

REGULAR BOARD MEETING
REVISED AGENDA

Date: Tuesday, April 4, 2017
Time: 7:30 pm
Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

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	
5.	Delegations	
6.	Approval of Minutes	
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10.	Information Items	
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10.2	School Educational Field Trips (T. Pinelli)	55 - 56
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13.	Open Question Period	
14.	In Camera	
15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer (J. Michael)	

MINUTES OF THE REGULAR BOARD MEETING

Date: March 21, 2017
Time: 7:30 pm
Location: Catholic Education Centre, Board Room
802 Drury Lane, Burlington, ON

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

Student Trustees: C. Atrach
I. Schwecht
M. Zapata

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

Also Present: A. Bartucci, Communication Officer, Strategic Communications Services
A. Lofts, Senior Administrator, Financial Services
R. Merrick, Senior Administrator, Facility Management Services
A. Swinden, Administrator, Strategic Communications Services
F. Thibeault, Administrator, Planning Services

Recording Secretary: R. Di Pietro

1. Call to Order

The Chair called the meeting to order.

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

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

1.2 Motions Adopted In-Camera

The in-camera meeting was incomplete at this time.

1.3 Information Received In-Camera

The in-camera meeting was incomplete at this time.

2. Approval of the Agenda

#73/17

Moved by: A. Quinn

Seconded by: A. Iantomasi

RESOLVED, that the agenda be accepted as presented.

CARRIED

3. Declarations of Conflict of Interest

There were no conflicts on interest declared.

4. Presentations**4.1 Halton Newcomer Strategy Recognition Awards (A. Prkacin)**

These awards demonstrate to students, parents and staff the strong leadership qualities and commitment to excellence within their contributions to Halton and life in Canada. Hanbyoul (Agatha) Park, Matteo Trigatti, Ashwini Selvakumaran, Oswaldo Ferro and Bince Mandapathil were congratulated for these significant and well-deserved honours.

5. Delegations

There were no delegations.

6. Approval of Minutes

A minor amendment was made to the minutes.

**6.1 Minutes of the March 7, 2017 Regular Board Meeting
#74/17**

Moved by: A. Iantomasi

Seconded by: J. Michael

RESOLVED, that the minutes of the March 7, 2017 Regular Board Meeting be approved as presented.

The Chair called for a vote on resolution **#74/14** and it **UNANIMOUSLY CARRIED**.

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

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

8. Action Items**8.1 Northeast Burlington School Boundary Review (L. Naar, G. Corbacio, C. McGillicuddy, R. Negoj)**

#75/17

Moved by: J. Michael

Seconded by: S. Trites

RESOLVED, that boundaries presented in Option 4a be implemented for the 2017/2018 school year for all St. Anne, Sacred Heart of Jesus and St. Christopher Catholic Elementary Schools, whereby these changes shall have the effect of altering existing attendance areas by:

1) Re-directing patch I36 from St. Anne Catholic Elementary School to St. Christopher Catholic Elementary School

2) Re-directing patch I39 from St. Anne Catholic Elementary School to Sacred Heart of Jesus Catholic Elementary School.

The Boundary review did not effect space for the Early French Immersion program. The same opportunities for Early French Immersion will be available to students at both schools.

The Chair called for a vote on resolution **#75/17** and it **UNANIMOUSLY CARRIED**.

**8.2 Nomination for OCSTA Regional Director (D. Rabenda)
#76/17**

Moved by: J.M. Rowe

Seconded by: A. Danko

RESOLVED, that the Halton Catholic District School Board nominate Trustee X for the position of OCSTA Director for the period of May 2017 to the conclusion of the 2019 AGM & Conference.

In order to provide Trustees more time to research and understand the OCSTA Regional Director role and its expectations it was requested the nomination(s) be postponed until the April 4, 2017 Board meeting.

#76/17 (AMENDMENT)

Moved by: P. Marai

Seconded by: A. Quinn

RESOLVED, that the Halton Catholic District School Board postpone the nomination(s) of a Trustee(s) for the position of OCSTA Director for the period of May 2017 to the conclusion of the 2019 AGM & Conference to the April 4, 2017 Board meeting.

Trustee lantomasi provided information regarding the role and expectations.

The Chair called for a vote on **#76/17(AMENDMENT)**:

IN FAVOUR	OPPOSED
A. lantomasi	A. Danko
H. Karabela	J.M. Rowe
P. Marai	
J. Michael	
A. Quinn	

The motion **CARRIED**.

9. Staff Reports

9.1 School Year Calendar (C. Cipriano)

The 2017-2018 school year calendar was presented. A Board approved calendar is required to be submitted to the Ministry of Education by May 1, 2017.

10. Information Items

10.1 Student Trustees Update (I. Schwecht)

Preparations underway for the Bullying Prevention Gala taking place April 2017. Student senate is working on a May leadership conference which is a new initiative for them. The Pillars of Achieving, Believing and Belonging were shared.

10.2 School Educational Field Trips (T. Overholt)

Trips were provided as information.

The variance in price for the Ottawa trips is due to difference in number of days and the varying excursions chosen by each school.

Trips to the United States remain status quo. The political climate will continuously be observed and monitored. Political unrest may result in cancellation.

Should a student be denied entry to another country for any reason, supervising staff would be cognizant that they stay together as a group and that the trip would not proceed because one student would be left behind.

10.3 Religious Education Congress 2017 (L. Naar)

The goals of the Board include learners experiencing a Catholic learning environment, enhancing the relationship between home and parish, and that staff and students are discerning believers formed in our faith and modeling Christ in their actions. These goals all map back to the importance of faith formation across the system for all learners. The sessions and information gathered at the Congress will help to inform the annual strategic priorities for 2017-18.

L. Naar provided information on the various sessions offered.

In September 2017 a report card on the progress of each of the goals in the strategic plan will be presented.

11. Miscellaneous Information**11.1 Minutes of the January 23, 2017 CPIC Meeting****12. Correspondence****12.1 OCSTA Updates**

12.1.1 Bill 92 School Boards Collective Bargaining Act Amendments

12.1.2 Extension Agreement Ratified

12.1.3 Letter from Ministers Hunter and Chiarelli re: Rural Education, Joint Use Opportunities Between School Boards & Pupil Accommodation Reviews

12.1.4 OCSTA Submission on Community Hubs

12.1.5 Bill 92, School Boards Collective Bargaining Amendment Act, 2017: Presentation to the Standing Committee on General Government

All trustees were in agreement to reschedule the budget session which will now take place at both the April 4, 2017 and April 18, 2017 Board meetings.

13. Open Question Period

No questions were submitted.

14. In Camera

The meeting moved back in-camera at 8:40 p.m.

The meeting moved out of in-camera at 9:10 p.m.

S. Trites read the information received in-camera.

HIRING

Jodi Nieuwendyk hired as a probationary teacher effective March 10, 2017.

ACTING ELEMENTARY PRINCIPAL AT HOLY FAMILY

Margaret Warmels appointed as Acting Elementary Principal at Holy Family Catholic Elementary School effective March 27, 2017 with an end date to be determined.

RETIREMENT

Roisin O'Hara and Melinda Ram retiring effective June 30, 2017.

15. Resolution re Absentees

There were no absences.

16. Adjournment and Closing Prayer (P. Marai)

#77/16

Moved by:

Seconded by:

RESOLVED, that the meeting adjourn.

CARRIED

The meeting adjourned at 9:15 p.m.

Secretary of the Board

Chair

ACTION REPORT

ITEM 8.1

POLICY I-04 – CROSS BOUNDARY SCHOOL ATTENDANCE

PURPOSE:

To approve *Policy I-04 Cross Boundary School Attendance* as presented

BACKGROUND INFORMATION:

Policy I-04 Cross Boundary School Attendance was created to provide direction for when parents/guardians of students make a request for their child(ren) to attend another school other than their home school, which is determined by their home address.

Staff have revised *Policy I-04 Cross Boundary School Attendance*, making the following amendments:

- Additional definition related to specialized programming.
- Requirement of forms to be submitted and to whom.
- A change in the date for requests for the following school year. Specifically, submitting no earlier than January of the preceding year as opposed to the current language that gives a deadline of receiving them by February 15th. Current practise has Cross Boundary and Non-Resident requests being received throughout the year and often received after the February 15th deadline. Information on preliminary enrolment projections would not be available prior to registrations in January.
- Clarification of transportation of these students being the responsibility of their parent/guardian for both to and from the school.
- The clarification of Non-Resident Requests being a part of this policy was made clear through the additional wording throughout the policy.
- Eliminating the need for the Administrator of Planning Services to be consulted for approval or denials of Cross Boundary requests and Non-Resident requests.
- Sample parent response letters were updated to reflect wording in the policy.

It was recommended to include the words “Non-Resident Student” in the title to reflect the information in the policy

CONCLUSION:

Policy I-04 Cross Boundary Student School Attendance was submitted to the Policy Committee at the March 28, 2017 meeting, as amended, with a recommendation that it be forwarded to the board of trustees for approval.

RECOMMENDATION:

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

*Moved by:
Seconded by:*

RESOLVED, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee that Policy I-04 Cross Boundary School Attendance name be changed to Policy I-04 Cross Boundary and Non-Resident Student School Attendance, and be approved as amended.

**REPORT SUBMITTED AND
APPROVED BY:**

A. DANKO
CHAIR OF THE POLICY COMMITTEE

**CROSS BOUNDARY AND NON-RESIDENT STUDENT
SCHOOL ATTENDANCE**

POLICY No.: I-04
DATE : JULY 30, 1991
AMENDED: NOVEMBER 26, 1996
AMENDED: SEPTEMBER 5, 2006
AMENDED: DECEMBER 15, 2009
AMENDED: MAY 3, 2011
AMENDED: JUNE 19, 2012
AMENDED: DECEMBER 18, 2012
AMENDED: OCTOBER 21, 2014
AMENDED: APRIL 4, 2017

PURPOSE

To provide direction in the management of cross boundary school attendance requests.

APPLICATION AND SCOPE

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

Definitions

- Ministry Rated Capacity (MRC): The capacity for that particular building that is determined by the Ministry of Education.
- Function Related Capacity (FRC): The capacity of a school facility as determined by the Board.
- Under Capacity: A school that has an enrolment that is below its Ministry Rated Capacity (MRC), Function Rated Capacity (FRC) and availability of resources.
- At Capacity: A school that has an enrolment that is at the threshold of its Ministry Rated Capacity (MRC), Function Rated Capacity (FRC) and availability of resources.
- Over Capacity: A school that has an enrolment that is above its Ministry Rated Capacity (MRC), Function Rated Capacity (FRC) and availability of resources.

Specialized programs are programs where students leave their home school to attend programs not offered at their home school. These programs/classes may include, but not limited to: Special Education Placements, Specialized High Skills Major/B (International Baccalaureate) / AP (Advanced Placement), French Immersion and Early French Immersion.

PRINCIPLES

- The Halton Catholic District School Board (HCDSB) recognizes its legislated right and its responsibility for the establishment of school boundaries for attendance purposes.
- The Board acknowledges that, periodically situations may arise whereby a parent/guardian/adult student supporter may request a change of school attendance for his/her child or for the adult student resulting in a crossing of established school boundaries without a change of residence.

**CROSS BOUNDARY AND NON-RESIDENT STUDENT
SCHOOL ATTENDANCE****POLICY No.: I-04****DATE : JULY 30, 1991****AMENDED: NOVEMBER 26, 1996****AMENDED: SEPTEMBER 5, 2006****AMENDED: DECEMBER 15, 2009****AMENDED: MAY 3, 2011****AMENDED: JUNE 19, 2012****AMENDED: DECEMBER 18, 2012****AMENDED: OCTOBER 21, 2014****AMENDED: APRIL 4, 2017****REQUIREMENTS**

- A parent(s)/guardian(s) of students or adult students requesting admission into a Catholic School outside their designated school attendance area but within the boundaries of the HCDSB must complete the HCDSB Cross Boundary Annual Application for School Attendance form. This form must be submitted to the Superintendent of Education for the Family of Schools (for new requests) or to the School Principal (for annual renewals).
- A parent(s)/guardian(s) of students or adult students requesting admission into a Catholic School, who are non-residents of the Halton Region, must complete the HCDSB Annual Application for Admission of Catholic Non-Resident Students form. This form must be submitted to the Superintendent of Education for the Family of Schools (for new requests) or to the School Principal (for annual renewals).
- Each request shall be judged on its own merits
- All requests for the following school year will be received no earlier than January of the preceding school year by the Superintendent of Education for the Family of Schools or School Principal.
- The Director of Education, after consultation with the Principal, the Superintendent of Education for the Family of Schools, and the Administrator of Planning Services, shall declare, as required, certain schools to be “at/over capacity”.
- Similarly, the Superintendent of Education for the Family of Schools, in consultation with the Principal, shall designate, as required, certain classes to be declared “at/over capacity”.
- School Superintendent may, subject to the conditions listed below, approve the request and forward a written response to the parent/guardian/adult student using the following criteria:
 - a) approval is subject to the receiving school having sufficient space;
 - b) placement of all students within a school is subject to the principal’s organization of the school;
 - c) transportation to and from the school is a parental/guardian or adult student responsibility.
- The notification date to parents/guardians/adult student on the status of their cross boundary application (accepted or denied) is at the discretion of the Superintendent of Education for the Family of Schools or School Principal and will vary from school to school depending on local enrolment trends. For instance, schools in declining enrolment areas may be in a position to notify parents much sooner than schools where enrolment is growing and increasing.

**CROSS BOUNDARY AND NON-RESIDENT STUDENT
SCHOOL ATTENDANCE****POLICY No.:** I-04**DATE :** JULY 30, 1991**AMENDED:** NOVEMBER 26, 1996**AMENDED:** SEPTEMBER 5, 2006**AMENDED:** DECEMBER 15, 2009**AMENDED:** MAY 3, 2011**AMENDED:** JUNE 19, 2012**AMENDED:** DECEMBER 18, 2012**AMENDED:** OCTOBER 21, 2014**AMENDED:** APRIL 4, 2017

- Notification to parents/guardians/adult students regarding the acceptance or denial of the cross boundary/non-resident application will be by letter (samples attached). Permission to attend the receiving cross boundary school is subject to annual review using the criteria outlined under the Requirements in this policy

1. Cross Boundary/Non-Resident Requests That May be Approved by the School Principal:

- a) Cross Boundary/Non-Resident Requests for students who currently attend the school, but are moving, or have moved, outside the school's prescribed boundaries during the current school year and wish to complete the balance of the academic year at the school.
- b) Cross Boundary/Non-Resident Annual Requests for renewals at the current school for the next academic year.

Cross Boundary/Non-Resident Requests for students who will be moving to an address within the school's prescribed boundaries during that school year. The parent/guardian/adult student must provide documentation (i.e. purchase and/or lease agreement) to the principal.

2. Cross Boundary/Non-Residents Requests Approved by the Superintendent of Education for the Family of Schools:

- a) Cross boundary/Non-Resident requests that are new, (i.e. students who wish to transfer to a school outside of their prescribed school boundaries).

3. Specialized Programs:

- a) A cross boundary request is not required for a student attending a specialized program which is not offered in their home school.
- b) A non-resident request form is required for a student who resides outside the Halton Region and who wishes to attend a specialized program within the HCDSB.
- c) A student in a specialized program who opts out of the program will be required to return to their home school.
- d) Under extenuating circumstances, some consideration may be given for the student to continue attending the school where the specialized program is located using the criteria under the requirements in this policy.
- e) A cross boundary form is required for approval by the school superintendent and in consultation with the Administrator of Planning Services.

OPERATING POLICY

HALTON CATHOLIC DISTRICT SCHOOL BOARD

**CROSS BOUNDARY AND NON-RESIDENT STUDENT
SCHOOL ATTENDANCE**

POLICY No.: I-04
DATE : JULY 30, 1991
AMENDED: NOVEMBER 26, 1996
AMENDED: SEPTEMBER 5, 2006
AMENDED: DECEMBER 15, 2009
AMENDED: MAY 3, 2011
AMENDED: JUNE 19, 2012
AMENDED: DECEMBER 18, 2012
AMENDED: OCTOBER 21, 2014
AMENDED: APRIL 4, 2017

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- f) Siblings of students attending specialized programs may be granted cross boundary status in the school where the specialized program is located using the criteria outlined under requirements in this policy.

APPROVED: Regular Meeting of the Board

Authorized by: _____
Chair of the Board

ON SCHOOL LETTERHEAD

DATE

Parent/Guardian

Address

Dear Parent/Guardian:

This is to acknowledge receipt of your *Annual Application for Cross Boundary School Attendance* request form.

This is to confirm that permission is granted for your child/ren (**Name/s**) to attend (**Name of School, City**) for the [20__-20__] year.

I would like to remind you of our Board's general policy with respect to cross boundary applications.

"Cross Boundary applications may be approved where:

- the school is considered "under capacity";
- the parent agrees to provide transportation;

and is

- **subject to annual review** using the criteria outlined under the Requirements in Policy I-04. "

Sincerely,

Principal

ON SCHOOL LETTERHEAD

DATE

Parent/Guardian

Address

Dear Parent/Guardian

Re: Annual Application for Cross Boundary Attendance

This acknowledges receipt of the “Annual Application for Cross Boundary School Attendance” form you completed for your child/ren (**Name/s**) to attend (**School Name, City**) for the [appropriate] school year.

Approval to attend across school boundaries is contingent upon a number of factors:

- First among these, is that the receiving school must be defined as “under capacity”, as indicated in the Definitions section of Policy I-04. Schools that are over capacity are considered closed to new requests for cross boundary attendance. The capacity of schools is reviewed annually in accordance with Board Policy I-04;
- Approval is subject to the Principal’s organization of the school;
- Parents accept sole responsibility for the transportation of a student where approval is granted;
- Enrolment projections for the school over the next 3-5 or more years;
- The current number of cross boundary students already attending the school.

After reviewing your application, I regret to inform you that I am unable to approve your cross boundary application for (NAME OF SCHOOL) for the [20__ - 20__] school year due to the fact that the school is [considered at/over capacity, and closed to new cross boundaries, and/or state other reason(s) if applicable (i.e. class size)]

Respectfully,

Principal

cc. Family of School Superintendent

ACTION REPORT

ITEM 8.2

POLICY I-06 DELEGATION TO THE BOARD

PURPOSE:

To approve Policy I-06 Delegation to the Board as presented.

BACKGROUND INFORMATION:

Policy I-06 Delegation to the Board, first established in 1995, was created to guide the process whereby individuals, or groups may present, or delegate, to the Board of Trustees on matters related to education that fall within the Board’s jurisdiction.

Staff have revised Policy I-06 Delegation to the Board, making modest modifications throughout the policy for clarity and ease of understanding. In addition to these modifications, the following amendments were made:

- Language was added to articulate that the names and content of delegation submissions are subject to disclosure by way of publication of the agenda on the Board’s website, and through video and audio recording of Board Meetings. This revision was made in light of legislated requirements within the Municipal Freedom of Information of Privacy Act (MFIPPA), the Education Act and the Municipal Act.
- Following stakeholder feedback (Appendix A) the previous amendments that were made to identify two distinct categories for delegations: Ad Hoc Delegations, and Process Review Delegations have been modified to change ‘Ad-Hoc’ to ‘Standard’ so as to not confuse the term as per our board by-laws; and in reference to the accurate definition of Ad-Hoc. The revised policy now stipulates timelines for consideration and response to Process Review Delegations. The intent is to allow sufficient time for Trustee consideration of delegations that are connected to process reviews (e.g. Boundary Reviews, Pupil Accommodation Reviews).
- Criteria was included to allow students to delegate to the Board of Trustees. Delegations by minors was not previously addressed within Policy I-06. Additional requirements related to these delegations were clarified.
- Notification to Trustees of the number of declined individuals, or groups, who request to delegate was added.
- The opportunity has been provided to individuals, or groups, to have their declined request be part of the correspondence in the Board Meeting Agenda Package.

CONCLUSION:

Policy I-06 Delegation to the Board was submitted to the Policy Committee at the March 28, 2017 meeting, as amended, with a recommendation that it be forwarded to the board of trustees for approval.

RECOMMENDATION:

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

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee and approve Policy I-06 Delegation to the Board, as amended.

REPORT SUBMITTED AND

A. DANKO

APPROVED BY:

CHAIR OF THE POLICY COMMITTEE

Policy I-06 Delegation to the Board

Page 1 of 1

PURPOSE

To provide an opportunity for individuals or groups to delegate or make a presentation to the Board of Trustees on matters relating to educational issues and/or other matters within the Board's jurisdiction.

APPLICATION AND SCOPE

I. Standard Delegations

This policy applies to any individual or group wishing to delegate or make a presentation to the Board of Trustees on an ad hoc matter that falls within the Board's jurisdiction.

II. Process Review Delegations

This policy applies to delegations on matters pertaining to a review process (e.g. School Boundary Review, School Accommodation Review).

PRINCIPLES

- The Halton Catholic District School Board values relationships and partnerships and is committed to providing meaningful feedback mechanisms that encourage and support two-way communications.
- The Board recognizes individuals or groups affected by a decision of the Board should have the opportunity to present their position or concern to the Board of Trustees.
- All requests to delegate to the Board will be subject to the approval of the Chair, which will not be unreasonably withheld.

REQUIREMENTS

- An individual or group wishing to delegate to the Board, shall submit the request in writing to the office of the Director of Education and Secretary of the Board no later than (7) days prior to the meeting of the Board.
- A person under 18 years of age, who wishes to make a delegation to the Board must have written consent of his or her parent/guardian with the understanding that the person's image (photograph and/or video) will be posted on the Board's website, social media channels and/or by the media.

OPERATING POLICY**HALTON CATHOLIC DISTRICT SCHOOL BOARD****DELEGATION TO THE BOARD****POLICY No.: I-06****DATE : FEBRUARY 28, 1995****AMENDED: JUNE 5, 2001****AMENDED: FEBRUARY 18, 2003****AMENDED: NOVEMBER 19, 2013****AMENDED: APRIL 4, 2017**

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- Any one delegation or individual shall be permitted to make only one presentation to the Board on an issue. Any additional presentation on the same issue is permitted provided that the significant difference(s) are outlined and presented in writing to the Chair of the Board and/Secretary of the Board seven (7) days prior to the Board meeting.
 - The Chair of the Board, in consultation with the Secretary of the Board, shall determine whether there are significant differences in the written request for an additional presentation and grant or deny the request to delegate to the Board. Appeals to this decision must be made by a trustee and shall come before the Board for decision. Should the appeal be successful, the delegation or individual will be allowed to appear at the request of meeting.
 - When a request to delegate is denied, the Secretary of the Board shall provide written notice to the individual, or group, and offer to include their request as correspondence in the Board Meeting agenda package.
 - The number of declined individuals, or groups, who requested to delegate will be made public in the Board package.
 - Employees of the Board or representatives of employee groups shall not delegate to the Board to express their views relative to their employment or professional interests.
 - Commercial enterprises are prohibited from appearing before the Board as a delegation for purposes of promoting their products/services.
 - The request shall outline in some detail the subject matter(s) to be presented and indicate who the presenters(s) will be for the group or organization. A maximum of three (3) presenters and no other person may address the Board unless approval is given by the Chair of the Board. At the discretion of the Chair, delegations with similar rationales will be grouped together (for a total of a 10 minute presentation).
 - A complete script and presentation must be delivered or sent electronically to the Office of the Director of Education and Secretary of the Board at least four (4) business days prior to the Regular Board meeting (by 1:00 pm).
 - At the Board Meeting, the presenter(s) will use the script that they provided in their package.
 - Personal information as defined by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) is collected under the authority of the Education Act and the Municipal Act, in accordance with the provisions of MFIPPA. The name and the contents of the submission are subject to disclosure by way of publication of the agenda on the Board's website. As well, all Board Meetings are video and audio recorded.
 - There may be up to a maximum of five (5) delegations at any one meeting. At the discretion of the Chair of the Board, additional delegations may be added as deemed appropriate.
 - Trustees may ask questions for clarification purposes.

- The complete presentation by any delegation shall not exceed ten (10) minutes, exclusive of Trustee questions.
- To allow for equitable time allocated to each delegation, the Chair shall act as the moderator for each delegation presentation and will govern the questions from The Board of Trustees, preserving the intent of the questions to be strictly for clarification purposes.
- Presenters and guests in the gallery are expected to maintain a level of decorum, which will allow meetings to proceed without interruptions, and free of abusive or derogatory language at all times. Individuals and delegations are advised that placards and disruptive demonstrations are not permitted at the Board’s Catholic Education Centre or at any other location where a Board meeting is held. The Chair may expel or exclude from the meeting any person(s) who engages in this or any other form of improper conduct.

Response to Delegation(s)

I. Standard Delegations

The Board’s agenda shall include, an action item, entitled Board Response to the Delegation(s) at the same meeting. Trustees in attendance may move and approve a motion for:

- a decision on the matter at the same meeting;
- referral of the matter to a future meeting;
- a staff report on the matter to be considered at a future meeting;
- to receive for information.

II. Process Review Delegations

For delegations on matters under review by a committee of the Board with recommendation(s) for action, the Board of Trustees shall make a decision on the matter no fewer than ten (10) business days from the public delegation(s).

Once the Board makes a decision on a presentation, the Secretary of the Board shall communicate the Board’s decision in writing to the spokesperson for the group or organization.

The Director of Education shall develop administrative procedures to support the implementation, compliance and enforcement of this Policy.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

ACTION REPORT

ITEM 8.3

POLICY I-18 ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE

PURPOSE:

To rescind *Policy I-18 Accessibility Standards for Customer Service*.

BACKGROUND INFORMATION:

The Policy I-20 Integrated Accessibility Standards has been revised due to new requirements under *Accessibility for Ontarians with Disabilities Act, (AODA)*. Effective July 1, 2016, the Customer Service requirements became part of the integrated accessibility Standards. In addition, the Integrated Accessibility Standards Policy is reviewed and updated on an on-going basis.

Information from *Policy I-18 Accessibility Standards for Customer Service* has been combined into *Policy I-20 Integrated Accessibility Standards*.

CONCLUSION:

The Policy Committee *Policy I-18 Accessibility Standards for Customer Service* and now brings forward the proposed recommendation to rescind these policies.

RECOMMENDATION:

It is recommended that *Policy I-18 Accessibility Standards for Customer Service* be rescinded.

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and rescind *Policy I-18 Accessibility Standards for Customer Service*.

**REPORT SUBMITTED AND
APPROVED BY:**

A. DANKO
CHAIR OF THE POLICY COMMITTEE

ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE

POLICY NO.: I-18

DATE: FEBRUARY 2, 2010

AMENDED: SEPTEMBER 18, 2012

RESCINDED: APRIL 4, 2017

PURPOSE

To comply with legislation as recently revised or developed by the Ontario Ministry of Labour and Ministry of Education in the area of Accessibility Standards as provided in the following:

- Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
- Accessibility Standards for Customer Service, Ontario Regulation 429/07
- Equity and Inclusive Education Policy (2010)
- Ontario Human Rights Code

APPLICATION & SCOPE

This policy applies to all operation policies and procedures in all facilities within the Halton Catholic District School Board.

PRINCIPLES

The Halton Catholic District School Board is committed to providing services to our students, parents/guardians, the public and our staff that are free of barriers and biases. The Board will ensure that key principles of independence, dignity, integration and equality of opportunity are reflected and valued in our learning and working environments. Our conduct demonstrates our belief in the strength diversity brings to our communities as modeled by Jesus Christ.

It is the policy of the Halton Catholic District School Board to provide an environment in all of its facilities that builds independence, dignity and respect for our students, parents/guardians, the public and our staff. Further, we are committed to giving people with disabilities the same opportunity of access to our services in the same location and in a similar way as these services are available to all others we service in Catholic education.

The Board and its staff are committed to the elimination of discrimination as outlined in Ontario's Equity and Inclusion Strategy in a manner which is consistent with the exercise of the Board's denominational rights under *Section 93* of the *Constitutional Act, 1982* and as recognized at *Section 19* of the *Ontario Human Rights Code*.

REQUIREMENTS

The Board will:

- make all reasonable efforts to ensure that all policies, practices and procedures from the date of this policy forward are consistent with the principles of independence, dignity, integration and equality of opportunity to all with particular attention for persons with disabilities;
- welcome all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of persons with disabilities;
- ensure greater awareness and responsiveness to the needs of a person with disabilities, the Board will provide appropriate training for all staff who deal with the public or other third parties on behalf of the Board;
- provide training to all staff, and when appropriate, to volunteers. As new staff are hired, the training will become a component of their orientation training and will be provided within a reasonable timeframe;
- ensure that its policies and procedures related to the *Accessibility for Ontarians with Disabilities Act, 2005* are made available to the public and also ensure there is capacity to

provide communication about these policies and procedures in a format that takes into account a person’s disability;

- ensure that a disruption of service notice be posted at the site and on the Board’s website when services that are normally provided to a person with a disability are temporarily unavailable, such as access to an elevator. Alternative(s) to disrupted service will also be posted;
- develop a process for receiving and responding to feedback in order to monitor the effectiveness of implementation of the Accessible Customer Service Standard. Information about the feedback process will be readily available to the public and will allow people to provide feedback using a number of methods;
- take into account the impact on persons with disabilities when purchasing new equipment, designing new systems or planning a new initiative so that adherence to this policy can be achieved efficiently and effectively;
- create a feedback process that will review the implementation of this policy with the Board’s various constituency groups;
- establish a process for consulting with frontline staff and volunteers who have a role in implementing the expectations and procedures established under this policy to review its effectiveness;
- ensure that all communications with a person with a disability takes place in a manner that takes into account the person’s disability.

DEFINITIONS/EXPLANATIONS

1. **Customer** is any person who uses the services of the school board.
2. **Assistive Device** is any device used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.
3. **Service Animal** is an animal that is being used because of a person’s disability and this is either readily apparent or is supported by a letter from a medical practitioner.
4. **Support Person** is a person who assists or interprets for a person with a disability as they access the services of the Board. A support person is distinct from an employee who supports a student in the system.
5. **Third Party Contractors** is any person or organization acting on behalf of or as an agent of the Board (e.g. bus operators, psychologists).
6. **Barriers to Accessibility** means anything that prevents a person with a disability from fully participating in all aspects of the services of the Board. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier, a technological barrier.
7. **Accommodation** is a means, through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of the Board.
8. **Interpreter Services** are services provided for hearing impaired individuals.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY :
Chair of the Board

ACTION REPORT**ITEM 8.4****POLICY I- 20 INTEGRATED ACCESSIBILITY STANDARDS****PURPOSE:**

To approve *Policy I-20 Integrated Accessibility Standards* as presented.

COMMENTS:

Policy I-20 Integrated Accessibility Standards has been revised due to new requirements under *Accessibility for Ontarians with Disabilities Act, (AODA)*. Effective July 1, 2016, the Customer Service requirements became part of the Integrated Accessibility Standards. Information from *Policy 1-18 Accessibility Standards for Customer Service* has been combined into *Policy I-20 Integrated Accessibility Standards*.

In addition, the Integrated Accessibility Standards Policy is reviewed and updated on an on-going basis. Staff have reviewed revised *Policy I-20 Integrated Accessibility Standards*. At the February 14, 2017, it was recommended that *Policy 1-20 Integrated Accessibility Standards* be forwarded for stakeholder input. Staff have reviewed the stakeholder feedback which was submitted and do not feel that any changes to the policy are necessary.

CONCLUSION:

Policy I-20 Integrated Accessibility Standards was submitted to the Policy Committee at the March 28, 2017 meeting, as amended, with a recommendation that it be forwarded to the board of trustees for approval.

RECOMMENDATION:

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

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee and approve *Policy I-20 – Integrated Accessibility Standards, as amended*.

**REPORT SUBMITTED AND
APPROVED BY:**

A. DANKO
CHAIR OF THE POLICY COMMITTEE

PURPOSE

To comply with the Ontario Ministry of Labour and Ministry of Education in the area of Accessibility Standards to break down barriers and increase accessibility for people with disabilities in the areas of information and communications, employment and transportation.

APPLICATION & SCOPE

The Halton Catholic District School Board strives to ensure a fully accessible environment for all persons with disabilities, and will continue to build upon and improve its practices in addition to ensuring that it meets the accessibility needs of persons with disabilities in a timely manner, consistent with the specific requirements of the Act and its regulations.

This policy applies to all operation policies and procedures in all facilities within the Halton Catholic District School Board

REFERENCES

- [Accessibility for Ontarians with Disabilities Act, 2005 \(AODA\)](#)
- [Integrated Accessibility Standards, Ontario Regulation 191/11](#)
- [Equity and Inclusive Education in Ontario Schools Guidelines \(2014\)](#)
- [Ontario Human Rights Code](#)

DEFINITIONS/EXPLANATIONS

1. **Customer** is any person who uses the services of the school board.
2. **Assistive Device** is any device used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.
3. **Service Animal** is an animal that is being used because of a person’s disability and this is either readily apparent or is supported by a letter from a regulated health professional.
4. **Support Person** is a person who assists or interprets for a person with a disability as they access the services of the Board. A support person is distinct from an employee who supports a student in the system.
5. **Third Party Contractors** is any person or organization acting on behalf of or as an agent of the Board (e.g. bus operators, psychologists).

-
- 6. Barriers to Accessibility** means anything that prevents a person with a disability from fully participating in all aspects of the services of the Board. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier, a technological barrier.
- 7. Accommodation** is a means, through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of the Board.
- 8. Interpreter Services** are services provided for hearing impaired individuals.

PRINCIPLES

The Halton Catholic District School Board is committed to providing services to our students, parents/guardians, the public and our staff that are free of barriers and biases. The Board will ensure that key principles of independence, dignity, integration and equality of opportunity are reflected and valued in our learning and working environments. Our conduct demonstrates our belief in the strength diversity brings to our communities as modeled by Jesus Christ.

It is the policy of the Halton Catholic District School Board to provide an environment in all of its facilities that builds independence, dignity and respect for our students, parents/guardians, the public and our staff. Further, we are committed to giving people with disabilities the same opportunity of access to our services in the same location and in a similar way as these services are available to all others we service in Catholic education.

The Board and its staff are committed to the elimination of discrimination as outlined in Ontario's Equity and Inclusion Strategy in a manner which is consistent with the exercise of the Board's denominational rights under *Section 93 of the Constitutional Act, 1982* and as recognized at *Section 19 of the Ontario Human Rights Code*.

REQUIREMENTS

The Halton Catholic District School Board has developed, maintained and documented an Accessibility Plan outlining the Board's strategy to prevent and remove barriers from its workplace and to meet its requirements under the Regulation.

This Accessibility Plan will continue to be reviewed and updated in consultation with persons with disabilities at least every five years and will be posted on the Board's website. Upon request, the Board will provide a copy of the Accessibility Plan in an accessible format.

In addition, the Board will prepare annual status reports on the progress of measures taken to implement the strategy outlined in the Accessibility Plan and will post the status reports on its website. Status reports will also be made available in an accessible format upon request.

PROCURING OR ACQUIRING GOOD, SERVICES OR FACILITIES

The Board will continue to ensure that accessibility criteria and features are incorporated when it procures or acquires goods, services or facilities, except where it is not practical to do so. Where it is not practical to incorporate accessibility criteria and features, the Board will provide an explanation upon request.

TRAINING EMPLOYEES AND VOLUNTEERS

The Board will ensure that training is provided on the requirements of the accessibility standards referred to in the Regulation and provide training on the *Human Rights Code* as it pertains to persons with disabilities to all its employees and volunteers.

The training will be appropriate to the duties of the employees, volunteers and other persons. Staff will be trained when there are substantial changes are made to the accessibility policy. New staff will be trained upon commencement of employment.

The Board will keep a record of the training that it provides.

1. INFORMATION AND COMMUNICATIONS STANDARD:

a) FEEDBACK

The Board will continue to ensure that its process for receiving and responding to feedback is accessible to persons with disabilities by providing, or arranging for the provision of, accessible formats and communications supports, upon request.

b) ACCESSIBLE FORMATS AND COMMUNICATION SUPPORTS

Upon request, the Board will provide, or will arrange for the provision of accessible formats and communication supports for persons with disabilities in a timely manner that takes into account the person's accessibility needs due to disability.

The Board will consult with the person making the request in determining the suitability of an accessible format or communication support.

The Board will also notify the public about the availability of accessible formats and communication supports.

c) ACCESSIBLE WEBSITES AND WEB CONTENT

The Board will ensure that its Internet and Intranet websites, conform with the World Wide Web Consortium Web Content Accessibility Guidelines (WCAG) 2.0.

2. EMPLOYMENT STANDARDS

a) RECRUITMENT

The Board will notify its employees and the public about the availability of accommodation for applicants with disabilities in its recruitment process.

b) RECRUITMENT, ASSESSMENT OR SELECTION PROCESS

The Board will notify job applicants, when they are individually selected to participate further in an assessment or selection process, that accommodations are available upon request in relation to the materials or processes to be used.

If a selected applicant requests an accommodation, the Board will consult with the applicant and provide, or arrange for the provision of, a suitable accommodation in a manner that takes into account the applicant's accessibility needs due to disability.

c) NOTICE TO SUCCESSFUL APPLICANTS

When making offers of employment, the Board will notify the successful applicant of its policies for accommodating employees with disabilities.

d) INFORMING EMPLOYEES OF SUPPORTS

The Board will continue to inform its employees of its policies (and any updates to those policies) used to support employees with disabilities, including policies on the provision of job accommodations that take into account an employee's accessibility needs due to disability. This information will be provided to new employees as soon as practicable after commencing employment.

e) ACCESSIBLE FORMATS AND COMMUNICATION SUPPORTS FOR EMPLOYEES

Upon the request of an employee with a disability, the Board will consult with the employee to provide, or arrange for the provision of, accessible formats and communication supports for information that is needed to perform his/her job, and information that is generally available to other employees.

In determining the suitability of an accessible format or communication support, the Board will consult with the employee making the request.

f) WORKPLACE EMERGENCY RESPONSE INFORMATION

The Board will provide individualized workplace emergency response information to employees who have a disability when required. The Board will provide this information as soon as practicable after becoming aware of the need for accommodation.

