\$ (49,943,119)

The accompanying notes are an integral part of these consolidated financial statements.



# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

DRAFT

Year ended August 31, 2016

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## 1. Significant accounting policies:

The consolidated financial statements of the Halton Catholic District School Board (the "Board") are prepared by management in accordance with the basis of accounting described below. Significant accounting policies of the Board are as follows:

### (a) Basis of accounting:

The consolidated financial statements have been prepared in accordance with the Financial Administration Act supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act.

The Financial Administration Act requires that the consolidated financial statements be prepared in accordance with the accounting principles determined by the relevant Ministry of the Province of Ontario. A directive was provided by the Ontario Ministry of Education within memorandum 2004:B2 requiring school boards to adopt Canadian public sector accounting standards commencing with their year ended August 31, 2004 and that changes may be required to the application of these standards as a result of regulation.

In 2011, the government passed Ontario Regulation 395/11 of the Financial Administration Act. The Regulation requires that contributions received or receivable for the acquisition or development of depreciable tangible capital assets and contributions of depreciable tangible capital assets for use in providing services, be recorded as deferred capital contributions and be recognized as revenue in the statement of operations over the periods during which the asset is used to provide service at the same rate that amortization is recognized in respect of the related asset. The regulation further requires that if the net book value of the depreciable tangible capital asset is reduced for any reason other than depreciation, a proportionate reduction of the deferred capital contribution along with a proportionate increase in the revenue be recognized. For Ontario school boards, these contributions include government transfers, externally restricted contributions and, historically, property tax revenue.

The accounting policy requirements under Regulation 395/11 are significantly different from the requirements of Canadian public sector accounting standards which requires that:

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410;
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100; and
- property taxation revenue be reported as revenue when received or receivable in accordance with public sector accounting standard PS3510.

As a result, revenue recognized in the consolidated statement of operations and certain related deferred revenues and deferred capital contributions would be recorded differently under Canadian Public Sector Accounting Standards.

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

DRAFT

Year ended August 31, 2016

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## 1. Significant accounting policies (continued):

### (b) Reporting entity:

The consolidated financial statements reflect the assets, liabilities, revenues and expenses of the reporting entity. The reporting entity is comprised of all organizations accountable for the administration of their financial affairs and resources to the Board and which are controlled by the Board.

School generated funds, which include the assets, liabilities, revenues and expenses of various organizations that exist at the school level and which are controlled by the Board are reflected in the consolidated financial statements.

Consolidated entities:

- School Generated Funds

Proportionately consolidated entities:

- Halton Student Transportation Services

Interdepartmental and inter-organizational transactions and balances between these organizations are eliminated.

### (c) Trust funds:

Trust funds and their related operations administered by the Board are not included in the consolidated financial statements, as these funds are not controlled by the Board.

### (d) Cash and cash equivalents:

Cash and cash equivalents comprise of cash on hand and short-term investments. Short-term investments are highly liquid, subject to insignificant risk of changes in value and have a short maturity term of less than 90 days.

### (e) Deferred revenue:

Certain amounts are received pursuant to legislation, regulation or agreement and may only be used in the conduct of certain programs or in the delivery of specific services and transactions. These amounts are recognized as revenue in the fiscal year the related expenses are incurred or services performed.

### (f) Deferred capital contributions:

Contributions received or receivable for the purpose of acquiring or developing depreciable tangible capital assets for use in providing services, or any contributions of depreciable tangible assets received or receivable for use in providing services, are recorded as deferred capital contributions when the asset has been acquired as required by Ontario Regulation 395/11. Amounts are recognized as revenue in the statement of operations at the same rate and over the same periods as the related asset is amortized.

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

DRAFT

Year ended August 31, 2016

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## 1. Significant accounting policies (continued):

### (g) Retirement and other employee future benefits:

The Board provides defined retirement and other future benefits to specified employee groups. These benefits include pension, life insurance, and health care benefits, dental benefits, retirement gratuity and worker's compensation.

The Board has adopted the following policies with respect to accounting for these employee benefits:

The costs of self-insured retirement and other employee future benefit plans are actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement, insurance and health care costs trends, disability recovery rates, long-term inflation rates and discount rates. In prior years, the cost of retirement gratuities that vested or accumulated over the periods of service provided by the employee were actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement and discount rates. As a result of the plan change, the cost of retirement gratuities were actuarially determined using the employee's salary, banked sick days and years of service as at August 31, 2012 and management's best estimate of discount rates. The changes resulted in a plan curtailment and any unamortized actuarial gains and losses were recognized as at August 31, 2012. Any actuarial gains and losses arising from changes to the discount rate are amortized over the expected average remaining service life of the employee group.

For self-insured retirement and other employee future benefits that vest or accumulated over the periods of service provided by employees, such as life insurance and health care benefits for retirees, the cost is actuarially determined using the projected benefits method prorated on service. Under this method, the benefit costs are recognized over the expected average service life of the employee group.

For those self-insured benefit obligations that arise from specific events that occur from time to time, such as obligations for worker's compensation, long-term disability and life insurance and health care benefits for those on disability leave, the cost is recognized immediately in the period the events occur. Any actuarial gains and losses that are related to these benefits are recognized immediately in the period they arise.

- (i) The costs of multi-employer defined pension plan benefits, such as the Ontario Municipal Employee Retirement System pensions, are the employer's contributions due to the plan in the period;
- (ii) The costs of insured benefits are the employer's portion of insurance premiums owed for coverage of employees during the period.

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

DRAFT

Year ended August 31, 2016

## 1. Significant accounting policies (continued):

### (h) Tangible capital assets:

Tangible capital assets are recorded at historical cost less accumulated amortization. Historical cost includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset, as well as interest related to financing during construction. When historical cost records were not available, other methods were used to estimate the costs and accumulated amortization.

Tangible capital assets, except land, are amortized on a straight line basis over their estimated useful lives as follows:

Asset	Estimated Useful Life - Years
Land improvements	15 years
Buildings	40 years
Furniture & equipment	5-15 years
Computer hardware	5 years
Computer software	5 years
Vehicles	5-10 years

Annual amortization is charged in the year of acquisition and in the year of disposal. Assets under construction and assets that relate to pre-acquisition and pre-construction costs are not amortized until the asset is available for productive use.

Land permanently removed from service and held for sale is recorded at the lower of cost and estimated net realizable value. Cost includes amounts for improvements to prepare the land for sale or servicing. Buildings permanently removed from service and held for sale cease to be amortized and are recorded at the lower of carrying value and estimated net realizable value. Tangible capital assets which meet the criteria for financial assets are reclassified as "assets held for sale" on the consolidated statement of financial position.

### (i) Government transfers:

Government transfers, which include legislative grants, are recognized in the consolidated financial statements in the period in which events giving rise to the transfer occur, providing the transfers are authorized, any eligibility criteria have been met and reasonable estimates of the amount can be made. If government transfers contain stipulations which give rise to a liability, they are deferred and recognized in revenue when the stipulations are met.

Government transfers for capital are deferred as required by Regulation 395/11, recorded as deferred capital contributions (DCC) and recognized as revenue in the consolidated statement of operations at the same rate and over the same periods as the asset is amortized.

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

DRAFT

Year ended August 31, 2016

## 1. Significant accounting policies (continued):

### (j) Investment income:

Investment income is reported as revenue in the period earned. When required by the funding government or related Act, investment income earned on externally restricted funds such as pupil accommodation, education development charges and special education forms part of the respective deferred revenue balances.

### (k) Budget figures:

Budget figures have been provided for comparison purposes and have been derived from the budget approved by the Trustees. The budget approved by the Trustees is developed in accordance with the provincially mandated funding model for school boards and is used to manage program spending within the guidelines of the funding model.

### (l) Use of estimates:

The preparation of consolidated financial statements in conformity with the basis of accounting described in Note 1(a) requires management to make estimates and assumptions that affect the reported amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements, and the reported amounts of revenues and expenses during the year. Actual results could differ from these current estimates. These estimates are reviewed periodically and, as adjustments become necessary, they are reported in net expenses in the periods in which they become known. Significant estimates include assumptions used in estimating the collectability of accounts receivable to determine the allowance for doubtful accounts, in estimating provisions for accrued liabilities and in performing actuarial valuations of employee future benefits liabilities.

## 2. Accounts receivable:

Accounts receivable consists of the following:

	2016	2015
Government of Canada	\$ 2,189,718	\$ 704,956
Government of Ontario	2,398,781	460,471
Local governments	10,737,560	11,637,744
Other	2,032,401	1,402,491
	<u>\$ 17,358,460</u>	<u>\$ 14,205,662</u>

## 3. Assets held for sale:

As of August 31, 2016, \$5,996,436 (2015 - \$11,283,412) related to land was recorded as assets held for sale. During the year, a property was sold for net proceeds of \$12,102,300. The carrying value of the property was \$5,326,808 resulting in a net gain of \$6,775,492. The entire amount of that gain was deferred for future capital assets purchases according to Ontario Regulation 193/10.

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

DRAFT

Year ended August 31, 2016

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## **4. Long-term receivable – Government of Ontario:**

The Province of Ontario replaced variable capital funding with a one-time debt support grant in 2009-10. The Board received a one-time grant that recognizes capital debt as of August 31, 2010 that is supported by the existing capital programs. The Board will receive this grant in cash over the remaining term of the existing capital debt instruments. The Board may also receive yearly capital grants to support capital programs which would be reflected in this account receivable.

The Board has an account receivable from the Province of Ontario of \$197,336,349 as at August 31, 2016 (2015 - \$189,582,575) with respect to this capital grant.

## **5. Temporary borrowing:**

To address operating requirements and to bridge capital expenses, the Board has an operating line of credit and short-term loans.

The operating line of credit bears interest at the bank's prime lending rate less 0.75%, is unsecured, is due on demand, and has a maximum limit of \$36,694,509. As at August 31, 2016, the amount drawn under the operating line of credit was \$nil (2015 - \$850,000).

The short-term loans bear interest at rates that range from the bank's prime lending rate less 0.75% to 2.8%, are unsecured, and are due on dates ranging from on demand to September 3, 2015. As at August 31, 2016, the Board has short-term loans of \$56,480,630 (2015 - \$52,076,541).

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

DRAFT

Year ended August 31, 2016

## 6. Deferred revenue:

Revenues received and that have been set aside for specific purposes by legislation, regulation or agreement are included in deferred revenue and reported on the consolidated statement of financial position.

Deferred revenue set-aside for specific purposes by legislation, regulation or agreement as at August 31, 2016 is comprised of:

	Balance as at August 31, 2015	Externally restricted revenue and investment income	Revenue recognized in the period	Transfer to deferred capital contributions (Note 9)	Balance as at August 31, 2016
Special education	\$ 1,084,282	\$ 40,605,095	\$(39,982,554)	\$ -	\$ 1,706,823
Mental health leader	7,378	119,832	(119,794)	-	7,416
Proceeds of disposition	851,119	6,734,323	10,794	-	7,596,236
Retrofit for child care	1,032,200	-	-	-	1,032,200
School renewal	1,653,107	4,299,852	(1,468,446)	(1,332,252)	3,152,261
School condition improvement	3,782,462	-	-	(3,782,462)	-
Other	1,559,915	38,568,384	(31,378,086)	(5,920,945)	2,829,268
	\$ 9,970,463	\$ 90,327,486	\$(72,938,086)	\$(11,035,659)	\$ 16,324,204

## 7. Retirement and other employee future benefits:

			2016	2015
Retirement and other employee future benefit liabilities	Retirement benefits	Other employee future benefits	Total employee future benefits	Total employee future benefits
Accrued employee future benefit obligations at August 31	\$ 4,285,674	\$ 2,638,407	\$ 6,924,081	\$ 6,562,892
Less: Unamortized actuarial loss at August 31	(304,638)	-	(304,638)	(417,753)
Employee future benefits liability at August 31	\$ 3,981,036	\$ 2,638,407	\$ 6,619,443	\$ 6,145,139

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

DRAFT

Year ended August 31, 2016

## 7. Retirement and other employee future benefits (continued):

			2016	2015
Retirement and other employee future benefit expenses	Retirement benefits	Other employee future benefits	Total employee future benefits	Total employee future benefits
Current year benefit expense	\$ 115,109	\$ 434,689	\$ 549,798	\$ 1,662,052
Cost of plan amendment	909,578	-	909,578	-
Interest on accrued benefit obligation	86,706	61,789	148,495	173,101
Employee future benefits expenses	\$ 1,111,393	\$ 496,478	\$ 1,607,871	\$ 1,835,153
Total payments made during the year	\$ (503,260)	\$ (630,307)	\$ (1,133,567)	\$ 1,448,284

Included in the current year benefit expense is \$93,738 (2015 - \$83,782) for amortization of the actuarial loss. The unamortized actuarial loss is amortized over the expected average remaining service life of 12.05 years (2015 - 12.61 years). The actuarial gain for the year was \$19,377 (2015 – loss of \$117,307).

Plan changes:

In 2016, the Board reinstated post-retirement benefits for two Directors for life. The Board is responsible for 100% of life premium costs for both Directors. The Board also reinstated post-retirement benefits for thirteen Senior Officers to age 65. The Board is responsible for covering 100% of the cost of these benefits.

Retirement benefits:

### (i) Ontario Teacher's Pension Plan:

Teachers and related employee groups are eligible to be members of Ontario Teacher's Pension Plan. Employer contributions for these employees are provided directly by the Province of Ontario. The pension costs and obligations related to this plan are the direct responsibility of the Province. Accordingly, no costs or liabilities related to this plan are included in the Board's consolidated financial statements.



# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

DRAFT

Year ended August 31, 2016

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## 7. Retirement and other employee future benefits (continued):

Retirement benefits (continued):

### (ii) Ontario Municipal Employees Retirement System:

All non-teaching and support staff employees of the Board are eligible to be members of the Ontario Municipal Employees' Retirement System (OMERS), a multi-employer pension plan. The plan provides defined pension benefits to employees based on their length of service and rates of pay. The Board contributions equal the employee contributions to the plan. During the year ended August 31, 2016, the Board contributed \$4,286,839 (2015 - \$4,272,827) to the plan. As this is a multi-employer pension plan, these contributions are the Board's pension benefit expenses. No pension liability for this type of plan is included in the Board's consolidated financial statements.

The OMERS pension plan had a deficit as at December 31, 2015 based on the actuarial valuation of the pension benefit obligation resulting in the plan being 91.5 percent funded (2014 – 91 percent funded). Ongoing adequacy of the current contribution rates will need to be monitored and may lead to increased future funding requirements.

### (iii) Retirement gratuities:

The Board provides retirement gratuities to certain groups of employees hired prior to specified dates. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. The amount of the gratuities payable to eligible employees is based on their salary, accumulated sick days, and years of service at August 31, 2012.

### (iv) Retirement life insurance and health care benefits:

The Board continues to provide life insurance, dental and health care benefits to certain employee groups after retirement until the members reach 65 years of age. The premiums are based on the Board experience and retirees' premiums may be subsidized by the board. The benefit costs and liabilities related to the plan are provided through an unfunded defined benefit plan and are included in the Board's consolidated financial statements. Effective September 1, 2013, employees retiring on or after this date, will no longer qualify for board subsidized premiums or contributions.

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

DRAFT

Year ended August 31, 2016

## 7. Retirement and other employee future benefits (continued):

Other employee future benefits:

(i) Workplace Safety and Insurance Board obligations:

The Board is a Schedule 2 employer under the Workplace Safety and Insurance Act and, as such, assumes responsibility for the payment of all claims to its injured workers under the Act. The Board does not fund these obligations in advance of payments made under the Act. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements.

(ii) Long-term disability life insurance and health care benefits:

The Board provides life insurance, dental and health care benefits to employees on long-term disability leave. The Board is responsible for the payment of life insurance and the health care and dental premiums benefits under this plan. The Board provides these benefits through an unfunded defined benefit plan. The costs of salary compensation paid to employees on long-term disability leave are fully insured and not included in this plan.

(iii) Sick leave benefits:

As a result of new changes made in 2013 to the short term sick leave and disability plan, a maximum of 11 unused sick leave days from the current year may be carried forward into the following year only, to be used to top-up salary for illnesses paid through the short-term leave and disability plan in that year. The benefit costs expensed in the 2016 consolidated financial statements as a result of the change in the benefits was \$125,587 (2015 - \$181,843).

The accrued benefit obligations for employee future benefit plans as at August 31, 2016 are based on the most recent actuarial valuations completed for accounting purposes as at August 31, 2016. These valuations take into account the plan changes outlined above and the economic assumptions used in these valuations are the Board's best estimates of expected rates of:

	2016	2015
Inflation	1.5%	1.5%
Wage and salary escalation	0%	0%
Insurance and health care cost escalation	8% decreasing by ¼% each year to 4%	8.50% decreasing by ¼% each year to 4.0%
Dental cost escalation	4% decreasing by ¼% each year to 3%	4.50% decreasing by ¼% each year to 3.0%
Discount on accrued benefit obligations	2.05%	2.45%

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

DRAFT

Year ended August 31, 2016

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## **7. Retirement and other employee future benefits (continued):**

Benefit plan future changes:

Currently, the Board provides health, dental and life insurance benefits for certain employees and retired individuals from school boards and has assumed liability for payment of benefits under these plans. As part of ratified labour collective agreements for unionized employees that bargain centrally and ratified central discussions with the principals and vice-principals associations, Employee Life and Health Trusts (ELHTs) will be established in 2016-17 for the following employee groups: OECTA, CUPE, APSSP, non-unionized employees including principals and vice-principals. The ELHTs will provide health, life and dental benefits to teachers (excluding daily occasional teachers), education workers (excluding casual and temporary staff), other school board staff and retired individuals up to a school board's participation date into the ELHT. These benefits will be provided through a joint governance structure between the bargaining/employee groups, school board trustees associations and the Government of Ontario. Starting September 1, the Board will no longer be responsible to provide benefits to the above mentioned groups. The Board will transfer to the ELHTs an amount per full-time equivalency based on the 2014-15 actual benefit costs + 8.16% representing inflationary increases for 2015-16 and 2016-17. In addition, the Ministry of Education will provide an additional \$300 per FTE for active employees to the school board. These amounts will then be transferred to the Trust for the provision of employee and retiree benefits.

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

DRAFT

Year ended August 31, 2016

## 8. Net long-term liabilities:

	2016	2015
OSBFC (2000) – F10, repayable in semi-annual installments of \$959,133 plus interest at 7.20% per annum, maturing June 9, 2025	\$ 12,546,420	\$ 13,509,054
OSBFC (2001) - A3, repayable in semi-annual installments of \$2,515,121 plus interest at 6.55% per annum, maturing October 19, 2026	37,763,116	40,199,542
OFA (2003) - A2, repayable in semi-annual installments of \$189,051 plus interest at 5.80% per annum, maturing November 7, 2028	3,328,959	3,506,233
OFA (2006), repayable in semi-annual installments of \$23,381 plus interest at 4.56% per annum, maturing November 15, 2031	515,672	538,149
OFA (2007)- A1, repayable in semi-annual installments of \$1,117,034 plus interest at 5.38% per annum, maturing June 25, 2032	24,922,509	25,885,735
OFA (2008)- F02, repayable in semi-annual installments of \$17,597 plus interest at 4.90% per annum, maturing March 3, 2033	399,704	414,757
OFA (2008)- F03, repayable in semi-annual installments of \$26,107 plus interest at 4.83% per annum, maturing March 3, 2033	596,082	618,685
OFA (2009), repayable in semi-annual installments of \$908,987 plus interest at 5.06% per annum, maturing March 13, 2034	21,180,346	21,898,783
OFA (2009)- A3, repayable in semi-annual installments of \$61,119 plus interest at 5.06% per annum, maturing March 13, 2034	1,424,133	1,472,439
OFA (2010)- F02, repayable in semi-annual installments of \$738,166 plus interest at 5.23% per annum, maturing April 13, 2035	17,590,559	18,125,472
OSBFC (2010), repayable in semi- annual installments of \$1,294,708, plus interest at 3.94% per annum, maturing September 19, 2025	20,083,536	21,829,472
OFA (2011), repayable in semi-annual installments of \$719,169 plus interest at 2.43% per annum, maturing November 15, 2021	7,364,344	8,601,549
OFA (2012)- F02, repayable in semi-annual installments of \$357,767 plus interest at 3.56% per annum, maturing March 9, 2037	10,451,949	10,786,020
OFA (2014)- F02, repayable in semi-annual installments of \$1,068,719 plus interest at 4.00% per annum, maturing on March 11, 2039	31,781,549	32,621,472
OFA (2015), repayable in semi-annual installments of \$53,072 plus interest at 2.99% per annum, maturing on March 9, 2040	1,798,492	1,849,656
	\$ 191,747,370	\$ 201,857,018

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

DRAFT

Year ended August 31, 2016

## 8. Net long-term liabilities (continued):

Principal payments relating to net debt of \$191,747,370 are due as follows:

	Principal	Interest	Total
2016/17	\$ 10,623,060	\$ 9,583,205	\$ 20,206,265
2017/18	11,164,925	9,041,340	20,206,265
2018/19	11,736,924	8,469,341	20,206,265
2019/20	12,340,841	7,865,424	20,206,265
2020/21	12,978,568	7,227,697	20,206,265
Thereafter	132,903,052	41,333,492	174,236,544
	\$ 191,747,370	\$ 83,520,499	\$ 275,267,869

The expenditure for debt charges includes principal and interest payments as follows:

	2016	2015
Principal payments on long-term liabilities	\$ 10,109,648	\$ 9,573,441
Interest payments on long-term liabilities	10,096,617	10,536,538
	\$ 20,206,265	\$ 20,109,979

## 9. Deferred capital contributions:

Deferred capital contributions include grants and contributions received that are used for the acquisition of tangible capital assets in accordance with Ontario Regulation 395/11 that have been expended by year end. The contributions are amortized into revenue over the life of the asset acquired.

	2016	2015
Opening balance, September 1	\$ 386,288,550	\$ 395,160,338
Additions to deferred capital contributions	20,677,385	1,909,383
Transfer from deferred revenue (note 6)	11,035,659	2,834,992
Amortization of deferred capital contributions	(14,505,808)	(13,616,163)
Ending balance, August 31	\$ 403,495,786	\$ 386,288,550

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

Notes to Consolidated Financial Statements

**DRAFT**

Year ended August 31, 2016

## 10. Tangible capital assets:

Year ended August 31, 2016

	Cost			Accumulated Amortization						
	Balance at August 31, 2015	Additions and transfers	Transfers, disposals and write offs	Balance at August 31, 2016	Balance at August 31, 2015	Amortization	Transfers, disposals and write offs	Balance at August 31, 2016	Net book value August 31, 2016	Net book value August 31, 2015
Land	\$ 124,062,994	\$ 996,552	\$ -	\$ 125,059,546	\$ -	\$ -	\$ -	\$ -	\$ 125,059,546	\$124,062,994
Land improvements	16,410,703	1,653,076	39,836	18,023,943	4,905,247	972,432	-	5,877,679	12,146,264	11,505,456
Buildings	526,685,053	7,934,195	-	534,619,248	124,009,942	13,003,681	-	137,013,623	397,605,625	402,675,111
Construction in progress	1,377,050	14,136,755	-	15,513,805	-	-	-	-	15,513,805	1,377,050
Furniture and equipment	10,413,504	393,662	737,837	10,069,329	5,112,280	1,034,523	737,841	5,408,962	4,660,367	5,301,224
Computer hardware	3,729,927	493,694	686,587	3,537,034	1,761,546	726,697	686,587	1,801,656	1,735,378	1,968,381
Computer software	424,880	-	216,361	208,519	300,004	63,340	216,361	146,983	61,536	124,876
Vehicles	63,891	39,756	27,713	75,934	35,793	13,982	27,713	22,062	53,872	28,098
Pre-acquisition costs (PAC)	224,478	48,884	-	273,362	-	-	-	-	273,362	224,478
Leasehold Improvements	1,928,336	-	-	1,928,336	1,705,655	49,485	-	1,755,140	173,196	222,681
	\$ 685,320,816	\$ 25,696,574	\$ 1,708,334	\$ 709,306,056	\$137,830,467	\$15,864,140	\$1,668,502	\$152,026,105	\$557,282,951	\$ 547,490,349

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

## Notes to Consolidated Financial Statements

Year ended August 31, 2016

### 10. Tangible capital assets (continued):

#### (a) Assets Under Construction:

Assets under construction having a value of \$15,513,805 (2015 - \$1,377,050) have not been amortized. Amortization of these assets will commence when the asset is put into service.

#### (b) Write-down of Tangible Capital Assets:

The write-down of tangible capital assets during the year was \$nil (2015 - \$nil).

### 11. Accumulated surplus:

Accumulated surplus consists of the following:

	2016	2015
Available for compliance - unappropriated		
Total operating surplus	\$ 330,396	\$ 32,856
Available for compliance – internally appropriated		
Working funds	2,505,718	705,718
Student success	-	192,580
School budgets	285,455	910,038
School renewal program	5,383,537	3,952,531
Capital capacity planning	70,533	-
Committed capital interest earned	1,596,373	3,166,899
Committed capital projects	8,129,031	7,972,913
	18,301,043	16,933,535
Unavailable for compliance		
Employee future benefit	(5,136,250)	(5,594,468)
Interest accrual	(2,821,514)	(2,971,638)
School generated funds	3,166,515	3,263,651
Revenues recognized for land	88,526,197	86,101,320
	83,734,948	80,798,865
Balance, end of year	\$102,035,991	\$ 97,732,400

### 12. Provincial legislative grants:

Under Public Sector Accounting Standards the entity that determines and sets the tax levy records the revenue in their consolidated financial statements. As a result, property tax revenue received from the municipalities is recorded as part of Provincial legislative grants in the amount of \$85,297,338 (2015 - \$84,272,864).

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

## Notes to Consolidated Financial Statements

Year ended August 31, 2016

### 13. Expenses:

The following is a summary of the current expenses reported on the Consolidated Statement of Operations by object:

	2016 Budget Note 1(k)	2016 Actual	2015 Actual
Salary and wages	\$ 242,074,380	\$ 246,968,501	\$ 235,521,943
Employee benefits	38,405,126	42,817,028	40,864,335
Staff development	910,896	919,139	762,286
Supplies and services	37,880,219	36,827,156	35,133,892
Interest	9,946,675	9,946,493	10,411,150
Rental expense	2,516,266	3,140,396	2,283,464
Fees and contract services	13,361,466	12,259,601	12,965,371
Other	886,432	1,130,219	1,155,741
Amortization of tangible capital assets	15,685,804	15,864,140	15,279,876
	\$ 361,667,264	\$ 369,872,673	\$ 354,378,058



# HALTON CATHOLIC DISTRICT SCHOOL BOARD

## Notes to Consolidated Financial Statements

Year ended August 31, 2016

### 14. Partnership in Halton Student Transportation Services:

On September 1, 2007, the Board entered into an agreement with Halton District School Board, Le Conseil scolaire de district Catholique due Centre-Sud and Le Conseil scolaire de district due Centre-Sud-Ouest to provide common administration of student transportation services. On February 10, 2009, Service de Transport des Eleves de Halton/Halton Student Transportation Services ("HSTS") was incorporated under the Corporations Act of Ontario. A revised agreement dated April 17, 2009 was created in an effort to increase delivery efficiency and cost effectiveness of student transportation for each of the School Boards. Each Board participates in the shared costs associated with this service for the transportation of their respective students through HSTS.

Effective September 1, 2013, two school boards have left the partnership and the partnership is supplying services exclusively to Halton District School Board and the Board.

