

**REGULAR BOARD MEETING  
 AGENDA**

Date: Tuesday, December 5, 2017  
 Time: 7:30 pm  
 Location: Catholic Education Centre - Board Room  
 802 Drury Lane  
 Burlington, Ontario

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<b>1. Call to Order</b>	
1.1 Opening Prayer, National Anthem and Oath of Citizenship (C. Atrach)	1 - 1
1.2 Motions Adopted In-Camera	
1.3 Information Received In-Camera	
<b>2. Approval of the Agenda</b>	
<b>3. Declarations of Conflict of Interest</b>	
<b>4. Elections of the Chair and Vice-Chair of the Board 2017-2018</b>	
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15.	<b>In Camera</b>	
16.	<b>Resolution re Absentees</b>	
17.	<b>Adjournment and Closing Prayer (J. Michael)</b>	

**Please join me in the sign of our Faith...**

**"For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life. For God did not send his Son into the world to condemn the world, but to save the world through him." (John 3:16,17)**

Dear heavenly Father, thank You for Your deep love towards me and thank You for sending Your only begotten Son, my Saviour Jesus Christ to suffer on the cross for my sake, so that my sins could be forgiven and that I may live with You for ever, in heaven.

Lord I know that I do not warrant Your love and yet You have showered unconditional love and grace towards me through Christ – for which I praise and thank You.

But Lord You desire all Your children to love others as Christ loved us, but my love is poor and weak and is far removed for all that You desire of me.

Fill me I pray with the love of Christ that I may love others in the same way that Christ loved me – so that as Your love pours into my soul, so I may be used as a conduit for Christ's love to stream out to others with whom I come into contact.

Help me to demonstrate Your love not only to those that are lovable, but also to those that who lash out at me through pain or anger, disappointment or loss.

May the love of Jesus be manifested in me and may the love of Jesus be distributed, by grace through faith –to all with whom I come in contact, in Jesus name I pray,

Amen

**ACTION REPORT**

**ITEM 4.1**

**ELECTION OF THE CHAIR OF THE BOARD  
2017-2018**

**RESOLUTION:**

Moved by:  
Seconded by:

**RESOLVED**, that the Halton Catholic District School Board appoint Trustee \_\_\_\_\_ as Chair of the Board beginning December 5, 2017 until the Inaugural Meeting in December 2018.

**ACTION REPORT**

**ITEM 4.2**

**ELECTION OF THE VICE-CHAIR OF THE BOARD  
2017-2018**

**RESOLUTION:**

Moved by:

Seconded by:

**RESOLVED**, that the Halton Catholic District School Board appoint Trustee \_\_\_\_\_ as Vice-Chair of the Board beginning December 5, 2017 until the Inaugural Meeting in December 2018.

## Employee & Family Assistance Program

Date: December 5<sup>th</sup>, 2017



*EFAP services are for eligible plan members - Not for Distribution*

**Business. Needs. People.**

# Partnering with Morneau Shepell

## Who we are;

- **>50 years** of experience and partner to **20,000+ organizations, 275 education sector clients, several Catholic school boards, Catholic Children's Aid Societies**
- Broadest clinical network in North America, Canada and in Halton and surrounding regions, with over 35 Faith based counsellors:
- Largest Human Resources Consulting company providing integrated approach to total health:
- Largest provider of mental health training services in Canada



**A homegrown Canadian success story**  
Morneau Shepell is the largest EAP provider in the world

*EFAP services are for eligible plan members - Not for Distribution*



# Understanding your Morneau Shepell Employee Assistance Program

Voluntary

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No cost to you or your immediate family

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Help for work, health, life issues faced by you and your immediate family

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Confidential



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# Unparalleled clinical excellence, depth and scope

**Our Clinical Network: 315+ local clinicians including 35 Faith based counsellors, 637 in Ontario; 3150+ Nationally 60,000+ Globally**

**Senior Clinical and Research Leadership**

**17 Regional Clinical Managers ensuring consistently highest quality**

**Dedicated Clinical Training and development**

**93% of counselling appointments are CONFIRMED at 1<sup>st</sup> Intake call**



**Strength in dedicated recruitment**

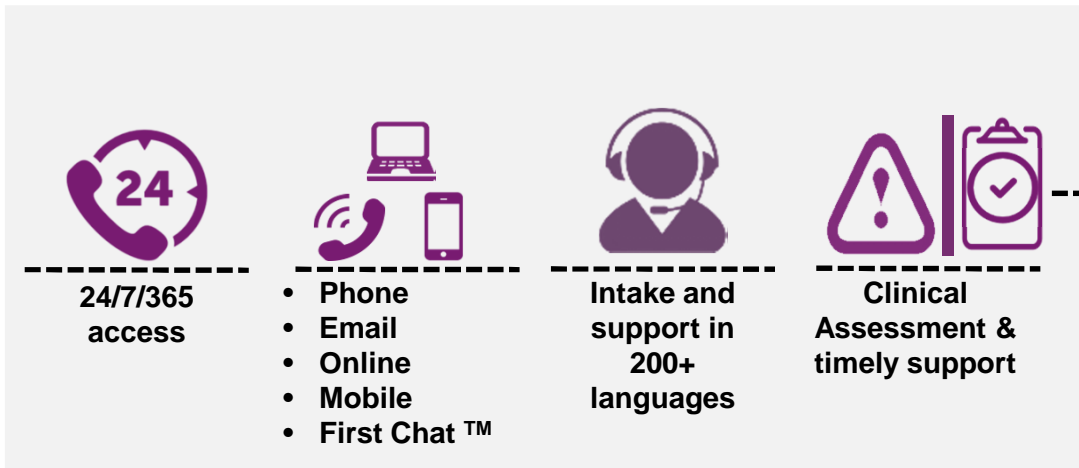
**Strength in Continuing Education and Development**

**Strength in Quality Assurance**

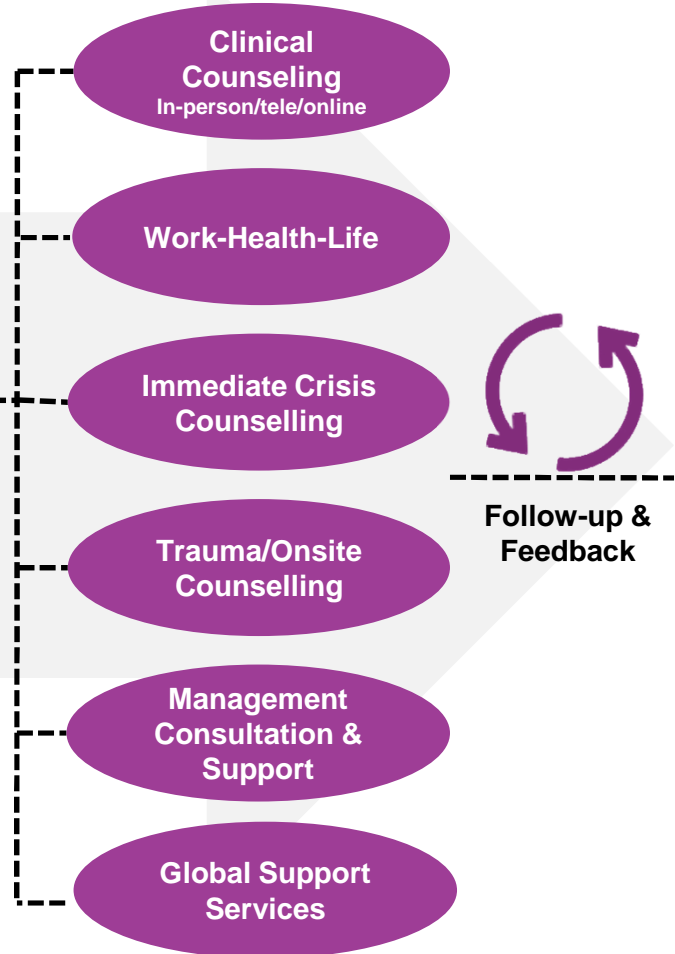
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# Immediate support always

Live Answer  
24/7/365

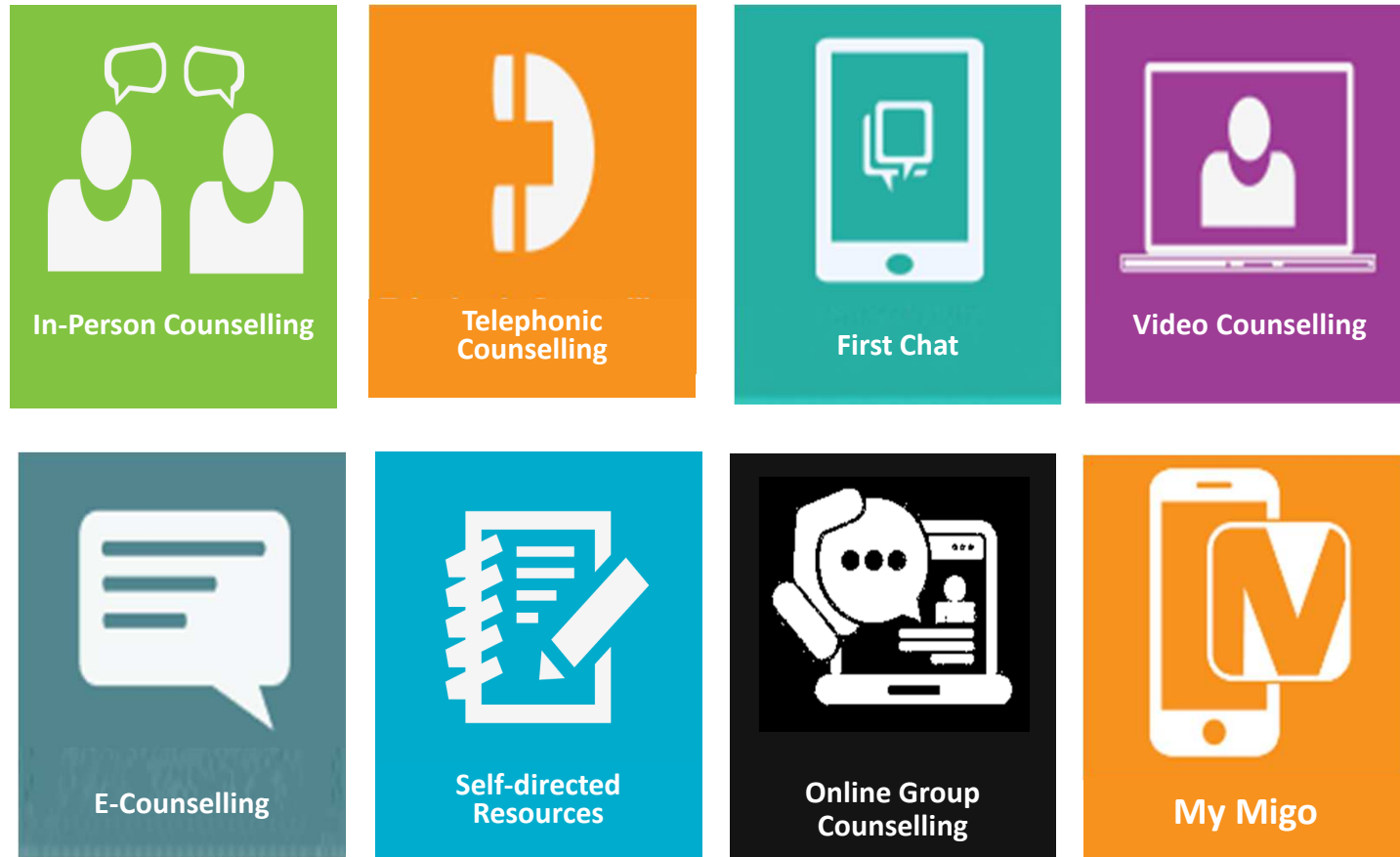


93% of counselling appointments are scheduled during the first Intake call!



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# Counselling Modalities



The right help, at the right time, the way you need it.

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# EFAP Suite of Services

## COUNSELLING SERVICES

- PERSONAL - EMOTIONAL
- FAMILY
- COUPLE - RELATIONSHIP
- ADDICTION RELATED
- WORK RELATED



## WORKLIFE SERVICES



FAMILY SUPPORT SERVICES



LEGAL SERVICES



FINANCIAL SERVICES



HEALTH COACHING



NATUROPATHIC SERVICES



NUTRITION SERVICES

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# Program accessibility

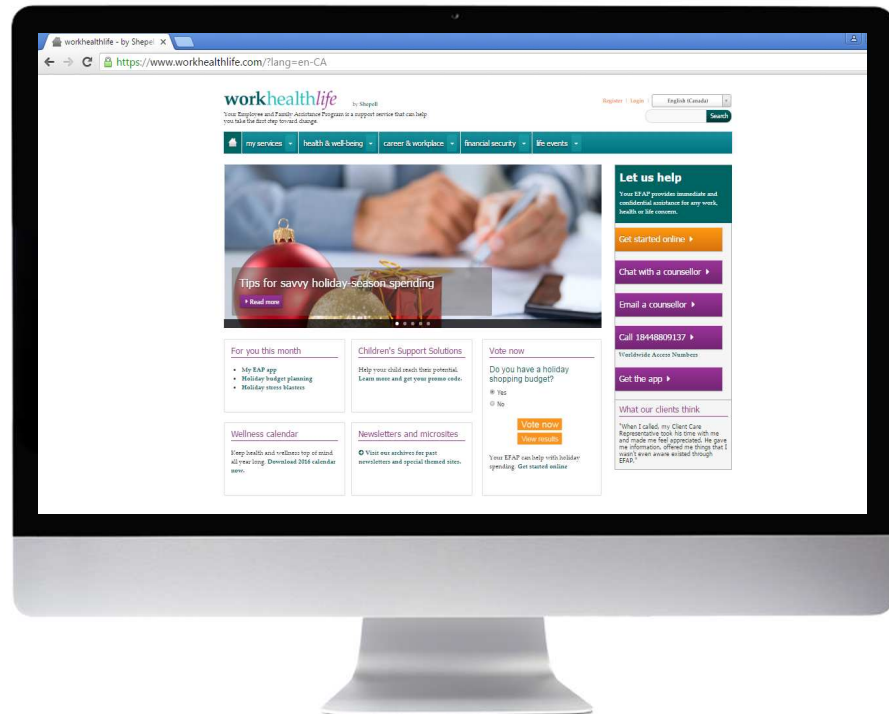
## Care Access Centres



## My EAP mobile app



## www.workhealthlife.com



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## Communication – Roll Out Plan

<b>Mon. Nov. 6, 2017</b>	o Presentation to Admin Council
<b>Tues. Nov. 28, 2017</b>	o Presentation to EAP Committee (which includes representatives from each of the Board’s unionized employee groups)
<b>Tues. Dec. 5, 2017</b>	o Presentation to Board of Trustees
<b>Wed. Dec. 6, 2017</b>	o Information shared with school and board administrators through a live webinar. The webinar will be posted and a link provided to all administrators for future reference.
<b>Thurs. Dec. 7, 2017</b>	o An email will be sent to all staff to inform them about the changes to the EAP program effective January 1 <sup>st</sup> , 2018
<b>Week of Dec. 11<sup>th</sup></b>	o A PowerPoint presentation will be sent to all school and board administrators to share with staff at their January staff meetings. Principals will also receive a bundle of information brochures to keep on hand in the office, staff room, etc. o An information brochure will also be sent to each individual staff member, and posted on the landing page of the Board’s intranet site (StaffNet).
<b>January 1<sup>st</sup>, 2018</b>	Launch of the EAP

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# Questions?



*EFAP services are for eligible plan members - Not for Distribution*



## Thank you

Access your Employee Assistance  
Program (EFAP) 24/7 by phone, web or mobile app.  
1.844.880.9142  
TTY: 1.877.338.0275  
workhealthlife.com

My EAP app



workhealthlife blog



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# Moving to a learning commons

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THE LIBRARY AS A KITCHEN

[HTTPS://CULTUREOFYES.CA/2015/02/12/THE-LEARNING-COMMONS-MINDSET/](https://cultureofyes.ca/2015/02/12/the-learning-commons-mindset/)

# Context

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# Library Services includes:

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- The Learning Resource Centre (Board central resource centre)
- School based learning commons/library
- Digital resources
- Centrally purchased resources

# Library Services: Learning Resource Services

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We provide:

- Support to schools
- Hands on resources to support all of the curriculum
- A wide variety of resources to complement the school learning commons
- Bibliographies, research guides, website evaluation guides
- Cross curricular literacy support
- Ebooks – student and professional
- Textbook support , including processing
- Centralized cataloguing services
- Training centre

# Library Services: Digital Services

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- Over 81 different products offered to students and staff in all subjects
  - Over one million hits for 2016/2017
  - Available 24/7
- Covers all subjects with a special emphasis on Canadian
- Over 3000 ebooks for our students and staff
  - Ebooks are fully integrated with school library catalogues for easy access
  - Ebooks are available 24/7

# Library Services:

## Centrally purchased resources

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Textbooks and centrally purchased teacher's resources are now centrally handled:

- Fiscally responsible
- Allows redistribution of resources as our school populations change
- Learning Resource Centre offers additional textbooks to support school needs
- LRC offers textbooks for courses not taught every year (e.g., Italian language)

# Library Services: School based services

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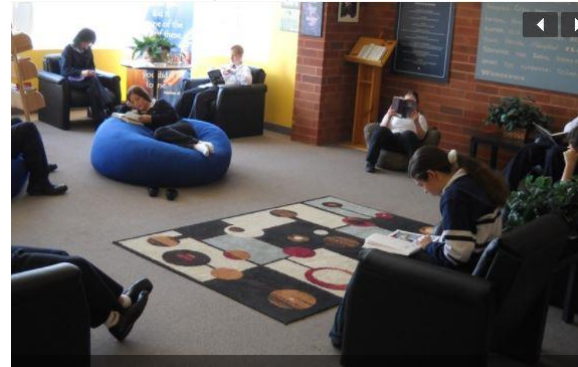
Shift from the traditional library staff-based environment to a user-centred organization that embraces everyone to reflect the individual school community

Shift to a learning commons while acknowledging traditional library services

# Based on 21<sup>st</sup> century skills

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This shift reflects the need for “flexible spaces with well selected resources, adaptable furniture, current technology, collaborative services, and well-trained staff in one space where we can guide [all learners] to be smart researchers and learners prepared for the future...”



**The Learning Commons: Seven Simple Steps to Transform Your Library**

By Pamela Colburn Harland



# Based on 21<sup>st</sup> century skills

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Ultimate goal is:

“a central and collaborative hub for instruction, research, and learning, as well as a place to use innovative technologies and information resources.” (Harland).



# Supported by the Board

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In the Board's 21<sup>st</sup> century teaching and learning framework, under Learning Environments, we find:

Concept 4: The school library as a learning commons.

# Not a...

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push to add more computers

move away from traditional library

mass deletion of books

move to a digital only environment

# It is..

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A move towards an environment that incorporates traditional library services and learning commons.

A move which incorporates what the Learning Resource Centre and the school learning commons have to support student success.

A move away from the library staff as gatekeeper to library staff as life guards supplying us with floaties (Linton Weeks, Washington Post, January 13, 2001)



# It is ...

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A flexible and responsive approach to helping students learn when needed.

Based on curriculum. All curriculum documents support this move as we move to an inquiry based model of learning.



# It is...

# Curriculum based

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## **THE ROLE OF THE SCHOOL LIBRARY IN SOCIAL STUDIES, HISTORY, AND GEOGRAPHY PROGRAMS**

The school library program can help build and transform students' knowledge in order to support lifelong learning in our information- and knowledge-based society. The school library program supports student success across the social studies, history, and geography curriculum by encouraging students to read widely, teaching them to read many forms of text for understanding and enjoyment, and helping them to improve their research skills and to use information gathered through research effectively. The school library program enables students to:

- develop a love of reading for learning and for pleasure;
- acquire an understanding of the richness and diversity of artistic and informational texts produced in Canada and around the world;
- obtain access to programs, resources, and integrated technologies that support all curriculum areas;
- understand and value the role of public library systems as a resource for lifelong learning.

# Learning commons is about ACCESS

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**Access** to resources when needed

**Collaboration** – working together

**Creativity** – doing something with the research

**Experimental and engaging**– a welcoming place to take a chance

**Student centred** – Student at the heart of the learning commons

**School specific** – based on SIP needs (no cookie cutter solution)

# Key concepts

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Physical space must be:

- Flexible
- Diverse
- Available
- Welcoming



# Learning commons in action

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# Learning commons in action

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# Learning commons in action

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# Learning commons in action

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# Learning commons in action

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# Key concepts

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Virtual space must be:

- Available
  - Reliable
  - Centralized
  - Differentiated
  - Current
- 
- These are handled at Board level through Digital Services


# Learning commons in action

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# Learning commons in action

## Indigenous Peoples

- Home
- Introduction**
- General information
- Treaties
- Residential Schools
- Culture
- Language
- Beliefs and Religion
- Biographies
- Associations
- Newspapers, documents
- Portals
- Teachers
- Sports
- Searching for HCDSB resources



### Introduction

A good [Introduction](#) to Native Peoples. Metis and Inuit can be found on the Aboriginal Affairs and Northern Development website. This government body also has another [good introduction](#). This includes an overview of the role of the department.

[Indigenous Foundations](#) , provides information on key topics relating to the histories, politics, and cultures of the Aboriginal peoples of Canada.

[Canada's First People: a cultural appreciation](#) provides resources and activities celebrating the history and culture of the First Nations, Metis and Indigenous people.

Language can be so important. Indigenous Foundations has a good [overview](#) of the importance of language and terminology. They also have a great [foundation](#) on the importance of terminology and identity.

Of interest is [Reclaiming Our Identity: Band Membership, Citizenship and the Inherent Right](#) which provides a good introduction.

Great information can be found in [Friendship Centre](#) websites.



# Learning commons in action

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# Key concepts

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Pedagogy shift supports:

- Inquiry
  - Higher-order thinking
  - Experimenting
  - Engagement
- 
- Moving from a gate keeper model to an explorative, inquiry-based model.

# Learning commons in action

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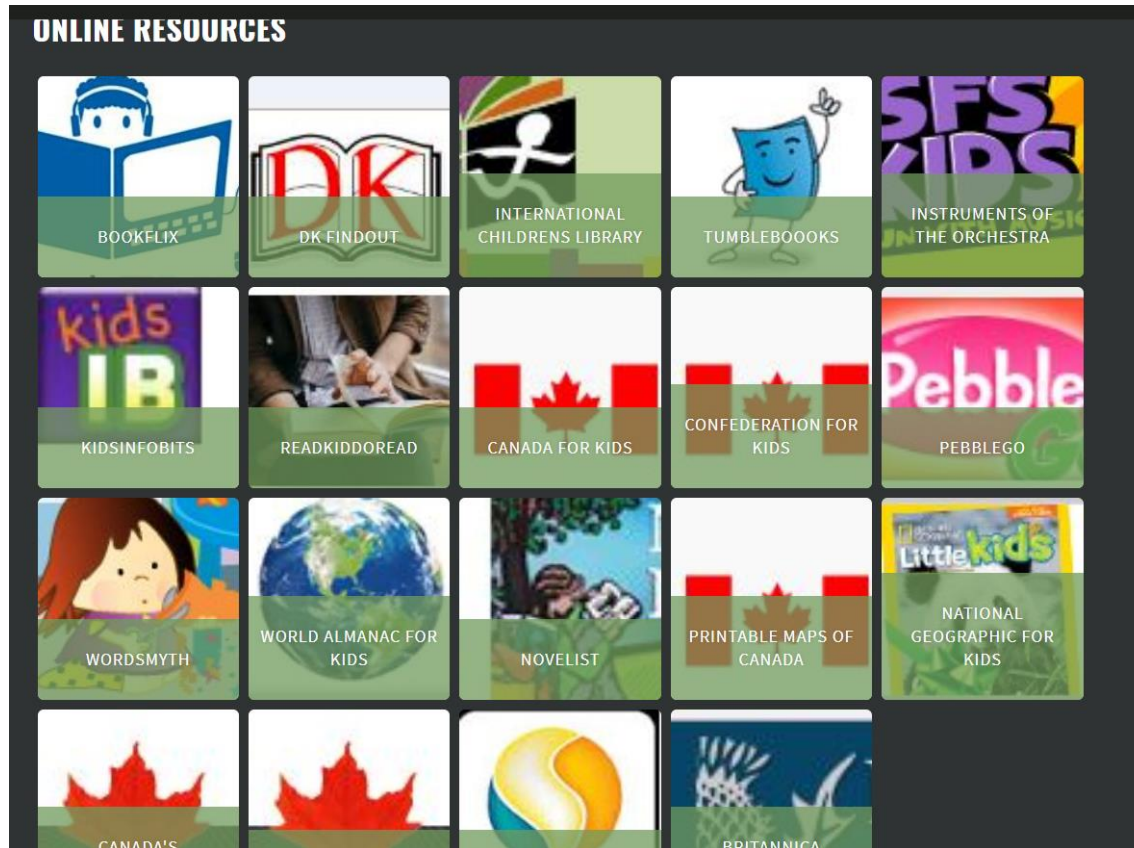


# Learning commons in action

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# Learning commons in action



# Learning commons in action

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# Learning commons in action

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# Key concepts

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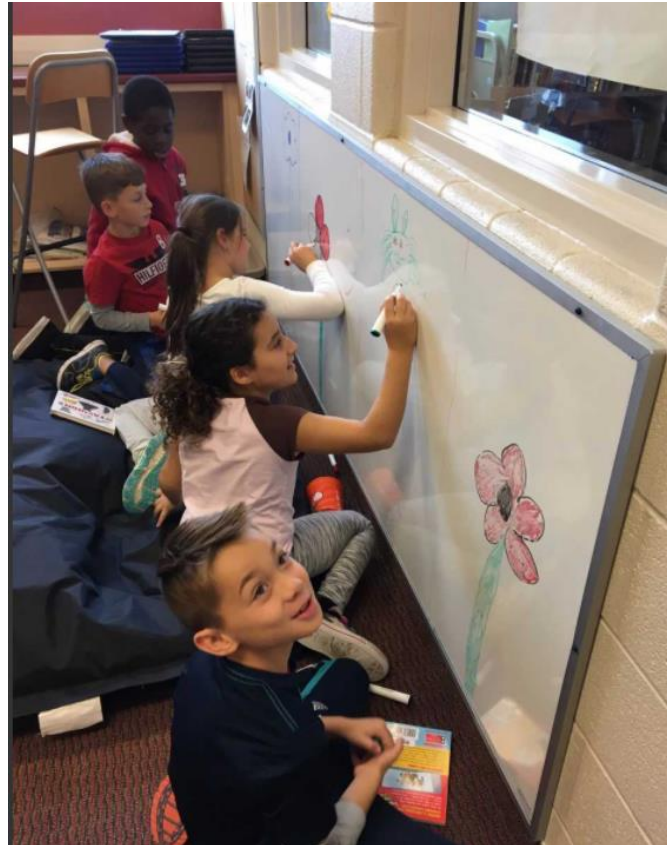
Environment is:

- Learner centred
- Learning centred
- Collaborative
- Personalized
- Supportive



# Learning commons in action

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# Learning commons in action

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# Learning commons in action

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# Key concepts

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Everyone is a learner

- Together we are empowered to construct and direct our own learning
- Learning is personalized, differentiated and motivating.