Where the employee requires assistance, the Board will, with the consent of the employee, provide the workplace emergency response information to the person designated by the Board to provide assistance to the employee.

The Board will review the individualized workplace emergency response information when the employee moves to a different location in the organization, when the employee's overall accommodations needs or plans are reviewed and when the Board reviews its general emergency response policies.

g) DOCUMENTED INDIVIDUAL ACCOMMODATION PLANS

The Board will continue to maintain a documented individual accommodation plans for employees with disabilities.

If requested, information regarding accessible formats and communication supports provided will also be included in individual accommodation plans.

In addition, the plans will include individualized workplace emergency response information (where required), and will identify any other accommodation that is to be provided.

h) RETURN TO WORK PROCESS

The Board will maintain a documented return to work process for its employees who have been absent from work due to a disability and who require disability related accommodations in order to return to work.

The return to work process will outline the steps the Board will take to facilitate the return to work and will include documented individual accommodation plans as part of the process.

This return to work process will not replace or override any other return to work process created by or under any other statute (ie. the *Workplace Safety Insurance Act, 1997*).

i) PERFORMANCE MANAGEMENT, CAREER DEVELOPMENT AND ADVANCEMENT AND REDEPLOYMENT

The Board will continue to take into account the accessibility needs of employees with disabilities, as well as individual accommodation plans, when conducting performance management, providing career development and advancement to employees, or when redeploying employees.

3. CUSTOMER SERVICE STANDARDS

The Board will:

- provide services that respect the independence and dignity of the people with disabilities. Such services incorporate measure that include, but are not limited the use of support persons;
- ensure that a disruption of service notice be posted at the site and on the Board's website when services that are normally provided to a person with a disability are temporarily unavailable, such as access to an elevator. Alternative(s) to disrupted service will also be posted;
- develop a process for receiving and responding to feedback in order to monitor the effectiveness of implementation of the Accessible Customer Service Standard. Information about the feedback process will be readily available to the public and will allow people to provide feedback using a number of methods;
- take into account the impact on persons with disabilities when purchasing new equipment, designing new systems or planning a new initiative so that adherence to this policy can be achieved efficiently and effectively;

- create a feedback process that will review the implementation of this policy with the Board's various constituency groups;
- establish a process for consulting with frontline staff and volunteers who have a role in implementing the expectations and procedures established under this policy to review its effectiveness;
- ensure that all communications with a person with a disability takes place in a manner that takes into account the person's disability.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

ACTION REPORT

ITEM 8.5

POLICY I-25 PURCHASING POLICY

PURPOSE:

To approve *Policy I-25 Purchasing Policy* as presented.

COMMENTARY:

Board staff conducted a review of *Policy I-25 Purchasing Policy*.

There were changes made in regards to wording, focusing on delivery of education, the competitive bid process and support of the Broader Public Sector Supply Chain Code of Ethics.

It is recommended that the word “policy” be deleted from the title.

CONCLUSION:

Policy I-25 Purchasing Policy was submitted to the Policy Committee at the March 28, 2017 meeting, as amended, with a recommendation that it be forwarded to the board of trustees for approval.

RECOMMENDATION:

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

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee that *Policy I-25 Purchasing Policy* name be changed to *Policy I-25 Purchasing*, and be approved as amended.

**REPORT SUBMITTED AND
APPROVED BY:**

A. DANKO
CHAIR OF THE POLICY COMMITTEE

PURPOSE

To direct the procurement of goods and services through a process that ensures efficiency, transparency, financial control, quality and best value in order to contribute to excellence in education at The Halton Catholic District School Board.

APPLICATION & SCOPE

This policy applies to all Board staff and Trustees involved in the procurement of goods and services.

REFERENCES

[Administrative Procedure VI-11 – Purchasing.](#)

PRINCIPLES

- The Board recognizes a commitment to purchasing goods and services essential to the delivery of education; recognizes that the selection of these goods and services be undertaken through a well-managed and controlled purchasing process; and recognizes that competitive bidding yields best value for these goods and services.
- As a means to mitigate risk, the Board supports the Broader Public Sector Supply Chain Code of Ethics and commits to compliance with Federal, Provincial and Municipal Acts and regulations without qualification or evasion.
- When possible, Board supports the concept of centralized purchasing as a means of obtaining maximum value for each dollar spent.
- The Board supports consistent processes and expectations for working with suppliers, enhancing relationships.
- The Board will maintain a competitive purchasing process by requiring compliance with the practices established in the *Purchasing Administrative Procedure VI-11*.
- All Board staff and Trustees will ensure that the procurement of all goods and services are in compliance with all applicable Board policies and procedures, and all applicable Federal, Provincial and Municipal Acts and regulations pertaining to public procurement.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

ACTION REPORT

ITEM 8.6

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

PURPOSE:

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

COMMENTARY:

Revisions were made to clarify the process for filling a vacancy during a Student Trustee term; and to direct schools to report to their Family of Schools Superintendent if they do not have a candidate for the Student Trustee Elections.

CONCLUSION:

Policy I-26 Student Trustees of the Halton Catholic District School Board was submitted to the Policy Committee at the February 14, 2017 meeting, as amended, with a recommendation that it be forwarded to the board of trustees for approval.

RECOMMENDATION:

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

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee and approve *Policy I-26 Student Trustees of the Halton Catholic District School Board*, as amended.

**REPORT SUBMITTED AND
APPROVED BY:**

A. DANKO
CHAIR OF THE POLICY COMMITTEE

PURPOSE

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

APPLICATION & SCOPE

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

REFERENCES

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

[Administrative Procedure VI-15](#)

PRINCIPLES

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

**STUDENT TRUSTEES OF THE
HALTON CATHOLIC DISTRICT SCHOOL BOARD**

POLICY No.:	1 - 26
DATE:	SEPTEMBER 15, 1998
AMENDED:	APRIL 25, 2000
AMENDED:	MARCH 20, 2001
AMENDED:	MARCH 5, 2002
AMENDED:	NOVEMBER 2, 2004
AMENDED:	MARCH 6, 2007
AMENDED:	MARCH 24, 2009
AMENDED:	JUNE 21, 2011

REQUIREMENTS

- This policy and the associated Administrative Procedure VI-15 shall be in accordance with provisions of the Education Act, Ontario Regulation 07/07 and any guidelines issued by the Minister of Education under paragraph 3.5 of subsection 8(1) of the Education Act.
- Qualified student nominees will hold qualifications and endorsements as stated below:
 - active Parish membership and regular mass attendance;
 - a letter of endorsement from the school principal;
 - a letter of endorsement from their parish priest;
 - a letter of endorsement from the school Student Council;
 - full-time Catholic student, in good standing, and must be at least a senior in Grade 11 by September 1st of the subsequent year;
 - a history of leadership interest as exhibited through work on (but not limited to) the student senate, the student council, ambassadors/prefects, social justice groups, parish youth organizations, liturgical programming and/or music ministry; community youth organizations; and,
 - beginning knowledge of current key issues affecting Catholic education.
- A person is qualified to act as a student trustee if he or she is enrolled in the senior division of a school of the board and is,
 - a) a full-time pupil; or
 - b) an exceptional pupil in a special education program for whom the board has reduced the length of the instructional program on each school day under subsection 3 (3) of Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools – General) made under the Act, so long as the pupil would be a full-time pupil of the program had not been reduced.
- Each secondary school is expected to elect a qualified senior student nominee to the group of prospective student trustees who will be interviewed and voted into office by the Student Senate. Schools not advancing a nominee shall provide a written rationale to the Family of Schools Superintendent of Education.
- Up to three (3) student trustees may be elected to the Board. No two (2) students shall be from the same municipality.
- The student trustee(s) shall be elected by the Student Senate no later than April 30th in each school year, with the understanding that each will begin their term of one school year from the first day of school in the subsequent school year.
- A student trustee(s) of the Board will participate at meetings of the Board and at meetings of Committees of the Board in accordance with Ontario Regulation 07/07 made under the Education Act. Subsection 5(5) of the Act provides that a student trustee(s) may attend all closed (*in camera*) meetings,

**STUDENT TRUSTEES OF THE
HALTON CATHOLIC DISTRICT SCHOOL BOARD**

POLICY No.:	I - 26
DATE:	SEPTEMBER 15, 1998
AMENDED:	APRIL 25, 2000
AMENDED:	MARCH 20, 2001
AMENDED:	MARCH 5, 2002
AMENDED:	NOVEMBER 2, 2004
AMENDED:	MARCH 6, 2007
AMENDED:	MARCH 24, 2009
AMENDED:	JUNE 21, 2011

with the exception of those “when the subject matter under consideration involves the disclosure of intimate, personal or financial information in respect of a member of the Board or Committee, an employee or prospective employee of the Board or a student or his or her parent or guardian.”

- Student trustees are not considered elected members of the Board and therefore not entitled to a binding vote – that is, their vote is not included in the official vote count; however, a student trustee does have the right to have their vote recorded in the Board minutes if they request it. In addition, a student trustee may request that a matter before a board or any of its committees be put to a vote, in which case there must be two votes:
 - a) a non-binding vote that includes the student trustee’s vote; and
 - b) a recorded binding vote that does not include the student trustee’s vote.
- A student trustee is not entitled to move a motion, but is entitled to suggest a motion on any matter at a meeting of the board or of one of its committees on which the student trustee sits. If no member of the board or committee, as the case may be, moves the suggested motion, the record shall show the suggested motion.
- In the event a student trustee does not complete the term of appointment, the Student Senate will:
 - a) hold a by-election for the vacant geographic area, for the remainder of the term.
- Upon completion of their respective terms of appointment, each student trustee(s) shall, subject to Board approval, be acknowledged for service to the Board.
 - each individual will be provided with a letter of commendation signed by the Chair of the Board; and
 - each individual will be awarded an honorarium/scholarship of \$2,500.00 and other such forms of recognition or support as may be determined by the Board.
- The student trustee(s) shall remain in good standing at a Halton Catholic District School Board secondary school for the entire school year of their appointment(s).
- To support implementation of this policy, the Director of Education shall ensure:
 - a) Administrative Procedures are in accordance with Ontario Regulation 67; and
 - b) maintenance of qualifying criteria pertaining to a prospective candidate’s record of service to, and leadership in, the Catholic secondary school and the broader parish and Catholic community.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY:

Chair of the Board

ACTION REPORT

ITEM 8.7

POLICY II-25 – SELECTION OF LEARNING AND LIBRARY MATERIALS

PURPOSE:

To approve *Policy II-25 – Selection of Learning and Library Materials* as presented.

COMMENTARY:

Policy II-25 – Selection of Learning and Library Materials was created to guide appropriate personnel in the selection of learning materials to enhance student learning in all areas of growth. The policy was last amended in 2012.

Staff have revised *Policy II-25, Selection of Learning and Library Materials*, making the following amendments:

- Addition of References.
- The inclusion of student voice in the recommendation of library material.
- Clarification of the current practise when the need to review Elementary library books is required.

CONCLUSION:

Policy II-25 – Selection of Learning and Library Materials was submitted to the Policy Committee at the March 28, 2017 meeting, as amended, with a recommendation that it be forwarded to the board of trustees for approval.

RECOMMENDATION:

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

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee and approve *Policy II-25 – Selection of Learning and Library Materials*, as amended.

**REPORT SUBMITTED AND
APPROVED BY:**

A. DANKO
CHAIR OF THE POLICY COMMITTEE

PURPOSE

To approve materials that will enhance learning opportunities for the religious, moral, intellectual, physical and social growth of each student in an atmosphere of faith, while recognizing individual skills and abilities.

APPLICATION & SCOPE

This policy applies to all schools within the Halton Catholic District School Board.

REFERENCES

[The Ministry of Education Trillium List Guidelines for Approval of Textbooks \(2008\)](#)

PRINCIPLES

The Halton Catholic District School Board approves learning and library materials that support a quality education which integrates the Catholic faith and the teachings of the Gospel with the school curriculum.

The Board recognizes that both in its content and methodology, inclusive curriculum seeks to recognize our commitment to Catholic values and to affirm the life experiences of all students, regardless of race and ethnicity, gender, place of origin, religion, cultural and linguistic background, social and economic status, sexual orientation, age, and ability/disability.

The Board will select appropriate materials that best serve the needs of the students.

This material will be consistent with the directives of the Ministry of Education and meet the requirements of the course or subject guidelines for which they are intended.

REQUIREMENTS

1. SELECTION OF LEARNING MATERIALS:

- In Secondary Schools each Department Head, in consultation with the teachers in the department and support staff and subject to the approval of the Principal, selects learning resources for the department's courses of study.

SELECTION OF LEARNING AND LIBRARY MATERIALS

POLICY No.: II-25

DATE : JANUARY 30, 1990

AMENDED: JUNE 1991

AMENDED: JUNE 24, 1997

AMENDED: JUNE 5, 2007

AMENDED: FEBRUARY 21, 2012

AMENDED: APRIL 4, 2017

- In Elementary Schools the Principal, in consultation with the teachers in each division, and support staff, selects learning resources for each program area.
- All learning materials for use by schools must be selected under the guidelines set out by the Ministry of Education, *the Trillium list and "Guidelines for Approval of Textbooks" (2008)*.
- Learning materials which form a major portion of the classroom program must be submitted for approved by Board Resolution as required by the Education Act.

2. SELECTION OF LIBRARY MATERIALS:

- Principals, vice-principals, department heads, teachers, librarians and *library technicians* and students will be responsible for recommending library materials, *based on the evaluation criteria as set by the Ministry of Education in "Guidelines for Approval of Textbooks" (2008)*.
- Elementary library books *may* be reviewed as needed by a Committee comprising of experts in the field along with other library technicians.
- Secondary library materials *may* be reviewed by Subject Councils and/or other support staff as needed.

3. RECONSIDERATION OF LEARNING MATERIALS:

- Should a parent/guardian, student, staff or community member question the selection of a particular learning or library material the Principal shall:
 - acknowledge the concern and inform the appropriate staff.
 - direct the concerned party to complete a Request for Reconsideration of Selection of Learning and Library Materials form.
 - meet with the concerned party and appropriate staff to discuss the situation in order to arrive at a solution that is acceptable to all parties.
- At the school level the parties may decide to provide an alternative selection for an individual student's use. *The principal will inform the Administrator, Library Services of the issue and any resolution.*
- If the request to reconsider cannot be successfully resolved at the school level the concerned party will be advised by the principal of the right to have the unresolved matter deliberated by the Committee for the Review of Materials. If the concerned party wishes to pursue the matter, the principal will inform the appropriate school staff, the Superintendent of Curriculum Services and the School Superintendent. The concerned party will forward the request form to the Chair of the Committee for the Review of Materials.
- The Committee for the Review of Materials is chaired by the Superintendent of Curriculum Services or another designate *and is struck as needed.*

OPERATING POLICY
SELECTION OF LEARNING AND LIBRARY MATERIALS

HALTON CATHOLIC DISTRICT SCHOOL BOARD

POLICY No.: II-25
DATE : JANUARY 30, 1990
AMENDED: JUNE 1991
AMENDED: JUNE 24, 1997
AMENDED: JUNE 5, 2007
AMENDED: FEBRUARY 21,2012
AMENDED: APRIL 4, 2017

- The Committee membership for the review of materials shall include
 - Superintendent of Curriculum Services
 - Religion and Family Life Consultant
 - Administrator, Library Services
 - a teacher from the appropriate division
 - a pastor
 - a parent representative
 - librarian/library technician
 - a classroom teacher
 - a principal
 - a trustee
 - other support staff (as warranted)
- It should be noted that no member of the school from which the concern arises may be a member of the committee.
- The Chair of the Committee may also ask to meet at different times, or together, with the complainant and the person who selected the materials or with any other person who may act as a resource to the committee.
- The Committee will review the material, deliberate the concern and make a recommendation, which will be forwarded to the Board.
- The decision regarding the material will be made by the Board and a written notice of the decision will be sent within one month's time to the complainant, the school's superintendent and the school's principal who will forward a copy of the notice to the appropriate staff.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

REQUEST FOR CONSIDERATION: SELECTION OF LIBRARY AND LEARNING MATERIALS

You are requesting the review of material presently being used in the Halton Catholic District School Board. Please complete the following form and return it to the principal of your school so that we may adequately respond to your concern.

TITLE:	
AUTHOR:	
PUBLISHER:	
1. What are your specific objections to this material? <i>(Please refer to specific pages and passages to support your explanation.)</i>	
2. What do you feel might be the result of students reading this material?	
Is there anything about this material of which you approve? <i>(Please specify.)</i>	
3. What action are you recommending for this material?	
4. Did you read the material in its entirety? Yes <input type="checkbox"/> No <input type="checkbox"/>	
If not, what parts/pages did you read?	
5. Do you have a recommended alternative for this selection?	
6. Request initiated by:	
Address:	
Home Telephone:	Work #:
Cell #:	Email:
Date:	

ACTION REPORT

ITEM 8.8

POLICY III – 13 CORPORATE PURCHASING CARD DISTRIBUTION AND USAGE

PURPOSE:

To approve *Policy III – 13 Corporate Purchasing Card Distribution and Usage* as presented.

COMMENTARY:

On February 21, 2017, the Board approved revisions to *Policy III-13 Corporate Purchasing Card Distribution and Usage*. The policy made reference to *Administrative Procedure VI-11 Purchasing*.

Since that time, a thorough review of *Administrative Procedure VI-11 Purchasing* occurred and it was determined that a separate Administrative Procedure was required for Corporate Purchasing Card Distribution and Usage.

Policy III-13 Corporate Purchasing Card Distribution and Usage, now references the new *Administrative Procedure VI-86 Corporate Purchasing Card Distribution and Usage*.

Therefore, *Policy III-13 Corporate Purchasing Card Distribution and Usage*, is being brought back to the Board of Trustees for approval of this housekeeping change.

CONCLUSION:

Policy III-13 Corporate Purchasing Card Distribution and Usage was submitted to the Policy Committee at the March 28, 2017 meeting, as amended, with a recommendation that it be forwarded to the board of trustees for approval.

RECOMMENDATION:

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

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board accepts the recommendation of the Policy Committee and approve *Policy III-13 Corporate Purchasing Card Distribution and Usage*, as amended.

**REPORT SUBMITTED AND
APPROVED BY:**

A. DANKO
CHAIR OF THE POLICY COMMITTEE

PURPOSE

The Halton Catholic District School Board (“the Board”) provides to designated staff and trustees the availability of a Corporate Purchasing Card in order to offset approved Board-related travel and business expenses.

APPLICATION AND SCOPE

A Corporate Purchasing Card is available to the following elected Board representatives and employees:

- Elected Trustees
- Senior Staff, Administrators, and other authorized personnel
- School Principals and Vice Principals
- Curriculum and Special Education Consultants
- School staff under the supervision of the Principal

A Corporate Purchasing Card shall only be issued upon the approval of the Superintendent of Business Services and Treasurer for newly issued purchasing cards and of the Senior Administrator, Financial Services, for re-issued purchasing cards. A Corporate Purchasing Card Authorization Form must be submitted by any employee applying for a corporate purchasing card.

REFERENCES

[Operating Policy I-25 Purchasing](#)
[Operating Policy I-34\(a\) Reimbursement of Board Business Expenses for Employees](#)
[Operating Policy I-34\(b\) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees](#)
[Administrative Procedure VI-11 Purchasing](#)
[Administrative Procedure VI-86 Corporate Purchasing Card Distribution and Usage](#)

DEFINITIONS

Corporate Purchasing Card (P-Card): a commercial card that allows organizations to procure goods and services in lieu of a traditional purchasing process.

OPERATING POLICY
CORPORATE PURCHASING CARD DISTRIBUTION AND
USAGE

HALTON CATHOLIC DISTRICT SCHOOL BOARD
POLICY No.: III-13
DATE : APRIL 2003
AMENDED: DECEMBER 6, 2005
AMENDED: FEBRUARY 21, 2017
AMENDED: APRIL 4, 2017

PRINCIPLES

- A Corporate Purchasing Card may be cancelled at any time by the cardholder and/or the Board.
- A Corporate Purchasing Card shall not be used for personal use, cash advances or for use in any cash dispensing machine.
- Accumulation of any benefits from the use of a Corporate Purchasing Card shall not accrue to the individual cardholder.
- Authorized employees who employ a Corporate Purchasing Card in accordance with the Board's Purchasing Policy and Administrative Procedures, should use it to pay for approved business expenses whenever possible.
- Authorized employees who employ a Corporate Purchasing Card shall state the business purpose, and if applicable, provide the names and business relationships of any individuals or groups associated with the potential usage of the card.
- As Corporate Purchasing Card expenses are subject to Board and Canada Revenue Agency audits, it is required that all expenses be related to Board business only.
- It is intended that the corporate cardholder is the only individual permitted to use the card.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

ACTION REPORT

ITEM 8.9

POLICY IV-02 OUTDOOR FACILITY ENHANCEMENTS, MAINTENANCE AND SECURITY

PURPOSE:

To approve *Policy IV-02 Outdoor Facility Enhancements, Maintenance and Security* as presented.

COMMENTARY:

This policy is being created to provide overall principles and requirements for all board sites as it relates to outdoor facility projects and processes, which our Board Facilities Management Services oversees.

Trustees have indicated that certain policies are operational and should therefore be more appropriate as a procedure. As such, creating an over-arching policy would allow specific procedures to be created based on this policy.

CONCLUSION:

Policy IV-02 Outdoor Facility Enhancements, Maintenance and Security was submitted to the Policy Committee at the March 28, 2017 meeting, as amended, with a recommendation that it be forwarded to the board of trustees for approval.

RECOMMENDATION:

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

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve *Policy IV-02 Outdoor Facility Enhancements, Maintenance and Security*, at Second and Third Reading.

**REPORT SUBMITTED AND
APPROVED BY:**

A. DANKO
CHAIR OF THE POLICY COMMITTEE

PURPOSE

To ensure school and board properties are maintained, secured, and enhanced by regular inspections appropriate fencing, and installation of equipment.

APPLICATION AND SCOPE

This policy applies to all Board sites where playground equipment/installations and perimeter security are to be considered.

REFERENCES

[Policy I-25 Purchasing](#)
[CAN/CSA – Z614-14 – Children’s Play Spaces and Equipment 2014](#)
Municipal Fencing By-Laws
[Administrative Procedure VI-34 Fencing at Board Sites](#)
[Administrative Procedure VI-87 Playground Installations](#)

PRINCIPLES

1. The Halton Catholic District School Board recognizes the importance of providing a safe and secure environment at all Board sites.
2. The Halton Catholic District School Board acknowledges that part of a child’s development occurs during periods of play. Accordingly, the Board endorses the concept of playground equipment/installations as a means of enhancing a child’s creative, social, and physical development.
3. The School Principal and appropriate Board staff must be aware of, and ensure that, a regular maintenance plan for outdoor facility equipment and fencing is in place.
4. The Halton Catholic District School Board values the collaboration with school staff, School Councils and community partners in order to serve the best interest of our students.

REQUIREMENTS

1. The Director has the responsibility to ensure the development of Administrative Procedures and protocols to implement this policy.

-
2. The Superintendent of Facility Management Services has the responsibility to ensure that School Principals and appropriate Board Staff are familiar with the requirements and expectations of the applicable Halton Catholic District School Board Outdoor Facility Enhancements, Maintenance and Security Procedures.
 3. The School Principal has the responsibility to communicate with and share information as necessary with appropriate Board staff, school staff, School Council, and the school community about the installation of playground equipment and perimeter security.
 4. The School Principal has the responsibility to ensure that all school staff and appropriate others (e.g. School Council, community members) are familiar with all requirements and expectations of the Halton Catholic District School Board’s Outdoor Facility Enhancements, Maintenance and Security related Procedures.
 5. School Councils and community members will be encouraged to collaborate on projects related to the enhancement of the outdoor play area.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

ACTION REPORT

ITEM 8.10

POLICY IV-03 PLAYGROUND EQUIPMENT

PURPOSE:

To rescind *Policy IV-03 Playground Equipment*.

COMMENTS:

The information in *Policy IV-03 Playground Equipment* has been written into *Administrative Procedure VI – Playground Installations* and as such falls under the overarching policy information in *Policy IV-02 Outdoor Facility Maintenance and Security*.

It is recommended that *Policy IV-03 Playground Equipment* be rescinded.

CONCLUSION:

The *Policy Committee* has reviewed *Policy IV-03 Playground Equipment* and now brings forward the proposed recommendation to rescind these policies.

RECOMMENDATION:

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

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and rescind *Policy IV-03 Playground Equipment*.

**REPORT SUBMITTED AND
APPROVED BY:**

A. DANKO
CHAIR OF THE POLICY COMMITTEE

PLAYGROUND EQUIPMENT

POLICY No.: IV - 3
DATE : NOVEMBER 29, 1977
AMENDED : FEBRUARY 25, 1986
AMENDED : MARCH 7, 2000
AMENDED : OCTOBER 6, 2009
RESCINDED: APRIL 4, 2017

PURPOSE

The Halton Catholic District School Board supports school-based projects that provide for the installation of playground equipment on school sites.

APPLICATION & SCOPE

This policy applies to all Board sites where playground equipment is to be installed. The project shall be a community effort involving school staff, school council and parents and may involve the participation of other community partners.

PRINCIPLE

The Halton Catholic District School Board acknowledges that part of a child’s development occurs during periods of play. Accordingly, the Board endorses the concept of playground equipment as a means of enhancing a child’s creative, social, and physical development.

REQUIREMENTS

The Board will approve the construction of playground equipment on school property provided all the requirements listed in this section have been met.

1. The School Principal, in consultation with staff, supports the project.
2. The School Principal, who has secured a commitment from the Catholic School Council in support of playground equipment, will submit an initial request to proceed with the development of the project proposal to the Staff Planning Committee through the School Superintendent. No site development is to be undertaken without the approval of the Staff Planning Committee.

The Staff Planning Committee will comprise the following membership and will meet at the call of the Chair:

- i. School Superintendent - Chair
 - ii. Superintendent of Facility Management Services or designate
 - iii. Facility Supervisor
 - i. School Principal
 - ii. Catholic School Council Representative
 - iii. Health & Physical Education Consultant
2. The Staff Planning Committee will advise the Principal of the Board’s expectations with respect to community involvement, financing, construction standards, supervision during construction and maintenance.
3. On receipt of approval by the Staff Planning Committee to proceed with the development of the proposal, the Principal or designate will serve as chair of a school/community committee responsible for the design and implementation of the proposed playground equipment project, using the resources and assistance of the school community and, as appropriate, other community partners.

PLAYGROUND EQUIPMENT

POLICY No.: IV - 3
 DATE : NOVEMBER 29, 1977
 AMENDED : FEBRUARY 25, 1986
 AMENDED : MARCH 7, 2000
 AMENDED : OCTOBER 6, 2009
 RESCINDED: APRIL 4, 2017

REQUIREMENTS cont'd...

4. The design of the proposed playground equipment will be in accordance with the directions and expectations of the Staff Planning Committee and the Canadian Standards Association (CSA) document entitled (*Children's Play Spaces and Equipment [CAN/CAS – Z614-98]*) in the matter of site location and standards of construction.
5. The school's playground equipment project proposal must include:
 - a detailed drawing appended to the proposal or a model, identifying the apparatus to be constructed, materials to be used, and location of the playground on the school site.
 - a detailed budget specifically outlining the finances required and the methods of fund raising in support of the construction of the playground equipment and the ongoing financial commitment to its maintenance and ground cover replacement.
 - plans for construction and starting date/completion date.
 - arrangements for regular on-site inspection during construction.
6. The Principal will submit the final proposal to the Staff Planning Committee and following final approval by the Staff Planning Committee, the Principal will proceed with the implementation of the plan for the proposed construction of the playground equipment
7. The Principal and the appropriate Facility Supervisor will assume the responsibility for arranging on-site inspection of the playground equipment during the construction phase of the project.
- 8(a) The Principal and the appropriate Facility Supervisor shall assume the responsibility to establish an inspection schedule which shall be in accordance with the provisions of CSA's "Children's Play Spaces and Equipment" document. An accredited playground inspection company will carry out the specified inspections in accordance with CSA's standards. The Facility Supervisor, in consultation with the Principal, will be responsible for arranging any repair work as well as the scheduling of the inspection by the accredited playground inspection company.
- 8(b) The Board will assume the costs for the inspections of the playground equipment in accordance with CSA Standards by an accredited playground equipment company.
9. Funding for the ongoing maintenance and upkeep of the playground equipment shall be the responsibility of the school community. Furthermore, the school community shall ensure that sufficient funds are available to provide for the first year of maintenance and upkeep costs prior to implementing the construction phase of the playground equipment project.
10. In the event the school community cannot provide sufficient funds for the required repairs and maintenance of the playground equipment, the Board will reserve the right to decommission the structure.
11. It will be the responsibility of the Principal to ensure that each staff member is briefed on the use and safety procedures for the playground equipment in accordance with the Board's document *Safety Guidelines for Playground Equipment*. The teachers will in turn instruct the pupils on the appropriate use and safety measures related to the playground equipment.

PLAYGROUND EQUIPMENT

POLICY No.: IV - 3
 DATE : NOVEMBER 29, 1977
 AMENDED : FEBRUARY 25, 1986
 AMENDED : MARCH 7, 2000
 AMENDED : OCTOBER 6, 2009
 RESCINDED: APRIL 4, 2017

REQUIREMENTS cont'd...

12. It will be the responsibility of the Principal or designate to provide during the regular school day for the supervision, regular general inspection/safety checks and advise the Board's appropriate Facility Supervisor of maintenance requirements for the playground equipment

APPROVED: Regular Meeting of the Board

Authorized by: _____
 Chair of the Board

Rescinded

ACTION REPORT

ITEM 8.11

SCHOOL YEAR CALENDAR 2017 - 2018

PURPOSE:

The *Education Act* requires each school Board to establish a School Year Calendar, identifying instructional days, professional activity days and holidays for each school year. The Ministry of Education establishes the number of days for the schools of the Province and in accordance with Regulation 304, each Board is required to submit a Board-approved calendar to the Ministry of Education by May 1, 2017.

BACKGROUND:

The School Year Calendar Committee takes into account several considerations:

1. School communities have generally advised that, when selecting a professional activity Day, a Friday or Monday is preferred. Some employers appear more willing to permit parents to have occasional holidays on those days (or just before statutory holidays).
2. An essential factor in the establishment of the 2017 - 2018 calendar is the integration of transportation services with our coterminous Board. Consultation, which complies with Ministry direction, has occurred with the Halton District School Board.

COMMENTS:

The 2017 - 2018 School Year Calendar Committee is comprised of a parent representative of the Catholic Parent Involvement Committee (CPIC), OECTA Unit Presidents (Elementary and Secondary), CUPE 3166 and 5200 Representatives, Principal Association representatives and a trustee. The Committee met on February 15, 2017 for the purpose of preparing a draft calendar.

The 2017 - 2018 School Year Calendar consists of one hundred and eighty-seven (187) instructional days, of which ten (10) days (five (5) per semester) are classified as secondary school examination days as per Regulation 304. An additional seven (7) Professional Activity Days are added on to the calendar throughout the year.

Two (2) PA days will be used for assessment and completion of report cards at the elementary level. An additional PA Day will be used for Elementary Parent/Teacher Interviews.

The three (3) mandatory Provincial Priority PA Days that will occur next year will be devoted to the criteria established by the Ministry.

At the time of this writing, seven (7) of the seven (7) elementary professional activity days align with the Halton District School Board. Seven (7) of the seven (7) secondary professional activity days align with the Halton District School Board and both boards will have the same secondary school examination days. As such, there are no additional transportation costs incurred as a result of the proposed calendar.

CONCLUSION:

The proposed 2017-2018 School Year Calendar (Appendix A) was presented to trustees as a Staff Report at the March 21, 2017 Board Meeting and is now being presented as an Action Item. Once approved, the proposed School Year Calendar will be forwarded to the Ministry of Education for final consent.

RECOMMENDATION:

RESOLUTION

MOVED BY:

SECONDED BY:

***RESOLVED,** that the Halton Catholic District School Board approve the 2017 - 2018 School Year Calendar as presented.*

**REPORT PREPARED
AND SUBMITTED BY:**

C. CIPRIANO
SUPERINTENDENT OF EDUCATION

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



SCHOOL YEAR CALENDAR 2017-2018

STUDENTS DO NOT ATTEND SCHOOL ON THESE DAYS

Date	Elementary Schools	Secondary Schools
Monday, September 25, 2017	School Improvement Planning	School Improvement Planning
Friday, October 6, 2017	Faith Day	Faith Day
Friday, November 24, 2017	Parent Teacher Interviews	Assessment and Evaluation
Friday, February 2, 2018	Report Card Writing	Curriculum Review – Semester 1
Friday, February 16, 2018	Equity and Inclusion	Equity and Inclusion
Friday, April 27, 2018	Health and Safety/Mathematics	Health and Safety/Assessment
Friday, June 1, 2018	Report Card Writing	N/A
Friday, June 29, 2018	N/A	Curriculum Review- Semester II

Instructional School days-Elementary 187

Instructional School days-Secondary 187

Total School days-Elementary 194

Total School days-Secondary 194

First day of instruction for all students: Tuesday, September 5, 2017

Last day of instruction for elementary students: Friday, June 29, 2018

Last day of instruction for secondary students: Thursday, June 28, 2018

Examination Days (Secondary): January 25-31, 2018 (five days)

June 21-27, 2018 (five days)

SCHOOL BREAKS, STATUTORY HOLIDAYS AND BOARD DESIGNATED HOLIDAYS

September 1, 2017 Board Designated Holiday

September 4, 2017 Labour Day

October 9, 2017 Thanksgiving Day

December 25, 2017 to January 5, 2018 (inclusive) Christmas Break

February 19, 2018 Family Day

March 12-16, 2018 (inclusive) March Break

March 30, 2018 Good Friday

April 2, 2018 Easter Monday

May 21, 2018 Victoria Day

ACTION REPORT

ITEM 8.12

APPOINTMENT OF SEAC MEMBER

PURPOSE:

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

BACKGROUND INFORMATION:

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

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

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

REMARKS:

SEAC, at its March 27, 2017 meeting, were presented with the nomination of Karen Bivand as alternate representative for the Association for Bright Children of Ontario on the Board's Special Education Advisory Committee.

CONCLUSION:

The following recommendation for appointment to SEAC is submitted to the Board for trustee consideration.

RECOMMENDATION:

RESOLUTION:

Moved by:
Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the nomination to SEAC and appoint K. Bivand to SEAC as alternate representative for the Association for Bright Children effective April 2017 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

APPROVED SCHOOL EDUCATIONAL TRIPS

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

Dated: Tuesday, April 4, 2017

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Elementary						
St. Joseph CES, Oakville, ON	8	42	Ottawa, ON	This trip to Ottawa will enhance students' understanding of the history, geography and religion studies curriculum. Students will be visiting Parliament Hill, Canadian War Museum and National Gallery of Canada. Staff and students will participate in Mass at Notre Dame Basilica and daily prayer.	Monday, June 12 - Wednesday, June 14, 2017	\$606.00
St. Dominic CES, Oakville, ON	8	57	Ottawa, ON	The grade 8 trip to Ottawa will enhance both faith and Catholic values as the students witness first-hand God's wonderful creations and the many cultural activities and historic sites in our Nation's capital. Students will be visiting such places as The National Gallery of Canada and the Canadian War Museum just to name a few. Staff and students will attend Mass at Notre Dame Cathedral.	Wednesday, June 7 - Friday, June 9, 2017	\$664.00
St. Michael CES, Oakville, ON	7	24	Camp Brébeuf Rockwood, ON	This trip is designed to serve as a time to reflect on a year spent together as a class. An opportunity for students to be in a beautiful outdoor setting/natural environment while continuing to develop their faith and sense of community and togetherness. Students will participate in various activities such as: high ropes, hiking and exploration. Students and staff will participate in daily prayer.	Thursday, May 25-Friday, May 26, 2017	\$110.00

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Secondary						
Christ the King CSS, Georgetown	11 - 12	20	St. John's College Brantford, ON	The Senior Girls Soccer team will participate in the 5 th Annual All Catholic Girls High School Soccer Tournament in Brantford. This tournament provides an opportunity for students to participate in activities that encourage them to demonstrate a confident and positive sense of self and respect for the dignity and welfare of others, and to bond as a team. Students will attend Mass and will participate in daily prayers, while on the trip.	Thursday, May 4 - Friday, May 5, 2017	\$135.00
Assumption CSS, Burlington	9 - 12	43	SOMA Conference University of Toronto, Toronto, ON	Students will participate in a Model UN Conference and hear lectures from individuals involved in global action and governance. This is an opportunity for students to practically apply the learning of their everyday classwork into real situations. Students and staff will participate in a commissioning ceremony, and daily reflection	Wednesday, April 19 - Friday, April 21, 2017	\$335.00

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
St. Ignatius of Loyola CSS, Oakville	10-12	20	SOMA Conference University of Toronto, Toronto, ON	The Southern Ontario Model United Nations Assembly (SOMA) is a three-day international relations simulation for High School students. SOMA provides delegates with an opportunity to debate the important issues of our era to draft resolutions in response. Students and Staff will participate in daily prayer and reflection	Wednesday, April 19 - Friday, April 21, 2017	\$380.00



Ontario Catholic School Trustees' Association

OCSTA Board of Directors – Roles and Responsibilities

OCSTA is a Not-For-Profit Corporation and is subject to the
Not-For-Profit Corporations Act

The Board of Directors is the major decision-making body of the Association. This group manages the affairs of the Associations and consists of:

3 Table Officers: President, Vice President, Past President
15 Regional Directors
Executive Director
Chaplain
ACBO Liaison to OCSTA

Regional Directors and Table Officers are elected at the Annual General Meeting.