This entity is proportionately consolidated in the Board's consolidated financial statements whereby the Board's pro-rata share of assets, liabilities, revenues and expenses of the consortium are included in the Board's consolidated financial statements. Inter-organizational transactions and balances have been eliminated.

The following provides condensed financial information:

	2016		2015	
	Total	Board portion	Total	Board portion
<b>Financial Position:</b>				
Financial assets	\$ 300,374	\$ 100,590	\$ 228,576	\$ 78,100
Financial liabilities	(323,446)	(108,317)	(280,704)	(95,911)
Non-financial assets	23,832	7,982	52,888	18,071
Accumulated surplus	\$ 760	\$ 255	\$ 760	\$ 260
<b>Operations:</b>				
Revenues	\$ 19,978,054	\$ 6,690,314	\$ 21,136,996	\$ 6,747,001
Expenses	19,978,054	6,690,314	21,136,996	6,747,001
Accumulated surplus	\$ -	\$ -	\$ -	\$ -

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

## Notes to Consolidated Financial Statements

Year ended August 31, 2016

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### 15. Ontario School Board Insurance Exchange (OSBIE):

The school board is a member of the Ontario School Board Insurance Exchange (OSBIE), a reciprocal insurance company licensed under the Insurance Act. OSBIE insures general public liability, property damage and certain other risks. Liability insurance is available to a maximum of \$24,000,000 per occurrence.

The ultimate premiums over a one year period are based on the reciprocal's and the Board's actual claims experience. Periodically, the Board may receive a refund or be asked to pay an additional premium based on its pro rata share of claims experience. The current one year term expires January 1, 2017.

### 16. Contractual obligations and contingent liabilities:

- (i) The Board has obligations under operating leases that require annual lease payments in the following amounts:

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2016/17	\$ 2,319,791
2017/18	2,087,893
2018/19	1,732,539
2019/20	1,097,815
2020/21	124,800

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- (ii) The Board was contingently liable under letters of credit issued to municipalities with respect to construction projects in the amount of \$2,198,009.
- (iii) The nature of the Board activities is such that there is usually litigation pending or in the prospect at any time. With respect to claims at August 31, 2016, management believes that the Board has valid defenses and appropriate insurance coverage in place. In the event claims are successful, management believes that such claims are not expected to have a material effect on the Board's financial position.
- (iv) The Board, in the normal course of business, enters into commodities contracts, in order to fix the price of commodities to be acquired in the future. The Board has entered into these contracts in conjunction with two consortiums which includes other school boards.

### 17. Budget data:

The budget data presented in these consolidated financial statements is based upon the 2016 original budget approved by the Board on June 16, 2015.

# HALTON CATHOLIC DISTRICT SCHOOL BOARD

## Notes to Consolidated Financial Statements

Year ended August 31, 2016

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### **19. Repayment of “55 School Board Trust” funding:**

On June 1, 2003, the Board received \$635,000 from The 55 School Board Trust for its capital related debt eligible for provincial funding support pursuant to a 30-year agreement it entered into with the trust. The 55 School Board Trust was created to refinance the outstanding not permanently financed (NPF) debt of participating boards who are beneficiaries of the trust. Under the terms of the agreement, The 55 School Board Trust repaid the Board's debt in consideration for the assignment by the Board to the trust of future provincial grants payable to the Board in respect of the NPF debt.

As a result of the above agreement, the liability in respect of the NPF debt is not reflected in the Board's financial position.

**Halton Catholic District School Board**  
**2015-2016 Year-End Schedule**

Date (2016)	Completed	Item	Description of Activity
March 24th	✓	Ministry Memorandum 2016: B06	Established Financial Statements due date of November 15, 2016
April 1st	✓	Ministry Memorandum 2016: SB:11	March 31, 2016 Financial Reporting Requirements (Seven-Month Report - Sept. 2015 to March 2016)
April 8th	✓	Ministry Memorandum 2016: SB13	2016-17 Estimates
May 24th	✓	Ministry Memorandum 2016: SB:11	Seven-Month Report (Sept. 2015 to March 2016) Submitted to the Ministry
June 7th	✓	Ministry Memorandum 2016: SB:11	Seven-Month Report (Sept. 2015 to March 2016) Submitted to the Board
June 24th	✓	SBCI Actuarial Valuation	Receipt of SBCI Templates and PSAB Reporting Updates, and Commencement of Compilation of Data
August 30th	✓	Business Services Memorandum #03 (16-17)	Year-End Procedures Memorandum sent to all schools and departments
August 30th	✓	Business Services Memorandum #04 (16-17)	Year-End Rollover Procedures and Training Information for School Generated Funds sent to the schools
August 30th	✓	Business Services Memorandum #05 (16-17)	School Generated Funds Audit Checklist 2015-16 (sent to all Principals)
August 30th	✓	Business Services Memorandum #06 (16-17)	Bank Account & Fraud Inquiry (sent to all Superintendents and Central Office Administrators)
September 6th	✓	KPMG Interim Audit Field Work	Process analysis, control testing, documentation review and confirmations sent out (during this week)
September 9th	✓	Ministry Memorandum 2016: SB27	Release of Ministry Financial Statement Forms (EFIS) and TCA/CAPT Information
September 12th	✓	Annual Ministry Information Sessions	Financial Statement In-Service (external auditors)
September 12th	✓	Annual Ministry Information Sessions	Financial Statement In-Service (school board finance personnel)
September 14th	✓	Audit Committee - Audit Planning Report	KPMG presents audit planning report at the Audit Committee meeting.
September 14th	✓	Annual Audit Plan from KPMG	To the Audit Committee (with this schedule and Ministry Memorandum 2016: SB27 included)
September 22nd	✓	Ministry Memorandum 2016: SB27	EFIS Enrolment Verification email sent to the Finance Office IF enrolment needs update
September 25th	✓	Ministry EFIS Forms update	Ministry released updates to various EFIS forms and calculations
September 30th	✓	SBCI Draft Report-Employee Future Benefits	Draft SBCI actuarial valuation report of employee future benefits
October 3rd	✓	KPMG Year-End Audit Field Work	Individual school and enrolment audits (during this week) - Six schools selected randomly
October 4th	✓	Annual Audit Plan from KPMG	To the Board (with this schedule and Ministry Memorandum 2016:SB27 included)
October 7th	✓	SBCI Final Report-Employee Future Benefits	Final SBCI actuarial valuation report on employee future benefits
October 10th	✓	KPMG Year-End Audit Field Work	KPMG staff on site during this week
October 17th	✓	KPMG Year-End Audit Field Work	KPMG staff on site during this week
October 24th	✓	KPMG Year-End Audit Field Work	KPMG staff on site during this week
November 9th	✓	KPMG Year-End Audit Field Work	Finance Staff Meeting with KPMG to review Draft Audited Financial Statements and Audit Findings
November 14th	✓	Draft Audited Financial Statements	Audit Committee Approval and Presentation of Audit Findings Report
November 15th		Draft Audited Financial Statements	Board Approval
November 15th		Ministry Memorandum 2016: SB27	Activation of completed EFIS Forms by Superintendent of Business
November 16th		Ministry Memorandum 2016: SB27	Submission of Ministry Financial Statement Forms (EFIS) & Final Audited Financial Statements (signed)
November 18th		Final Audited Financial Statements	Place on Board's Public Website and Staffnet (signed)
November 25th		Final Audited Financial Statements	Publish notice in local newspapers [in accordance with Section 252(2) of the Education Act]
November 30th		Ministry Memorandum 2016: SB32	Submission of completed Capital Analysis and Planning Template (CAPT) to the Ministry
<i>December 12th</i>		Management Letter (Draft)	Draft Management Letter received from KPMG
<i>January 20th</i>		Management Letter (Final)	Receive Final Management Letter from KPMG
<i>January 30th</i>		Management Letter (Draft)	Present Draft Management Letter with management responses at Administrative Council
<i>February 3rd</i>		Management Letter (Final)	Send the Management Letter with management responses to the Audit Committee
<i>February 10th</i>		Management Letter (Final)	Send Final Management Letter to all Principals/Vice-Principals through numbered Business Services Memo
<i>February 10th</i>		Management Letter (Final)	Send the specific Management Letter points to the audited schools and respective superintendent

*Note: Items in Italics are to be confirmed, either, or both in term of date of completion and title.*

## ACTION REPORT

## ITEM 8.4

### FRENCH SUSTAINABILITY STUDY

#### PURPOSE:

The purpose of this report is to support future planning for our optional Extended French and Early French Immersion programs in keeping with HCDSB's Vision, Mission and Values dedicated to excellence in Catholic education and to provide a recommended scenario of program delivery.

Provided within this report is a summary of data and observations indicating some key concerns regarding the implementation of the Early French Immersion Pilot Program thereby outlining various considerations.

#### BACKGROUND INFORMATION:

The significant on-going demand for the EFI program, as well as its on-going "pilot" status has prompted a review of the Board's optional French programs to determine their sustainability and to examine various program delivery models. In the Spring of 2016, a Program Review Committee was formed comprised of Trustees, CPIC Parent Representatives, Administrators and Superintendents representing the 4 geographic areas. In a series of three meetings as well as on-line collaborations, the group gathered to examine the sustainability of our optional French programs and to identify potential resolutions to challenges identified. Guiding questions for the group included, but were not limited to:

- *How can we continue to reinforce our programs, increase engagement and ultimately, increase retention?*
- *How can we realize our FSL goals while negotiating within the confines of certain realities?*
- *What challenges have surfaced and how can we problem-solve?*
- *When is the EFI pilot over? How can we measure its success?*
- *How can HCDSB offer more French, to more students, earlier?*

#### COMMENTS:

At the November 1, 2016 Regular Board meeting, Trustees received Staff Report 9.1 'French Sustainability Study' (attached as APPENDIX A), that outlined 4 detailed scenarios of program delivery the Program Review Committee studied utilizing data and observations and which considered staffing, equity, early intervention and transportation rationales with recommended timelines.

FIGURE 1 is a succinct summary of the aforementioned scenarios.

FIGURE 1

	<b># 1: Status quo</b>	<b>#2: Expand the EFI program</b>	<b>#3: Later entry point</b>	<b>#4: A new model</b>
Staffing Requirements	24 Immersion-level teachers over next 4 years  8 immediate hires	36 Immersion-level teachers over next 4 years (68 over next 8 years)  16 immediate hires	28 Immersion-level teachers over 4 years  8 immediate hires	13 Extended-level teachers; 10 Core French teachers over next 4 years  No immediate hires; first new hires for Core in 2018 and for Extended in 2019  Existing staff is re-deployed
Equity of Access	184 registrants have access to EFI	386 registrants have access to EFI	184 registrants have access to EFI	ALL students have access to Core French in Primary  728 registrants have access to new Extended French model (depending on registration interest)
Early Intervention	120 minutes for English instruction (Language, Math and Religion)  Ministry mandate of 60 minutes in Math cannot be upheld  No French SERT support	120 minutes for English instruction (Language, Math and Religion)  Ministry mandate of 60 minutes in Math cannot be upheld  No French SERT support	Math instruction to be delivered in French language, then back to English in late Junior  OR  English instruction postponed until Grade 3	160 minutes for English instruction (Language, Math, Religion, and likely Physical Education)  Ministry mandate for 60 minutes in Math upheld  Primary literacy in English language with SERT support
Transportation		\$91,180.00 Savings		\$298,920.00 Savings

## RECOMMENDATION:

Given the analysis presented Nov. 1, 2016 Staff Report 9.1 and extensive consultation with various stakeholders, Senior Administration recommend that the Board of Trustees approve the implementation of Scenario 4 which phases out EFI while expanding Core and Extended French programming.

The value and importance of FSL programming is widely recognized throughout our Board and Scenario 4 represents a 'hybrid' model as a reasonable compromise that would allow the Board to **offer more French to more students, earlier**, in a way that is respectful of the dignity of all learners, while also being mindful of the needs of our families and of practical considerations revolving around staffing and transportation.

The primary focus now is to ensure that the *delivery model* of our programs corresponds with our Board's Mission and Vision, our Catholic Values, and the Ministry's stated goals, while also remaining focused on our fiduciary responsibilities and limitations.

### **RESOLUTION:**

Moved by:  
Seconded by:

**RESOLVED**, that the Halton Catholic District School Board approve Scenario 4 as outlined in the French Sustainability Study wherein Early French Immersion is phased out while expanding Core and Extended French programming as per the recommended timeline with due consideration to the staffing, equity, early intervention and transportation rationales provided.

### REPORT PREPARED BY:

A.M. TOLTL  
CURRICULUM CONSULTANT

A. PRKACIN  
SUPERINTENDENT OF EDUCATION, CURRICULUM SERVICES

### REPORT SUBMITTED BY:

A. PRKACIN  
SUPERINTENDENT OF EDUCATION, CURRICULUM SERVICES

### REPORT APPROVED BY:

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

**STAFF REPORT****ITEM 9.1****FRENCH SUSTAINABILITY STUDY****PURPOSE:**

The purpose of this report is to support future planning for our optional Extended French and Early French Immersion programs in keeping with HCDSB's Vision, Mission and Values dedicated to excellence in Catholic education. Provided within this report is a summary of data and observations indicating some key concerns regarding the implementation of the Early French Immersion Pilot Program thereby outlining various considerations.

The aim of this French Sustainability Study is to propose various scenarios of program delivery that are consistent with our focus upon the spiritual, intellectual, physical and emotional well-being of all students so that they may fulfill their God-given potential.

**BACKGROUND INFORMATION:**

The significant on-going demand for the EFI program, as well as its on-going "pilot" status has prompted a review of the Board's optional French programs to determine their sustainability and to examine various program delivery models. In the Spring of 2016, a Program Review Committee was formed comprised of Trustees, CPIC Parent Representatives, Administrators and Superintendents representing the 4 geographic areas. In a series of three meetings as well as on-line collaborations, the group gathered to examine the sustainability of our optional French programs and to identify potential resolutions to challenges identified. Guiding questions for the group included, but were not limited to:

- *How can we continue to reinforce our programs, increase engagement and ultimately, increase retention?*
- *How can we realize our FSL goals while negotiating within the confines of certain realities?*
- *What challenges have surfaced and how can we problem-solve?*
- *When is the EFI pilot over? How can we measure its success?*
- *How can HCDSB offer more French, to more students, earlier?*

In 2010, the Board of Trustees approved the Strategic Priorities and Strategic Commitments identified in the report entitled *Fulfilling the Promise: Strategic Directions for 2010-2015*. Within the area of *Achieving*, the Staff Report on the Strategic Planning and Renewal Process identified that one of the system priorities would be to expand the breadth of learning opportunities offered in the Board. In 2012-2013, the Board committed to specifically developing a strategy to expand French Immersion program options for students **in a sustainable manner**. To that end, the HCDSB offered an Early French Immersion (pilot) option beginning in Grade 1, at four (4) regional sites (St. Brigid, St. Benedict, Sacred Heart and St. Mary) servicing a total of 184 students, with 2 classes of 23 at each site.

Early French Immersion (EFI) is very similar in structure to the Board's Extended French (Middle Immersion) program – a program that has run successfully for over 30 years in various regional sites. Immersion and Extended programs differ from Core French programs in that the target (second) language



is the *object* of instruction as well as the *vehicle* of instruction for content areas, like Science and Social Studies. Both Early Immersion and Extended French are optional programs in that "...school boards have the option of offering an Extended French and/or a French Immersion program based on local demand **and resources**; where such a program is offered, students may enroll in it rather than in a Core French program to meet the mandatory requirement for the study of French in English-language schools... School boards may choose to start an Extended French or French Immersion program at various grade levels," (*French as a Second Language Revised Curriculum 2013* document, p.16).

Both Early Immersion and Extended French programs aim to develop functionally bilingual students through the provision of a significant amount of curriculum with French as the second language of instruction. In both the Early French Immersion and the Extended French programs, the curriculum taught is aligned to the English (Regular track) classes, but delivered in French language. Both programs are intended for students whose parents are not French first-language speaking and require that the students attend particular sites that may not be their home school. Siblings of students in either optional French program do not have automatic entry into the site school: they may request cross-boundary permission and must apply for a courtesy seat on the bus, if needed. Both cross-boundary and courtesy seats must be renewed yearly. Finally, in both programs, students who withdraw are expected to return to their home schools. The key differences between the programs are the entry point, and the accumulated hours by the end of Grade 8. Appendix 1 may serve to clarify the distinctions between the three FSL programs.

The revised FSL Curriculum document quoted above, and the document, ***A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12***, both present the Ministry's call to action to strengthen and promote the benefits of FSL programs. Both documents articulate a vision for FSL education in Ontario – namely, that "students in English-language school boards have the confidence and ability to use French effectively in their daily lives" (Ontario 2013b, p. 8). The Ministry of Education identifies 3 goals that support this vision:

- to increase student confidence, proficiency, and achievement in FSL
- to increase the percentage of students studying FSL until graduation
- to increase student, educator, parent, and community engagement in FSL

The most recent support documents: ***Including students with Special Education needs in FSL programs 2015*** (formerly FSL for All), and ***Welcoming English Language Learners into FSL Programs 2016***, underscore that the Ministry of Education is "committed to including and supporting ALL students to ensure equitable access to FSL programs, whether Core French, Extended French, or French Immersion, and the revised curriculum policy documents for FSL released in 2013 (the elementary curriculum) and 2014 (the secondary curriculum) make specific reference to the importance of supporting all students in FSL programs," (*Including students with Special Education needs in FSL programs*, p.6).

In response to the Ministry directives, HCDSB has submitted an FSL plan that includes regular monitoring of its Early French Immersion (EFI) program to ensure that access to French Immersion education to supporters of Catholic education becomes available in a manner that is closer to meeting the needs of the stakeholders.

Halton Catholic District School Board French Programs			
	Early French Immersion (pilot) program (EFI)	Extended French program (EF)	Core French program
Ministry criteria	In a French Immersion program, French must be the language of instruction for a minimum of 50 per cent of the total instructional time at every grade level of the program and provide a <b>minimum of 3800 hours</b> of instruction in French by the end of Grade 8.	In an Extended French program, French must be the language of instruction for a minimum of 25 per cent of the total instructional time at every grade level of the program and provide a <b>minimum of 1260 hours</b> of instruction in French by the end of Grade 8.  Entry points and number of hours for Extended French programs can vary between school districts, allowing for flexibility in program delivery.	Core French is mandatory from Grades 4 to 8 for all students in English-language elementary schools.  Students entering Grade 4 must receive French instruction in every year from Grade 4 to Grade 8 and must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8.
Halton Catholic current delivery model	Grade 1 entry point staffed at a maximum of 23:1  4 periods (150 minutes) daily = 3800 hours by the end of Grade 8  Science, Social Studies (History & Geography); the Arts, Health and Physical Education are delivered in French language  English, Math, and Religion are delivered in English language	Grade 5 entry point staffed at a maximum of 28:1  3 periods (120 minutes) daily = 1520 hours by the end of Grade 8  Science, Social Studies (History & Geography) and usually 2 of the Arts (or rarely, Physical Education) are delivered in French language  English, Math and Religion, as well as the remaining Arts or Physical Education & Health are delivered in English language	600 hours = 40 minutes daily.
Site distribution	4 Regional sites with 2 classes per grade per site St. Mary St. Benedict* Sacred Heart of Jesus St. Brigid	9 Regional Elementary sites with 1-2 classes per grade per site: St. Joseph Oakville St. Bernadette St. Matthew St. Marguerite Holy Rosary Milton St. Benedict St. Gabriel Holy Cross St. Brigid 6 Secondary schools Holy Trinity St. Thomas Aquinas Loyola Bishop Reding Notre Dame Christ the King	Every Elementary and Secondary school in the Board

## REMARKS:

### GENERAL OVERVIEW (Summary of data to date)

#### **Registration Process**

The online registration process, adopted in January 2013, continues to prompt serious concerns regarding equity and accessibility. Most of the successful registrations occur within the first 3 minutes of the start of the registration period, such that entry into the optional French programs is essentially a lottery system based upon typing speed and Internet connection. Although the classes fill within minutes, on-line registration remains open from January until the end of August to continue to monitor interest and to ensure that families moving into the area have an opportunity to include their names. In this way, the registration data provides a better picture of overall interest.

To date, the following represents the demand for the program, particularly in Milton and in Oakville:

<b><i>Average registration by region:</i></b>	<b><i>With the current allotment of classes, we are able to service approximately:</i></b>	<b><i>How many classes would we need to add to satisfy the demand?</i></b>
Milton – 147 (101 on wait list)	Milton – 32% of applicants	4 classes
Oakville – 121 (75 on wait list)	Oakville – 38% of applicants	3 classes
Burlington – 101 (55 on wait list)	Burlington – 55% of applicants	2 classes
Halton Hills – 48 (2 on wait list)	Halton Hills – 96% of applicants	N/A

It should be noted that approximately 5 of 46 successful registrants per school are from outside of the Board, but that the majority of students in the program originate from the site schools:

- Milton – 23% of students are from the site school (St. Benedict/St. Peter\*)
- Oakville – 43% of students are from the site school (St. Mary)
- Burlington – 30% of students are from the site school (Sacred Heart of Jesus)
- Halton Hills – 31% of students are from the site school (St. Brigid)

(\*In Milton, the EFI program began in St. Peter, but changing demographics made it inappropriate to continue the program in that location. It was determined that the program would move to St. Benedict, but that the students who had begun at St. Peter would complete their programming there.)

At times, families who are initially successful with the online registration remove their own names from the list even before beginning in the program. Boundary changes, concern over the possibility of splitting up siblings, long bus rides and moving away from the neighborhood school are the top reasons cited. Throughout the first month of school, secretaries consult the waiting list established the previous January during online registration, and students are able to enter the classes as late as the end of September.

#### **Student Achievement and Retention**

Data from a variety of sources (including Reading Benchmark Assessments, Report Card data, Teacher observations, and the recently released EQAO results for the first cohort to participate in that standardized provincial assessment) reveal that currently, students enrolled in the program are progressing well academically. Our results align with typical Canadian averages and trends for students in Early French Immersion programs, in which a higher number of students attain “below Benchmark”

reading levels in English language early on, as compared to Regular Track classes, with the gap narrowing by Grade 3:

Average benchmark reading assessments for EFI classes:

- Gr 1: 11 below Benchmark / 5 at Benchmark / 5 above Benchmark
- Gr 2: 7 below Benchmark / 8 at Benchmark / 5 above Benchmark
- Gr 3: 5 below Benchmark / 10 at Benchmark / 7 above Benchmark

Report Card results over the 4 years indicate that EFI student achievement is on par with the results of the students in the regular program. Administrators confirm that EQAO results reveal no significant disparities in achievement.

While there are many factors associated with attrition, including, as noted above, separation from siblings, and long bus rides, student achievement may also be a cause for demission from the program, particularly between Grade 1 and 2:

Average yearly losses from original cohort:

- Milton – 4 = Retention of 91%
- Oakville – 6 = Retention of 87%
- Burlington – 6 = Retention of 87%
- Halton Hills – 2 = Retention of 96%
- Greatest losses between Grade 1 and 2

It should be noted that when students withdraw from the program, they are often replaced by students who have French Immersion experience from other Boards. Students with no experience in the program are not able to enter after Grade 1, so those spots would otherwise remain unfilled. Further attrition could result in combined grades throughout the Junior division.

When comparing registration and retention data from the Extended French program, similar trends may be observed. High registration and demand initially can be observed consistently across the Board and throughout the years. When students withdraw from the program, they are often replaced by students from other Boards, including Francophone schools, ensuring that class sizes remain relatively high throughout the Elementary years. The concern is the continuity of programming through to Secondary school, when less than half the Graduating cohort continues to participate in the program. A myriad of factors, (gleaned from qualitative Survey data conducted with Secondary students over the last 2 years) including concern around achievement, a healthy menu of electives from which to choose, and fewer years at Secondary, have all contributed to attrition rates. Another key consideration is a lack of alignment between feeder schools and Secondary schools which requires, in some instances, that students leave the program in order to continue on with the peers they have known throughout Elementary school.

As we continue to monitor the implementation of the Early French Immersion program, various concerns that warrant further scrutiny have become evident, including the absence of Student voice for Early French Immersion students, and Boundary concerns (as noted above). The priority concerns revolve around Staffing, Equity, Early Intervention, and Transportation.

### ***Appropriate staffing***

All Boards in Ontario are facing a veritable crisis regarding the lack of qualified, quality French-language teachers. Although theoretically, FSL Part 1 is the *minimum* requirement to qualify a teacher for FSL programs, Immersion and Extended programs call for a particular level of fluency and proficiency that enable the teacher to deliver content area programming (Science, Social Studies, History, Geography, etc.) in French-language, and to address the cultural and socio-linguistic expectations within the revised

Curriculum document. It has become increasingly challenging to staff our programs. There are no reserve “pools” of supply teachers for French, as every available French teacher is deployed. As a result, unexpected leaves or participation in professional learning sessions entail “coverage” by English supply teachers in our French programs. This compromises the quality of the programming and in extreme cases, French minutes, as per the Ministry definition of Early Immersion/Extended French program requirement. Conservative estimates place our needs for the upcoming year at 17 teachers for all French programs across the Board (Core, Early Immersion, Extended).

Human Resources staff continue to participate in job fairs offered by local Universities, and travel to Ottawa, Kingston, Sudbury and Windsor job fairs to recruit new teachers. Hiring quality French staff is a priority for the Board, and will represent a need, regardless of which final scenario might be adopted.

*“Regardless of the “ideal” situation that the Ministry and many of us parents want for our children – staffing shortages will curtail what boards can offer. Our schools are in a hiring crisis right now for French teachers. We have schools who are still awaiting qualified French teachers. We do not want to sacrifice quality for quantity (I.e., number of classes available... School boards have a duty to inform parents of what they are able to do/provide,”*

*(on-line reflection from French Sustainability Study Committee).*

### **Equity concerns**

Rivalling the concerns around appropriate staffing are concerns around Equity. The significant number of children that are not able to benefit from the program was problematic for our consultative Committee who noted that the program in its current model, at a limited number of locations, primarily benefits the parents who live in that schools' neighbourhood, thus creating an **equity of access** issue. The long bus rides for young students, coupled with separation from siblings, who are not guaranteed access to the same school, makes participation prohibitive for some families. *“If Boards offer Immersion and Extended programs, then geography should not determine who can or cannot attend,”* (on-line reflection from French Sustainability Study Committee).

Equity of access is but one aspect of the concerns around Equity. The impact of the current model on the regular track program is at issue as well. While our Board's decision to cap the number of classes and class sizes is an effort to safeguard against the “cannibalization” of the English classes, which is seen in uncapped scenarios across the province, **our EFL classes absorb the entire allowance for Primary classes over 20 pupils**, as allotted by Ministry standards. *“Having class sizes for EFL at over 20 limits the number of classes we can have over 20 in the primary division in rest of Board which leads to more combined classes for English stream,”* (on-line reflection from French Sustainability Study Committee).

In addition to the above, there are concerns raised around the perception of **optional French programs as elitist**. The “lottery” style registration implies a fortuitous opportunity that only a select few can enjoy. *“To remain with the status quo puts us in a position of offering an elementary program to a few children. This has become an ‘elitist’ program and parents have come forward to question the validity of including students with exceptionalities and students with behavioural concerns. How do we support programming that parents are using as a method of keeping their children segregated from others in our community of faith?”* (on-line reflection from French Sustainability Study Committee).