# Learning commons as a kitchen

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- How is the learning commons like a kitchen?
- Our libraries should transition to places to *do* stuff, not simply places to *get* stuff. The library will become a *laboratory* in which community members tinker, build, learn, and communicate. **We need to stop being the *grocery store* or *candy store* and become the *kitchen*.** We should emphasize hospitality, comfort, convenience and create work environments that invite exploration and creativity both virtually and physically.
  - Joan Frye Williams
- <https://cultureofyes.ca/2015/02/12/the-learning-commons-mindset/>

# Learning commons in action

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# Not an easy journey

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Multi year plan

A good learning commons never has a finish. It constantly evolves to meet the changing needs of the school and community.

Done with the eye on the learners. Key question is:

- How does [whatever I am looking at or doing] aid the students and their learning? And if not, why am I doing it?

# Not an easy journey

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Accept that things will change. In fact, they must change to reflect the school community.

Check out our website:

<http://learningcommonshcdsb.weebly.com/>



# Questions?

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## MINUTES OF THE REGULAR BOARD MEETING

Date: November 21, 2017  
 Time: 7:30 pm  
 Location: Notre Dame Catholic Secondary School  
 2333 Headon Forest Drive, Burlington, ON

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

Student Trustees: C. Atrach I. Schwecht  
 A. Barbul

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

Also Present: B. Agnew, French Ad Hoc Committee  
 J. Chanthavong, Manager Accounting/Budgeting, Business Services  
 L. Collimore, Chief Officer, Research and Development  
 D. Gingrich, French Ad Hoc Committee  
 D. Ilczyna, Senior Administrator, Human Resources Services  
 M. LeBrun, French Ad Hoc Committee  
 A. Lofts, Senior Administrator, Financial Services  
 D. Marks, KPMG

Recording Secretary: R. Di Pietro

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### 1. Call to Order

The Chair called the meeting to order.

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

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

#### 1.2 Motions Adopted In-Camera

There were no motions adopted in-camera.

#### 1.3 Information Received In-Camera

Stefanie Smits hired as a probationary teacher effective November 8, 2017.

**2. Approval of the Agenda**

The agenda was amended as follows:

10.5 Notice of Motion – Making the Early French Immersion Program (EFI) permanent.

**#201/17**

**Moved by:** P. Marai

**Seconded by:** A. Iantomasi

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

The Chair called for a vote on **#201/17** and it **UNANIMOUSLY CARRIED**.

**3. Declarations of Conflict of Interest**

There were no conflicts of interest declared.

**4. Presentations****4.1 Response to Delegations (French Ad Hoc Committee)**

Members of the French Ad Hoc Committee provided some clarification on the points made by the November 7, 2017 delegations.

**5. Delegations**

There were no delegations.

**6. Approval of Minutes****6.1 Minutes of the November 7, 2017 Regular Board Meeting****#202/17**

**Moved by:** P. Marai

**Seconded by:** A. Iantomasi

**RESOLVED**, that the minutes of the November 7, 2017 Regular Board Meeting be approved.

The Chair called for a vote on **#202/17**:

<b>IN FAVOUR</b>	<b>ABSTAIN</b>
C. Atrach (non-binding)	A. Quinn
A. Barbul (non-binding)	
A. Danko	
A. Iantomasi	
H. Karabela	
P. Marai	
J. Michael	
J.M. Rowe	
I. Schwecht (non-binding)	
S. Trites	

The motion **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 French Program Review Ad Hoc Committee - Final Recommendation to the Board of Trustees (P. Dawson)

**#203/17**

**Moved by:** A. Iantomasi

**Seconded by:** S. Trites

**BE IT RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the French Ad Hoc Committee to **maintain the Extended French Program** and **implement a gradual phase-out of the Early French Immersion Pilot Program**, beginning September, 2018.

**BE IT FURTHER RESOLVED** that **students currently enrolled** in the Early French Immersion Program will be allowed to **remain in the program through to completion in Grade 8**.

The Chair called for a vote on **#203/17**:

IN FAVOUR	OPPOSED
	C. Atrach (non-binding)
	A. Barbul (non-binding)
	A. Danko
	A. Iantomasi
	H. Karabela
	P. Marai
	J. Michael
	A. Quinn
	J.M. Rowe
	I. Schwecht (non-binding)
	S. Trites

The motion **FAILED**.

Parents were asked to exercise patience as staff continues to work through the staffing challenges for Early French Immersion.

Trustee Marai proposed the following motion:

**#204/17**

**Moved by:** P. Marai

**Seconded by:** A. Danko

**BE IT RESOLVED**, that the Halton Catholic District School Board make the four (4) school Early French Immersion pilot a permanent program in addition to the existing

Extended French and CORE French programs at the Halton Catholic District School Board;

**BE IT FURTHER RESOLVED**, that staff provide Trustees with a multi-year recruitment plan that satisfies our needs for French teachers.

Trustee Danko proposed the following amendment:

Trustee Danko proposed the following amendment:

**#204/17 (AMENDMENT)**

**Moved by:** A, Danko

**Seconded by:** H. Karabela

**BE IT FURTHER RESOLVED**, that the Halton Catholic District School Board continues to offer transportation to students enrolled in Early French Immersion;

**BE IT FURTHER RESOLVED**, that the next strategic planning cycle that the Halton Catholic District School Board makes Early French Immersion and French Immersion to grade 12 both strategic priorities where the Director of Education will propose a plan for Early French Immersion from grade 1 – 8 and French Immersion to grade 12 at its current or greater capacity.

Trustee Trites proposed the following amendment:

**BE IT RESOLVED**, that the Halton Catholic District School Board will continue the pilot program of Early French Immersion for the academic school years 2018-2019, 2019-2020;

**BE IT FURTHER RESOLVED**, that staff will report back to the Board of Trustees in December of each year 2018, 2019 with a staff report that must include hiring practices, retention figures, current pool numbers and any and all information as it pertains to the sustainability of the Early French Immersion program.

The Chair ruled Trustee Trites' amendment as unfriendly.

The Chair called for a vote on **#204/17 (AMENDMENT)**:

IN FAVOUR	OPPOSED
C. Atrach (non-binding)	A. Quinn
A. Barbul (non-binding)	S. Trites
A. Danko	
A. Iantomasi	
H. Karabela	
P. Marai	
J. Michael	
J.M. Rowe	
I. Schwecht (non-binding)	

The motion **CARRIED**.

The Chair called for a vote on **#204/17 (AS AMENDED)**:

**BE IT RESOLVED**, that the Halton Catholic District School Board make the four (4) school Early French Immersion pilot a permanent program in addition to the existing Extended French and CORE French programs at the Halton Catholic District School Board;

**BE IT FURTHER RESOLVED**, that staff provide Trustees with a multi-year recruitment plan that satisfies our needs for French teachers.

Trustee Danko proposed the following amendment:

**BE IT FURTHER RESOLVED**, that the Halton Catholic District School Board continues to offer transportation to students enrolled in Early French Immersion;

**BE IT FURTHER RESOLVED**, that the next strategic planning cycle that the Halton Catholic District School Board makes Early French Immersion and French Immersion to grade 12 both strategic priorities where the Director of Education will propose a plan for Early French Immersion from grade 1 – 8 and French Immersion to grade 12 at its current or greater capacity.

IN FAVOUR	OPPOSED
C. Atrach (non-binding)	A. Quinn
A. Barbul (non-binding)	
A. Danko	
A. Iantomasi	
H. Karabela	
P. Marai	
J. Michael	
J.M. Rowe	
I. Schwecht (non-binding)	
S. Trites	

The motion **CARRIED**.

**8.2 Upholding the Sanctity of Life Through Donations or the Purchase of Services (H. Karabela)**

**#205/17**

**Moved by:** H. Karabela

**Seconded by:** A. Quinn

**WHEREAS**, Pope Francis spoke to the participants of the March for Life in France: “Let’s say ‘Yes’ to life and ‘No’ to death” and,

**WHEREAS**, donations and the purchasing of products or services are ways of asserting our “Yes” and our “No” for or against institutions which support or violate the upholding of the sanctity of life from conception to natural death,

**BE IT RESOLVED**, that the Halton Catholic District School Board (HCDSB), because it is a Catholic Institution, will not provide funding – through donations, the contracting of services or any other financial activities – to any charities, non-profits or businesses – that publicly support, either directly or indirectly, abortion, contraception, sterilization, euthanasia, or embryonic stem cell research. For the purposes of this motion, public support for these activities is not privately expressed but is available on a website, in press material or found in some other public area.

**BE IT FURTHER RESOLVED**, the Director of Education will provide a list of all charities, non-profits and businesses, which receive any financial benefits from the Board, for the first board meeting of January 2018. Financial benefits are defined in this motion as contracts, donations, or any other activity where money is distributed through any activity of the HCDSB.

Trustee Karabela requested support for her motion as it would put in place a policy to make sure that no funds are going from HCDSB to any organizations that may directly or indirectly publically support agencies that support abortion, euthanasia, embryonic stem cell research, contraception and sterilization. A policy makes it clear to trustees, staff and public where the money is going. And, so does a list of charities, non-profits and businesses the HCDSB sends money to. Trustee Karabela expressed that this motion is very clear to uphold the sanctity of Life in our funding decisions.

The Director of Education provided a number of reasons on why this motion is far reaching, how difficult it would be for the Board and schools to implement and the negative impact it would have on the budget.

Trustee Quinn proposed the following amendment:

**#205/17 (AMENDMENT)**

**Moved by:** A. Quinn

**Seconded by:** S. Trites

**WHEREAS**, Pope Francis spoke to the participants of the March for Life in France: “Let’s say ‘Yes’ to life and ‘No’ to death” and,

**WHEREAS**, donations are ways of asserting our “Yes” and our “No” for or against institutions which support or violate the upholding of the sanctity of life from conception to natural death,

**BE IT RESOLVED**, that the Halton Catholic District School Board (HCDSB), because it is a Catholic Institution, will not provide funding through donations, to any charities, non-profits or businesses – that publicly support, either directly or indirectly, abortion, contraception, sterilization, euthanasia, or embryonic stem cell research. For the purposes of this motion, public support for these activities is not privately expressed but is available on a website, in press material or found in some other public area.

**BE IT FURTHER RESOLVED**, the Director of Education will provide a list of all charities, non-profits and businesses, which receive any financial donations from the Board, for the first board meeting of January 2018. Financial donations are defined in this motion as

contracts, donations, or any other activity where money is distributed through any activity of the HCDSB.

The Chair called for a vote on **#205/17 (AMENDMENT):**

IN FAVOUR	OPPOSED
C. Atrach (non-binding)	A. Danko
A. Barbul (non-binding)	A. Iantomasi
H. Karabela	P. Marai
A. Quinn	J. Michael
J.M. Rowe	
I. Schwecht (non-binding)	
S. Trites	

The motion **FAILED**.

The Chair called for a vote on **#205/17:**

IN FAVOUR	OPPOSED
A. Danko	C. Atrach (non-binding)
H. Karabela	A. Barbul (non-binding)
A. Quinn	A. Iantomasi
S. Trites	P. Marai
	J. Michael
	J.M. Rowe
	I. Schwecht (non-binding)

The motion **FAILED**.

### 8.3 2016-2017 Draft Audited Financial Statements (R. Negoii)

A. Lofts provided a review of the financial statements.

#### **#206/17**

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

**Seconded by:** P. Marai

**Resolved,** that the Halton Catholic District School Board approve the attached 2016-2017 Draft Audited Financial Statements.

Staff explained that once approved finalized financial statements will be submitted to the Ministry of Education.

The Chair called for a vote on **#206/17** and it **UNANIMOUSLY CARRIED**.

## 9. Staff Reports

There were no staff reports.



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

The Bullying Prevention Launch – See the Problem Be the Solution took place November 21, 2017 at Holy Trinity Catholic Secondary School. The talent that will build positive communities was showcased.

The next student senate meeting will focus on plans for the International Students Christmas event.

The pillars of Achieving, Believing and Belonging were shared.

**#207/17**

**Moved by:** A. Iantomasi

**Seconded by:** A. Danko

**Resolved,** that the meeting move past 10:00 p.m.

The Chair called for a vote on **#207/17** and it **UNANIMOUSLY CARRIED**.

**10.2 School Educational Field Trips (T. Overholt)**

School trips were provided as information.

Trustee Rabenda commented that the trips were becoming expensive.

**10.3 Halton Student Transportation Services (HSTS) Update: Ongoing Bell Time Efficiency Initiatives (R. Negoj)**

The Board was provided information of the Bell Time Efficiency Study being undertaken by HSTS for the Town of Halton Hills.

Trustee Danko voiced that he has never been in support of the creation of the consortium.

**10.4 Audit Committee Report to the Board of Trustees (J. M. Rowe)**

The Board of Trustees was provided with an update on the matters discussed at the Audit Committee meeting on November 16, 2017, in accordance with Ministry of Education guidelines.

**10.5 Notice of Motion – Making the Early French Immersion Program (EFI) permanent (A. Danko)**

Trustee Danko withdrew his notice of motion.

**11. Miscellaneous Information****11.1 Minutes of the October 2, 2017 CPIC Meeting**

The minutes of the October 2, 2017 CPIC meeting were provided as information.

**12. Correspondence**

There was no correspondence.

**13. Open Question Period**

The Chair of the Board accepted no questions submitted after the start of the Board meeting.

**14. In Camera**

There was no follow-up In-Camera session.

**15. Resolution re Absentees**

There were no absentees.

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

**#208/17**

**Moved by:** A. Quinn

**Seconded by:** A. Iantomasi

**RESOLVED**, that the meeting adjourn.

The Chair called for a vote on **#208/17** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 10:13 p.m. with a prayer led by P. Marai.

\_\_\_\_\_  
Secretary of the Board

\_\_\_\_\_  
Chair



**BUSINESS ARISING FROM PREVIOUS MEETINGS**

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS

**OUTSTANDING POLICY ITEMS**

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
June 6, 2017	Policy I-26 Student Trustees on the Halton Catholic District School Board	Approval, as amended	T. Overholt	Spring 2018

**ACTION REPORT**

**ITEM 9.1**

**POLICY I-22 ADMISSION TO SCHOOLS, ELEMENTARY AND SECONDARY**

**PURPOSE:**

To approve *Policy I-22 Admission to Schools, Elementary and Secondary*, as presented.

**COMMENTS:**

*Policy I-22 Admission to Schools, Elementary and Secondary* was created to provide direction to parents/guardians who wish to register their child(ren) in a school in the Halton Catholic District School Board. The policy was last amended in 2012.

To ensure that all scenarios related to family and student living arrangements are captured, wording to the policy that provides direction on registration of students who have withdrawn from parental control has been added.

**CONCLUSION:**

*Policy I-22 Admission to Schools, Elementary and Secondary* was presented at the Policy Committee Meeting on November 28, 2017 with a recommendation that it be forwarded to the Board of Trustees for approval.

**RECOMMENDATION:**

The following recommendation is presented for the consideration of the Board

**RESOLUTION:**

*Moved by:*

*Seconded by:*

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve *Policy I-22 Admission to Schools, Elementary and Secondary*, as amended.

**REPORT SUBMITTED AND  
APPROVED BY:**

A. DANKO  
CHAIR OF THE POLICY COMMITTEE

ADMISSION TO SCHOOLS, ELEMENTARY AND SECONDARY

POLICY No.: I-22  
 DATE : MARCH 26, 1996  
 AMENDED: JUNE 16, 1998  
 AMENDED: APRIL 25, 2000  
 AMENDED: DECEMBER 19, 2000  
 AMENDED: MAY 3, 2011  
 AMENDED: OCTOBER 16, 2012  
 AMENDED: DECEMBER 5, 2017

ASSOCIATED [Operating Policy II-34 Participation in Programs and Courses of Study in Religious Education](#)  
 OPERATING POLICIES & [Administrative Procedure VI-19 Admission to Schools, Elementary and Secondary](#)  
 ADMINISTRATIVE  
 PROCEDURES:

**PURPOSE**

To provide direction on the process for the admission of Catholic students to the elementary and secondary schools of the Halton Catholic District School Board.

**APPLICATION AND SCOPE**

This policy applies to all students registering for the first time in elementary and secondary schools under the jurisdiction of the Halton Catholic District School Board.

**PRINCIPLES**

- The Board is committed to cultivating the special characteristics of Catholic Education, to teach the Authentic Truths of the Faith, in line with the Magisterium of the Church, and in co-operation with the bishops in the exercise of their teaching office.
- The Ministry of Education recognizes the right of Catholic schools to provide Catholic education.
- Catholic school ratepayers expect that Catholic faith and culture permeates everything that happens within the Catholic school.
- The Halton Catholic District School Board believes that its Admissions Policy must respect the constitutional rights of Catholic ratepayers in order to maintain the Catholicity of our schools.
- The Education Act, Section 136, allows for any student to enrol in a Catholic secondary school regardless of their religion.

**REQUIREMENTS - ELEMENTARY**

- Parents are required to register their child and submit required documentation.
- Students registering for the first time in the Halton Catholic District School System shall be required to produce proof of age and a Catholic Baptismal Certificate of the Roman or Eastern Rite.
- If the child has no Roman/Eastern Rite Catholic baptismal certificate, the child may be admitted if one parent can provide a Roman/Eastern Rite Catholic baptismal certificate.
- If the child has no Roman/Eastern Rite Catholic baptismal certificate, and neither parent can provide a Roman/Eastern Rite Catholic baptismal certificate, the parents shall be provided with the name and

## ADMISSION TO SCHOOLS, ELEMENTARY AND SECONDARY

POLICY No.: I-22  
 DATE : MARCH 26, 1996  
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 AMENDED: DECEMBER 5, 2017

ASSOCIATED  
 OPERATING POLICIES &  
 ADMINISTRATIVE  
 PROCEDURES:

[Operating Policy II-34 Participation in Programs and Courses of Study in Religious Education](#)  
[Administrative Procedure VI-19 Admission to Schools, Elementary and Secondary](#)

telephone number of the appropriate pastor in order to assist the parents in obtaining a valid baptismal certificate, or in order to make the preparations for the child to be received into the Catholic Church through Baptism.

A letter from the proper pastor (or his delegate) recommending a student for admission to a Catholic School is acceptable in lieu of a Baptismal Certificate. The proper pastor is the pastor of the parish to which the family belongs by territory or registration as in the case of a “national” parish. With the support of the Catholic Parish Priest, the Director of Education may make a determination to approve the admission of a non-Catholic child on a conditional basis.

- Students shall be admitted on condition that the parent provides a Catholic baptismal certificate or the letter from the Director of Education on the first day of school for a child or on a date agreed upon between the principal and the parent.
- The letter from the parish priest should state that the parent wants their child educated in the Catholic school and is prepared to follow through on having the child baptized.
- Students shall be admitted to Junior Kindergarten in September of any school year provided that they will reach the age of four on, or before December 31st, in that same calendar year.
- Students shall be admitted to Kindergarten in September of any school year provided that they reach the age of five on, or before December 31st, in that same calendar year.
- Students shall be admitted to Grade 1 in September of any school year, provided that they reach the age of six on, or before, December 31st, in that same calendar year.
- The school shall complete all required registration forms.
- Requests for elementary school admission that do not meet the requirements of this policy and have extenuating and compelling family circumstances should be submitted in writing to the Director of Education.

### REQUIREMENTS – SECONDARY

- Parents are required to register their child and submit required documentation.
- Students from the Halton Catholic District School Board Elementary Schools will follow registration procedures for admission to Catholic Secondary Schools.
- Students registering for the first time with the Halton Catholic District School Board shall make application with the Principal of the Catholic Secondary School.
- A student who is 16 years of age or older and has indicated they have withdrawn from parental control is required to show proof of new address and indicate in writing they have withdrawn from

## ADMISSION TO SCHOOLS, ELEMENTARY AND SECONDARY

**POLICY No.:** I-22  
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**AMENDED:** MAY 3, 2011  
**AMENDED:** OCTOBER 16, 2012  
**AMENDED:** DECEMBER 5, 2017

**ASSOCIATED OPERATING POLICIES & ADMINISTRATIVE PROCEDURES:** [Operating Policy II-34 Participation in Programs and Courses of Study in Religious Education](#)  
[Administrative Procedure VI-19 Admission to Schools, Elementary and Secondary](#)

parental control.

- A student who withdraws from parental support who is registering at a school is required to submit the necessary documentation.
- The student shall be interviewed by the administration of the Catholic secondary school to determine reasons for seeking admission.

**REQUIRED DOCUMENTS**

	<b>ELEMENTARY</b>	<b>SECONDARY</b>
<b>Verified at time of registration (no copy obtained)</b>	<ul style="list-style-type: none"> <li>• <b>Proof Of Age</b> (i.e. Birth Certificate; Official Birth Registration Card, Passport, Citizenship Card Or Certificate)</li> <li>• <b>Baptismal Certificate</b> (Parent Or Student)</li> <li>• <b>Landed Immigrant Status</b> (if applicable): (i.e. Record of Landing or Confirmation of Permanent Residence)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Proof Of Age</b> (i.e. Birth Certificate; Official Birth Registration Card, Passport, Citizenship Card Or Certificate)</li> <li>• <b>Landed Immigrant Status</b> (if applicable): (i.e. Record of Landing or Confirmation of Permanent Residence)</li> </ul>
<b>Copy to OSR</b>	<ul style="list-style-type: none"> <li>• <b>Copy Of Custody Agreement</b> (If applicable)</li> <li>• <b>Student Transfer Form</b> (If applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Copy Of Custody Agreement</b> (If applicable)</li> <li>• <b>Student Transfer Form</b> (If applicable)</li> <li>• <b>Ontario Student Transcript And Report Card</b></li> <li>• <b>Student, 16 years or older and, withdrawn from parental control provides proof of new address (verified) and letter indicating Withdrawal form Parental Control</b> (original letter to OSR)</li> </ul>

**APPROVED:** Regular Meeting of the Board

**AUTHORIZED BY:**

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

**ACTION REPORT**

**ITEM 9.2**

**POLICY I-44 STRATEGIC PLANNING PROCESS**

**PURPOSE:**

To approve the newly developed *Policy I-44 Strategic Planning Process*, as presented.

**COMMENTS:**

At the April 18, 2017 Regular Board meeting, the following motion was unanimously carried.

*BE IT RESOLVED THAT, the Halton Catholic District School Board develop and approve a Strategic Planning policy by November 30, 2017.*

The policy outlines the process to follow to develop a four (4) year strategic plan for the Halton Catholic District School Board.

The following resources were used to assist in developing the proposed policy:

- Education Act, Section 169.1 – Board responsibility for student achievement and effective stewardship of resources
- Bill 177, Student Achievement and School Board Governance Act
- Ministry of Education – The Strategic Planner’s Guidebook, A Resource for Ontario School Board, January 2012
- Ministry of Education – Multi-Year Strategic Planning – A Guide for School Board Trustees, 2017
- Ontario Education Services Corporation – Multi-Year Strategic Planning: Supports for School Boards

The proposed policy is separated into four (4) stages, where approval of resolutions will be required throughout the various stages.

**CONCLUSION:**

Following stakeholder feedback *Policy I-44 Strategic Planning Process* was presented at the Policy Committee Meeting on November 28, 2017 with a recommendation that it be forwarded to the Board of Trustees for approval, at second.

**RECOMMENDATION:**

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

**RESOLUTION:**

Moved by:

Seconded by:

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve *Policy I-44 Strategic Planning Process*, at second reading.

**REPORT SUBMITTED AND  
APPROVED BY:**

A. DANKO  
CHAIR OF THE POLICY COMMITTEE



**ASSOCIATED  
OPERATING POLICIES &  
ADMINISTRATIVE  
PROCEDURES:**

**PURPOSE**

To establish a framework and process for the development, implementation and review of the Board’s multi-year strategic plan.

**APPLICATION AND SCOPE**

This policy applies to Halton Catholic District School Board’s Trustees, staff, community partners and any other stakeholders involved in the development, implementation and review of the Board’s multi-year strategic plan. The Board approved multi-year strategic plan forms the guiding principles for all staff, trustees, community partners and relevant stakeholders.

**REFERENCES**

[Education Act, Section 169.1 – Board responsibility for student achievement and effective stewardship of resources](#)  
[Bill 177, Student Achievement and School Board Governance Act](#)  
[Ministry of Education – The Strategic Planner’s Guidebook, A Resource for Ontario School Board, January 2012](#)  
[Ministry of Education – Multi-Year Strategic Planning – A Guide for School Board Trustees](#)  
[Ontario Education Services Corporation – Multi-Year Strategic Planning: Supports for School Boards](#)

**DEFINITIONS**

**Activities** are actions taken to achieve goals.  
**Inputs** are the resources used to implement activities.  
**Mission statement** is a concise description of the organization’s purpose.  
**Outcome statements** are specific descriptions of desired impact/results of implementing a strategic goal. Outcome statements outline what success looks like, allowing for measurable progress on the implementation of strategic goals.  
**Outputs** are the results of undertaken activities.  
**Stakeholders** are staff, students, parents, priests and parish representatives, Catholic ratepayers, community members and partners, and other interested persons or agencies.