The Board of Directors

- Serves as the principal source of policy and political direction for the Association between Annual General Meetings.
- Approves amendments to the Constitution and By-Law which are then taken to the membership for approval at an AGM.
- Approves the annual Association budget and establishes membership and service fees.
- Selects OCSTA Award recipients.
- Establishes ad-hoc Work Groups, as required.
- Other responsibilities as adopted by the Board of Directors.

Board of Directors' Meetings

- 6 times per year (September, December, February, April (2), and June.
- May be called by the President at others times.
- Shall be convened by the Executive Director upon direction in writing of five Directors.

Committee Meetings

- There are currently 6 Standing Committees.
- OCSTA Regional Directors are required to sit on 2 of these committees.
- Committees meet approximately 3-6 times per year.
- Ad Hoc Committees may be established, as needed.

Regional Directors

- Know and understand:
 - the issues currently under discussion at OCSTA;
 - the position of OCSTA on these issues; and
 - the position of boards (within their region) on these issues.
- Know the full range of services that are available from OCSTA for trustees and administrators and encourage the maximum use of OCSTA services.
- Engage and participate in meetings and Association events.
- Seek input and views from their respective regions and bring forward issues to the Board of Directors.
- Help to build member board commitment to OCSTA through liaison activities and information sharing with other trustees and member boards.
- Keep boards and trustees in their regions aware of OCSTA issues and initiatives, sharing available reports and position papers, as appropriate.
- Enhance communication between the Boards they represent and OCSTA by:
 - providing on a regular basis to boards in their regions, a report on OCSTA Board of Directors' meetings
 - encouraging boards to respond to OCSTA issues and discussion papers.
- Ensure that OCSTA is kept informed of important issues, events and needs of boards in their region.
- Respect and protect the confidentiality of matters discussed at the OCSTA board

Table Officers

The Role of the President

- Presides at all general meetings of the Association and at meetings of the Board of Directors
- Has general supervision of OCSTA's affairs
- Is an ex-officio member of all committees
- Is the official spokesperson for OCSTA

The Role of the Vice President

- Presides at meetings of the Board of Directors in the absence of the President.
- Represents the Association in place of the President, as required.
- Any other duties, as determined by the President.

The Role of the Past President

- Because of the immediate Past President's familiarity with Association operations and political priorities, this position fills an important role for the current President and the board.

Mission Statement

Inspired by the Gospel, OCSTA provides leadership, service, and a provincial voice for Catholic school boards in promoting and protecting Catholic education in Ontario.



Ontario Catholic School
Trustees' Association

Nomination Form for OCSTA Regional Director Region Numbers 1, 2, 3, 4, 5, 9, 10, 11

2017 AGM and Conference

Region # _____

MOVED BY: _____ SIGNATURE: _____
(Print Name) (Signature)

BOARD: _____

SECONDED BY: _____ SIGNATURE: _____
(Print Name) (Signature)

BOARD: _____

THAT _____ BOARD: _____
(Nominee's Name)

BE NOMINATED FOR THE POSITION OF OCSTA DIRECTOR FOR THE PERIOD MAY 2017 TO THE CONCLUSION OF THE 2019 AGM & CONFERENCE.

I, _____ consent to stand for election to the above position.
(Signature of Nominee)

Deadline Date: April 7, 2017 – 9:00 a.m. EST

Please submit to Jane Ponte (jponte@ocsta.on.ca).

Attachment: OCSTA Board of Directors – Roles & Responsibilities

HALTON STUDENT TRANSPORTATION SERVICES (HSTS) 2015-2016 Annual Report

PURPOSE:

The purpose of this report is to provide the Board with a summary of the year end results from the 2015-2016 Halton Student Transportation Services (HSTS) Annual Report.

COMMENTS:

As part of the HSTS Annual General Meeting, HSTS prepares an Annual Report to summarize their yearly activities for transportation services for the two (2) member boards, being the Halton Catholic District School Board (HCDSB) and the Halton District School Board (HDSB).

The 2015-2016 Annual Report is attached as Appendix A and contains information based on the August 31, 2016 year-end information. This Annual Report as well as those for the previous four (4) years of operations is available on the HSTS website (<http://www.haltonbus.ca/about>).

The 2015-2016 HSTS Annual Report contains a summary of activities the HSTS completed over the 2015-2016 school year.

CONCLUSION:

2015-2016 was a successful year for the HSTS. Through fiscal responsibility, continued optimization of routes, and delivery through the Bus Planner software and in cooperation with contracted bus operators, HSTS continues to strive in improving its efficiency and effectiveness of transportation services for approximately 30,000 students in Halton Region.

REPORT PREPARED BY: F. THIBEAULT
ADMINISTRATOR OF PLANNING SERVICES

REPORT SUBMITTED BY: R. NEGOI
SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

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



2015-2016 ANNUAL REPORT



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DIRECTOR'S UPDATE

The 2015-2016 Halton Student Transportation Service's (HSTS) Annual Report outlines HSTS's accomplishments and ongoing initiatives. The consortium continues to provide excellent customer service to eligible students and stakeholders from the Halton District School Board (HDSB) and the Halton Catholic District School Board (HCDSB). HSTS has met its continuous improvement objectives, with focus on:

1. Safe, equitable and inclusive transportation to students deemed eligible for transportation under the each member boards' Transportation Policy;
2. An excellent level of customer service; and,
3. Effectiveness and efficiency of the organization.

A few highlights from our eighth year of operation include:

- Additional enhancements made to the Contract Performance Management (CPM) program;
- Annual review and revision of pertinent HSTS Operating procedures to reflect changes in legislation or regulations;
- Developed ways to employ customer data analytics to enhance customer satisfaction and improve the overall customer experience;
- Updated HSTS website to enhance communication channels with our stakeholders and improve the online experience by developing video clips;
- Developed a School Staff Portal on the HSTS website to enhance communication with elementary and secondary school staff;



Highlights (cont'd)

- Professional Development opportunities provided to all staff to expand on their technical expertise and customer service skills;
- School Bus Safety Training programs were provided to every elementary (grade JK-8) school in the Region of Halton
- A Request for Proposal (RFP) was released for approximately 25% of the routes in Halton.

The Board of Directors wishes to express their sincere gratitude to the HSTS staff for their hard work, dedication and commitment to continue to provide transportation to approximately 30,000 students every day in the Halton Region.

Additionally, the Board of Directors wishes to thank Paul McMahon, HSTS past President, who retired in July 2016 for his eight years of service on the HSTS Board.

Roxana Negoï
President, HSTS Board of Directors

BOARD OF DIRECTORS

ROXANA NEGOI

President (July – August 31, 2016)

PAUL MCMAHON

President (September 1, 2015 – July 2016)

LUCY VEERMAN

Secretary/Treasurer

PAULA DAWSON

Director

STUART MILLER

Director

JANE MICHAEL

Director

KELLY AMOS

Director

MISSION STATEMENT

To provide safe and reliable transportation services in an effective and efficient manner to all eligible students in the Halton Student Transportation Services jurisdiction.

VISION STATEMENT

To provide excellent customer service to all stakeholders: students, school board personnel, parents, and members of the community while ensuring students are transported in a safe, accessible and caring environment.

2015-16 HIGHLIGHTS

Route/Operator Statistics

HSTS contracted the services of five bus companies and five taxi operators. In September 2015 a new school bus operator, Switzer-CARTY, was contracted to provide service for several routes in the Oakville area. In April 2016 EZ Taxi was contracted to provide service in the Halton Hills area. A total of 450 school bus routes were contracted with the following five school bus operators:

- Attridge Transportation Inc.
- First Student Canada ULC (Burlington & Georgetown Branches)
- Stock Transportation Ltd.
- Tyler Transport Ltd.
- Switzer-CARTY Transportation

Contract Performance Management Program

HSTS continues to monitor contract compliance and performance measures through a formalized Contract Performance Management program (CPM). The HSTS CPM was designed to mitigate risk and enhance contractor performance through active contract compliance monitoring and performance measurements.

This year HSTS enhanced the CPM program by focusing on improving Operator performance feedback documents. In 2015-16 all HSTS Bus Operators received a report card summarizing the results of their facility audits, customer service surveys, on time performance analysis, and collision data.

Bus Operator Audits

During the 2015-16 school year 10% of all school buses under contract with HSTS were audited by an independent auditing firm.

Operators are audited on the following categories:

- Driver Qualifications, Records & Reporting
- Driver Logs (Hours of Service)
- Vehicles/Maintenance
- Safety Programs





In addition to the third party audits that are performed annually, HSTS staff also conducted facility, route and bus stop audits on each of the school bus operators.

The HSTS route and bus stop audits consisted of a review of on-time arrival/ departure at bus stops and schools as well as compliance with the Highway Traffic Act. These audits were performed in a variety of ways such as a review of GPS data, following the bus through the route, (observing the arrival time at the bus stops and school, confirming adherence to posted speed limits, proper procedures at railway crossings, etc.). In addition HSTS staff continued to conduct school site visits to confirm arrival/departure times and speak with school staff to discuss any student transportation related concerns they may have.

The HSTS facility audits of each operator consisted of a review of each bus operator's contractual obligations such as driver safety training, valid driver First Aid/CPR certification, review of current driver abstracts, and confirmation of adherence to preventative maintenance schedules.

External Committee Involvement

HSTS staff continued their active participation on several committees throughout the 2015-16 school year, such as:

- Municipal Crossing Guard Committee
- Bus Planner Technical Committee
- Accessibility Coordinating Committee (HDSB)
- School Year Calendar Committees (HDSB and HCDSB)
- Student Transportation Competitive Procurement Advisory Committee
- Ontario Association of School Business Officials (OASBO)
 - OASBO Transportation Committee
 - KPI Committee
 - Accident/Incident Committee

Student Safety Programs

Ensuring student safety is an ongoing priority at HSTS. In the 2015-16 school year HSTS provided the following safety programs:

- School Bus Orientation Day (available to all first time riders)
- The Safe Rider Program - Buster the Bus (grades JK-3)
- Safe Rider Role Model Program (grades 4-8)
- Annual Trip to the Halton Safety Village (grade 2)
- School Bus Evacuation Program (available to all schools/grades)

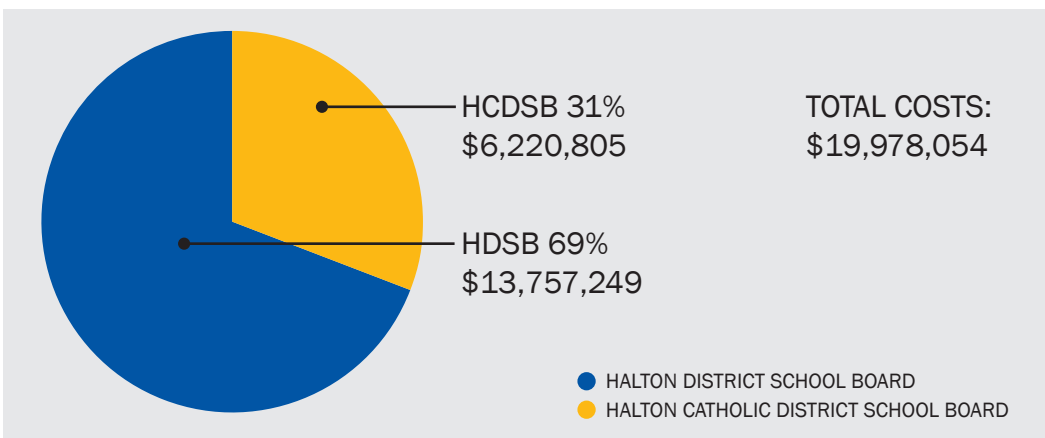


KEY PERFORMANCE INDICATORS (KPI'S)

Transportation KPI's contained within this report are based on a snap shot of data exported on October 31, 2015 from the HSTS student transportation software, Bus Planner. Student data is provided to HSTS through daily data transfer from each board's student information system, Trillium.

The chart below outlines the 2015-16 transportation costs by member board:

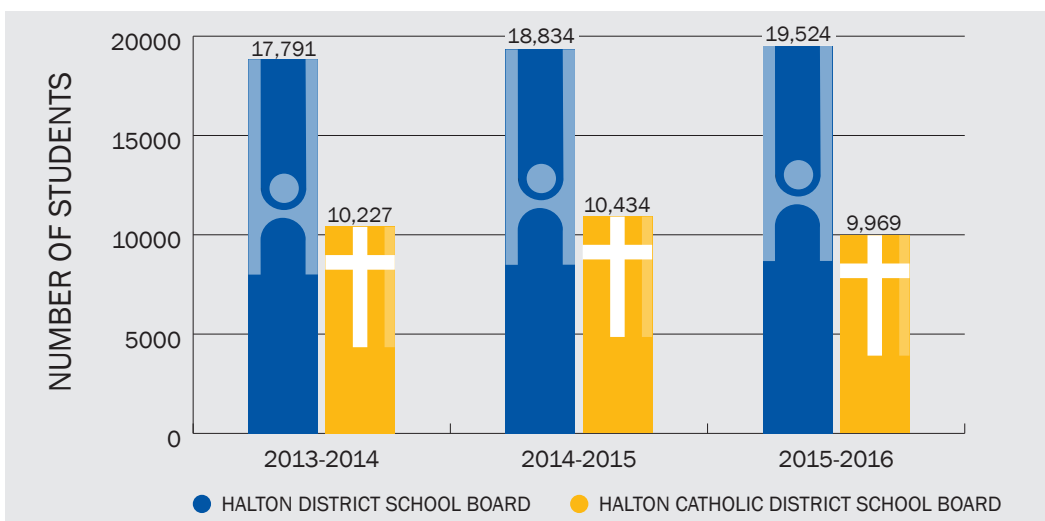
Transportation Costs by Board



Transportation costs only, administrative costs are excluded.

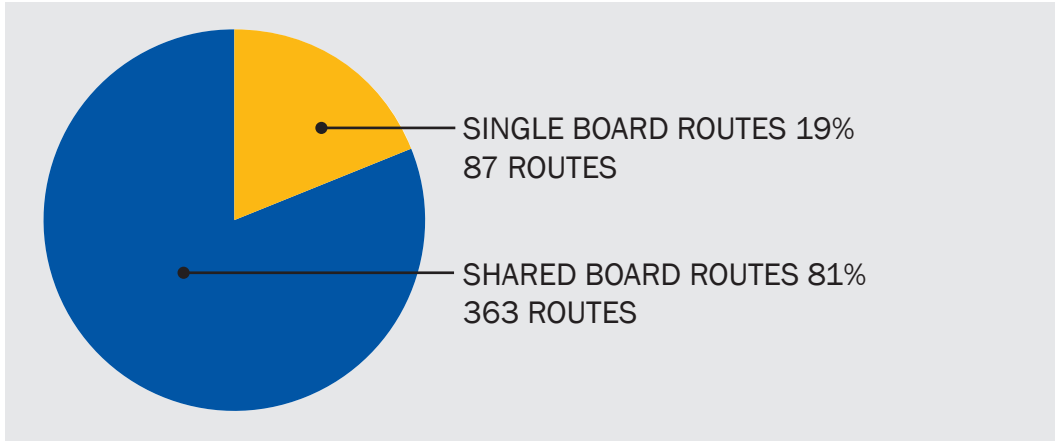
Transported Students by Board

In the 2015-16 school year HSTS transported 19,524 HDSB students and 9,969 HCDSB students. The chart below outlines the number of students transported by member board, year over year from the 2013-14 through 2015-16 school years:



Shared Board Routes

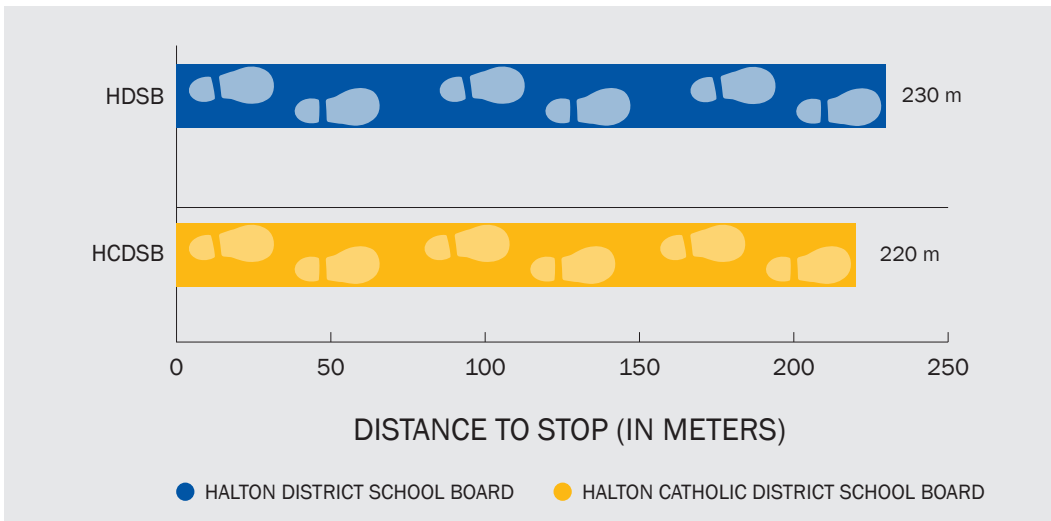
HSTS continues to maximize efficiencies through run/route sharing. The chart below outlines the percentage of routes that are shared; the majority of routes continue to be shared.



Route sharing data is based on 450 routes.

Average Distance to Stop

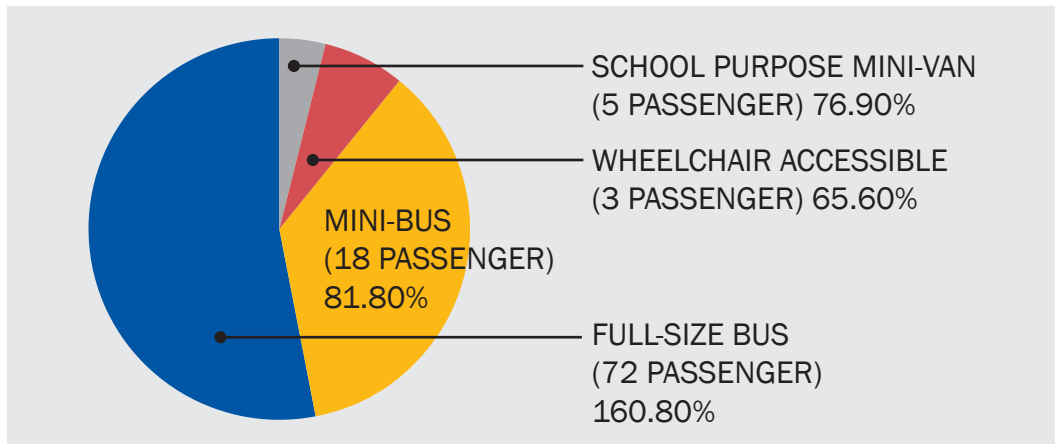
The chart below depicts the average distance to the bus stop by board for students in grades JK-8:



Data excludes students with special needs.

Vehicle Utilization

Vehicle utilization percentage indicates how efficiently each vehicle type is used. The calculation is based on the vehicle capacity/riders, all routes, and all vehicle types. As noted in the chart below, the large buses (72 passenger) utilization rate is 160.80%, up 7.10% from the 2014-15 school year. This value highlights the level of expertise of the Transportation Officers and demonstrates the ongoing efforts to maximize the use of the assets. The smaller vehicles provide service predominantly to students with special needs. Given the specialized nature of the service provided to students with special needs it does not allow for efficiency rates in the ranges of the large buses. However in a year over year comparison of utilization rates there was an increase in every vehicle class except in the wheelchair accessible category.



Vehicle utilization is based on assigned riders as of October 31st, 2015.



Financial Statements of

**HALTON STUDENT
TRANSPORTATION SERVICES**

Year ended August 31, 2016



KPMG LLP
Commerce Place
21 King Street West, Suite 700
Hamilton Ontario L8P 4W7
Canada
Telephone (905) 523-8200
Fax (905) 523-2222

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of the Halton Student Transportation Services

We have audited the accompanying financial statements of Halton Student Transportation Services, which comprise the statement of financial position as at August 31, 2016, the statement of operations, changes 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 Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of 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 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 financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the entity's preparation and fair presentation of the 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 financial statements.

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

AUDITORS' REPORT



Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Halton Student Transportation Services as at August 31, 2016, and its results of operations, its changes in net debt and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Chartered Professional Accountants, Licensed Public Accountants

Hamilton, Canada
October 18, 2016

HALTON STUDENT TRANSPORTATION SERVICES

Financial Statements

Year ended August 31, 2016

Financial Statements

Statement of Financial Position	1
Statement of Operations	2
Statement of Change in Net Debt	3
Statement of Cash Flows	4
Notes to Financial Statements	5

HALTON STUDENT TRANSPORTATION SERVICES

Statement of Financial Position

August 31, 2016, with comparative information for 2015

	2016	2015
Financial assets		
Due from related parties (note 4)	\$ 300,374	\$ 228,576
Financial liabilities		
Accounts payable and accrued liabilities	27,656	75,977
Due to related parties (note 4)	278,580	158,269
Deferred capital contributions (note 5)	17,210	46,458
	323,446	280,704
Net debt	(23,072)	(52,128)
Non-financial assets		
Tangible capital assets (note 2)	17,210	46,458
Prepaid expenses	6,622	6,430
	23,832	52,888
Accumulated surplus	\$ 760	\$ 760

See accompanying notes to financial statements.

On behalf of the Board of Directors:

ORIGINAL SIGNED BY LUCY VEERMAN Director

ORIGINAL SIGNED BY ROXANA NEGOI Director

HALTON STUDENT TRANSPORTATION SERVICES

Statement of Operations

Year ended August 31, 2016, with comparative information for 2015

	2016 Budget	2016 Actual	2015 Actual
Revenues	\$ 22,056,112	\$ 21,374,800	\$ 21,136,996
Expenses:			
Transportation services	20,529,975	19,978,054	19,746,507
Administrative expenses:			
Salaries and benefits	1,100,477	1,103,509	1,054,453
Rent	66,300	64,653	64,653
Professional fees	66,251	60,193	48,900
Communication	30,460	23,573	28,865
Office supplies	38,472	24,932	30,678
Software fees and licenses	96,000	46,397	68,180
Professional development	16,340	10,268	5,018
Travel and meetings	9,894	4,248	3,592
Contractual services	80,000	18,853	20,705
Advertising	5,610	1,565	1,751
Equipment	10,000	3,698	4,189
Insurance	5,313	4,795	4,566
Amortization of tangible capital assets	-	29,248	54,259
Day to day maintenance	1,020	814	680
Total expenses	\$ 22,056,112	21,374,800	21,136,996
Annual surplus		-	-
Accumulated surplus, beginning of year		760	760
Accumulated surplus, end of year		\$ 760	\$ 760

See accompanying notes to financial statements.

HALTON STUDENT TRANSPORTATION SERVICES

Statement of Changes in Net Debt

Year ended August 31, 2016, with comparative information for 2015

	2016	2015
Annual surplus	\$ -	\$ -
Acquisition of tangible capital assets	-	(16,057)
Amortization of tangible capital assets	29,248	54,259
Other non-financial asset activity	29,248	38,202
Acquisition of prepaid expenses	(1,771)	(1,579)
Use of prepaid expenses	1,579	6,794
Total other non-financial asset activity	(192)	5,215
Change in net debt	29,056	43,417
Net debt, beginning of year	(52,128)	(95,545)
Net debt, end of year	\$ (23,072)	\$ (52,128)

See accompanying notes to financial statements.

HALTON STUDENT TRANSPORTATION SERVICES

Statement of Cash Flows

Year ended August 31, 2016, with comparative information for 2015

	2016	2015
Cash provided by (used in):		
Operating activities:		
Annual surplus	\$ -	\$ -
Item not involving cash:		
Amortization of tangible capital assets	29,248	54,259
Revenue recognized from deferred capital contributions	(29,248)	(54,259)
Changes in non-cash working capital:		
(Decrease) increase in accounts payable and accrued liabilities	(48,321)	67,202
(Increase) decrease in prepaid expenses	(192)	5,215
	(48,513)	72,417
Capital activities:		
Cash used to acquire tangible capital assets	-	(16,057)
Deferred capital contributions received	-	16,057
	-	-
Investing activities:		
Increase in due from related parties (note 4)	(71,798)	(19,494)
Increase (decrease) in due to related parties (note 4)	120,311	(52,923)
	48,513	(72,417)
Net change in cash	-	-
Cash, beginning of year	-	-
Cash, end of year	\$ -	\$ -

See accompanying notes to financial statements.

HALTON STUDENT TRANSPORTATION SERVICES

Notes to Financial Statements

Year ended August 31, 2016

Halton Student Transportation Services ("HSTS") on behalf of Halton District School Board and the Halton Catholic District School Board (the "School Boards") was set up to provide transportation services.

HSTS was incorporated on February 10, 2009 under the Corporations Act of Ontario as a non-profit corporation without share capital and is exempt from income taxes.

1. Significant accounting policies:

The financial statements are prepared by management in accordance with Canadian public sector accounting standards.

(a) Basis of accounting:

Revenues and expenditures are reported on an accrual basis of accounting. The accrual basis of accounting recognizes revenues as they are earned and measurable; expenses are the cost of goods and services acquired in the period whether or not payment has been made or invoices received.

(b) 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.

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

Asset	Estimated useful life in years
Computer software	5
Computer hardware	5
Leasehold improvements	5
Furniture and equipment	10

HALTON STUDENT TRANSPORTATION SERVICES

Notes to Financial Statements (continued)

Year ended August 31, 2016

1. Significant accounting policies (continued):

(c) Budget figures:

Budget figures have been provided for comparison purposes and have been approved by the Board of Directors of the Halton Student Transportation Services. Budget figures were originally approved on April 30, 2015. The revised figures, which are reported in the statement of operations, were approved December 1, 2015. The figures have been reported for the purposes of these statements to comply with Public Sector Accounting Board (“PSAB”) reporting requirements. Budget figures were excluded from the Statement of Change in Net Debt as these amounts were not included in management’s revised budgeted figures.

(d) Government transfers:

Government transfers, which include legislative grants, are recognized in the 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.

Government transfers for capital that meet the definition of liability are referred to as deferred capital contributions (“DCC”). Amounts are recognized into revenue as the liability is extinguished over the useful life of the asset.

(e) Use of estimates:

The preparation of financial statements requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the period. Significant estimates include assumptions used in estimating accrued liabilities. Amounts recorded for amortization of tangible capital assets are based on estimates of useful service life. Actual results could differ from these estimates.

HALTON STUDENT TRANSPORTATION SERVICES

Notes to Financial Statements (continued)

Year ended August 31, 2016

2. Tangible capital assets:

Cost	Balance at August 31, 2015	Additions	Disposals	Balance at August 31, 2016
Computer software	\$ 254,734	\$ -	\$ -	\$ 254,734
Computer hardware	7,993	-	-	7,993
Leasehold improvements	14,088	-	-	14,088
Furniture and equipment	5,016	-	-	5,016
Total	\$ 281,831	\$ -	\$ -	\$ 281,831

Accumulated amortization	Balance at August 31, 2015	Disposals	Amortization Expense	Balance at August 31, 2016
Computer software	\$ 219,164	\$ -	\$ 24,329	\$ 243,493
Computer hardware	5,596	-	1,599	7,195
Leasehold improvements	9,861	-	2,818	12,679
Furniture and equipment	752	-	502	1,254
Total	\$ 235,373	\$ -	\$ 29,248	\$ 264,621

Net book value	August 31, 2015	August 31, 2016
Computer software	\$ 35,570	\$ 11,241
Computer hardware	2,397	798
Leasehold improvements	4,227	1,409
Furniture and equipment	4,264	3,762
Total	\$ 46,458	\$ 17,210

3. Economic dependence:

HSTS's operations consist exclusively of supplying services to Halton District School Board and Halton Catholic District School Board. HSTS is economically dependent on these boards for its busing revenues.

HALTON STUDENT TRANSPORTATION SERVICES

Notes to Financial Statements (continued)

Year ended August 31, 2016

4. Due from/to related party:

Amounts included in due from related parties are due to the following partners of HSTS:

	2016	2015
Halton District School Board	\$ 300,274	\$ 228,576

Amounts included in due to related parties are due to the following partners of HSTS:

	2016	2015
Halton Catholic District School Board	\$ 278,580	\$ 158,269

Amounts due from/to related parties are non-interest bearing with no fixed repayment terms.

5. Deferred capital contributions:

Government transfers for capital that meet the definition of a liability are referred to as deferred capital contributions. Amounts are recognized into revenue as the liability is extinguished over the useful life of the asset.

	2016	2015
Balance, beginning of year	\$ 46,458	\$ 84,660
Additions to deferred capital contributions	-	16,057
Revenue recognized in the period	(29,248)	(54,259)
Balance, end of year	\$ 17,210	\$ 46,458

HALTON STUDENT TRANSPORTATION SERVICES

Notes to Financial Statements (continued)

Year ended August 31, 2016

6. Lease commitments:

The HSTS leases office premises with terms to October 31, 2017. The minimum annual rental under this agreement is as follows:

Fiscal year ending August 31:

2017	\$	64,653
2018		10,776
	\$	75,429

2017-2018 Trustee Budget Strategy Session I

Tuesday, April 4, 2017

Achieving Believing Belonging



Session I Agenda

1. Provincial Context
2. Board Context
3. Ministry Requirements
4. Aligning Our Budget to the Strategic Plan
5. 2017-18 Budget Process Update
6. Next Steps
7. Next Session, April 18, 2017
 - 2017-18 Budget Challenges and Priorities
 - 2017-18 Potential Savings and Revenue Generation

Provincial Context

Provincial Context

- ❑ **Provincial Fiscal Outlook – on track to eliminate provincial deficit by 2017-18**
 - Provincial Pre-Budget funding consultations completed in November 2016
 - Provincial Budget is expected to be announced mid April 2017

- ❑ **Grants for Student Needs (GSN) expected to also be released by mid April 2017. Primary Focus for 2017/18:**
 - Achieving Excellence
 - Renewed Mathematics Strategy, Highly Skilled Workforce, Enabling Digital Education
 - Broadening Equity in Education Conversation
 - Special Education Grant (new funding model fully phased-in in 2017-18)
 - Indigenous Education
 - Children and Youth in Care
 - Enhancing Public Confidence
 - Support for Community Hubs in Schools
 - School Board Administration and Governance Compliance (new funding model fully phased-in in 2017-18)

Provincial Context (cont'd)

□ Provincial Labour Negotiations

- Extension of 2014-17 Memorandums of Settlement to August 31, 2019 for all union groups, ratified provincially
- Principals/Vice-Principals terms of agreements set to expire August 31, 2018
- Ministry direction to be received on the Non-union employees beyond August 31, 2017

□ Capital Context

- Ministry Pupil Accommodation Review Guideline and Community Planning and Partnerships Guideline
- School Consolidation Capital (SCC) Program provided \$750 million over four years, ending 2017-18, uncertain if investment will continue
- Growth funded through Capital Priorities and Full-Day Kindergarten (FDK) funding
- Additional investment of \$1.1 billion in School Renewal and School Condition Improvement funding, announced July 2016

Provincial Context (cont'd)

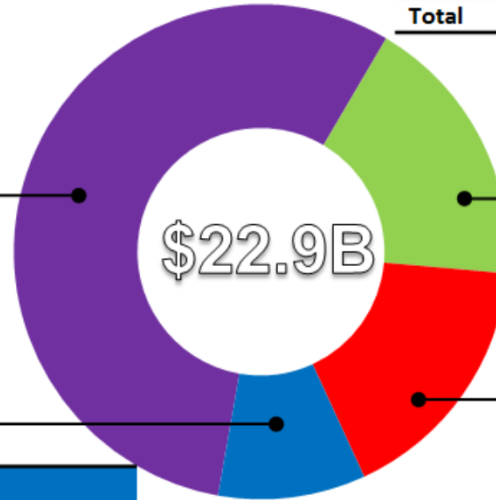
2016-17 Provincial Allocation

Funding for classrooms

Pupil Foundation Grant	\$10,546.6M
Continuing Education and Other Programs Grant	\$165.5M
Cost Adjustment & Qualifications and Experience Grant	\$1,966.6M
Total	\$12,678.7M

Funding for specific education priorities

Special Education Grant	\$2,762.0M
Language Grant	\$677.0M
First Nation, Métis, and Inuit Education Supplement	\$64.0M
Learning Opportunities Grant	\$532.1M
Safe & Accepting Schools Supplement	\$47.2M
Total	\$4,082.3M



Funding for a locally managed system

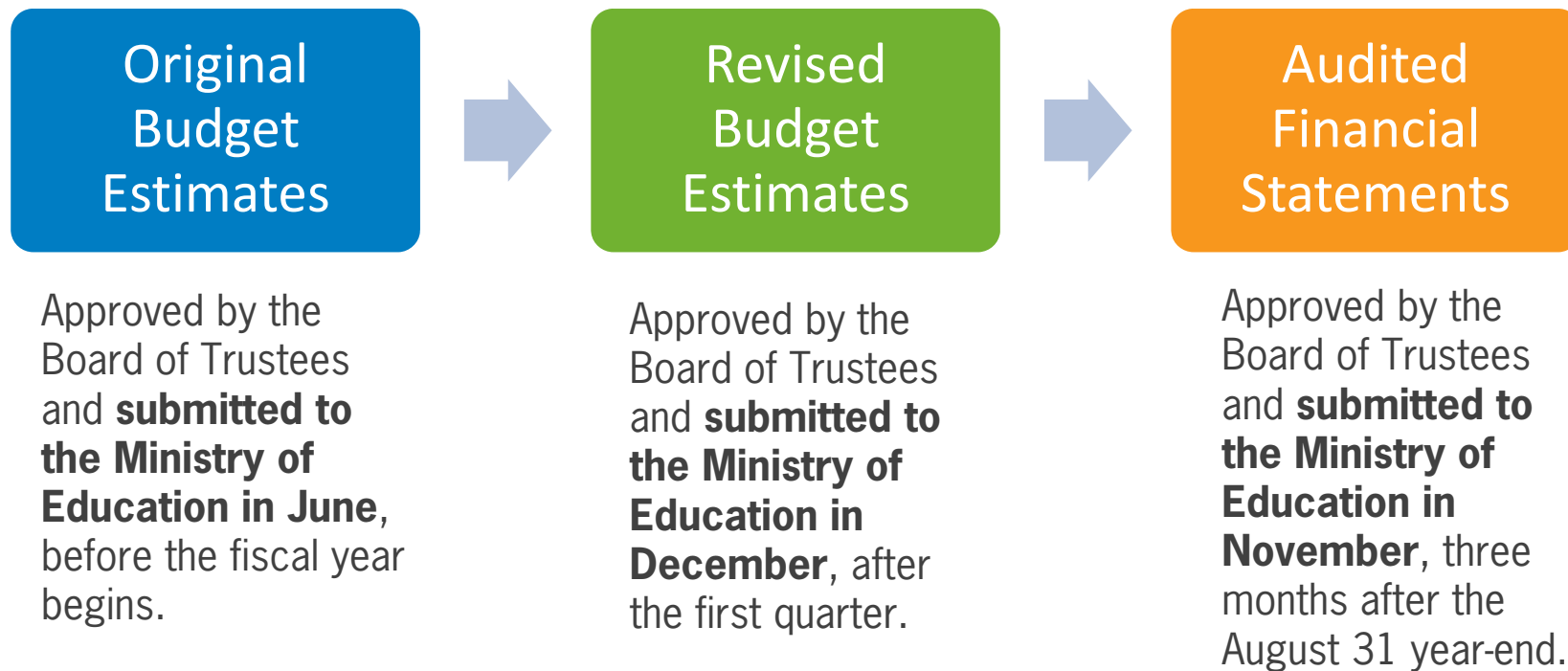
Geographic Circumstances Grant	\$190.6M
Declining Enrolment Adjustment	\$31.1M
School Board Administration and Governance Grant	\$594.3M
Debt Service	\$483.4M
Student Transportation Grant	\$896.6M
Total	\$2,196.1M

Funding for schools

School Foundation Grant	\$1,442.4M
School Facility Operations and Renewal Grant	\$2,369.0M
Total	\$3,811.4M

Board Context

Three Financial Reporting Cycles to the Ministry of Education



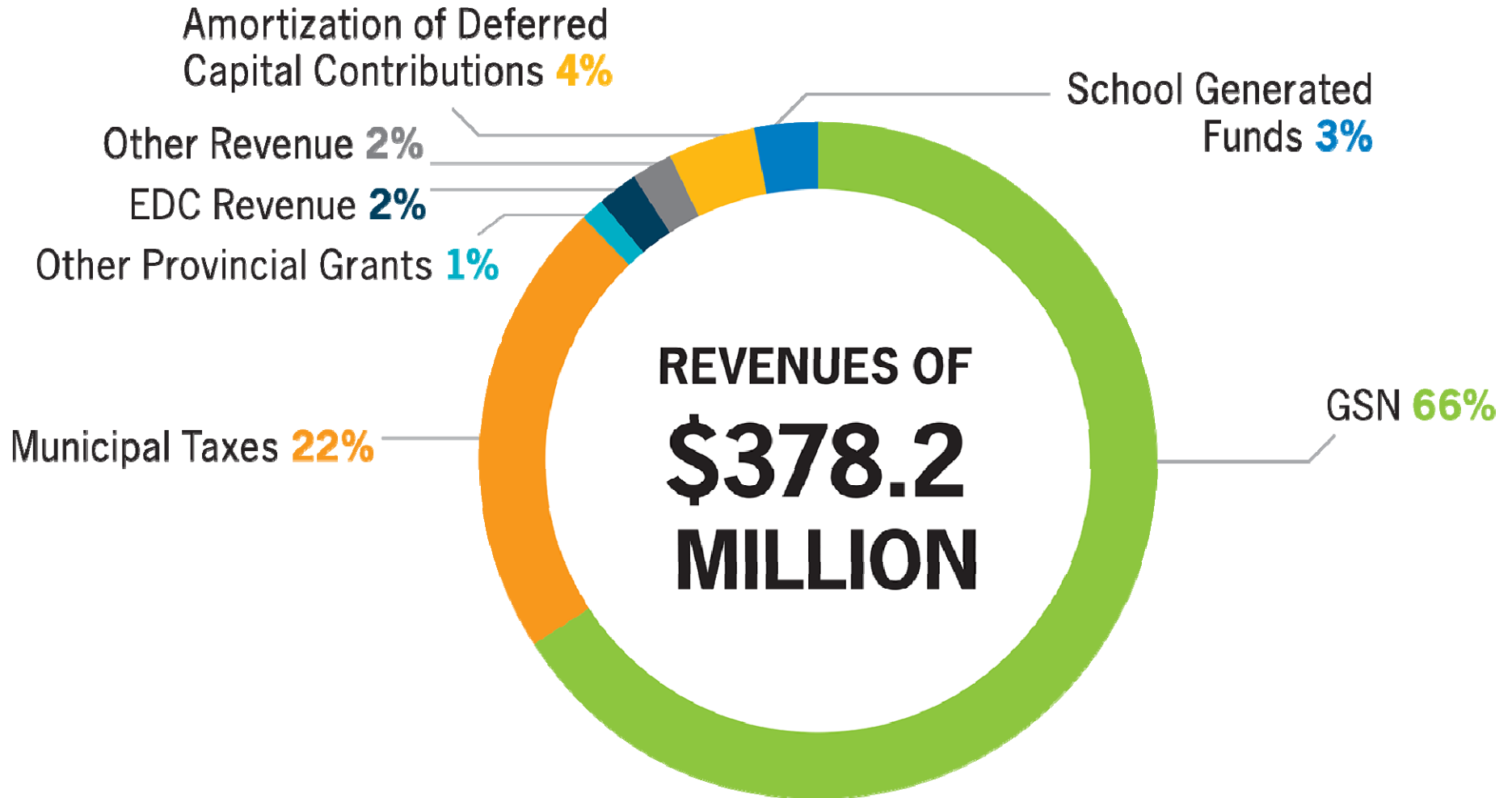
NOTE: \$ amounts outlined in this presentation are compared to the 2016-17 Revised Estimates.