Finally, some concerns have been raised regarding equity from a teacher perspective, as gleaned by Teacher survey data, exit ticket feedback and observational, anecdotal data from both Administrators and FSL Consultant. EFL primary teachers in the English side must complete Reading Assessments for as many as 46 children, however, they are only with those students for three 40-min. periods/day. This makes it very challenging for them to complete all of the assessments accurately, simply from a time perspective. EFL primary English teachers have only 3-40 min. blocks to teach the (English) Language, Math, and Religion curriculum, (120 minutes). **With 30 min. for Religion, and the new 60-minute imperative for Math, even if teachers integrate well, it only leaves 30 minutes daily devoted to reading and writing skills in English, and to conduct small group guided instruction in Reading AND in Writing.** While



literacy skills developed in French language are seen to be transferable, particularly in older grades, teachers note that primary students are still developing foundational literacy skills and that it can be challenging for students to learn to read for the first time in two different languages, especially since they have two different teachers teaching them (e.g. instructional focus in the same day may be on two different phonemes, one in French and one in English).

*“We know from research that ideally, phonetics instruction is systematic – this can't be done simultaneously in two languages unless the teachers plan together and ensure they have the same instructional focus at the same time,” (on-line reflection from French Sustainability Study Committee).*

### **Early intervention and appropriate supports**

Related to concerns around both Staffing and Equity issues, is the recognition that there are **few supports for students in Early French Immersion** who may experience struggles with literacy skill development. Often, when non-readers struggle, it is difficult to determine whether the cause is difficulty acquiring a second language, or the reduced exposure to English, or the cognitive demands associated with learning 2 linguistic codes in tandem, or difficulty with learning skills, or a learning issue that might require Special Education supports. Research teaches us that early intervention is crucial to supporting these learners in ensuring that gaps are identified early and that measures are put in place to address needs. Students who are experiencing difficulty need additional support that is delivered with fidelity during appropriate times.

**Students in Early French Immersion classes have less time for English-language instruction.** There is no French-speaking Special Education support, so any additional help is offered exclusively in English and often, during French time, which impacts the exposure to the French language and compromises the total time in French.

### **Transportation**

Transportation costs are significant for optional programs – particularly when concentrated for the support of few schools. It stands to reason that offering the opportunity for French programming within more homeschools would reduce the need for, and consequently, the cost of transportation.

It should also be noted that because Early French Immersion transports children from a wide area, there are many busses at a school mostly filled with children in the primary grades (many of the buses ONLY have primary children). This means there are many primary children on bus rides that can take up to an hour and behaviour/safety becomes a concern. This is the result of having regional sites that service large geographic areas, as opposed to having several sites servicing more home schools.

### **ANALYSIS (Scenarios examined)**

Having reviewed the above concerns and the accompanying data, the French Sustainability Study Committee examined several potential options for consideration, in light of our inquiry questions, Ministry directives, and our Vision and Mission statement as a Catholic Board. A detailed summary of each option follows this brief overview.

Scenario 1: Status quo

- EFI offered in 4 regional sites with transportation provided

Scenario 2: Expand the EFI program

- Offer the EFI program in more sites

Scenario 3: Later entry point.

- EFI to have a later entry point. This would entail a greater % of the day being delivered in French language (Mathematics in French) in order to achieve the required hours by Grade 8. (Same sites, different entry point)

#### Scenario 4: A new model

- As of 2017-2018, EFI is phased out. Core French begins in Grade 3 as an oral-based program for ALL students. Extended French, beginning in Grade 4, is offered at more sites

### SCENARIO 1 – STATUS QUO

#### WHAT DOES THIS LOOK LIKE?

This alternative continues the current model of four regional sites offering the Early Immersion program to 184 students across the Board who enter the program through an on-line, first-come, first-served lottery-style registration. Classes would continue to be capped at 23 in the Primary grades. Our Extended French program and Core French programs would also continue in their current delivery model.

#### SCHOOL ORGANIZATION BY PROGRAM:

EFI SITES	EXTENDED FRENCH SITES	CORE FRENCH
<ul style="list-style-type: none"><li>■ 4 Regional sites with 2 classes per grade per site</li></ul> St. Mary St. Benedict* Sacred Heart of Jesus St. Brigid	<ul style="list-style-type: none"><li>■ 9 Regional Elementary sites with 1-2 classes per grade per site:</li></ul> St. Joseph Oakville St. Bernadette St. Matthew St. Marguerite Holy Rosary Milton St. Benedict St. Gabriel Holy Cross St. Brigid	<ul style="list-style-type: none"><li>■ 46 sites</li><li>■ Grades 4-8</li></ul>

#### HOW DOES THIS OPTION ADDRESS CONCERNS AROUND STAFFING?

As per Appendix 2, **this scenario would entail a non-negotiable need to hire a minimum of 24 teachers (over 4 years) with the highest calibre of French**, in order to ensure a full complement of staff for Grades 5 through 8. As per the current model, each French teacher would teach 2 classes of the same grade (in the morning and afternoon), in order to maximize the Second language expertise. It would be wise to develop a pool of teachers, in addition to the 8 needed for September 2017, in order to address long-term leaves (maternity) and supply coverage demands, without compromising the quality of the program.

#### HOW DOES THIS OPTION ADDRESS CONCERNS AROUND EQUITY?

As noted above, the current model services a maximum of 184 students (new registrants) across the entire Board, with waiting lists into the hundreds. About 30% of the 184 students that participate originate from the site school, with only the families willing to have their children endure long bus rides, separated from siblings, (who are not guaranteed access to the same school), able to participate.

#### HOW DOES THIS OPTION ADDRESS CONCERNS AROUND EARLY INTERVENTION?

Each French teacher's English language teaching partner would address the Religion, Language and Math curricula with 120 minutes per class. The **60-minute Math mandate** in the Ministry's Math Action plan creates a conundrum. **EFI students will either not have 60 minutes of Math instruction or have less time for English language instruction.**

## STAFF REMARKS

- The current model allows the Board to differentiate French programming according to interest (i.e. families have three options to choose from) – but only for a select group.
- **STAFFING:** It is becoming increasingly difficult to staff the EFI program with teachers with the highest caliber French language fluency and proficiency.
- **EQUITY:** This amounts to the development of a “boutique” program that presents the risk of elitism. *“To continue to offer this program creates a two-tiered system which is not in keeping with sustaining inclusive Catholic schools”. (on-line reflection from French Sustainability Study Committee).*
- The **60-minute Math mandate** in the Ministry’s Math Action plan creates a conundrum. **EFI students will either not have 60 minutes of Math instruction or have less time for English language instruction.**
- Some students entering the EFI program experience behavioural and academic challenges in the French portion for various reasons related to their own individual suitability to the program, learning difficulties requiring early intervention in English, a long bus ride, being separated from siblings and/or their home school community, etc.

## SCENARIO 2 – EXPAND THE EFI PROGRAM

### WHAT DOES THIS LOOK LIKE?

This possibility would have new regional sites offering the Early French Immersion program. Each new site would have the 2 class-maximum (based on registration) capped at 23 per class, following the current model. If registration interest does not deem it worthwhile to have a new site in Georgetown, it might be possible to re-allocate one class to Oakville and one to Milton. Our Extended French program and Core French programs would continue in their current delivery model.

### SCHOOL ORGANIZATION BY PROGRAM:

EFI SITES	EXTENDED FRENCH SITES	CORE FRENCH
<ul style="list-style-type: none"> <li>■ 6 Regional sites with 2 classes per grade per site</li> </ul> St. Mary St. Benedict* Sacred Heart of Jesus St. Brigid  New site in Oakville New site in Milton New site in Burlington New site in Georgetown OR an additional Milton class and an additional Oakville class	<ul style="list-style-type: none"> <li>■ 9 Regional Elementary sites with 1-2 classes per grade per site:</li> </ul> St. Joseph Oakville St. Bernadette St. Matthew St. Marguerite Holy Rosary Milton St. Benedict St. Gabriel Holy Cross St. Brigid	<ul style="list-style-type: none"> <li>■ 46 sites</li> <li>■ Grades 4-8</li> </ul>



## HOW DOES THIS SCENARIO ADDRESS CONCERNS AROUND STAFFING?

As per Appendix 2, **this choice would entail a non-negotiable need to hire a minimum of 68 teachers (over 8 years) with the highest calibre of French** in order to ensure a full complement of staff for Grades 5 through 8 in the current schools, and from Grades 1-8 in one new site per region. In any given year, the Board would need to seek at least 8 new homeroom teachers and in key years (Grade 1, Grade 4 and Grade 6 years) 4 new planning time teachers.

## HOW DOES THIS SCENARIO ADDRESS CONCERNS AROUND EQUITY?

An expansion of the current model would allow for more participation and greater equity of access, in terms of students having shorter bus rides and more options. However, it must be made clear that waiting lists would still exist and that caps would still be enforced.

The concern here is space within our facilities and how the Regular Track classes might be impacted due to the point made earlier that EFI classes absorb the entire allowance for Primary classes over 20 pupils, as allotted by Ministry standards. “Having class sizes for EFI at over 20 limits the number of classes we can have over 20 in the primary division in rest of Board which leads to more combined classes for English stream,” (on-line reflection from French Sustainability Study Committee).

## HOW DOES THIS SCENARIO ADDRESS CONCERNS AROUND EARLY INTERVENTION?

Since the program would essentially have the same structure as the current model, the same concerns persist: less time for Math and Language, few supports in French language, and services offered in English during French time.

## HOW DOES THIS OPTION ADDRESS CONCERNS AROUND TRANSPORTATION?

A Transportation Analysis estimated a savings of \$91,180.00.

## STAFF REMARKS

- **STAFFING:** The primary concern with this option is the **staffing** pressure. This choice would entail a non-negotiable need to hire a **minimum of 68 teachers** (over 8 years) with the highest calibre of French
- **EQUITY:** An expansion of the program would allow the Board to differentiate French programming according to interest and would provide more equitable access in terms of locations.
- Further to this point, it should be noted that new **resources** for Grades 5-8 in the existing sites need be purchased as well as new resources for Grades 1-8 in new sites, which represents a significant investment. A responsible, sustainable approach would ensure that programs are not promised to parents unless we have the resources to ensure quality delivery.

## SCENARIO 3 – EFI TO HAVE A LATER ENTRY POINT

### WHAT DOES THIS LOOK LIKE?

A later entry point for EFI – Grade 2 – would necessitate a greater percentage of the day being delivered in the French language. Since Religion and Family Life programs must be delivered in English, we would have the option of offering either Mathematics in French, or delaying English language instruction for several years in order to achieve the required hours for an Immersion program (3800 hours) by Grade 8.

### A possible layout: *Mathematics in French language*

Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
150 minutes + 60 minutes Math in French	150 minutes + 60 minutes Math in French	150 minutes + 60 minutes Math in French	150 minutes. Math goes back to English	150 minutes. Math goes back to English	150 minutes. Math goes back to English	150 minutes. Math goes back to English
665 hours	665 hours	665 hours	475 hours	475 hours	475 hours	475 hours
Total accumulated hours in French language by the end of Grade 8						3895

### A possible layout: *No formal English until Grade 3*

Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
300 minutes. Math in French. No formal English.	150 minutes + 60 minutes Math in French. Formal English instruction begins.	150 minutes Math goes back to English	150 minutes Math goes back to English	150 minutes Math goes back to English	150 minutes Math goes back to English	120 minutes in French. Physical Education, and several of the Arts could now be taught in English.
950 hours	665 hours	475 hours	475 hours	475 hours	475 hours	380 hours
Total accumulated hours in French language by the end of Grade 8						3895

## HOW DOES THIS SCENARIO ADDRESS CONCERNS AROUND STAFFING?

As per Appendix 2, **this decision would entail a non-negotiable need to hire a minimum of 20 teachers (over 8 years) with the highest calibre of French** in order to ensure a full complement of staff for Grades 6 through 8 in the current schools. The Grade 1 teachers could be re-deployed to teach the Grade 5 classes. In any given year, at least 4 new homeroom teachers and in certain years, more planning time teachers would be needed – and planning time must be offered in French to maintain the hours requirement.

There was some discussion, in analysing the above proposal, about phasing out Extended French classes in favour of this newer model. Teachers who teach in Extended French classes might then be re-deployed in the above model. However, this would entail phasing in the earlier start which means that every Grade 2-4 French teacher would have to teach one class, as opposed to the current model which has the French teachers teaching 2 classes. The EFI staff would now need extensive training in Mathematics in order to deliver the curriculum effectively. Very few French teachers have Math qualifications, and due to traditional scheduling requirements and the way in which we deploy our French teachers, teachers have very little practice in delivering this curriculum.

## HOW DOES THIS OPTION ADDRESS CONCERNS AROUND EQUITY?

The Equity of access issues raised earlier are not addressed through this option. If this option were to include phasing out the Extended French program, some greater equity of access might be achieved as

there are several more Extended French sites. However, we would then need to hire for Grades 2-4 in the existing Extended French sites, which would mean ***the need for an additional 27 teachers and the training required for Math instruction.***

This scenario also raises the concern that the Grade 1 year would turn into a “selection” year: those students who develop their literacy skills at a faster pace might be more apt to try the Immersion model in Grade 2. This approach would likely reduce the number of ELLs (English language learners), students with special education needs, and other challenges, from registering for the program most particularly if Mathematics instruction was to be in French.

### **HOW DOES THIS OPTION ADDRESS CONCERNS AROUND EARLY INTERVENTION?**

Since the students would enter the program later, they would have their Grade 1 year to develop their native language Literacy skills before entering the optional program, and the opportunity for teachers to flag and address concerns before moving into the optional French program.

However, concerns around no formal instruction in English language in Grade 2 makes this option far less desirable. Flip-flopping Math instruction from English in Kindergarten and Grade 1 to French in Grade 2, 3 and 4, then back to English, seems cognitively onerous for small children. In the second “possible layout”, the reduced access to English means less opportunity to practice essential skills, and a delayed opportunity for teaching staff to identify and highlight potential learning issues or gaps.

### **STAFF REMARKS**

- **STAFFING:** This decision would entail a non-negotiable need to hire a ***minimum of 20 teachers*** (over 8 years) with the highest calibre of French
- **EQUITY:** A later entry point for Early French Immersion addresses few of the real concerns and risks the development of a pseudo-private school experience within the context of a publically-funded structure.

## **SCENARIO 4 – EXPAND THE EXTENDED FRENCH AND CORE FRENCH PROGRAMS; PHASE OUT EFI**

### **WHAT DOES THIS LOOK LIKE?**

This choice would have Core French expanded from a Grade 4 entry to a Grade 3 entry point for ALL students across the Board over a gradual progression. Having experienced French in Grade 3, students can then continue their studies of French in Grade 4, either within the context of the traditional Core French classroom, or within an Extended French program. As the Early French Immersion program phases out, new sites for the Extended French program would be added (or EFI sites would “convert”) to ensure greater access across the Families of Schools. Interest and registration levels, as well as space limitations would determine whether one or two classes would be offered in each NEW site. Because the Junior classes do not have the same strict caps as the Primary classes, Grade 4 Extended French could have as many as 28 in each class, thereby opening up 90 spaces across the Board in the existing sites alone. The larger class sizes also reduce the risk of combined grades due to attrition.

Roll-out of this program could entail:

2017

- Extended French status quo Gr 5 entry in 9 sites. OLF phase out complete.
- Core Grade 3 is launched in schools where FSL staff does not have full slate of FSL.
- No new hires for Extended or Immersion (development of pool)
- Core contracts may require increase
- Grade 1 Immersion teachers re-deployed to teach Grade 5 EFI as part of phase out

2018

- Core Grade 3 in 100% of our schools.
- Extended French status quo
- No new hires for Extended or Immersion (development of pool)
- 10 Core French hires (based on current SAC reports)
- Grade 2 Immersion teachers re-deployed to teach Grade 6 EFI as part of phase out

2019

- The double cohort year: Grade 4 and 5 entry offered to Extended French in existing sites.
- 9 new hires for Extended French for new Grade 4 Extended French classes (from pool?)
- No new Core or Immersion hires.
- Grade 3 Immersion teachers begin to teach Grade 7 EFI as part of phase out

2020

- Extended French Grade 4 entry full implementation.
- 4 new (or “converted” from EFI) regional sites.
- 4 “new” hires for Extended French
- No new Core or Immersion hires.
- Grade 4 Immersion teachers begin to teach Grade 8 EFI as part of phase out

2021

- Extended French Grade 4 entry full implementation. 13 regional sites running.
- No new hires.
- Grade 1 Immersion teachers begin to teach Grade 5 Extended French within new hybrid program

From 2022 on, the former EFI staff including planning time staff, can now be redeployed.

### SCHOOL ORGANIZATION BY PROGRAM:

EFI SITES	EXTENDED FRENCH SITES	CORE FRENCH
<ul style="list-style-type: none"> <li>■ 4 Regional sites with 2 classes per grade per site</li> </ul> <p>St. Mary St. Benedict* Sacred Heart of Jesus St. Brigid</p> <p>Phase out complete by 2024.</p> <p>Some of these sites may be “converted” to the new Extended French model.</p>	<ul style="list-style-type: none"> <li>■ 9 Regional Elementary sites with 1-2 classes per grade per site:</li> </ul> <p>St. Joseph Oakville St. Bernadette St. Matthew St. Marguerite Holy Rosary Milton St. Benedict St. Gabriel Holy Cross St. Brigid</p> <ul style="list-style-type: none"> <li>■ 4 additional sites</li> </ul> <p>New site in Oakville New site in Milton New site in Burlington New site in Georgetown</p>	<ul style="list-style-type: none"> <li>■ 46 sites</li> <li>■ Grades 3-8</li> <li>■ Grade 3 program would be introduced through a staggered progression</li> </ul>

### HOW DOES THIS SCENARIO ADDRESS CONCERNS AROUND STAFFING?

This choice would entail ***no imperative new hires for September 2017***. Naturally, it would be wise to develop a pool of teachers, in order to address long-term leaves (maternity) and supply coverage demands, without compromising the quality of our programs. However, this model, in its gradual

progression would require fewer immediate hires and work to re-allocate and re-deploy staff that we already have.

Further to this point, the language level of the candidates we would be seeking could vary. HCDSB seeks the highest calibre of French-language speakers and strong candidates when staffing for all of its French programs. However, as noted in the Early French Immersion Review report (2015), “since Core French teachers generally work with students at a very beginner or entry-level of second language acquisition, and teach language specifically, it is understood that their level of French might not be as elevated as that of an Immersion or Extended teacher, who is asked to speak French ... in varying contexts and in various subject content areas (Science, Social studies, History, Geography, etc.). The Immersion or Extended teacher is expected to use richer vocabulary and more complex grammatical structures, and teach more sophisticated literature. In cases where the proficiency of the teacher is weaker, the teacher will be more likely to use significant English in class. When the teacher uses a great deal of English, the student’s Immersion experience is diluted and the results (and program) are compromised.” In the model proposed in Scenario 4, some of the new hires would be Core French candidates, who may have a slightly less advanced command of the language; such candidates are relatively easier to find.

In the model proposed in Scenario 4, in some instances, Core French teachers will move from partial to full time contracts – an excellent way to ensure loyalty and to guard against poaching from other Boards – a trend we have seen on the rise in the last several years. It should also be noted that currently, in 22 of 46 Elementary schools, there are Core French teachers who are not fully utilized in FSL classrooms. That is, they are not teaching 6 full periods of FSL, due to dropping enrolment. Since these teachers have full contracts, they are used for Literacy support or for Kindergarten planning time coverage. In some instances, the teachers are rather frustrated with the lack of opportunity to use their French and seek change. In the proposed structure, more Core French teachers would have a full complement of FSL classes.

Some Core French teachers, in areas with seriously declining enrolment (South Burlington) would have to travel between schools – a practice that is relatively common at present. While not ideal, it could provide new hires with partial contracts an opportunity for a full contract, thereby increasing loyalty to the Board.

## **HOW DOES THIS OPTION ADDRESS CONCERNS AROUND EQUITY?**

An expansion of the current Extended French model and Core French model, with the conversion from EFI to a new model, or the addition of a few new sites, would allow for more participation and greater equity of access to French language at an early age, and to the optional (Extended French) program, as noted in the estimates above. Because the caps on Junior classes are not as stringent as the Primary caps, (i.e. the classes are larger to begin), the negative impact on Regular Track classes in terms of combined grades is mitigated. Since the model proposed in Option 4 uses current sites, and new sites can be strategically selected to bolster growth in particular schools with declining enrolment, the concerns around space are also mitigated.

It would still be necessary to have controls or caps on both the number of classes and the number of sites selected. There may still be wait lists, even with the larger class sizes and more locations. As discussed earlier in this report, caps are an essential component to protecting schools from being “cannibalized” by French programs in neighbouring sites.

Experienced French teachers and many Principals lament the loss of Core French from the Primary grades. This model might bring back some of the benefits of early exposure, and potentially, support the confidence and progress that characterizes our Ministry’s call to action to “strengthen FSL programs for all students.” Rather than providing a handful of students with a 3-year advantage over their peers, the proposed model seeks to democratize the study of French language. More sites mean that the study of French is more commonplace. The more conventional a program, the less elitist it becomes.

## HOW DOES THIS OPTION ADDRESS CONCERNS AROUND EARLY INTERVENTION?

Since the model proposed in Scenario 4 would have students complete their entire Primary years (K - Grade 3) in the English language, with some exposure to French in Grade 3, teachers would be able to develop a strong foundation for Literacy skills in the English language. Students who demonstrate difficulty can be observed and supported more effectively before considering additional programming. Unlike the model in Option 3, in which parents would have to risk putting their child into a full French day, this model provides a more gradual release with the French intensifying progressively.

Further to this point, it should be clear that the hours required in Extended French are 1260 by the end of Grade 8. This means that 120 minutes daily, or, 3 periods, may be devoted to French language, but that 160 (4 periods) can be devoted to English language instruction, thereby honouring the 60-minute Math mandate that is a key part of the Strategic Plan for Achievement.

## HOW DOES THIS OPTION ADDRESS CONCERNS AROUND TRANSPORTATION?

The Transportation Analysis conducted estimates that the overall savings across all regions in our Board would be: **\$298, 920.00**

### STAFF REMARKS

- **STAFFING:** This choice would entail ***no imperative new hires*** for September 2017. Naturally
- **EQUITY:** An expansion of the Extended French and Core French programs would allow the Board to differentiate French programming according to interest and would provide more equitable access.
- **STUDENT VOICE:** By the time students are in Grade 4, there is an element of student choice. The student and his parents know him as a learner; understand his needs and interests, and may have had some discussion around pathways. This approach allows for widespread access to French language opportunities at a younger age, and with their peers.
- **TRANSPORTATION:** Generally, more sites reduce the need for transportation, and we know that every dollar spent on transportation is not spent in the classroom. The savings, \$298,920.00, may be re-directed toward additional staffing, student resources or programming.
- **RESOURCES:** It should also be noted that the current Grade 4 FSL program material can be adapted to support Grade 3 Core French as well, thereby reducing the need for really significant resource purchases.

**This “hybrid” model presented through Scenario 4 is a reasonable compromise that would allow the Board to offer more French to more students, in a way that is respectful of the dignity of all of our learners, cognizant of the needs of our families, and mindful of practical considerations revolving around staffing and transportation.**



## CONCLUSION:

Provided below is a succinct summary of the aforementioned scenarios:

	<b># 1: Status quo</b>	<b>#2: Expand the EFI program</b>	<b>#3: Later entry point</b>	<b>#4: A new model</b>
Staffing	24 Immersion-level teachers over next 4 years  8 immediate hires	36 Immersion-level teachers over next 4 years (68 over next 8 years)  16 immediate hires	28 Immersion-level teachers over 4 years  8 immediate hires	13 Extended-level teachers; 10 Core French teachers over next 4 years  No immediate hires; first new hires for Core in 2018 and for Extended in 2019  Existing staff is re-deployed
Equity	184 registrants have access to EFI	386 registrants have access to EFI	184 registrants have access to EFI	ALL students have access to Core French in Primary  728 registrants have access to new Extended French model (depending on registration interest)
Early Intervention	120 minutes for English instruction (Language, Math and Religion)  Ministry mandate of 60 minutes in Math cannot be upheld  No French SERT support	120 minutes for English instruction (Language, Math and Religion)  Ministry mandate of 60 minutes in Math cannot be upheld  No French SERT support	Math instruction to be delivered in French language, then back to English in late Junior  OR  English instruction postponed until Grade 3	160 minutes for English instruction (Language, Math, Religion, and likely Physical Education)  Ministry mandate for 60 minutes in Math upheld  Primary literacy in English language with SERT support
Transportation		\$91,180.00 Savings		\$298,920.00 Savings

## RECOMMENDATION:

Given the above analysis, and extensive consultation with various stakeholders, Senior Administration recommend that the Board of Trustees approve the implementation of Scenario 4 which phases out EFI while expanding Core and Extended French programming. The recommendation will be brought forward at the November 15<sup>th</sup> Board Meeting.

The value and importance of FSL programming is widely recognized throughout our Board and the intention is certainly to offer **more French, to more students, earlier**. The primary focus now is to ensure that the *delivery model* of our programs corresponds with our Board's Mission and Vision, our Catholic Values, and the Ministry's stated goals, while remaining mindful of our fiduciary responsibilities and limitations.

### REPORT PREPARED BY:

A.M. TOLTL  
CURRICULUM CONSULTANT

A. PRKACIN  
SUPERINTENDENT OF EDUCATION, CURRICULUM SERVICES

### REPORT SUBMITTED BY:

A. PRKACIN  
SUPERINTENDENT OF EDUCATION, CURRICULUM SERVICES

### REPORT APPROVED BY:

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



## ACTION REPORT

## ITEM 8.5

### INTERMEDIATE CORE FRENCH RESOURCE PURCHASE

#### PURPOSE:

The Halton Catholic District School Board's investment in classroom learning materials ensures the provision of appropriate resources that support the Ontario Curriculum.

The purpose of this report is to recommend the purchase of an Intermediate Core French resource – ***Mon réseau, ma vie*** – to be used in Grade 7 FSL classrooms.

#### BACKGROUND INFORMATION:

The existing ***On y va!*** Intermediate program is a near 20-year-old resource that does not adequately address the significant oral, aural and intercultural components of the revised French as a Second Language (FSL) Curriculum (released in 2013). The new resource for consideration, ***Mon réseau, ma vie*** is Trillium-approved, and supports effective instructional and assessment practices, intercultural and socio-linguistic awareness, and 21st Century fluencies. These fluencies, such as communication skills (developed through function-driven modules), collaboration skills (developed through highly interactive scenarios), and student autonomy (developed through embedded student reference tools and a focus on learning strategies), serve to support teachers in nurturing the Catholic Graduate Expectations within our students. Indeed, the resource is organized according to “conceptual organizers”: “grandes questions” (overarching inquiry questions) that provide a framework within which teachers can authentically incorporate their Focus on Faith Grade-level themes, in order to deliver the curriculum through a Catholic lens. Please review the Catholic correlations for Module 1, as an example of the Links to the Catholic Graduate Expectations that this resource can offer (Appendix 1).

There are 4 four such modules for Grade 7, designed to help students engage in relevant, meaningful communication in French. Learners act as social agents to complete tasks in authentic contexts intended to expand their knowledge and skills in listening, speaking, reading, and writing. Each module features a variety of text genres, and current content including online forums, websites, graphic texts and quizzes. Throughout the modules, learners incorporate new and familiar language, think about strategies for successfully communicating ideas, and consider polite and culturally inclusive interactions with their peers. In ***Mon réseau, ma vie***, a variety of cultures are incorporated and reflected in the texts. Intercultural awareness is developed when students are exposed to a variety of cultures and invited to observe elements they find interesting, similar to, or different from their own culture. Sociolinguistic conventions, or examples of language used in a variety of social situations, are highlighted in each module.