**ASSOCIATED  
OPERATING POLICIES &  
ADMINISTRATIVE  
PROCEDURES:**

**Strategic goal** is what the organization will achieve over the course of the strategic plan. A strategic goal is achieved through activities and/or initiatives the organization implements in order to realize its vision.

**Strategic plans** are high-level statements of where the organization wants to be in a certain timeframe, and what it will achieve to realize that vision. The Board’s multi-year strategic plan is a statement of intent to act upon each of the strategic goals identified within it.

**Strategic planning** refers to the process of making fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it.

**Strategic priority** is an overarching, high-level priority that an organization establishes in order to realize its vision. A strategic priority provides the framework for organizing, defining and communicating strategic goals.

**Values statement** outlines the organization’s core beliefs that frame how employees and students operate, and how decisions are made.

**Vision statement** is a vivid and engaging description of the organization’s idealized future state.

**PRINCIPLES**

- The Halton Catholic District School Board is committed to being a model learning community, providing exceptional Catholic education by meeting the learning needs of all students so that they may realize their God-given potential.
- The Board of Trustees are charged with governance of the organization, setting long-term strategic priorities and goals that are supported by available resources, and monitoring the implementation of the strategic plan.
- The Halton Catholic District School Board is committed to promoting student achievement and well-being; ensuring effective stewardship of the board’s resources; and delivering effective and appropriate education programs to its pupils.
- Effective organizations are based on aligned processes so that sustained performance and improvement occurs. The Halton Catholic District School Board acknowledges the importance of connecting all areas of the organization including mission, vision and value statements, priorities, strategies, goals and plans.
- The Board’s multi-year strategic plan reflects evidence-based decision making and is supported by data. Progress against goals and targets are monitored by the Board.
- The Halton Catholic District School Board values relationships and partnerships and is committed to encouraging and supporting two-way communication for the purposes of stakeholder consultation, feedback and providing necessary information in the development and progress of the Board’s multi-year strategic plan

**ASSOCIATED  
OPERATING POLICIES &  
ADMINISTRATIVE  
PROCEDURES:**

- Ongoing results-based accountability and evidence-informed decision-making are the standard approaches to planning and improvement efforts. Strategies/initiatives are adjusted in response to evidence.

**REQUIREMENTS**

**General Requirements**

The Board's multi-year strategic plan is aligned to the mission, vision and values of the Board.

The Board's multi-year strategic plan is aligned to Board and School Improvement Plans, annual operating plan and maintaining a focus on performance, effectiveness and sustainability.

The budget process is aligned with the Board's multi-year strategic plan, and strategic priorities and goals are supported by sufficient resources.

The Board of Trustees are responsible to approve the multi-year strategic plan for the Board through board resolution.

The Board's multi-year strategic plan covers a period of four (4) years, and is annually validated by the Trustees through Board resolution.

The Director of Education is responsible for the implementation of the multi-year strategic plan and the development of annual operating plans that support its implementation.

**Phase I – Getting Organized**

Trustees start the strategic planning process in January of the second year in office, through Board resolution.

Board of Trustees review, validate and update the Board's existing mission, vision and values, through Board resolution.

A Strategic Planning Steering Committee is formed to guide the process, composed of, but not limited to, the Board of Trustees, the Director of Education, select Senior Staff and Research staff. Roles and responsibilities are established at the start of the process.

The Strategic Planning Steering Committee determines the timelines for developing the multi-year strategic plan and assesses if a facilitator is beneficial for parts of the strategic planning process. Trustees approve, through Board resolution the recommendation, on timelines and use of a facilitator (if applicable).

**Phase II – Gathering Information**

The Strategic Planning Steering Committee prioritizes data to be collected from the Board's internal and external environment scans, including identity based data and student level data. The Committee analyzes the data to study emerging themes that will suggest the direction of the Board.

Senior Staff provide detailed input for the Strategic Plan from their areas of expertise.

**POLICY No.:** I-44  
**DATE :** DECEMBER 5, 2017  
**AMENDED:**

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**ASSOCIATED  
OPERATING POLICIES &  
ADMINISTRATIVE  
PROCEDURES:**

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Stakeholder groups are identified and the consultation process to use for gathering data from both the internal and external operating environments is determined. Trustees approve the consultation process through Board resolution.

Stakeholder consultation takes place.

A communication plan is developed, to keep all stakeholders informed of the process. The Board of Trustees approves the communication plan, through Board resolution.

***Phase III – Developing the Multi-Year Strategic Plan***

The Strategic Planning Steering Committee analyzes consultation findings and establishes strategic priorities and goals. The Director of Education, in collaboration with the Strategic Planning Steering Committee, creates an evaluation framework to set realistic and measurable targets and outcomes, and identifies champions responsible for each goal.

The Strategic Planning Steering Committee presents the draft strategic plan, including strategic priorities and strategic goals to the Board of Trustees for approval. Trustees approve, through Board resolution, the strategic plan, including strategic priorities and strategic goals.

An effective communication strategy is developed, to promote the multi-year strategic plan and to publicly report on the achievements. The approved multi-year strategic plan is communicated to all stakeholders.

***Phase IV – Implementing and Monitoring the Multi-Year Strategic Plan***

The Director of Education provides the Board of Trustees with annual updates on the progress towards the goals and targets identified in the Board’s multi-year strategic plan, through an annual report card and the Director’s Annual Report. To assess progress towards strategic priorities and goals; targets and initiatives are reviewed and analyzed and additional consultation takes place to collect perceptual data from stakeholders. The Director identifies areas of success and challenges and provides updates on the operating plans. Updates to the multi-year strategic plan are posted on the public website.

Refer to Appendix A for the multi-year strategic planning framework.

**APPROVED:** Regular Meeting of the Board

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

**ACTION REPORT**

**ITEM 9.3**

**POLICY II-06 LUNCH SUPERVISION**

**PURPOSE:**

To rescind *Policy II-06 Lunch Supervision*.

**COMMENTS:**

*Policy II-06 Lunch Supervision* was established in October of 1973, with the latest revisions taking place in November 2014. The existing policy provides minimal detail on procedures to follow if students are to eat lunch at school.

As with the recent rescinded policy on Teacher Supervision, specific processes are currently in place to ensure appropriate supervision is covered throughout the day, including lunch hour. In our Elementary schools, an In-school staffing committee, consisting of all employee groups assist in creating supervision schedules so that adequate supervision takes place.

On an annual basis, all parents are also required to complete the parental consent form where they indicate the lunch routines of their child(ren).

With the requirement for the Principal to ensure adequate supervision throughout the day, as well as processes already in place to address lunch routines, *Policy II-06 Lunch Supervision* is redundant and is no longer required.

**CONCLUSION:**

The Policy Committee has reviewed *Policy II-06 Lunch Supervision* and now brings forward the proposed recommendation to rescind this policy.

**RECOMMENDATION:**

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

**RESOLUTION:**

Moved by:

Seconded by:

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and rescind *Policy II-06 Lunch Supervision*.

**REPORT SUBMITTED AND  
APPROVED BY:**

A. DANKO  
CHAIR OF THE POLICY COMMITTEE

**POLICY**

- a) Students are permitted to eat lunch at school and are required to comply with the established code of conduct.
- b) The principal shall arrange the necessary supervision for those students who remain at school for lunch.
- c) Elementary students who remain at school over the lunch hour shall not be permitted to leave the school site unless permission is granted by the parents.

APPROVED:

Regular Meeting of the Board

Authorized by:

.....

*Chair of the Board*

**ACTION REPORT**

**ITEM 9.4**

**POLICY II-21 CROSS PANEL SHARING OF STUDENT INFORMATION**

**PURPOSE:**

To rescind *Policy II-21 Cross Panel Sharing of Student Information*.

**COMMENTS:**

*Policy II-21 Cross Panel Sharing of Student Information*; was created in February of 2009 and last revised in February of 2012. This policy was established to provide direction regarding the sharing of personal student information between elementary and secondary schools within the Halton Catholic District School Board.

In December of 2015, *Policy I-02 Records and Information Management* and *Policy I-07 Protection of Privacy* were approved. These two policies established requirements to manage records and information safely and securely, as well as, ensuring the protection of privacy related to Acts and legislation.

As a result, *Policy II-21 Cross Panel Sharing* is redundant as a policy as *Policy I-02* and *Policy I-07* provide more detail relating to all aspects of sharing student information.

*Administrative Procedure VI-93 Cross Panel Sharing of Student Information* has been created which will provide specific steps that school staff would be required to follow. This procedure is connected to the overarching *Policy I-07 Protection of Privacy* and *Policy I-02 Records and Information Management*.

**CONCLUSION:**

The Policy Committee has reviewed *Policy II-21 Cross Panel Sharing of Student Information* and now brings forward the proposed recommendation to rescind this policy.

**RECOMMENDATION:**

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

**RESOLUTION:**

Moved by:

Seconded by:

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and rescind *Policy II-21 Cross Panel Sharing of Student Information*.

**REPORT SUBMITTED AND  
APPROVED BY:**

A. DANKO  
CHAIR OF THE POLICY COMMITTEE

## PURPOSE

To provide schools with information and directions regarding the sharing of personal student information between elementary and secondary schools within the same school Board.

## APPLICATION AND SCOPE

This policy applies to all staff in the Halton Catholic District School Board who are required to or are requested to provide information about individual students between the elementary and secondary panels within the same school Board.

## PRINCIPLES

The Halton Catholic District School Board acknowledges that students' information is collected and maintained on an individual basis for the improvement of instruction, and for the well-being of the student.

The Halton Catholic District School Board understands that the sharing, interpretation and application of personal student information between the elementary and secondary panels will enhance the practical provision of educational services which will ultimately benefit student learning.

The Halton Catholic District School Board recognizes that a safe and welcoming environment is most conducive to learning, and will therefore seek to foster a Christ-centred, positive school climate, free from discriminatory behaviour.

The Halton Catholic District School Board recognizes that any form of social or cultural discrimination is incompatible with Catholic moral principles and is in violation of the Ontario Human Rights Code.

The Halton Catholic District School Board expects that the cross panel sharing, interpretation, and application of personal student information will be done in a manner that is respectful of an individual student's rights to privacy and free from all forms of discrimination.

## REQUIREMENTS

1. Students and parent/guardians must be reasonably informed through a clear notice of this policy when information is required or requested about individual students between elementary and secondary panels. The notice must describe the personal information, explain the purpose of the sharing and provide a contact person's information. This need only be done once on an annual basis. Notice must also be provided to new students upon registration
2. The Board shall ensure that clear notice of this information is included on the Board's "*Family Information/Consent Form*" located on the Board's StaffNet site.



3. Once the notice of Information Collection, located on the *“Family Information/Consent Form”* is signed by a parent/guardian, the following information may be shared under the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) and the *Education Act*.

a) Student information provided to a secondary school in advance of a student’s arrival:

**STUDENT DEMOGRAPHICS:**

- Student Name
- Gender
- Date of Birth
- Board Student Number
- Ontario Education Number (OEN)
- Current Grade
- Home Room
- Special Education Status/Identification/Program Placement
- ELL/ELD stage or level/Program Delivery

**STUDENT ACHIEVEMENT:**

- Report Card Achievement
- Report Card Learning Skills
- DRA and/or other formative assessments (e.g., OWA, OCA, QCA)

**STUDENT ATTENDANCE**

**OTHER INFORMATION:**

- Suspensions/Expulsions
- Country of Birth
- Language Spoken at Home

b) Aggregate information about a student’s performance in secondary school provided to the former elementary school:

EQAO Grades 9 and 10 Results  
Report Card Achievement Data  
Credit Accumulation  
Course Selection

4. The sharing of elementary data with the secondary panel shall be consistent with the completion of the secondary registration form and/or the course selection form indicating the student’s intention to attend a specific school.

APPROVED: Regular Meeting of the Board

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

**ACTION REPORT**

**ITEM 9.5**

**POLICY III-03 TEACHER PERFORMANCE APPRAISAL**

**PURPOSE:**

To approve *Policy III-03 Teacher Performance Appraisal*, as amended.

**COMMENTARY:**

All publicly funded School Boards in Ontario are required to use the Teacher Performance Appraisal Process according to the Education Act, Part X.2, "Teacher Performance Appraisal", and in Ontario Regulation (O Reg.) 98/02, O. Reg. 99/02, and O. Reg. 266/06.

The policy was first established in September 1986 and amendments have been made over time as a result of changes in legislation.

The following revisions to the policy have been made. Specifically, a clearer and more relevant purpose of the policy, additions of appropriate references, and more detailed aspects regarding the process around Annual Learning Plans, New Teacher Induction Program, and Long Term Occasional Teachers involvement in the appraisal process.

**CONCLUSION:**

*Policy III-03 Teacher Performance Appraisal* was presented at the Policy Committee Meeting on November 28, 2017 with a recommendation that it be forwarded to the Board of Trustees for approval.

**RECOMMENDATION:**

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

**RESOLUTION:**

*Moved by:*

*Seconded by:*

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

**REPORT SUBMITTED AND  
APPROVED BY:**

A. DANKO  
CHAIR OF THE POLICY COMMITTEE

## TEACHER PERFORMANCE APPRAISAL

POLICY No.: III-03  
DATE : SEPTEMBER 30, 1986  
AMENDED: NOVEMBER 18, 2003  
AMENDED: FEBRUARY 5, 2008  
AMENDED: MAY 17, 2011  
AMENDED: DECEMBER 5, 2017

ASSOCIATED  
OPERATING POLICIES &  
ADMINISTRATIVE  
PROCEDURES:

**PURPOSE**

To provide direction on Teacher Performance Appraisal (TPA) process in the Halton Catholic District School Board in order to promote teacher development; to provide meaningful appraisals of teachers' performance that encourage professional learning and growth; to identify opportunities for additional support where required; and to provide a measure of accountability to the public.

**APPLICATION AND SCOPE**

Ontario's TPA system (2010) has two components – one for “new” teachers and the other for “experienced” teachers. This policy applies to all new and experienced **permanent** teachers employed by the Halton Catholic District School Board who are members of either the Ontario English Catholic Teachers' Association Elementary or Secondary Bargaining Units.

**REFERENCES**

[Ontario Education Act Part X.2](#)

[Ontario Regulation 98/02](#)

[Ontario Regulation 99/02](#)

[Teacher Performance Appraisal Technical Requirements Manual 2010](#)

[New Teacher Induction Program Induction Elements Manual 2010](#)

[Teacher Performance Appraisal Frequently Asked Questions](#)

**DEFINITIONS**

The following definitions apply for the purposes of Teacher Performance Appraisal (TPA) and the New Teacher Induction Program (NTIP).

1. New Teachers:

- New Teachers: all teachers certified by the Ontario College of Teachers including teachers trained out of province who have been hired into permanent positions (full-time or part-time) by a school board to begin teaching for the first time in Ontario;

## TEACHER PERFORMANCE APPRAISAL

**POLICY No.:** III-03  
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**ASSOCIATED  
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- teachers are considered “new” until they successfully complete all four (4) components of the NTIP: orientation, mentoring, professional development and two (2) satisfactory appraisal ratings within a maximum of twenty-four (24) months after they begin teaching.
- 2. Experienced teachers” are defined as all teachers who have successfully completed the NTIP, or who held permanent positions in Ontario’s publically funded school prior to the NTIP implementation in 2006, as well as temporary teachers (those teaching on a Letter of Permission).
- 3. Beginning Long Term Occasional Teachers (LTO): a certified occasional teacher who is in his/her first long-term assignment of 97 or more consecutive school days as a substitute for the same teacher.
- 4. Beginning Full-Time Continuing Education Teachers: a certified teacher who is teaching two (2) secondary credit courses per quad x four quads in a given school year in an adult learning day school.

<b>PRINCIPLES</b>
-------------------

- The Teacher Performance Appraisal in our Catholic school system shall:
  - a) value teachers as professionals and respects their knowledge and expertise;
  - b) provide fair, effective and consistent appraisal of professional practice in the Catholic educational setting;
  - c) reflect Catholic teaching and practice to improve student learning and formation;
  - d) enhance professional practice to improve student learning and information;
  - e) ensure effective delivery of the Ontario Catholic Curriculum program;
  - f) provide and supports opportunities for professional growth and faith development;
  - g) recognize that personal faith is not subject to evaluation in a teacher’s performance appraisal;  
and
  - h) recognize a communal responsibility for the formation of effective teachers in a Catholic school system.
- Professional dialogue and collaboration are essential to the creation and maintenance of a healthy school culture. An appraisal system in which both teachers and principals are actively engaged provides a framework for assessing teachers’ practices in a way that meets their professional learning needs. The TPA system engages principals and teachers in professional dialogue that

## TEACHER PERFORMANCE APPRAISAL

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**ASSOCIATED  
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 PROCEDURES:**

deepens their understanding of what it means to be a teacher, as reflected in the Ontario College of Teachers' Standards of Practice for the Teaching Professions (2006):

5 Domains:

- a) Commitment to Students and Student Learning
  - b) Professional Knowledge
  - c) Professional Practice
  - d) Leadership in Learning Communities
  - e) Ongoing Professional Learning
- The TPA is an integral part of a continuum of professional learning that supports effective teaching, learning, and assessment practices by building on and complementing previous learning in pre-service teacher education programs and the New Teacher Induction Program (NTIP), as well as learning acquired throughout each individual's teaching career.
  - The following key components are common to the appraisal of both "new" and "experienced" teachers:
    1. competency standards;
    2. pre-observation meeting/appraisal meeting
    3. classroom observation
    4. post observation meeting/appraisal meeting
    5. a summative report, which includes their performance rating, and
    6. a process for additional support.

**REQUIREMENTS**

- The Halton Catholic District School Board is mandated to implement the Performance Appraisal Process according to the Education Act (Part X.2, "Teacher Performance Appraisal") and Ontario Regulations, (O.Reg.) 98/02, O.Reg.99/02, and O.Reg. 266/06 along with the Technical Requirements Manual, "Teacher Performance Appraisal (2010) and the Induction Elements Manual for the New Teacher Induction Program (2010).
- "Experienced" teachers are required to develop an Annual Learning Plan (ALP). The ALP helps experienced teachers to identify strategies for growth and development in their evaluation year and

**TEACHER PERFORMANCE APPRAISAL**

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**ASSOCIATED  
 OPERATING POLICIES &  
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 PROCEDURES:**

for the years between performance appraisals. An ALP must be completed each year by every experienced teacher.

- New teachers involved in the NTIP are not required to complete an ALP. New teachers involved in the NTIP complete the Individual NTIP Strategy Form as a means for discussion, learning, planning and tracking of the NTIP elements.
- Beginning LTO teachers participate in the Induction Elements of the NTIP (*orientation, mentoring, professional development and training*). Note that they are not included in the Teacher Performance Appraisal component
- Beginning LTO teachers will be appraised as per Regulation 274 of the Education Act.
- Principals, Vice-Principals, teachers, and Supervisory Officers all play key roles in the performance appraisal process. Performance appraisals of teachers shall be the responsibility of the Principal, Vice-Principal, or as required, Family of Schools Superintendent of Education. Superintendents will co-ordinate the appraisal responsibilities associated with teachers who are:
  - a) assigned to more than one school;
  - b) not assigned to duties in a school;
  - c) assigned to duties in a school as well as other duties, or
  - d) move from one school to another.
- The process for conducting the Teacher Performance Appraisal shall be in accordance with the current legislation as contained in the Education Act (Part X.2, "Teacher Performance Appraisal"), and Ontario Regulations (O. Reg.) 98/02, O.Reg. 99/02, and O.Reg. 266/06 including the Technical Requirements Manual, "Teacher Performance Appraisal (2010) as well as the Induction Elements Manual for the New Teacher Induction Program (2010).
- An on-line tracking system is used by administrators to complete the TPA/NTIP process. All teaching staff will be able to access the on-line program.
- Third Party agreement measures shall be implemented. Accessibility to said documents shall be restricted to authorized personnel only to ensure confidentiality. Exchange of information among schools and boards will be in accordance with the requirements as outlined in Section 15.2, Teacher Performance Appraisal, Technical Requirements Manual 2010.
- Timelines:
  - By June 15<sup>th</sup> of each year, school administrators will use the on-line tracking system to complete the required
  - teacher performance appraisals: TPA, NTIP Strategy Forms, and Annual Learning Plans

**TEACHER PERFORMANCE APPRAISAL**

**POLICY No.:** III-03  
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**ASSOCIATED  
OPERATING POLICIES &  
ADMINISTRATIVE  
PROCEDURES:**

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- By June 15<sup>th</sup> of each year, school administrators will use the on-line tracking system to submit the completed appraisals to their respective Superintendent of Schools
- By June 30<sup>th</sup> of each year, school Superintendents will use the on-line tracking system to review the documentation and forward to the Executive Officer, Human Resources Services
- The Executive Officer, Human Resources Services will oversee the retention procedures related to TPA

**APPROVED:** Regular Meeting of the Board

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

Chair of the Board

**STAFF REPORT**

**ITEM 10.1**

**MILTON #8 FORD CATHOLIC ELEMENTARY SCHOOL – SCHOOL BOUNDARY REVIEW COMMITTEE INTERIM REPORT AND RECOMMENDATIONS**

**PURPOSE:**

To obtain Board approval for the Milton #8 Ford Catholic Elementary School attendance boundaries for the 2018-19 school year, as well as approve in principal the designation of future development holding areas for the upcoming elementary schools planned for the Boyne Secondary Plan Area in South Milton.

**BACKGROUND INFORMATION:**

1. Action Report 8.1 “Milton #8 ‘Ford’ Catholic Elementary School - School Boundary Review”, from the October 3, 2017 Regular Meeting of the Board.

Additional background material including the presentations and minutes of the Advisory School Boundary Review can be found online at: <https://www.hcdsb.org/Schools/BoundaryReviews/Pages/Milton-Elementary-Schools.aspx>

**SCHOOL BOUNDARY REVIEW MILESTONES:**

Below is a summary of completed and upcoming tasks for the completion of the Milton #8 Ford Catholic Elementary School Boundary Review.

**Completed Tasks:**

Board approves Milton #8 Ford CES Boundary Review Process	<b>October 3, 2017</b>
Inaugural SBRC Meeting	<b>October 23, 2017</b>
Potential SBRC Follow up Meeting	<b>November 13, 2017</b>
Community Information Meeting	<b>November 13, 2017</b>
Feedback Portal Closes	<b>November 22, 2017</b>
SBRC Final Meeting	<b>November 27, 2017</b>
Interim Staff Report with SBRC Recommendations Presented to the Board	<b>December 5, 2017</b>

**Upcoming Steps:**

Public Delegations	<b>December 19, 2017</b>
SBRC Final Report & Recommendations Presented to the Board	<b>January 16, 2018</b>
New Boundaries Implemented	<b>September 1, 2018</b>



## COMMENTS:

The Milton #8 Ford Catholic Elementary School Boundary Review seeks to establish school boundaries for the new Milton #8 Ford Catholic Elementary School, prior to its opening in the Fall of 2018. Milton #8 Ford Catholic Elementary School will be the first of four (4) new elementary schools to open in the Boyne Secondary Plan. Currently, students from the Boyne Secondary Plan area attend St. Benedict CES, with the exception of V58, which is directed to St. Peter CES. There are no students presently residing in V58.

It is anticipated that three (3) additional elementary schools will open in the Boyne community over the next 10 years, which will result in the need for the Board to approve the completion of additional school boundary reviews following Ministry capital priority funding approval.

Given the future boundary reviews that will be undertaken, and in accordance with Administrative Procedure VI-88: School Boundary Review Process, staff also sought to designate study areas as holding/development areas for future elementary schools in South Milton as part of this boundary review. Doing so will serve to notify the community well in advance that students residing in these holding areas may be redirected to new schools in the future following a school boundary review process.

On October 3, 2017, through Board resolution #183/17, it was:

***“RESOLVED***, that the Halton Catholic District School Board direct staff to initiate a school attendance boundary review process for the new Milton #8 ‘Ford’ Catholic Elementary School.“

On October 23, 2017 an Advisory School Boundary Review Committee (SBRC) was established and its first meeting held on the same day at St. Benedict CES with parent representation from each school in the Boundary Review (see Appendix A for the complete committee membership list).

Staff presented the existing school boundaries; proposed school boundaries (Option 1); as well as the proposed holding areas for the future Boyne Secondary Plan Area elementary Schools. Refer to Appendix B for all boundaries presented at the meeting. Staff also provided an overview of the new school facility and design. The committee reached consensus on the proposed school boundaries and holding areas, and discussed the presentation format for the upcoming Community Information Meeting.

On November 13, 2017, the Board hosted a Community Information Meeting (CIM) at St. Benedict CES. Notice of the meeting was emailed to affected school communities and a news release was posted on the Board's webpage. Staff provided a brief presentation detailing the process; the Advisory School Boundary Review Committee; the proposed school boundaries outlined in Option 1; and the proposed holding/development areas for future elementary schools. There was an opportunity for questions and answers, and attendees were provided instructions on how to submit feedback and delegate to the Board if they wished. Prior to the Community Information Meeting (CIM), the SBRC met briefly on site to discuss the format for the night's CIM.

An online survey was available for the community to provide feedback on the presented option and tentative holding areas following the CIM. The online survey closed on November 22, 2017 at which time the Research Department compiled the feedback into a summary report available in Appendix C. Themes included: In Agreement; Against; Impartial; French Immersion; Busing/Transportation; Child's Well-Being/Adjustment; Concerns with Movement of Students; and Secondary Schools.

Most of the feedback received was supportive of the recommendation, or had no concerns/suggestions. Other comments received raised issues that could not necessarily be resolved by modifying the recommendation, or did not pertain to the scope of the Boundary Review.

There were comments expressing concerns regarding the multiple movement of rural students that are presently at St. Benedict CES boundary. With the proposed Option 1, students would experience a total of three (3) moves since they were initially moved to Our Lady of Victory CES.