Revenue Sources

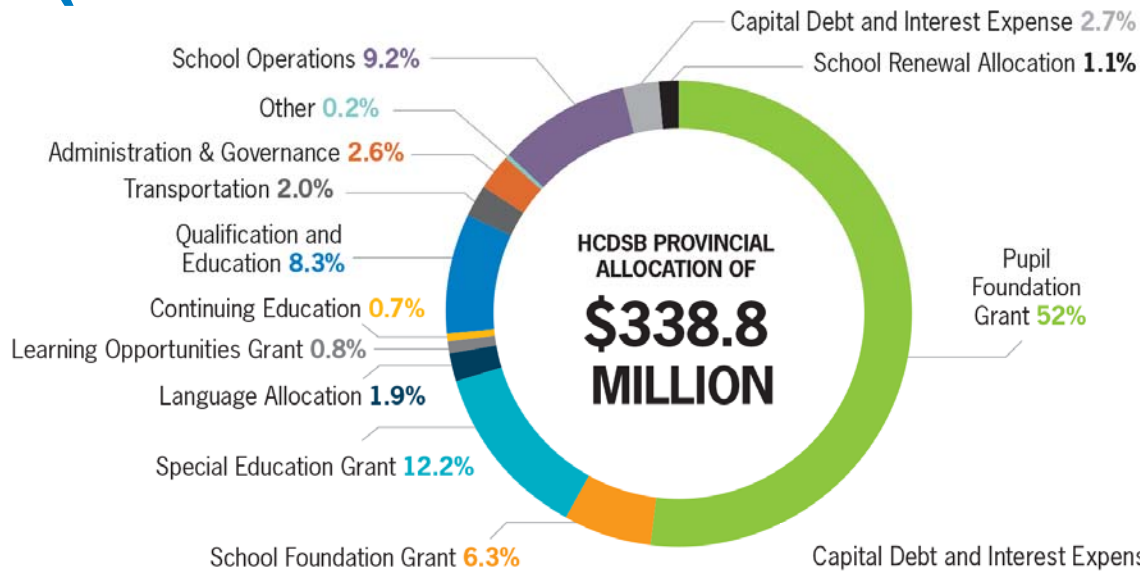
- **Grant for Student Needs (GSN)**
 - represents approximately **88% of our revenue**
 - based mainly on **number of students**: *Average Daily Enrolment (ADE)*
 - from Municipalities (our share of municipal taxes) and the balance from the Province
- **Other Provincial Revenues**
 - **change from year to year**
 - need to apply for this funding – **often linked to programs**
- **Other Federal Revenues**
 - Immigration, Refugees and Citizenship Canada (IRCC)
 - Language Instruction for Newcomers to Canada (LINC)
- **Other Sources of Revenue**
 - Amortization of Deferred Capital Contributions
 - School Generated Funds
 - HST Rebates
 - Tuition fees for International students
 - Community use of schools and facility rentals
 - Education Development Charges (EDC)

Where Does HCDSB Get its Money?

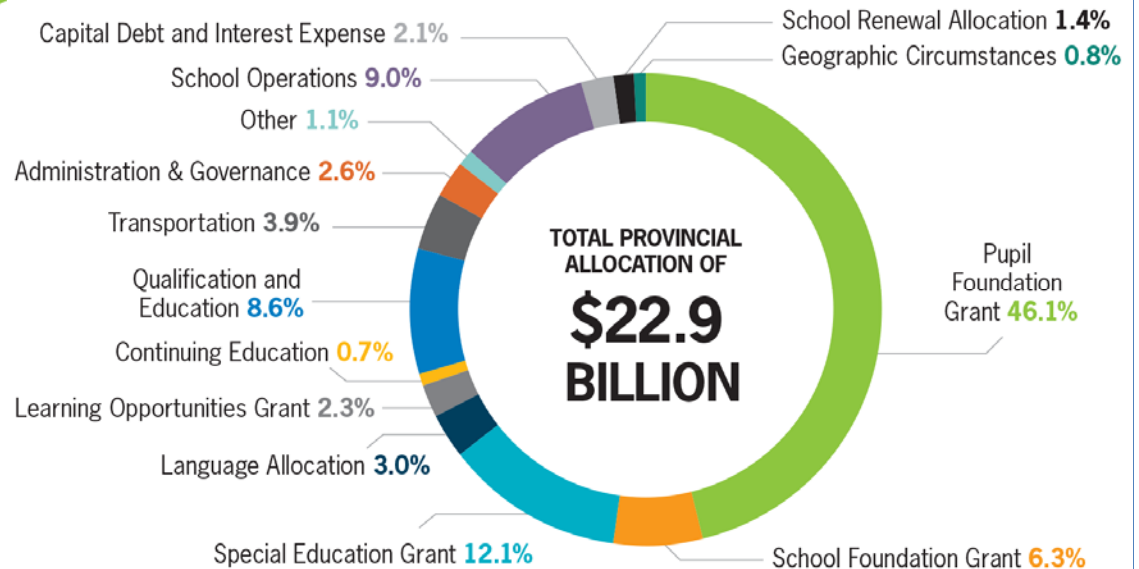
(Based on 2016-17 Revised Estimates)



Where Does HCDSB Get its Money? (HCDSB vs Provincial Allocation)

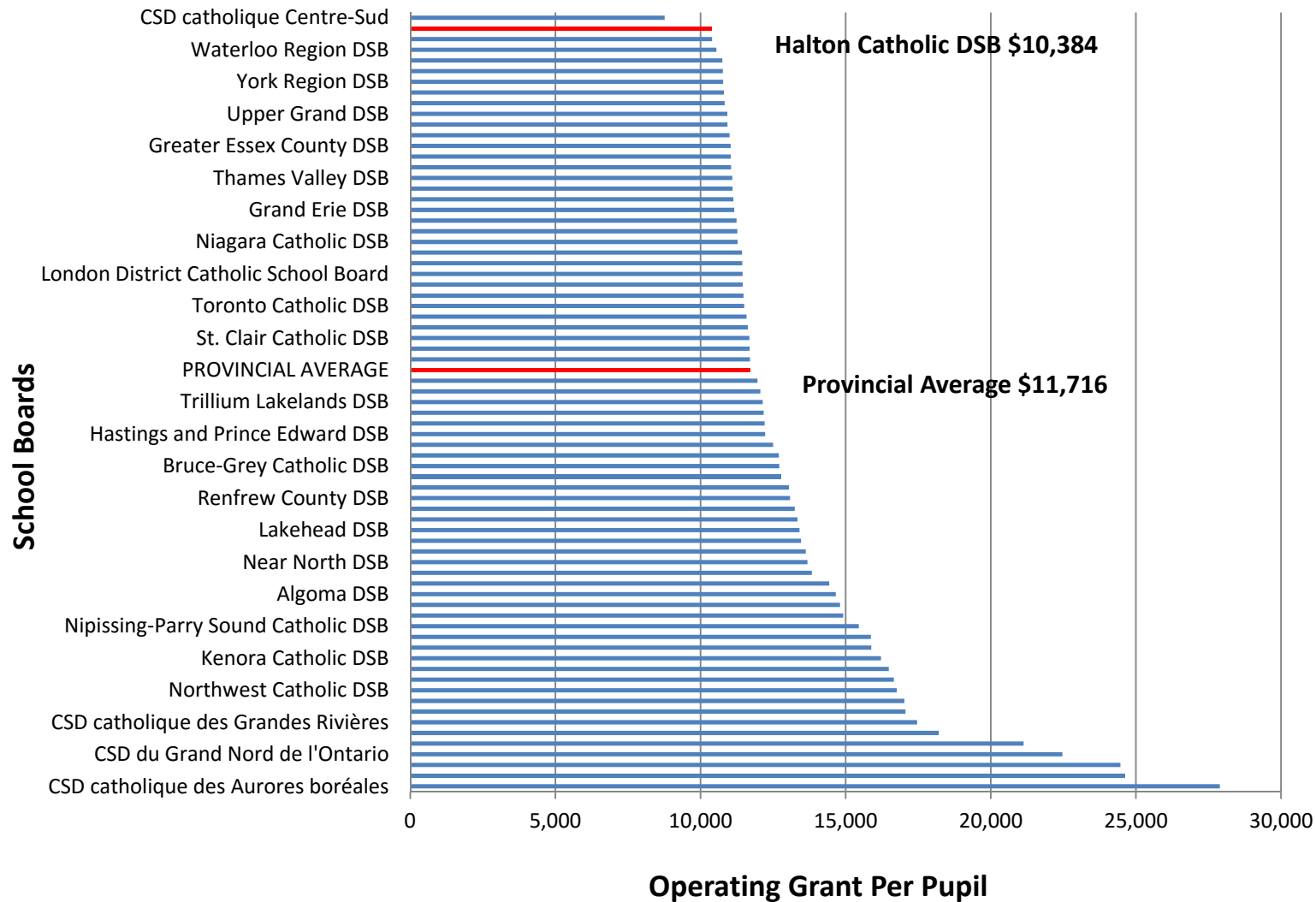


- \$338.8 million is the total 2016-17 projected GSN, also called the provincial allocation for HCDSB
- \$22.9 billion represents the total Ministry of Education provincial allocation



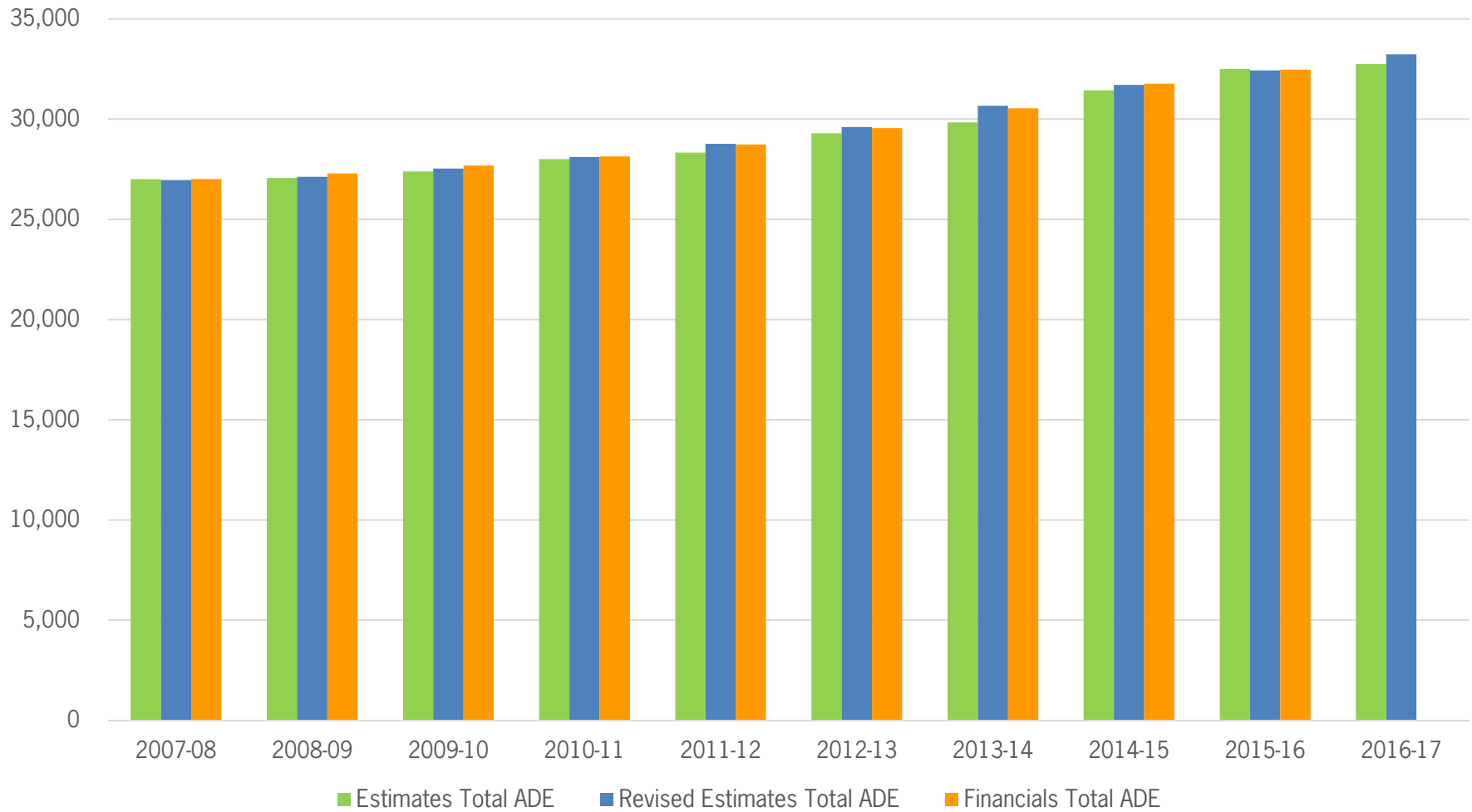
Operating Grant per Pupil

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



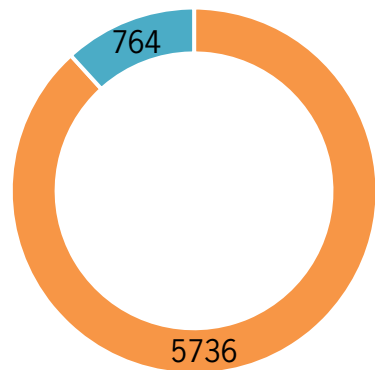
Enrolment Trends

10 Year Overall ADE Comparison

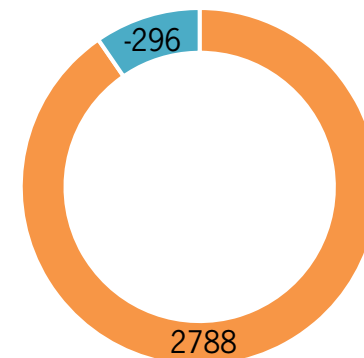


2016-2017 Elementary School Capacity by Municipality

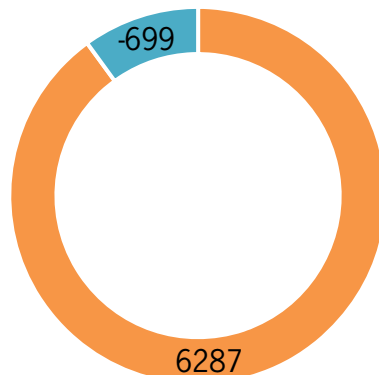
Burlington Elementary Schools



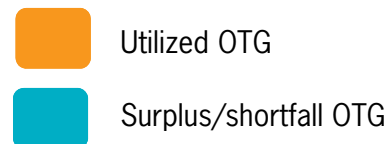
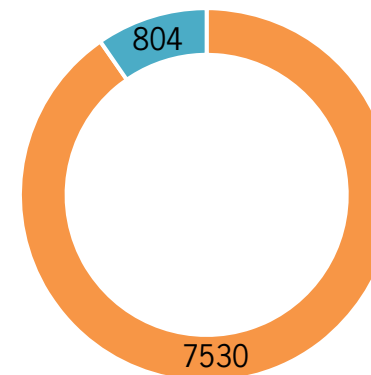
Halton Hills Elementary Schools



Milton Elementary Schools

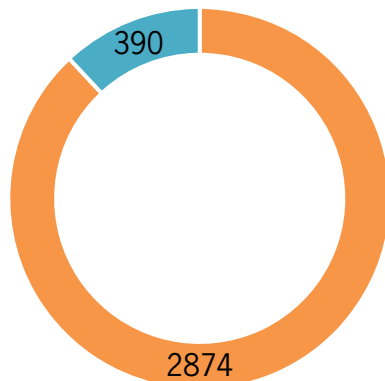


Oakville Elementary Schools

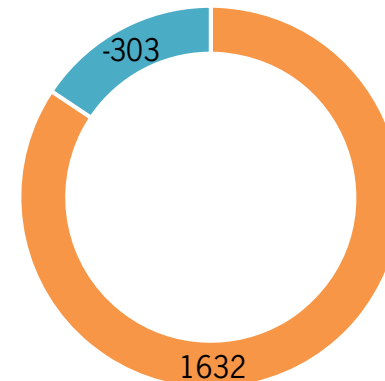


2016-2017 Secondary School Capacity by Municipality

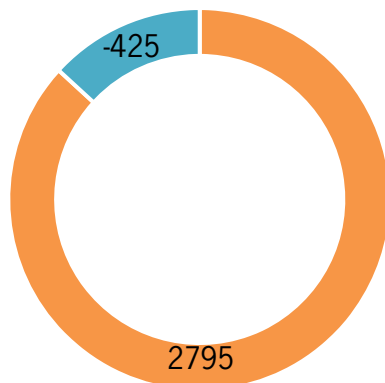
Burlington Secondary Schools



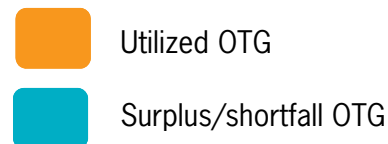
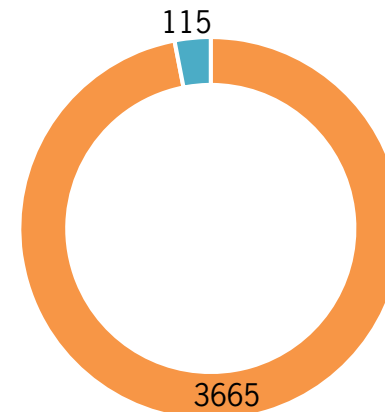
Halton Hills Secondary Schools



Milton Secondary Schools

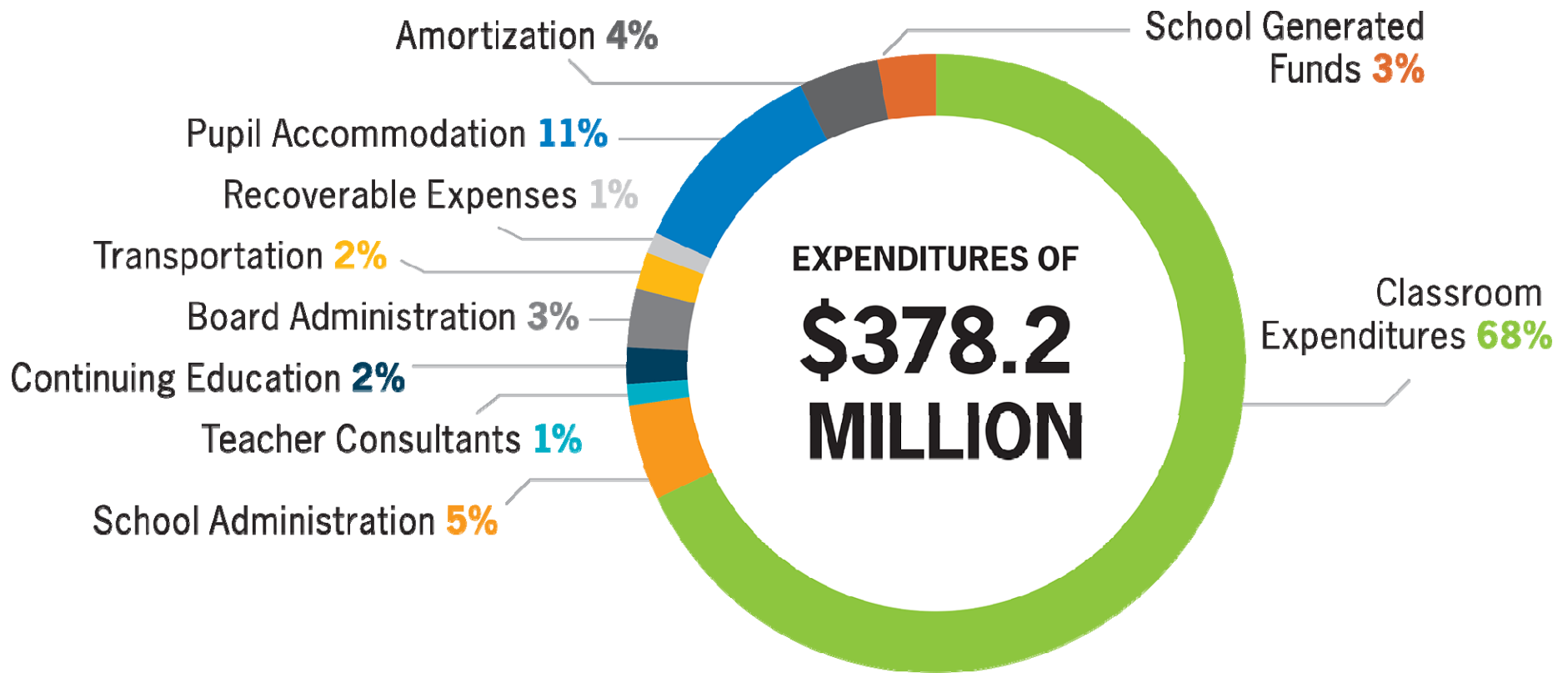


Oakville Secondary Schools



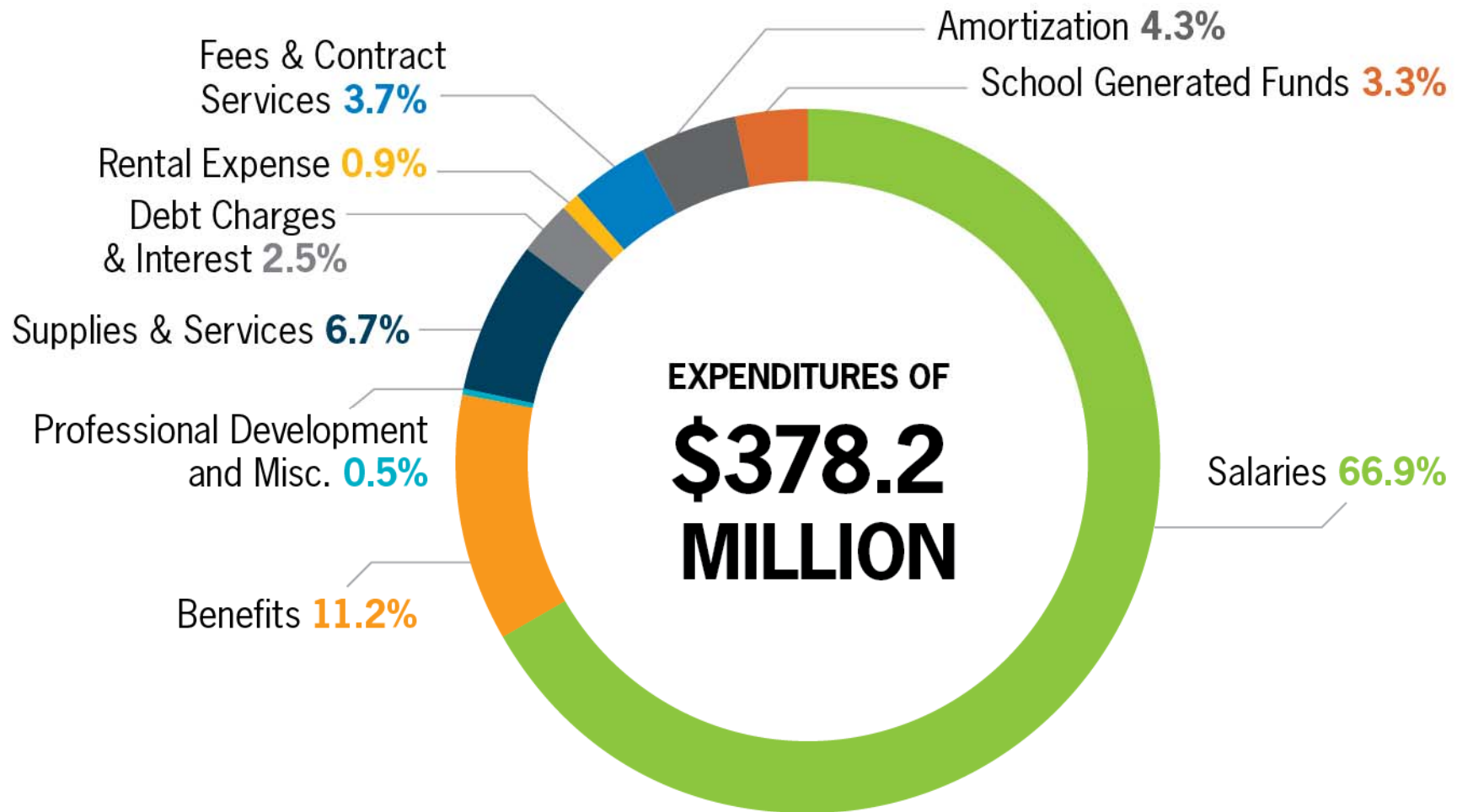
Where Does HCDSB Spend its Money?

(Based on 2016-17 Revised Estimates)



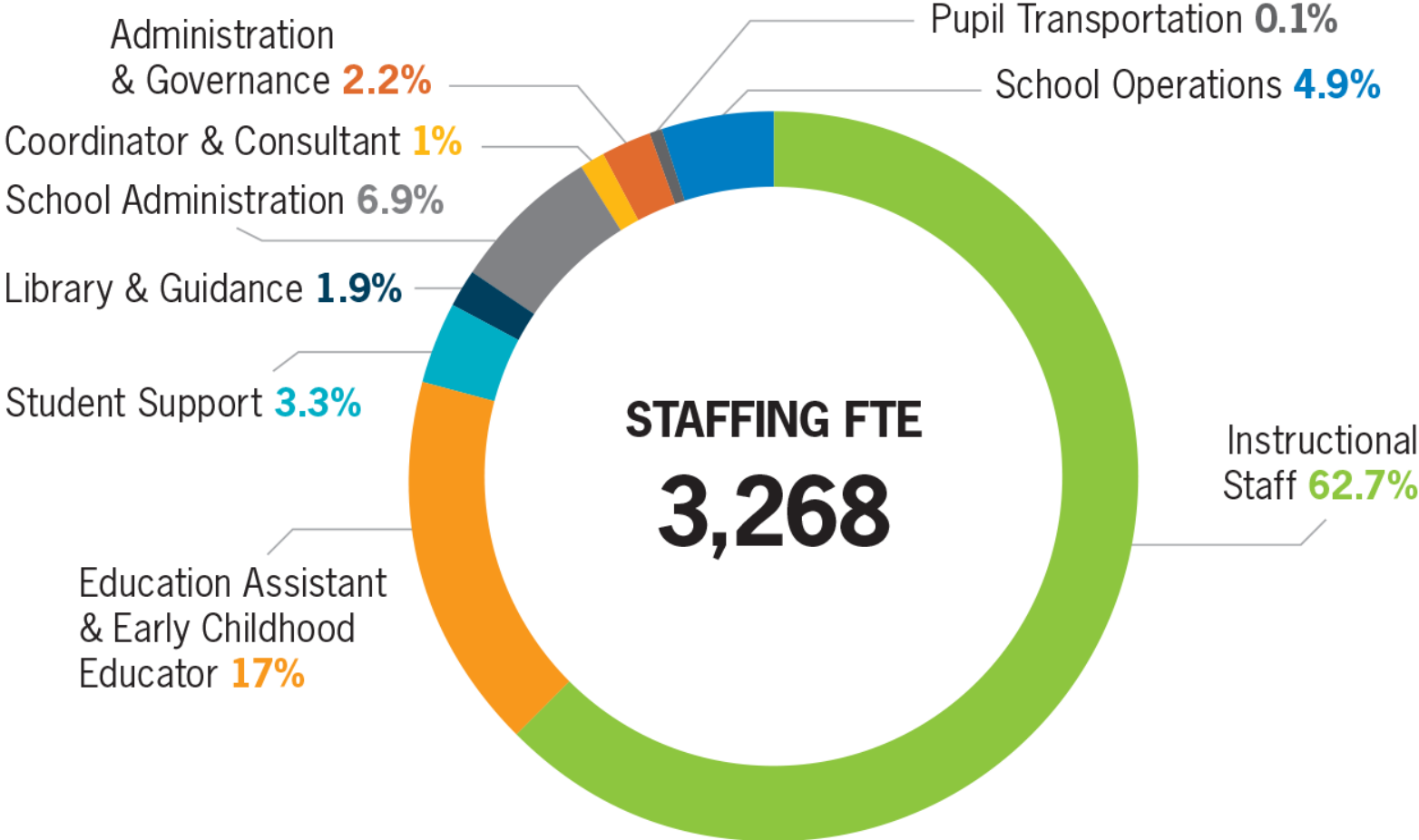
Where Does HCDSB Spend its Money?

(Based on 2016-17 Revised Estimates)

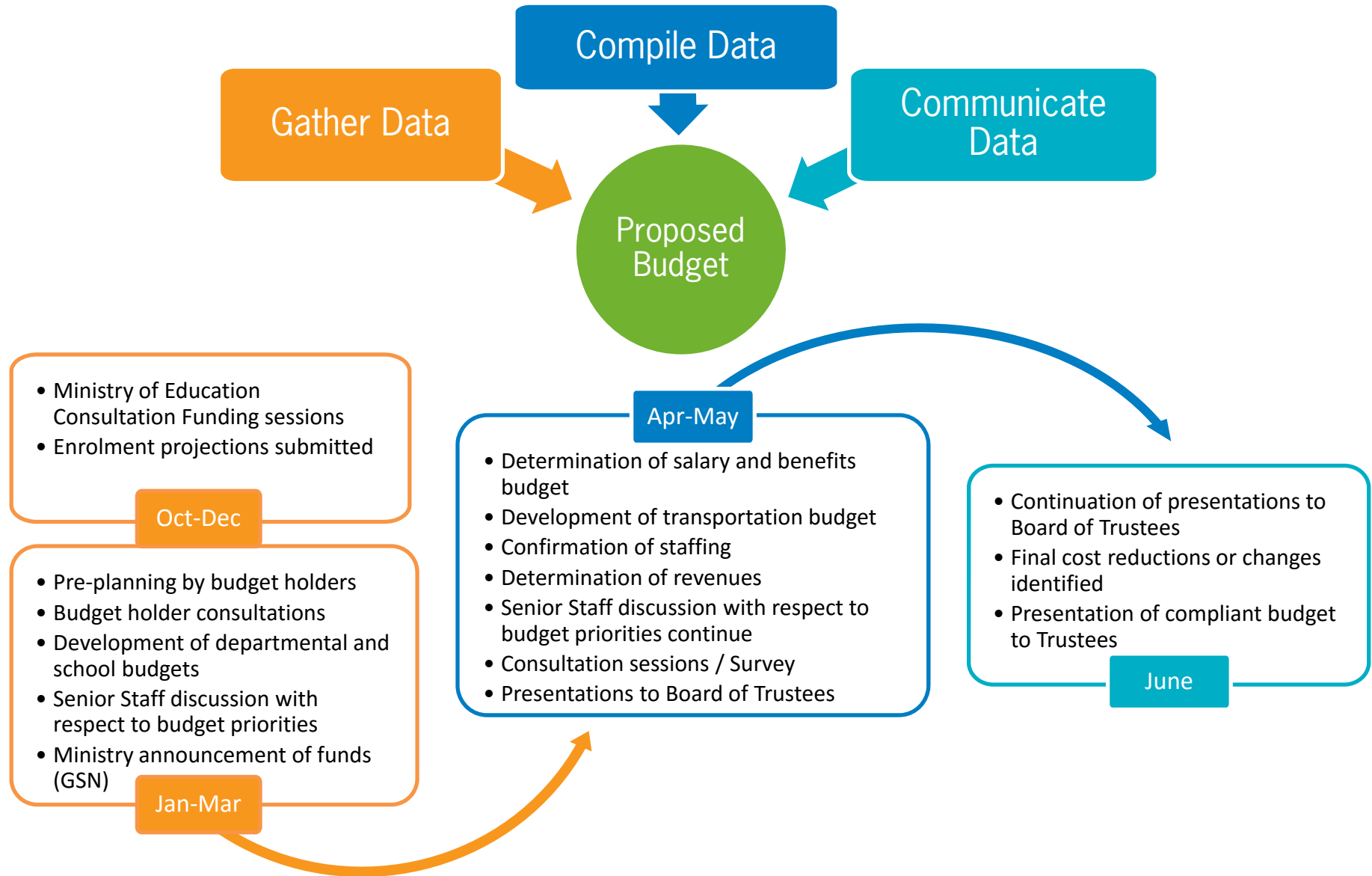


HCDSB Staffing Allocation

(Based on 2016-17 Revised Estimates)

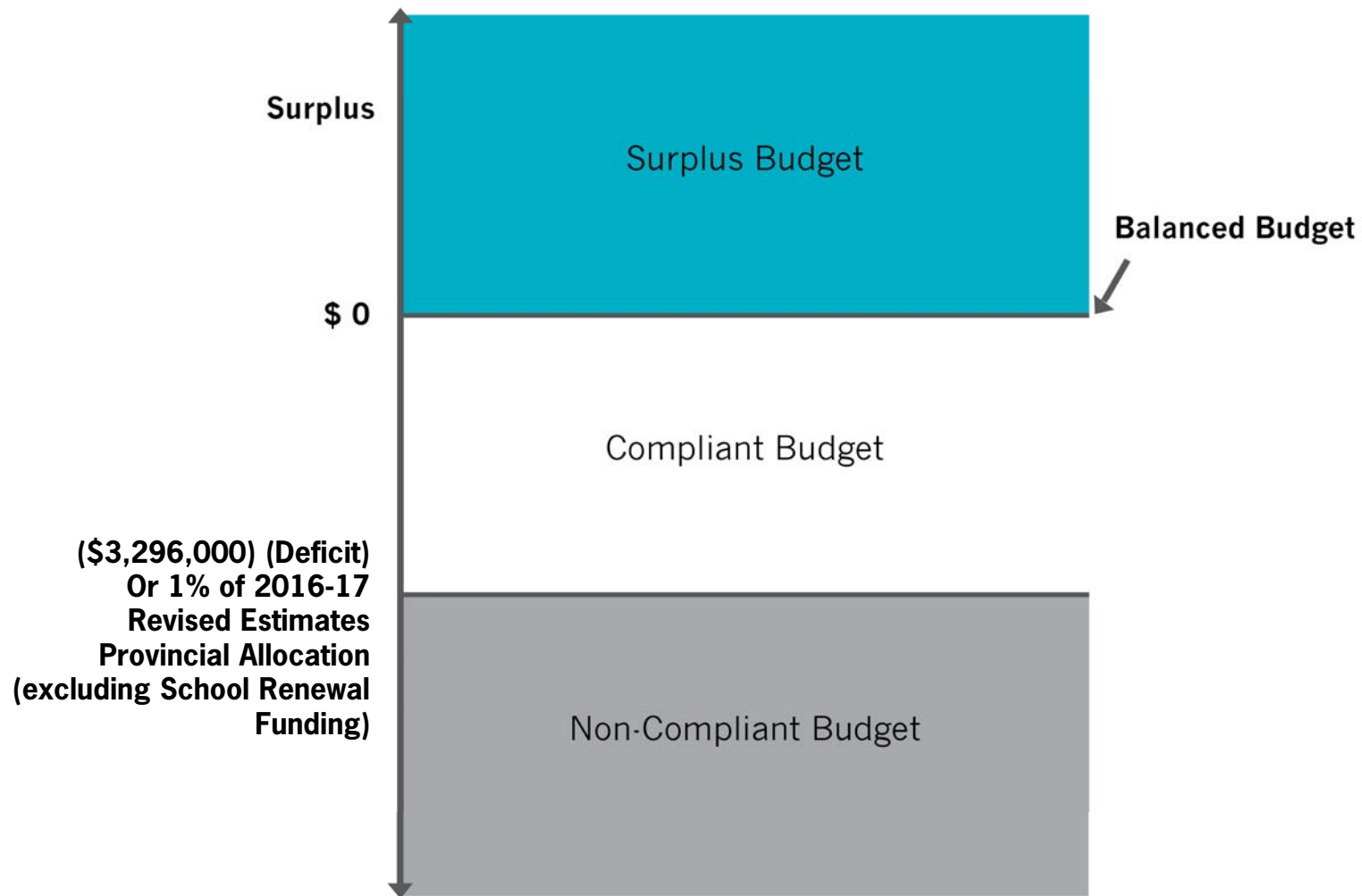


Budget Estimates Process



Ministry Requirements

Balanced Budget, Enveloping, Flexibility & Other Reporting Requirements



Balanced Budget, Enveloping, Flexibility & Other Reporting Requirements

Ministry limitations / restrictions :

- Balanced budget
- Meeting class sizes
- Special Education funding enveloping
- School Renewal / School Condition Improvement Allocation and other Capital funding restrictions
- School Board Administration and Governance spending not to exceed allocation
- Mental Health Leader Allocation enveloping
- Indigenous Education Allocation restrictions
- New Teacher Induction Program (NTIP) enveloping
- Learning Opportunities Grant – Student Achievement enveloping
- Library Staff Allocation enveloping
- Temporary Accommodations Allocation restrictions

Aligning Our Budget to Strategic Plan

Aligning Our Budget to the Strategic Plan



Achieving: Meeting the needs of all learners



- 01 Educational experiences and opportunities are differentiated to support all learners.
- 02 Teachers and learners are collaborating in innovative school and classroom communities that encourage student engagement, learning and achievement.
- 03 We hold high expectations for all learners.