Authentic communication, intercultural awareness and the use of language learning strategies are key pillars of both the revised curriculum document and of the Common European Framework of Reference, a reference tool for second-language proficiency which has been embraced by the Ministry as “a valuable asset for informing instruction and assessment practices in FSL education,” (*A Framework for FSL in Ontario Schools*, p. 4).

Quality assessment practices are supported by the structure of the resources. Each module in **Mon réseau, ma vie** is organized into three contexts (Contexte A, Contexte B, Contexte C). Each module’s opener presents student learning goals (*À l’oral et à l’écrit...*), and at the end of each context is an “assessment of” learning task. A variety of rubrics, checklists and exit cards, as well as several opportunities for self-assessment allow students to track their progress and to plan for next steps, with teacher guidance. **Mon réseau, ma vie** has the advantage of corresponding structurally with the **Echos Pros** Core French resource that was purchased for Junior grades in 2014-2015. Pilot teachers report that the similar instructional strategies, the opportunity to re-use familiar language and to build upon prior knowledge (“spiral” approach in second-language learning), and the continued focus on Modelled, Shared and Guided practice, would ensure continuity of programming from the Junior Grades.

## REMARKS:

**Mon réseau, ma vie** was piloted by a team of teachers during the spring and into the fall of 2016. This pilot team had also piloted a comparable, competitor resource (*Odysée* by CEC), in the spring of 2015, as per the protocols governing procurement. The pilot team, which remained nearly completely consistent to ensure fair and valid judgement, included teachers with various levels of experience, representing every geographic area serviced by our Board. **Mon réseau, ma vie** emerged as the top contender for future purchase.

The teacher and student resources are flexible since they come in print and digital formats. Each school would receive a Professional Bundle which includes a Teacher Digital eGuide School Access: this is a 7-year school access to Teacher eGuide for 3 users in the school (includes teaching notes, line masters, web-links, interactive activities, slides, audio, video, and more). Offline eGuide Access, and 1 printed TG (teaching notes, line masters). This would be a “school licence” that would include all the FSL teachers on staff and is flexible from one year to the next.

Originally, the intention was to offer each teacher 15 print copies of the student modules, and 15 student digital codes for one year. Upon further negotiation with the Publisher, the student digital package has been extended to allow ALL students to have access to the digital component over a 5-year period. The cost of the print modules has also been discounted from \$39.95 to \$2.95. Please note that with this option, the Board also have the opportunity to purchase additional print student resource modules (4-pack bundle) for \$2.95 at any time during the 5-year period. A blend of print and digital material aims to support 21st century learners who have varying degrees of access to and comfort with technology. This solution allows teachers and students the opportunity to grow alongside technology as they gain more access and confidence.

The Intermediate Core French teachers all teach the Junior program; as such, they have all received the technology needed to run a digital program. Besides providing for new teachers in new schools (hired due to future growth), technology purchases will be kept to a minimum.

#### EXPENDITURE SUMMARY:

Product Description	Qty	Unit Price	Line Subtotal
PROFESSIONAL BUNDLE * 7-YEAR LICENSE	46	\$479.96	\$22,078.16
Student Complete Print Pack: 15 copies of all 4 student modules/teacher	1100	\$2.95	\$3,245.00
Student Digital Pack: 1-year student eText access to all 4 student modules: 15 copies per teacher	2200	\$36.76	\$80,872.00

<b>PRODUCT TOTAL</b>		<b>\$106,195.16</b>
ESTIMATED SHIPPING & HANDLING**		\$1,300.00
ESTIMATED TAX**		\$5,400.76
<b>GRAND TOTAL</b>		<b>\$112,895.92</b>

#### CONCLUSION:

The recommendation is to purchase ***Mon réseau, ma vie***, as the approved Grade 7 Core French resource to ensure continuity of programming, effective implementation of the revised document, and seamless support of our Catholic Graduate Expectations.

#### RECOMMENDATION:

##### RESOLUTION:

Moved by:  
Seconded by:

**RESOLVED**, that the Halton Catholic District School Board approve the purchase of ***Mon réseau, ma vie***, as the approved Grade 7 Core French resource.

**REPORT PREPARED BY:** A. M. TOLTL  
CURRICULUM CONSULTANT

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

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

ACTION REPORT

ITEM 8.6

## APPOINTMENT OF SEAC MEMBERS

### PURPOSE:

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

### BACKGROUND INFORMATION:

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

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

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

### REMARKS:

SEAC, at its October 24, 2016 meeting, were presented with the nomination of J. Parisi as Member-at-Large representative on the Board's Special Education Advisory Committee. SEAC were also presented with a letter from Easter Seals Ontario Association nominating B. Agnew as representative and C. Parreira as alternate representative for the Easter Seals Ontario Association on the Board's Special Education Advisory Committee. Currently C. Parreira sits as SEAC representative and B. Agnew sits as SEAC alternative representative for Easter Seals Ontario.

### CONCLUSION:

The following recommendation for appointments to SEAC are submitted to the Board for trustee consideration.

RECOMMENDATION:

*RESOLUTION:*

Moved by:  
Seconded by:

*RESOLVED, that the Halton Catholic District School Board approve the following appointments to SEAC: J. Parisi as member-at-large representative; B. Agnew as representative for Easter Seals Ontario; and C. Parreira as alternate representative for Easter Seals Ontario effective November 2016 until November 2018.*

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

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

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

**STAFF REPORT**

**ITEM 9.1**

## **2016 KINDERGARTEN NATURAL OUTDOOR LEARNING PLAYSPACES IMPLEMENTATION UPDATE**

### **PURPOSE**

To inform the Board on the implementation status of the Kindergarten Natural Outdoor Learning Playspaces installed during the summer of 2016.

### **BACKGROUND INFORMATION**

To provide children with engaging and meaningful play and learning experiences, the Board has embarked on a new natural outdoor learning playspaces program to assist Kindergarten student learning. The Kindergarten Natural Outdoor Learning Playspace Projects were developed and designed with the assistance and input from many stakeholders. Board Curriculum staff and Facility Management Services staff developed the initial concepts for the natural playspaces, and then presented the concept proposals to the school's administrators, kindergarten teaching staff and school council for review and input. In addition, the Board engaged a consulting firm experienced in natural outdoor playareas to assist with the development and final drawings for the Kindergarten Natural Outdoor Learning Playspaces.

At the May 3, 2016 Regular Meeting of the Board, Trustees authorized staff to proceed with the proposed 2016 Kindergarten Outdoor Learning Playspace Projects along with a \$1.71 million project budget. Refer to Action Item 8.3 approved at the May 3, 2016 Board Meeting for additional information.

### **COMMENTS**

Twelve (12) Kindergarten Outdoor Learning Playspace Projects were competitively tendered as part of the 2016 projects. The Kindergarten outdoor playspace projects were essentially all completed in time for the start of the 2016/2017 school year. The 2016 Kindergarten Outdoor Learning Playspace Projects were completed at the elementary schools listed below.

#### Burlington

- Holy Rosary School
- St. Anne School
- St. Christopher School

#### Halton Hills

- St. Brigid School
- St. Catherine of Alexandria School
- St. Joseph School

### Milton

- Guardian Angels School
- Queen of Heaven School
- St. Anthony of Padua School
- St. Benedict School

### Oakville

- Our Lady of Peace School
- St. Andrew School

Refer to Appendix “A” which includes photos of the completed twelve Kindergarten Outdoor Learning Playspaces.

### **Safety Inspections**

Once the installation of the Kindergarten natural outdoor learning playspaces was completed, a qualified inspector was retained to review and evaluate the constructed playspaces in accordance with *CSA Z614 – Children’s Playspaces and Equipment*. All the inspected playspaces were found to be in accordance with CSA Z614.

### **Playspaces Accessibility**

The natural outdoor learning playspaces were designed to be inclusive to allow students with physical challenges to enjoy the playspaces. However, there is still room to improve the accessibility of the new natural outdoor playspaces. Superintendent B. Browne brought to our attention a concern raised by the Special Education Advisory Committee (SEAC), that some parents would like more features in the outdoor playspaces that provide greater accessibility for students with physical mobility challenges. Staff met with a SEAC representative to better understand some of the concerns. Subsequently, staff has reviewed each Kindergarten natural outdoor playspace and some adjustments to some of the playspaces are proposed. A follow-up meeting with the SEAC representative is planned to confirm that the proposed playspace adjustments will address SEAC’s concerns.

### **Project Budget Reconciliation**

The approved project budget for the 2016 Kindergarten Natural Outdoor Learning Playspaces was \$1.71 million. The final cost to design and install the twelve 2016 Kindergarten Outdoor Playspaces, including all professional fees, inspection fees and net HST was \$1.462 million. The Board funded \$1.125 million of this cost from the Ministry FDK School Capital Allocation and the remainder was funded from the Board’s School Renewal Reserve. The Table on the following page summarizes the budget and actual expenses for each Kindergarten playspace school location.

**Halton Catholic District School Board**  
**2016 Kindergarten Outdoor Learning Playspace Projects**  
**Budget Estimates & Final Expenditures**

School	Budgeted Price	Actual Expenses	Variance
<b>Burlington</b>			
Holy Rosary School	\$71,000	\$68,000	\$3,000
St. Anne School	\$120,000	\$108,000	\$12,000
St. Christopher School	\$111,000	\$106,000	\$5,000
<b>Halton Hills</b>			
St. Brigid School	\$148,000	\$142,000	\$6,000
St. Catherine of Alexandria School	\$144,000	\$130,000	\$14,000
St. Joseph School	\$139,000	\$136,000	\$3,000
<b>Milton</b>			
Guardian Angels School	\$112,000	\$111,000	\$1,000
Queen of Heaven School	\$116,000	\$101,000	\$15,000
St. Anthony of Padua	\$86,000	\$78,000	\$8,000
St. Benedict School	\$118,000	\$105,000	\$13,000
<b>Oakville</b>			
Our Lady of Peace School	\$75,000	\$71,000	\$4,000
St. Andrew School	\$100,000	\$96,000	\$4,000
<b>Subtotal</b>	<b>\$1,340,000</b>	<b>\$1,252,000</b>	<b>\$88,000</b>
Professional Fees	\$181,000	\$178,000	\$3,000
Contingencies (10%)	\$152,000	NIL	\$152,000
Net HST (2.21%)	\$37,000	\$32,000	\$5,000
<b>Total</b>	<b>\$1,710,000</b>	<b>\$1,462,000</b>	<b>\$248,000</b>
<b>FUNDING</b>			
Ministry of Education FDK School Capital Allocation	\$1,125,000	\$1,125,000	NIL
School Renewal Reserve	\$585,000	\$337,000	\$248,000
<b>Total</b>	<b>\$1,710,000</b>	<b>\$1,462,000</b>	<b>\$248,000</b>



## **Observations of Student Learning:**

The natural playgrounds that have been created to date at 16 elementary schools provide opportunities for Kindergarten children to engage and appreciate nature as loving gifts from God. The natural playgrounds include areas which develop gross-motor, fine-motor and sensory experiences and encourage social skills, creativity, collaboration, critical thinking and problem solving.

In June, 2016, the new *Kindergarten Program* document was released by the Ministry of Education which replaced the draft *Full-Day Early-Learning Kindergarten Program* document from 2010. This new document has shifted the focus from teaching through distinct learning areas (subjects) to a focus on four frames for learning; Belonging and Contributing, Self-regulation and Well-being, Demonstrating Literacy and Mathematics Behaviours and Problem Solving and Innovating. The connections to the benefits of outdoor learning are far more explicit and are referenced frequently in the new document. The new document explicitly references the growing body of evidence that suggests how connecting to the natural world contributes to children's mental, physical, emotional and spiritual health and well-being (Louv, 2005 cited in *The Kindergarten Program*, 2016, p. 34).

Kindergarten teaching teams (Kindergarten teachers and ECE) are noticing that spending time in natural playgrounds has helped the children develop appreciation and respect for the environment. The connection to the Focus on Faith Theme of stewardship and an appreciation of "Where is God?" is reflected in the learning they are doing outdoors. One of the Kindergarten teachers shared a story about an experience where the school was learning about praying the Rosary and the Kindergarten children said "When we want to see God, we just need to go into the playground!".

In addition, Kindergarten teams at the school sites with a naturalized playground have noticed students engaged in a variety of activities that support their interest. Children are scattered throughout the playground and are involved in gross-motor, fine-motor and sensory activities. In the playgrounds with the traditional metal and plastic play structure, the children are congregated around the play structure and on the bikes and are not using all the space in the playground.

The new natural outdoor playgrounds offer a variety of resources and natural materials to support problem solving and innovating. The plants and insects that the children interact with outdoors spark their questions and wonderings about the world and encourage them to develop their own thinking and theories. One Kindergarten team shared an experience where the children were talking about pumpkins and pumpkin seeds and a few of the children remembered noticing seeds out in the playground. The children who were interested went into the playground with the ECE and collected some of the seeds. The Kindergarten team responded to the students thinking and theories, and challenged the students to share what they thought they knew about seeds and invited them to consider the question "Are all seeds the same?". This extended into mathematics as student's curiosity led them to count seeds, sort seeds, compare seeds and create seed patterns. Spending more time in nature directly outside the Kindergarten classroom made it easy for students to make the connections to nature and to consider what they notice and observe outdoors.

All of the natural playgrounds include sand play where students are able to create and explore using shovels, spoons, measuring cups, etc. The collaboration and conversations between children in these areas have helped children to "make sense of their world" (*The Kindergarten Program*, 2016, p. 62) and support those children who enjoy fine-motor and the sensory experiences that the sand provides. A Kindergarten team has noticed how a child in their class who has special needs and finds it difficult to interact with the others, engages and participates with other children in play, exploration and discovery far more when they are outdoors in the natural playground than when they are indoors.

The dramatic play areas enable children to explore personal narratives and experiences including imaginary and lived experiences. The materials and loose parts in the dramatic play areas include large pieces of fabric that allow the children to create covered areas that are tents for camping trips, houses for their families and castles for the kings, queens, princes and princesses.

The natural playgrounds provide opportunities for the Kindergarten teams to pose questions to assist children with their inquiry in the outdoors. The children become so knowledgeable about this space because they are observing, exploring, investigating, and playing there regularly so the questions are rooted in their everyday experiences. Observing the changing seasons in the natural playgrounds has also generated a lot of discussion and questions. Questions like “How does a tree know it’s fall?”, and “What happens to the butterflies in winter?”. The children have a very close connection with the plants and trees in their outdoor learning area and are able to observe them every day and describe what they see.

The water pump feature, which is part of the sand play area, stopped working at one of the sites. The Kindergarten team supported the children’s understanding of water pumps by using plastic tubes and funnels to create a “water wall” on their chain link fence so that they could observe first-hand what may be stopping the water from being pumped out of their water pump. They noticed what happened to the water flow when the tubing was blocked or constricted and some of the children were able to use that knowledge to develop their own theories about the problem with their water pump. They extended this learning indoors as well, by providing additional experiences with plastic tubing at the water table.

Children’s natural curiosity and sense of wonder is fostered by providing them with opportunities to learn outdoors (*The Kindergarten Program*, 2016) and students are enjoying the space and the variety of learning areas that the natural playgrounds provide. Kindergarten teaching teams are finding that the outdoor play is purposeful and they are not having to address as many behaviour issues because children have so many choices and opportunities. The natural playgrounds inspire the kind of thinking learning, leadership and innovation outdoors that may be inhibited in children in the classroom but that, once revealed, can be incorporated back in to the indoor classroom environment (*The Kindergarten Program*, 2016).

## CONCLUSION

The Kindergarten Natural Outdoor Playspaces initiative has been well received. Examples of the experiences and observations noted by the Kindergarten teaching teams to date have been included in this report. Staff continues to receive feedback and input on the Kindergarten outdoor learning spaces to gain knowledge to make improvements and adjustments to the new playspaces for the benefit of students and staff. Specifically, staff will address concerns to improve accessibility of the playspaces to the extent possible.

The Kindergarten projects were completed on time for the start of the 2016/2017 school year and the projects were completed within the approved project budget. The benefits and response to the new Kindergarten natural outdoor learning playspaces has been overwhelmingly positive and has exceeded expectation. Staff will continue to monitor the playspaces and incorporate improvements as needed.

**REPORT PREPARED BY:** J. STAPLES  
CURRICULUM COORDINATOR

S. ALLUM  
MANAGER, SCHOOL ENERGY AND ENVIRONMENTAL

G. WATKINS  
MANAGER, FACILITY MANAGEMENT SERVICES

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

G. CORBACIO  
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

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



## APPENDIX A

### HOLY ROSARY (BURLINGTON) SCHOOL



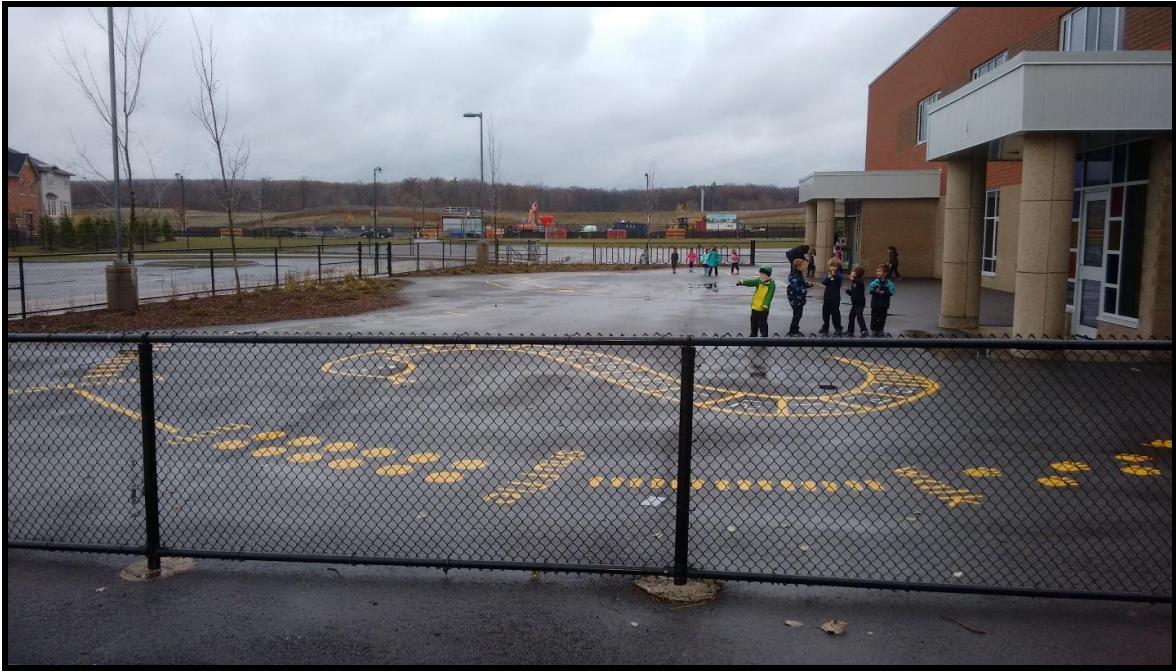
ABOVE: Holy Rosary (Burlington) School; previous kindergarten playground area

BELOW: Holy Rosary (Burlington) School; new natural outdoor learning playspace





## ST. ANNE SCHOOL



ABOVE: St. Anne School; previous kindergarten playground area

BELOW: St. Anne School; new natural outdoor learning playspace





## ST. CHRISTOPHER SCHOOL



ABOVE: St. Christopher School; previous kindergarten playground area

BELOW: St. Christopher School; new natural outdoor learning playspace





## ST. BRIGID SCHOOL



ABOVE: St. Brigid School; previous kindergarten playground area

BELOW: St. Brigid School; new natural outdoor learning playspace





## ST. CATHERINE OF ALEXANDRIA SCHOOL



ABOVE: St. Catherine of Alexandria School; previous kindergarten playground area

BELOW: St. Catherine of Alexandria School; new natural outdoor learning playspace



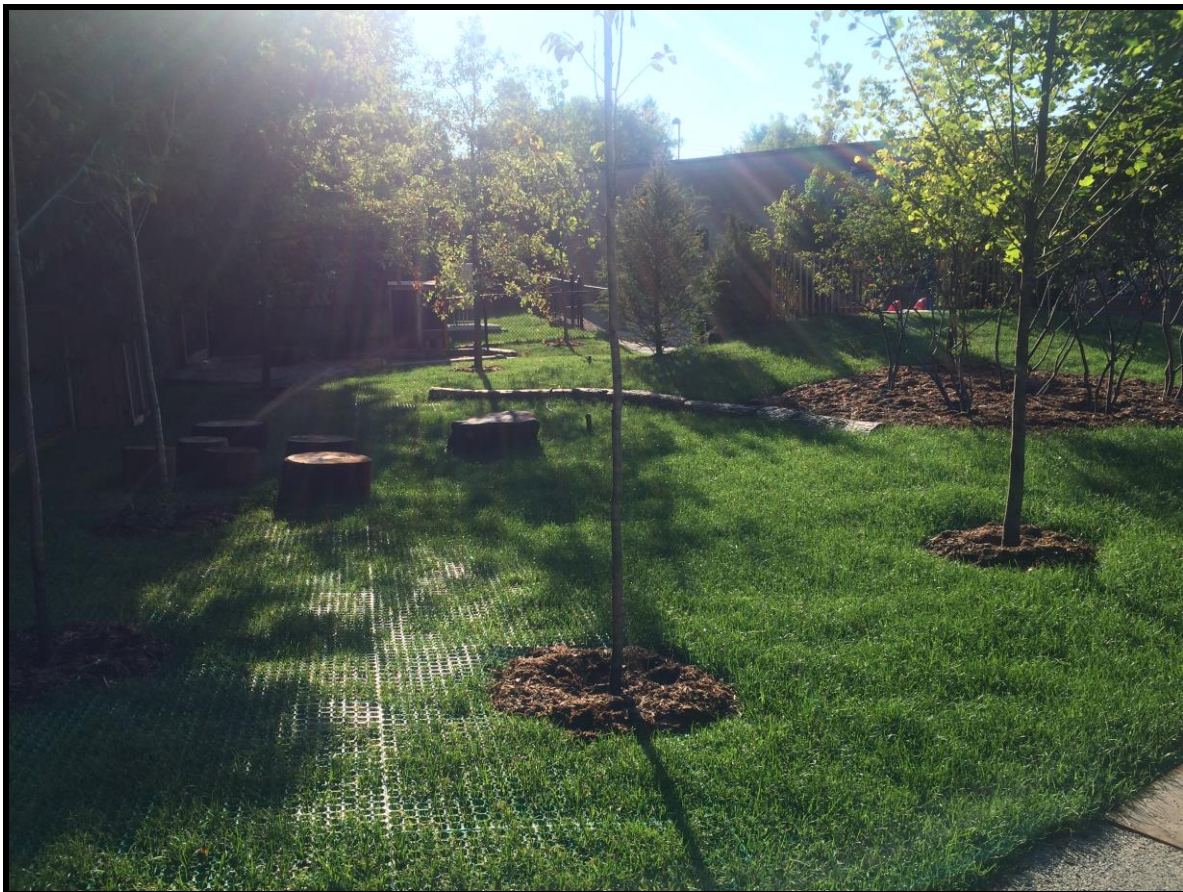


## ST. JOSEPH (ACTON) SCHOOL



ABOVE: St. Joseph (Acton) School; previous kindergarten playground area

BELOW: St. Joseph (Acton) School; new natural outdoor learning playspace







ABOVE: Guardian Angels School; previous kindergarten playground area

BELOW: Guardian Angels School; new natural outdoor learning playspace





## QUEEN OF HEAVEN SCHOOL



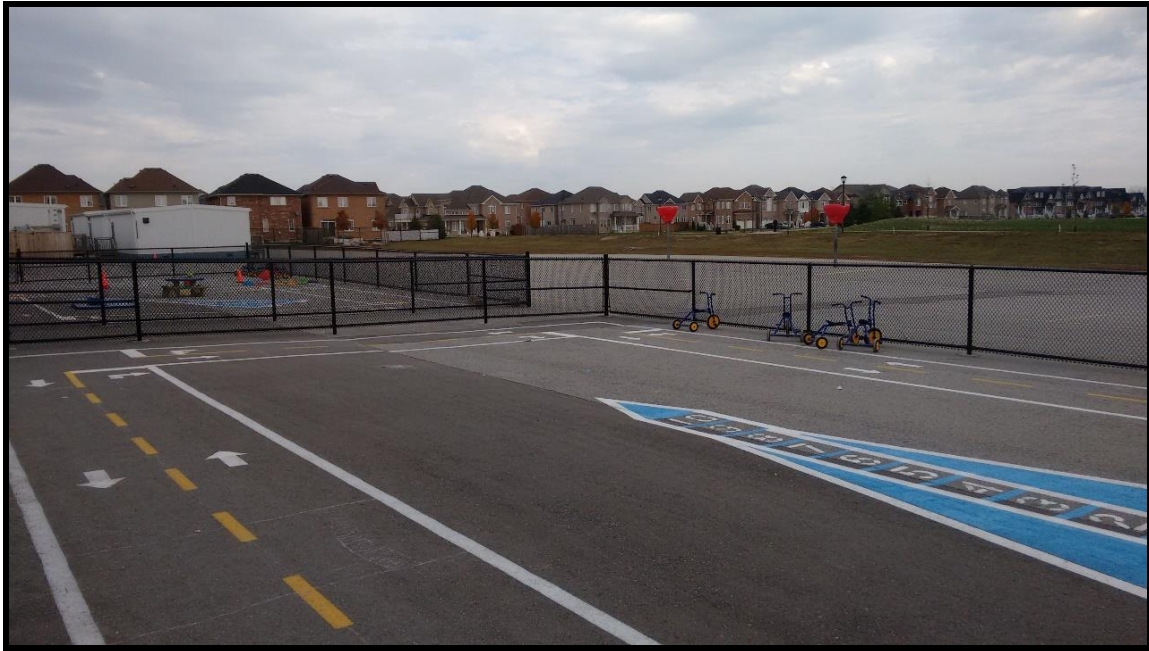
ABOVE: Queen of Heaven School; previous kindergarten playground area

BELOW: Queen of Heaven School; new natural outdoor learning playspace





## ST. ANTHONY OF PADUA SCHOOL



ABOVE: St. Anthony of Padua School; previous kindergarten playground area

BELOW: St. Anthony of Padua School; new natural outdoor learning playspace





## ST. BENEDICT SCHOOL



ABOVE: St. Benedict School; previous kindergarten playground area

BELOW: St. Benedict School; new natural outdoor learning playspace





## OUR LADY OF PEACE SCHOOL



ABOVE: Our Lady of Peace School; previous kindergarten playground area  
BELOW: Our Lady of Peace School; new natural outdoor learning playspace





## ST. ANDREW SCHOOL



ABOVE: St. Andrew School; previous kindergarten playground area

BELOW: St. Andrew School; new natural outdoor learning playspace



**STAFF REPORT**

**ITEM 9.2**

**PROPOSED 2017 FACILITY RENEWAL PROJECTS**

**PURPOSE:**

To introduce the proposed 2017 Facility Renewal Projects.

**BACKGROUND INFORMATION:**

Staff presented the Learning Environment Enhancement Program (LEEP) as Information Report Item 10.3 at the January 5, 2016, Regular Meeting of the Board. The goal of the LEEP is to upgrade the Board's existing school facilities so that all schools offer equitable learning conditions and opportunities for all students. In addition to the enhancement of the Board's learning environments, school facilities require ongoing renewal to maintain the quality of the Board's current learning spaces. For 2017, it is proposed that renewal needs be addressed in the following five categories:

- **Energy Efficient Lighting Systems**

The current fluorescent lighting systems in certain schools are nearing the end of their useful life cycle and will be upgraded to a more energy efficient LED lighting system, which will include control and monitoring capabilities. LED lighting combined with a full lighting controls package, including daylight sensors and central monitoring, can further optimize the energy efficiency of a school's lighting system while providing an enhanced level of lighting for a school's learning spaces. The energy savings from LED lighting systems will directly result in operational cost savings for electricity expenditures.