In response to the above, staff developed Option 2 which keeps rural patches at St. Benedict CES until such a time Milton #9 CES is opened (Appendix D). The impact of this option is expected to be minimal on the enrolment at St. Benedict CES, as there are fewer than 10 students in the affected rural areas.

On November 27, 2017, staff presented the Online Parent Feedback Report and Option 2 to the Advisory SBRC at the final committee meeting. After a brief discussion between staff and the Advisory Committee, consensus was reached, and the committee recommended that:

- A) Option 2 be pursued as the preferred boundaries for Milton #8
- B) existing Grade 7 students as of 2017-2018 attending St. Benedict CES be given the option to be grandfathered without transportation
- C) the proposed holding development boundaries be the preferred, in principal, solution for future elementary school accommodations.

Members of the community are provided an opportunity to delegate to the Board regarding the proposed school boundaries at the **December 19, 2017**, Regular Meeting of the Board. The recommendations are expected to be given final consideration at the **January 16, 2018**, Regular Meeting of the Board.

### **CONCLUSION:**

Board staff has reviewed the Advisory Committee's recommendation and supports the implementation of new attendance boundaries as detailed in **Option 2**, as well as optional grandfathering for Grade 7 students currently attending St. Benedict CES. The below draft recommendation will be presented to the Board of Trustees for approval on January 16, 2018.

### **DRAFT RECOMMENDATION:**

<b>RESOLUTION:</b>	<b>MOVED BY:</b>
	<b>SECONDED BY:</b>
<b>RESOLVED</b> , that boundaries presented in Option 2 be implemented for the 2018/2019 school year for Milton # 8 Ford, St. Benedict and St. Peter Catholic Elementary Schools, whereby these changes shall have the effect of altering existing attendance areas by:	
1) Re-directing patch V52, V57, V51, V50, V59 and V56 from St. Benedict CES to Milton #8 Ford CES	
2) Re-directing patch V58 from St. Peter CES to Milton #8 Ford CES.	

**RESOLVED**, that students currently attending in Grade 7 at St. Benedict Catholic Elementary School in the 2017-18 school year be provided the option to be grandfathered without transportation for the 2018-19 school year.

**RESOLVED**, that holding areas be designated in principle for Milton #9, Milton #10 and Milton #11 Catholic Elementary Schools to notify the community that they may be subject to future school boundary reviews for these new schools.

**REPORT PREPARED &  
SUBMITTED BY:**

C. CIPRIANO  
SUPERINTENDENT OF EDUCATION

R. MERRICK  
SUPERINTENDENT OF FACILITY MANAGEMENT SERVICES

R. NEGOI  
SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

F. THIBEAULT  
ADMINISTRATOR OF PLANNING SERVICES, BUSINESS SERVICES

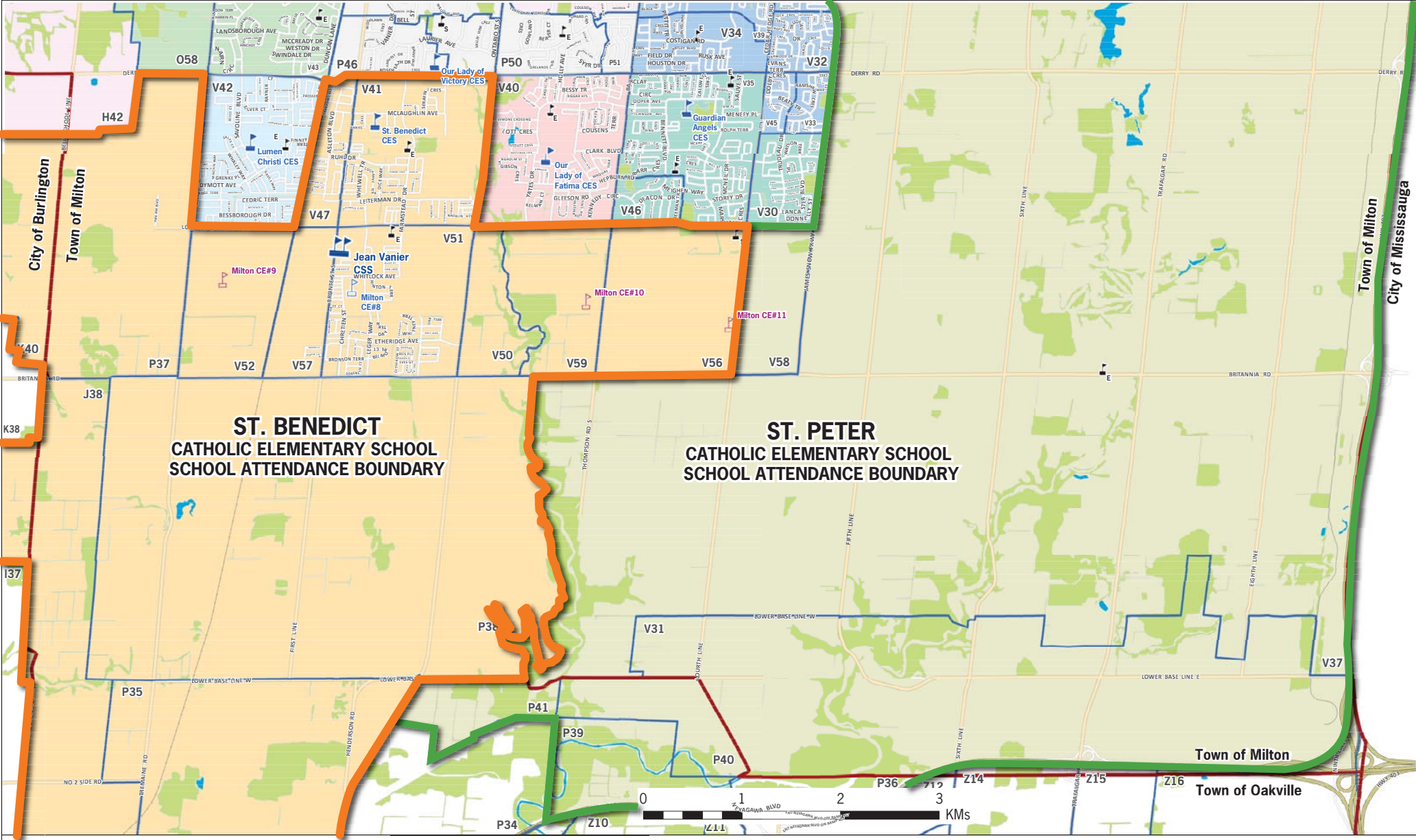
D. GUNASEKARA  
PLANNING OFFICER, PLANNING SERVICES

**REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

**APPENDIX A  
SCHOOL BOUNDARY REVIEW COMMITTEE COMPOSITION**

	<b>St. Benedict Catholic Elementary School</b> Kristina Stajduhar Anita Benic
<b>Parent Representatives</b>	<b>St. Peter Catholic Elementary School</b> Mary Grigoropoulos Dino Mourtos <b>Superintendent of Education</b> Camillo Cipriano <b>Superintendent of Education</b> Lorrie Naar
<b>Board Staff</b>	<b>Superintendent, Facility Management Services</b> Ryan Merrick <b>Administrator, Planning Services</b> Frederick Thibeault <b>Planning Officer, Planning Services</b> Dhilan Gunasekara

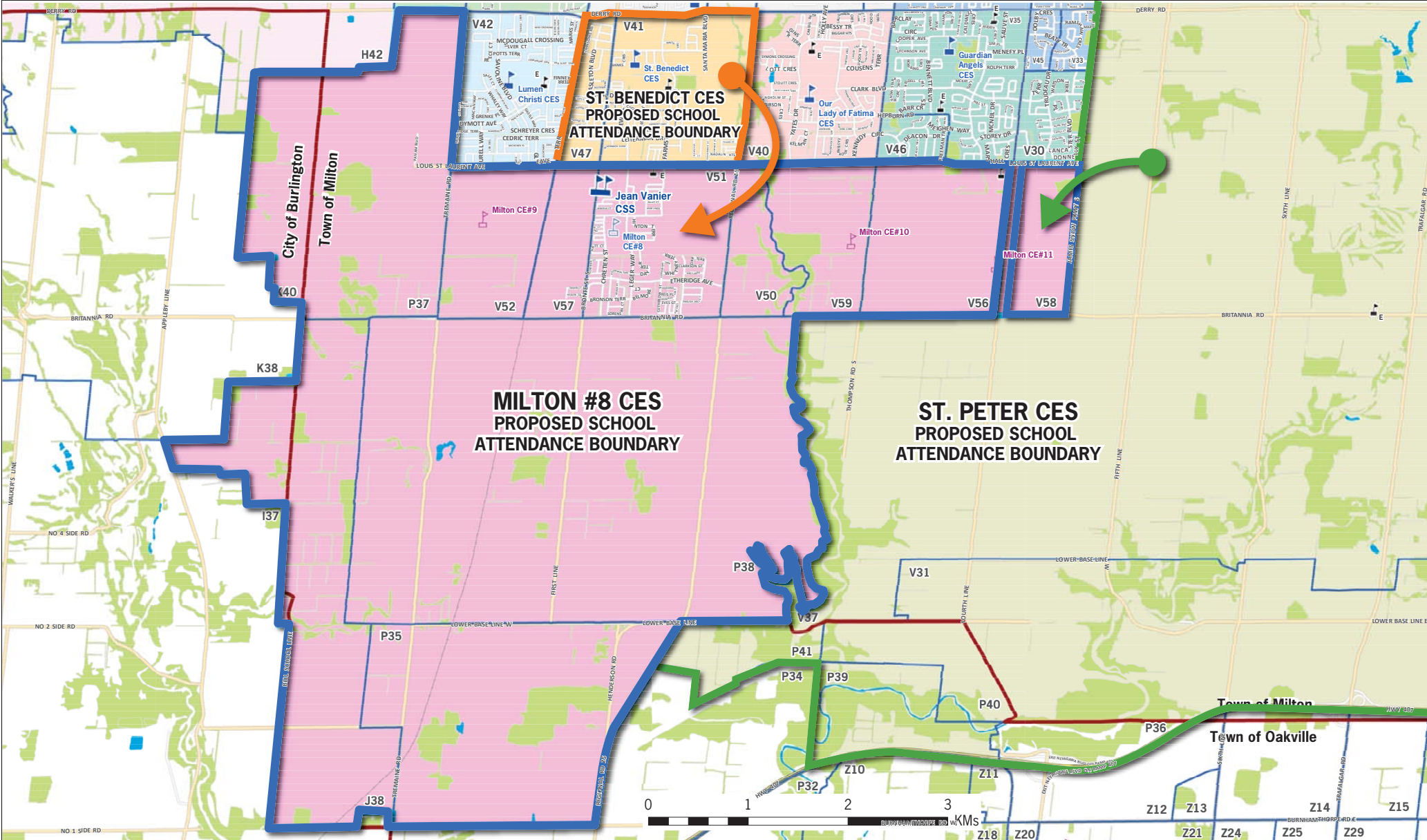


**Halton Catholic District School Board Milton Elementary  
2017-2018 Status Quo School Boundaries**

The current street network was provided by the Regional Municipality of Halton and the Region assumes no responsibility or liability for its use or accuracy. Proposed roads are subject to change. It is the intention of the HCDSB to provide up-to-date and accurate information, and reasonable efforts have been made by the HCDSB to verify the information, however a degree of error or change is inherent. This information is distributed "as is" without warranty. HCDSB assumes no legal liability or responsibility for the accuracy, completeness, or usefulness of any information. If you require additional information please contact the Planning Services Department at 905-632-6300 or visit [www.haltonbus.ca](http://www.haltonbus.ca) for additional school boundary information.

- HCDSB Schools
- HCDSB Adult Learning Centre
- HCDSB Administration
- HDSB Schools
- CS Viamonde Schools
- CSDCCS Schools



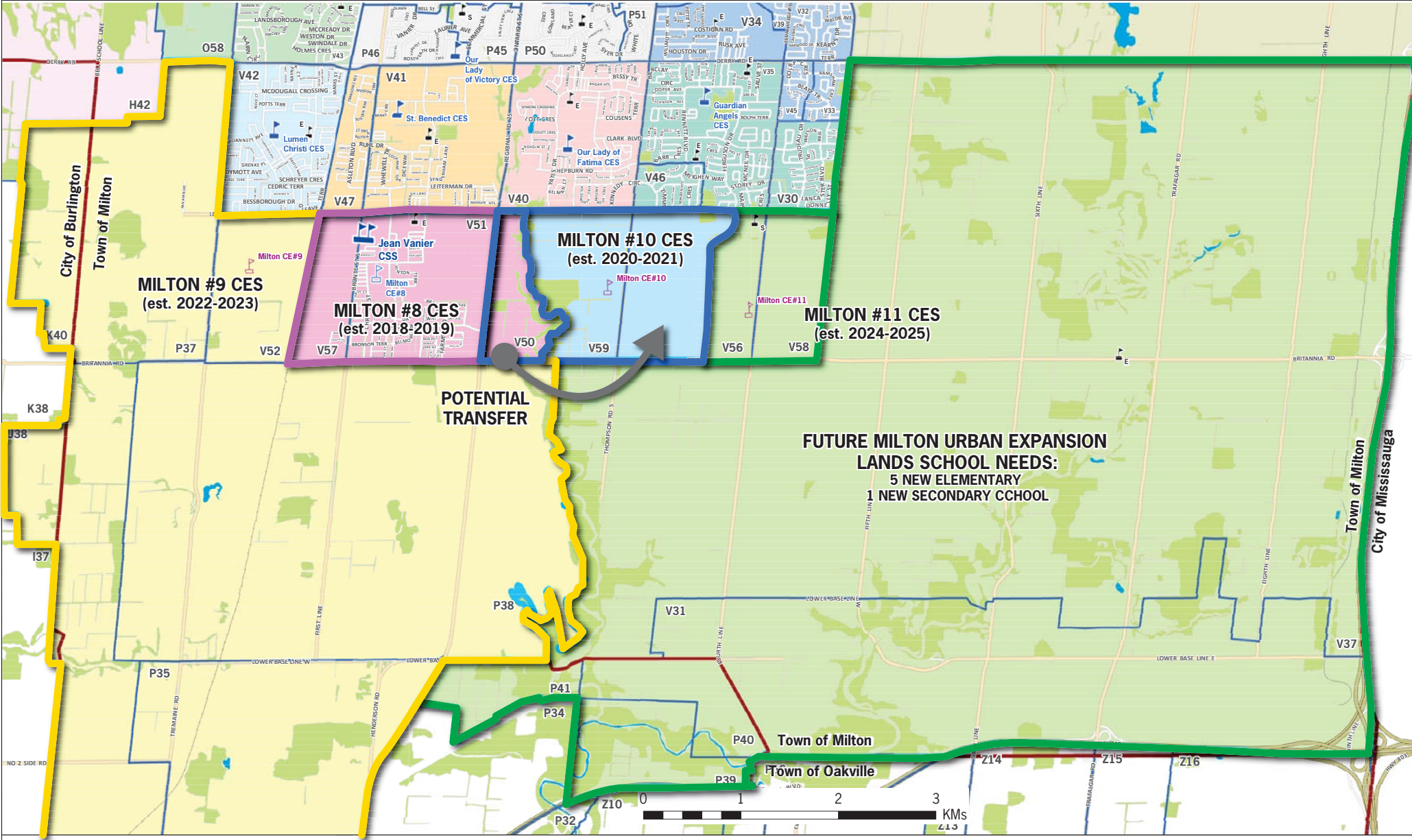


**Halton Catholic District School Board Milton Elementary  
Proposed Milton #8 Boyne CES School Boundary (Option 1)**

The current street network was provided by the Regional Municipality of Halton and the Region assumes no responsibility or liability for its use or accuracy. Proposed roads are subject to change. It is the intention of the HCDSB to provide up-to-date and accurate information, and reasonable efforts have been made by the HCDSB to verify the information, however a degree of error or change is inherent. This information is distributed "as is" without warranty. HCDSB assumes no legal liability or responsibility for the accuracy, completeness, or usefulness of any information. If you require additional information please contact the Planning Services Department at 905-632-6300 or visit www.haltonbus.ca for additional school boundary information.

- HCDSB Schools
- + HCDSB Adult Learning Centre
- HCDSB Administration
- HDSB Schools
- CS Viamonde Schools
- CSDCCS Schools





**Halton Catholic District School Board  
Proposed New Development Holding Areas**

The current street network was provided by the Regional Municipality of Halton and the Region assumes no responsibility or liability for its use or accuracy. Proposed roads are subject to change. It is the intention of the HCDSB to provide up-to-date and accurate information, and reasonable efforts have been made by the HCDSB to verify the information, however a degree of error or change is inherent. This information is distributed "as is" without warranty. HCDSB assumes no legal liability or responsibility for the accuracy, completeness, or usefulness of any information. If you require additional information please contact the Planning Services Department at 905-632-6300 or visit www.haltonbus.ca for additional school boundary information.

- HCDSB Schools
- HCDSB Adult Learning Centre
- HCDSB Administration
- HDSB Schools
- CS Viamonde Schools
- CSDCCS Schools





# Milton #8 Elementary School Boundary Review

Report of Online Parent Feedback

Report Prepared by:  
*Research & Development Services*  
11/23/2017

For more information, please contact:

Zoe Walters, MA, *Researcher*

*WaltersZ@hcdsb.org*



# Milton #8 Elementary School Boundary Review

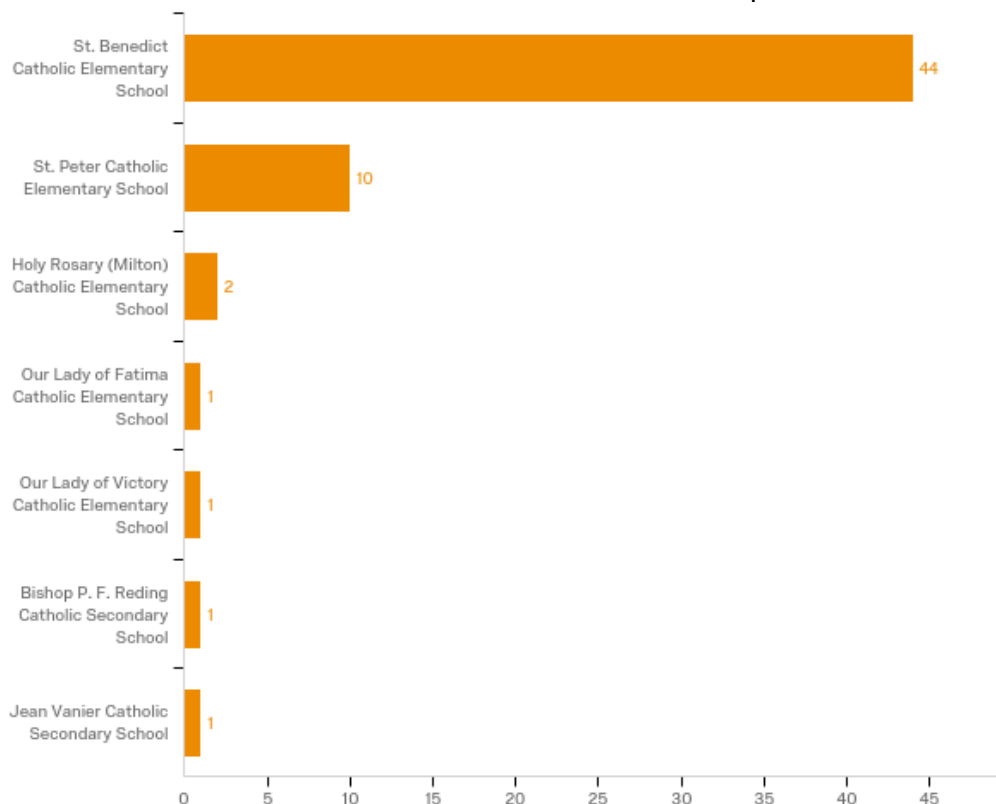
## Report of Online Parent Feedback

Following a Community Information Meeting on November 13<sup>th</sup>, 2017, held at St. Benedict Catholic Elementary School, parents were given the opportunity to provide feedback about the proposed boundary option for the New Milton #8 Catholic Elementary School opening in September of 2018. The purpose of this feedback form was to collect input on the presented option and future development holding areas for the School Boundary Review Advisory Committee to consider moving forward. The online feedback collection form remained open for parent responses from Tuesday November 14<sup>th</sup>, 2017 until Wednesday November 22, 2017. This report provides a summary of the online responses received.

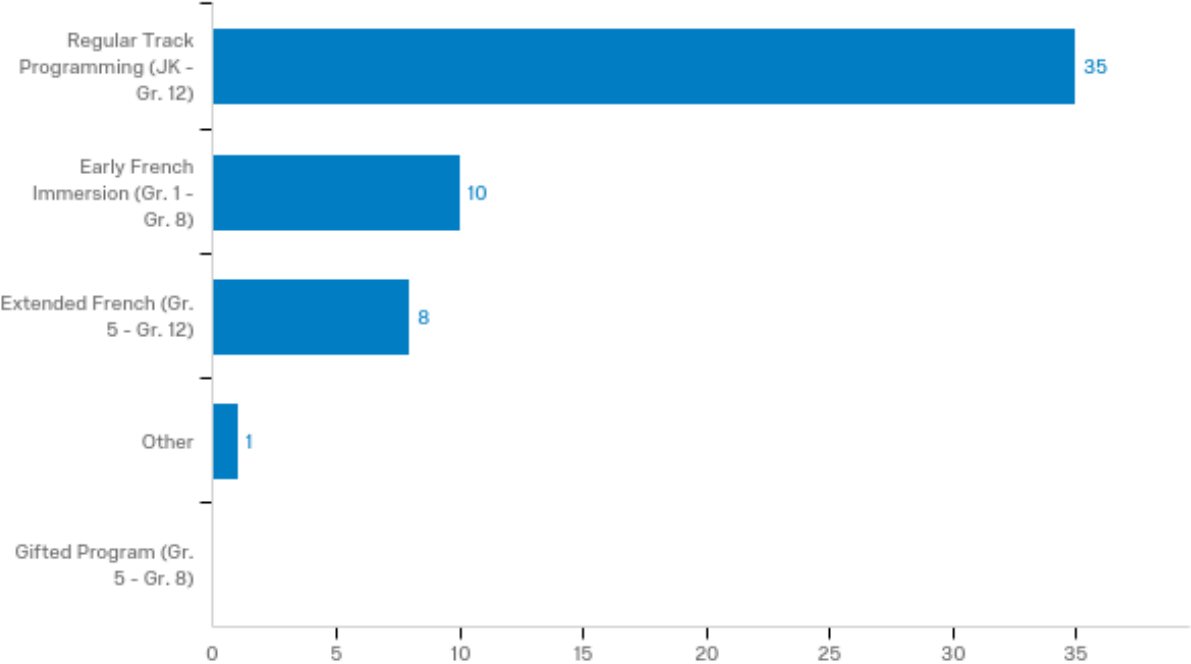
### Online Boundary Review Survey Response Breakdown

Overall, there were 52 responses collected in this feedback survey. All 52 (100%) respondents indicated they reside in Milton and have a child (or children) enrolled at an HCDSB school. The results of each question are presented below.

The following graph illustrates the HCDSB schools that the respondents' children attend. The majority of respondents' children (n= 44, 73.4%) attend St. Benedict Catholic Elementary School. There was a total of 60 children between the 52 respondents.



The following graph illustrates the HCDSB programs in which the respondents' children are enrolled. The majority of children (n= 35, 64.8%) are enrolled in the Regular Track Programming (JK-Grade 12).