Believing: Celebrating our Catholic faith & aspiring to be models of Christ



- 01 All learners experience a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations.
- 02 Our schools foster the relationship between home and parish.
- 03 Staff and students are discerning believers, formed in the Catholic faith community, who model Christ in their actions.

Belonging: Embracing relationships & sustaining safe, welcoming schools



- 01 Schools and workplaces are safe and welcoming for all, cultivating a positive sense of belonging and well-being.
- 02 Relationships with all educational partners are nurtured and supported.
- 03 Students are service-minded global citizens, engaged and empowered to be leaders in their communities.

Foundational Elements: Optimizing organizational effectiveness



- 01 Improved access to services and supports for students and schools.
- 02 Communication is clear, transparent and responsive.
- 03 Results-based accountability and evidence-informed decision-making are the standard approaches to planning and improvement efforts.
- 04 Stewardship of resources optimizes human, financial, physical and material assets.
- 05 Proactive recruitment, talent growth and succession planning are aligned to student and system needs.

Achieving

Meeting the needs of all learners.



2017-18 Budget Objectives

To allocate resources so that all students have an equal opportunity, while implementing all programs funded by the Ministry of Education

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

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

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

To provide funds for professional development opportunities.

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

To continue the Adult and Continuing Education Programs.

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

Believing

Celebrating our Catholic faith and aspiring to be models of Christ.



2017-18 Budget Objectives

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

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

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

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

Belonging

*Embracing relationships and collective responsibility,
sustaining safe and welcoming schools.*



2017-18 Budget Objectives

To provide a safe environment for all students and staff.

Initiatives include school condition improvements and health and safety projects.

To continue to emphasize the involvement of the school community.

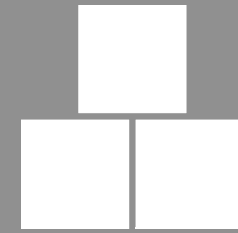
The Board will continue to encourage dialogue with its Catholic School Councils.

To provide a range of placements for Special Education Students as required by the Ministry of Education.

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

Foundational Elements

Optimizing organizational effectiveness.



2017-18 Budget Objectives

To align the budget with the Board's Vision Statement and Strategic Priorities.

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

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

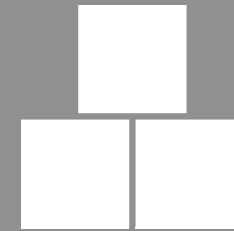
The Board will set aside sufficient savings to achieve a Working Funds Reserve of 1% of budget over a 5 year period.

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

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

Foundational Elements

Optimizing organizational effectiveness.



2017-18 Budget Objectives

To implement all capital projects approved by the Board.

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

To conform to budget restrictions in accordance with the Education Act and Regulations.

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

To develop and maintain accountability frameworks as required by the Ministry of Education.

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

2017-18 Budget Process Update

2017-18 Budget Process Update

Main budget considerations:

- ❑ The main expense components include:
 - Departmental Budgets
 - School Budgets
 - Transportation Budget
 - Salary budget
 - Benefit budget

- ❑ Revenue forecasting using ministry Education Finance Information System (EFIS), main components include:
 - GSN forecasting
 - Other provincial grants announced
 - Other federal grants announced
 - Other revenue forecasting

2017-18 Departmental & School Budgets

Budget Area	2016-17 Revised Estimates Budget	2017-18 Proposed Estimates Budget	Increase / (Decrease) over 2016-17	% of Departmental / School Budgets
Facility Management Services (mostly School Operations)	\$20,719,000	\$22,695,000	\$1,976,000	60.7%
School Operating Budget	\$3,583,000	\$3,785,000	\$202,000	10.1%
Business Services (incl. IT)	\$2,514,000	\$2,846,000	\$332,000	7.6%
Curriculum Services	\$2,290,000	\$2,832,000	\$540,000	7.6%
Special Education	\$1,720,000	\$1,767,000	\$47,000	4.7%
School Services	\$967,000	\$1,032,000	\$65,000	2.8%
Director's Office	\$667,000	\$682,000	\$15,000	1.8%
Adult Learning Centre	\$681,000	\$678,000	-\$3,000	1.8%
Human Resource Services	\$644,000	\$653,000	\$9,000	1.7%
Faith Formation	\$271,000	\$287,000	\$16,000	0.8%
School Contingency	\$126,000	\$161,000	\$35,000	0.4%
TOTAL	\$34,182,000	\$37,418,000	\$3,234,000	100.0%

Note: Departmental and school budgets excludes capital expenses, school generated funds and all EPO related expenses

2017-18 Program Enhancements

	Description	Link to Strategic Plan	Salary	Non-Salary	Budget Offset	Total
1	IT Services - Upgrades to school network wireless infrastructure and increasing operating costs	Foundational Elements (#1 and #4) and Achieving (#1)		338,000		338,000
2	Financial Services – Aligning responsibilities (change financial analyst to manager position)	Foundational Elements (#5) and Achieving (#3)	10,000		(10,000)	-
3	Planning Services - Job re-evaluation for International Students clerk	Foundational Elements (#5) and Achieving (#3)	7,000		(7,000)	-
4	Facility Management Services - Increases to various operating costs	Foundational Elements (#4) and Belonging (#1)		2,837,609	(1,421,800)	1,415,809
5	Facility Management Services - Contingency for student accommodations	Foundational Elements (#4) and Belonging (#1)		50,000		50,000
6	School Services - Additional support for AP program at Holy Trinity and Assumption	Achieving (#1, #2 and #3)		20,000		20,000

2017-18 Program Enhancements

	Description	Link to Strategic Plan	Salary	Non-Salary	Budget Offset	Total
7	School Services - Budget for International Baccalaureate program	Achieving (#1, #2 and #3)		20,000		20,000
8	School Services – Expansion of International Students program (offset by International Students tuition revenues)	Foundational Elements (#04)		15,000	(15,000)	-
9	School Contingency - Increase to contingency fund for Thomas Merton Faith Day	Believing (#1, #2 and #3)		10,000		10,000
10	Curriculum Services - Purchase of Growing in Faith Religion textbooks and Many Gifts Social Studies textbooks	Believing (#1, #2 and #3)		507,000		507,000
11	Curriculum Services - Increase to Catholic Curriculum Corporation membership and When Faith Meets Pedagogy conference	Believing (#1 and #3)		30,000		30,000
12	School Budgets – Increase to assist with purchases of instructional workbooks and to reflect growth	Achieving (#1) and Foundational Elements (#01)		202,000		202,000

2017-18 Program Enhancements

	Description	Link to Strategic Plan	Salary	Non-Salary	Budget Offset	Revised Total
13	HR Services - Employee assistance program increase to reflect amounts expensed in 2015-16 + 2% increase	Belonging (#1)		3,500		3,500
14	Special Education - SLP-Clinical Practice Lead - Change from APSSP to management position	Belonging (#1)	30,000			30,000
15	Faith Formation - Religious Education reimbursement for courses	Believing (#1 and #3)		25,000	(10,250)	14,750
16	Director's Office - Institute for Catholic Education (ICE) Symposium	Believing (#1, #2 and #3) and Belonging (#2)		8,500		8,500
17	Overall - Expected increase in mileage reimbursement as mileage rate increases from \$0.45 to \$0.54 per km, per recent sector audit CRA recommendations	Foundational Elements (#1 and #4)		80,000		80,000
Total Program Enhancements			47,000	4,146,609	(1,464,050)	2,729,559

2017-18 New Initiatives: Budget Neutral

	Description	Link to Strategic Plan	Salary & Benefits	Non- Salary	Cumulative Total
1	1.0 FTE Athletic Convener for HCAA (off-set savings of \$40,000 from convener secondment, plus annual cost savings from HSSAA/consulting fees of \$40,000)	Achieving (#1); Belonging (#2 and #3)	80,000		80,000
2	0.5 FTE Vice-Principal for International Students Program (off-set by International Students tuition revenues)	Achieving (#1); Belonging (#2); Foundational Elements (#4)	63,000		143,000
3	12.5 FTE Elementary Teachers - as per additional staffing identified in the OECTA extension of collective agreement	Achieving (#1 and #2) and Foundational Elements (#1 and #5)	1,025,000		1,168,000
4	6.0 FTE Secondary Teachers - as per additional staffing identified in the OECTA extension of collective agreement	Achieving (#1 and #2) and Foundational Elements (#1 and #5)	492,000		1,660,000
5	Additional APSSP staff - as per additional staffing identified in the APSSP extension of collective agreement (staffing to be determined in consultation with the Union)	Achieving (#1), Belonging (#1) and Foundational Elements (#1)	101,000		1,761,000
6	Additional staffing to support Library services - as per additional staffing identified in the APSSP extension of collective agreement	Achieving (#1 and #2) and Foundational elements (#1 and #5)	15,000		1,776,000

2017-18 New Initiatives: Budget Neutral

	Description	Link to Strategic Plan	Salary & Benefits	Non-Salary	Cumulative Total
7	Additional Educational Assistants (EAs) - as per additional staffing identified in the CUPE extension of collective agreement	Achieving (#1), Belonging (#1) and Foundational Elements (#1)	665,000		2,441,000
8	Additional CUPE staff - as per additional staffing identified in the CUPE extension of collective agreement	Belonging (#1) and Foundational elements (#1)	601,000		3,042,000
9	Additional Community Use of Schools support - as per additional staffing identified in the CUPE extension of collective agreement	Belonging (#1) and Foundational elements (#1)	12,000		3,054,000
10	2.0 FTE Child and Youth Counsellors (CYCs) to Support the Additional Change Teachers	Achieving (#1 and #2) and Belonging (#1)	138,000		3,192,000
11	1.0 FTE Blind and Low Vision (Braille Qualified) Teacher	Achieving (#1 and #2) and Belonging (#1)	82,000		3,274,000
12	Additional Staffing to address growth once enrolment projections are finalized. These may include elementary & secondary teaching positions, Vice-Principals & school support staff.	Achieving (#1 and #2) and Foundational Elements (#1 and #5)	TBD		TBD
Total Budget Neutral New Initiatives					3,274,000

2017-2018 New Initiatives

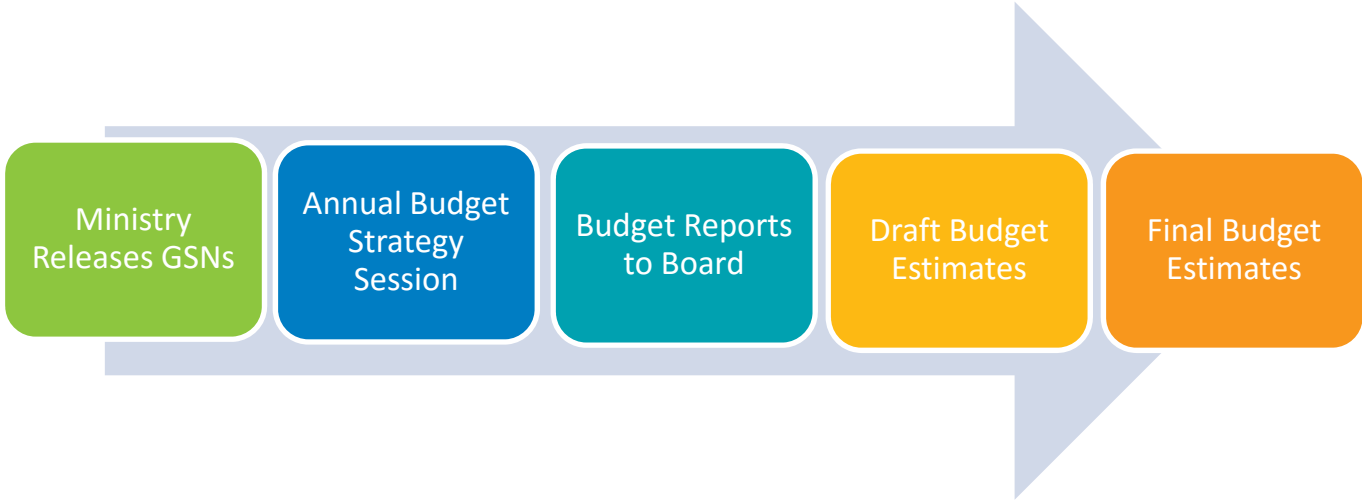
	Description	Link to Strategic Plan	Salary & Benefits	Non-Salary	Total	Cumulative Total
1A	Non-union job evaluation review - Last review was completed in 2012 and this project is necessary to ensure Board remains competitive and in line with market	Foundational Elements (#4 and #5)		100,000	100,000	100,000
1B	Job Evaluation Officer (1 year contract) to assist with non-union job evaluation review and processes	Foundational Elements (#4 and #5)	80,000		80,000	180,000
2	1.0 FTE Equity & Inclusion Officer – to implement a consistent system framework and support staff and students	Achieving (#1 and #2); Believing (#1); and Belonging (#1, #2 and #3)	130,000		130,000	310,000
3	EMPOWER Reading Program – to be accessible at all elementary schools	Achieving (#1, #2 and #3)		135,000	135,000	445,000
4	IT Server Analyst position - Required to address cloud computing, security monitoring and maintenance, assisting with implementation of security policies and procedures and to support school computer technicians.	Foundational Elements (#1, #4 and #5) and Achieving (#1)	85,000		85,000	530,000
5	Purchase of software module to move non-teaching applicants directly through Apply to Education (annual service fee)	Foundational Elements (#4 and #5)		10,000	10,000	540,000

2017-2018 New Initiatives

	Description	Link to Strategic Plan	Salary & Benefits	Non-Salary	Total	Cumulative Total
6	1.0 FTE Records Coordinator (1 year contract) – to assist with anti-spam legislation compliance, transcript requests and other aspects of records management	Foundational Elements (#1, #2 and #4)	60,000		60,000	600,000
7	Wellness Program - Due to Provincial Benefit Trusts, program is no longer paid through consulting fees of Mosey & Mosey	Belonging (#1)		50,000	50,000	650,000
8	Electronic file project - Start up costs / scanner / consultant	Foundational Elements (#1 and #4)		50,000	50,000	700,000
9	Museum of Tolerance - (Simon Wiesenthal Center) - Partnership educational tour for 4 secondary principals and 1 SO to attend	Belonging (#1, #2 and #3)		50,000	50,000	750,000
Total New Initiatives (Not Included in Budget)			355,000	395,000	750,000	750,000

Next Steps

2017-2018 Budget Estimates Timelines



Budget Consultation Process

- Online Survey
- Town Hall – Tuesday, April 25th?
- Telephone Town Hall?



**We want your
FEEDBACK!**

Session II – April 18, 2017

- Budget Challenges and Priorities
- Cost Saving Initiatives
- Revenue Generating Initiatives
- Online Survey

Questions?

INFORMATION REPORT

ITEM 10.6

BUDGET REPORT FOR SEPTEMBER 1, 2016 TO FEBRUARY 28, 2017

PURPOSE:

To provide the Board with the 2016-17 Budget Report for the six months ending February 28, 2017.

BACKGROUND INFORMATION:

The following information regarding the Board's 2016-17 Budget was previously provided to Trustees:

1. Action Report 8.6 "2016-17 Revised Budget Estimates (Including September 1, 2016 to November 30, 2016 Actuals)" from the December 20, 2016 Regular Board Meeting
2. Action Report 8.5 "2016-17 Budget Estimates (Final)" from the June 21, 2016 Regular Board Meeting.

GENERAL:

This report compares the revenues and expenses (including commitments) to date with the 2016-17 Revised Budget to show the percentage received and spent to date. The report also provides the same information for the previous fiscal year, for comparative purposes.

The attached budget report covers the six-month period from September 1, 2016 to February 28, 2017. It also shows comparatives for the same time period in the 2015-16 fiscal year.

At February 28, 2017, the fiscal year is 6/12th or 50% complete and the school year is 6/10th or 60% complete. Therefore, we would expect the percentages received or spent to be between 50% and 60%. The report indicates that both revenues and expenses for the year are expected to remain within the revised budget.

REVENUE HIGHLIGHTS (APPENDICES A-1 AND B):

Total revenues of \$195.3 million have been recorded for the period ending February 28, 2017. This includes \$143.5 million for legislative grants, \$31.1 million for municipal funding, and \$20.7 million in other revenue, other provincial grants and transfers to reserves. Overall, the percentage received of 51.6% is in line with 50.8% for the same period in the prior year and the expected percentage range of 50% to 60%.

The main differences between revenues received up to February 28, 2017 and revenues received for the same period in 2016 relate to the Other Provincial Grants and Government of Canada revenues. These revenue instalments were received and recorded in the month of March. Tuition fee revenues increased over last year's by \$925,000, due to enrolment growth of the International Students program. The secondment and miscellaneous recovery revenues have increased over the previous year as a result of payments being received on a more consistent schedule from the various agencies.

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

EXPENSE HIGHLIGHTS (APPENDIX A-2):

Total expenses of \$192.5 million have been recorded for the period ending February 28, 2017. Overall, the percentage spent of 50.8% is in line with 49.9% for the same period in the prior year and within the expected percentage range of 50% to 60%.

Classroom expenses amounted to \$129.3 million or 50.0% of the 2016-17 Revised Budget compared to \$124.3 million or 48.9% for the period of September 1, 2015 to February 29, 2016. The difference mainly relates to the salary and benefits of teachers, early childhood educators and educational assistants, to reflect enrolment growth over the previous year and compensation increase as per collective agreements.

School support services costs, including school administration, teacher consultants, and continuing education, totaled \$15.9 million or 49.5% of the Revised Budget for the period ending February 28, 2017. This is consistent with \$15.1 million or 49.1% of the Revised Budget expensed for the same period in the previous year. Similar to classroom expenses, the year-over-year difference is due to enrolment growth and compensation increase as negotiated.

Other Non-Classroom expenses and commitments of \$8.3 million or 49.3% have been recorded for the period of September 1, 2016 to February 28, 2017. This is in line with the \$8.4 million or 53.0% expensed for the period of September 1, 2015 to February 29, 2016.

School Operations and Maintenance expenses and commitments of \$18.4 million or 61.3% of the 2016-17 Revised Budget is an increase over the \$16.5 million or 59.0% from the previous year. The difference mainly relates to increases in costs for school maintenance services, contractual services and utilities. The portable leases are higher than the previous year due to increased enrolment.

ENROLMENT (APPENDIX C):

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

The 2016-17 enrolment reflects actual enrolment on October 31, 2016 and estimated enrolment on March 31, 2017, which will be reflected in the Financial Statements reporting cycle. The projected ADE of elementary students is 22,368.50 and of secondary students is 10,731.06 for a total enrolment of 33,099.56. This represents an increase from the 2016-17 Original Estimates of 352.47 ADE (or 1.1%) and an increase of 762.01 ADE (or 2.4%) over 2015-16 Actual ADE.

SUMMARY:

The percentages received/spent for the period from September 1, 2016 to February 28, 2017 are consistent with the prior year and fall within the expected range. Therefore, revenues and expenses to date appear reasonable.

Staff continues to control and monitor expenses against the 2016-17 Revised Budget in order to achieve a balanced position for the 2016-17 Year-End.

REPORT PREPARED BY: J. CHANTHAVONG
Acting MANAGER, BUDGET AND ACCOUNTING SERVICES

REPORT REVIEWED BY: A. LOFTS
SENIOR ADMINISTRATOR, FINANCIAL SERVICES

REPORT SUBMITTED BY: R. NEGOI
SUPERINTENDENT OF BUSINESS AND TREASURER OF THE BOARD

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

Revenue

2016/2017 Budget Report

For the Six Months Ended February 28, 2017

Budget Assessment

Risk Assessment

	2016/2017	2016/2017	2016/2017	Change		2016/2017	2015/2016	Year-to year	Year-to year	2015/2016		
	Original Budget Estimates	Revised Budget Estimates	Revised Budget Forecast @ Feb 28/17	\$ Increase (Decrease) Revised Est. to Rev. Forecast	% Increase (Decrease)	Revenues and Receipts @ Feb 28/17	% Received	Revenues and Receipts @ Feb 29/16	% Received	Increase (Decrease) \$	Increase (Decrease) %	Financial Statements August 2016
	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)			(in PSAB Format)		(in PSAB Format)				
OPERATING REVENUE												
Province of Ontario												
Legislative Grants	\$ 253,132,369	\$ 254,414,945	\$ 254,414,945	-	0.0%	\$ 143,479,936	56.4%	\$ 136,247,335	54.8%	\$ 7,232,601	5.3%	\$ 248,710,602
Municipal Taxes	86,119,550	86,191,000	86,191,000	-	0.0%	31,126,697	36.1%	31,396,926	36.8%	(270,229)	-0.9%	85,297,338
	339,251,919	340,605,945	340,605,945	-	0.0%	174,606,633	51.3%	167,644,261	50.2%	\$ 6,962,372	4.2%	334,007,940
Other Provincial Grants												
Prior Year Grant Adjustment - Operating	-	-	-	-	-	-	-	33,413	(33,413)			493,550
Other Provincial Grants	2,296,977	3,143,025	3,235,144	92,119	2.9%	1,486,818	46.0%	1,806,648	52.9%	(319,830)	-17.7%	3,417,345
Other Provincial Grants	2,296,977	3,143,025	3,235,144	92,119	2.9%	1,486,818	46.0%	1,840,061	47.0%	(353,243)	-19.2%	3,910,895
Other Revenue												
Government of Canada	1,637,646	1,686,312	2,042,013	355,701	21.1%	213,605	10.5%	571,352	35.4%	(357,747)	-62.6%	1,612,107
Tuition Fees	1,909,750	2,058,550	2,058,550	-	0.0%	2,272,070	110.4%	1,346,873	95.6%	925,197	68.7%	1,408,801
Use of Schools/Rentals	848,000	1,076,000	1,076,000	-	0.0%	1,018,074	94.6%	901,246	96.4%	116,828	13.0%	934,690
Cafeteria, Vending, Uniform and OCAS Revenue	-	-	-	-	0.0%	12,584	-	-	0.0%	12,584	-	57,397
Interest Revenue	50,000	50,000	50,000	-	0.0%	85,525	171.1%	53,616	68.3%	31,909	59.5%	78,543
Donation Revenue	-	2,934	2,934	-	0.0%	3,225	109.9%	2,500	141.3%	725	29.0%	1,770
Miscellaneous Recoveries	-	-	-	-	0.0%	75,497	-	28,139	26.3%	47,358	168.3%	107,059
Recoveries - Secondments	1,497,235	1,628,218	1,628,218	-	0.0%	367,206	22.6%	212,852	13.7%	154,354	72.5%	1,557,414
Miscellaneous Revenue	1,365,774	1,469,857	1,479,807	9,950	0.7%	1,283,509	86.7%	1,185,913	93.8%	97,596	8.2%	1,264,650
Educational Development Charge (EDC) Revenue	8,000,000	9,000,000	9,000,000	-	0.0%	4,986,052	55.4%	4,342,189	56.0%	643,863	14.8%	7,751,681
	15,308,405	16,971,871	17,337,522	365,651	2.2%	10,317,347	59.5%	8,644,680	54.3%	1,672,667	19.3%	15,906,767
School Generated Funds Revenue	12,500,000	12,500,000	12,500,000	-	0.0%	7,635,536	61.1%	7,544,447	59.6%	91,089	1.2%	12,665,806
Amortization of Deferred Capital Contribution	14,746,120	15,114,896	15,114,896	-	0.0%	7,557,448	50.0%	7,065,392	48.7%	492,056	7.0%	14,505,808
Total Operating Revenue	384,103,421	388,335,737	388,793,507	457,770	0.1%	201,603,782	51.9%	192,738,841	50.6%	8,864,941	4.6%	380,997,217
Available for Compliance												
(Surplus) Deficit - Available for Compliance	(15,383)	(13,988)	21,346	35,334		-	-	-	-			(298,828)
Available for Compliance - Transfer from (to) Internally Restricted Reserve (net)	341,060	(477,422)	(462,422)	15,000		285,455		910,038		(624,583)		(2,564,112)
Total Available for Compliance (Surplus) Deficit	325,677	(491,410)	(441,076)	50,334		285,455		910,038		(624,583)		(2,862,940)
Unavailable for Compliance												
Unavailable for Compliance - (PSAB Adjustments)	(158,253)	(158,253)	(158,253)	-		-	-	-	-			(150,124)
Amortization of EFB - Retirement Gratuity & ERIP Liability	-	-	-	-		-	-	-	-			-
Amortization of EFB - Retirement/Health/Dental/Life Insurance	(458,219)	(458,219)	(458,219)	-		-	-	-	-			(458,219)
Unavailable for Compliance - (Increase) Decrease in School Generated Funds	-	-	-	-		(1,595,235)		(1,348,371)		(246,864)		97,136
Revenues Recognized for Land	(8,000,000)	(9,000,000)	(9,000,000)	-		(4,986,052)		(4,342,189)		(643,863)		(7,751,681)
Total Unavailable for Compliance	(8,616,472)	(9,616,472)	(9,616,472)	-		(6,581,287)		(5,690,560)		(890,727)		(8,262,888)
Total Annual (Surplus) Deficit	(8,290,795)	(10,107,882)	(10,057,548)	50,334		(6,295,832)		(4,780,522)		(1,515,310)		(11,125,828)
Total Revenue After PSAB Adjustments	\$ 375,812,626	\$ 378,227,855	\$ 378,735,959	\$ 508,104		\$ 195,307,950	51.6%	\$ 187,958,319	50.8%	\$ 7,349,631	3.9%	\$ 369,871,388

Halton Catholic District School Board
Expenditures
2016/2017 Budget Report
For the Six Months Ended February 28, 2017

Budget Assessment

Risk Assessment

	2016/2017 Original Budget Estimates (in PSAB Format)	2016/2017 Revised Budget Estimates (in PSAB Format)	2016/2017 Revised Budget Forecast @ Feb 28/17 (in PSAB Format)	Change \$ Increase (Decrease) % Increase (Decrease)		2016/2017 Expenses and Commitments @ Feb 28/17 (in PSAB Format)	% Spent	2015/2016 Expenses and Commitments @ Feb 29/16 (in PSAB Format)	% Spent	Year-to year Increase (Decrease) \$	Year-to year Increase (Decrease)	2015/2016 Financial Statements August 2016
Classroom Instruction												
Classroom Teachers	\$ 198,876,593	\$ 198,266,200	\$ 198,266,200	-	0.00%	\$ 95,924,403	48.4%	\$ 91,972,790	47.4%	\$ 3,951,613	4.3%	\$ 194,188,544
Occasional Teachers	3,502,000	3,924,000	3,924,000	-	0.00%	2,145,996	54.7%	1,963,149	50.3%	182,847	9.3%	3,905,457
Early Childhood Educators (E.C.E) and Supply	7,821,015	8,039,250	8,039,250	-	0.00%	4,560,643	56.7%	4,315,646	54.9%	244,997	5.7%	7,857,723
Teacher Assistants and Supply	20,628,214	20,798,409	20,798,409	-	0.00%	12,018,213	57.8%	11,620,216	55.4%	397,997	3.4%	20,988,297
Textbooks & Classroom Supplies	7,249,499	7,309,509	7,341,098	31,589	0.43%	3,219,583	43.9%	3,528,275	52.0%	(308,692)	-8.7%	6,780,730
Computers	1,750,103	2,079,114	2,085,614	6,500	0.31%	1,890,378	90.6%	1,643,045	73.2%	247,333	15.1%	2,244,284
Professionals, Paraprofessionals & Technical	10,556,613	11,314,082	11,321,382	7,300	0.06%	5,586,599	49.3%	5,462,190	52.7%	124,409	2.3%	10,372,847
Library and Guidance	4,953,434	4,547,116	4,550,171	3,055	0.07%	2,597,608	57.1%	2,606,245	52.7%	(8,637)	-0.3%	4,941,029
Staff Development	1,806,112	2,144,879	2,228,668	83,789	3.91%	1,325,589	59.5%	1,192,496	43.6%	133,093	11.2%	2,734,507
Subtotal Classroom Instruction	257,143,583	258,422,559	258,554,792	132,233	0.05%	129,269,012	50.0%	124,304,052	48.9%	4,964,960	4.0%	254,013,418
Non Classroom - School Support Services												
School Administration	20,257,152	20,642,269	20,626,479	(15,790)	-0.1%	10,662,977	51.7%	10,247,165	50.0%	415,812	4.1%	20,486,688
Teacher Consultants	4,576,903	4,547,166	4,554,376	7,210	0.2%	2,261,968	49.7%	2,088,547	49.0%	173,421	8.3%	4,260,076
Continuing Education	6,093,367	6,511,700	6,871,401	359,701	5.5%	2,939,382	42.8%	2,786,816	45.9%	152,566	5.5%	6,076,899
Subtotal School Support Services	30,927,422	31,701,135	32,052,256	351,121	1.1%	15,864,327	49.5%	15,122,528	49.1%	741,799	4.9%	30,823,663
Recoverable Expenses	1,497,235	1,628,218	1,628,218	-	0.0%	812,917	49.9%	676,612	43.4%	136,305	20.1%	1,557,414
Other Non Classroom												
Board Administration	9,614,195	9,533,874	9,548,874	15,000	0.2%	4,660,418	48.8%	4,680,343	51.3%	(19,925)	-0.4%	9,115,388
Transportation	7,272,313	7,365,494	7,365,494	-	0.0%	3,682,747	50.0%	3,694,063	55.2%	(11,316)	-0.3%	6,692,172
Subtotal Other Non Classroom	16,886,508	16,899,368	16,914,368	15,000	0.1%	8,343,165	49.3%	8,374,406	53.0%	(31,241)	-0.4%	15,807,559
Pupil Accommodation												
School Operations and Maintenance	29,865,723	30,003,900	30,013,650	9,750	0.0%	18,393,824	61.3%	16,475,016	59.0%	1,918,808	11.6%	27,935,037
ALC and Portable Leases	1,613,000	1,613,000	1,613,000	-	0.0%	698,836	43.3%	579,719	36.9%	119,117	20.5%	1,571,566
Debt Charges	47,375	47,375	47,375	-	0.0%	-	0.0%	-	0.0%	-	-	47,375
Other Debenture Payments	9,583,205	9,583,205	9,583,205	-	0.0%	4,857,519	50.7%	5,110,769	50.6%	(253,250)	-5.0%	10,096,616
Subtotal Pupil Accommodations	41,109,303	41,247,480	41,257,230	9,750	0.0%	23,950,179	58.1%	22,165,504	55.9%	1,784,675	8.1%	39,650,594
School Generated Funds Expenditures	12,500,000	12,500,000	12,500,000	-	0.0%	6,040,301	48.3%	6,196,076	48.5%	(155,775)	-2.5%	12,762,942
Amortization Expense	16,365,046	16,445,566	16,445,566	-	0.0%	8,222,783	50.0%	7,890,900	49.7%	331,884	4.2%	15,864,140
Total Expenditures before PSAB Adjustment	376,429,097	378,844,326	379,352,430	508,104	0.1%	192,502,684	50.7%	184,730,078	49.9%	7,772,607	4.2%	370,479,730
PSAB Adjustments												
Increase In Employee Future Benefits	(458,218)	(458,218)	(458,218)	-	0.0%	-	0.0%	-	0.0%	-	-	(458,218)
(Decrease) in Accrued Interest on Debenture	(158,253)	(158,253)	(158,253)	-	0.0%	-	0.0%	-	0.0%	-	-	(150,124)
Total PSAB Adjustment	(616,471)	(616,471)	(616,471)	-	0.0%	-	0.0%	-	0.0%	-	-	(608,342)
Total Expenditures After PSAB Adjustments	\$ 375,812,626	\$ 378,227,855	\$ 378,735,959	\$ 508,104	0.1%	\$ 192,502,684	50.8%	\$ 184,730,078	49.9%	\$ 7,772,607	4.2%	\$ 369,871,388

**Halton Catholic District School Board
Other Provincial Grants
2016/2017 Budget Report
For the Six Months Ended February 28, 2017**

Appendix B

Grant Description	2016/2017 Original Budget Estimates	2016/2017 Revised Budget Estimates	2016/2017 Revised Budget Forecast	2016/2017 Actual @ Feb 28/2017
A. Prkacin - EPO				
French As A Second Language	113,612	113,612	113,612	113,611
Kindergarten Program Supports			61,125	61,125
Early Development Instrument		26,480	26,480	26,480
Early Years Leadership Strategy	95,130	95,130	95,130	47,565
Renewed Mathematics Strategy	422,458	468,986	468,986	328,290
	631,200	704,208	765,333	577,071
B. Browne - EPO				
Autism Support And Training	49,926	49,926	49,926	34,948
Learning For All	46,528			
Ontario Autism Program		174,809	174,809	134,066
Board Leadership Development Strategy (BLDS)		52,571	52,571	31,543
	96,454	277,306	277,306	200,558
C. McGillicuddy - EPO				
Specialist Highskills Major (SHSM) Special Funding		61,053	57,368	57,368
SHSM Ice Training			11,570	-
Re-Engagement 12 & 12+		4,469	4,469	4,469
Gap Closing for Grade 7-12		32,340	32,340	22,638
Career & Life Planning			9,109	
	-	97,862	114,856	84,475
C. Cipriano-EPO				
Parents Reaching Out (PRO)		40,604	40,604	40,604
Parents Reaching Out - Regional		12,500	12,500	
	-	53,104	53,104	40,604
L. Naar-EPO				
Teacher Learning & Leadership Program-PKE		44,243	44,243	34,243
Teacher Learning & Leadership Program-Mahler		32,360	32,360	19,793
Teacher Learning & Leadership Program-Ramirez		14,121	14,121	6,998
Teacher Learning & Leadership Program-Daugherty		47,033	47,033	35,033
Teacher Learning & Leadership Program-Brun Del Re		23,930	23,930	16,305
	-	161,687	161,687	112,372
T. Pinelli-EPO				
Safe, Equitable And Inclusive Schools	90,849	90,849	90,849	
International Education			14,000	
	90,849	90,849	104,849	-
J. O'Hara - EPO				
Transitional Support-MOU	80,473	68,083	68,083	68,083
	80,473	68,083	68,083	68,083
G. Corbaccio - EPO				
Outreach Coordinator	73,600	73,600	73,600	46,000
	73,600	73,600	73,600	46,000
Sub-total	\$ 972,576	\$ 1,526,699	\$ 1,618,818	\$ 1,129,162
O.Y.A.P GRANT	106,439	106,439	106,439	63,863
Province Of Ontario-Citizenship	1,119,562	1,052,668	1,052,668	-
LBS Grants	98,400	98,400	98,400	62,973
PBLA 1X Funding		38,819	38,819	38,819
Province Of Ontario-HOME		320,000	320,000	192,000
Sub-total	\$ 1,324,401	\$ 1,616,326	\$ 1,616,326	\$ 357,655
Total Other Provincial Grants per A-1	\$ 2,296,977	\$ 3,143,025	\$ 3,235,144	\$ 1,486,818

**Halton Catholic District School Board
Day School Average Daily Enrolment (ADE)
2016/2017 Budget Report**

Appendix C

	2016-17 REVISED ESTIMATES				2016-17 ORIGINAL ESTIMATES				2015-16	
	Actual FTE Oct 31/16	Projected FTE Mar 31/17	2016-17 Revised ADE	% Change	Projected FTE Oct 31/16	Projected FTE Mar 31/17	2016-17 Original ADE	% Change	Actual ADE	% Change
JK	2,040.00	2,048.00	2,044.00	5.9%	1,930.00	1,930.00	1,930.00	-4.6%	2,064.50	-1.1%
SK	2,195.00	2,203.00	2,199.00	1.1%	2,175.00	2,175.00	2,175.00	-4.3%	2,212.00	0.8%
Gr. 1 to 3	6,891.00	6,916.00	6,903.50	-0.2%	6,893.00	6,939.00	6,916.00	0.9%	6,725.50	3.3%
Gr. 4 to Gr. 8	11,215.00	11,229.00	11,222.00	0.8%	11,132.00	11,133.00	11,132.50	1.4%	10,964.00	0.3%
Elementary Day School Enrolment	22,341.00	22,396.00	22,368.50	1.0%	22,130.00	22,177.00	22,153.50	0.1%	21,966.00	1.1%
Secondary Day School Enrolment	10,866.63	10,595.48	10,731.06	1.3%	10,766.73	10,420.43	10,593.58	3.4%	10,371.55	4.7%
Total Day School ADE	33,207.63	32,991.48	33,099.56	1.1%	32,896.73	32,597.43	32,747.08	1.2%	32,337.55	2.2%

Notes: ADE - Average Daily Enrolment

FTE - Full Time Equivalent

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

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

INFORMATION REPORT

ITEM 10.7

CAPITAL PROJECTS REPORT – AS AT FEBRUARY 28, 2017

The attached Consolidated Capital Projects Report provides a summary totaling \$438.9 million of all Board approved projects since the capital funding model was changed significantly by the Ministry of Education in 1998. There have been various iterations of capital funding programs since that time, to adapt to changing funding needs in school construction and maintenance. A total of \$423.1 million has been recorded for all projects, including open purchase orders of \$166,000 which relate to the construction of St. Gregory the Great Catholic Elementary School (CES) and Child Care Centre and the Full Day Kindergarten (FDK) and regular classroom addition at Holy Rosary (Milton) CES.