- **Mechanical System**

Heating, ventilating and air-conditioning (HVAC) systems are a vital component to a school's learning environment. A number of HVAC systems throughout the Board are nearing the end of their useful life cycle, and consequently, a number of new mechanical components require replacement to maintain a proper indoor learning environment for students and staff. Wherever possible, the new HVAC systems will be upgraded with more energy efficient equipment to help reduce operating expenses.

- **Roof Replacement**

A weather-tight roofing system is an integral component of a school building to ensure a safe indoor environment that supports learning. Water infiltration through a roof can lead to extensive structural damage to a school building and potentially result in mold issues. A full assessment of the Board's facilities roofing systems has been completed, and the consultant's recommendations will be considered in identifying roof replacement projects.



- **School Refresh**

The Board has many schools which were constructed pre-2000 that now appear dated with many wear and tear items that need to be addressed as they approach the end of their useful lifecycles. School Refresh projects seek to update building components to bring the school up to the Board's latest building standards. Exterior doors, lockers, washroom partitions, wall tiles, flooring, stair treads, painting, asphalt, concrete and cladding repairs are some of the typical items addressed by school refresh projects. The scope of the school refresh work at each school will be determined based on the individual needs of the school.

- **Kindergarten Natural Outdoor Learning Playspace**

Outdoor play is an integral and essential part of the Full Day Kindergarten Program. There is a growing amount of evidence that supports the connection between healthy child development and exposure to nature. School boards and municipalities have taken the direction to install natural outdoor playspaces and are also choosing to replace their current plastic and metal play structures with playspaces constructed of natural materials. To provide children with engaging and meaningful play and learning experiences, the Board has a plan in place to remove its existing traditional metal and plastic play structures in favour of creating outdoor learning playspaces constructed of natural earth elements. All kindergarten outdoor learning playspaces are scheduled to be upgraded by the end of 2020.

#### **COMMENTS:**

Board staff has identified several facility renewal projects that need to be completed in 2017. The renewal projects to be completed in 2017, and the corresponding school locations where the renewal work will be completed is summarized in a table found in Appendix 'A'. Also, a description of the respective facility renewal projects at each identified school can be found in Appendix 'A'.

Staff are at various stages of completing the scope of work and preparing the 2017 Facility Renewal Projects for competitive tenders. The preliminary estimate cost to complete these projects is approximately \$14 million. The accuracy of this cost estimate will improve once competitive tenders for the projects are received. An Action Item Report, complete with more detailed plans and tender pricing, will be presented for Trustees consideration and approval at a future Board Meeting.

Other facility renewal needs may be identified during the current school year that need to be addressed in 2017. If so, those facility renewal projects will be presented to the Board for Trustee approval.

#### **FUNDING:**

The Board has sufficient funds to finance the proposed 2017 Facility Renewal Projects through the Board's Facilities Capital Reserve. The Board currently has approximately \$24.2 million in its Facilities Capital Reserve to fund school renewal projects. Upon completion of the proposed 2017 Facility Renewal Projects, the total funds remaining in the Facilities Capital Reserve for future school renewal projects is estimated at approximately \$10.2 million. Furthermore, an estimated \$1.9 million is expected to be allocated to the Board for facility renewal projects by the Ministry as part of 2017-18 school year grants. This will result in a Facilities Capital Reserve funding balance of approximately \$12.1 million, effective September 2017, being available for future facility renewal projects

**CONCLUSION:**

Staff has identified a number of Facility Renewal Projects that need to be completed in 2017. The estimated preliminary budget for the proposed 2017 Facility Renewal Projects is \$14 million. There is funding available in the Facilities Capital Reserve to cover the proposed 2017 Facility Renewal Projects expenditures. Staff is in the process of completing the project's scope of work and preparing the project construction documents for competitive construction tenders. An Action Item Report, complete with detailed project descriptions and tender pricing, will be presented for Trustees consideration and approval at a future Board Meeting.

**REPORT PREPARED BY:**

J. DUFFIELD  
MANAGER, SCHOOL CAPITAL AND RENEWAL

R. MERRICK  
SENIOR ADMINISTRATOR, FACILITY MANAGEMENT SERVICES

**REPORT SUBMITTED BY:**

G. CORBACIO  
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

**REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

## Proposed 2017 Facility Renewal Projects

School	Lighting Upgrade	Mechanical Systems	Roof Replacement	School Refresh	Natural Playspace	Other	Estimated Preliminary Budget
Bishop Reding						X	\$ 250,000
Lumen Christi					X		\$ 150,000
Mother Teresa				X	X		\$ 520,000
Our Lady of Fatima					X		\$ 150,000
Sacred Heart of Jesus				X	X		\$ 605,000
St. Andrew				X			\$ 321,000
St. Bernadette					X		\$ 150,000
St. Brigid		X	X	X			\$ 1,926,000
St. Elizabeth of Seton					X		\$ 150,000
St. Ignatius of Loyola		X				X	\$ 350,000
St. Joan of Arc					X		\$ 150,000
St. John Paul II					X		\$ 150,000
St. John, Burlington			X				\$ 700,000
St. Luke	X	X		X			\$ 1,160,000
St. Marguerite d'Youville	X	X		X			\$ 1,617,000
St. Mary					X		\$ 150,000
St. Matthew	X	X		X	X		\$ 1,148,000
St. Peter					X		\$ 150,000
St. Thomas Aquinas						X	\$ 40,000
St. Timothy	X	X	X		X		\$ 1,950,000
St. Vincent					X		\$ 150,000
<b>Sub Total</b>							<b>\$ 11,937,000</b>
<b>Contingencies (10%)</b>							<b>\$ 1,193,700</b>
<b>Professional Fees</b>							<b>\$ 835,600</b>
<b>Total</b>							<b>\$ 13,966,300</b>

### **Bishop Reding Catholic Secondary School:**

- The skylight above the main lobby is very costly to maintain and prove leaks. Repairs to the skylight are prohibitive as it is difficult to access and past repairs have had varying levels of success. The skylight would be replaced with a clear story structure that would continue to provide outside light but would also be easier to repair and maintain.
- The stair feature in the lobby would be removed to create a more open and accessible space.

### **Mother Teresa Catholic Elementary School:**

- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames. The interior upgrades will include the painting of common areas and installation of resilient flooring in the kindergarten classrooms.
- The school currently has two change rooms that are only used as storage space. These change rooms would be converted into a food and nutrition room as well as teacher work rooms.
- The student washrooms will be reconfigured where possible to remove doored entries to provide a more accessible space. In addition wall tiles will be installed in the student washrooms as they provide an easier surface to clean and maintain.

### **Sacred Heart of Jesus Catholic Elementary School:**

- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames, and the replacement of deteriorated asphalt. The interior upgrades will include the painting of common areas and installation of resilient flooring in the kindergarten classrooms.
- The school currently has two change rooms that are only used as storage space. These change rooms would be converted into a food and nutrition room as well as teacher work rooms.
- The student washrooms will be reconfigured where possible to remove doored entries to provide a more accessible space. In addition wall tiles will be installed in the student washrooms as they provide an easier surface to clean and maintain.

### **St. Andrew Catholic Elementary School:**

- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames, and the replacement of sod in the grass field. The interior upgrades will include the painting of common areas and resilient flooring in the kindergarten classrooms.
- The school currently has two change rooms that are only used as storage space. These change rooms would be converted into a food and nutrition room as well as teacher work rooms.
- The student washrooms will be reconfigured where possible to remove doored entries to provide a more accessible space. In addition wall tiles will be installed in the student washrooms as they provide an easier surface to clean and maintain.

- The old lights in the gym will be replaced with more energy efficient T5 lighting to improve lighting quality and reduce hydro-electric consumption.

#### **St. Brigid Elementary School:**

- The current fluorescent lighting system at the school has exceeded its projected life span, which is resulting in higher maintenance repair costs as ballasts fail and need replacing. The lighting system will be replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and hydro-electric consumption.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1996, and have surpassed their 20 year expected life span. Each year more of these units fail creating uncomfortable learning spaces until repairs can be made. Replacement heat pump units are custom ordered and can take several weeks to be manufactured and delivered. Replacing all of the heat pump units that have exceeded their life expectancy will allow the Board to take advantage of economy of scale pricing and prevent future extended disruptions to the learning environment.
- The school's boilers were installed in 1996, have surpassed their expected life span and are in need of replacement. The current boilers need to be replaced with modern, high efficiency boilers to help reduce maintenance and energy costs.
- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames. The interior upgrades will include the painting of common areas and installation of resilient flooring in the kindergarten classrooms.
- The student washrooms will be reconfigured where possible to remove doored entries to provide a more accessible space. In addition wall tiles will be installed in the student washrooms as they provide an easier surface to clean and maintain.
- The majority of the current roof was installed in 1996, and has met its rated lifespan of 20 years. Without replacement of these roofing sections, maintenance costs will increase for both the roofing system and the resulting damage to the interior building spaces due to roof leakage.

#### **St. Ignatius of Loyola Catholic Secondary School:**

- The millwork in the science rooms is in need of replacement.
- The HVAC plumbing currently causes some of the air conditioning units to fail due to low water flow. A study would be done to determine the causes and to fix the issues.

#### **St. John Catholic Elementary School, Burlington:**

- The majority of the current roof was installed in 1995, and has surpassed its rated lifespan of 20 years. Without replacement of these roofing sections, maintenance costs will increase for both the roofing system and the resulting damage to the interior building spaces due to roof leakage.

### **St. Luke Catholic Elementary School:**

- The current fluorescent lighting system at the school has exceeded its projected life span, which is resulting in higher maintenance repair costs as ballasts fail and need replacing. The lighting system will be replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and hydro-electric consumption.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1993, and have surpassed their 20 year expected life span. Each year more of these units fail creating uncomfortable learning spaces until repairs can be made. Replacement heat pump units are custom ordered and can take several weeks to be manufactured and delivered. Replacing all of the heat pump units that have exceeded their life expectancy will allow the Board to take advantage of economy of scale pricing and prevent future extended disruptions to the learning environment.
- The current boiler, installed in 1993, has surpassed its expected life span and is in need of replacement. The single boiler system will be replaced with two boilers to meet current standards, which protects the school in the event that one of the boilers fails.
- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames, and the replacement of deteriorated asphalt. The interior upgrades will include the painting of common areas, replacing the old corroded lockers and installation of resilient flooring in the kindergarten classrooms.
- The student washrooms will be reconfigured where possible to remove doored entries to provide a more accessible space. In addition wall tiles will be installed in the student washrooms as they provide an easier surface to clean and maintain.

### **St. Marguerite d'Youville Catholic Elementary School:**

- The current fluorescent lighting system at the school has exceeded its projected life span, which is resulting in higher maintenance repair costs as ballasts fail and need replacing. The lighting system will be replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and hydro-electric consumption.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1993, and have surpassed their 20 year expected life span. Each year more of these units fail creating uncomfortable learning spaces until repairs can be made. Replacement heat pump units are custom ordered and can take several weeks to be manufactured and delivered. Replacing all of the heat pump units that have exceeded their life expectancy will allow the Board to take advantage of economy of scale pricing and prevent future extended disruptions to the learning environment.
- The current boiler, installed in 1993, has surpassed its expected life span and is in need of replacement. The single boiler system will be replaced with two boilers to meet current standards, which protects the school in the event that one of the boilers fails.
- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames, and the replacement of deteriorated asphalt. The interior upgrades will include the painting of common areas, replacing the old corroded lockers and installation of resilient flooring in the kindergarten classrooms.

- The student washrooms will be reconfigured where possible to remove doored entries to provide a more accessible space. In addition wall tiles will be installed in the student washrooms as they provide an easier surface to clean and maintain. Washroom partitions will be replaced on an as need basis.

#### **St. Matthew Catholic Elementary School:**

- The current fluorescent lighting system at the school has exceeded its projected life span, which is resulting in higher maintenance repair costs as ballasts fail and need replacing. The lighting system will be replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and hydro-electric consumption.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1986, and have surpassed their 20 year expected life span. Each year more of these units fail creating uncomfortable learning spaces until repairs can be made. Replacement heat pump units are custom ordered and can take several weeks to be manufactured and delivered. Replacing all of the heat pump units that have exceeded their life expectancy will allow the Board to take advantage of economy of scale pricing and prevent future extended disruptions to the learning environment.
- Many wear and tear items throughout the school are at the point where they need to be repaired or replaced. A school refresh will upgrade both the interior and exterior components of the school site. The exterior upgrades will consist of painting of flashing and window frames, and the replacement of deteriorated asphalt. The interior upgrades will include the painting of common areas, replacing the old corroded lockers and installation of resilient flooring in the kindergarten classrooms.
- The student washrooms will be reconfigured where possible to remove doored entries to provide a more accessible space. In addition wall tiles will be installed in the student washrooms as they provide an easier surface to clean and maintain. Washroom partitions will be replaced on an as need basis.

#### **St. Thomas Aquinas Catholic Secondary School:**

- A field storage unit will be installed next to the sports field.

#### **St. Timothy Catholic Elementary School:**

- The current fluorescent lighting system at the school has exceeded its projected life span, which is resulting in higher maintenance repair costs as ballasts fail and need replacing. The lighting system will be replaced with an LED lighting system that is more energy efficient and will reduce maintenance costs and hydro-electric consumption.
- The schools heat pumps that supply heating and cooling to the individual rooms were installed in 1992, and have surpassed their 20 year expected life span. Each year more of these units fail creating uncomfortable learning spaces until repairs can be made. Replacement heat pump units are custom ordered and can take several weeks to be manufactured and delivered. Replacing all of the heat pump units that have exceeded their life expectancy will allow the Board to take advantage of economy of scale pricing and prevent future extended disruptions to the learning environment.

**Natural Playspaces:**

At the following thirteen (13) elementary schools the board will replace their current plastic and metal play structures with playspaces constructed of natural materials.

**Burlington**

- Sacred Heart of Jesus
- St. Elizabeth of Seton
- St. Timothy

**Milton**

- Lumen Christi
- Our Lady of Fatima
- St. Peter

**Oakville**

- Mother Teresa
- St. Bernadette
- St. Joan of Arc
- St. John Paul II
- St. Mary
- St. Matthew
- St. Vincent



**STAFF REPORT**

**ITEM 9.3**

**MILTON NO. 8 CATHOLIC ELEMENTARY SCHOOL  
APPROVAL TO PROCEED WITH SCHOOL CAPITAL PLANNING**

**PURPOSE:**

To obtain Board authorization for staff to select an architect for the proposed Milton No. 8 Catholic Elementary School, to initiate a School Attendance Boundary Review and to proceed with any other planning matters for this school project.

**BACKGROUND:**

On May 26, 2016 the Ministry issued Memorandum 2016:B11 directing school boards to submit their 2016 Capital Priorities funding requests for consideration by the Ministry no later than July 15, 2016. Staff prepared a priority ranking of the proposed 2016 Capital Priorities and presented Action Report 8.6 for Trustee approval at the June 21, 2016 Regular Meeting of the Board. A copy of Action Report 8.6 is attached for Trustee reference (Appendix "A"). Subsequently, staff submitted to the Ministry the Board's 2016 Capital Priorities Projects and the associated Business Cases for the top 5 capital project priorities as approved by the Board.

**COMMENTS:**

On October 28, 2016 the Board was informed of its Capital Priorities allocation for the new Milton No. 8 Catholic Elementary School (Appendix "B"). Now that the Board has received this school capital allocation, the objective is to establish the new Milton No. 8 school community and to construct the school at the earliest opportunity.

A number of activities are required to be initiated for the new Milton No. 8 Catholic Elementary School capital planning process. One of the first steps in the school capital planning process is to select and appoint an architect for the project. Therefore, it is recommended that staff be authorized to immediately commence the Board's Request for Proposal – Architectural Services process, which has been successfully implemented for the past several school capital projects, for the new Milton No. 8 Catholic Elementary School.

Another important activity to initiate when a new school is being planned is a school attendance boundary review process. It is recommended that staff be authorized to commence a school attendance boundary review process for the new Milton No. 8 Catholic Elementary School.

The commencement of the above noted school capital planning steps would greatly assist the Board to achieve a September 2018 school opening date for the new Milton No. 8 Catholic Elementary School, and avoid a serious elementary student accommodation situation in the Town of Milton.

## CONCLUSION:

The Board is very appreciative of the Ministry's recognition of the Board's student accommodation pressures in Milton with its announcement of funding for the new Milton No. 8 Catholic Elementary School. It is recommended that staff be authorized to proceed with the school capital planning for the new Milton No. 8 Catholic Elementary School.

The following recommendations will be submitted for Trustee consideration and approval at the December 6, 2016 Regular Meeting of the Board:

**RESOLUTION:***Moved by:**Seconded by:*

**RESOLVED**, that the Halton Catholic District School Board authorize staff to select an architect and proceed with the school capital planning process, for the proposed Milton No. 8 Catholic Elementary School Project.

**RESOLUTION:***Moved by:**Seconded by:*

**RESOLVED**, that the Halton Catholic District School Board direct staff to initiate a school attendance boundary review process for the proposed Milton No. 8 Catholic Elementary School, and any other elementary schools as determined by staff that may be impacted by the opening of this new school.

**REPORT PREPARED  
AND SUBMITTED BY:**

G. CORBACIO  
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

**REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

**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:

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

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

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:

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

The Board will retain Watson and Associates to assist in peer reviewing Priorities 1 and 4, the updated Capital Priorities for the 2016 submission.

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:

<b>RANKING</b>	<b>BOARD</b>	<b>SITE/PROJECT</b>	<b>PROJECT TYPE</b>	<b>OPENING</b>
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 <sup>1.</sup>	Growth
Boyne Secondary Plan Milton #10 'Cobden' Catholic Elementary School	2020-21 <sup>4.</sup>	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 <sup>4.</sup>	Growth
North Oakville CE#4 'Minto/Shieldbay' Catholic Elementary School	2020-21	Growth
North Oakville CE#1 Catholic Elementary School	TBD <sup>2.</sup>	Growth
North Oakville CE#3 Catholic Elementary School	TBD <sup>2.</sup>	Growth
North Oakville CE#5 Catholic Elementary School	TBD <sup>2.</sup>	Growth
North Oakville CS#1 Catholic Secondary School	TBD <sup>2.</sup>	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 <sup>3.</sup>	2025-26 <sup>4.</sup>	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.



## **Ontario Building New Halton Schools**

### *Province Supporting Students with Better Learning Spaces*

**NEWS**

October 28, 2016

Ontario is building five new high-quality, modern schools that will better support student achievement and well-being in Halton.

The new projects — all of which are located in fast-growing Milton — are:

- A new elementary school for 776 students to relieve accommodation pressure.
- A new secondary school for 1,200 students to relieve accommodation pressure.
- A new Catholic elementary school for 671 students to relieve accommodation pressure.
- A new elementary school for 354 French-language students to address the accommodation needs of French language rights holders.
- A new French Catholic elementary school for 308 students to relieve accommodation pressure.

Across the province, Ontario is building 28 new schools and expanding and renovating 23 existing ones. This investment will ensure more students are benefitting from state-of-the-art learning facilities that can deliver a full range of programming.

Investing in better buildings for better learning is part of the government's plan to create jobs, grow our economy and help people in their everyday lives.

**QUOTES**

"Building new and improved schools is one of the many ways our government is supporting improved student achievement and well-being. The investment announced today will have a strong impact on students' learning experience and will help them reach their full potential."

— Indira Naidoo-Harris, MPP for Halton

"High-quality schools are the heart of our local communities and the foundation of our publicly funded education system. We know that better buildings support better learning. The funding announced today is a strategic investment in student achievement and well-being, and in the long-term prosperity of our province."

— Mitzie Hunter, Minister of Education

"We thank the Ontario Ministry of Education for this great news, which will allow more families from the Milton area to exercise their right to French-language Catholic education. Many families wish to register their child in a French-language Catholic school. We look forward to working with the Ontario Ministry of Education on making this possible in Halton region and in other communities served by our school board."

— Melinda Chartrand, Chair, CSD Catholique Centre-Sud

"We are very pleased to begin planning for these two new schools in the growing community of Milton. The addition of these schools will help us continue to provide safe, accessible and engaging learning environments for our students."

— Kelly Amos, Chair, Halton District School Board



"We are grateful for the support of the Ministry of Education in this project, as in all other past and future projects. Each investment is a tangible sign that the government believes in the French language secular education. The financing of a Viamonde elementary school in Milton is an investment in the success of students and increases the vitality of our community. "

— Jean-François L'Heureux, Chair, Conseil scolaire Viamonde

"Today's announcement is wonderful news for our school district and for the families who reside in the growing community of Milton. We are grateful for the ongoing support and commitment of the Ministry of Education through the provision of funding to help us build new schools so that we may better serve the needs of our students."

— Diane Rabenda, Milton Board Trustee, Halton Catholic District School Board

## QUICK FACTS

- Ontario is investing more than \$77 million towards these projects in Milton.
- Since 2013, the province has provided more than \$2.5 billion in capital funding for school boards to support 155 new schools and 156 additions and renovations.
- The province is investing \$2.7 billion over two years to support school repair and renewal. This funding is estimated to benefit more than 2,100 schools that have repair and renewal projects valued at \$100,000 or more.
- Ontario is providing school boards across the province with more than \$12 billion over 10 years to help build new schools in areas of high growth, improve the condition of existing schools and invest in projects to reduce surplus space through school consolidations.

## LEARN MORE

[Capital Investments](#)

[Achieving Excellence — A Renewed Vision for Education in Ontario](#)

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Patrick Searle, Minister's Office,  
Patrick.Searle@ontario.ca  
Heather Irwin, Communications Branch, 416-325-2454  
Public Inquiries, 416-325-2929 or 1-800-387-5514  
TTY 1-800-268-7095

**ontario.ca/education-news**  
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**APPROVED SCHOOL EDUCATIONAL TRIPS**

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

**Dated: Tuesday, November 15, 2016**

**Listed by Destination**

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
<b>Elementary</b>						
St. Mary CES, Oakville	8	49	Ottawa, ON	This trip will provide the students from St. Mary CES an opportunity to observe the historical, religious, cultural and political attributes of Ottawa. Students will tour Parliament Hill, the Supreme Court of Canada, the Canadian War Museum, as well as taking a guided walking tour of the city. The students and staff will participate in daily prayers and attend Mass at Notre Dame Basilica.	Monday, February 6 - Wednesday, February 8, 2017	~\$570.00
St. Paul CES, Burlington	8	34	Ottawa, ON	This trip will enhance the students History, Geography, and Arts programs. The students will tour Parliament Hill, the Supreme Court, and will visit the Canadian Museum of History, to name a few. This tour will provide students the opportunity to explore the cultural and political aspects of our nation's capital. Staff and students will attend Mass at Notre Dame Basilica.	Wednesday, June 21 - Friday, June 23, 2017	~\$490 (includes optional insurance)
St. Matthew CES, Oakville	7	60	Camp Muskoka Bracebridge, OIN	The St. Matthew CES students will have the opportunity to build on leadership and team building skills, and to deepen their understanding of the gr. 7 Focus on Faith Theme, Human Dignity and Question, "What is our Story?" Students will be asked to reflect on their personal faith journey; and will also learn about First Nations People and their traditions. Staff and students will participate in daily prayers.	Wednesday, January 18 - Friday, January 20, 2017	~\$300.00

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
<b>Secondary</b>						
Notre Dame CSS, Burlington	11-12	2	Port Hope, ON	Two students have earned the privilege of representing Notre Dame CSS at the Ontario Federation of Schools Athletic Association (OFSAA) Cross Country Championships to be held at Trinity College School in Port Hope. Students will perform to the best of their God-given abilities. Students and staff will pray before every meal and prior to the competition.	Friday, November 4 – Saturday, November 5, 2016	~\$50.00
St. Ignatius of Loyola CSS, Oakville	9-12	12	Port Hope, ON	Students will participate in the OFSAA Cross Country Provincial Championship and be given the opportunity to demonstrate Christian character and learn to work effectively as an interdependent team member. Staff and students will participate in daily prayers.	Friday, November 4 – Saturday, November 5, 2016	~\$112.00

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Notre Dame CSS, Burlington	10-12	11	Belle River, ON	Notre Dame's Senior Girls' Basketball team has earned a place in the OFSAA Championship Provincial Finals. Through the sporting event, the girls will meeting many Catholic graduate expectations such as taking initiative and demonstrating Christian leadership, participating in leisure and fitness activities for a balanced and healthy lifestyle, and working effectively as an interdependent team members. Daily reflection and prayer will be held prior to meals and all games.	Wednesday, November 23 – Saturday, November 26, 2016	~\$450.00
Assumption CSS, Burlington	9-10	12	Kawartha Classic Basketball Tournament Peterborough, ON	Assumption Junior Boys Basketball players will participate in the Kawartha Classic Basketball Tournament in Peterborough. The players will be ambassadors of our Catholic Community and will be asked to display, by behaviour and attitude, how our Christian virtues are manifested on and off the court. 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 Friday morning prior to departure.	Friday, February 10 - Saturday, February 11, 2017	~\$50.00

## INFORMATION REPORT

## ITEM 10.3

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

#### PURPOSE:

To provide trustees with information regarding the extensive field trips submitted by the Halton Catholic District School Board Secondary Schools for the 2016-2017 school year.

#### REMARKS:

The Extensive Trip Advisory Committee (ETAC) met on Wednesday, October 5, 2016 for the purpose of considering these requests. The committee reviewed the packages and requested additional information where required, which has been provided. The proposed trips meet all the established criteria and the committee recommended approval.

Each school has submitted an information sheet which is attached.

#### ETAC: Appendix A:

- i. THOMAS MERTON CSS
  - a. POLAND AND GERMANY  
JULY 5 - JULY 21, 2017
  - b. ITALY  
JULY 2 - JULY 23, 2017
  - c. BOSTON, NEW YORK, WASHINGTON  
JULY 8 - JULY 21, 2017
  - d. NEW YORK CITY  
JULY 15 - 21, 2017
  - e. OTTAWA, MONTREAL, NEW YORK CITY  
JULY 15 - 21, 2017

#### REPORT PREPARED AND SUBMITTED BY:

C. CIPRIANO  
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

#### REPORT APPROVED BY:

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

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

<b>Name of School:</b> Thomas Merton Centre for Continuing Education in partnership with EduTravel Inc.	<b>Principal:</b> Paul Cianciolo
<b>Trip Destination:</b> Germany and Poland	<b>Date of Trip:</b> July 5 - July 21, 2017
<b>Cost of Trip:</b> \$4,600.00	<b>Number of Instructional Days Away:</b> None

<b>Brief Rationale for the Trip:</b>  Students will be studying one of two courses being offered towards achieving credit: Grade 11 Genocide and Crimes Against Humanity CHG38 or Grade 12 University Canadian and World Politics CPW4U.	
<b>Names of Supervisors:</b> PTR 10:1, 1 Teaching Assistant, 1 Tour Animator 1 EduTravel Admin staff (5 adults per bus)  TBD (2 teachers are hired by Thomas Merton, TA, Animator, Admin by EduTravel)	<b>Name(s) of First Aid Provider(s):</b> TBD with final itinerary. Tour guides have the names and locations of the nearest hospitals to the specific destinations. All students must have out of province/country insurance. Once the # is called, the student is directed to the nearest clinic or hospital for care.
<b>Number of Students:</b> 25 students	<b>Insurance Provider:</b> Paisley Manor Insurance Brokers Inc.
<b>Date and Location of Mass:</b> Sunday July 9 <sup>th</sup> , 2017, 6 p.m. St. Hedwig's Catholic Cathedral in Berlin; Sunday, July 16 <sup>th</sup> , 2017 at 10 a.m. St. Mary's Basilica In Krakow.	