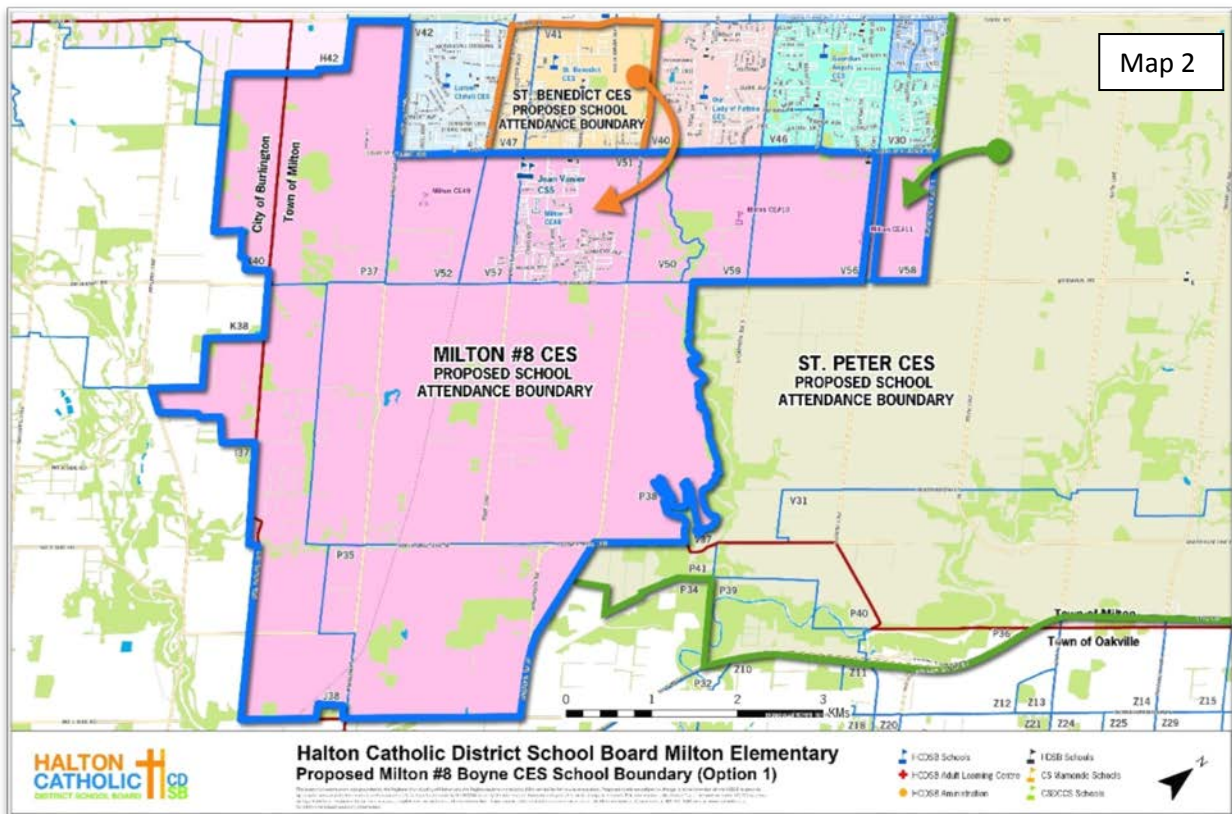
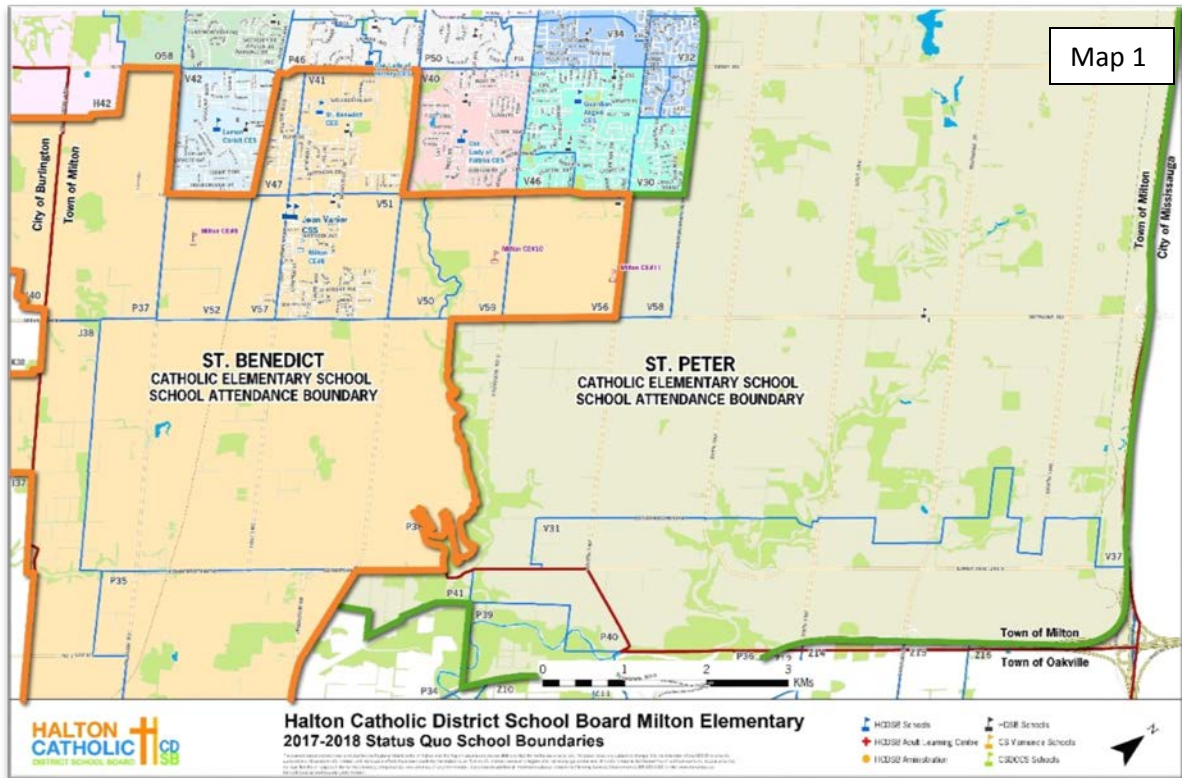


## Presentation of Comments Regarding Proposed Boundary Maps

The School Boundary Review Advisory Committee uses six criteria to evaluate school boundary options and make recommendations with a long-term view to sustainability, to make the best use of our resources, and to serve the interests of our students, families and the Town of Milton communities. Parents were asked to review the options presented using the six criteria and provide their feedback on the proposed boundaries.

Map 1 below represents the current boundaries of both affected schools, namely St. Benedict Catholic Elementary School and St. Peter Catholic Elementary Schools. The primary area under review is the Boyne Secondary Plan area bound by Louis St. Laurent to the North, Britannia to the South, Tremaine to the West, and James Snow Parkway to the East.

Map 2 below represents the proposed attendance boundaries for the Milton #8 Catholic Elementary School, which seeks to redirect all new growth to the new school. The Boundaries affected by the review are identified with a **BLUE BOLD** outline and an arrow indicating which school the boundary currently belongs to. Students that attend the regular track program that reside in the area shaded in **PINK** and bound in **BLUE** will be re-directed to the new Milton #8 Catholic Elementary School.



## Question #1:

Referring to Map 1 and 2, parents were first asked: *What are your preliminary thoughts on the proposed boundaries?* The following tables illustrate the respondents' comments on the above maps, and indicate the respondents' postal codes and school(s) their child(ren) attend(s). There was a total of 33 responses, organized into three themed tables: In Agreement (n=28), Against (n=3), and Impartial (n=2).

### Theme 1: In Agreement

<b>L9T5P7</b>	Holy Rosary (Milton) Catholic Elementary School, St. Peter Catholic Elementary School	Good, as it was leading to over enrollment of students in schools.
<b>L9T 0E3</b>	Our Lady of Fatima Catholic Elementary School, St. Benedict Catholic Elementary School	I agree with the proposed boundaries.
<b>L9T 7N4</b>	Our Lady of Victory Catholic Elementary School, St. Benedict Catholic Elementary School	I agree the school is way over capacity making it difficult for teachers/staff to teach and for students to learn. There are way too many portables with students having to struggle with school supplies and their daily routines and belongings. They have no space. It would be nice to have the intended number of pupils per HCDSB schools without the overflows! The students are very stressed out. Especially if they are new and transitioning to the school. It would be ideal to have a computer room, music room, gym, arts room, etc. .... which could be fully utilized for the right purposes. Current overflows of students means stressful families and parents overloading the parking lots and school areas, making the neighbourhood school area a very dangerous and unsafe environment. It is worse in the winter. The sooner the students can be redirected to the new Milton #8 school, the better. We pray that the new schools will be ready on time. We appreciate the principal and staff efforts! They are all doing their best.
<b>LOt</b>	St. Benedict Catholic Elementary School	St Benedict is getting to crowded for such a small area.
<b>L9E 0A2</b>	St. Benedict Catholic Elementary School	Agree
<b>L9E 0B4</b>	St. Benedict Catholic Elementary School	Boundaries are logical and fair
<b>L9E 1E5</b>	St. Benedict Catholic Elementary School	Looks good proposal

<b>L9E0A7</b>	St. Benedict Catholic Elementary School	I realize the boundary for the new school will shrink as the population grows in the area to make way for newer schools. Your future plan shows that this should be the first and final relocation for my children so I am not overly concerned about it.
<b>L9E0A7</b>	St. Benedict Catholic Elementary School	No thoughts pretty straight foward (just feel bad for my daughter moved here almost 2yrs now have to start at new school all over again)
<b>L9t 0w1</b>	St. Benedict Catholic Elementary School	Make sense
<b>L9T 7P5</b>	St. Benedict Catholic Elementary School	I like it. I am not happy to see so many portables built in the St Bene schoolyard to house an excessive amount of students. The increase in car traffic to pick up and drop off is quite dangerous in my opinion.
<b>L9T 7W2</b>	St. Benedict Catholic Elementary School	according in the area, good location beside high school.
<b>L9T 8E7</b>	St. Benedict Catholic Elementary School	I agree with plan.
<b>L9T 8H4</b>	St. Benedict Catholic Elementary School	It's a good idea for those who are just starting the school.
<b>L9T 8K5</b>	St. Benedict Catholic Elementary School	The proposed boundaries seem to make logistical sense and 0
<b>L9T0L4</b>	St. Benedict Catholic Elementary School	They are both large geographic areas, yet the school bus ride to French Immersion is a highlight in my sons' days. So not necessarily a bad thing for everyone. Surely this will not be the case for all.
<b>L9T0W5</b>	St. Benedict Catholic Elementary School	It seems like a good idea. st Benedict is getting too busy and early French immersion program is currently there
<b>L9t7p2</b>	St. Benedict Catholic Elementary School	Hopefully in the future it will lessen the amount of children at st Benedict .
<b>L9T7P3</b>	St. Benedict Catholic Elementary School	It's ok
<b>I9t8c7</b>	St. Benedict Catholic Elementary School	look good.
<b>L9T8E1</b>	St. Benedict Catholic Elementary School	The boundaries seem fine.
<b>L9T8E7</b>	St. Benedict Catholic Elementary School	Acceptable

<b>L9T8H1</b>	St. Benedict Catholic Elementary School	Seems fair
<b>L9T8R6</b>	St. Benedict Catholic Elementary School	Good
<b>L9T8S1</b>	St. Benedict Catholic Elementary School	I think for a couple of years the new school will be enough for the amount of people currently living South of LSL but once all the new houses are completed that school will be with an overflow of students
<b>L9T5T2</b>	St. Benedict Catholic Elementary School, Bishop P. F. Reding Catholic Secondary School	Makes sense as described.
<b>L9E0B4</b>	St. Benedict Catholic Elementary School, Jean Vanier Catholic Secondary School	Great
<b>L9T 7Z7</b>	St. Benedict Catholic Elementary School, St. Peter Catholic Elementary School	Makes sense. Please consider moving St Peter EFI program to St Benedict School. French resources, Teachers and program will be more effective altogether!!

## Theme 2: Against

<b>L9E 0A5</b>	St. Benedict Catholic Elementary School	<p>I had opportunity to communicate after the community meeting - we spoke about my 2 daughters and having to move. My thoughts are the same....we do not use or need the bussing system, we are not using optional programs. We are not a drain on resources. We only want as much of a chamxe gor continuity with familiar teachers, environment and friends fornour children. I apprwciate that focus on losing friends skews heavier to older children than my children entering Grade 3 and Grade 1....but i feel its equally traumatic for them.</p> <p>We arent looking for favor.....the new school is closet to our house.</p> <p>This is about familiarity.</p> <p>As I discussed with you, i heard that it is unlikely, but i would like every chance to be looked at on an individual basis.....knowing that many studemts and parents want them to move to new school; we are hopeful that numbers could allow our kids to stay at St Benedict's. So many dont knwo the dufference.....but we know the family at St Benedict's.</p> <p>Please consider</p> <p>Thank you</p>
<b>L9E 0B4</b>	St. Benedict Catholic Elementary School	Not happy
<b>L9E1E2</b>	St. Benedict Catholic Elementary School	<p>More disruption for our daughters. We just moved to a new community, changed schools, spent around \$350 in uniforms and now we have to move them again after they've adapted and found friends.</p>

## Theme 3: Impartial

<b>L9T6C3</b>	Holy Rosary (Milton) Catholic Elementary School, St. Peter Catholic Elementary School	We are not affected by the change and have no opinion.
<b>L9T 5P2</b>	St. Peter Catholic Elementary School	It does not impact me



## Question #2:

Once more, referring to Map 1 and 2 above, parents were also asked: *Do you have any concerns or suggestions with the proposed Boundaries for the Milton #8 Catholic Elementary School?* The following tables illustrate the respondents' comments on the above maps, and indicate the respondents' postal codes and school(s) their child(ren) attend. There was a total of 31 responses organized into five themed tables: French Immersion (n=4), Busing/Transportation (n=3), Children's Well-Being/Adjustment (n=3), Miscellaneous Comments (n=3), and No Concerns/Suggestions (n=18).

### Theme 1: French Immersion

<b>L0t</b>	St. Benedict Catholic Elementary School	I want to know that all kids in early French immersion will stay at st Benedicts
<b>L9t0h5</b>	St. Benedict Catholic Elementary School, St. Peter Catholic Elementary School	Since a new school will be available why not to have all the French immersion programs in one school.it makes sense to have them in one place for several reasons,academics, siblings reunion,busing,etc
<b>L9T0L4</b>	St. Benedict Catholic Elementary School	Knowing the numbers of students estimated to be in each area would help. Also knowing if French Immersion is to stay at St Benedict.
<b>L9T0W5</b>	St. Benedict Catholic Elementary School	As long as the early French immersion program offered at St Benedict is not affected I have no concerns with the proposed new boundaries

### Theme 2: Busing/Transportation

<b>L9E0A7</b>	St. Benedict Catholic Elementary School	My residence is approx. 2KM from this new school and I am concerned regarding busing from my location to the new school. The person taking care of my children in the morning does not drive therefore busing is an important factor for me. Will this be provided from the Britannia/Farmstead location as it is currently?
<b>L9E0A7</b>	St. Benedict Catholic Elementary School	Just not sure if my daughter will be bused
<b>L9E0B4</b>	St. Benedict Catholic Elementary School, Jean Vanier Catholic Secondary School	Will bus transport be available due to construction activity?

### Theme 3: Children's Well-Being/Adjustment

<b>L9E 0B4</b>	St. Benedict Catholic Elementary School	Yes, I don't think it's fair to have kids move from their environment to have them adjust all over again - it takes a toll on the kids. I think it should be up to the parents if they want to move their children. Kids that are already enrolled should have the option to stay where they are and new kids starting in Milton should go to the new school
<b>L9E1E2</b>	St. Benedict Catholic Elementary School	Who recognizes the investment, the time and the implication to kids that started creating bonds
<b>L9t 0w1</b>	St. Benedict Catholic Elementary School	Too many changes to kids. Try Grandfather in enrollment and ask for volunteers rather than force it

### Theme 4: Miscellaneous Comments

<b>L9T 8E7</b>	St. Benedict Catholic Elementary School	Will #8 provide YMCA before and after school care?
<b>L9T 8H4</b>	St. Benedict Catholic Elementary School	Those that are in grades 6 to 8 already have the options to stay or leave the old school. Buying new uniform is so expensive.
<b>I9t8c7</b>	St. Benedict Catholic Elementary School	just want to make sure north of louis st laurent and in the orange box remain at St Benedict. its confusing as theres an arrow looking like the people that live in the orange box are going down into the new school

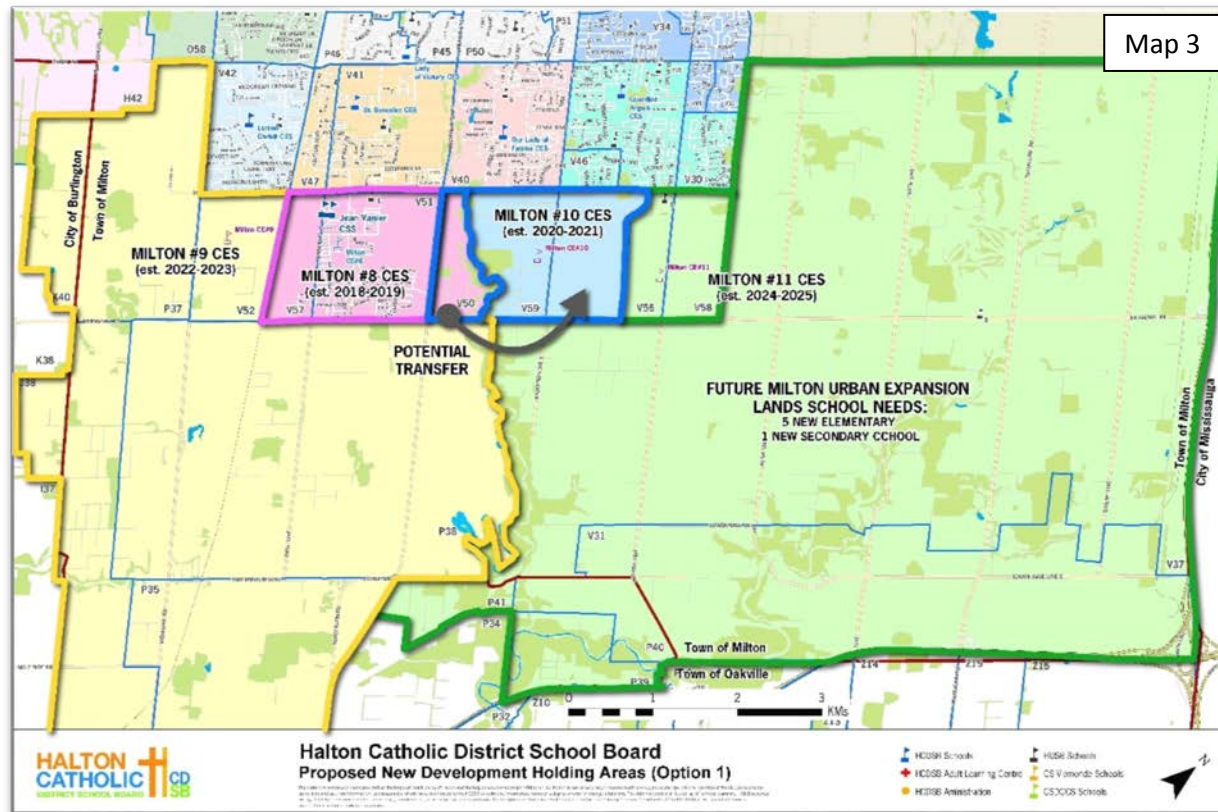
### Theme 5: No Concerns/Suggestions

<b>L9E 0A2</b>	St. Benedict Catholic Elementary School	No
<b>L9E 0A5</b>	St. Benedict Catholic Elementary School	As instated...it seams reasonable on a high level planning basis.
<b>L9E 0B4</b>	St. Benedict Catholic Elementary School	No concerns at this time
<b>L9E 1E5</b>	St. Benedict Catholic Elementary School	No
<b>L9E1C8</b>	St. Benedict Catholic Elementary School	I agree to the boundries
<b>L9T 0E3</b>	Our Lady of Fatima Catholic Elementary School, St. Benedict Catholic Elementary School	No
<b>L9T 7N4</b>	Our Lady of Victory Catholic Elementary School, St. Benedict Catholic Elementary School	No. I think the boundary makes sense as proposed.

<b>L9T 7W2</b>	St. Benedict Catholic Elementary School	NO
<b>L9T 8K5</b>	St. Benedict Catholic Elementary School	No concerns
<b>L9T5P7</b>	Holy Rosary (Milton) Catholic Elementary School, St. Peter Catholic Elementary School	No
<b>L9T5T2</b>	St. Benedict Catholic Elementary School, Bishop P. F. Reding Catholic Secondary School	None at this time as we are in the extended French stream and will be unaffected at this time.
<b>L9T6C3</b>	Holy Rosary (Milton) Catholic Elementary School, St. Peter Catholic Elementary School	We are not affected by the change and have no opinion.
<b>L9t7p2</b>	St. Benedict Catholic Elementary School	No
<b>L9T8E1</b>	St. Benedict Catholic Elementary School	No
<b>L9T8E7</b>	St. Benedict Catholic Elementary School	No
<b>L9T8H1</b>	St. Benedict Catholic Elementary School	No
<b>L9T8R6</b>	St. Benedict Catholic Elementary School	No
<b>L9T8S1</b>	St. Benedict Catholic Elementary School	No

### Question #3:

Map 3 below illustrates the four (4) elementary schools planned for the Milton Boyne Secondary Plan Area. The designated colours demonstrate the potential opening dates and potential future boundaries for schools – note all will require their own Boundary Review Process, and Board approval.



Referring to Map 3, parents were asked: *Do you have any comments on the above future schools and potential future boundaries map?* The following tables illustrate the respondents' comments on the above map, and indicate the respondents' postal codes and school(s) their child(ren) attend. There was a total of 29 responses organized into four themed tables: Concern with the Movement of Students (n=4), Secondary Schools (n=3), Miscellaneous Comments (n=3), No Comment or In Agreement (n=19).

### Theme 1: Concern with the Movement of Students

<b>L9E 0B4</b>	St. Benedict Catholic Elementary School	Again, it's all fine for new kids in the area - but to make kids move that are already enrolled is very unfair to the children
<b>L9T5T2</b>	St. Benedict Catholic Elementary School, Bishop P. F. Reding Catholic Secondary School	We should always do our best to limit the number of times a student moves due to a boundary review. As an example The students being moved from St. Peter school to Milton 8 should be permitted to finish elementary school to grade eight in the Milton 8 school so that their experience is not disrupted. Same for the anticipated Milton 10 school. Having had students subject to boundary review it is a traumatizing process and unfair to the children.
<b>L9T8E1</b>	St. Benedict Catholic Elementary School	It seems that the kids in the yellow area will have to start at new schools every few years.
<b>L9T8H1</b>	St. Benedict Catholic Elementary School	Seems fine as long as any students that may be in another school with other siblings already attending have the option to stay there.

### Theme 2: Secondary Schools

<b>L0t</b>	St. Benedict Catholic Elementary School	What about secondary schools
<b>L9T0L4</b>	St. Benedict Catholic Elementary School	I am curious about the future secondary school...
<b>L9T8S1</b>	St. Benedict Catholic Elementary School	I am just concerned that in the future the demand for secondary schools will be higher and I don't see as many secondary schools built.

### Theme 3: Miscellaneous Comments

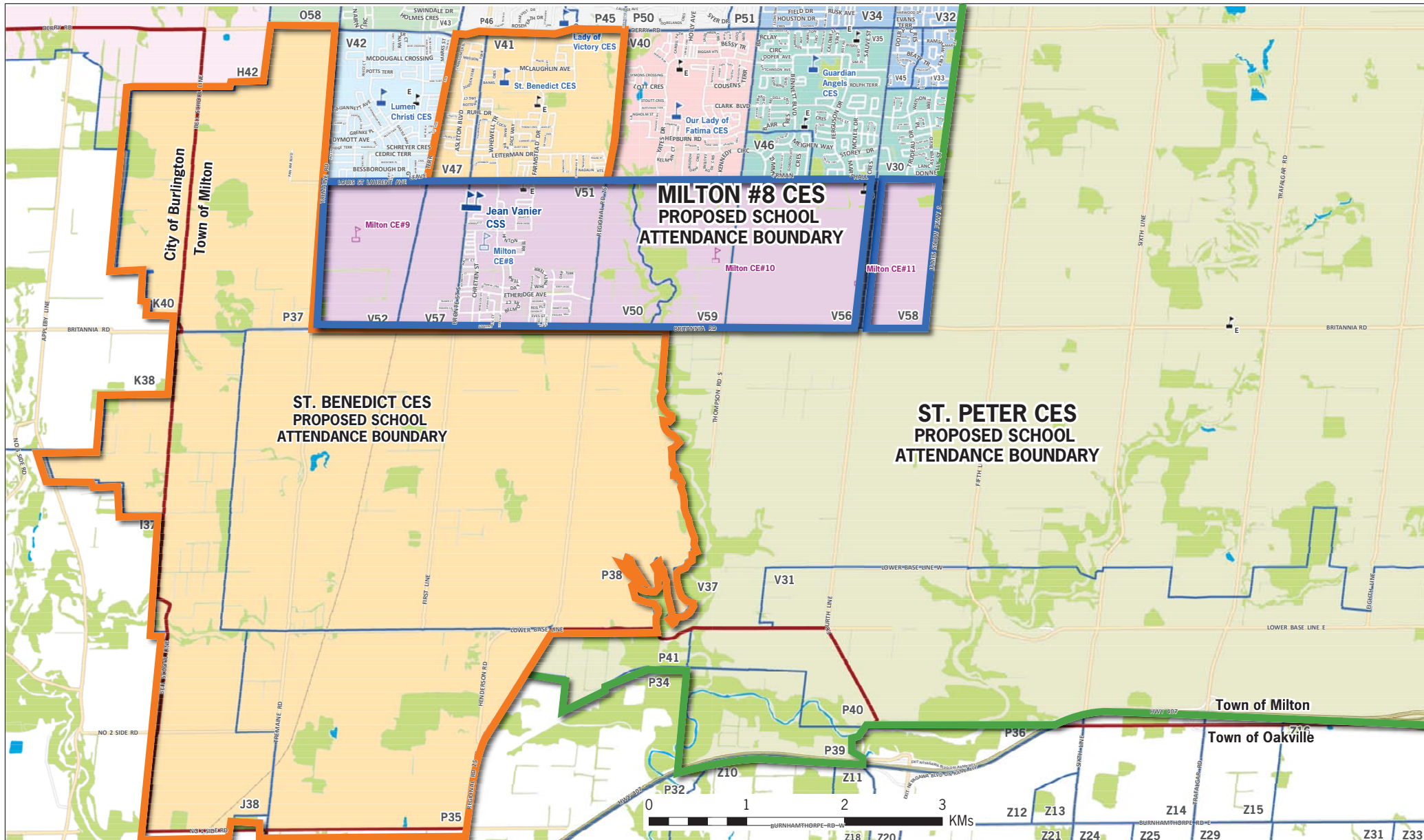
<b>L9E 1E5</b>	St. Benedict Catholic Elementary School	I hope the school can include a restaurant built in, every day to prepare lunch for the kids is challenge for many parents no matter from time perspective or from what I should prepare for the kids lunch perspective, kids are boring with every sandwich and pizza etc. If there is restaurant, the nutrition chef can prepare the healthy and with nutrition food for students, parents then won't need to worry about it.
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<b>L9T 7P5</b>	St. Benedict Catholic Elementary School	Glad to hear there is a plan in place but it still feels like we have been caught unprepared for such student levels.
<b>L9T6C3</b>	Holy Rosary (Milton) Catholic Elementary School, St. Peter Catholic Elementary School	it is impossible to read the map -- there is no zoom function.