The Board receives Education Development Charges (EDC) revenue from the four Halton municipalities, which cover the purchase and preparation costs of school sites. Since 1998, the Board purchased school sites for a total of \$121.3 million, as broken down on page 4 of this report, which includes \$6.5 million on eligible EDC expenditures that have not been associated to a particular school (these are listed on page 5). Currently, the Board has an EDC shortfall of \$38.5 million, as EDC levies are typically collected over a 15 year period.

The expenditures outlined in the individual capital project summaries outlined on pages 6 to 8 reflect construction and first-time equipping costs to date. It should be noted that all of these projects are expected to be completed within budget.

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

REPORT PREPARED BY: J. CHANTHAVONG, ACTING MANAGER, BUDGET AND ACCOUNTING SERVICES

REPORT REVIEWED BY: A. LOFTS, SENIOR ADMINISTRATOR, FINANCIAL SERVICES

REPORT SUBMITTED BY: R. NEGOI, SUPERINTENDENT OF BUSINESS AND TREASURER OF THE BOARD

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

**Halton Catholic District School Board
Consolidated Capital Projects
For the period ending February 28, 2017**

SCHOOL BUILDINGS	BUDGET	EXPENSED Sep.1/98 to Aug.31/15	EXPENSED 2015 - 16	EXPENSED 2016 - 17	Commitments 2016 - 17	Total Expensed and Commitments	AVAILABLE BALANCE
OLD PROJECTS							
Ascension Elementary	\$3,200,000	\$3,160,703	\$0	\$0	\$0	\$3,160,703	\$39,297
Holy Rosary Elementary, Milton	\$5,500,000	\$5,356,378	\$0	\$0	\$0	\$5,356,378	\$143,622
St. Patrick's Elementary	\$3,650,000	\$3,716,647	\$0	\$0	\$0	\$3,716,647	(\$66,647)
St. Francis of Assisi Elementary	\$3,770,000	\$3,669,902	\$0	\$0	\$0	\$3,669,902	\$100,098
Notre Dame Secondary	\$1,250,000	\$1,039,404	\$0	\$0	\$0	\$1,039,404	\$210,596
Mother Teresa Elementary	\$7,450,000	\$6,874,383	\$0	\$0	\$0	\$6,874,383	\$575,617
St. Andrew Elementary	\$7,770,000	\$7,255,509	\$0	\$0	\$0	\$7,255,509	\$514,491
Sacred Heart of Jesus Elementary	\$7,770,000	\$7,010,277	\$0	\$0	\$0	\$7,010,277	\$759,723
Learning Environmental Improvement Program (LEIP)	\$12,000,000	\$8,866,538	\$0	\$0	\$0	\$8,866,538	\$3,133,462
School Renewal	\$2,245,001	\$2,070,361	\$0	\$0	\$0	\$2,070,361	\$174,640
Sub-total Old Projects	\$54,605,001	\$49,020,102	\$0	\$0	\$0	\$49,020,102	\$5,584,899
NEW PROJECTS							
St. Paul Elementary	\$1,800,000	\$1,573,776	\$0	\$0	\$0	\$1,573,776	\$226,224
St. Raphael Elementary	\$1,900,000	\$1,919,238	\$0	\$0	\$0	\$1,919,238	(\$19,238)
St. Vincent Elementary	\$1,250,000	\$1,159,421	\$0	\$0	\$0	\$1,159,421	\$90,579
St. Joseph Elementary, Acton	\$2,275,000	\$2,211,231	\$0	\$0	\$0	\$2,211,231	\$63,769
St. Catherine of Alexandria Elementary	\$8,000,000	\$7,914,532	\$0	\$0	\$0	\$7,914,532	\$85,468
Assumption Secondary	\$4,800,000	\$4,734,987	\$0	\$0	\$0	\$4,734,987	\$65,013
Christ the King Secondary	\$25,300,000	\$25,758,453	\$0	\$0	\$0	\$25,758,453	(\$458,453)
Holy Trinity Secondary	\$27,400,000	\$26,419,175	\$0	\$0	\$0	\$26,419,175	\$980,825
ALC	\$1,600,000	\$1,591,080	\$0	\$0	\$0	\$1,591,080	\$8,920
Holy Rosary Elementary, Burlington	\$2,400,000	\$2,305,896	\$0	\$0	\$0	\$2,305,896	\$94,104
St. Mark's Elementary	\$440,000	\$402,630	\$0	\$0	\$0	\$402,630	\$37,370
St. John Elementary, Oakville	\$370,000	\$285,471	\$0	\$0	\$0	\$285,471	\$84,529
Our Lady of Victory Elementary	\$2,400,000	\$2,265,547	\$0	\$0	\$0	\$2,265,547	\$134,453
St. Elizabeth Seton Elementary	\$8,300,000	\$7,137,082	\$0	\$0	\$0	\$7,137,082	\$1,162,918
St. Joan of Arc Elementary	\$8,800,000	\$7,704,963	\$0	\$0	\$0	\$7,704,963	\$1,095,037
Guardian Angels Elementary	\$8,800,000	\$8,134,843	\$0	\$0	\$0	\$8,134,843	\$665,157
St. John Paul II Elementary	\$9,900,000	\$8,600,943	\$0	\$0	\$0	\$8,600,943	\$1,299,057
Christ the King Secondary - Classroom Addition	\$2,000,000	\$1,786,025	\$0	\$0	\$0	\$1,786,025	\$213,975
Corpus Christi Secondary	\$30,260,000	\$32,837,311	\$0	\$0	\$0	\$32,837,311	(\$2,577,311)
St. Anthony of Padua Elementary	\$10,200,000	\$9,231,309	\$0	\$0	\$0	\$9,231,309	\$968,691
St. Christopher Elementary	\$9,900,000	\$8,726,499	\$0	\$0	\$0	\$8,726,499	\$1,173,501
St. Christopher Elementary , Child Care Centre	\$750,000	\$750,000	\$0	\$0	\$0	\$750,000	\$0
St. Peter Elementary	\$10,800,000	\$10,748,401	\$0	\$0	\$0	\$10,748,401	\$51,599
Our Lady of Fatima Elementary	\$11,300,000	\$10,298,651	\$0	\$0	\$0	\$10,298,651	\$1,001,349
Lumen Christi Elementary	\$11,300,000	\$10,899,353	\$0	\$0	\$0	\$10,899,353	\$400,647
St. Anne Elementary	\$11,600,000	\$11,970,404	\$3,126	\$0	\$0	\$11,973,530	(\$373,530)
St. Mary Elementary	\$11,200,000	\$10,463,121	\$0	\$0	\$0	\$10,463,121	\$736,879
St. Benedict Elementary	\$12,632,220	\$11,736,662	\$16,692	\$0	\$0	\$11,753,354	\$878,866
Queen of Heaven Elementary	\$12,632,220	\$12,245,583	\$12,692	\$0	\$0	\$12,258,276	\$373,944
St. Thomas Aquinas Secondary - Reconstruction	\$37,000,000	\$37,588,033	\$0	\$0	\$0	\$37,588,033	(\$588,033)
St. Ignatius of Loyola Secondary - Addition	\$22,500,000	\$22,858,950	\$0	\$0	\$0	\$22,858,950	(\$358,950)
Jean Vanier Secondary	\$35,000,000	\$34,984,262	\$0	\$14,701	\$7,261	\$35,006,224	(\$6,224)
St. Gregory The Great Elementary	\$13,550,465	\$0	\$12,367,999	\$389,917	\$103,328	\$12,861,243	\$689,222
St. Gregory The Great Elementary, Child Care Centre	\$2,520,849	\$0	\$1,718,407	\$587,256	\$13,536	\$2,319,199	\$201,650
Sub-total New Projects	\$360,880,754	\$337,243,832	\$14,118,917	\$991,874	\$124,125	\$352,478,747	\$8,402,007

**Halton Catholic District School Board
Consolidated Capital Projects
For the period ending February 28, 2017**

SCHOOL BUILDINGS - Continued	BUDGET	EXPENSED Sep.1/98 to Aug.31/15	EXPENSED 2015 - 16	EXPENSED 2016 - 17	Commitments 2016 - 17	Total Expensed and Commitments	AVAILABLE BALANCE
FDK Classroom Addition and Alteration							
St. Joseph (A) Elementary- Classroom Addition and Alteration	\$905,000	\$961,890	\$0	\$0	\$0	\$961,890	(\$56,890)
St. Brigid Elementary - Classroom Addition and Alteration	\$1,439,000	\$1,262,726	\$0	\$0	\$0	\$1,262,726	\$176,274
St. Catherine Elementary - Classroom Addition and Alteration	\$2,396,000	\$1,990,641	\$0	\$0	\$0	\$1,990,641	\$405,359
St. Dominic Elementary- Classroom Addition and Alteration	\$815,000	\$729,637	\$0	\$0	\$0	\$729,637	\$85,363
St. Andrew Elementary - Classroom Addition and Alteration	\$780,000	\$691,317	\$0	\$0	\$0	\$691,317	\$88,683
Guardian Angels Elementary - Classroom Addition and Alteration	\$2,970,000	\$2,324,172	\$0	\$0	\$0	\$2,324,172	\$645,828
St. Anthony of Padua Elementary - Classroom Addition and Alteration	\$2,970,000	\$2,326,786	\$0	\$0	\$0	\$2,326,786	\$643,214
St. Francis of Assisi Elementary - Classroom Addition and Alteration	\$1,260,000	\$1,156,170	\$0	\$0	\$0	\$1,156,170	\$103,830
Holy Rosary Elementary, Milton - Classroom Addition and Alteration	\$5,155,000	\$220,881	\$1,386,570	\$1,836,772	\$41,969	\$3,486,191	\$1,668,809
Sub-total FDK Classroom Addition and Alteration	\$18,690,000	\$11,664,220	\$1,386,570	\$1,836,772	\$41,969	\$14,929,530	\$3,760,470
Sub-total Old & New Projects	\$379,570,754	\$348,908,052	\$15,505,486	\$2,828,646	\$166,093	\$367,408,277	\$12,162,477
Good Places to Learn	\$4,276,577	\$4,276,577	\$0	\$0	\$0	\$4,276,577	(\$0)
C.E.C Port-A-PAC(s) Program Services & Administration	\$475,000	\$473,535	\$0	\$0	\$0	\$473,535	\$1,465
Cost of Issuing Debenture	\$0	\$1,925,922	\$0	\$0	\$0	\$1,925,922	(\$1,925,922)
TOTAL PROJECTS	\$438,927,332	\$404,604,188	\$15,505,486	\$2,828,646	\$166,093	\$423,104,413	\$15,822,919

**Halton Catholic District School Board
Consolidated Capital Projects
For the period ending February 28, 2017**

SCHOOL SITES	BUDGET	EXPENSED Sep.1/98 to Aug.31/15	EXPENSED 2015 - 16	EXPENSED 2016 - 17	Commitments 2016 - 17	Total Expensed and Commitments
Mother Teresa Elementary (147)	\$0	\$1,656,104	\$0	\$0	\$0	\$1,656,104
St. Andrew Elementary (148)	\$0	\$2,133,363	\$0	\$0	\$0	\$2,133,363
Sacred Heart of Jesus Elementary (149)	\$0	\$1,932,906	\$0	\$0	\$0	\$1,932,906
St. Benedict Elementary (151)	\$0	\$5,612,362	\$0	\$0	\$0	\$5,612,362
Lumen Christi Elementary (152)	\$0	\$3,239,241	\$0	\$0	\$0	\$3,239,241
Queen of Heaven Elementary (153)	\$0	\$3,571,904	\$0	\$0	\$0	\$3,571,904
St. Elizabeth Seton Elementary (157)	\$0	\$1,624,591	\$0	\$0	\$0	\$1,624,591
St. Christopher Elementary (158)	\$0	\$4,506,735	\$0	\$0	\$0	\$4,506,735
St. Anne Elementary (159)	\$0	\$5,412,056	\$47,215	\$4,810	\$0	\$5,464,081
St. Joan of Arc Elementary (161)	\$0	\$2,015,986	\$0	\$0	\$0	\$2,015,986
St. John Paul II Elementary (162)	\$0	\$2,726,023	\$0	\$0	\$0	\$2,726,023
St. Peter Elementary (163)	\$0	\$2,933,095	\$0	\$0	\$0	\$2,933,095
Guardian Angels Elementary (164)	\$0	\$2,099,818	\$0	\$0	\$0	\$2,099,818
St. Anthony of Padua Elementary (165)	\$0	\$3,300,291	\$0	\$0	\$0	\$3,300,291
Our Lady of Fatima Elementary (166)	\$0	\$3,480,166	\$1,149	\$0	\$0	\$3,481,316
St. Catherine of Alexandria Elementary (168)	\$0	\$1,529,708	\$0	\$0	\$0	\$1,529,708
St. Mary Elementary (171)	\$0	\$6,080,995	\$0	\$0	\$0	\$6,080,995
St. Gregory The Great Elementary (173)	\$0	\$7,171,370	\$23,415	\$539,034	\$0	\$7,733,819
Corpus Christi Secondary (202)	\$0	\$13,629,450	\$0	\$0	\$0	\$13,629,450
Jean Vanier Secondary (204)	\$0	\$10,473,743	\$22,280	\$10,414	\$0	\$10,506,438
Christ the King Secondary (231)	\$0	\$5,275,487	\$0	\$0	\$0	\$5,275,487
Holy Trinity Secondary (233)	\$0	\$5,846,886	\$0	\$0	\$0	\$5,846,886
Loyola Secondary Addition (235)	\$0	\$1,484,560	\$0	\$0	\$0	\$1,484,560
St. Thomas Aquinas Secondary (237)	\$0	\$5,454,508	\$3,816	\$919	\$0	\$5,459,244
Various Sites - EDC Eligible Costs (See Page 5)	\$0	\$16,098,607	\$907,972	\$416,144	\$15,353	\$17,438,077
TOTAL SITES	\$0	\$119,289,955	\$1,005,847	\$971,322	\$15,353	\$121,282,478
TOTAL BUILDINGS AND SITES	\$ 438,927,332	\$ 523,894,143	\$ 16,511,333	\$ 3,799,968	\$ 181,447	\$ 544,386,891

**Halton Catholic District School Board
EDC Eligible Expenditures
For the period ending February 28, 2017**

DESCRIPTION	EXPENSED Sep.1/98 to Aug.31/15	EXPENSED 2015 - 16	EXPENSED 2016 - 17	Commitments 2016 - 17	Total Expensed and Commitments
ELEMENTARY					
EDC - Prof. Fees - Bronte Creek Meadows (150)	\$12,105	\$0	\$0	\$0	\$12,105
EDC - Prof. Fees - Grindstone Plan (155)	\$9,656	\$0	\$0	\$0	\$9,656
EDC - Prof. Fees - Iroquois Ridge #2 - Argo/Ashley (160)	\$468,431	\$0	\$13,644	\$4,393	\$486,468
EDC - Site Purchase - Iroquois Ridge #2 - Argo/Ashley (160)	\$5,396,738	\$0	\$0	\$0	\$5,396,738
EDC - Site Improvement - Iroquois Ridge #2 - Argo/Ashley (160)	\$33,101	\$7,912	\$1,430	\$0	\$42,444
EDC - Site Purchase - Georgetown West - (167)	\$1,588,031	\$0	\$0	\$0	\$1,588,031
EDC - Prof. Fees - Georgetown West - (167)	\$80,139	\$0	\$0	\$0	\$80,139
EDC - Site Improvement - Georgetown West (167)	\$11,054	\$3,433	\$858	\$858	\$16,203
EDC - Prof. Fees - Acton East (169)	\$63,115	\$0	\$0	\$0	\$63,115
EDC - Site Purchase - Acton East (169)	\$2,973,218	\$0	\$0	\$0	\$2,973,218
EDC - Shell Lands - Metrus - Oakville (170)	\$80,243	\$0	\$0	\$0	\$80,243
EDC - Prof. Fees - North Oakville #CE1 - (174)	\$17,631	\$0	\$0	\$0	\$17,631
EDC - Prof. Fees - North Oakville #CE3 - (175)	\$6,487	\$0	\$0	\$0	\$6,487
EDC - Prof. Fees - North Oakville #CE4 - (176)	\$21,406	\$26,266	\$14,755	\$0	\$62,427
EDC - Prof. Fees - Milton #8 (178)	\$3,833	\$15,355	\$18,194	\$0	\$37,382
EDC - Prof. Fees - Milton #9 (179)	\$1,877	\$372	\$0	\$3,768	\$6,017
EDC - Prof. Fees - Milton #10 (180)	\$3,835	\$0	\$0	\$6,334	\$10,169
SECONDARY					
EDC - Prof. Fees - West Oak Trails (201)	\$6,532	\$0	\$0	\$0	\$6,532
EDC - Prof. Fees - Bronte Creek - Meadows (203)	\$15,582	\$0	\$0	\$0	\$15,582
EDC - Prof. Fees - North Oakville CSS (205)	\$3,984	\$0	\$0	\$0	\$3,984
EDC - Prof. Fees - Milton CSS (206)	\$31,545	\$5,894	\$4,542	\$0	\$41,981
EDC - Prof. Fees - Loyola - Hydro Lands (235)	\$6,075	\$0	\$0	\$0	\$6,075
OTHER					
Long Term Capital Plan Costs	\$439,170	\$0	\$0	\$0	\$439,170
Professional and Legal Costs	\$997,163	\$68,428	\$1,983	\$0	\$1,067,574
Interest Costs	\$3,827,656	\$780,312	\$360,738	\$0	\$4,968,706
TOTAL	\$16,098,607	\$907,972	\$416,144	\$15,353	\$17,438,077

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

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/15	EXPENSED 2015 - 16	EXPENSED 2016 - 17	Commitments 2016 - 17	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$11,750,465	\$0	\$11,081,970	\$72,572	\$87,136	\$11,241,678	\$508,787
Professional Fees	\$835,000	\$0	\$808,274	\$30,392	\$9,790	\$848,456	(\$13,456)
Inspections, Soil test, Surveys	\$175,000	\$0	\$85,400	\$36,507	\$2,043	\$123,951	\$51,049
Building Permit Fees	\$140,000	\$0	\$279,139	(\$500)	\$0	\$278,639	(\$138,639)
Contingencies	\$170,000	\$0	\$0	\$0	\$0	\$0	\$170,000
Sub-total Building	\$13,070,465	\$0	\$12,254,784	\$138,971	\$98,968	\$12,492,723	\$577,742
Furniture & Equipment	\$180,000	\$0	\$74,275	\$74,119	\$4,359	\$152,754	\$27,246
Computer & Technology Equipment	\$150,000	\$0	\$0	\$43,757	\$0	\$43,757	\$106,243
Sub-total Furniture & Equipment	\$330,000	\$0	\$74,275	\$117,877	\$4,359	\$196,511	\$133,489
Bridge Financing (Interest)	\$150,000	\$0	\$38,940	\$133,069	\$0	\$172,008	(\$22,008)
TOTAL	\$13,550,465	\$0	\$12,367,999	\$389,917	\$103,328	\$12,861,243	\$689,222
SCHOOL SITE							
Site		\$7,068,386	\$10,304	\$0	\$0	\$7,078,690	
Site Improvements		\$0	\$0	\$535,225	\$0	\$535,225	
Professional Fees-EDC-Site		\$102,984	\$13,110	\$3,809	\$0	\$119,904	
Bridge Financing		\$0	\$0	\$0	\$0	\$0	
TOTAL	\$0	\$7,171,370	\$23,415	\$539,034	\$0	\$7,733,819	
PROJECT TOTAL	\$13,550,465	\$7,171,370	\$12,391,413	\$928,951	\$103,328	\$20,595,062	
FUNDING							
BUILDING							
Debenture	\$0	\$0	\$0	\$0		\$0	
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0	\$74,275	\$117,877		\$192,152	
Funding - FDK		\$0	\$1,260,424	\$0		\$1,260,424	
Funding - Capital Priorities		\$0	\$10,994,360	\$138,971		\$11,133,331	
Funding - Capitalized Interest		\$0	\$38,940	\$133,069		\$172,008	
SITE							
Education Development Charge - Applied		\$0	\$0	\$0		\$0	
Long Term Financing - Debenture		\$0	\$0	\$0		\$0	
Short Term Financing (Investment)		\$7,171,370	\$23,415	\$539,034	\$0	\$7,733,819	
TOTAL	\$0	\$7,171,370	\$12,391,413	\$928,951	\$0	\$20,491,734	
Unfinanced Commitments						\$103,328	

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

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/15	EXPENSED 2015 - 16	EXPENSED 2016 - 17	Commitments 2016 - 17	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$2,004,849	\$0	\$1,467,718	\$524,402	\$0	\$1,992,120	\$12,729
Professional Fees	\$155,000	\$0	\$144,914	\$6,004	\$1,698	\$152,617	\$2,383
Inspections, Soil test, Surveys	\$35,000	\$0	\$0	\$0	\$0	\$0	\$35,000
Building Permit Fees	\$26,000	\$0	\$0	\$0	\$0	\$0	\$26,000
Contingencies	\$40,000	\$0	\$0	\$0	\$0	\$0	\$40,000
Sub-total Building	\$2,260,849	\$0	\$1,612,632	\$530,406	\$1,698	\$2,144,737	\$116,112
Furniture & Equipment	\$260,000	\$0	\$105,775	\$56,849	\$11,838	\$174,462	\$85,538
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$260,000	\$0	\$105,775	\$56,849	\$11,838	\$174,462	\$85,538
Bridge Financing (Interest)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$2,520,849	\$0	\$1,718,407	\$587,256	\$13,536	\$2,319,199	\$201,650
SCHOOL SITE							
Site		\$0	\$0	\$0	\$0	\$0	\$0
Site Improvements		\$0	\$0	\$0	\$0	\$0	\$0
Professional Fees-EDC-Site		\$0	\$0	\$0	\$0	\$0	\$0
Contractual - Fiber Optics (EDC)		\$0	\$0	\$0	\$0	\$0	\$0
Bridge Financing		\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	\$0
PROJECT TOTAL	\$2,520,849	\$0	\$1,718,407	\$587,256	\$13,536	\$2,319,199	
FUNDING							
BUILDING							
Debenture	\$0	\$0	\$0	\$0		\$0	\$0
Short Term Financing (Investment)		\$0	\$0	\$0	\$0	\$0	\$0
Funding - Minor TCA		\$0	\$105,775	\$56,849		\$162,624	\$0
Funding - FDK		\$0	\$0	\$0		\$0	\$0
Funding - Capital Priorities		\$0	\$0	\$0		\$0	\$0
Funding - Child Care		\$0	\$1,612,632	\$530,406		\$2,143,039	\$0
Funding - Capitalized Interest		\$0	\$0	\$0		\$0	\$0
TOTAL	\$0	\$0	\$1,718,407	\$587,256	\$0	\$2,305,663	\$0
Unfinanced Commitments						\$13,536	

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

SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/15	EXPENSED 2015 - 16	EXPENSED 2016 - 17	Commitments 2016 - 17	TOTAL EXPENSED and Commitments	AVAILABLE BALANCE
Building							
Construction	\$4,260,000	\$0	\$1,200,848	\$1,750,458	\$29,876	\$2,981,182	\$1,278,818
Professional Fees	\$440,000	\$205,409	\$146,127	\$51,574	\$1,876	\$404,986	\$35,014
Inspections, Soil test, Surveys	\$40,000	\$8,386	\$15,568	\$21,978	\$10,216	\$56,148	(\$16,148)
Building Permit Fees	\$35,000	\$7,086	\$22,866	\$0	\$0	\$29,952	\$5,048
Contingencies	\$300,000	\$0	\$0	\$0	\$0	\$0	\$300,000
Sub-total Building	\$5,075,000	\$220,881	\$1,385,409	\$1,824,010	\$41,969	\$3,472,268	\$1,602,732
Bridge Financing (Interest)	80,000	0	\$1,161	\$12,763	0	\$13,924	\$66,076
TOTAL	\$5,155,000	\$220,881	\$1,386,570	\$1,836,772	\$41,969	\$3,486,191	\$1,668,809
FUNDING							
	BUDGET	EXPENSED Sep.1/98 to Aug.31/15	EXPENSED 2015 - 16	EXPENSED 2016 - 17	Commitments 2016 - 17	TOTAL	
BUILDING							
Debenture	\$0		\$0	\$0		\$0	
Funding - FDK		\$220,881	\$0	\$1,824,010		\$2,044,891	
Funding - Capital Priorities			\$1,386,570	\$0		\$1,386,570	
Funding - Capitalized Interest			\$0	\$12,763		\$12,763	
Proceeds of Disposition/EDC			\$0	\$0		\$0	
Short Term Financing (Investment)			\$0	\$0	\$0	\$0	
B.A. Short Term Loans (Loan repayment)			\$0	\$0		\$0	
TOTAL	\$0	\$220,881	\$1,386,570	\$1,836,772	\$0	\$3,444,223	
Unfinanced Commitments						\$41,969	

Debenture Financing Summary

As at August 31, 2017

Project	Total Expensed + Commitments	Debenture Issued Sinking Fund	Debenture Issued Amortizer	Total Debentures Issued	Other Financing	Under (Over) Debentured
Debenture Financing Summary (OSBFC Issue #1) - 2000 - A1 at 7.2% due June 9, 2025						
Ascension Elementary	3,160,703	-	3,189,000	3,189,000	-	(28,297)
Holy Rosary Elementary (Milton)	5,356,378	-	5,250,000	5,250,000	-	106,378
St. Patrick Elementary	3,716,647	-	2,238,000	2,238,000	1,444,065	34,582
St. Francis of Assisi Elementary	3,669,902	-	3,669,000	3,669,000	-	902
Notre Dame Secondary	1,039,404	-	868,000	868,000	-	171,404
Mother Teresa Elementary	6,874,383	-	6,883,000	6,883,000	-	(8,617)
Total	23,817,417	\$ -	\$ 22,097,000	\$ 22,097,000	\$ 1,444,065	\$ 276,352
Outstanding Debenture balance as at period ending August 31, 2016			\$ 12,546,420	\$ 12,546,420		
Principal repayment for 2016/17			\$ 1,033,191	\$ 1,033,191		
Interest repayment for 2016/17			\$ 885,074	\$ 885,074		
Debenture Financing Summary (OSBFC Issue #2) - 2000 - A2 at 6.3% due September 22, 2010						
St. Andrew Elementary	7,255,509	7,253,000	-	7,253,000	-	2,509
Sacred Heart of Jesus Elementary	7,010,277	7,030,000	-	7,030,000	-	(19,723)
L.E.I.P.	8,866,538	10,500,000	-	10,500,000	-	(1,633,462)
St. Paul Elementary	1,573,776	1,800,000	-	1,800,000	-	(226,224)
St. Raphael Elementary	1,919,238	1,900,000	-	1,900,000	-	19,238
St. Vincent Elementary	1,159,421	1,250,000	-	1,250,000	-	(90,579)
St. Joseph Elementary (Acton)	2,211,231	2,275,000	-	2,275,000	-	(63,769)
Assumption Secondary	4,734,987	4,800,000	-	4,800,000	-	(65,013)
Total	34,730,977	\$ 36,808,000	\$ -	\$ 36,808,000	\$ -	\$ (2,077,023)
OFA Debenture - 2010 FO5 at 3.942% due September 19, 2025 (Refinancing of Sinking Fund)						
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	20,083,536	\$ 20,083,536		
Principal repayment for 2016/17		\$ -	1,815,440	\$ 1,815,440		
Interest repayment for 2016/17		\$ -	773,976	\$ 773,976		
Debenture Financing Summary (OSBFC Issue #3) - 2001 - A1 (\$19,889,010) at 5.9% due October 19, 2011						
Debenture Financing Summary (OSBFC Issue #3) - 2001 - A3 (\$61,465,990) at 6.55% due October 19, 2026						
St. Catherine of Alexandria Elementary	7,914,532	120,000	7,700,000	7,820,000	-	94,532
Christ the King Secondary	25,758,453	895,000	23,900,000	24,795,000	-	963,453
Holy Trinity Secondary	26,419,175	1,000,000	25,900,000	26,900,000	-	(480,825)
Holy Rosary Elementary (Burlington)	2,305,896	2,500,000	-	2,500,000	-	(194,104)
St. Mark Elementary	402,630	400,000	-	400,000	-	2,630
St. John Elementary (Oakville)	285,471	400,000	-	400,000	-	(114,529)
Our Lady of Victory Elementary	2,265,547	1,800,000	-	1,800,000	-	465,547
St. Elizabeth Seton Elementary	7,137,082	4,154,010	3,965,990	8,120,000	-	(982,918)
St. Joan of Arc Elementary	7,704,963	8,620,000	-	8,620,000	-	(915,037)
Total	80,193,749	\$ 19,889,010	\$ 61,465,990	\$ 81,355,000	\$ -	\$ (1,161,251)
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 37,763,116	\$ 37,763,116		
Principal repayment for 2016/17		\$ -	\$ 2,598,625	\$ 2,598,625		
Interest repayment for 2016/17		\$ -	\$ 2,431,617	\$ 2,431,617		
OFA Debenture - 2011 FO6 at 2.425% due November 15, 2021 (Refinancing of Sinking Fund)						
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	7,364,344	\$ 7,364,344		
Principal repayment for 2016/17		\$ -	1,267,390	\$ 1,267,390		
Interest repayment for 2016/17		\$ -	170,948	\$ 170,948		

Debenture Financing Summary

As at August 31, 2017

Project	Total Expensed + Commitments	Debenture Issued Sinking Fund	Debenture Issued Amortizer	Total Debentures Issued	Other Financing	Under (Over) Debentured
Debenture Financing Summary (OSBFC Issue #5) - 2003 - A1 (\$3,842,030) at 5.3% due November 7, 2013						
Debenture Financing Summary (OSBFC Issue #5) - 2003 - A2 (\$4,957,970) at 5.8% due November 7, 2028						
Guardian Angels Elementary	8,134,843	3,842,030	4,957,970	8,800,000	-	(665,157)
Total	8,134,843	\$ 3,842,030	\$ 4,957,970	\$ 8,800,000	\$ -	\$ (665,157)
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 3,328,959	\$ 3,328,959		
Principal repayment for 2016/17		\$ -	\$ 187,705	\$ 187,705		
Interest repayment for 2016/17		\$ -	\$ 190,397	\$ 190,397		
Debenture Financing Summary (OSBFC Issue #9) - 2007 - A1 at 5.376% due June 25, 2032						
St. John Paul II Elementary	8,600,943	-	9,900,000	9,900,000	-	(1,299,057)
St. Anthony of Padua Elementary	-	-	10,200,000	10,200,000	-	(10,200,000)
St. Christopher Elementary	-	-	9,900,000	9,900,000	-	(9,900,000)
Christ the King Secondary- Addition	1,786,025	-	2,000,000	2,000,000	-	(213,975)
Total	10,386,968	\$ -	\$ 32,000,000	\$ 32,000,000	\$ -	\$ (21,613,032)
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 24,922,509	\$ 24,922,509		
Principal repayment for 2016/17		\$ -	\$ 1,015,705	\$ 1,015,705		
Interest repayment for 2016/17		\$ -	\$ 1,326,364	\$ 1,326,364		
November 15, 2006 - OFA 2006 F06 - Debenture Financing Summary (GPL-Stage 1-Part 1) - at 4.56% due Nov.15, 2032						
Holy Rosary Elementary (Burlington)	225,391	-	225,391	225,391	-	-
St. Marguerite Elementary	381,535	-	381,535	381,535	-	0
Our Lady of Peace Elementary	588,854	-	588,854	588,854	-	0
St. John Elementary (Oakville) - Roof Replacement	177,777	-	250,000	250,000	-	(72,223)
Notre Dame Secondary - Roof Replacement	2,239,710	-	2,200,000	2,200,000	-	39,710
Bishop Reding Secondary - Roof Replacement	350,605	-	450,000	450,000	-	(99,395)
Notre Dame Secondary - Front Drive Asphalt	180,404	-	-	-	-	180,404
Canadian Martyrs Elementary - Asphalt	44,838	-	-	-	-	44,838
Loyola Secondadry - Asphalt	87,463	-	-	-	-	87,463
Total	4,276,577	\$ -	\$ 4,095,780	\$ 4,095,780	\$ -	\$ 180,797
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 515,672	\$ 515,672		
Principal repayment for 2016/17		\$ -	\$ 23,513	\$ 23,513		
Interest repayment for 2016/17		\$ -	\$ 23,250	\$ 23,250		
March 3, 2008 - OFA 2008 F02 - Debenture Financing Summary (GPL-Stage 1-Part 2) - at 4.90% due May 15, 2034						
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 399,704	\$ 399,704		
Principal repayment for 2016/17		\$ -	\$ 15,799	\$ 15,799		
Interest repayment for 2016/17		\$ -	\$ 19,394	\$ 19,394		
April 14, 2010 - OFA 2010 F02 - Debenture Financing Summary (GPL-Stage 1-Part 3 and GPL Stages 2, 3 and 4) - at 5.182% due April 13, 2035						
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 2,498,321	\$ 2,498,321		
Principal repayment for 2016/17		\$ -	\$ 79,998	\$ 79,998		
Interest repayment for 2016/17		\$ -	\$ 129,679	\$ 129,679		
March 12, 2014 - OFA 2014 F02 - Debenture Financing Summary (GPL-Stage 4) - at 4.003% due March 11, 2039						
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 171,888	\$ 171,888		
Principal repayment for 2016/17		\$ -	\$ 4,726	\$ 4,726		
Interest repayment for 2016/17		\$ -	\$ 6,834	\$ 6,834		

Debenture Financing Summary
As at August 31, 2017

Project	Total Expensed + Commitments	Debenture Issued Sinking Fund	Debenture Issued Amortizer	Total Debentures Issued	Other Financing	Under (Over) Debentured
May 15, 2008 - OFA 2008 F03 - Debenture Financing Summary (Best Start) - at 4.83% due May 15, 2034						
St. Christopher Elementary	750,000	-	750,000	750,000	-	-
Total	750,000	\$ -	\$ 750,000	\$ 750,000	\$ -	\$ -
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 596,082	\$ 596,082		
Principal repayment for 2016/17		\$ -	\$ 23,707	\$ 23,707		
Interest repayment for 2016/17		\$ -	\$ 28,508	\$ 28,508		
March 13, 2009 - OFA 2009 F02 - Debenture Financing Summary (Growth Schools) - at 5.062% due March 13, 2034						
Corpus Christi Secondary	32,837,311	-	25,530,692	25,530,692	-	7,306,619
Total	32,837,311	\$ -	\$ 25,530,692	\$ 25,530,692	\$ -	\$ 7,306,619
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 21,180,346	\$ 21,180,346		
Principal repayment for 2016/17		\$ -	\$ 755,264	\$ 755,264		
Interest repayment for 2016/17		\$ -	\$ 1,062,711	\$ 1,062,711		
March 13, 2009 - OFA 2009 F02 - Debenture Financing Summary (PCS) - at 5.062% due March 13, 2034						
St. Christopher Elementary	8,726,499	-	792,190	792,190	-	7,934,309
St. Anthony of Padua Elementary	9,231,309	-	924,453	924,453	-	8,306,856
Total	17,957,808	\$ -	\$ 1,716,643	\$ 1,716,643	\$ -	\$ 16,241,165
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 1,424,133	\$ 1,424,133		
Principal repayment for 2016/17		\$ -	\$ 50,783	\$ 50,783		
Interest repayment for 2016/17		\$ -	\$ 71,455	\$ 71,455		
April 14, 2010 - OFA 2010 F02 - Debenture Financing Summary (Growth Schools and PCS) - at 5.182% due April 13, 2035						
St. Peter Elementary	10,748,401	-	6,221,759	6,221,759	-	4,526,642
Our Lady of Fatima Elementary	10,298,651	-	11,300,000	11,300,000	-	(1,001,349)
Total	21,047,052	\$ -	\$ 17,521,759	\$ 17,521,759	\$ -	\$ 3,525,293
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 15,092,238	\$ 15,092,238		
Principal repayment for 2016/17		\$ -	\$ 483,267	\$ 483,267		
Interest repayment for 2016/17		\$ -	\$ 783,386	\$ 783,386		
March 09, 2012 - OFA 2012 F02 - Debenture Financing Summary (Growth Schools and NPP) - at 3.564% due March 9, 2037						
St. Thomas Aquinas Secondary	37,588,033	-	22,231,250	22,231,250	-	15,356,783
Lumen Christi Elementary	10,899,353	-	9,969,364	9,969,364	-	929,989
Total	48,487,386	\$ -	\$ 32,200,614	\$ 32,200,614	\$ -	\$ 16,286,772
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 10,451,949	\$ 10,451,949		
Principal repayment for 2016/17		\$ -	\$ 346,084	\$ 346,084		
Interest repayment for 2016/17		\$ -	\$ 369,451	\$ 369,451		
March 12, 2014 - OFA 2014 F02 - Debenture Financing Summary (Loyola and Jean Vanier) - at 4.003% due March 11, 2039						
Jean Vanier Secondary	13,262,979	-	28,384,873	28,384,873	-	(15,121,894)
Loyola Secondary	22,858,950	-	4,863,086	4,863,086	-	17,995,864
Total	36,121,929	\$ -	\$ 33,247,959	\$ 33,247,959	\$ -	\$ 2,873,970
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 31,609,661	\$ 31,609,661		
Principal repayment for 2016/17		\$ -	\$ 869,155	\$ 869,155		
Interest repayment for 2016/17		\$ -	\$ 1,256,723	\$ 1,256,723		

Debenture Financing Summary

As at August 31, 2017

Project	Total Expensed + Commitments	Debenture Issued Sinking Fund	Debenture Issued Amortizer	Total Debentures Issued	Other Financing	Under (Over) Debentured
March 11, 2015 - OFA 2015 F02 - Debenture Financing Summary (St. Brigid and St. Catherine - PCS) - at 2.993% due March 11, 2040						
St. Brigid Elementary FDK	1,262,726		697,884	697,884	-	564,842
St. Catherine Elementary FDK	1,990,641	-	1,151,772	1,151,772	-	838,869
Total	3,253,367	\$ -	\$ 1,849,656	\$ 1,849,656	\$ -	\$ 1,403,711
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 1,798,492	\$ 1,798,492		
Principal repayment for 2016/17		\$ -	\$ 52,707	\$ 52,707		
Interest repayment for 2016/17		\$ -	\$ 53,437	\$ 53,437		

Grand Total	\$ 321,995,384	\$ 60,539,040	\$ 237,434,063	\$ 297,973,103	\$ 1,444,065	\$ 22,578,216
Outstanding Debenture balance as at period ending August 31, 2016		\$ -	\$ 191,747,370	\$ 191,747,370		
Principal repayment for 2016/17		\$ -	\$ 10,623,060	\$ 10,623,060		
Outstanding Debenture balance as at period ending August 31, 2017			\$ 181,124,310	\$ 181,124,310		
Interest repayment for 2016/17		\$ -	\$ 9,583,205	\$ 9,583,205		

MINUTES OF THE POLICY COMMITTEE MEETING

Date: February 14, 2017
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

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

Staff Present: P. Dawson, Director of Education
T. Overholt, Superintendent of Education, School Services
A. Swinden, Administrator, Strategic Communications
C. Cipriano, Superintendent of Education, School Services
G. Corbacio, Superintendent, Facility Management Services
R. Negoj, Superintendent, Business Services
J. O'Hara, Executive Officer, Human Resources
A. Lofts, Senior Administrator, Financial Services
D. Tkalcic, Manager, Purchasing Services

Recording Secretary: J. Neuman

1. Call to Order

1.1 Opening Prayer (A. Quinn)

The meeting began at 7:03 p.m. with a prayer led by S. Trites.