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

<b>Name of School:</b> Thomas Merton Centre for Continuing Education in partnership with EduTravel Inc.	<b>Principal:</b> Paul Cianciolo
<b>Trip Destination:</b> Italy	<b>Date of Trip:</b> July 2 - July 23, 2017
<b>Cost of Trip:</b> \$5,800.00	<b>Number of Instructional Days Away:</b> None

<b>Brief Rationale for the Trip:</b>  Students will be working towards achieving their Grade 11 or Grade 12 English credits through an experiential learning opportunity as they participate in activities and complete assignments and assessments in a number of cities in Italy.	
<b>Names of Supervisors:</b> PTR 10:1, 1 Teaching Assistant, 1 Tour Animator 1 EduTravel Admin staff (5 adults per bus)  TBD (2 teachers are hired by Thomas Merton, TA, Animator, Admin by EduTravel)	<b>Name(s) of First Aid Provider(s):</b> TBD with final itinerary. Tour guides have the names and locations of the nearest hospitals to the specific destinations. All students must have out of province/country insurance. Once the # is called, the student is directed to the nearest clinic or hospital for care.
<b>Number of Students:</b> 50 students	<b>Insurance Provider:</b> Paisley Manor Insurance Brokers Inc.
<b>Date and Location of Mass:</b> July 9 <sup>th</sup> , 2017 CATIEORALE SS FILIPPO E GIACOMO, Sorrento; July 15 <sup>th</sup> , 2017 Il Duomo Di Firenze, Florence; July 22 <sup>nd</sup> , 2017 St. Mark's Basilica, Venice.	

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

<b>Name of School:</b> Thomas Merton Centre for Continuing Education in partnership with EduTravel Inc.	<b>Principal:</b> Paul Cianciolo
<b>Trip Destination:</b> Boston, New York City, Washington, Philadelphia	<b>Date of Trip:</b> July 8 – July 21, 2017
<b>Cost of Trip:</b> \$2990.00	<b>Number of Instructional Days Away:</b> None

<b>Brief Rationale for the Trip:</b>  Students will be working towards achieving their Grade 11 or Grade 12 English credits through an experiential learning opportunity as they participate in activities and complete assignments and assessments in Boston, New York City, Washington and Philadelphia.	
<b>Names of Supervisors:</b> PTR 10:1, 1 Teaching Assistant, 1 Tour Animator (4 adults per bus)  TBD (teachers are hired by Thomas Merton, TA and Animator by EduTravel)	<b>Name(s) of First Aid Provider(s):</b> TBD with final itinerary. Tour guides have the names and locations of the nearest hospitals to the specific destinations. All students must have out of province/country insurance. Once the # is called, the student is directed to the nearest clinic or hospital for care.
<b>Number of Students:</b> 100 Students	<b>Insurance Provider:</b> Paisley Manor Insurance Brokers Inc.
<b>Date and Location of Mass:</b> Sunday July 9 <sup>th</sup> , 2017 St. Paul Parish, 29 Mt Auburn St, Cambridge, MA 02138, United States; Sunday July 16 <sup>th</sup> , 2017 Sacred Heart Church 324 Ridge Rd., Lyndhurst, NJ 07071, United States.	

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

<b>Name of School:</b> Thomas Merton Centre for Continuing Education in partnership with EduTravel Inc.	<b>Principal:</b> Paul Cianciolo
<b>Trip Destination:</b> New York City, USA	<b>Date of Trip:</b> July 15 – July 21, 2017
<b>Cost of Trip:</b> \$1,800.00	<b>Number of Instructional Days Away:</b> None

<b>Brief Rationale for the Trip:</b> Students will be working towards achieving their Grade 11 or Grade 12 Mathematics credits through an experiential learning opportunity as they participate in activities and complete assignments and assessments in Boston, New York City, Washington and Philadelphia.	
<b>Names of Supervisors:</b> PTR 10:1, 1 Teaching Assistant, 1 Tour Animator (4 adults per bus)  TBD (teachers are hired by Thomas Merton, TA and Animator by EduTravel)	<b>Name(s) of First Aid Provider(s):</b> TBD with final itinerary. Tour guides have the names and locations of the nearest hospitals to the specific destinations. All students must have out of province/country insurance. Once the # is called, the student is directed to the nearest clinic or hospital for care.
<b>Number of Students:</b> 50 students	<b>Insurance Provider:</b> Paisley Manor Insurance Brokers Inc.
<b>Date and Location of Mass:</b> Sunday, July 16 <sup>th</sup> , 2017 The Parish Our Lady of the Scapular, New York.	



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

<b>Name of School:</b> Thomas Merton Centre for Continuing Education in partnership with EduTravel Inc.	<b>Principal:</b> Paul Cianciolo
<b>Trip Destination:</b> Ottawa, Montreal, New York City	<b>Date of Trip:</b> July 15– July 21, 2017
<b>Cost of Trip:</b> \$1,600.00	<b>Number of Instructional Days Away:</b> None

**Brief Rationale for the Trip:**

Students will be working towards achieving their Civics and Careers credits through an experiential learning opportunity as they participate in activities and complete assignments and assessments in Ottawa, Montreal and New York City.

<b>Names of Supervisors:</b> PTR 10:1, 1 Teaching Assistant, 1 Tour Animator, (4 adults per bus)  TBD (teachers are hired by Thomas Merton, TA and Animator by EduTravel)	<b>Name(s) of First Aid Provider(s):</b> TBD with final itinerary. Tour guides have the names and locations of the nearest hospitals to the specific destinations. All students must have out of province/country insurance. Once the # is called, the student is directed to the nearest clinic or hospital for care.
<b>Number of Students:</b> 125 Students	<b>Insurance Provider:</b> Paisley Manor Insurance Brokers Inc.
<b>Date and Location of Mass:</b> Saturday, July 15 <sup>th</sup> , 2017 Notre Dame Basilica, Ottawa.	

**INFORMATION REPORT**

**ITEM 10.5**

**NORTHEAST BURLINGTON ELEMENTARY SCHOOLS BOUNDARY REVIEW**

**PURPOSE:**

To provide trustees information on the initiation of the Burlington Elementary Schools Boundary Review process that was previously approved at the May 17<sup>th</sup>, 2016 Board meeting.

**BACKGROUND INFORMATION:**

On May 17<sup>th</sup>, 2016 a staff report was presented to the Board of Trustees outlining the need for a Burlington boundary review for elementary schools based on anticipated enrolment pressures in the St. Anne Catholic Elementary school area.

On June 7<sup>th</sup>, 2016 the Board passed a resolution (#130/16) that directed staff to initiate a school attendance boundary review process for Northeast Burlington Elementary Schools.

**COMMENTS:**

With continued accommodation pressures existing in the St. Anne Catholic Elementary School area and with further growth projected, the need to begin the School Attendance Boundary Review process is evident.

Staff are following Operating Policy I-29 which involves significant input and participation by school communities on a wide range of potential boundary options. The School Boundary Review Process is being conducted so that it is received and experienced as a fair, open and transparent process.

School representatives on the Committee include parents from the St. Anne, St. Christopher, St. Elizabeth Seton, Sacred Heart of Jesus, St Timothy, St. Gabriel and Canadian Martyrs Catholic Elementary Schools. The Committee has held two meetings (Monday, October 3, 2016 at St. Anne and Monday, November 7, 2016 at Sacred Heart of Jesus Catholic Elementary School). A third meeting is scheduled for Monday, November 21<sup>st</sup>, 2016

A Community Consultation Meeting will take place on Monday, December 12<sup>th</sup>, 2016 at St. Elizabeth Seton Catholic Elementary School.

**CONCLUSION:**

With continued accommodation pressures anticipated in the St. Anne Catholic Elementary School area, Senior Staff have identified the need to initiate the School Boundary Review Process for this community. This report serves as information to the Board and respective school communities that the school boundary review process will follow the Board policy and will be conducted so that it is perceived and experienced as a fair, open and transparent process.

**REPORT PREPARED &  
SUBMITTED BY:**

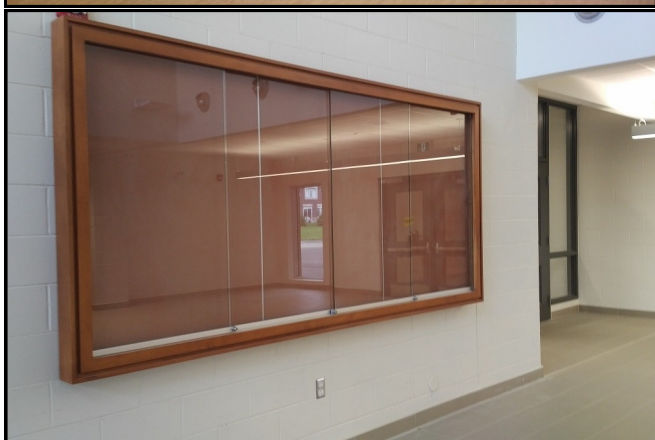
C. MCGILLICUDDY  
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

**REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

# ***St Gregory the Great Catholic Elementary School Construction Project***

## **Construction Report - October 2016**



### **Construction Update**

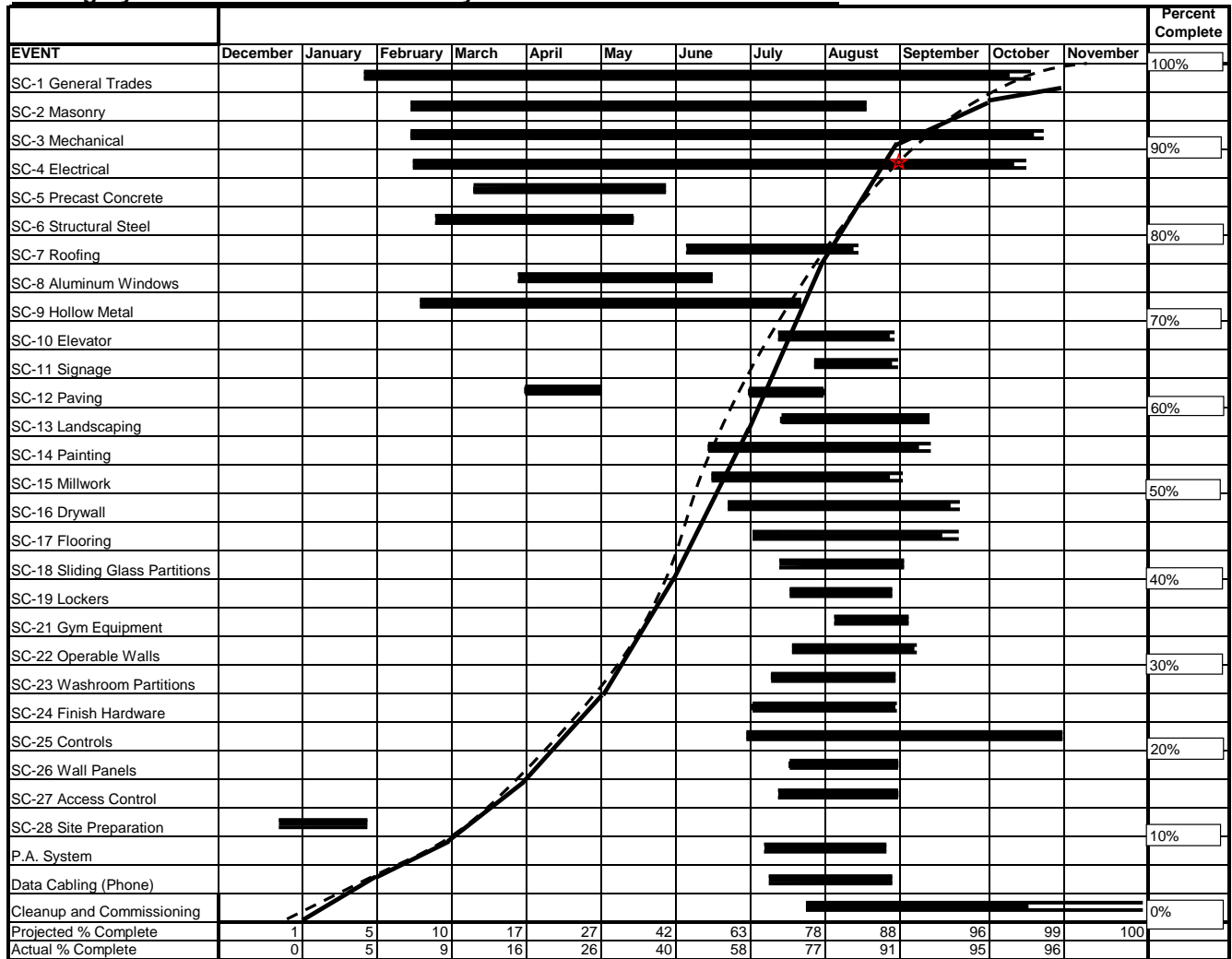
- The pictures above were taken on November 8, 2016. The top-left picture shows completed gym flooring awaiting floor lines. The top-right pictures shows the completed art room. The bottom-left picture shows a display cabinet installed in the lobby. The bottom-right picture shows ongoing installation of roofing cap sheet.
- Work completed included finishing trades and life safety systems.

### **Schedule Update**

- Finish trades working on flooring and millwork.
- Work on the Library will be completed in November.
- Paint touch-ups in various areas.

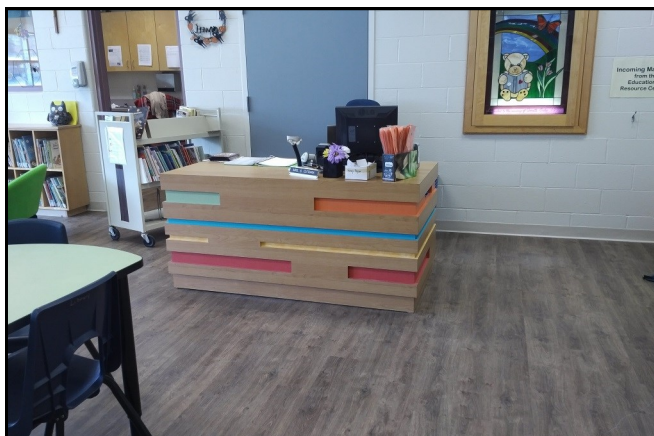
If you have any comments or questions about the new school, please contact Tim Overholt, Superintendent of Education at (905) 632-6300 ext. 120 or e-mail [overholtt@hcdsb.org](mailto:overholtt@hcdsb.org). For school construction information contact Giacomo Corbacio, Superintendent, Facility Management Services at (905) 632-6300 ext. 171 or e-mail [corbaciog@hcdsb.org](mailto:corbaciog@hcdsb.org).

# St Gregory the Great Catholic Elementary School - Construction Schedule





## Construction Report - October 2016



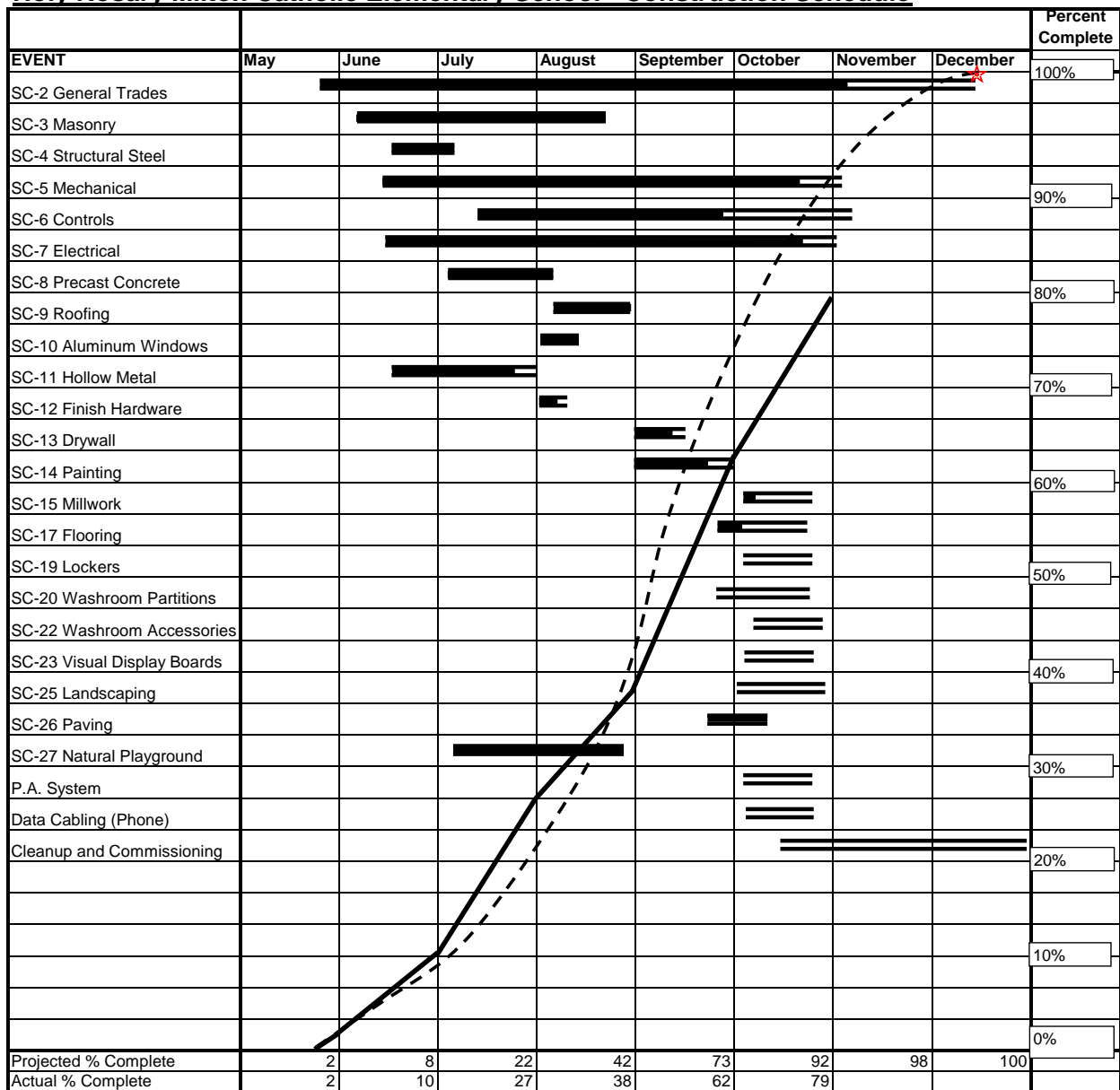
### Construction Update

- The pictures above were taken on November 8, 2016. The top-left picture shows the circulation desk installed as part of the library renovations. The top-right picture shows newly installed retaining wall and asphalt. The bottom-left picture shows ceramic tile installed in the corridors. The bottom right picture shows the installed unit ventilator in a classroom
- Work completed included completion of retaining wall, asphalt, ceiling grid and washroom ceramic tiles.

### Schedule Update

- Classroom vinyl sheet flooring installation.
- Millwork installation.
- Locker installation.
- Heating and ventilation equipment start-up.
- Finishing trades.

## Holy Rosary Milton Catholic Elementary School - Construction Schedule



★ Projected Occupancy Date

Projected Construction Progress  
 Actual Construction Progress

**Minutes of Catholic Parent Involvement Committee Meeting (CPIC)**

**Monday, October 03, 2016**

**7:00 p.m. - Board Room**

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

**In Attendance:**

A. BOONE; C. CIPRIANO; P. DAWSON; D. GARELL-TETI; A. GONZALEZ; S. GUEVARA;  
H. KARABELA; A.A. LEMAY; R. LUISETTO; E. MACDONALD;  
G. MERRITT-MURRELL M. RITCEY; R. STAGG; K. WILLIAMS  
K. BLOOMFIELD; L. HARTMAN; Fr. R. HÉTU

**Regrets:**

**Chair:**

R. STAGG

**Recorder:**

M. ZAMMIT

**1. OPENING PRAYER**

The meeting began at 7:00 p.m. with a prayer led by G. Merritt-Murrell.

G. MERRITT-MURRELL

**2. APPROVALS & REVISIONS**

R. STAGG

**a. AGENDA**

	Moved by:	R. Luisetto
	Seconded by:	G. Merritt-Murrell
<b>RESOLVED, that, the agenda be approved.</b>		
<b>CARRIED</b>		

**b. MINUTES**

	Moved by:	A.A. LeMay
	Seconded by:	A. Gonzalez
<b>RESOLVED, that, the minutes from Sept. 12, 2016, be approved, as amended.</b>		
Date revision in item 10 from October 4 <sup>th</sup> to 3 <sup>rd</sup> and correction date for next CPIC meeting.		
<b>CARRIED</b>		

**3. BOARD UPDATE**

P. DAWSON

Director P. Dawson presented the board's strategic plan, and discussed the process. She noted the strategic plan can be found on the board's public website.

**INFORMATION REPORT**

C. CIPRIANO

- C. Cipriano spoke to the PRO Grant applications that were approved by the Ministry of Education. He noted that 42 schools were approved for a total of \$40,604.00;
- EQAO- results are in and have been made public – information has been forwarded to parent community, and can be found on the board public website;



- OSSLT – this year participating gr. 10 students will take the OSSLT on Oct. 21<sup>st</sup> online. This online assessment is a pilot project. Students will have an opportunity to take the assessment again in March;
- C. Cipriano discussed the enrolment numbers, and stated there is a big increase. This has been reflected in the hiring, over 75 new teachers were hired for the 2016-2017 school year;
- Diocesan Mass that took place on September 22<sup>nd</sup> was a great success;
- Cross Country event took place the Sept. 29<sup>th</sup> weekend, C. Cipriano acknowledged and thanked all volunteers;
- PA Day this Friday Oct. 7<sup>th</sup>. Faith day activities planned for staff;
- AP program placement at Assumption Secondary School on Oct. 6<sup>th</sup> from 6:30-8:00 pm;
- AP program information night at Holy Trinity Secondary School Oct. 27<sup>th</sup> at 7:00-8:30 pm;
- IB Information Night on Oct. 20<sup>th</sup> at St. Thomas Aquinas Secondary School at 7:00 pm;
- WFMP (When Faith Meets Pedagogy) is taking place on Oct. 27<sup>th</sup>;
- C. Cipriano provided the group with copies of the mathematics action plan 2016-2017 for the Halton Catholic District School Board. He noted that each school will have a math coach/lead. Discussion proceeded regarding math and the struggles some students face;
- C. Cipriano will discuss International Students, which is part of his portfolio at the next meeting.

#### 4. TRUSTEES UPDATE

H. KARABELA

H. Karabela spoke about the updated Policy II-24 Home to School Student Transportation. She noted that at the next board meeting October 4<sup>th</sup> Trustees will vote on the proposed Oakville Northeast Pupil Accommodation Review (PAR).

#### 5. BUSINESS ARISING FROM PREVIOUS MEETINGS

- **Council of Chairs Speaker Update** - Upcoming Council of Chairs meeting Oct. 19<sup>th</sup> proposed speaker update. G. Merritt-Murrell stated the previously suggested Sapphire Studies speaker would be at no cost. Another option is Dr. Karen Gordon she is a motivational speaker and is available for the 19<sup>th</sup>, the cost would be \$2000 + HST. Discussion proceeded regarding Sapphire Studies, and that it would promote tutoring. It was decided by the group that in lieu of a speaker for the upcoming CoC meeting, Director P. Dawson will present the boards strategic plan and the curriculum department will speak regarding the math strategy that the board has created in response to the Ministry's renewed math strategy.
- **Parish Retreat** – A. Gonzalez noted the event has been taking place for a number of years now. Planning for a date in Nov. The OAPCE representatives will be invited and the commissioning ceremony will take place on the same day.
- **People for Education** – It was noted that the conference is taking place on Nov. 12<sup>th</sup> at Rotman School of Management, 105 St. George Street, Toronto. G. Merritt-Murrell inquired if any other members would like to attend, last call.
- **Bishop Dinner** – Doodles will be sent out, please respond.
- **Webinar: First Nations Metis Inuit Oct. 15<sup>th</sup>** – R. Luisetto noted as of Friday 50 people had registered. It was asked if any other members would like to join the webinar committee, G. Merritt-Murrell volunteered.

#### 6. NEW BUSINESS

It was noted that WE DAY will take place on Oct. 19<sup>th</sup>. Last year some CPIC members received tickets. C. Cipriano to inquire about tickets for CPIC members this year.

#### 7. OAPCE DIRECTORS REPORT

E. MACDONALD

E. Macdonald provided the group with information that was requested at the last meeting in regards to the responsibility of a OAPCE Director. It was decided that R. Luisetto will be the new OAPCE Director.

#### 8. BOARD COMMITTEE REPORTS (IF NECESSARY)

new committee members were assigned:

- |   |                                |
|---|--------------------------------|
| ➤ <b>FOCUS ON FAITH</b>                                     | A. GONZALEZ                    |
| ➤ <b>HOME SCHOOL PARISH PARTNERSHIP DAY</b>                 | A. GONZALEZ                    |
| ➤ <b>CALENDAR COMMITTEE</b>                                 | R. LUISETTO/G. MERRITT-MURRELL |
| ➤ <b>BOARD IMPROVEMENT PLAN</b>                             | S. GUEVARA                     |
| ➤ <b>EQUITY AND INCLUSION</b>                               | M. RITCEY                      |
| ➤ <b>FACE (FRIENDS AND ADVOCATES OF CATHOLIC EDUCATION)</b> | G. MERRITT-MURRELL/A. GONZALEZ |
| ➤ <b>WALK WITH JESUS</b>                                    | G. MERRITT-MURRELL             |
| ➤ <b>MENTAL HEALTH</b>                                      | R. LUISETTO/A. BOONE/M. RITCEY |

## 9. CPIC SUBCOMMITTEES (IF NECESSARY)

### ***Pro Grant Update***

Subcommittee met today prior to CPIC meeting. R. Luisetto will work on the constant contact to create registrations for the Dr. Jean Clinton presentation taking place on Nov. 16<sup>th</sup> at Jean Vanier.

### ***Faith and Family Development Committee***

E. MacDonald discussed the Lighthouse Catholic Media CD box. It was noted new CD's have been purchased and there was a total of \$60 in donations inside the box. This media box will be brought to the Catholic Council of Chairs meetings.

Moved by: R. Luisetto  
Seconded by: M. Ritcey

**THAT**, the meeting be extended past 9:00 pm

## 10. CPIC GOAL SETTING GROUP BREAKOUT

Group worked on goal settings. The chair will send out notes to the members.

## 11. FUTURE AGENDA ITEMS

- C. Cipriano to provide information about the International Student Program at the next CPIC meeting.
- A. Gonzalez will provide a short presentation on Catholicism Project.

## 12. CLOSING PRAYER

E. MACDONALD

The meeting was closed with prayer.