#### Theme 4: No Comment or In Agreement

<b>L9E 0A2</b>	St. Benedict Catholic Elementary School	No
<b>L9E 0A5</b>	St. Benedict Catholic Elementary School	It appears a reasonable plan for futurw growth.
<b>L9E 0B4</b>	St. Benedict Catholic Elementary School	None at this time
<b>L9E0A7</b>	St. Benedict Catholic Elementary School	None.
<b>L9E0A7</b>	St. Benedict Catholic Elementary School	No
<b>L9E1C8</b>	St. Benedict Catholic Elementary School	No
<b>L9E1E2</b>	St. Benedict Catholic Elementary School	No
<b>L9T 0E3</b>	Our Lady of Fatima Catholic Elementary School,St. Benedict Catholic Elementary School	No
<b>L9t 0w1</b>	St. Benedict Catholic Elementary School	No
<b>L9T 7N4</b>	Our Lady of Victory Catholic Elementary School,St. Benedict Catholic Elementary School	No. Not at this time.
<b>L9T 7W2</b>	St. Benedict Catholic Elementary School	No
<b>L9T 7Z7</b>	St. Benedict Catholic Elementary School,St. Peter Catholic Elementary School	Looks good!
<b>L9T 8K5</b>	St. Benedict Catholic Elementary School	No
<b>L9t0h5</b>	St. Benedict Catholic Elementary School,St. Peter Catholic Elementary School	No
<b>L9T0W5</b>	St. Benedict Catholic Elementary School	Seems like a good long term plan
<b>L9T5P7</b>	Holy Rosary (Milton) Catholic Elementary School,St. Peter Catholic Elementary School	No
<b>L9t7p2</b>	St. Benedict Catholic Elementary School	No
<b>L9T8E7</b>	St. Benedict Catholic Elementary School	No.
<b>L9T8R6</b>	St. Benedict Catholic Elementary School	No





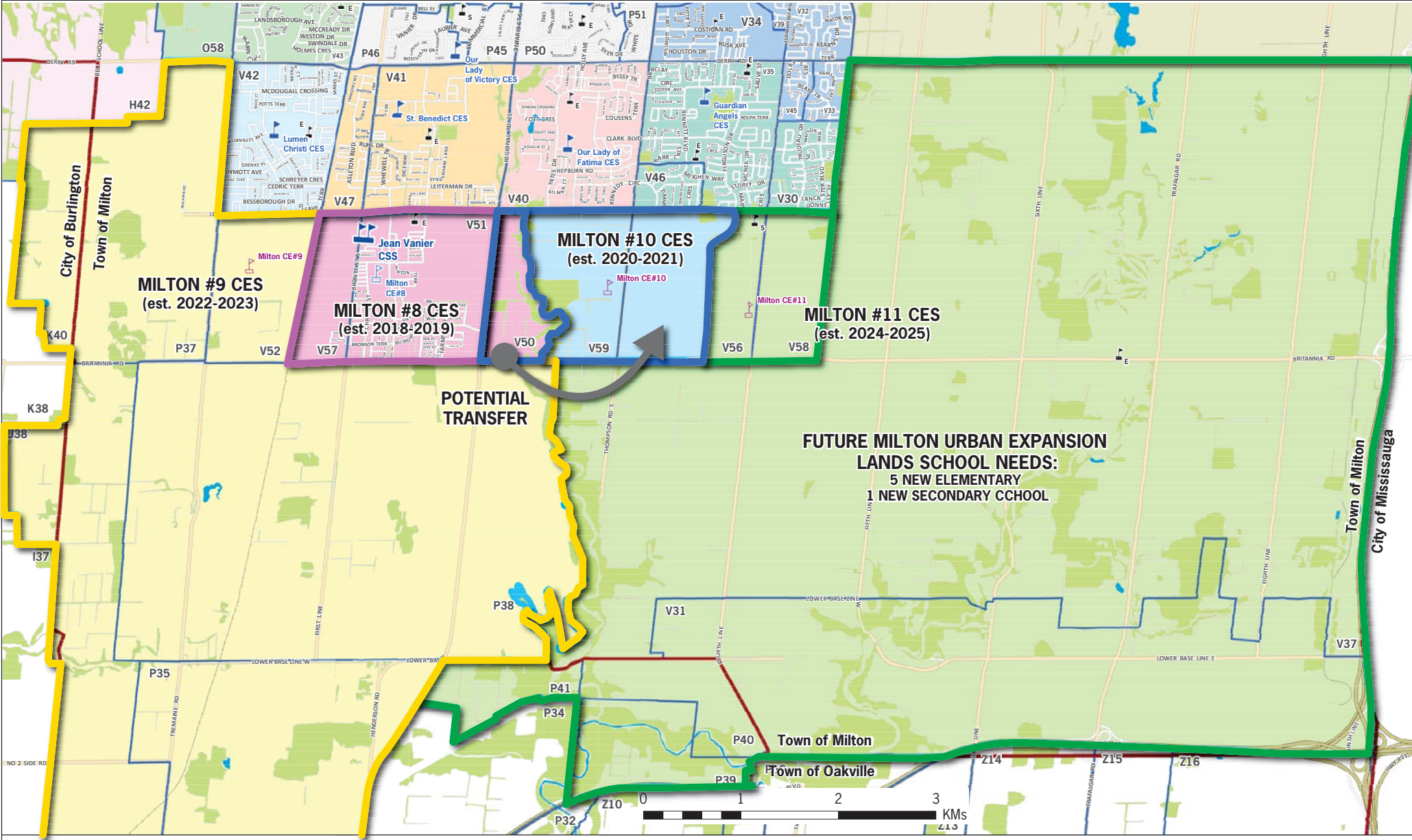
### Halton Catholic District School Board Milton Elementary Proposed Milton #8 Boyne CES School Boundary (Option 2)

The current street network was provided by the Regional Municipality of Halton and the Region assumes no responsibility or liability for its use or accuracy. Proposed roads are subject to change. It is the intention of the HCDSB to provide up-to-date and accurate information, and reasonable efforts have been made by the HCDSB to verify the information, however a degree of error or change is inherent. This information is distributed "as is" without warranty. HCDSB assumes no legal liability or responsibility for the accuracy, completeness, or usefulness of any information. If you require additional information please contact the Planning Services Department at 905-632-6300 or visit [www.haltonbus.ca](http://www.haltonbus.ca) for additional school boundary information.

- HCDSB Schools
- HCDSB Adult Learning Centre
- HCDSB Administration
- HDSB Schools
- CS Viamonde Schools
- CSDCCS Schools







### Halton Catholic District School Board Proposed New Development Holding Areas

The current street network was provided by the Regional Municipality of Halton and the Region assumes no responsibility or liability for its use or accuracy. Proposed roads are subject to change. It is the intention of the HCDSB to provide up-to-date and accurate information, and reasonable efforts have been made by the HCDSB to verify the information, however a degree of error or change is inherent. This information is distributed "as is" without warranty. HCDSB assumes no legal liability or responsibility for the accuracy, completeness, or usefulness of any information. If you require additional information please contact the Planning Services Department at 905-632-6300 or visit www.haltonbus.ca for additional school boundary information.

- HCDSB Schools
- HCDSB Adult Learning Centre
- HCDSB Administration
- HDSB Schools
- CS Viamonde Schools
- CSDCCS Schools



## PROPOSED 2018 KINDERGARTEN OUTDOOR LEARNING PLAYSPACE PROJECTS

### PURPOSE:

To present the proposed 2018 kindergarten outdoor learning playspace projects to the Board.

### BACKGROUND INFORMATION:

During the 2015-16 school year, the Board began an initiative to replace its existing kindergarten plastic and metal play structures with outdoor learning playspaces constructed primarily of natural earth elements. This initiative is in keeping with the Board's continuous improvement of school infrastructure to enhance and support student learning. The outdoor learning playspaces include features that help to develop gross-motor, fine-motor, sensory experiences, encourage social skills, creativity, collaboration, critical thinking and problem solving skills for students.

A total of twenty-nine (29) natural kindergarten outdoor learning playspaces have been installed in the last two school years. The third phase of the kindergarten outdoor playspaces are proposed for 2018.

### COMMENTS:

#### Kindergarten Program Considerations

The Ministry of Education released *The Kindergarten Program* in the summer of 2016. This program is divided into four frames - Belonging and Contributing, Self-Regulation and Well-Being, Demonstrating Literacy and Mathematics Behaviours, and Problem Solving and Innovating. The frames reflect the integrated way in which learning occurs during children's play and inquiry. The document states that various learning contexts should be available where children can apply and extend their learning both in the classroom and outdoors. (*The Kindergarten Program*, 2016, p. 52)

Moreover, there is great value in providing opportunities for children to engage with nature as it supports the overall and specific curriculum expectations across all four frames. Furthermore, the experiences and materials offered by the naturalized playspaces support the 21<sup>st</sup> Century Competencies, and encourage and challenge children to extend their thinking and wondering beyond the classroom. The provocations and invitations for learning in the naturalized outdoor playspaces develop and extend the critical thinking and problem solving children are doing in the classroom and provide them with a greater variety of opportunities to work both independently and collaboratively with their peers. Educator teams who were part of the first phase of the naturalized outdoor playspaces have remarked that children are more engaged outdoors as they have a variety of learning areas to support their needs and interests. The children are able to discover new things in nature that lead to questioning and classroom inquiries. As stated by Pope Francis in *Laudato Si'*, "Nature cannot be regarded as something separate from ourselves or as a mere setting in which we

live. We are part of nature, included in it and in constant interaction with it.” The kindergarten natural outdoor playspaces have helped to achieve the above noted goals as well as those of the Ontario Catholic School Graduate Expectations including being a responsible citizen and a discerning believer.

“A rich integrated curriculum, the kind that needs the reality of the outdoors, serves children well. When we serve children well, we predicate a better future.” (Rivkin, 1995, p. 81)

### **Kindergarten Curriculum Expectations**

Coming to know and care for the natural world that God created for us and to see God in all living things is reflected in the kindergarten Focus on Faith Theme of Stewardship and the Essential Question - “Where is God?” Contextual data collected from children in our elementary schools supports what is reported by research. Children are spending a great deal of time indoors watching television and using technology, however, they are spending very little time outdoors experiencing the natural world. In this age of technology, it is critical to explore ways to connect children to nature in order to appreciate God’s gifts of creation. Moreover, an increased obesity rate among children is perhaps the most visible symptom regarding lack of exercise and outdoor play. The data from the recent Early Development Instrument (EDI) confirmed this as the physical domain was identified as an area of vulnerability for our children.

In *Laudato Si’*, Pope Francis speaks of the importance of ecological education stating “Good education plants seeds when we are young, and these continue to bear fruit throughout life.”

When providing opportunities for children to engage and appreciate nature as loving gifts from God, it is important to appeal to all of their senses - sound, sight, touch, taste, feel - as well as to provide gross motor, fine motor and sensory experiences.

*Helping children develop appreciation and respect for the environment is an integral part of providing learning opportunities in these spaces. Experiences that allow children to appreciate and understand the value of fresh air and outdoor spaces, the environmental benefits of active transportation (e.g., walking and biking), the environmental implications of various food choices, the impact of using trails, and the health risks associated with exposure to direct sunlight and air pollution are all components of environmental education that can be integrated with learning in the Kindergarten program. To facilitate these connections, educators are encouraged to make the outdoors an integral part of their learning environment in order to help children observe, explore, and appreciate nature. (The Kindergarten Program, 2016, p.104)*

All of the activities and learning areas in the naturalized playspaces comply with the CSA guidelines and play in these areas helps children to be aware of their environment and provides them with opportunities to assess risk, which is an essential part of their development. Unlike the current plastic and metal climbing structures, the areas in the naturalized playspaces are accessible to all students with varying degrees of physical abilities, creating an inclusive learning environment. The naturalized playspaces invite outdoor activity throughout all seasons, unlike the current climbing structures which must be closed when rain, snow, ice or frozen ground conditions render them unsafe. During the winter season, the addition of snow in the naturalized playgrounds further enhances inquiry and creative play, as it alters the gross-motor, fine-motor and sensory experiences for children. Moreover, the snow and cold conditions provide different learning opportunities for children that they would not be exposed to in the fall and spring, and encourages new ways to observe, explore and discover their world.

*“May the power and the light of the grace we have received also be evident in our relationship to other creatures and to the world around us. In this way, we will help to nurture the sublime fraternity with all creation which Saint Francis of Assisi so radiantly embodied.” Pope Francis (2015), *Laudato Si’*, 221.*

## **Professional Development for Kindergarten Educators**

Included in the plan for naturalized playspaces in kindergarten is a professional development component for Kindergarten educators. Kindergarten teachers and Early Childhood Educators (ECEs) will participate in a professional learning opportunity in order to deepen their knowledge and understanding of how to use the materials and equipment in the naturalized playspaces. This will enable kindergarten educators to take advantage of the many possibilities offered by the naturalized playspaces and to provide engaging, creative and meaningful learning experiences for their students.

## **Proposed 2018 Kindergarten Outdoor Learning Playspace Projects**

The overwhelmingly positive comments and feedback received over the last two years from the school communities that now have a kindergarten outdoor learning playspace has been very encouraging, and reinforces the facility renewal direction to convert the Board's existing kindergarten plastic and metal play structures and playgrounds to natural outdoor learning playspaces for our Kindergarten students.

The kindergarten playspaces implementation criteria for the 2018 kindergarten outdoor learning playspaces projects are:

- 1) Cost
- 2) Condition of existing kindergarten playground
- 3) Area of existing playground
- 4) Student enrolment projections
- 5) Number of kindergarten classes
- 6) Existing trees/plantings utilization
- 7) Available funding

Listed below are the eleven (11) proposed 2018 kindergarten outdoor learning playspace projects school locations:

### **Burlington**

- Ascension Catholic Elementary School
- Canadian Martyrs Catholic Elementary School
- St. Gabriel Catholic Elementary School
- St. John (Burlington) Catholic Elementary School
- St. Mark Catholic Elementary School
- St. Patrick Catholic Elementary School
- St. Paul Catholic Elementary School
- St. Raphael Catholic Elementary School

### **Oakville**

- St. Michael Catholic Elementary School

### **Milton**

- Our Lady of Victory Catholic Elementary School

### **Halton Hills**

- St. Francis of Assisi Catholic Elementary School

## **2018 Kindergarten Outdoor Learning Playspace Development Process**

Once again, the Board engaged Bienenstock Design and Consulting (BDC) Inc., a consulting firm with experience in natural outdoor playspaces, to assist with the development of the 2018 kindergarten outdoor learning playspaces projects. During the development process of previous kindergarten outdoor playspaces, BDC was consultative and collaborative throughout the design process and attentive to the input and feedback from the school steering committees and Board staff.

In consultation with Curriculum and Facility Management Services staff, BDC refined the list of natural playspace "pod" concepts that were developed for previous kindergarten outdoor learning playspace projects. For the 2018 kindergarten outdoor learning playspaces, a total of thirteen (13) "pods" were available for the school Steering Committee to choose from and include in their playspace. The "pods" consisted of a combination of the following natural elements:

- Ground elevation changes, grade adjustments, and vertical log steppers
- Durolawn matting, grass, mulch and sand surfaces
- Deciduous and coniferous trees, shrubs and bushes
- Large hill features, and horizontal tree play structures
- Chalkboard, mirrors, and transparent acrylic board learning structures
- Log seating, cabinets for play accessories and other wood furniture items
- Planters and outdoor gardening areas

A smaller list of "add-on" natural components, including carved log furniture and additional activity panels, were also shown to the school Steering Committee at the initial consultation meeting. Schools can choose to devote fundraising efforts to install these add-on components in the final, completed natural playspace.

BDC examined the existing Kindergarten playground areas at the schools identified for kindergarten outdoor learning playspace enhancement in 2018, and developed a preliminary natural playspace design concept for each school site. All playspace design concepts included the following features:

- An outdoor learning and gathering area
- A sand surface area located away from the school entrance doors
- At least one natural play pod for gross motor and active play
- An area for dramatic or creative play
- Retention of a continuous hard surface area for tricycles and other active play
- Durolawn matting on all high traffic grass areas and/or artificial turf
- Generous amount of planting materials, trees, shrubs and bushes

A site facilitation meeting was held at each of the proposed thirteen schools, with the school principal and the respective school's Steering Committee. The purpose of this meeting was to provide an opportunity for the school to select from the 13 playspace "pods" available and discuss layout concepts for their school's Kindergarten outdoor learning playspace area. BDC, Curriculum and Facility Management Services staff attended each meeting. Based on the input received from the respective school's Steering Committee, BDC further developed the kindergarten outdoor learning playspace concept and prepared a preliminary design and budget estimate for each school project.

Curriculum and Facility Management Services staff reviewed the preliminary Kindergarten outdoor learning playspace preliminary design and budget estimates prepared by BDC. Then a second meeting was held with each of the respective school's Steering Committees to confirm their proposed kindergarten outdoor learning playspace design and cost estimate. Once the school's principal and steering committee confirmed their proposed playspace design and budget, construction drawings and tender documents will be prepared and issued for competitively tendered bids.

See Appendix "B" to view preliminary conceptual renderings of several 2018 Kindergarten outdoor learning playspaces.

## **Accessibility**

The Accessibility for Ontarians with Disabilities Act, 2005 (AODA) sets mandatory accessibility standards that identifies, removes, and prevents barriers for people with disabilities. The board's kindergarten outdoor learning playspaces meet the AODA requirements. The design of the new kindergarten playspaces will allow students with physical disabilities, including students using wheelchairs and walkers, to access the playspaces along with their peers. Areas within these natural outdoor playspaces will provide students with an opportunity to engage in a variety of activities that encourage sensory exploration. The new Kindergarten outdoor learning playspaces incorporate areas for both large and small group interaction as well as quiet reflective spaces. As such, students with special needs are able to seek out areas that meet their sensory, social and emotional needs.

In consultation with the Board's Special Education Department, as well as representation from SEAC, a number of changes were made to enhance accessibility of the 2017 kindergarten outdoor learning playspaces. These adjustments included the installing additional barrier-free components, as well as a higher percentage of firm and stable surfacing around the entire playspace. The changes made in 2017 will carry forward to the 2018 outdoor learning playspaces.

## **Proposed Preliminary Budget**

The total preliminary budget for the proposed 2018 kindergarten outdoor learning playspace projects cost is estimated at \$2,000,000. There is sufficient funding available to cover the cost for the 2018 kindergarten outdoor playspaces projects. The 2018 kindergarten outdoor learning playspace projects will be funded from the Board's Facility Capital Reserve. The preliminary budget estimate is shown in Appendix "A".

## **Proposed Implementation Schedule**

It is anticipated that the 2018 kindergarten outdoor learning playspaces projects will be issued for competitive construction tender bids sometime in March 2018, once Board approval to proceed with the 2018 projects is confirmed at the December 19, 2017, Regular Meeting of the Board. The construction of the kindergarten outdoor playspace projects is anticipated to commence by May 2018 with the goal to complete all installation work by August 31, 2018.

## **Next Steps**

A Board Action Report regarding the 2018 kindergarten outdoor learning playspace projects will be submitted at the December 19, 2017, Regular Meeting of the Board for Trustee consideration and approval.

## **CONCLUSION:**

The Kindergarten Program is a play and inquiry-based curriculum. The program expectations clearly support the need for outdoor play, as it contributes to the development of gross motor, fine motor and sensory skills. The sensory and hands on experiences offered through the proposed naturalized outdoor playspaces and the connection to nature supports the development of the whole child - spiritually, socially, emotionally, physically, and cognitively. Providing a variety of opportunities for outdoor play connects children to nature and develops their appreciation of God's Gifts of creation. Furthermore, the naturalized playspaces provide engaging opportunities for children to observe, discover and explore the world around them, as they develop an understanding of stewardship and their role in the world.

The design and implementation process for the 2018 kindergarten outdoor learning playspaces is very similar to the process undertaken by the Board in previous years. A consulting firm experienced in natural outdoor playspaces was engaged to assist with the development of the 2018 kindergarten outdoor learning playspaces, which is the third phase of the kindergarten outdoor learning enhancement plan.

The 2018 Kindergarten outdoor learning playspaces were developed and designed with input from representatives of the respective schools as well as Curriculum and Facility Management Services staff. The new kindergarten outdoor learning playspaces meet the Accessibility of Ontarians with Disabilities Act, 2005 (AODA) requirements and will be compliant with the Canadian Standards Association (CSA) Standard: CSA Z614-14 - Children's playspaces and equipment.

The total preliminary budget for the proposed 2018 kindergarten outdoor learning playspaces projects is \$2,000,000. The 2018 kindergarten playspace projects will be funded from the Board's Facility Capital Reserve.

It is anticipated that the 2018 kindergarten outdoor learning playspaces projects would be issued for competitive construction tender in March 2018. Construction of the kindergarten outdoor playspace projects are anticipated to commence by May 2018 with the goal to complete all installation work by August 31, 2018.

A Board Action Report regarding the 2018 kindergarten outdoor learning playspace projects will be submitted at the December 19, 2017, Regular Meeting of the Board for Trustee consideration and approval.

**RECOMMENDATION:**

The following resolutions will be submitted for Trustee consideration and approval as an Action Report item at the December 19, 2017, Regular Meeting of the Board.

<b>RESOLUTION:</b>	Moved by:
	Seconded by:
<b>RESOLVED</b> , that the Halton Catholic District School Board authorize staff to proceed with the proposed 2018 kindergarten outdoor learning playspace projects.	

<b>RESOLUTION:</b>	Moved by:
	Seconded by:
<b>RESOLVED</b> , that the Halton Catholic District School Board authorize staff to expense funds from the Board's Facility Capital Reserve for the proposed 2018 kindergarten outdoor learning playspace projects, and that the expenditures will not exceed \$2,000,000.	

**REPORT PREPARED BY:**

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**REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



## APPENDIX A

Halton Catholic District School Board Proposed 2018 Kindergarten Outdoor Learning Playspace Projects Preliminary Budget Estimate			
School Location	December 5, 2017 Budget Estimate		
<b>Burlington</b>			
Ascension School	\$140,000		
Canadian Martyrs School	\$135,000		
St. Gabriel School	\$160,000		
St. John Burlington School	\$125,000		
St. Mark School	\$130,000		
St. Patrick School	\$130,000		
St. Paul School	\$120,000		
St. Raphael School	\$140,000		
<b>Oakville</b>			
St. Michael School	\$130,000		
<b>Milton</b>			
Our Lady of Victory School	\$155,000		
<b>Halton Hills</b>			
St. Francis of Assisi School	\$135,000		
<b>Subtotal - Construction</b>	<b>\$1,500,000</b>		
Site Preparation	\$75,000		
Professional Fees	\$160,000		
Contingencies (15%)	\$220,000		
Net HST (2.21%)	\$45,000		
<b>Total Expenses</b>	<b>\$2,000,000</b>		
<b>Funding</b>			
Facility Capital Reserve	\$2,000,000		
<b>Total Funding</b>	<b>\$2,000,000</b>		

## APPENDIX B



**ABOVE:** ST. JOHN (BURLINGTON) KINDERGARTEN OUTDOOR LEARNING PLAYSACE - PRELIMINARY CONCEPT

**BELOW:** ST. PAUL KINDERGARTEN OUTDOOR LEARNING NATURAL PLAYSACE – PRELIMINARY CONCEPT





**ABOVE:** ST. FRANCIS OF ASSISI KINDERGARTEN OUTDOOR LEARNING PLAYSACE – PRELIMINARY CONCEPT

**BELOW:** CANADIAN MARTYRS KINDERGARTEN OUTDOOR LEARNING PLAYSACE – PRELIMINARY CONCEPT



**STAFF REPORT****ITEM 10.3****OAKVILLE SOUTH CENTRAL CATHOLIC ELEMENTARY SCHOOL  
SKETCH PLAN DESIGN****PURPOSE:**

To present the sketch plan design for the new Oakville South Central Catholic Elementary School project.

**BACKGROUND:**

On June 19, 2017, the Board was informed of the Ministry's approval of School Consolidation Capital funding for the new Oakville South Central Catholic Elementary School. The Minister of Education, Mitzie Hunter, in collaboration with MPP Flynn and MPP Naidoo-Harris, made the announcement that the Province of Ontario will partially fund the new Oakville South Central Catholic Elementary School under the alternate funding strategy proposed by the Board. See Appendix "A".

At the September 19, 2017, Regular Meeting of the Board, Trustees received Action Report Item 8.7 regarding the approval to proceed with the new Oakville South Central Catholic Elementary School project with the primary objective to open the new facility by September 2019. After careful consideration, the Board unanimously approved Resolution #172/17, which authorized staff to select an architect and proceed with the school capital planning process for the proposed Oakville South Central Catholic Elementary School project. Action Report Item 8.7 from the September 19, 2017, Regular Meeting of the Board is attached for information. See Appendix "B".

**COMMENTS:**

Staff has been working diligently on design concepts for the proposed Oakville South Central Catholic Elementary School in an effort to begin construction in July 2018 and to achieve an occupancy date of September 2019.

The Oakville South Central Catholic Elementary School is designed to accommodate an academic program for 527 students and has a total funding allocation of approximately \$11.4 million. The Board unanimously approved Resolutions #173/17, #174/17 and #175/17 in Action Report Item 8.7 from the September 19, 2017, Regular Meeting of the Board, which outlined the project budget and funding sources. A preliminary budget estimate for the project has been prepared and is attached as Appendix "C".

The newly constructed school is proposed for the existing St. Joseph (Oakville) Catholic Elementary School site, which is a 2.21 ha (5.4 acres) site at 477 Warminster Drive in Oakville, Ontario. The school building is proposed as a two-story facility with a total gross floor area of approximately 5,200 square metres (56,000 square feet). Building plans and concepts, as prepared by Snyder Architects Inc., are provided in the attached sketch plan book. See Appendix "D".

To assist with achieving the occupancy date of September 2019, the Board's construction management method will be utilized to construct the new elementary school. The building permit submission for the project is planned for Spring 2018, followed by the issuing of construction tender packages by early Summer 2018. Construction work should begin by July 2018.

**CONCLUSION:**

The 527 pupil place, \$11.4 million Oakville South Central Catholic Elementary School project is underway. Preliminary project information, design concepts and budget estimates have been summarized and are attached to this report.

Building permit submission and construction tendering for the project is expected to be completed by late Spring 2018. Construction of the new school is anticipated to commence by July 2018. The September 2019 occupancy date is an ambitious goal and is contingent on a number of factors, some beyond the control of the Board. Every effort will be made to achieve the September 2019 completion date.