2. Approvals

2.1 Approval of Agenda

P#18/17

Moved by: Arlene Iantomasi

Seconded by: P. Marai

That, the agenda be approved.

CARRIED

2.2 Approval of Minutes

P#19/17

Moved by: J. Michael

Seconded by: H. Karabela

That, the minutes of the Policy Committee Meeting held on January 10, 2017 be approved, as amended.

CARRIED

3. Action Items

3.1 I-21 Corporate Investment in Education (R. Negoj)

R. Negoj shared information regarding the changes to the policy and introduced the new administrative procedure that was created as a result of the amendments in the policy.

P#20/17

Moved by: P. Marai

Seconded by: A. Iantomasi

THAT, the Policy Committee recommends that Policy I-21 Corporate And Community Investment In Education, be forwarded, along with amendments to the February 21, 2017 Regular Board Meeting for approval.

Discussion followed. Clarification was given regarding gifts in kind and income tax receipts. It was noted that tax receipts are issued from the Board as outlined in another procedure, and that appraisals are arranged and given by donator. Further clarification was given regarding terms in the policy.

The following amendment to the Policy was presented:

P#20/17 (amendment)

Moved by: H. Karabela

Seconded by: J.M. Rowe

THAT, the statement: Corporate and Community Donations and/or Sponsorships with the value of \$10,000.00 or greater must receive the approval of the Board, be included in the policy.

The Chair called for a vote. Recommendation **P#20/17 (amendment) UNANIMOUSLY CARRIED.**

In Favor	Opposed	Abstain
A. Iantomasi		
H. Karabela		
P. Marai		
J. Michael		
D. Rabenda		
J.M. Rowe		
S. Trites		

The Chair returned to the main motion of the policy, with the amended statement included.

The Chair called for a vote. Recommendation **P#20/17 UNANIMOUSLY CARRIED.**

In Favor	Opposed	Abstain
A. Iantomasi		
H. Karabela		
P. Marai		
J. Michael		
D. Rabenda		
J.M. Rowe		
S. Trites		

3.2 I-25 Purchasing Policy (R. Negoj)

P#21/17

Moved by: S. Trites

Seconded by: D. Rabenda

THAT, the Policy Committee recommends that Policy I-25 Purchasing Policy name be changed to Policy I-25 Purchasing and along with amendments, be forwarded to the February 21, 2017 Regular Board Meeting for approval.

R. Negoj shared that amendments in the Policy were made for clarification as it is now better aligned with delivery of education and the value of competitive bids. It was noted that the accompanying procedure is currently under review and will be returned to Policy committee meeting, as information, once revisions are complete.

Clarification was given regarding trustee involvement under the Application and Scope area of the policy.

The Chair reminded the Policy Committee that they should be reviewing Administrative Procedures to ensure they maintain the spirit of the policies they are attached to.

The following amendment to the Policy was presented:

P#21/17 (amendment)

Moved by: P. Marai

Seconded by: H. Karabela

THAT, the Policy Committee defer Policy I-25 Purchasing Policy to the next Policy Committee Meeting in order to review the updated procedure at the same time.

The Chair called for a vote. Recommendation **P#21/17 (amendment) UNANIMOUSLY CARRIED.**

In Favor	Opposed	Abstain
A. Iantomasi		
H. Karabela		
P. Marai		
J. Michael		
D. Rabenda		
J.M. Rowe		
S. Trites		

3.3 III-13 Corporate Purchasing Card Distribution Usage (R. Negoj)

P#22/17

Moved by: A. Iantomasi

Seconded by: D. Rabenda

THAT, the Policy Committee recommends that Policy III-13 Corporate Purchasing Card Distribution And Usage, be forwarded, with amendments to the February 21, 2017 Regular Board Meeting for approval.

R. Negoj shared information regarding the changes in the Policy.

Discussion ensued. P. Marai asked for clarification regarding persons with access to cards. R. Negoj responded that a review was completed two years ago. It was noted that School Site purchasing cards have been increased, and that Department purchasing cards have been decreased. Clarification of process regarding scrutinizing Visa purchases was also given.

A. Quinn arrived at 7:25 pm

J.M. Rowe asked if cash reimbursements for receipts from staff have been eliminated, or decreased, by increasing the number of purchasing cards at school. It was noted that on an exception basis, staff are reimbursed through payroll; and that requests for reimbursements have been significantly reduced.

T. Overholt reminded Trustees of the rationale for increasing card numbers at schools.

The Chair called for a vote. Recommendation **P#22/17 UNANIMOUSLY CARRIED**

In Favor	Opposed	Abstain
A. Iantomasi		
H. Karabela		
P. Marai		
J. Michael		
A. Quinn		
D. Rabenda		
J.M. Rowe		
S. Trites		

3.4 I-20 Integrated Accessibility Standards (J. O'Hara)

P#23/17

Moved by: J. Michael

Seconded by: S. Trites

THAT, the Policy Committee recommends that the amended Policy I-20 Integrated Accessibility Standards be forwarded for stakeholder input and returned to the March 28, 2017 Policy Committee meeting for further review.

J. O'Hara introduced S. Arya as the new Administrator of Employee Relations, Human Resources Services.

J. O'Hara introduced the changes in Policy I-20 Integrated Accessibility Standards; and noted that the Accessibility for Ontarians with Disabilities Act (AODA) has undergone several changes. Effective July 1, 2016 the Customer Service Standards became part of the Integrated Accessibility Standards of the AODA. It was noted that Policy I-20 Integrated Accessibility Standards has been updated and Policy I-18 has been incorporated into Policy I-20. It was suggested that Policy I-18 be rescinded once amendments to Policy I-20 Integrated Accessibility Standards are approved.

A. Quinn asked for clarification regarding any funding provided by the Ministry to ensure compliance with the Act. J. O'Hara noted that there is no special funding for AODA requirements, and that the Board must ensure accommodations are being made within the budget we have.

H. Karabela requested that hyperlinks in the policy be activated for reference.

Discussion followed regarding the Equity and Inclusion Policy. J. O'Hara noted that this Policy encompasses much more than just physical accessibility, in order to be AODA compliant. P. Dawson clarified the inclusion of the Equity and Inclusion Policy.

T. Overholt noted that the reference to the Equity and Inclusive Education Policy (2010) is to a Government of Ontario Document not the HCDSB Procedure for Equity and Inclusive Education.

The Chair called for a vote. Recommendation **P#23/17 UNANIMOUSLY CARRIED.**

In Favor	Opposed	Abstain
A. Iantomasi		
H. Karabela		
P. Marai		
J. Michael		
A. Quinn		
D. Rabenda		
J.M. Rowe		
S. Trites		

3.5 I-06 Delegation to the Board (T. Overholt, P. Dawson)

P#24/17

Moved by: A. Quinn

Seconded by: J. Michael

THAT, the Policy Committee recommends that Policy I-06 Delegation to the Board, be forwarded, along with amendments to the February 21, 2017 Regular Board Meeting for approval.

T. Overholt introduced Policy I-06 Delegation to the Board and recommended changes due to policy committee suggestions and stakeholder input.

Discussion ensued. H. Karabela asked for clarification of the use of the word "will" in the statement in the Requirements section regarding persons under 18 wishing to delegate. T. Overholt responded that Board meetings are posted on YouTube; therefore, the use of the word "will" is necessary. Questions were raised regarding restriction of participants by including this bullet, and regarding number of participants. It was noted that the Chair of the Board determines the number of delegations, and may put groups with similar delegations together, so there is really no need to increase the number in the policy. P. Dawson noted that in her experience the Chair of the Board has allowed most, or all, of the delegations, unless they have missed the submission deadline, and further clarified the process.

T. Overholt responded to a question regarding the inclusion of wording regarding informing Trustees of any declined delegates.

The following amendment to the Policy was presented:

P#24/17 (amendment)

Moved by: A. Quinn

Seconded by: P. Marai

THAT, the statement: any delegations that are not approved by the Chair will be brought to the attention of the trustees within 24 hours, be included in the policy.

A. Iantomasi suggested that if a delegate is declined the reason should be included.

J. Michael noted that a timeline for bringing information to the attention of the Trustees within 24 hours may be too tight and recommended that a more reasonable amount of time be granted. P. Dawson further clarified the delegate submission process.

Following the discussion A. Quinn offered to change the amendment.

The following amendment to the Policy was presented:

P#24/17 (amendment)

Moved by: A. Quinn

Seconded by: P. Marai

THAT, the statement: delegations not approved by the Chair, be included in the board package.

D. Rabenda shared concerns regarding sharing this type of information publically. A. Quinn indicated that the topic need not be shared; but that the group and the reason the Chair has declined the delegation should be indicated and shared with the Trustees.

A. Iantomasi questioned if the Board would have to get permission from the delegates to publish the decision.

T. Overholt asked for clarification regarding publishing the reason the delegation was declined.

The Chair called for a vote. Recommendation **P#24/17 (amendment) UNANIMOUSLY CARRIED.**

In Favor	Opposed	Abstain
A. Iantomasi		
H. Karabela		
P. Marai		
J. Michael		
A. Quinn		
D. Rabenda		
J.M. Rowe		
S. Trites		

The Chair returned to the main motion of the policy, with the amended statement included.

The Chair called for a vote. Recommendation **P#24/17 UNANIMOUSLY CARRIED.**

In Favor	Opposed	Abstain
A. Iantomasi		
H. Karabela		
P. Marai		
J. Michael		
A. Quinn		
D. Rabenda		
J.M. Rowe		
S. Trites		

3.6 I-23 Catholic School Councils and Catholic Parent Involvement Committee (T. Overholt)

P#25/17

Moved by: S. Trites

Seconded by: A. Quinn

THAT, the Policy Committee recommends that Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee, be forwarded to the February 21, 2017 Regular Board Meeting for approval.

T. Overholt reviewed several amendments in the policy, along with the new Administrative Procedure VI-84 Catholic School Councils and Catholic Parent Involvement Committee following stakeholder input specifically from School Councils and CPIC.

Discussion ensued regarding stakeholder input regarding school purchasing cards. References were made to Policy I-34(b) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees, as clarification. It was noted that all purchasing guidelines are given to School Councils at the beginning of each school year. Concerns were raised regarding volunteer participation. C. Cipriano referenced the previous discussion regarding the Purchasing Card Policy. Constraints involved with School Generated Funds was referenced.

A. Quinn read the stakeholder’s input from St. Bernadette CES verbatim for the record. In response, A. Danko indicated that parent volunteers can be reimbursed, following Board policy.

Questions were raised regarding clarification of the consultation process as written in the Administrative Procedure. T. Overholt noted that the paragraph is taken from Ministry documents, and that it is difficult to prescribe to School Council how to consult – examples are given in the document. A. Quinn suggested that if parents are feeling they are not being consulted with, that information should come to the Trustees.

Concerns regarding notification to the parent community of CPIC representation on Board committees were addressed.

T. Overholt indicated that recommendations made by the Policy committee for inclusion in the Administrative Procedure will be forwarded to Senior Staff for approval. It was noted that an addition will be made that will include that the parent community will be informed of CPIC representation on Board committees.

The Chair called for a vote. Recommendation **P#25/17 CARRIED.**

In Favor	Opposed	Abstain
A. Iantomasi	H. Karabela	
P. Marai	A. Quinn	
J. Michael		
D. Rabenda		
J.M. Rowe		
S. Trites		

3.7 IV-02 Outdoor Facility Maintenance and Security (T. Overholt)

P#26/17

Moved by: J.M. Rowe

Seconded by J. Michael

THAT, the Policy Committee recommends that Policy IV-02 Outdoor Facility Enhancements, Maintenance, and Security be forwarded to the February 21, 2017 Regular Board Meeting for approval at first reading.

T. Overholt presented the new policy and noted that if approved certain policies could be converted to Administrative Procedures and be rescinded as policies.

Questions regarding inclusion of information pertaining to geography, school site purchasing criteria and goals of policies currently in place. T. Overholt and G. Corbacio responded.

The Chair called for a vote. Recommendation **P#26/17 UNANIMOUSLY CARRIED.**

In Favor	Opposed	Abstain
A. Iantomasi		
H. Karabela		
P. Marai		

J. Michael		
A. Quinn		
D. Rabenda		
J.M. Rowe		
S. Trites		

3.8 IV-01 Fencing at School Sites - Second Reading (T. Overholt)

P#27/17

Moved by: P. Marai

Seconded by: A. Quinn

THAT, the Policy Committee recommends that Policy IV-01 Fencing at School Sites, be stopped at the current stage of establishing a new policy as a result of approving Policy IV-02 Outdoor Facility Enhancements, Maintenance and Security at first reading at the February 21, 2017 Regular Board Meeting.

Discussion followed. Stakeholder comments were noted. T. Overholt responded that while the Board can never guarantee safety, having this in place as an Administrative Procedure will enhance security in some areas.

The Chair called for a vote. Recommendation **P#27/17 UNANIMOUSLY CARRIED.**

In Favor	Opposed	Abstain
A. Iantomasi		
H. Karabela		
P. Marai		
J. Michael		
A. Quinn		
D. Rabenda		
J.M. Rowe		
S. Trites		

4. Discussion Items

5. Information Items

5.1 Information Items

T. Overholt noted that the Administrative Procedures were addressed in the above discussions.

5.1.1 Administrative Procedure VI-85 - Corporate and Community Investment In Education (R. Negoi)

5.1.2 I-18 Accessibility Standards for Customer Services (J. O'Hara)

5.1.3 Administrative Procedures - Accessibility Standards (J. O'Hara)

5.1.3.1 VI-46b Use of Service Animals by the General Public (J. O'Hara)

5.1.3.2 VI-46c Use of Support Person by the General Public (J. O'Hara)

5.1.3.3 VI-46e Monitoring and Feedback on Accessible Customer Service (J. O'Hara)

5.1.3.4 Accessibility Standards Customer Service Form (J. O'Hara)

5.1.4 Administrative Procedure VI-84 - Catholic School Councils and Catholic Parent Involvement Committee (T. Overholt)

Further discussion followed regarding information in the procedure for clarification.

5.2 Upcoming Agenda Items (T. Overholt)

5.2.1 I-04 Cross Boundary School Attendance

5.2.2 I-26 Student Trustees on the Halton Catholic District School Board

5.2.3 I-29 School Boundary Review Process

5.2.4 II-25 Selection of Learning and Library Materials

5.2.5 III-03 Employee Assistance Program (J. O'Hara)

5.2.6 Administrative Procedure VI-54 and Policy II-45 - Equity and Inclusive Education

5.3 Policy Review Working Plan (T. Overholt)

5.3.1 Policy Review Year 1 - Cycle 3 (T. Overholt)

T. Overholt indicated that there is no policy meeting in April and the policy review schedule has been revised.

6. MISCELLANEOUS INFORMATION

There was no miscellaneous information.

7. CORRESPONDENCE

There was no correspondence.

8. IN CAMERA

There was no in-camera session.

9. NEW BUSINESS

There was no new business.

10. Motion to Excuse Absent Committee Members

There were no Trustees absent.

11. Motion to Adjourn/ Closing Prayer (D. Rabenda)

P#26/17

Moved by: A. Quinn

Seconded by: J.M. Rowe

That the meeting adjourn.

D. Rabenda closed meeting with prayer at 8:35 p.m.

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: February 27, 2017
 Time: 7:00 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

Members Present	D. Hotopeleanu	C. Parreira
	A. Iantomasi (Vice Chair)	D. Rabenda (Chair)
	H. Karabela	R. Quesnel
	M. Lourenco	L. Stephenson
	J. Parisi	

Staff Present

B. Browne, Superintendent of Special Education Services
 W. Reid-Purcell, Special Education Coordinator
 R. Haven, Computer Technician

Members Excused	B. Agnew	L. Currie
	R. Barreiro	S. Trites
	L. Cipparrone	

Members Absent
 Recording Secretary J. Crew

1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer,

The meeting opened at 7:07 p.m. with a prayer led by D. Rabenda.

1.2 Approval of Agenda

Moved by: R. Quesnel

Seconded by: M. Lourenco

RESOLVED, that the agenda be accepted as received.

CARRIED

2. Presentations

2.1 CPIC Presentation (G. Merritt-Murrell)

G. Merritt Murrell explained the role of the Catholic Parent Involvement Committee (CPIC); reviewed some of the parent events that CPIC has hosted and/or been involved with; reviewed the various committees members have participated on; and outlined the composition of the CPIC committee.

Members were also informed that CPIC receive reports and SEAC meetings minutes from our Chair to keep CPIC informed on SEAC.

3. Actions to be taken

3.1 Minutes of the January 30, 2017 SEAC Meeting

Moved by: R. Quesnel

Seconded by: A. Iantomasi

RESOLVED, that the minutes of the January 30, 2017 SEAC Meeting be approved as presented.

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

4. **Declarations of Conflict of Interest**

No conflicts of interest were declared.

5. **Business Arising from Previous Meetings**

5.1 **Summary of Outstanding Items from Previous Meetings**

PAaC on SEAC Presentation: has been added to the April SEAC agenda.

Technology: members agreed that a presentation on updates to the Special Equipment Amount technology and streamlining of the SEA process will be added to the April SEAC agenda.

6. **Action Items**

6.1 **Special Education Plan (B. Browne)**

B. Browne reviewed the process for seeking feedback from SEAC on the Special Education Plan; tonight's meeting is specific to providing opportunity for input; alternate years involves a page by page review over multiple meetings; members can always provide ongoing feedback; tonight's meeting provides an opportunity to formally provide input together.

B. Browne explain that prior to 2010 a revised plan was submitted yearly to the Ministry. As of 2010, the criteria changed to submitting a Special Education Report; and updated plans posted on-line. Standards for School Boards' Special Education Plans include three areas for compliance: Special Education program and services; provincial information; and other related information required for community. Components for each of these three areas are on the checklist for the Special Education Report which was distributed to members.

Members broke into three groups to provide feedback, from a parent perspective, on each area to help ensure that required elements are in the plan. The three guiding questions included: "Reader friendly?"; "Sections that require further clarification or are missing information?" and "Areas to streamline?"

Groups rotated through each section and provided their feedback. Feedback will be combined and brought back.

6.2 **Policy 1-20 Integrated Accessibility Standards (D. Rabenda)**

D. Rabenda noted that an invitation for feedback on policy I-20 had been sent out to members from School Services; any input that members would like included on the SEAC response can be sent to the Chair and Vice Chair to be combined and submitted on behalf of SEAC.

6.3 **Policy IV-02 Outdoor Facility Maintenance and Security (D. Rabenda)**

As with item 6.2 an invitation for feedback on policy IV-02 had been sent out to members from School Services; any input that members would like included on the SEAC response can be sent to the Chair and Vice Chair to be combined and submitted on behalf of SEAC.

6.4 **AccessAbility Showcase – Saturday, April 22, 2017 (D. Rabenda)**

The AccessAbility Showcase takes place this year on Saturday, April 22, 2017. If enough volunteers are available to cover the day, SEAC will be registered. R. Quesnel, L. Stephenson and J. Parisi volunteered to help out. A message will be sent out to seek additional volunteers.

7. **Communications to SEAC**

7.1 Superintendent's Report

B. Browne provided updates on:

Kindergarten Information Evening: took place last week, with Special Education staff and SEAC in attendance; good introductions; the process will begin for transitions in September.

Mental Health - Cameron Helps/Team Unbreakable: there was the Bold and Cold Run in the fall; the spring run takes place Saturday of Mother's Day weekend. Many schools participate; Our Lady of Victory School in Milton will have 53 students and staff participating in the May run; the team includes students from each of the Structured Teaching, Essential Skills and Gifted classrooms at OLV; a great example of inclusion.

Dialectical Behaviour Therapy (DBT) Training: further training sessions for clinical staff will take place in March; training is made possible through staff participate around the region

Catholic Learning Community (CLC) Training: CLC sessions are run for Essential Skills, Gifted, Structured Teaching and Life Skills classroom Special Education Teachers; a recent gifted session focused on the Board's anxiety module

Mental Health Award – Talk Learn Support the company that made our squeeze/anxiety relief toy thought highly of our messaging/branding and submitted our work, which in turn received an award; the award was displayed for members.

Fetal Alcohol Spectrum Disorder (FASD): HCDSB continues to strive to stay ahead of the curve; further staff training is taking place to increase capacity.

Speech-Language Pathologists (SLP): training for school teams and support staff on *Stay, Play, and Talk*, an evidenced based program to help develop social interaction skills and foster inclusion continues with positive results; the program is expanding in more classrooms.

Behaviour Analysts: the title of our School Support Transition Specialists (SSTS) has been changed to Behaviour Analysts; communication throughout the system has begun

CCAT7 Canadian Cognitive Abilities Test - Gifted Screening Testing: currently evaluating the gifted screening process including Step 1 with EQAO and the CTCS; will be doing a pilot test as a comparison

Knights of Columbus Raise the Flag for Special Olympics: took place at Assumption on Wednesday February 8th; with Trustees, Knights, Students, and Special Olympians; another flag raising ceremony took place at St. Ignatius of Loyola on February 17th; the flag is travelling around Ontario in support of Special Olympics

Ministry Input on New Provincial Document on Alternative Programs: staff attended a feedback session on February 17th to provide input into the yet to be released guide for alternative programs and pathways; discussion included shared responsibility for this work and breaking down silos at the ministry level as well as in boards and schools

Interviews: interviews for the Special Education Consultant position and resulting itinerant and school SERT vacancies have resulted in great interest and great candidates coming forward for SERT roles

Program Services CLC This Friday: collaboration with our partners in curriculum continues; our work supporting all students is shared work focusing on increasing teacher capacity; when it comes to students with special needs, we continue to model our foundational assumptions

Independence Rubric: feedback collected from the questions put forth to SEAC following the Independence Rubric presentation was reviewed

M. Lourenco requested an opportunity to be introduced and provide some ABC Association information at the Gifted Program Information Session. The gifted information session will take place on Wednesday, March 29th at Corpus Christi Catholic Secondary School.

B. Browne thanked R. Quesnel for participating in the Kindergarten Information evening, sharing her personal experience and connecting with parents.

7.2 Association Reports

7.2.1 VOICE for Deaf and Hard of Hearing has revised their logo; R. Quesnel will submit the new logo to be published on the SEAC website.

7.3 Trustee Reports

A. Iantomasi provided updated on board happenings; the French Ad Hoc committee which will be covered in item 7.5.1; the CYO dinner; and Black History month.

7.4 Sub-Committee Report

7.4.1 Spirit of Inclusion Sub-Committee Report (B. Browne)

B. Browne thanked the selection committee who met on February 7th, SEAC will recognize recipients at the March SEAC meeting then individual awards will be presented at the Student Awards of Excellence in April. Follow up went out to principals noting SEAC's appreciation of all the nominees and the presentations honouring those nominees within their communities.

It was noted that as our Board continues to grow, there may be some need to limit the number of representatives from SEAC that can be accommodated to attend this year's annual Student Awards of Excellence ceremony at Jean Vanier. As new schools are added we are experiencing some challenges with the number of seats available.

7.5 Reports from Other Stakeholder Meetings

7.5.1 French Ad Hoc Committee Communication Report (B. Agnew)

D. Rabenda reviewed the French Ad Hoc Committee report submitted by B. Agnew:

The Ad hoc committee has been created to work with parents, the Director, Superintendents, Principals, teachers, the Diocese and Ministry of Education to prepare a multi-year plan for an Early French Immersion Program that will endeavour to address and resolve all of the ongoing issues that have been presented by Senior Staff; and make recommendations to Trustees as to the future of the French Immersion from a pilot to a sustainable and permanent program

D. Rabenda added that the minutes and information from the meeting were now posted on the website and an email account was created for submitting questions.

8. Information Items

9. Questions from the Public

In response to questions: it was pointed out that feedback can be provided through the SEAC associations, via the SEAC email account or locally through schools; the Learning Disabilities Association of Halton (LDAH) representative on SEAC is to be determined; in the interim, HCDSB maintains a close working relationship with LDAH; and feedback for the Special Education Plan can be put forth by SEAC members for consideration at any time.

10. SEAC Discussion**11. Next Agenda: Meeting Monday, March 27, 2017**

The agenda will include the budget priorities and presentation of the Spirit of Inclusion school plaques.

12. Adjournment**12.1 Resolution re Absentees**

Moved by: H. Karabela

Seconded by: R. Quesnel

RESOLVED, that B. Agnew, R. Barreiro, L. Cipparrone, L. Currie, S. Trites be excused. **CARRIED**

12.2 Adjournment and Closing Prayer (D. Rabenda)

Moved by: L. Stephenson

Seconded by: A. Iantomasi

RESOLVED, that the meeting adjourn.

CARRIED

The meeting adjourned at 8:47 p.m. with a prayer led by D. Rabenda.



Ontario Catholic School
Trustees' Association

2017 AGM & CONFERENCE

RESOLUTIONS



Ontario Catholic School Trustees' Association

Our Mission

Inspired by the Gospel, the Ontario Catholic School Trustees' Association provides the provincial voice, leadership and service for elected Catholic school trustees to promote and protect publicly funded Catholic education in Ontario.

Our Vision

Ontario is enriched by a publicly funded Catholic education system governed by locally elected Catholic school trustees who serve with faith, commitment and compassion.

Explanation of Committee Recommendations & Resolution Session Procedures

Resolution sessions will be conducted using “**Robert’s Rules of Order**” and the provisions of the OCSTA Constitution. The chairperson of the session will ensure compliance with their rules.

Explanation of Committee Recommendations

The **Resolutions** Committee will study the resolutions and offer recommendations on the best way to meet their intent. The recommendations and their implications are:

- i. **Approve**
The direction given in the “therefore be it resolved” section of the resolution will be carried out.
- ii. **Approve and refer to the committee for appropriate implementation.**
The resolution will be forwarded to the designated committee for implementation.
- iii. **Receive and refer to the committee for study.**
The resolution will be forwarded to the designated committee for study. Following the study and receipt of the committee’s recommendation, the Board of Directors will determine whether or not the resolution will be implemented.
- iv. **Not approve**
No action will be taken.
- v. **No recommendation**
The committee is not making any recommendation with respect to the resolution.
- vi. **No action required**
The intent of the resolution has been met. No further action will be taken.

Resolution Session Procedures

Delegates wishing to speak to a resolution must go to one of the floor microphones and state their name and the name of the board they represent.

The mover of a resolution will have the opportunity to be the first and last to speak to that resolution. Other trustees may speak **once** to a resolution.

The chairperson may declare a motion out of order giving the reasons for doing so. The chairperson’s decision may be challenged by a majority vote of those voting delegates at the session when the vote is called.

Voting will be by a show of hands. Delegates carrying proxies must have and show proper identification - i.e. proxy badge. Ballots will be provided in the event that a vote by ballot is called for.

Note Re Quorum: *Quorum for the transaction of business at any meeting of the Members shall require the presence in person or by proxy of not less than a total of forty (40) current Members.*

Grouped Resolutions

- a. the chair of the session will ask for a mover and seconder to approve the **grouping** of various related resolutions.
- b. the chair of the session will ask for movers and seconders for the committee recommendation for each group.
- c. delegates will vote on the committee recommendation for each group.

Delegates may request that any resolution(s) be removed from a “group” to be handled individually. These will be addressed when the group from which they have been removed has been dealt with.

Resolutions Handled Individually

These will include resolutions removed from the groups, resolutions for which the committee has not made any recommendation and resolutions from the floor.

A. Resolutions with committee recommendations

1. The chair of the session will announce the resolution number and the name of the sponsoring board:
 - the chair will call for the sponsoring board to move and second **the committee recommendation;**
 - delegates will speak to the committee recommendation;
 - delegates will vote on the committee recommendation.
2. If the sponsoring board does not move the committee recommendation from the floor:
 - the chair will call for the sponsoring board to move their **original resolution;**
 - delegates will speak to the resolution;
 - delegates will vote on the resolution.
3. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

B. Resolutions without committee recommendations

1. These resolutions will be handled as follows:
 - the chair will call for the sponsoring board to move their **original resolution;**
 - delegates will speak to the resolution;
 - delegates will vote on the resolution.
2. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

C. Amendments from the Floor

Amendments made on the floor relate to the “therefore be it resolved” section of the resolution and **must be written out** and handed to the chairperson. The chairperson will consider the amendment and, if necessary, discuss it with the parliamentarian or others to ensure that it is clearly understood.

- the chair will **read** the amendment;
- delegates will speak to the amendment;
- delegates will vote on the amendment;
- delegates will vote on the resolution as amended.

If the amendment is defeated:

- delegates will be asked to speak to the original resolution;
- delegates will vote on the original resolution.

D. Members’ Discussion Rights

Under Article 5.11 (*Members Discussion Rights*), a Member may raise a matter for discussion at the Annual General Meeting. Subject to the provisions in Articles 5.10.1 to 5.10.5, and 5.11, the item may be addressed, and may be referred to a committee of OCSTA for further consideration, but it shall not be put to a vote at the meeting at which it has been raised.

If the Member continues such discussion for three minutes or more, the Chair of the meeting may interrupt the Member and permit others to speak and/or make any subsidiary motion related thereto.

Revised March 9, 2017

MOTION TO DEAL WITH RESOLUTIONS IN GROUPS

MOVED BY:

SECONDED BY:

THAT:

the grouping of the Resolutions be approved.

APPROVE & REFER
RESOLUTIONS # 1-4

Moved by: Anna da Silva

Dufferin-Peel Catholic District School Board

Seconded by: Darryl D'Souza

Topic: Student Transportation Funding

Whereas: funding for student transportation by the Ministry of Education has not been reviewed in a comprehensive manner for several years, save for the Effectiveness and Efficiency (E&E) reviews; and

Whereas: the provision of student transportation services is paramount in ensuring school safety and safe arrival of students to and from school, as well as being relied upon by many families to transport all students including the very young and students with special needs; and

Whereas: costs associated with transportation to increase (i.e., fuel costs, cap and trade program, fleet costs, etc.); and

Whereas: cost adjustment increases have been provided only to school boards with transportation deficits.

Therefore be it resolved that:

The Ontario Catholic School Trustees' Association petition the Ministry of Education to review transportation funding in an effort to increase funds to allow school boards to provide a level of service that meets the needs of all eligible students and families within their respective districts.

Committee Recommendation:

Approve and refer to Political Advocacy Committee.

Moved by: Sharon Hobin

Dufferin-Peel Catholic District School Board

Seconded by: Luz del Rosario

Topic: Funding for Students with Diverse Learning Needs Including Special Education Needs

Whereas: the principles of the draft ministry resources *Learning for All: K-12*, the aligned Inter-Ministerial Provincial Transition Framework and commitments to supporting successful transitions for all students (PPM 156) are founded on beliefs that all students can succeed and that student well-being, achievement, student voice and engagement need to be supported in an inclusive learning environment; and

Whereas: School boards continue to be challenged in their ability to design effective school and system improvement plans when funding and other pressures may arise in delivering a ministry-mandated criterion-referenced curriculum with related expected practices while adhering to a universal design for learning approach which honours success for all through personalized instruction; and

Whereas: building capacity of staff through professional learning in support of all diverse learners is critical to student well-being and student achievement; recognizing the need to have adequate time for consolidation and practice of new learning; and

Whereas: the Ministry of Education, Ministry of Child and Youth Services and Ministry of Health's mental well-being, special education and renewed mathematics strategies will need sustainable commitments to keep pace with growth communities and to respond to changing needs and societal demands in equitable and transparent ways; and

Whereas: School boards continue to be faced with challenges related to providing specialized programming, support and human resources to ensure that all students achieve their fullest potential.

Therefore be it resolved that:

The Ontario Catholic School Trustees' Association petition the Ministry of Education to review on-going equitable and sustainable funding and continue to address the changing nature and complexity of student needs and required supports by providing adequate funding that reflects the actual need without resulting in the reallocation of funding from other budget lines.

Committee Recommendation:

Approve and refer to Political Advocacy Committee.

Moved by: Patrick Daly **Hamilton-Wentworth Catholic District School Board**

Seconded by: John Valvasori

Topic: **Ontario's Renewed Mathematics Strategy Funding to School Boards**

Whereas: the goal in Ontario is that 75 per cent of all elementary students achieve a level 3 or higher on provincial assessments in reading, writing and mathematics; and

Whereas: the Ministry is committed to continuing to work with teachers, principals, supervisory officers, directors of education and their professional associations to identify and share effective and innovative learning, teaching and leading practices; and

Whereas: the Renewed Mathematics Strategy calls on all of us to leverage our collective knowledge and skills from shared past successes to focus on improving student achievement in math; and

Whereas: support for schools will focus on providing release time for teams of educators to engage and network in professional learning and capacity building opportunities; and

Whereas: focused support, both in terms of funding and professional learning, will be provided to strengthen mathematics learning, teaching and leading across Ontario for students with special education needs, particularly for students with learning disabilities.

Therefore be it resolved that:

The Ontario Catholic School Trustees Association petition the Ministry of Education to fund the Ontario Renewed Mathematics Strategy adequately on a per pupil basis so to ensure equity/fairness and in such a way as to provide flexibility/autonomy at the local school board level.

Committee Recommendation:

Approve and refer to Political Advocacy Committee.

Moved by: Fulvio Valentinis

Windsor-Essex Catholic District School Board

Seconded by: Susan Tope

Topic: **Honouring the Truth, Reconciling the Future**

Whereas: the Truth and Reconciliation Commission of Canada in its final report made the following recommendations regarding education:

“62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples’ historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
- ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
- iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
- iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
- ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
- iv. Identifying teacher-training needs relating to the above.

64. We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.

65. We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.”

Whereas: it is essential that the recommendations of the committee be implemented to ensure education of students on the issues highlighted by the above recommendations to build student capacity for intercultural understanding, empathy, and mutual respect and to advance Canadian cultural development; and

Whereas: Catholic schools deliver religion curriculum as developed by ICE.

Therefore be it resolved that:

1. OCSTA engage our Catholic curriculum partners to further support the implementation of recommendations #62(i) and (ii) to develop age-appropriate Catholic curriculum on residential schools, Treaties, and Aboriginal peoples’ historical and contemporary contributions to Canada for Kindergarten to Grade Twelve students and to develop and deliver the professional development programs necessary to enable teachers to deliver the curriculum effectively to elementary and secondary students.
2. OCSTA engage our Catholic curriculum partners to further support the implementation of recommendation #64 including revisions to the religion curriculum on comparative religious studies, to include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.
3. OCSTA convey to the Ontario Ministry of Education, the support of Catholic Boards for the above recommendations and actively lobby the Ministry to provide the funding necessary for ICE to develop the Catholic curriculum necessary to advance the recommendations as above noted.
4. OCSTA continue to educate its members to advance the recommendations of the Truth and Reconciliation Commission as above noted.

Committee Recommendation:

Approve and refer to Catholic Education & Trustee Enrichment Committee.

RECEIVE & REFER

RESOLUTIONS # 5-8

Moved by: Sharon Hobin

Dufferin-Peel Catholic District School Board

Seconded by: Esther O'Toole

Topic: Daily Occasional Teacher Roster Caps

Whereas: daily occasional teacher roster caps are articulated in local collective agreements; and

Whereas: recent local OECTA – OT negotiations were restricted with respect to addressing daily occasional teacher list caps by OECTA Central Agreement status quo clauses as a result of central table negotiations; and

Whereas: certain school boards are faced with challenges in providing adequate coverage for permanent teacher absence due to restrictions as a result of the daily occasional teacher cap size as found in local agreement language pre-dating the 2012 round of negotiations; and

Whereas: seniority based hiring as per Regulation 274 negates the original intent of an Occasional Teacher CAP; and

Whereas: the ability to call upon and place qualified occasional teachers is critical to ensure student well-being, achievement and safety.

Therefore be it resolved that:

The Ontario Catholic School Trustees' Association petition the Ministry of Education to remove reference to a daily occasional teacher list cap from all central table discussions, thereby giving boards the opportunity to renegotiate this item locally between individual school boards and their local bargaining unit.

Committee Recommendation:

Receive and refer to Labour Relations Committee.