## 13. ADJOURNMENT

R. STAGG

Moved by: R. Luisetto  
Seconded by: G. Merritt-Murrell

**THAT**, the meeting was adjourned at 9:40 pm

**CARRIED**

## **MINUTES OF THE POLICY COMMITTEE MEETING**

Date: October 11, 2016  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

Members Present: J. M. Rowe A. Danko  
A. Iantomasi D. Rabenda – by Teleconference  
H. Karabela P. Marai  
J. Michael A. Quinn  
S. Trites

Staff Present: P. Dawson, Director of Education  
L. Frees, Senior Administrator, Human Resources  
A. Lofts, Senior Administrator Financial Services, Business Services  
R. Negoï, Superintendent Business Services  
J. O'Hara, Executive Officer, Human Resources  
T. Overholt, Superintendent of Education  
F. Thibeault, Administrator, Planning Services, Planning & Assessment Services  
D. Tkalcic, Manager, Purchasing Services  
A. Swinden, Administrator, Strategic Communications

Recording Secretary: J. Neuman

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1. **CALL TO ORDER**

1.1 **Opening Prayer**

The meeting opened at 7:00 p.m. with a prayer led by A. Iantomasi.

2. **APPROVALS**

2.1 **Agenda**

**#P07/16**

**Moved by:** D. Rabenda

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

**THAT**, the agenda be approved.

A. Quinn recommended that item 3.6 be addressed after the scheduled trip to Israel. Discussion ensued regarding the motion to amend the agenda, and clarification of the motion.

**#P07/16 (amendment)**

**Moved by:** A. Quinn

**Seconded by:** H. Karabela

**THAT**, the agenda be amended to defer Item 3.6 to a later meeting.

**DEFEATED**

The Chair called for a vote. Recommendation **#P07/16 CARRIED**.

2.2 **Approval of Minutes – September 13, 2016**

**#P08/16**

**Moved by:** J.M. Rowe

**Seconded by:** A. Iantomasi

**THAT**, the minutes of the Policy Committee Meeting held on September 13, 2016 be approved, as submitted.

**CARRIED**

### 3. ACTION ITEMS

#### 3.1 Policy III-16 Workplace Harassment (J. O'Hara)

J. O'Hara reviewed the final version of Policy III-16 Workplace Harassment and referenced the two significant changes in keeping with Bill 132 "Sexual Violence and Harassment Action Plan Act (Supporting Survivors and Challenging Sexual Violence and Harassment), 2015", which became Law in September 2016.

##### **#P09/16**

**Moved by:** J.M. Rowe

**Seconded by:** A. Iantomasi

**THAT**, the Policy Committee recommends that Policy III-16 Workplace Harassment be forwarded to the October 18, 2016 Regular Board Meeting for approval.

In response to questions, J. O'Hara clarified the requirements of the annual review of the policy under the Occupational Health and safety Act. It was noted that the definition of Sexual Harassment has been taken directly from legislation, and that Denominational rights will be protected under the Human Rights Act.

The Chair called for a vote. Recommendation **#P09/16** and it **CARRIED**.

#### 3.2 Policy III-17 Attendance Support Program Second and Third Reading (J. O'Hara)

J. O'Hara noted that Policy III-17 had been presented previously to the Policy committee and forwarded to stakeholders for input. It was also noted that stakeholder feedback is included in the report. An explanation was given regarding the OECTA Elementary feedback. Feedback from the Secondary President was provided but not submitted through the stakeholder response venue.

##### **#P10/16**

**Moved by:** A. Quinn

**Seconded by:** A. Iantomasi

**THAT**, the Policy Committee recommends that Policy III-17 Attendance Support Program be forwarded to the October 18, 2016 Regular Board Meeting for approval.

Regarding a question determining the supervisor's role in assessing medical situations, J. O'Hara noted that the normal course of management is to ensure people are recording absences properly and to address staffing concerns as part of normal conversation that should be happening

A. Danko indicated that he was opposed to the policy as written and that it should include more wording from the operational procedure.

Discussion ensued regarding clarification of the stakeholder feedback. It was noted that the policy is not in violation of the collective agreement.

Questions were raised regarding the OECTA incentive program. J. O'Hara responded that an opportunity was offered during central bargaining to bank some sick days, in order to curb some of the increase of absenteeism. It was noted that data has indicated that there is not much improvement in staff absences; only a slight positive change has been noted in the Secondary panel and no improvement in the Elementary panel.

A. Danko provided clarification in terms of the wording that he would like incorporated to the policy.

The Chair called for a vote. Recommendation **#P10/16 CARRIED**.

#### 3.3 Policy I-31 Apparel Purchases and Fair Labour Practices (D. Tkalcic)

D. Tkalcic reviewed the modifications made to Policy I-31 Apparel Purchases and Fair Labour Practices as a follow-up to the Policy as discussed at the June Policy Committee Meeting.

**#P11/16****Moved by: S. Trites****Seconded by: J. Michael**

**THAT**, the Policy Committee recommends that Policy I-31 Apparel Purchases and Fair Labour Practices be forwarded to the October 18, 2016 Regular Board Meeting for approval.

A. Quinn objected to the Policy as it dictates to parents how they must spend their money regarding uniform purchases. He presented the following amendment.

**#P11/16 (amendment)****Moved by: A. Quinn****Seconded by: H. Karabela**

That the wording “using tax payer money” be added to the Application and Scope section of Policy I-31 Apparel Purchases and Fair Labour Practices.

**DEFEATED**

Discussion ensued regarding clarification of the request to amend. A. Quinn noted that because school uniforms are not a Board purchase, or a school generated funds purchase, it is not the duty of the Board to dictate to parents how to spend their money. Clarification regarding vendors being in compliance with the School Board’s standards was given. R. Negoï noted that the revisions already included in the Policy addressed concerns raised by A. Quinn.

It was noted that unlike elementary schools, secondary schools do not have a choice regarding students wearing uniforms.

The Chair called for a vote on recommendation **#P11/16**. A. Quinn requested a recorded vote.

<b>In Favour</b>	<b>Opposed</b>
A. Danko	H. Karabela
A. Iantomasi	A. Quinn
J. Michael	
D. Rabenda	
M. Rowe	
S. Trites	

Recommendation **#P11/16 CARRIED**.

### 3.4 **Policy I-01 Catholic School Support (R. Negoï)**

R. Negoï presented revisions to Policy I-01 Catholic School Support, in order to better align with current practices. She noted that a full review of the Administrative Procedure will be completed and revisions will be brought back as information to the Policy Committee at a future meeting.

**#P12/16****Moved by: J. Michael****Seconded by: H. Karabela**

**THAT**, the Policy Committee recommends that Policy I-01 Catholic School Support be forwarded to the October 18, 2016 Regular Board Meeting for approval.

In response to a question, R. Negoï provided clarification between “attendance” and “support”. She explained that the funding that comes from the province is based on actual student enrollment, while support assists in enrollment forecasts, number of trustees on the Board, etc.

A. Iantomasi acknowledged that the Policy aligns with OCSTA’s information regarding voting for trustees in each municipality.

T. Overholt noted that as families move to new homes, they may not be aware that they need to ensure that their support is continued to be directed to Catholic Schools. F. Thibeault noted that the direction of school support form is attached to the report and that it is common school practice, as part of the Administrative Procedure, to forward this form to parents at registration or if they are notified of a change of address.

A. Iantomasi asked if the information is consistently made available on the public website, and suggested that the information be forwarded to the local parishes to request regular publication in their bulletins.

It was noted that the information is only available on the website at election time, but will be moved to a more prominent place, perhaps the enrollment tab, so that it is always accessible.

Final revisions, based on the discussion will be brought to the Board meeting for approval.

The Chair called for a vote. Recommendation **#P12/16 CARRIED.**

### 3.5 **Policy V-07 Cash Donations Requests to a School or to the Board (R. Negoï)**

R. Negoï provided changes to Policy V-07 Cash Donations Requests to a School or to the Board and indicated that the policy relates to donations that require a separate bank account or a trust fund, that are spent in a pre-determined way. It was noted that minor changes have been made.

#### **#P13/16**

**Moved by:** M. Rowe

**Seconded by:** A. Iantomasi

**THAT,** the Policy Committee recommends that Policy V-07 Cash Donations Requests to a School or to the Board be forwarded to the October 18, 2016 Regular Board Meeting for approval.

Discussion ensued and questions regarding a philanthropic policy were asked and answered.

R. Negoï indicated that a Donation button is available on the website; however, any monies that are donated through the website are generally allocated for school fundraising use, as chosen by the donor, generally as a holding account for transfer of funds to the designated donation.

The Chair called for a vote. Recommendation **#P13/16 CARRIED.**

### 3.6 **Policy I-34(b) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees**

P. Marai indicated that this item was brought forward following discussion of Trustee Travel and Expenses at the last Board meeting

#### **#P14/16**

**Moved by:** A. Danko

**Seconded by:** J. Michael

**THAT,** the Policy Committee recommends that Policy I-34(b) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees be forwarded to the October 18, 2016 Regular Board Meeting for approval.

A. Quinn read a letter from the CEO of the Simon Wiesenthal Centre, Toronto; and indicated that the purpose of this discussion should be about all trustee expenses.

A. Iantomasi indicated that she spoke with the president of OCSTA and cautioned that rather than rule out all international travel, it may be wiser to consider reviewing each request on a case by case basis which would allow a 30 to 60 day information, action, approval process.



Discussion ensued regarding trustees invitations to events within the GTA and expenses that occur as a result; the benefit of international travel to the Board; proper use of funds and the review of all expenses.

The following amendment to the Policy was presented:

**#P14/16 (amendment)**

**Moved by:** A. Quinn

**Seconded by:** H. Karabela

**THAT**, Items 11 and 12 in Policy I-34(b) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees, be amended to change the maximum expense amount from \$3000.00 to \$300.00.

**DEFEATED**

The following amendment to the Policy was presented:

**#P14/16 (amendment)**

**Moved by:** J.M. Rowe

**Seconded by:** A. Danko

**THAT**, Item 12 in Policy I-34(b) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees be amended to say "Expenses for any travel outside of Canada and the United States will not be reimbursed."

**CARRIED**

The following amendment to the Policy was presented:

**#P14/16 (amendment)**

**Moved by:** A. Quinn

**Seconded by:** H. Karabela

**THAT**, that item 12 in Policy I-34(b) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees, be amended to include "a report brought back to the board for an action item and approval".

**DEFEATED**

A. Quinn noted that all events and conferences attended should include reports and accounting of expenses in order to broaden accountability to all expenses not just travel.

Discussion followed regarding Trustee attendance at events.

The following amendment to the Policy was presented:

**#P14/16 (amendment)**

**Moved by:** A. Quinn

**Seconded by:** H. Karabela

**THAT**, Item 14 in Policy I-34(b) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees, be amended and that Item 12, point 2, be amended to include "all costs must be pre-approved".

**DEFEATED**

The following amendment to the Policy was presented:

**#P14/16 (amendment)**

**Moved by:** H. Karabela

**Seconded by:** A. Quinn

**THAT**, Policy I-34(b) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees, be amended to include "Trustees attending educational seminars/conferences briefly report highlights as an information item at a board meeting, for which the trustee has used their expense account for".

**DEFEATED**

It was noted that trustee reporting is already covered in the Policy and doesn't require this amendment.

**#P14/16****Moved by:** A. Danko**Seconded by:** J. Michael

**THAT**, the Policy Committee recommends that Policy I-34(b) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees, **as amended**, be forwarded to the October 18, 2016 Regular Board Meeting for approval.

A. Quinn requested a recorded vote:

In Favour	Opposed
A. Danko	H. Karabela
A. Iantomasi	A. Quinn
J. Michael	
D. Rabenda	
M. Rowe	
S. Trites	

Recommendation **#P14/16 CARRIED** as amended.

It was noted that Trustee expenses are posted on the Public website in November/December.

D. Rabenda excused herself from the meeting at 8:30 p.m.

#### 4. DISCUSSION ITEMS

There were no discussion items.

#### 5. INFORMATION ITEMS

5.1 **Administrative Procedure VI-05 Secondary School Cafeteria Commissions**

5.2 **Administrative Procedure VI-06 Charitable Receipts**

5.3 **Administrative Procedure VI-16 Student Retreat Funds**

Staff responded to questions regarding the student retreat funds.

5.4 **Administrative Procedure VI-26 Cheque Requisitions**

5.5 **Administrative Procedure VI-31 Trust Funds**

5.6 **Policy Review Schedule - Three Year Cycle**

T. Overholt acknowledged that the Policy Review Schedule has been finalized.

#### 6. MISCELLANEOUS INFORMATION

There was no miscellaneous information.

#### 7. CORRESPONDENCE

There was no correspondence.

#### 8. IN CAMERA

There was no in-camera session.

#### 9. NEW BUSINESS

There was no new business.

#### 10. MOTION TO EXCUSE COMMITTEE MEMBERS

There were no trustees absent.

11. **MOTION TO ADJOURN**

**#P15/16**

**Moved by:** J. Michael

**Seconded by** J.M. Rowe

**THAT**, the meeting adjourn.

**CARRIED**

The meeting closed with a prayer led by P. Marai at 8:40 p.m.



Ontario Catholic School  
Trustees' Association

P.O. Box 2064, Suite 1804  
20 Eglinton Avenue West  
Toronto, Ontario M4R 1K8  
T. 416.932.9460 F. 416.932.9459  
[ocsta@ocsta.on.ca](mailto:ocsta@ocsta.on.ca) [www.ocsta.on.ca](http://www.ocsta.on.ca)

Patrick Daly, *President*  
Beverley Eckensweiler, *Vice President*  
Nick Milanetti, *Executive Director*

October 31, 2016

Brenda Korbee  
Senior Policy Advisor  
Ministry of Environment and Climate Change  
Drinking Water Management Division  
40 St. Clair Ave. West, 3<sup>rd</sup> Floor  
Toronto ON M4V 1M2  
[Brenda.korbee@ontario.ca](mailto:Brenda.korbee@ontario.ca)

Dear Ms. Korbee:

**Re: Proposed Amendments to Ontario Regulation 243/07, Safe Drinking Water Act**

The Ontario Catholic School Trustees' Association is the provincial voice for 237 elected Catholic Trustees who collectively represent 29 Catholic School Boards across Ontario. OCSTA sincerely appreciates the opportunity to comment on the proposed changes to the regulation regarding drinking water standards in schools and child care centres.

We support the Ministry's objective of providing safe drinking water and monitoring lead levels in our schools sources of drinking water. We strive to ensure our schools are safe, learning and working environments for our students, teachers and staff. As you know, our facilities staff work diligently to monitor, test and maintain the safety of our schools and child care centres supply of drinking water.

OCSTA, does however, have some concerns with the proposed changes to O. Regulation 243/07. First, the timeline for testing for lead at all drinking water fountains, all taps used in the preparation of food or drink by January 1, 2022 is too compressed for all our schools and child care centres. This is a significant change in the current regulation that requires schools to take samples from at least one drinking water fountain but not all sources of drinking water. School boards will need more time to conduct an inventory of all water fountains, taps, and other sources of water that will be required to accurately determine the number of samples to be collected and analyzed.

Second, the costs associated with the inventory, testing, analysing the samples and retrofitting the existing drinking water infrastructure will be significant. The Toronto Catholic District School Board estimates that under the revised regulation their annual cost will increase to \$200,000 (see attached). In addition to significant increase in costs Northern and rural school boards will experience additional challenges with regard to required resources as a result of the revised regulation.

These new costs are not currently reflected in school board budgets. For example, boards will need to conduct an analysis of using filters for corrective action and compare those costs to replacing the existing infrastructure. Also, older schools in urban centres will likely require other significant capital investments to ensure the drinking water sources meet the new regulatory requirements.

There are also increased administrative and operational costs that need to be factored into overall cost structure. This would include increased custodial costs for maintaining the drinking water systems.

Our third concern relates to possible logistical issues in the new testing and flushing requirements for all sources of drinking water. These may add large blocks of time to the daily and weekly flushing requirements of our schools, impose possible restrictions on accessing the schools washrooms during the school day and generally add to the costs of maintaining the drinking water system.

It should be noted too, that if any school or child care centre found lead exceeding the regulatory standard in any flushed sample of drinking water, that immediate corrective action would be taken. The safety of students and children are the highest priority for our school boards.

In summary, OCSTA supports the Ministry of Environment and Climate Changes objective of ensuring safe drinking water for our schools and child care centres. However, the timelines for implementation need to be extended and costs associated with the necessary retrofitting and changing procedures need to be factored into the revised regulation.

Further consultation with school board staff on the logistical and administrative impacts of the revised regulation should be undertaken as well.

Please do not hesitate to contact me if I can be of any assistance or if you have any questions or concerns.

Yours truly,



Patrick J. Daly  
President

*Attachment*

cc: Hon. Mitzie Hunter, Minister of Education  
Bruce Rodrigues, Deputy Minister of Education  
Sam Andrey, Director of Policy  
Chris Humphries, Senior Policy Advisor  
Grant Osborn, Director Capital Policy and Programs Branch



October 28, 2016

[sandrews@ocsta.on.ca](mailto:sandrews@ocsta.on.ca)

J. Stephen Andrews  
Director of Legislative and Political Affairs  
Ontario Catholic School Trustees' Association  
20 Eglinton Avenue West, Suite 1804  
Toronto, Ontario  
M4R 1K8

Dear Mr. Andrews:

Please find below the Toronto Catholic District School Board's response regarding the proposed changes to the Ministry of the Environment and Climate Change's Safe Drinking Water Act – O. Reg. 243 Schools, Private Schools and Day Nurseries. It is unclear to the Board staff that have experience and direct responsibility regarding the testing of water in our 200 schools, as to effectiveness of increased water testing as it relates to improving water quality in schools in Toronto. The costs, implementation and workload associated with the additional testing will be problematic for the Board.

Currently, the Board is required to sample one drinking fountain from each school once a year and send it to a certified lab for analysis. The annual cost for the annual lead in water sampling and testing program is approximately \$20,000.00 (based on 2016). The proposed amendment to the regulation would require that all drinking fountains in a school be sampled and sent to a certified lab for analysis. This would dramatically increase the annual cost to at least \$200,000.00, which is a conservative estimate.

Besides the cost, there are huge logistical issues in complying with the proposed amendments to the regulation as noted below:

1. The current rules regarding water sampling requires non-operation of all the school plumbing, including washrooms, for at least six hours prior to water samples being taken – sinks, fountains, urinals or toilets cannot be used for six hours prior to the water sampling. In order to meet this six hours rule, the environmental technician engaged by the Board, would arrive at the school at 7 am, as the school's plumbing would not have been used since at least 11:30 p.m. the previous evening by the night custodians. The technician would then choose a drinking fountain used by the students or a sink used for food preparation and immediately take the first one-liter sample. This sample represents standing water that has been in the school's plumbing system overnight for at least 6 hours.



2. The sampling rules then require that the technician flush the drinking fountain for at least 5 minutes, then turn off the fountain and wait for at least 35 minutes and then take a second one-liter water sample. This sample represents the flushed sample. The school is then allowed to use the washrooms, drinking fountains and the rest of the plumbing system once this second sample has been taken. The total sampling period is 35 minutes for one drinking fountain. The technician then leaves the first school and visits a second school and follows the same sampling instructions. Within this timeframe – between the arrival of the head custodian to open the school and the start of school, the technician is typically able to visit a maximum of three schools per day. The environmental firm provides two technicians to collect water samples each day. A maximum of 6 schools are sampled per day.
3. TCDSB starts its annual lead in water sampling and testing program the first week of May and finishes by the end of June.
4. Under the proposed amendments, the environmental technician would be required to take two samples (a standing sample and a flushed sample) from every drinking fountain in the school. If there are 10 drinking fountains in a typical elementary school, the technician require 350 minutes or approx. 6 hours to finish sampling. The school would not be able to use the washrooms for that day. We are not sure how the proposed change of taking samples at various fixtures is allowed under the current regulation since as soon as you take the first sample at the first fountain, you are then using the plumbing system and technically are not able to sample the other drinking fountains that day. This would mean that the technician would have to return the next day to sample a second fountain and so on until all 10 fountains are sampled. This could take two weeks for all the drinking fountains to be sampled for one school. The school would be placed under undue hardship since they would not be able to use the plumbing system every morning for two weeks for at least 35 minutes every morning.
5. The other option that might allow compliance with the regulation is for the environmental firm to send 10 technicians, each technician assigned to each drinking fountain and all samples taken simultaneously. However, if one technician takes a sample a few second before the others, then technically the plumbing system is being used and further samples cannot be taken. Regardless, this option would increase the labor costs tremendously.
6. Taking water samples on the weekend would also have significant cost implications by requiring additional custodial staff to be on duty to open schools, or requiring cancellation of permits for either the Saturday or Sunday. In addition, environmental testing companies may charge more if they are required to provide technicians on the weekend.
7. In many schools, there are pre-set automatic flushing mechanisms, for urinal fixtures in particular – these would need to be turned off and re-set if the water sampling period extended beyond the one day.

8. The proposed regulation change would not impact the Board's current protocol in terms of daily flushing of drinking fountains. Our Board already exceeds the current regulation by flushing a drinking fountain on every floor which is furthest from the water main for 20 minutes per day and every other fountain for at least 10 seconds.

One other possible consequence of the annual sampling and testing of all drinking fountains and taps in a school is that it may force our board as well as other school boards to consider permanently closing off or capping classroom sink fixtures, particularly in the JK/SK classrooms, as well as limiting the amount of operable drinking fountains per floor to reduce the number of fixtures that would need to be sampled. If drinking fountains are taken out of service – many schools may turn to supplying plastic bottled water, which has both costs and environmental implications. As the case with other boards, the TCDSB currently has a Water Bottle-Free Policy.

In summary, the proposed amendments to Ontario Regulation 243/07 would dramatically increase the costs for the annual lead tests, place undue hardship on schools by preventing staff and students as well as tenants such as childcare from using the plumbing system for the entire school day or multiple school days and increase the distinct possibility of schools being closed.

Regards



Maia Puccetti, M.Arch., OAA  
Superintendent of Facilities Services  
Toronto Catholic District School Board

cc A. Sangiorgio  
Associate Director, Planning & Facilities  
C. Maltese, C.R.S.P.  
Coordinator, Occupational Health and Safety Department



Ontario Catholic School  
Trustees' Association

P.O. Box 2064, Suite 1804  
20 Eglinton Avenue West  
Toronto, Ontario M4R 1K8  
T. 416.932.9460 F. 416.932.9459  
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October 31, 2016

**TO:** Chairpersons and Directors of Education  
- All Catholic District School Boards

**CC:** CDSB Communications Staff  
OCSTA Board of Directors

**FROM:** Sharon McMillan, Director of Communications

**SUBJECT:** **New Brochure to Support Promotion and Protection of Catholic Education in Ontario**

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OCSTA has released a new full-colour brochure entitled, "Ontario's Publicly Funded Catholic Schools: 175 Years of Success". The purpose of the brochure is to equip CDSB trustees, staff, parents, students and the wider community with a communication tool/resource offering key facts about Catholic education including the history, system attributes and especially facts around costs and funding that together serve to promote the system to our key audiences and address misinformation being shared by opponents of Ontario's publicly funded Catholic schools.

### **Customize as Needed**

We encourage CDSBs to customize the brochure by adding your Catholic school board logo and contact information.

The brochure files are located on the secure section of the OCSTA website and can be accessed by logging into the [Members' Centre](#) (located on the top left corner of every page of the OCSTA website – [www.ocsta.on.ca](http://www.ocsta.on.ca)).

If you have any questions please do not hesitate to contact me at [smcmillan@ocsta.on.ca](mailto:smcmillan@ocsta.on.ca) / 416-932-9460 ext.232.

Join in the celebration  
of Catholic education in  
Ontario – a proven  
success for 175 years.

Spread the good news about your Catholic school.

For more information about Catholic schools in  
your community, please contact your local Catholic  
school board. A directory of Catholic boards is  
available online at: [www.ocsta.on.ca](http://www.ocsta.on.ca)



175 Years of Success



Ontario Catholic School  
Trustees' Association

20 Eglinton Ave. W., Suite 1804  
Box 2064  
Toronto, ON, Canada M4R 1K8

416.932.9460  
[www.ocsta.on.ca](http://www.ocsta.on.ca)



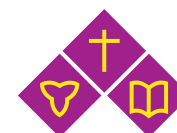
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# Ontario's Publicly Funded Catholic Schools



Ontario Catholic School  
Trustees' Association

175 Years of Success

## A Long History

Catholic schools have been educating students in mind, body and spirit in Ontario since before the birth of the province. For 175 years, they have provided educational excellence within a school culture imbued with the Gospel values of Jesus Christ. Publicly funded Catholic education has been the foundation for millions of students to develop their full spiritual, academic, physical and social potential.

Ontario's Catholic schools go back as far as the 1600s. A formal system was established in 1841, and the Scott Act of 1863 granted the Catholic community the right to establish and operate publicly funded Catholic schools. Since then, Catholic schools have made a tremendous contribution to the vitality and success of Ontario's education system, which ranks among the best in the world.

Today, Ontario's publicly funded Catholic schools consistently demonstrate high levels of student achievement. They nurture the values inherent in the Catholic faith – including responsibility, accountability, collaboration, and caring within family and community – producing not just good students but good citizens.



Distinctive and Essential

Ontario’s publicly funded Catholic schools are an integral and distinctive part of Ontario’s education system. While adhering to Ministry of Education requirements, Catholic schools deliver curriculum that is enhanced by Gospel values. Teachers are professionally trained and committed to serving in Catholic schools.

At the heart of Catholic education is the person of Jesus. Faith development is integral to every part of Catholic education, as students are called to respect the dignity of all human persons within a caring community.

In the Catholic education system, home, school and parish form a vital partnership. Through participation in the community and involvement with the parish, students are guided by the Gospel values, principles and standards that reach into every facet of school life.

Directly supported by 2.4 million ratepayers, Ontario’s English and French Catholic schools educate about 600,000 students annually, which is approximately one-third of all students in the province. Catholic education is a cornerstone of Ontario’s successful education system—an education system that has been internationally acknowledged as being one of the best in the world. The distinctive partners in this education system work co-operatively to deliver quality education to Ontario’s students.

Challenging Times

Recent years have seen increased debate regarding the public funding of Catholic education, despite its longstanding history of academic excellence and contributions to Ontario society. The 2007 Ontario

election campaign was a particular focal point for this discussion, in some areas re-invigorating the efforts of interest groups wanting to end public funding for Ontario’s Catholic schools.

These detractors miss a crucial point: Catholic education is an integral part of Ontario society. It has deep roots throughout the province’s history and culture and is one of Ontario’s most respected institutions. Catholic education is built on a strong foundation supported by parents, students, alumni, teachers, administrators, religious sisters and brothers, the clergy and the community. It is a proven success story. There is no justification for eliminating a system that is working so well.

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

An Integral Part of the System

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

Whether other faiths should receive public education funding is a matter of public policy debate. Ontario governments throughout the history of the province have recognized not only the legal rights of the publicly funded Catholic

education system to continue, but also the merits of keeping it in place.

The fact is, Catholic schools have maintained and enhanced their foundational place in Ontario’s public education system as it has evolved. It would be unfair to the Catholic community and the people of Ontario to dismantle a school system that has been an integral part of publicly funded education since 1841. It would also set a dangerous precedent for minority rights in Canada.

Catholic schools are fully or partially funded in six other Canadian provinces. Education is a provincial jurisdiction, and school governance in each province is unique – including Ontario, where the history, commitment and support for Catholic education are unlike any other province.

Support from Governments

Two provinces in particular are often cited as moving away from Catholic schools. Quebec changed its system to a language-based model in 1997, to reflect that province’s linguistic and cultural reality (which is far different from Ontario’s). In Newfoundland and Labrador, a 1997 referendum supported a single education system to replace the historical model of a myriad of denominational schools.

In both instances, the circumstances were dramatically different from those in Ontario, and should not be compared.

In opposing Catholic education, some critics say the United Nations has called Ontario’s funding system “discriminatory.” In fact, the UN has not made such a ruling. It was the opinion of members of one committee – and never moved beyond that committee.