**RECOMMENDATION:**

The following resolution will be submitted for Trustee consideration and approval as an Action Report Item at the December 19, 2017, Regular Meeting of the Board.

**RESOLUTION:**

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

**RESOLVED**, that the Halton Catholic District School Board authorize staff to proceed with the construction of the Oakville South Central Catholic Elementary School as outlined in the Board Action Report dated December 19, 2017.

**REPORT PREPARED BY:** J. DUFFIELD  
MANAGER, SCHOOL CAPITAL AND RENEWAL

R. MERRICK  
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

**REPORT SUBMITTED BY:** R. MERRICK  
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

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

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

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

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

Division du soutien aux immobilisations et  
aux affaires  
900, rue Bay  
20<sup>e</sup> étage, Édifice Mowat  
Toronto ON M7A 1L2



August 4, 2017

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

Dear Ms. Dawson,

I am writing to inform you that the Ministry of Education has completed a detailed review of the business cases that each school board submitted for consideration under the 2017 School Consolidation Capital funding program and the Early Years Capital Program.

As outlined in **Memorandum 2016: B19 – Request for School Consolidation Capital Funding Submissions**, school boards were asked to submit no more than eight business cases to the ministry by January 28, 2017. Twenty-nine school boards submitted 66 requests for capital projects, worth approximately \$601.5 million, for funding consideration. Ministry funding approval decisions were based on:

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

In addition to school construction related projects, school boards were also asked to submit school-based early years construction projects under this round of the SCC program. Eligible child care projects were projects intended to replace child care and child and family program space that was closed as part of a consolidation or that were part of a school construction project proposal arrived at through the board's pupil accommodation review process.

In total, the ministry received 24 requests for child care and child and family program capital funding for the creation of 69 new child care rooms and 13 child and family program rooms.

After careful review of your board's submissions, I am pleased to confirm that the ministry has approved funding to support three projects identified by your board. In total, your board will be allocated \$15,095,596 to undertake this project:

Project	Funding Allocation					Total
	Capital Priorities	Proceeds of Disposition	Unencumbered capital funding	Child Care	Child and Family Centre	
Oakville South Central School	\$5,267,272	\$4,223,847	\$1,936,597			\$11,427,716
St. Mark CES	\$1,610,867			\$1,542,760	\$514,253	\$3,667,880
<b>Total</b>	<b>\$6,878,139</b>	<b>\$4,223,847</b>	<b>\$1,936,597</b>	<b>\$1,542,760</b>	<b>\$514,253</b>	<b>\$15,095,596</b>

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

Please note this funding is conditional upon amendments to the 2017-18 Grants for Student Needs (GSN) regulation by the Lieutenant Governor in Council.

### Appendices

Appendix A provides a complete list of the SCC project/s submitted by your board along with the ministry's rationale for the funding decisions and the funding allocations. The ministry's decisions were based upon the needs identified in your school board's business cases and, in the case of child care and/or child and family program capital projects, the Early Years Joint Submission template submitted by your school board and Consolidated Municipal Service Manager (CMSM) or District Social Services Administration Board (DSSAB).

If your board chooses to address this project with a project other than the one outlined in the board's SCC business case and Early Years Joint Submission template, your board must receive the ministry's approval prior to retaining an architect. In some cases, this may require your board to forfeit their project approval and resubmit their request in a future round of Capital Priorities Grant funding. Should your school board and CMSM/DSSAB continue to see a SCC project that did not receive funding approval as a priority, you may resubmit it during future rounds of the Capital Priorities Grant program.

In addition, any changes to approved child care or child and family program capital projects will require your CMSM's/DSSAB's approval.

Appendix B provides a table showing the funding calculations for your project.

## Payment

The Capital Priorities Grant and Early Years Capital Programs operate on a modified grant payment process, where cash flow is based on school board spending. There are two annual reporting periods for these programs:

- For the period of September 1<sup>st</sup> to March 31<sup>st</sup>, all related expenditures are recorded in the board's March Report; and,
- For the period of April 1<sup>st</sup> to August 31<sup>st</sup>, all related expenditures are recorded in the board's financial statements.

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

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

## Board Responsibilities

Your board is responsible and will be held accountable for implementing appropriate measures to ensure that the cost and scope are within the approved funding and does not exceed the ministry's space benchmarks. Similarly, the child care and child and family program funding allocation you have received can only be used to address capital costs related to the creation of a project's child care and/or child and family program rooms.

Your board should ensure that all tender documents and contracts are completed in such a way to identify the costs associated to each type of ministry funding source, including but not limited to Full Day Kindergarten and Early Years spaces.

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

All public announcements regarding capital investments in child care, child and family programs and/or the publicly funded education system are joint communications opportunities for the provincial government, the school board, the CMSM/DSSAB, and community partners.

The intent of this protocol is to secure as much attention and media coverage for these events as possible. By doing so, we hope to help promote the role of all involved, including the Ministry of Education, school boards, CMSMs/DSSABs, and community partners in bringing exciting new capital projects to benefit local communities.



## ***Public Communications***

School boards, CMSMs/DSSABs, and community partners should not issue a news release or any other media-focused public communication regarding major capital construction projects without publicly recognizing the Ministry of Education's role in funding the project. In addition, school boards, CMSMs/DSSABs, and community partners should contact the Ministry of Education to receive additional content for media-focused public communications, such as quotes from the minister(s).

## ***Acknowledgement of Support***

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

The Ministry of Education may also choose to issue its own news release about various project milestones in addition to those prepared by school boards, CMSMs/DSSABs, and community partners. If the ministry chooses to do so, school boards, CMSMs/DSSABs, and community partners will be contacted to get quotes, as appropriate.

## ***Communications of Major Events***

For all events marking a new school opening, or openings of a major addition or renovation, which includes child care and/or child and family programs and/or community hubs, the Minister of Education and the Minister Responsible for Early Years and Child Care must be invited as early as possible. Invitations should be sent to [information.met@ontario.ca](mailto:information.met@ontario.ca). Where appropriate, the ministry's regional manager, Field Services Branch, in your area should be copied.

School boards, CMSMs/DSSABs, and community partners are not to proceed with their public events until they have received a response to the invitation from the office of the Minister of Education or the office of the Minister Responsible for Early Years and Child Care. School boards, CMSMs/DSSABs, and community partners will be notified of the minister's attendance within 15 business days of their event. Please note, that if the date of your event changes at any time after the ministers have received the invitation, the change should be communicated to the ministry through the email address above. If the Minister of Education or the Minister Responsible for Early Years and Child Care is unavailable, the invitation may be shared with a government representative who will

contact your school board, CMSM/DSSAB, and/or community partner to coordinate the details (e.g., a joint announcement).

Note: School boards, CMSMs/DSSABs, and community partners are not expected to delay their announcements to accommodate the ministers or a member of provincial parliament (MPP). The primary goal is to ensure that the ministers are aware of the announcement opportunity.

### ***Other Events***

For all other media-focused public communications opportunities that are not major events, such as sod turnings for example, an invitation to your local event must be sent to the Minister of Education and the Minister Responsible for Early Years and Child Care by email (see above) with at least three weeks' notice. Again, please send a copy to the ministry's regional manager, Field Services Branch, in your area, where appropriate. Please note, that if the date of your event changes at any time after the ministers have received the invitation, the change should be communicated to the ministry through the email address above.

School boards, CMSMs/DSSABs, and community partners are not expected to delay these "other" events to accommodate the ministers. Only an invitation needs to be sent; a response is not mandatory to proceed.

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

### ***Clear Display of Signage***

For all capital construction projects that exceed \$100,000, school boards will be required to order and display BuildON Education signage at the site of construction that identifies the support of the Government of Ontario. Signage will be provided to school boards by the Ministry of Education. School boards are then responsible for posting the signage in a prominent location. This should be done in a timely manner following the receipt of the signage. All signage production costs will be covered by the Ministry of Education, including the cost of distributing the signage to school boards.

Should you have any communications-related questions, or to order BuildON Education signage please contact Dylan Franks at 416-325-2947 or [Dylan.Franks@ontario.ca](mailto:Dylan.Franks@ontario.ca).

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

Should you have any questions about SCC requests, please contact your Capital Analyst, Sarosh Yousuf at [Sarosh.Yousuf@ontario.ca](mailto:Sarosh.Yousuf@ontario.ca) or 416-325-8059.

For any questions related to the Child Care and/or Child and Family Program capital requests, please contact your Early Years Education Officer or Child Care Advisor:

Dolores Cascone at [Dolores.Cascone@ontario.ca](mailto:Dolores.Cascone@ontario.ca) or 416-314-6300;

Isilda Kucherenko at [Isilda.Kucherenko@ontario.ca](mailto:Isilda.Kucherenko@ontario.ca) or 416-325-3244.

Sincerely,

*Original signed by  
Colleen Hogan for:*

Joshua Paul  
Assistant Deputy Minister  
Capital and Business Support Division

Attached:

Appendix A – Complete List of Submissions

Appendix B – Details of 2017 Approved SCC Projects

- c: Shannon Fuller, Assistant Deputy Minister, Early Years and Child Care Division
- Paul Bloye, Director, Capital Program Branch
- Colleen Hogan, Director, Capital Policy Branch
- Julia Danos, Director, Early Years Implementation Branch
- Holly Moran, Director, Child Care and Quality Licensing
- Cindy Mortin, Director (A), Children's Services-The Regional Municipality of Halton

**ACTION REPORT****ITEM 8.7**

**OAKVILLE SOUTH CENTRAL CATHOLIC ELEMENTARY SCHOOL  
 APPROVAL TO PROCEED WITH SCHOOL CAPITAL PLANNING AND  
 PRELIMINARY BUDGET**

**PURPOSE:**

To obtain Board authorization for staff to select an architect, commence the school capital planning process and approve the preliminary project budget for the proposed Oakville South Central Catholic Elementary School.

**BACKGROUND:**

On December 1, 2016, the Ministry issued Memorandum 2016:B19 directing school boards to submit their 2017 School Consolidation Capital funding requests for consideration by the Ministry no later than January 28, 2017.

Staff prepared a priority ranking of the proposed 2017 School Consolidation Capital projects and presented Action Report 8.8 for Trustee approval at the January 17, 2017, Regular Meeting of the Board. Staff also presented an "Alternative Funding Strategy" for the Oakville South Central School to enhance our chances of funding the construction of a new facility, and address the recommendation of the Ministry to find a more "cost effective solution". As such, a shared funding approach between the Ministry and the Board was proposed, and submitted to the Ministry as the alternate strategy.

Subsequently, staff submitted to the Ministry the Board's 2017 School Consolidation Capital funding requests and the associated business cases for the top 4 consolidation capital projects as approved by the Board.

At the September 5, 2017 Regular Meeting of the Board, Staff Report 9.1 Oakville South Central Catholic Elementary School Approval to Proceed with School Capital Planning and Preliminary Budget was presented (Appendix "A").

**REMARKS:**

On June 19, 2017, the Board was informed of the Ministry's approval of School Consolidation Capital funding for the new Oakville South Central Catholic Elementary School. The Minister of Education, Mitzie Hunter, in collaboration with MPP Flynn and MPP Naidoo-Harris, made the announcement that the Province of Ontario will partially fund the new Oakville South Central Catholic Elementary School under the alternate funding strategy proposed by the Board.

The new Oakville South Central School was the recommended option from the Oakville South Central Modified Pupil Accommodation Review, as presented to Trustees in Action Report 8.4 at the Tuesday, April 19, 2016 Regular Meeting of the Board. The new Oakville South Central School would consolidate the St. Joseph (Oakville) Catholic Elementary School and the St. James Catholic Elementary School communities into a newly constructed school facility on the existing St. Joseph (Oakville) School site.

On August 4, 2017, the Ministry informed the Board of the details of their funding commitment for the Oakville South Central School. The Ministry approved a total funding allocation of \$11,427,716 for the new Oakville South Central School, which included partial funding to be provided by the Province.

The supported funding allocation is comprised of several sources, as shown in Table 1. The Ministry commitment includes \$5,267,272 in new Capital Priorities funding, along with \$1,936,597 in Unencumbered Capital Funding (savings from previously approved capital priorities funding) to support the project. The balance of the funds needed to construct the new Oakville South Central School project would be covered by the Board through Proceeds of Disposition, in the amount of \$4,223,847.

**Table 1 – Funding Allocation for the new Oakville South Central Catholic Elementary School**

<b>Project</b>	<b>Capital Priorities</b>	<b>Proceeds of Disposition</b>	<b>Unencumbered Capital Funding</b>	<b>Total</b>
Oakville South Central CES	\$5,267,272	\$4,223,847	\$1,936,597	\$11,427,716

A number of activities are required to be initiated for the new Oakville South Central Catholic Elementary School capital planning process. One of the first steps in the school capital planning process is to select and appoint an architect for the project. The Board's Request for Proposal (RFP) – Architectural Services process was started in August 2017 and RFP submissions from the Board's pre-qualified architects are due in late September 2017. As such, staff is requesting approval to proceed with the evaluation of the architectural services proposed and selection of an architect for the project.

The commencement of the above noted school capital planning steps would greatly assist the Board to begin construction of the project in July 2018 and achieve a September 2019 school opening date for the new Oakville South Central Catholic Elementary School.

**CONCLUSION:**

The Board is very appreciative of the Ministry's recognition of the Board's pupil accommodation plan for the south Oakville area with its announcement of partial funding of the new Oakville South Central Catholic Elementary School. It is recommended that staff be authorized to proceed with the school capital planning for the new Oakville South Central School.

<p><b>RESOLUTION: #172/17</b></p> <p><b>RESOLVED</b>, that the Halton Catholic District School Board authorize staff to proceed with the selection of an architect and the school capital planning process for the Oakville South Central Catholic Elementary School project in the Town of Oakville.</p> <p><b>Motion CARRIED</b></p>	<p>Moved By: <b>A. Danko</b>                  Seconded By: <b>A. Iantomasi</b></p>
--	--

**RESOLUTION: #173/17**

Moved By: **P. Marai**  
Seconded By: **J. Michael**

**RESOLVED**, that the Halton Catholic District School Board approve the Preliminary Estimated Project Budget not to exceed **\$11,427,716** for the Oakville South Central Catholic Elementary School project in the Town of Oakville.

**MOTION CARRIED.**

**RESOLUTION: #174/17**

Moved By: **P. Marai**  
Seconded By: **J. Michael**

**RESOLVED**, that the Halton Catholic District School Board approve the use of **Proceeds of Disposition (POD)** in the amount of **\$4,223,847** to partially fund the construction of the Oakville South Central Catholic Elementary School project in the Town of Oakville.

**MOTION CARRIED.**

**RESOLUTION: #175/17**

Moved By: **A. Iantomasi**  
Seconded By: **S. Trites**

**RESOLVED**, that the Halton Catholic District School Board approve **Borrowing By-law No. 2017 F02** in the amount of **seven million two hundred and three thousand eight hundred and sixty nine dollars (\$7,203,869)** to finance the construction of the Oakville South Central Catholic Elementary School project in the Town of Oakville.

**MOTION CARRIED:**

**REPORT PREPARED BY:** R. MERRICK  
SENIOR ADMINISTRATOR, FACILITY MANAGEMENT SERVICES

F. THIBEAULT  
ADMINISTRATOR OF PLANNING SERVICES

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

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

HALTON CATHOLIC DISTRICT SCHOOL BOARD

**OAKVILLE SOUTH CENTRAL CATHOLIC  
ELEMENTARY SCHOOL PROJECT**  
PRELIMINARY BUDGET ESTIMATE

<b>EXPENSES</b>	<b>December 5, 2017 BUDGET ESTIMATE</b>		
Construction	\$9,750,000		
Professional Fees	712,000		
Inspections, soil test, surveys	140,000		
Site Plan & Building Permit fees	150,000		
Contingencies	228,000		
Net HST (2.21%)	247,716		
Furniture & Equipment, Including IT	200,000		
<b>SUB-TOTAL</b>	<b>11,427,716</b>		
Bridge Financing	150,000		
<b>TOTAL</b>	<b>\$11,577,716</b>		

<b>REVENUE</b>			
Ministry of Education			
a) Capital Priorities (527 Pupil Places)	5,267,272		
b) Proceeds of Disposition	4,223,847		
c) Unencumber Capital Funding	1,936,597		
<b>SUB-TOTAL</b>	<b>11,427,716</b>		
GSN – Interest Revenue	150,000		
<b>TOTAL</b>	<b>\$11,577,716</b>		



Sketch Plans

*for the new*

**OAKVILLE SOUTH CENTRAL CES**

Oakville, Ontario

November 30, 2017



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## 1.0 Building Program

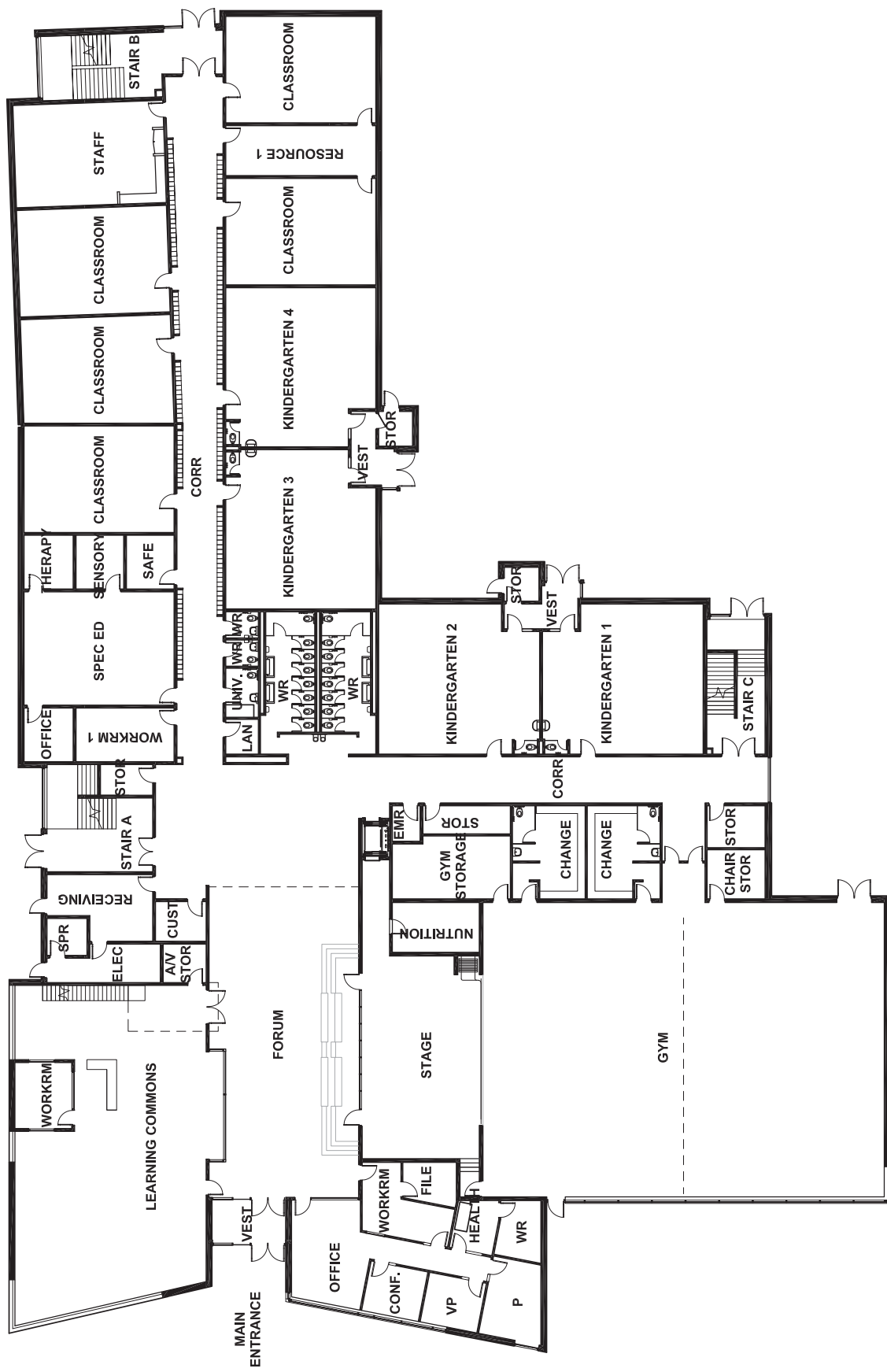
No.	Room	Pupil Loading	Floor	Area
1	KINDERGARTEN #1	26	1	106 m <sup>2</sup>
2	KINDERGARTEN #2	26	1	106 m <sup>2</sup>
3	KINDERGARTEN #3	26	1	105 m <sup>2</sup>
4	KINDERGARTEN #4	26	1	105 m <sup>2</sup>
5	CLASSROOM #1	23	1	68 m <sup>2</sup>
6	CLASSROOM #2	23	1	68 m <sup>2</sup>
7	CLASSROOM #3	23	1	68 m <sup>2</sup>
8	CLASSROOM #4	23	1	68 m <sup>2</sup>
9	CLASSROOM #5	23	1	68 m <sup>2</sup>
10	CLASSROOM #6	23	2	68 m <sup>2</sup>
11	CLASSROOM #7	23	2	68 m <sup>2</sup>
12	CLASSROOM #8	23	2	68 m <sup>2</sup>
13	CLASSROOM #9	23	2	68 m <sup>2</sup>
14	CLASSROOM #10	23	2	68 m <sup>2</sup>
15	CLASSROOM #11	23	2	68 m <sup>2</sup>
16	CLASSROOM #12	23	2	68 m <sup>2</sup>
17	CLASSROOM #13	23	2	68 m <sup>2</sup>
18	CLASSROOM #14	23	2	68 m <sup>2</sup>
19	CLASSROOM #15	23	2	68 m <sup>2</sup>
20	CLASSROOM #16	23	2	68 m <sup>2</sup>
21	ART	23	2	95 m <sup>2</sup>
22	MUSIC INSTRUMENTAL	0	2	95 m <sup>2</sup>
23	SCIENCE	23	2	95 m <sup>2</sup>
24	SPECIAL EDUCATION	9	1	109 m <sup>2</sup>
25	SAFE ROOM		1	11 m <sup>2</sup>
26	GYMNASIUM		1	513 m <sup>2</sup>
27	FORUM / STAGE		1	118 m <sup>2</sup>
28	NUTRITION		1	19 m <sup>2</sup>
29	BOYS CHRM		1	28 m <sup>2</sup>
30	GIRLS CHRM		1	28 m <sup>2</sup>

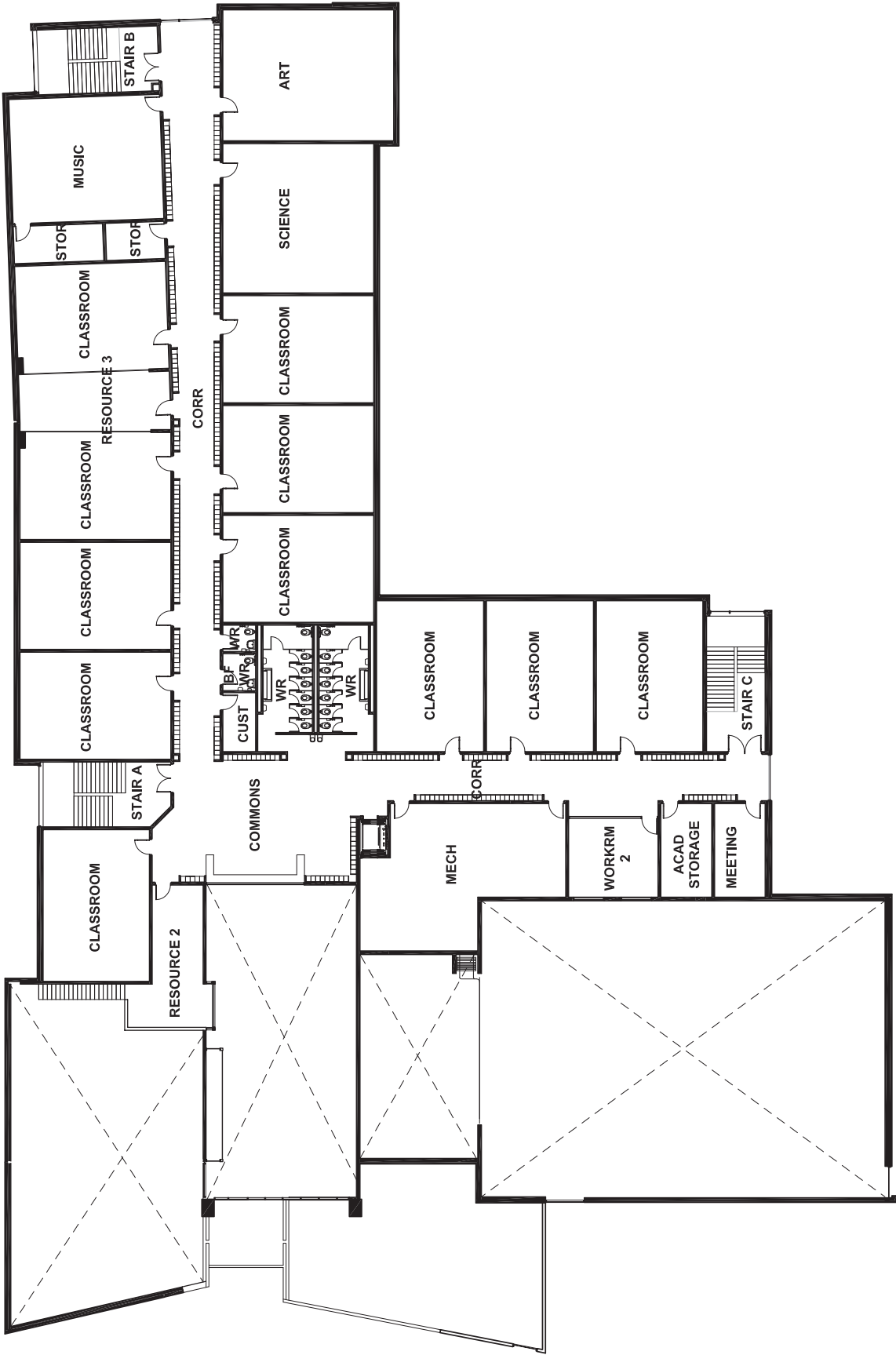
No.	Room	Pupil Loading	Floor	Area
31	LEARNING COMMONS		1	268 m <sup>2</sup>
32	RESOURCE #1		1	32 m <sup>2</sup>
33	RESOURCE #2		2	35 m <sup>2</sup>
34	RESOURCE #3		2	36 m <sup>2</sup>
35	GENERAL OFFICE		1	144 m <sup>2</sup>
36	STAFF RM		1	66 m <sup>2</sup>
37	WORKROOM #1		1	22 m <sup>2</sup>
38	WORKROOM #2		2	30 m <sup>2</sup>
39	STUDENT WR		1	28 m <sup>2</sup>
40	STUDENT WR		1	28 m <sup>2</sup>
41	STUDENT WR		2	25 m <sup>2</sup>
42	STUDENT WR		2	25 m <sup>2</sup>
43	UNIVERSAL WR		1	7 m <sup>2</sup>
44	WR		1	4 m <sup>2</sup>
45	WR		1	4 m <sup>2</sup>
46	BF WR		2	5 m <sup>2</sup>
47	WR		2	4 m <sup>2</sup>
48	STORAGE		1	10 m <sup>2</sup>
49	STORAGE		1	10 m <sup>2</sup>
50	STORAGE		2	9 m <sup>2</sup>
51	ACAD STORAGE		2	20 m <sup>2</sup>
52	CHAIR STORAGE		1	12 m <sup>2</sup>
53	GYM STORAGE		1	31 m <sup>2</sup>
54	A/V STORAGE		1	7 m <sup>2</sup>
55	CUSTODIAL		1	9 m <sup>2</sup>
56	CUSTODIAL		2	8 m <sup>2</sup>
57	EMR		1	4 m <sup>2</sup>
58	LAN		1	5 m <sup>2</sup>
59	MECH		2	101 m <sup>2</sup>
60	ELECTRICAL		1	16 m <sup>2</sup>

No.	Room	Pupil Loading	Floor	Area
61	RECEIVING		1	25 m <sup>2</sup>
62	SPRINKLER		1	6 m <sup>2</sup>
63	<b>TOTAL</b>	<b>527</b>		

## 2.0 Drawings: site plan, floor plans, elevations







### 3.0 Preliminary Project Information

SITE	
Site Area	22,023.77 m <sup>2</sup> / 5.44 acres
Building Coverage	3259.75 m <sup>2</sup>
Lot Coverage	14.8%
Parking	126

BUILDING	
First Floor GFA	3259.75 m <sup>2</sup> / 35,075 sf
Second Floor GFA	1974.71 m <sup>2</sup> / 21,248 sf
Total GFA	5234.46 m <sup>2</sup> / 56,323 sf

PRELIMINARY BUDGET	
Construction	9.75 million
Professional Fees	
Inspections, soil tests, surveys	
Site Plan & Building Permit Fees	
Contingencies	
Furniture, Equipment, & Computers	
Net HST (2.21%)	
Bridge Financing	
Total	

SCHEDULE	
Tender	May 30, 2018 (demo: March 16, 2018)
Start of Costruction	August 13, 2018 (demo: July 3, 2018)
Occupancy	June 28, 2019



**STAFF REPORT**

**ITEM 10.4**

**2017-2018 REVISED BUDGET ESTIMATES DRAFT**

**PURPOSE:**

To provide the Board with a preliminary draft of the 2017-2018 Revised Budget Estimates, with the final report to be presented for Board approval at the December 19, 2017 Regular Board meeting.