Moved by: Frank Di Cosola

Dufferin-Peel Catholic District School Board

Seconded by: Thomas Thomas

Topic: Ontario Regulation 274/12 – Hiring Practices

Whereas: Regulation 274 has been imposed upon school boards with regards to hiring practices; and

Whereas: Regulation 274 stipulates that occasional teachers be ranked in terms of seniority and placed on a roster; and

Whereas: Regulation 274 outlines a prescribed process and timeline for the posting of available teaching positions; and

Whereas: Regulation 274 stipulates consistency in teacher assignment supports student achievement and well-being; and

Whereas: Regulation 274 has ramifications in terms of providing consistency and continuity of teachers in classrooms; and

Whereas: Regulation 274 has ramifications in terms of hiring practices addressing individual student needs and ability to hire staff who are reflective of the diversity in the school communities they serve; and

Whereas: School Boards are directed to hire from the top five qualified candidates limiting management rights.

Therefore be it resolved that:

The Ontario Catholic School Trustees' Association petition the Ministry of Education to review Regulation 274 – Hiring Practices, to allow school boards to exercise management rights in hiring at the local school board level thereby ensuring consistency of continuous teacher assignments in classrooms for both long term vacancies and permanent vacancies.

Committee Recommendation:

Receive and refer to Labour Relations Committee.

Moved by: Bob Michaud

Renfrew County Catholic District School Board

Seconded by: Judy Ellis

Topic: School Organizational Models (*see attached Rationale*)

Whereas: the Ministry of Education Capital Branch in the interests of perceived efficiencies appears to favour a K-12 school organizational model in low population density areas; and

Whereas: a K-12 model may not be the preferred choice of the school board or community; and

Whereas: the board may have concerns over distances pupils will need to travel to their local school if there are fewer, larger schools; and

Whereas: current school models such as K-7 and 8-12 may support the board's student well-being and achievement initiatives; and

Whereas: School Boards should not be financially penalized for selecting a school organizational model that meets the needs of their community.

Therefore be it resolved that:

OCSTA petition the Ministry of Education to recognize the authority of school boards to:

- a. Determine school organizational models based primarily on community consultation, student achievement and well-being; and
- b. further that the Ministry respect the right of school boards to select the organization model that meets the needs of their community and not financially penalize a board for selecting an organizational model other than K-12; and
- c. that the Ministry operates in a transparent and open manner with Boards as they engage in open, transparent ARC processes in their communities.

Committee Recommendation:

Receive and refer to Political Advocacy Committee.

Rationale provided by Renfrew County CDSB re: School Organizational Models

Through discussions with the Ministry of Education Capital Branch regarding options to reduce and eliminate excess space, the Ministry appears to favour a K-12 school model for capital funding purposes, at least in rural areas, to realize building economies of scale. This financial pressure may force boards to alter their school organizational models (K-7, 8-12) that support student well-being and achievement and are preferred by the community and the Board. This resolution seeks to have the authority to determine school organization reside with school boards. School Boards should not be financially penalized for selecting a school organizational model that is not a K-12 model. School Boards should retain the right to determine school organizational models based on local needs and circumstances.

Moved by: Fulvio Valentinis

Windsor-Essex Catholic District School Board

Seconded by: Susan Tope

Topic: Transportation Funding

Whereas: the Ministry of Education established current transportation funding grants in 1998 at the time of amalgamation of school boards;

Whereas: transportation funding levels were based on transportation spending by school boards prior to amalgamation;

Whereas: amalgamation resulted in combining rural and urban boards whose transportation needs and models were different at the time of amalgamation;

Whereas: the difference in transportation services in rural and urban areas of boards has now created a perception of inequity of service within boards;

Whereas: urban infrastructure provides for public transportation services that also struggle to build and maintain ridership to sustain public transportation services.

Therefore be it resolved that:

OCSTA establish a committee to study, evaluate and propose changes to the transportation grant system currently provided by the Ministry of Education; and

The committee established also evaluate opportunities to lobby the Ministry of Transportation to partner with the Ministry of Education to provide funding to boards interested in collaborating with public transportation services to address student transportation needs while building ridership for public transportation services.

Committee Recommendation:

Receive and refer to Political Advocacy Committee.

OCSTA 2016 Resolutions Status Chart



	Board	Topic	AGM Decision	Action Taken	Status
A	OCSTA	Region Designation	Approve	The OCSTA By-Law was amended to state that the Brant Haldimand Norfolk CDSB shall be a Member of Region 11 instead of Region 4.	<i>Complete</i>
B	OCSTA	Continuation of Support for FACE Project	Approve	A levy of up to \$0.12 per pupil was approved for two years beyond the August 2016 expiry date of the current Joint Venture Partners' Agreement.	<i>Complete</i>
1.	York	Information Technology Infrastructure	Approve	Included in Annual Finance Brief to the Minister.	<i>Complete</i>
2.	Simcoe	Home, School, Church (create forums for trustee discussions at Regional Meetings and online via the OCSTA website for the purposes of strengthening the home-school-church triad).	Approve and refer to Catholic Education Committee (Catholic Education & Trustee Enrichment Committee)	Discussions are currently part of the Regional Meeting format and a new online discussion forum has been created on the OCSTA website for trustees. Feb. 13-2017 Letter sent to Chair of Simcoe Muskoka CDSB.	<i>Complete</i>
3.	Simcoe	Negotiations	Approve and refer to Labour Relations Committee	<i>Subsequent to the receipt of this resolution, extension agreements inclusive of both central and local terms have been ratified across the sector. Accordingly, no local bargaining will be conducted for a period of two years obviating the need for a survey at this time. Information can be collected at a later date, in anticipation of local bargaining.</i>	<i>Ongoing</i>
4.	York	Earned Leave Plan	Approve and refer to Labour Relations Committee	<i>Staff have requested data from member boards with respect to the ELP program and this data, amongst other data, still needs to be analyzed.</i>	<i>Ongoing</i>
5.	York	Employee Life & Health Trustee (ELHT) – Cost Base for Individual Boards	Approve and refer to Labour Relations Committee	<i>OCSTA has, and continues to, request that the working group be convened to examine board ELHT costs. It is our understanding that the Ministry remains committed to convening this group once all of the ELH Trusts are established.</i>	<i>Ongoing</i>
6.	Dufferin-Peel	Funding Formula Reform and School Board Budget Reductions	Approve and refer to Legislation & Finance Committee (Political Advocacy Committee)	Included in Annual Finance Brief to the Minister.	<i>Complete</i>

OCSTA 2016 Resolutions Status Chart



7.	Dufferin-Peel	21 st Century Programs and Services for Students with Differing Abilities Including Diverse Learning Needs (e.g. – mental well-being and mental health challenges, transitions to meaningful employment)	Approve and refer to Legislation & Finance Committee <i>(Political Advocacy Committee)</i>	Included in Annual Finance Brief to the Minister.	<i>Complete</i>
8.	Simcoe	Trustee Outreach	Approve and refer to Legislation & Finance Committee <i>(Political Advocacy Committee)</i>	An online database of resources to support trustee community outreach, social media use, and political advocacy has been developed. Feb.13.2017 Letter sent to Chair of Simcoe Muskoka CDSB	<i>Complete</i>
9.	York	Special Education	Approve and refer to Legislation & Finance Committee <i>(Political Advocacy Committee)</i>	Included in 2016 Finance Brief to the Minister.	<i>Complete</i>
10.	York	Sick Leave/Short Term Leave & Disability Plan	Receive and refer to Labour Relations Committee	<i>OCSTA will continue to request sick leave utilization from its board members in order to track whether usage has continued to increase within various education employee groups.</i> Included in 2016 Finance Brief to the Minister.	<i>Ongoing</i>
11.	Dufferin-Peel	Pupil Accommodation Review Guidelines - Timelines	Receive and refer to Legislation & Finance Committee <i>(Political Advocacy Committee)</i>	Included in 2016 Finance Brief to the Minister.	<i>Complete</i>
12.	Kenora	School Bus Transportation	Receive and refer to Legislation & Finance Committee <i>(Political Advocacy Committee)</i>	Included in 2016 Annual Finance Brief to the Minister.	<i>Complete</i>
13.	York	Canadian Dollar Exchange Rates	Receive and refer to Legislation & Finance Committee <i>(Political Advocacy Committee)</i>	Committee determined that no action be taken on this resolution. York CDSB was notified on October 14, 2016.	<i>Complete</i>

2016 (15) OCSTA=2, Dufferin-Peel=3, Kenora=1, Simcoe=3, York=6

2015 (27) Brant=1, Dufferin-Peel=4, Huron Superior=4, Kenora=1, Ottawa=1, Renfrew=1, Simcoe=6, Superior North=1, Windsor=5

2014 (16): Algonquin=1, Eastern Ontario=1, Dufferin-Peel=6, Nipissing= 1, Northwest=1, Ottawa=3, Renfrew=1, Waterloo=1

2013 (16): Brant=1, Dufferin-Peel=2, London=1, Renfrew=1, Simcoe=1, Toronto=9, York=1

March 9, 2017



Ontario Catholic School
Trustees' Association

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

March 29, 2017

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

FROM: Paul Landry, Chair, OCSTA First Nation Trustees Advisory Council
Dr. Brian O'Sullivan, Director of Catholic Education, OCSTA

SUBJECT: Request for Input on a New Ministry Trustee Committee on Indigenous Education

The Ontario government has funded a new project involving the four provincial trustee associations working with provincial Indigenous organizations from the Metis, Inuit and First Nation communities. OCSTA is represented on this committee by Judy Ellis, First Nation Trustee from the Renfrew County CDSB and myself, Dr. Brian O'Sullivan, Director of Catholic Education, OCSTA.

We would ask that you share this information with your board's First Nation trustee(s), as well as your FNMI board lead.

This new trustee module and supplementary resources is intended to provide trustees with context and information crucial to the work of leading their boards in shaping positive school climates where students and staff have a deep respect for Indigenous peoples and their history, including the history of residential schools.

This project will include the production of two educational videos for trustees. The first video will focus on the history and context of Indigenous education issues, addressing topics such as myths/stereotypes about Indigenous people, the clan system, Indian policy/legislation, treaties, residential schools, the 60's scoop, foster care issues, as well as language loss and cultural revitalization.

The second of the two videos will focus on reconciliation and exemplary practices/examples to build relationships with our Indigenous students and their communities in our school boards.

We have been asked by the Committee to research the following questions and to provide them with feedback within the next couple of weeks.

...continue to page 2

1. Do you have any educational resources that you could list on Indigenous education and Catholic Indigenous education you could add to this project's resource work?
2. Within the Catholic Indigenous community, do you have anyone you can recommend as an Indigenous Elder who might want to sit on the Steering Committee? If so, can you please send us a brief biography to share with the Committee as it chooses which Elders or Knowledge Keepers to select for the Steering Committee?
3. Can you recommend local Indigenous speakers who would be willing to discuss the historical issues raised in Video #1? If so, can you send us a brief biography and their contact information to share with the Committee?
4. For Video #2, can you recommend Catholic schools, students, teachers, administrators, consultants or trustees who could be video recorded about their work and best practices in Indigenous education and reconciliation? Video recording could begin as early as May, so these contact persons/examples are most important.

We kindly ask that you send your responses to Ashlee Cabral at acabral@ocsta.on.ca by **Monday, April 10, 2017**.

Many thanks!



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

March 30, 2017

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

FROM: Stephen Andrews, Director, Legislative and Political Affairs

SUBJECT: Bill 114: An Act to provide for Anti-Racism Measures

Introduction:

On Wednesday March 29, 2017, the Minister of Children and Youth Services and the Minister Responsible for Anti-Racism introduced for first reading Bill 114, *An Act to provide for Anti-Racism Measures, 2017* (“Bill 114 or the bill”).

The purpose of the bill is to establish an anti-racism strategy designed to eliminate systemic racism and advance racial equality across the province. The scope of the proposed legislation includes all public sector organizations including school boards, government agencies, municipalities, universities, colleges, health care institutions, children and youth service agencies and organizations that receive more than \$1 million in government funding annually.

Summary of Bill 114

Below is a summary of the key features of Bill 114:

- Authorizes the Government of Ontario to maintain an anti-racism strategy that aims to eliminate systemic racism and advance racial equity. The strategy must include initiatives to eliminate systemic racism and advance racial equity, as well as targets and indicators to measure the strategy’s effectiveness.
- Requires the Minister to prepare, at specified times, progress reports on the anti-racism strategy.
- Directs the Government, at least every five years, to review the anti-racism strategy. As part of a review or consultation, the Minister must consult with members and representatives of communities that are most adversely impacted by systemic racism, including Indigenous and Black communities. Following a review, the Government of Ontario may amend, replace or continue the strategy, and following a consultation the Minister may make more limited amendments to the strategy.

- Directs, with the approval of Cabinet, to establish data standards that provide for the collection, use and management of information, including personal information, to identify and monitor systemic racism and racial disparities. Before the standards are established or amended, the Minister must consult with the Information and Privacy Commissioner and the Chief Commissioner of the Ontario Human Rights Commission.
- Provides the Government the authority to make regulations requiring or authorizing public sector organizations (school boards etc.) to collect specified information, including personal information, in relation to specified programs, services and functions for the purpose of eliminating systemic racism and advancing racial equity. The regulations may provide that the data standards, or some part of them, apply to public sector organizations.
- Provides that no program, service or benefit shall be withheld because a person does not provide, or refuses to provide, information under the data standards or the regulations.
- Sets out rules respecting the collection, use, de-identification, retention, security, accuracy and disclosure of personal information.
- Enables the Information and Privacy Commissioner to review the practices of a public sector organization that has collected or used personal information as required or authorized and may make certain orders if the Commissioner determines that a practice contravenes the Bill. It also makes it an offence to willfully fail to comply with certain orders of the Commissioner. The Commissioner may also make comments or recommendations on the privacy implications of any matter related to the Bill.
- Requires the Minister, with the approval of Cabinet, to establish an anti-racism impact assessment framework to be used in assessing potential racial equity impacts and outcomes of policies and programs and in developing, reviewing and revising policies and programs to mitigate, remedy or prevent inequitable racial impacts and outcomes and to advance racial equity. The Lieutenant Governor in Council may make regulations requiring public sector organizations to use all or part of the anti-racism impact assessment framework.
- Requires the Minister to publish the anti-racism strategy, progress reports, data standards and the anti-racism impact assessment framework.

Next Steps:

OCSTA will monitor the progress of the Bill as it moves through the legislative process and provide updates as required.

If you have any questions, please do not hesitate to contact me at sandrews@ocsta.on.ca.

Attachment

Legislative
Assembly
of Ontario



Assemblée
législative
de l'Ontario

2ND SESSION, 41ST LEGISLATURE, ONTARIO
66 ELIZABETH II, 2017

Bill 114

An Act to provide for Anti-Racism Measures

The Hon. M. Coteau
Minister Responsible for Anti-Racism

Government Bill

1st Reading March 29, 2017

2nd Reading

3rd Reading

Royal Assent



EXPLANATORY NOTE

The Bill provides for various measures related to anti-racism.

Section 2 requires the Government of Ontario to maintain an anti-racism strategy that aims to eliminate systemic racism and advance racial equity. The strategy must include initiatives to eliminate systemic racism and advance racial equity, as well as targets and indicators to measure the strategy's effectiveness. Section 3 requires the Minister to prepare, at specified times, progress reports on the anti-racism strategy.

Section 4 requires the Government of Ontario, at least every five years, to review the anti-racism strategy. Under section 5, the Government may consult on the strategy in between reviews. As part of a review or consultation, the Minister must consult with members and representatives of communities that are most adversely impacted by systemic racism, including Indigenous and Black communities. Following a review, the Government of Ontario may amend, replace or continue the strategy, and following a consultation the Minister may make more limited amendments to the strategy.

Section 6 requires the Minister, with the approval of the Lieutenant Governor in Council, to establish data standards that provide for the collection, use and management of information, including personal information, to identify and monitor systemic racism and racial disparities. Before the standards are established or amended, the Minister must consult with the Information and Privacy Commissioner and the Chief Commissioner of the Ontario Human Rights Commission.

Under subsection 6 (5), the Lieutenant Governor in Council may make regulations requiring or authorizing public sector organizations to collect specified information, including personal information, in relation to specified programs, services and functions for the purpose of eliminating systemic racism and advancing racial equity. The regulations may provide that the data standards, or some part of them, apply to public sector organizations. The regulations won't apply to a public sector organization in relation to a program, service or function if the organization, in providing that program or service, or carrying out that function, is a health information custodian as defined in the *Personal Health Information Protection Act, 2004*. Subsection 6 (8) provides that no program, service or benefit shall be withheld because a person does not provide, or refuses to provide, information under the data standards or the regulations. Sections 7, 8 and 9 set out rules respecting the collection, use, de-identification, retention, security, accuracy and disclosure of personal information, with section 8 providing for particular rules related to the disclosure of personal information for a research purpose.

Under section 10, the Information and Privacy Commissioner may review the practices of a public sector organization that has collected or used personal information as required or authorized and may make certain orders if the Commissioner determines that a practice contravenes the Bill. Subsection 10 (7) makes it an offence to wilfully fail to comply with certain orders of the Commissioner. Under section 11, the Commissioner may make comments or recommendations on the privacy implications of any matter related to the Bill.

Section 13 requires the Minister, with the approval of the Lieutenant Governor in Council, to establish an anti-racism impact assessment framework to be used in assessing potential racial equity impacts and outcomes of policies and programs and in developing, reviewing and revising policies and programs to mitigate, remedy or prevent inequitable racial impacts and outcomes and to advance racial equity. The Lieutenant Governor in Council may make regulations requiring public sector organizations to use all or part of the anti-racism impact assessment framework.

Section 14 requires the Minister to publish the anti-racism strategy, progress reports, data standards and the anti-racism impact assessment framework. Section 15 provides for the Anti-Racism Directorate to assist the Minister in carrying out the Minister's duties under the Bill.

An Act to provide for Anti-Racism Measures

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Preamble

Everyone deserves to be treated with fairness, respect and dignity, and the Government of Ontario is committed to eliminating systemic racism and advancing racial equity.

Systemic racism is a persistent reality in Ontario, preventing many from fully participating in society and denying them equal rights, freedoms, respect and dignity.

Systemic racism is often caused by policies, practices and procedures that appear neutral but have the effect of disadvantaging racialized groups. It can be perpetuated by a failure to identify and monitor racial disparities and inequities and to take remedial action.

Systemic racism is experienced in different ways by different racialized groups. For example, anti-Indigenous racism and anti-Black racism reflect the long histories of systemic exclusion, displacement and marginalization of Indigenous and Black communities.

Eliminating systemic racism and advancing racial equity supports the social, economic and cultural development of society as a whole, and everyone benefits when individuals and communities are no longer marginalized.

Therefore, Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:

Definitions

1 In this Act,

"applicable data standards" means, in relation to a public sector organization, the part of the data standards that apply with respect to the organization under regulations made under clause 6 (5) (c); ("normes applicables relatives aux données")

"de-identify", in relation to the personal information of an individual, means to remove any information that identifies the individual or for which it is reasonably foreseeable in the circumstances that it could be utilized, either alone or with other information, to identify the individual; ("anonymiser")

“Minister” means the Minister Responsible for Anti-Racism or such other member of the Executive Council as may be assigned the administration of this Act under the *Executive Council Act*; (“ministre”)

“personal information” means personal information as defined in the *Freedom of Information and Protection of Privacy Act*; (“renseignements personnels”)

“public funds” means funds provided by the Government of Ontario or a public body designated in regulations made under the *Public Service of Ontario Act, 2006* but does not include any funds that are,

- (a) paid in exchange for the provision of goods or services to the Government of Ontario or public body, or
- (b) provided by the Government of Ontario or public body by way of a loan or loan guarantee; (“fonds publics”)

“public sector organization” means,

- (a) a ministry of the Government of Ontario,
- (b) a public body designated in regulations made under the *Public Service of Ontario Act, 2006*,
- (c) a municipality,
- (d) a local board as defined in subsection 1 (1) of the *Municipal Act, 2001* or subsection 3 (1) of the *City of Toronto Act, 2006*,
- (e) a board as defined in subsection 1 (1) of the *Education Act*,
- (f) a university or college of applied arts and technology,
- (g) a local health integration network as defined in subsection 2 (1) of the *Local Health System Integration Act, 2006*,
- (h) a health service provider within the meaning of the *Local Health System Integration Act, 2006* other than a person that operates a private hospital within the meaning of the *Private Hospitals Act*, unless the person received public funds for the operation of the hospital in the previous fiscal year of the Government of Ontario,
- (i) a person described in clause (b), (c) or (d) of the definition of “service provider” in subsection 3 (1) of the *Child and Family Services Act*,
- (j) a district social services administration board established under the *District Social Services Administration Boards Act*,
- (k) a person who operates or maintains a correctional institution within the meaning of the *Ministry of Correctional Services Act*, and
- (l) an organization that received \$1,000,000 or more in public funds in the previous fiscal year of the Government of Ontario, other than,
 - (i) the Office of the Lieutenant Governor, or
 - (ii) the Office of the Assembly or the office of an officer of the Assembly; (“organisation du secteur public”)

“research ethics board” means a board of persons that is established for the purpose of approving research plans under section 8 and that meets the requirements prescribed by regulation for the purposes of this definition. (“commission d’éthique de la recherche”)

Anti-racism strategy

2 (1) The Government of Ontario shall maintain an anti-racism strategy that aims to eliminate systemic racism and advance racial equity.

Contents of strategy

(2) The strategy shall include the following:

1. Initiatives to eliminate systemic racism, including initiatives to identify and remove systemic barriers that contribute to inequitable racial outcomes.
2. Initiatives to advance racial equity.
3. Targets and indicators to measure the strategy’s effectiveness.

Same

(3) The initiatives referred to in paragraph 1 of subsection (2) shall include initiatives to assist racialized groups that are most adversely impacted by systemic racism, including Indigenous and Black communities.

Strategy continued

(4) The document entitled “A Better Way Forward: Ontario’s 3-Year Anti-Racism Strategic Plan” published on March 7, 2017 is continued as the anti-racism strategy under subsection (1).

Transition — targets and indicators

(5) The Government of Ontario shall establish and publish the first targets and indicators required under paragraph 3 of subsection (2) on a Government of Ontario website within 12 months after the coming into force of this section.

Same

(6) The targets and indicators published in accordance with subsection (5) are deemed to form part of the anti-racism strategy.

Progress reports on anti-racism strategy

3 (1) The Minister shall prepare progress reports on the anti-racism strategy which shall include information on the strategy’s initiatives, targets and indicators.

Deadline for reports

(2) The first report shall be prepared within 12 months after the day on which the targets and indicators are published in accordance with subsection 2 (5), and subsequent reports shall be prepared on or before the anniversary of the day that the first report was prepared in each subsequent year.

Review of anti-racism strategy

4 (1) At least every five years, the Government of Ontario shall review the anti-racism strategy.

Consultation

(2) As part of the review, the Minister,

- (a) shall inform the public that the strategy is being reviewed and solicit the views of the public with respect to the strategy; and
- (b) shall consult, in the manner the Minister considers appropriate, with such community organizations, individuals, other levels of government and stakeholders, as the Minister considers appropriate.

Same

(3) The Minister shall ensure that members and representatives of communities that are most adversely impacted by systemic racism, including Indigenous and Black communities, are consulted with under clause (2) (b).

Amendment of the strategy

(4) After a review is completed, the Government of Ontario shall do one of the following:

1. Amend the strategy.
2. Replace the strategy with a new one.
3. Continue the existing strategy.

Same

(5) A strategy that has been amended, replaced or continued under subsection (4) shall set out the date on which it was amended, replaced or continued.

Consultation on anti-racism strategy

5 (1) The Minister may, before the first review or in between subsequent reviews under section 4, consult on the anti-racism strategy in the manner and at such times as the Minister considers appropriate with such community organizations, individuals, other levels of government and stakeholders, as the Minister considers appropriate.

Same

(2) The Minister shall ensure that members and representatives of communities that are most adversely impacted by systemic racism, including Indigenous and Black communities, are consulted with under subsection (1).

Amendment of the strategy

(3) After the consultation, the Minister may amend the strategy, but the Minister may not amend any of its targets or indicators.

Data standards

6 (1) The Minister, with the approval of the Lieutenant Governor in Council, shall establish data standards for the collection, use and management of information, including personal information, to identify and monitor systemic racism and racial disparities for the purpose of eliminating systemic racism and advancing racial equity.

Required content

(2) The data standards shall provide for,

- (a) the collection of information, including personal information and any circumstances in which personal information may be collected other than directly from the individual to whom the information relates;
- (b) the use, including the analysis, of information, including personal information;
- (c) the de-identification of personal information and the disclosure of de-identified information;
- (d) reporting on the use, including the analysis, of information, including personal information; and
- (e) the retention, security and secure disposal of personal information.

Amendments

(3) The Minister, with the approval of the Lieutenant Governor in Council, may amend the data standards.

Consultation

(4) The Minister shall consult with the Information and Privacy Commissioner and the Chief Commissioner of the Ontario Human Rights Commission before establishing or amending the data standards.

Regulations

(5) The Lieutenant Governor in Council may make regulations,

- (a) requiring public sector organizations to collect specified information, including personal information, in relation to specified programs, services and functions;
- (b) authorizing public sector organizations to collect specified personal information in relation to specified programs, services and functions;
- (c) providing for all or part of the data standards to apply with respect to personal information a public sector organization is required or authorized to collect under a regulation made under clause (a) or (b), including requiring the organization to comply with all or part of the data standards.

Limitation

(6) Personal information may not be specified under a regulation made under clause (5) (a) or (b) unless it is listed in the data standards.

Exclusion relating to health information custodians

(7) A regulation made under clause (5) (a) or (b) does not apply to a public sector organization in relation to a program, service or function if the organization, in providing that program or service, or carrying out that function, is a health information custodian, as defined in the *Personal Health Information Protection Act, 2004*.

No withholding of services, etc. if information not provided

(8) No program, service or benefit shall be withheld because a person does not provide, or refuses to provide, information under the data standards or the regulations made under subsection (5).

Authority in addition to other authority

(9) Authority to collect personal information under a regulation made under clause (5) (b) is in addition to, and does not derogate from, any other authority a public sector organization may have to collect personal information for the purpose specified in subsection 7 (2).

Personal information collected under regulations

7 (1) This section applies with respect to the collection of personal information as required or authorized under a regulation made under clause 6 (5) (a) or (b).

Purpose of collection

(2) The purpose for collecting the personal information under this Act is to eliminate systemic racism and advance racial equity.

Manner of collection

(3) The personal information shall be collected directly from the individual to whom the information relates unless another manner of collection is authorized by the applicable data standards.

Notice to individual — direct collection

(4) If the personal information is collected directly from the individual to whom the information relates, the public sector organization shall inform the individual that the collection is authorized under this Act and shall also inform the individual of,

- (a) the purpose for which the personal information is intended to be used;
- (b) the fact that, under subsection 6 (8), no program, service or benefit may be withheld because the individual does not provide, or refuses to provide, the personal information; and
- (c) the title and contact information, including an email address, of an employee who can answer the individual's questions about the collection.

Notice — indirect collection

(5) If personal information is collected other than directly from the individual to whom the information relates, the public sector organization shall, before collecting information in that manner, ensure that a notice is published on a website that the collection is authorized or required under this Act and also stating,

- (a) the types of personal information that may be collected in that manner and the circumstances in which personal information may be collected in that manner;
- (b) the purpose for which the personal information collected in that manner is intended to be used; and
- (c) the title and contact information, including an email address, of an employee who can answer an individual's questions about the collection.

Limit on use

(6) The public sector organization shall not use the collected personal information for a purpose other than the purpose specified in subsection (2).

Exceptions to limit on use

(7) Subsection (6) does not apply to personal information lawfully collected by a public sector organization for another purpose in addition to the purpose specified in subsection (2).

Limits if collection is authorized under cl. 6 (5) (b)

(8) A public sector organization shall not use personal information collected as authorized under a regulation made under clause 6 (5) (b) if the use of other information will meet the purpose specified in subsection (2) and shall not use more of such personal information than is reasonably necessary to meet that purpose.

De-identification

(9) The public sector organization shall de-identify the collected personal information as required under the applicable data standards.

Retention

(10) The public sector organization shall retain the collected personal information for the period specified in the applicable data standards or, if there is no such specified period, for at least one year after the collection.

Security

(11) The public sector organization shall take reasonable measures to secure the collected personal information.

Accuracy

(12) Before using the collected personal information for the purpose specified in subsection (2), the public sector organization shall take reasonable steps to ensure that the information is as accurate as is necessary for that purpose.

Limits on access

(13) The public sector organization shall limit access to the collected personal information to officers, employees, consultants and agents of the organization who need access to the information in the performance of their duties in

connection with anything the organization is required to do, or may do, under this Act, the regulations or the applicable data standards.

Limit on disclosure

- (14) The public sector organization may disclose the collected personal information only if,
- (a) the person to whom the information relates has identified that information in particular and consented to its disclosure;
 - (b) the disclosure is required by law;
 - (c) the disclosure is for the purpose of a proceeding or contemplated proceeding and the information relates to or is a matter in issue in the proceeding or contemplated proceeding and,
 - (i) the public sector organization is, or is expected to be, a party, or
 - (ii) a current or former employee, consultant or agent of the public sector organization is, or is expected to be, a witness;
 - (d) the disclosure is for a research purpose in accordance with section 8; or
 - (e) the disclosure is to the Information and Privacy Commissioner.

Exceptions to limit on disclosure

(15) Subsection (14) does not apply to personal information lawfully collected by a public sector organization for another purpose in addition to the purpose specified in subsection (2).

Other Acts

(16) Subsection (14) prevails over the *Freedom of Information and Protection of Privacy Act* and the *Municipal Freedom of Information and Protection of Privacy Act* but the authority to disclose under that subsection is subject to any limits on disclosure under any other law.

Rights of access and correction

(17) Nothing in this section limits the right of an individual under any Act to access and correct personal information about the individual.

Disclosure for research

8 (1) This section applies with respect to the disclosure, under clause 7 (14) (d), for a research purpose, of personal information collected as required or authorized under a regulation made under clause 6 (5) (a) or (b).

Circumstances for disclosing personal information

- (2) The public sector organization may disclose collected personal information to a researcher for a research purpose if the researcher,
- (a) submits to the public sector organization,
 - (i) an application in writing,
 - (ii) a research plan that meets the requirements of subsection (3), and
 - (iii) a copy of the decision of a research ethics board that approves the research plan; and
 - (b) enters into an agreement with the public sector organization that complies with the requirements prescribed by regulation for the purposes of this clause.

Research plan

- (3) A research plan must be in writing and must set out,
- (a) the affiliation of each person involved in the research;
 - (b) the nature and objectives of the research and the public or scientific benefit of the research that the researcher anticipates; and
 - (c) all other matters related to the research that are prescribed by regulation for the purposes of this clause.

Limit on approving research plan

(4) A research ethics board shall not approve a research plan if the research purpose for which the disclosure is to be made can be reasonably accomplished without the information being provided in individually identifiable form.

Conditions on approval

(5) A research ethics board may specify, in its approval of a research plan, conditions to which the approval is subject.

Requirements on researcher

- (6) A researcher who receives personal information about an individual under clause 7 (14) (d),
- (a) shall comply with the conditions, if any, specified by the research ethics board under subsection (5);
 - (b) shall not publish the information in a form that could reasonably enable a person to ascertain the identity of the individual;
 - (c) shall comply with the agreement referred to in clause (2) (b); and
 - (d) shall comply with the requirements prescribed by regulation for the purposes of this clause.

Regulations relating to research

(7) The Lieutenant Governor in Council may make regulations prescribing anything described as being prescribed by regulation in this section or in the definition of “research ethics board” in section 1.

Other collected personal information

9 (1) If a public sector organization is required or authorized to collect personal information under a regulation made under clause 6 (5) (a) or (b), the organization may use, for the purpose specified in subsection 7 (2), other personal information it has lawfully collected.

Limit on use

(2) The public sector organization shall use personal information as allowed under subsection (1) only in accordance with the applicable data standards.

Further limits on use

(3) The public sector organization shall not use personal information as allowed under subsection (1) if the use of other information will meet the purpose specified in subsection 7 (2) and shall not use more of such personal information than is reasonably necessary to meet that purpose.

Use deemed to comply with other Acts

(4) The use of personal information as allowed under subsection (1) is deemed to comply with section 41 of the *Freedom of Information and Protection of Privacy Act* and section 31 of the *Municipal Freedom of Information and Protection of Privacy Act*.

Notice

(5) Before using personal information as allowed under subsection (1), the public sector organization shall ensure that a notice is published on a website stating that the use is authorized under this Act and also stating,

- (a) the types of personal information that may be used under subsection (1) and the circumstances in which such personal information may be used in that way;
- (b) the purpose for which the personal information may be used under subsection (1); and
- (c) the title and contact information, including an email address, of an employee who can answer an individual’s questions about the use of the personal information under subsection (1).

Information and Privacy Commissioner’s review of practices

10 (1) The Information and Privacy Commissioner may, from time to time, review the practices of a public sector organization that has collected or used personal information as required or authorized under this Act to determine whether,

- (a) there has been an unauthorized collection, retention, use, disclosure, access to or modification of personal information in the custody or control of the public sector organization in connection with this Act; and
- (b) the requirements under this Act relating to personal information, including the requirements with respect to notice, de-identification, retention, security and secure disposal, have been met.

Duty to assist

(2) The public sector organization shall co-operate with and assist the Commissioner in the conduct of the review under subsection (1).

Powers of Commissioner

(3) The Commissioner may require the production of such information and records under the custody or control of the public sector organization as are relevant to the subject matter of the review.

Obligation to assist

(4) If the Commissioner requires production of information or a record under subsection (3), the person having custody or control of the information or record shall produce it to the Commissioner and, at the request of the Commissioner, shall provide whatever assistance is reasonably necessary, including using any data storage, processing or retrieval device or system to produce a record in readable form.

Orders

(5) If, after giving the public sector organization an opportunity to be heard, the Commissioner determines that a practice contravenes this Act or the regulations, including a requirement under the regulations made under clause 6 (5) (c) that a public sector organization comply with a part of the data standards, the Commissioner may order the organization to do any of the following:

1. Discontinue the practice.
2. Change the practice as specified by the Commissioner.
3. Destroy personal information collected or retained under the practice.
4. Implement a new practice as specified by the Commissioner.

Limit on certain orders

(6) The Commissioner may order, under paragraph 2 or 4 of subsection (5), no more than what is reasonably necessary to achieve compliance with this Act and the regulations.

Offence

(7) A person who wilfully fails to comply with an order made under paragraph 1 or 3 of subsection (5) is guilty of an offence and on conviction is liable to a fine not exceeding \$100,000.

Consent of Attorney General

(8) A prosecution for an offence under subsection (7) shall not be commenced without the consent of the Attorney General or his or her agent.

Protection of information

(9) In a prosecution for an offence under subsection (7) for wilfully failing to comply with an order, the court may take precautions to avoid the disclosure by the court or any person of any personal information to which the order relates, including, where appropriate, conducting hearings or parts of hearings in private or sealing all or part of the court files.

Information and Privacy Commissioner recommendations, etc.

11 The Information and Privacy Commissioner may make comments or recommendations on the privacy implications of any matter related to this Act, including any matter related to the data standards established under section 6 or any regulations made under this Act.

Information and Privacy Commissioner's annual report

12 The Information and Privacy Commissioner may include information relating to this Act in the Commissioner's annual report under section 58 of the *Freedom of Information and Protection of Privacy Act*.

Anti-racism impact assessment framework

13 (1) The Minister, with the approval of the Lieutenant Governor in Council, shall establish an anti-racism impact assessment framework to be used,

- (a) in assessing potential racial equity impacts and outcomes of policies and programs; and
- (b) in developing, reviewing and revising policies and programs to mitigate, remedy or prevent inequitable racial impacts and outcomes and to advance racial equity.

Required content

(2) The anti-racism impact assessment framework shall provide for,

- (a) research and analysis to be used in the assessment described in clause (1) (a) and in the development, review and revision described in clause (1) (b);

- (b) stakeholder consultations to be used in the assessment described in clause (1) (a) and in the development, review and revision described in clause (1) (b); and
- (c) public notice and public reporting.

Amendments

(3) The Minister, with the approval of the Lieutenant Governor in Council, may amend the anti-racism impact assessment framework.

Regulations to require use

(4) The Lieutenant Governor in Council may make regulations requiring public sector organizations to use all or part of the anti-racism impact assessment framework in relation to specified policies and programs.

Publication

14 The Minister shall publish on a Government of Ontario website,

- (a) the anti-racism strategy, as amended, replaced or continued;
- (b) each progress report required under section 3;
- (c) the data standards established under section 6, as amended; and
- (d) the anti-racism impact assessment framework established under section 13, as amended.

Anti-Racism Directorate

15 (1) The Directorate known in English as the Anti-Racism Directorate and in French as Direction générale de l'action contre le racisme is continued.

Functions of Directorate

(2) The Directorate shall assist the Minister in carrying out the Minister's duties under this Act.

Employees

(3) Such employees as are necessary for the proper conduct of the Directorate's work may be appointed under Part III of the *Public Service of Ontario Act, 2006*.

Amendment, definition of "public sector organization"

16 (1) Subsections (2) and (3) only apply if Bill 89 (*Supporting Children, Youth and Families Act, 2016*), introduced on December 8, 2016, receives Royal Assent.

(2) References in subsection (3) to provisions of Bill 89 are references to those provisions as they were numbered in the first reading version of the Bill.

(3) On the later of the day section 1 of this Act comes into force and the day section 327 of Schedule 1 to Bill 89 comes into force, clause (i) of the definition of "public sector organization" in section 1 of this Act is repealed and the following substituted:

- (i) a person described in clause (b), (c) or (d) of the definition of "service provider" in subsection 2 (1) of the *Child, Youth and Family Services Act, 2016*,

Commencement

17 This Act comes into force on the day it receives Royal Assent.

Short title

18 The short title of this Act is the *Anti-Racism Act, 2017*.