Both the Canadian and Ontario governments responded to the opinion, strongly defending the existing system. Notably, the matter has not been pursued by the UN or any member government.

The Amalgamation Myth

The notion that creating a single education system in Ontario would save money is unfounded. As amalgamation in the education, municipal and health-care sectors has demonstrated, bigger is not necessarily better or more efficient.

Funding in Ontario is based on per-pupil calculations. Amalgamation would not reduce the number of students – who would still require similar levels of teaching and support staff, classroom space and administrative support in the schools and board offices. Economies of scale have already been achieved, with Catholic and public boards co-operating in areas such as transportation, school financing, purchasing and energy management.

In fact, trying to amalgamate into a single system would cost more money – not to mention time – to sort out the complex details. It would also unleash a period of great upheaval for students, parents, teachers and administrators throughout the education system.



Ontario Catholic School  
Trustees’ Association



# Well-Being in Our Schools, Strength in Our Society

## ENGAGEMENT PAPER

### Deepening Our Understanding of Well-Being in Ontario Schools and How to Support It, in Kindergarten to Grade 12

#### Introduction

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Consider for a moment how you normally respond to the question “How are you?” Most of us answer with a brief “I’m fine” or “I’m well”. We simplify our answers in these pleasant everyday exchanges because a focused and genuine conversation about the state of our well-being would call for reflection, authentic listening, and more time than most of us have to spare!


When it comes to understanding the well-being of our children and students, we take the time for careful consideration. Children’s well-being depends on many factors, from the nature of their social and family interactions and where they live to their emotional, spiritual, physical and mental health. We know that positive childhood experiences, physical and emotional safety, and the support of caring adults not only shape the day-to-day morale of students but also help them develop a positive sense of self, and resilience.

Children who experience a greater sense of well-being are more able to learn and assimilate information in effective ways; more likely to engage in healthy and fulfilling social behaviours; more likely to invest in their own and others’ well-being and in the sustainability of the planet, as they take up their social, professional and leadership roles in adulthood.

November 2016

– Adapted from *The Kindergarten Program*, 2016, p. 58,  
citing Awartani, Whitman, and Gordon, 2008





Positive childhood experiences can contribute to improved opportunities in the long term. Individuals who experience social and economic disadvantages early in life tend to have lower earnings, lower standards of health, and lower skill levels in adulthood. Such conditions can perpetuate a cycle of disadvantage across generations.<sup>1</sup> Children's experiences at school can have a significant impact. When students are physically and emotionally safe, when they can see themselves reflected in their school environment, when they are supported in their learning, and when they are given opportunities to realize their potential, they are better able to learn and they can feel hopeful about their future. Their well-being is key to their success.

In collaboration with students, parents<sup>2</sup> and families, educators, community partners and all those who work with schools or are connected to schools, we are seeking to develop a vision for well-being in Ontario's publicly funded schools. We are now embarking on the path that will lead us to a shared vision of how we can best support the well-being of all students, in order to help them reach their full potential.

## How are we doing?

Ontario's education system is considered one of the best in the world. Our students are recognized as achieving substantially above global averages in the critical areas of reading and creative problem solving.<sup>3</sup> Moreover, achievement gaps between high- and low-income students in Ontario, and between students whose first language is the language of instruction and students who are newcomers to Canada, are smaller than the gaps between such groups in many other countries.

Figure 1 shows a sampling of measures of student achievement and well-being. The high school graduation rate has improved significantly over the past decade; however, students' level of physical activity appears to drop after they leave elementary school. The number of reported incidents of bullying is down from 2003; however, there is some evidence of increasing concerns in the areas of emotional well-being and mental health. These measures of student well-being alert us to the need for continued support in a number of areas.

If our goal in Ontario is for all of our students to become active members of their communities, able to bring about positive change and to flourish in society, we must heighten our focus on well-being as a crucial prerequisite for long-term success. We must also acknowledge that the well-being of our children and youth is our priority as a society.<sup>4</sup>

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1. UNICEF Office of Research, "Fairness for Children: A League Table of Inequality in Child Well-Being in Rich Countries", *Innocenti Report Card 13* (Florence, Italy: UNICEF Office of Research – Innocenti, 2016).

2. The word *parents* is used to refer to parents, guardians, and caregivers.

3. OECD, *How's Life in Canada?* OECD Better Life Initiative, May 2016.

4. UNICEF Canada, *UNICEF Report Card 13: Canadian Companion, Fairness for Children* (Toronto: UNICEF Canada, 2016).

<p><b>Graduation Rate</b>  <i>Percentage of students graduating from high school</i></p> <p><b>2004</b>      68%  <b>2015</b>      85.5%</p>	<p><b>Emotional Well-Being*</b>  <i>Percentage of youth (aged 11–15) who agreed or strongly agreed with the statement “I often feel lonely”</i></p> <p><b>2010</b>      19.7%  <b>2014</b>      24%</p>
<p><b>Physical Well-Being*</b>  <i>Percentage of youth reporting in 2014 that they were physically active for at least 60 minutes per day</i></p> <p><b>In Grades 6–8</b>  Girls: 24%    Boys: 36%  <b>In Grades 9–10</b>  Girls: 14%    Boys: 27%</p>	<p><b>Mental Health**</b>  <i>Percentage of students reporting “moderate” to “serious” psychological distress</i></p> <p><b>2013</b>      24%  <b>2015</b>      34%</p>
<p><b>Bullying in School**</b>  <i>Percentage of students reporting that they were bullied at school</i></p> <p><b>2003</b>      32.7%  <b>2015</b>      23.6%</p>	<p>* Health Behaviours in School Aged Children, Ontario 2014 data  ** A. Boak, H.A. Hamilton, E.M. Adlaf, J.L. Henderson, and R.E. Mann, <i>The Mental Health and Well-Being of Ontario Students, 1991–2015: Detailed OSDHUS Findings</i>. CAMH Research Document Series No.43. (Toronto: Centre for Addiction and Mental Health, 2016).</p>

Figure 1. Looking at student outcomes beyond academic achievement


As we do so, we must take into account that a wide range of factors can affect the well-being of Ontario students and their ability to realize their full potential. Today, more than two million students are enrolled in Ontario’s roughly 4000 elementary schools and 900 secondary schools. They represent diverse communities, family structures, economic circumstances, life experiences, faiths, customs, languages, abilities, interests, talents, and skills. They need to be supported in diverse ways as well, with resources and learning opportunities that meet their particular needs.

As we continue to strive for excellence in our education system, we know it is essential to help all of our students develop a sense of well-being – the sense of self, identity, and belonging in the world that will give each of them their best chance to learn, grow and thrive.

## What we know is working

Promoting and supporting well-being is one of the four interconnected goals of *Achieving Excellence*, Ontario’s renewed vision for education. We are committed to building on the strong foundation that has already been established across the province.<sup>5</sup> Our schools

5. Ontario Ministry of Education, *Ontario’s Well-Being Strategy for Education: Discussion Document* (Toronto: Queen’s Printer for Ontario, 2016).



and communities continue to work together to help students gain the knowledge and skills associated with well-being, and to provide equitable opportunities for students of all backgrounds and abilities to learn and succeed.

Supporting the well-being of Ontario's children and youth is a priority shared by many – families, various government ministries, and a wide range of organizations in sectors such as health, social services, and community safety. However, the education system provides an important window through which to observe and address student well-being, and learn about the practices that serve it most effectively. The Ministry of Education has a unique role to play because students move through the continuum of learning and development, from their formative years into young adulthood, at school. School staff are able to observe and address students' needs over time, and to track the results of the support that is being provided. For example, when schools provide a safe environment that reflects and promotes cultural identity, students report a more positive view of their emotional and physical safety and well-being, and feel a greater sense of belonging.

Schools across Ontario have made significant progress in providing a positive school climate – a learning environment that is safe, inclusive and accepting. Research has shown<sup>6</sup> that positive school climate:

- has a powerful influence on students' motivation to learn;
- helps reduce the number of incidents of aggression, violence and harassment in schools;
- lessens the negative impact of socio-economic context on academic performance;
- acts as a "protective factor" for learning and positive life development; and
- contributes to improved academic outcomes, personal development and well-being.

In addition, since 2011, School Mental Health ASSIST has been working with Ontario school boards to promote mental health for all students. All school boards now have a Mental Health Leader who develops and implements strategies to support students with mental health needs and addictions.


## What we want to learn from you

The province wants to hear from a diverse range of partners in education, health care, youth justice, social services, business, arts and culture and the non-profit sector, as well as francophone partners and communities, to incorporate their unique identities, cultural backgrounds and perspectives. The ministry is also working with Indigenous partners to co-develop supports and indicators of well-being for Indigenous students that can help inform the larger well-being strategy for all students.

We hope to capture a wide range of perspectives. In addition to regional engagements hosted by the Ministry of Education, we encourage people to organize their own

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6. A. Thapa, J. Cohen, S. Guffey, and A. Higgins-D'Alessandro, "A Review of School Climate Research", *Review of Educational Research* 83, no. 3 (September 2013): 357–85



discussions on the topic. The ministry is providing an Engagement Kit on its website to support independent session organizers. In addition, a feedback form will be available on the website until January 15, 2017, for individuals who wish to provide feedback directly.

By drawing on the knowledge of those who have done important work over many years to foster well-being among our students, we will strive to establish a common understanding of what promoting well-being in schools means. We will also consider indicators of student well-being and discuss which ones might provide us with the information that will best guide our future efforts.

With your feedback, and with contributions from our partner ministries, we will be able to move forward in developing a provincial framework on student well-being, from Kindergarten to Grade 12, that will incorporate and reflect our collective knowledge and experience, and our shared commitments.

We will aim to deepen our understanding of the connection between student well-being and academic achievement, including the positive role that a focus on well-being can play in improving equity of opportunity and promoting success for *all* students.

Hand in hand with the need to support student well-being is the need to support the well-being of school staff. Staff well-being is key to creating optimal workplaces for staff and optimal teaching and learning environments for students. Over the coming months, additional engagement sessions will be conducted with a focus on staff well-being.

In the future, we will also consider well-being in the early years sector, with a view to building on the important work that has been done to date. One of our goals is to ensure that, from the early years to Grade 12, children, educators, and all staff will feel that well-being for all is supported in Ontario's publicly funded education system.

## How the discussion is structured

The discussion questions address three related themes, as follows:

- 1. Understanding Well-Being:** What it means, and the factors that contribute to it.
- 2. Promoting and Supporting Student Well-Being:** The conditions that promote well-being and that support the healthy development of *all* students in our schools.
- 3. Knowing Our Impact:** What we will look for to determine if we've been successful in promoting and supporting student well-being.

# Theme 1: Understanding Well-Being

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Ontario's education system serves a diverse population, with diverse perspectives and needs. For example, our French-language schools have a mission not only to educate students but also to protect, enhance and transmit the language and culture of the francophone community – and thereby to support students' sense of identity and belonging. Our Indigenous communities take a wholistic approach to well-being, rooted in respect for First Nation, Métis and Inuit knowledge and traditions. From this perspective, well-being is fostered through the creation of "safe spaces" in which cultural identity is promoted and reflected and a sense of belonging and connection can be experienced by all students. Many schools have high enrolments of children and students who are newcomers to Canada from countries around the world and who require support informed by an understanding of their particular experiences and needs. Location also plays a part: Students living in rural and remote areas have different needs from students in urban centres. The well-being of all students is served by the accessibility of resources, programs and facilities. In Ontario schools, diversity is valued and all members of the school community – regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other factors – are welcomed, included, treated fairly and respected.

The nature of well-being is complex and means different things to different people. To facilitate the discussion across our diverse province, this engagement paper offers a working definition of "well-being". Treat it as a starting point for conversation about what well-being means to you.

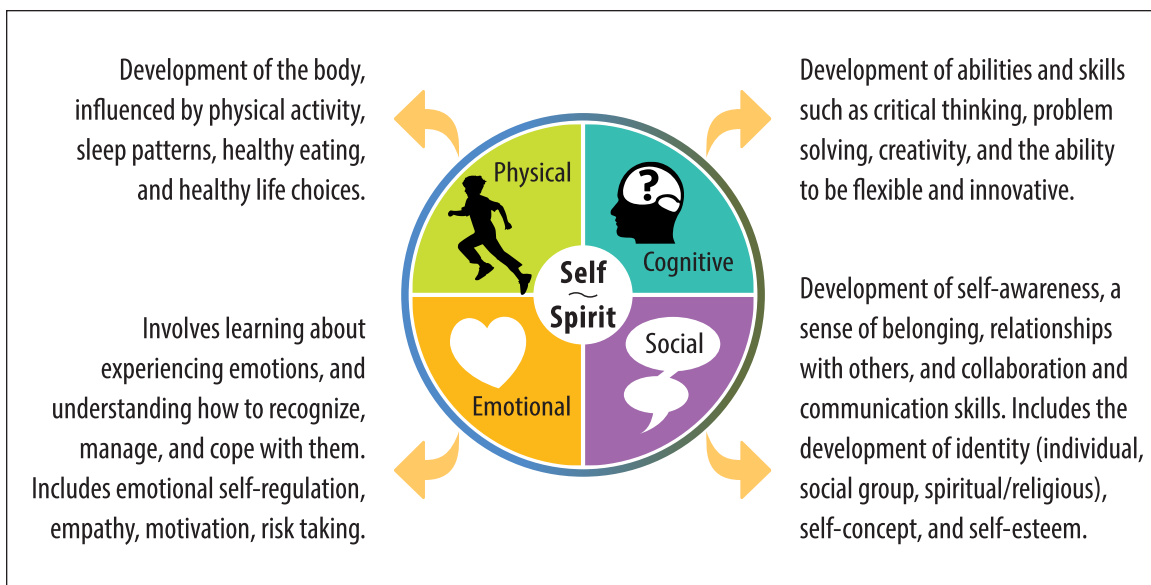
The working definition reflects the complex, holistic nature of well-being, taking into account four developmental domains – cognitive, social, emotional and physical.

## Well-Being: A Working Definition

Well-being is a positive sense of self, spirit and belonging that we feel when our cognitive, emotional, social and physical needs are being met. It is supported through equity and respect for our diverse identities and strengths. Well-being in early years and school settings is about helping children and students become resilient, so that they can make positive and healthy choices to support learning and achievement both now and in the future.

– Ontario's Well-Being Strategy for Education: Discussion Document, 2016, p. 3

In the following graphic, "Self/Spirit" is situated at the centre of the four interconnected domains. *Stepping Stones: A Resource for Educators Working with Youth Aged 12 to 25* refers to self or spirit as the "core" of a person that endures "despite all the rapid and significant changes that take place as a child becomes an adult ... It is this 'force of gravity' that connects aspects of development and experience together."



The concepts of self and spirit have different meanings for different people. For some, cultural heritage, language and community are central to identity. For many people, the self or spirit resides in their religion or faith, and for others, it is connected with a broader spirituality. According to Indigenous ways of knowing, well-being is based on the balance of the mental, physical, spiritual and emotional aspects of the individual, seen not as separate domains but as elements combined and centred within Spirituality and connected by community. This balance within individuals contributes to community growth, healing and wellness.

In discussions about the meaning of well-being, there will be opportunities to explore the various ways in which “self” and “spirit” are understood.

### Discussion Question

1. What does “student well-being” mean to you/your organization – what does it look like, feel like, sound like?




## Theme 2: Promoting and Supporting Student Well-Being

Investing in the well-being of our students continues to be a priority for the Ontario government. We need to know what has been working, and what was tried but failed to yield anticipated results. Are schools and school boards able to support student well-being effectively with the resources available to them? Let us know whether staffing is adequate to meet the needs of students, whether focused professional learning is required, whether schools are able to connect with the appropriate community agencies to support their work, and anything else you believe warrants consideration. We also want to know if schools and boards have the flexibility to make effective use of the resources available to them. Identifying areas of need will help us to determine where investments should be directed to continue to improve student well-being.

Boards and schools have set goals to continue to improve well-being and to address the unique needs of the students in their community. Through the engagement process, we hope to capture many of the practices that are being implemented in schools across the province. We want to know where the challenges lie and how we can facilitate the sharing of practices to address those challenges.

Ontario's well-being strategy identifies four policy areas that are foundational to student well-being in every school in Ontario: *equity and inclusive education*, *healthy schools*, *mental health*, and *safe and accepting schools*. We want to hear how Ontario schools have been implementing policies and programs that address these four areas, and whether they are able to implement them fully.





Schools strive to create learning environments in which students can feel included, accepted, engaged and connected with their school, and to provide them with safe spaces where they can seek help when they need it. Students develop knowledge and skills related to well-being through various parts of the curriculum. Student well-being is also promoted and supported through school improvement planning and by engaging parents, families and communities.

We are committed to nurturing an environment in which all voices are heard. In the spirit of collaborative professionalism, educators and education partners work together to improve student achievement by ensuring the well-being of all students. To further that end, we are looking for your feedback about the approaches and activities that you are using today to promote and support student well-being. We are also interested in learning about the ways in which schools align their approaches to address well-being. How are resources being allocated to provide the necessary supports to all students? Are schools making progress in giving student well-being the same priority that they give academic achievement? What does it mean for boards and schools to make well-being a priority in their planning (taking into account the need for professional learning, student supports, public communication, and so on)?

### **Discussion Questions**

2. In your current role, how do you promote and support student well-being?
3. Where might resources be better directed to promote and support student well-being in our education system more effectively?



## Theme 3: Knowing Our Impact

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In Ontario, we have invested in building a foundation of supports in the areas of equity and inclusive education, healthy schools, mental health, and safe and accepting schools, all for the purpose of enhancing student well-being. We now have an opportunity to reflect on the work that has been done to date, to determine which of our strategies have been effective and where there might still be gaps and to have a dialogue about the outcomes that we want for all of our students. We have a chance to consider ways of gathering information on student well-being – in addition to the school climate surveys administered by schools at least once every two years – that can be incorporated into school and school board planning.

In view of the significant impact that student well-being has on quality of life, educational experiences, educational attainment and future success, *it is essential that we understand what is making a difference for our students*. We can do this by defining clear and meaningful indicators of well-being and ways of tracking our progress towards improved student well-being that protect the privacy, dignity, and individual and collective rights of all students.

Using measures of well-being is one way of finding out whether our work is having an impact. Well-being cannot be assessed using a single indicator, ranking or score. Only a variety of indicators of physical, cognitive, social and emotional well-being, taken together, can provide insight into the state of our students' well-being and help us identify their most pressing needs. Some indicators will tell us about students' well-being in general – for example, What is the impact of insufficient sleep or of hunger on a student's ability to learn? Do we know how much physical activity our students are getting? Are students experiencing racism? Others will speak specifically to the impact of the learning environment: Are students feeling safe at school, both physically and emotionally? What does absenteeism tell about student well-being? Figure 2 provides a small sample of the kinds of measures of well-being that are currently being used in surveys of Ontario students.

**Measures from the 2015 *Stepping Up* annual report, published by the Ministry of Children and Youth Services:**

- 68% of youth (ages 12–17) were physically active in 2014, down from 70.5% in 2013.
- 42.9% of youth (ages 12–17) consumed at least five servings of fruit or vegetables daily in 2013, compared with 41.3% in 2014.
- 10% of Ontario families experienced food insecurity in 2014 and 2015.

**Measures from the Centre for Addiction and Mental Health's 2015 *Ontario Student Drug Use and Health Survey* (OSDUHS):**

- 25.4% of Ontario students rate their health as excellent, and 40.3% of Ontario students rate their health as good.
- 28% of Ontario students report that, in the past year, they wanted to talk to someone about a mental health problem, but did not know where to turn.
- 88.2% of students feel close to people at their school, compared with 86.9% in 2003.
- 86.2% of students feel like they are part of their school, compared to 82.7% in 2003.

**Figure 2. Measures of student well-being from current surveys**

By collecting quality information on our efforts, we have a better chance of identifying what is working well and what obstacles stand in the way of providing true equity of opportunity for our students. We want to be able to identify the supports that need to be enhanced and the kinds of investments that need to be made.

## Discussion Questions

4. What would tell you that progress is being made in promoting and supporting student well-being?
5. How can information that is currently collected by schools be used to promote and support well-being?
6. What other information could be collected that would contribute to promoting and supporting student well-being?



## Next Steps

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Thank you for taking the time to provide your insights and considerations on how best to promote and support student well-being throughout Ontario's education system. Your contribution will inform the development of a provincial framework that reflects our collective knowledge and experience.

Schools across the province may be at different stages of understanding, supporting, measuring, and reporting well-being. By listening to and learning from the successes and challenges experienced so far by our education partners, we can build our collective vision for student well-being in Ontario.

Additional responses to the discussion questions contained in this document, whether gathered through face-to-face engagement sessions or provided individually, may be submitted online, at [www.ontario.ca/studentwellbeing](http://www.ontario.ca/studentwellbeing). All feedback is welcome.

Une publication équivalente est disponible en français sous le titre suivant : *Le bien-être dans nos écoles fait la force de notre société : Mieux comprendre le bien-être pour le favoriser dans les écoles de l'Ontario, de la maternelle et du jardin d'enfants à la 12<sup>e</sup> année.*

This publication is available at [www.ontario.ca/studentwellbeing](http://www.ontario.ca/studentwellbeing).

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achievement.” As the representatives and employers of the staff in Ontario’s publicly funded schools we suggest that we are the appropriate group to engage on matters related to staff well-being.

We welcome the opportunity to take part in the November 9<sup>th</sup> and 10<sup>th</sup> broader consultation and look forward to a timely follow-up meeting to professionally collaborate.

Respectfully on behalf of the following,

Association des conseils scolaires des écoles publiques de l'Ontario (ACEPO)  
 L'Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)  
 Association des enseignantes et des enseignants franco-ontariens (AEFO)  
 Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)  
 Association des gestionnaires de l'éducation franco-ontarienne (AGEFO)  
 The Council of Ontario Directors of Education (CODE)  
 Conseil ontarien des directrices et directeurs de l'éducation de langue française (CODELF)  
 Catholic Principals' Council of Ontario (CPCO)  
 Elementary Teachers' Federation of Ontario (ETFO)  
 Ontario Catholic Supervisory Officers' Association (OCSOA)  
 Ontario Catholic School Trustees' Association (OCSTA)  
 Ontario English Catholic Teachers' Association (OECTA)  
 Ontario Principals' Council (OPC)  
 Ontario Public School Boards' Association (OPSBA)  
 Ontario Public Supervisory Officials' Association (OPSOA)  
 Ontario Secondary School Teachers' Federation (OSSTF)  
 Ontario Teachers' Federation (OTF)



Association  
des enseignantes  
et des enseignants  
franco-ontariens



Ontario Catholic  
Supervisory Officers'  
Association





October 25, 2016

The Honourable Kathleen Wynne,  
Premier of Ontario  
Legislative Building  
Queen's Park  
Toronto ON M7A 1A1

The Honourable Mitzie Hunter,  
Minister of Education  
Legislative Building  
Queen's Park  
Toronto ON M7A 1A1

Dear Premier Wynne and Minister Hunter,

We were pleased to see the September 2016 Mandate Letter to Minister Hunter directing her to engage with partners on Ontario's Well-Being Strategy for Education. Ontario's publicly funded schools have long been engaged in addressing the well-being of our staff and students and closing the gaps to maximize outcomes for our students. We welcome the renewed focus of your government on the health and well-being component of student and staff lives.

We were also pleased to see the recognition in the Ontario Well-Being Strategy for Education Discussion Document "that school and system leaders play a critical role in creating the conditions that support the healthy development of all students." We look forward to participating in the discussions at the Provincial Education Event in November where Well-Being will be one of the prominent topics.

As Ontario's Publicly Funded School Systems' leaders and stakeholders, we are willing and prepared to offer our expertise and our commitment to supporting student well-being. To that end we suggest the following:

- ❖ We view the Well Being Strategy as a significant and complex provincial initiative that will require dedicated time for effective implementation. Integral to the Ministry of Education's commitment to the work of the Ministry Initiatives Committee, we look forward to the discussion of the well being strategy timeline relative to the volume and pace of all the new and existing education initiatives.
- ❖ We believe that the definition of well-being is critical and must be both sufficiently broad, accessible to various audiences and inclusive to encompass the inherent complexities of well-being and the distinctiveness of the four publicly funded school systems.
- ❖ The well-being strategy has an ambitious timeline related to measurement of well-being. Prior to any new measurement tools being developed and implemented we recommend that the measurement framework be delayed to allow adequate time for a full environmental scan of well-being strategies and indicators already in place in Ontario schools. System implications for any additional measures need to be fully discussed to ensure the best possible outcomes for students and staff in Ontario schools.
- ❖ As leaders of Ontario's Trustees, Directors, Supervisory Officers, Principals, and Teacher Organizations we would welcome the opportunity for a more direct voice with your ministry on the well-being strategy. Following upon your Provincial Education Event in November we would welcome the opportunity to collaborate with your staff in a more formal meeting to provide our support and collective, common system-wide expertise.
- ❖ We agree with the Discussion Document that "educators and staff who are motivated and proud to come to work every day, are a prerequisite for enhanced student well-being and

**Office of the Premier of Ontario**

Legislative Building, Queen's Park  
Toronto, Ontario M7A 1A1



**Cabinet de la  
Première ministre de l'Ontario**

Édifice de l'Assemblée législative, Queen's Park  
Toronto (Ontario) M7A 1A1

November 2, 2016

Dear colleagues,

Thank you so much for your letter regarding Ontario's Well-Being Strategy for Education. As you know, promoting and supporting well-being is one of the four interconnected goals of *Achieving Excellence*. As part of this shared vision, we want all students in Ontario to succeed and achieve their full potential.

Over the coming months, we, along with, Parliamentary Assistant Granville Anderson and the Ministry of Education will be engaging with you and all of our partners all across the province to discuss student and staff well-being in our schools. We are looking for your critical insights on three themes: understanding well-being, promoting and supporting well-being, and knowing our impact. This is intended to further our progress and better understand the challenges and opportunities in ensuring students' cognitive, emotional, social and physical needs are being met. We will continue to build on the discussions and work already happening to promote well-being in our schools, use this input to help move to the next level, and improve our publicly funded education system.

Following commitments made through the Initiatives Committee to share the attached student well-being engagement paper in advance of next week's provincial event, we will be circulating the attached paper later this week. An earlier draft of this engagement paper was shared through the Initiatives Committee and feedback was received from your organizations and reflected in the revised version. There will also be dedicated time at the provincial event on November 10<sup>th</sup> to discuss how to begin our work together on how to promote and support staff well-being.

To further support this work, the Ministry of Education is hosting regional engagements across Ontario. In addition, we are encouraging community members to organize their own discussions on well-being and submit their feedback to the ministry. The ministry has also created an Engagement Kit to help communities host their own discussions with local parents, students, community groups and partners.

We couldn't agree with you more that we need to get this right and it will require your direct and ongoing input. We want to thank all of you for your engagement on this important work so far and for your continued partnership in the months and years to come. We will also be extending invitations to all of your organizations to join an advisory group to inform this work going forward, in addition to our ongoing partnership through the Initiatives Committee.

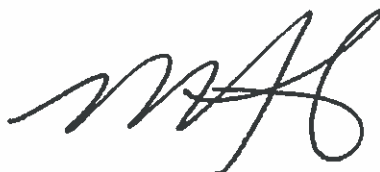
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Thank you for your leadership and ongoing commitment to support Ontario's children and students to reach their full potential in school and beyond.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kathleen Wynne'.

Kathleen Wynne  
Premier

A handwritten signature in black ink, appearing to be a stylized 'MH'.

Mitzie Hunter, MBA  
Minister

Enclosure