**BACKGROUND INFORMATION:**

The following information regarding the Board's 2017-18 budget process was previously provided to Trustees:

1. Action Report 8.5 "2017-18 Budget Estimates Final", from the June 20, 2017 Regular Board Meeting.
2. Staff Report 9.1 "2017-18 Budget Estimates (Draft)", from the June 6, 2017 Regular Board Meeting.
3. Staff Report 9.1 "2017-18 Budget Estimates Update", from the May 16, 2017 Regular Board Meeting.
4. Information Report 10.4 "2017-18 Budget Estimates Discussion-Session II", from the April 18, 2017 Regular Board Meeting
5. Information Report 10.3 "Release of 2017-18 Grants for Student Needs (GSN)", from the April 18, 2017 Regular Board Meeting
6. Information Report 10.5 "2017-18 Budget Strategy Discussion-Session I", from the April 4, 2017 Regular Board Meeting
7. Staff Report 9.1 "2017-18 Budget Estimates Schedule, Objectives and Updates", from the February 7, 2017 Regular Board Meeting.
8. Information Report 11.6 "2017-18 Grants for Student Needs (GSN) Ministry Consultation", presented at the December 6, 2016 Regular Board Meeting.

**COMMENTS:**

**1. GENERAL (APPENDICES A-1, A-2, B, D AND E)**

At the June 20, 2017 Regular Board meeting, the Board approved the 2017-2018 Budget of \$393,726,490.

The Revised Budget Estimates are due to the Ministry on December 15, 2017. As the attached Revised Budget Estimates Schedule (Appendix E) indicates, the Revised Budget Estimates will be submitted to the Ministry on December 15, 2017 through the Education Finance Information System (EFIS) and brought to the Board of Trustees for final approval at the December 19, 2017 Regular Board meeting. Any subsequent adjustments from the Board can be re-submitted in the following week.

The following table illustrates the high level changes between revenues and expenses between Original Budget Estimates and Revised Budget Estimates:

	BUDGET ESTIMATE	CHANGE	REVISED ESTIMATES
<b>Total Revenue (before PSAB Adjstm.)</b>	<b>\$406,281,000</b>	<b>\$8,810,000</b>	<b>\$415,091,000</b>
<b>Total Expenses (before PSAB Adjstm.)</b>	<b>\$393,726,000</b>	<b>\$5,724,000</b>	<b>\$399,450,000</b>
<b>EXCESS OF REVENUES OVER EXPENSES</b>	<b>\$12,555,000</b>	<b>\$3,086,000</b>	<b>\$15,641,000</b>
<b>Operating Surplus</b>	<b>\$38,000</b>	<b>\$27,000</b>	<b>\$65,000</b>
<b>Internally Restricted Reserves</b>			
Operating Reserve	\$740,000	\$0	\$740,000
Capital Reserve	\$2,000,000	\$0	\$2,000,000
Other Board Reserves	\$0	-\$433,000	-\$433,000
Committed Capital Projects	-\$272,000	-\$9,000	-\$281,000
Sinking Fund Interest Earned	-\$76,000	\$0	-\$76,000
<b>TOTAL ACCUMULATED SURPLUS AVAILABLE FOR COMPLIANCE</b>	<b>\$2,430,000</b>	<b>-\$415,000</b>	<b>\$2,015,000</b>
<b>Unavailable for Compliance Reserves</b>			
Employee Future Benefits Liability	\$458,000	\$0	\$458,000
Interest to be Accrued	\$167,000	\$0	\$167,000
Revenues Recognized for Land	\$9,500,000	\$3,500,000	\$13,000,000
<b>TOTAL Unavailable for Compliance Reserves</b>	<b>\$10,125,000</b>	<b>\$3,500,000</b>	<b>\$13,625,000</b>
<b>TOTAL ACCUMULATED SURPLUS (DEFICIT) FOR THE YEAR</b>	<b>\$12,555,000</b>	<b>\$3,085,000</b>	<b>\$15,640,000</b>

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

- Staff are currently in the process of performing a complete review of the EFIS forms, to ensure all revenue and expense information has been included and calculated properly;
- Staff are also in the process of reviewing the mapping of accounts to ensure revenues and expenses are allocated appropriately to their respective funding sources;
- Adjustments to staffing and grants may be required as a result of changes in estimated enrolment; and
- Additional Education Program Other (EPO) funding or other specific priority funding may be announced by the Ministry.

Appendices A-1, A-2 and D outline a summary of changes from the 2017-2018 Original Budget Estimates to the 2017-2018 Revised Budget Estimates. As outlined in the table above, the Total Accumulated Surplus Available for Compliance in the 2017-2018 Revised Budget Estimates is \$2.0 million, or \$0.4 million lower than the original budget. This is mainly due to a transfer out of Other Board Reserves set aside in the 2016-17 year end, for expenses deferred to 2017-18 fiscal year.

The increase in revenue and expenses is primarily attributed to increased enrolment and additional Other Provincial Grants announced. The table below, outlines the additional staffing, program enhancements, and a new initiatives, included in this draft Revised Estimates version, as compared to Original Budget Estimates: Details are provided in section 2 and 3 below.

2017-18 Revised Estimates - Program Enhancements (Staffing)						
	Description	Link to Strategic Plan	Annual Cost	Reason	Budget Offset	Total Budget Impact
1	7.43 FTE Elementary Teachers	Achieving and Foundational Elements	\$446,000	Growth	-\$446,000	\$0
2	16.06 FTE Secondary Teachers	Achieving and Foundational Elements	\$960,000	Growth	-\$960,000	\$0
3	3.0 FTE ECEs	Achieving and Foundational Elements	\$69,000	Growth	-\$69,000	\$0
5	1.0 FTE Vice-Principal Secondary and 0.5 FTE Vice-Principal Elementary	Achieving and Foundational Elements	\$170,000	Growth	-\$170,000	\$0
6	3.0 FTE EAs	Achieving and Foundational Elements	\$144,000	Student needs	-\$144,000	\$0
7	3.0 FTE Special Education support staff (Psychologist, SLP and IT SEA Lead)	Achieving and Foundational Elements	\$287,000	Student needs	-\$287,000	\$0
8	1.0 FTE Health and Safety / WSIB Officer	Belonging and Foundational Elements	\$85,000	Growth / Legislative changes	-\$42,500	\$42,500
9	1.0 FTE Attendance Support Officer (Offset by HR Transition Supplement)	Achievement, Belonging and Foundational Elements	\$85,000	Growth / Labour Management	-\$103,000	-\$18,000
<b>TOTAL</b>			<b>\$2,246,000</b>		<b>-\$2,221,500</b>	<b>\$24,500</b>

**2017-18 Revised Estimates - Program Enhancements (Other non-staffing)**

	Description	Link to Strategic Plan	Cost	Reason	Budget Offset	Total Budget Impact
1	Safe Schools Training	Achievement and Belonging	\$20,000	Safety	\$0	\$20,000
2	School contingencies	Achieving, Belonging, Believing and Foundational Elements	\$18,000	Growth	-\$15,000	\$3,000
3	Recruitment budget increase	Achieving, and Foundational Elements	\$8,000	Staffing needs	\$0	\$8,000
4	Curriculum Services additional Early Years funding	Achieving, Belonging and Believing	\$84,000	Growth	-\$84,000	\$0
	<b>SUBTOTAL (Recurring items)</b>		<b>\$130,000</b>		<b>-\$99,000</b>	<b>\$31,000</b>
5	Transition Budget for Oakville South Central PAR (consolidation savings will occur in 2018-19)	Achieving, Belonging and Foundational Elements	\$125,000	Approved PAR - future year savings from consolidation	\$0	\$125,000
6	Payroll Module Implementation Cost (Ceridian platform retirement)	Foundational Elements	\$32,000	Current platform retirement	\$0	\$32,000
	<b>SUBTOTAL (One-time costs)</b>		<b>\$157,000</b>		<b>\$0</b>	<b>\$157,000</b>
	<b>TOTAL</b>		<b>\$287,000</b>		<b>-\$99,000</b>	<b>\$188,000</b>

**2017-18 Revised Estimates - Proposed New Initiatives**

	Description	Link to Strategic Plan	Cost	Reason	Budget Offset	Total Budget Impact
1	Management hours of work (increase to 37.5hrs)	Foundational Elements	\$258,000	Proven workload and succession planning	0	\$258,000
	<b>TOTAL</b>		<b>\$258,000</b>		<b>\$0</b>	<b>\$258,000</b>

**GRAND TOTAL**

**\$2,791,000**

**\$-2,320,500**

**\$470,500**

***It should be noted however that the increase in International Students Fees and Other Revenues (such as use of facilities) more than offset the \$470,500 in additional expenses, allowing for the same transfer into the Operating and Capital Reserves.***

The Revised Budget Estimates is an important update to the Original Budget Estimates, and as such supersedes the original. The monthly budget reports presented to the Board for the remainder of the year will compare actual expenses and commitments to the Revised Budget Estimates.

## **2. OPERATING REVENUE PROJECTIONS (APPENDICES A-1, A-3, AND D)**

The EFIS forms have been used to calculate the provincial allocation. The Grants for Student Needs (GSN) is expected to increase by approximately \$3.2 million, as a result of higher enrolment than forecasted for Original Budget Estimates. Additional Other Provincial Grants (also referred to as Education Program Other (EPO) grants) of \$685,000 have been announced (see Appendix A-3) and other operating revenues increased by \$4.9 million. Overall, total revenues have increased by \$8.8 million from the Original Budget Estimates (see Appendices A-1 and D).

Other operating revenue, excluding Education Development Charges (EDC), has increased by \$1.4 million, mainly due to increases to government grants, international student fees, use of schools and facility revenues, and recoverable wages.

As presented in the 2016-2017 Audited Financial Statements report at the November 21, 2017 Regular Board Meeting, the Board had an Operating Accumulated Surplus of \$546,516 for 2016-2017. Appendices A-1 and D show an estimated in-year Operating Surplus of \$65,000 for 2017-2018. In addition, the Available for Compliance – Internally Appropriated Surplus is expected to be \$1.9 million, for an estimated Total Available for Compliance Surplus of \$2.0 million.

## **3. OPERATING EXPENSE PROJECTIONS (APPENDICES A-2, A-3, AND B)**

The operating expense projections have increased by approximately \$5.7 million from the 2017-2018 Original Budget Estimates. This was mostly due to an increase of \$4.4 million in salaries and benefits to address growth. The salary and benefits component was estimated using the staffing complement at October 31, 2017. In addition, there are \$685,000 in additional provincial grants which have offsetting expenses.

Operating expenses include a salary component (approximately 86.8%) and a non-salary component (approximately 13.2%), as indicated in Appendix B. The operating expense projections total \$361.0 million, comprised of \$274.2 million for classroom expenses, \$54.4 million for non-classroom and \$32.4 million for school operations and maintenance, as indicated in Appendix A-2.

For the non-salary component, expenses have increased by \$1.4 million from the 2017-2018 Original Budget Estimates, mainly due to a \$776,000 increase in Supplies and Services expenses mostly related to additional EPOs and CODE funding and a \$378,000 increase in Fees and

Contractuals related to custodial services. The EPO-related expense increases are offset by a corresponding increase in Other Provincial Grants.

#### 4. ENROLMENT (APPENDIX C)

The provincial funding allocation is based on estimated enrolment. Elementary and secondary enrolment is based on FTE enrolment for October 31<sup>st</sup> and March 31<sup>st</sup>. These two fixed-in-time FTE enrolment values are combined to produce the annualized Average Daily Enrolment (ADE).

The enrolment used in the Revised Budget Estimates has been updated to reflect the actual enrolment on October 31, 2017. As a result, the revised projected ADE of 22,701.50 elementary students is 0.7% higher than the elementary enrolment of 22,551.50 projected in the Original Budget Estimates. An ADE of 11,413.75 has been estimated for secondary students, which is a 1.2% increase from the 11,278.46 projected in the Original Budget Estimates. This results in an overall enrolment of 34,115.25 which is an increase of 0.8% over the Original Budget Estimates and a 3.0% increase over the 2016-2017 Actual ADE.

#### 5. BALANCED BUDGET, ENVELOPING, FLEXIBILITY & OTHER REPORTING REQUIREMENTS

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

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

12. Capital funding is to be used for approved capital projects.
13. The Temporary Accommodation Allocation is to be used for portable moves, leases, and purchases, as well as lease costs for permanent instructional space.
14. A portion of GSN funding is to be used first for minor tangible capital assets (furniture and equipment that is capitalized).
15. The Ministry also provides funding outside the GSN through Education Programs -Other (EPO) for a variety of projects. Restrictions related to this funding are included in Transfer Payment contracts.

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

**CONCLUSION:**

The Revised Budget Estimates reflect the projected funding and proposed expense needs for 2017-2018 based on the best information currently available. The 2017-2018 preliminary draft of Revised Budget Estimates show an in-year Operating Surplus of \$65,000, and an estimated Total Surplus Available for Compliance of \$2.0 million. The Revised Budget Estimates continues to show staff's commitment to build an operating reserve, in line with the 2017-2018 Budget Objectives, by transferring \$740,000 into the operating reserve, for an accumulated total of \$4.1 million or 1.2% of the Board's provincial allocation.

**RECOMMENDATION:**

The resolution at the December 19, 2017 Regular Board meeting will read as follows:

<b>RESOLUTION</b>	<i>Moved by:</i> <i>Seconded by:</i>
<b>RESOLVED, that</b> the Halton Catholic District School Board approve the 2017-2018 Revised Budget Estimates in the amount of \$399,450,213.	

- |                             |   |
|-----------------------------|---|
| <b>REPORT PREPARED BY:</b>  | J. CHANTHAVONG<br>ADMINISTRATOR, BUDGET AND CAPITAL               |
| <b>REPORT REVIEWED BY:</b>  | A. LOFTS<br>SENIOR ADMINISTRATOR, FINANCIAL SERVICES              |
| <b>REPORT SUBMITTED BY:</b> | R. NEGOI<br>SUPERINTENDENT OF BUSINESS AND TREASURER OF THE BOARD |
| <b>REPORT APPROVED BY:</b>  | P. DAWSON<br>DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD     |

**Halton Catholic District School Board  
Revenue Summary  
2017-18 Revised Estimates**

	2017-18 Revised Budget Estimates <small>(in PSAB Format)</small>	2017-18 Revenues and Receipts Nov.30/17 <small>(in PSAB Format)</small>	2017-18 Remaining Balance <small>(in PSAB Format)</small>	Percent Received	2017-18 Original Budget Estimates <small>(in PSAB Format)</small>	2016-17 Actuals <small>(in PSAB Format)</small>
<b>OPERATING REVENUE</b>						
<b>Province of Ontario</b>						
Legislative Grants	272,480,159	81,427,187	191,052,972	29.9%	268,005,480	257,622,394
Municipal Taxes	87,301,600	22,048,909	65,252,691	25.3%	88,560,247	85,829,995
	<u>359,781,759</u>	<u>103,476,096</u>	<u>256,305,663</u>	<u>28.8%</u>	<u>356,565,727</u>	<u>343,452,389</u>
<b>Other Provincial Grants</b>						
Prior Year Grant Adjustment - Operating	-	-	-	-	-	150,972
Other Provincial Grants (Appendix A-3)	3,478,923	1,392,311	2,086,612	40.0%	2,793,746	3,180,673
	<u>3,478,923</u>	<u>1,392,311</u>	<u>2,086,612</u>	<u>40.0%</u>	<u>2,793,746</u>	<u>3,331,645</u>
<b>Other Revenue</b>						
Government of Canada	1,867,698	189,253	1,678,445	10.1%	1,695,066	2,302,485
Tuition Fees	3,108,760	2,908,884	199,876	93.6%	2,948,000	2,283,730
Use of Schools/Rentals	1,300,000	1,053,155	246,845	81.0%	1,300,000	1,090,988
Cafeteria, Vending, Uniform and OCAS Revenue	-	1,707	(1,707)	-	-	76,259
Interest Revenue	150,000	46,255	103,745	30.8%	75,000	149,546
Interest Revenue on Capital	-	-	-	-	-	-
Donation Revenue	-	-	-	-	-	4,645
Miscellaneous Recoveries	-	6,866	(6,866)	-	-	109,949
Recoveries - Secondments	1,976,400	99,922	1,876,478	5.1%	1,703,100	1,494,163
Miscellaneous Revenue	1,683,353	687,268	996,085	40.8%	930,000	1,945,296
EDC Revenue	13,000,000	2,031,460	10,968,540	15.6%	9,500,000	12,707,337
	<u>23,086,211</u>	<u>7,024,770</u>	<u>16,061,441</u>	<u>30.4%</u>	<u>18,151,166</u>	<u>22,164,398</u>
<b>School Generated Funds Revenue</b>	<u>13,000,000</u>	<u>-</u>	<u>13,000,000</u>	<u>0.0%</u>	<u>13,000,000</u>	<u>12,746,653</u>
<b>Amortization of Deferred Capital Contribution</b>	<u>15,743,755</u>	<u>-</u>	<u>15,743,755</u>	<u>0.0%</u>	<u>15,770,167</u>	<u>15,313,465</u>
<b>Total Operating Revenue</b>	<u>415,090,648</u>	<u>111,893,176</u>	<u>303,197,472</u>	<u>27.0%</u>	<u>406,280,806</u>	<u>397,008,550</u>
<b>Available for Compliance</b>						
(Surplus) Deficit - Operating	(64,768)	-	(64,768)	0.0%	(38,090)	(216,120)
Available for Compliance - Transfer from (to) Internally Restricted Reserve (net) Note #1	(1,950,344)	-	(1,950,344)	0.0%	(2,390,903)	(2,833,964)
<b>Total Available for Compliance (Surplus) Deficit</b>	<u>(2,015,112)</u>	<u>-</u>	<u>(2,015,112)</u>	<u>0.0%</u>	<u>(2,428,993)</u>	<u>(3,050,084)</u>
<b>Unavailable for Compliance</b>						
Unavailable for Compliance (PSAB Adjustments)	(167,105)	-	(167,105)	0.0%	(167,105)	(158,751)
Amortization of EFB - Retirement Gratuity & ERIP Liability	(458,218)	-	(458,218)	0.0%	(458,218)	(458,219)
Amortization of EFB - Retirement/Health/Dental/Life Insurance	-	-	-	-	-	-
Unavailable for Compliance (Increase) Decrease in School Generated Funds	-	-	-	-	-	(188,513)
Revenues Recognized for Land	(13,000,000)	-	(13,000,000)	0.0%	(9,500,000)	(12,707,337)
<b>Total Unavailable for Compliance (Surplus)</b>	<u>(13,625,323)</u>	<u>-</u>	<u>(13,625,323)</u>	<u>0.0%</u>	<u>(10,125,323)</u>	<u>(13,512,820)</u>
<b>Total Annual (Surplus) Deficit</b>	<u>(15,640,435)</u>	<u>-</u>	<u>(15,640,435)</u>	<u>0.0%</u>	<u>(12,554,316)</u>	<u>(16,562,904)</u>
<b>Total Revenue After PSAB Adjustments</b>	<u>\$ 399,450,213</u>	<u>\$ 111,893,176</u>	<u>\$ 287,557,037</u>	<u>28.0%</u>	<u>\$ 393,726,490</u>	<u>\$ 380,445,646</u>
<b>Note #1</b>						
Transfer (to) from Working Funds Reserve	(740,000)		(740,000)		(740,000)	(900,000)
Net Transfer (to) from School Activities Reserve	198,390		198,390			87,066
Net Transfer (to) from Other Board Reserve	234,180		-			(262,053)
Net Transfer (to) from Capital Reserve	(2,000,000)		(2,000,000)		(2,000,000)	(2,000,649)
Net Transfer (to) from Committed Capital Projects	280,704		280,704		272,715	165,291
Net Transfer (to) from Committed Sinking Fund	76,382		76,382		76,382	76,382
	<u>\$ (1,950,344)</u>	<u>\$ -</u>	<u>\$ (2,184,524)</u>		<u>\$ (2,390,903)</u>	<u>\$ (2,833,963)</u>



**Halton Catholic District School Board  
Expenditure Summary  
2017-18 Revised Estimates**

	<b>2017-18 Revised Budget Estimates</b> <small>(in PSAB Format)</small>	<b>2017-18 Expenses and Commitments Nov.30/17</b> <small>(in PSAB Format)</small>	<b>2017-18 Remaining Balance</b> <small>(in PSAB Format)</small>	<b>Percent Spent</b>	<b>2017-18 Original Budget Estimates</b> <small>(in PSAB Format)</small>	<b>2016-17 Actuals</b> <small>(in PSAB Format)</small>
<b>Classroom Instruction</b>						
Classroom Teachers	211,055,633	52,316,905	158,738,728	24.8%	208,346,768	200,066,342
Occasional Teachers	4,043,500	933,690	3,109,810	23.1%	4,043,500	3,992,819
Early Childhood Educators (E.C.E) and Supply	8,456,800	2,238,585	6,218,215	26.5%	8,394,100	8,141,542
Teacher Assistants and Supply	21,746,007	5,905,193	15,840,814	27.2%	21,609,300	21,567,447
Textbooks & Classroom Supplies	7,828,093	1,955,831	5,872,262	25.0%	7,441,999	5,681,642
Computers	2,170,354	915,024	1,255,330	42.2%	1,777,000	2,640,245
Professionals, Paraprofessionals & Technical	12,032,905	2,843,118	9,189,787	23.6%	11,761,400	10,832,385
Library and Guidance	4,515,669	1,258,349	3,257,320	27.9%	4,473,490	4,738,745
Staff Development	2,298,281	799,036	1,499,245	34.8%	1,964,850	2,820,328
<b>Subtotal Classroom Instruction</b>	<b>274,147,242</b>	<b>69,165,730</b>	<b>204,981,512</b>	<b>25.2%</b>	<b>269,812,407</b>	<b>260,481,495</b>
<b>Non Classroom - School Support Services</b>						
School Administration	22,309,949	5,324,581	16,985,368	23.9%	21,766,103	21,251,999
Teacher Consultants	4,525,628	1,108,738	3,416,890	24.5%	4,567,531	4,497,984
Continuing Education	6,558,528	1,558,918	4,999,610	23.8%	6,547,912	6,809,570
<b>Subtotal School Support Services</b>	<b>33,394,105</b>	<b>7,992,237</b>	<b>25,401,868</b>	<b>23.9%</b>	<b>32,881,546</b>	<b>32,559,553</b>
<b>Recoverable Expenses</b>	<b>1,976,400</b>	<b>462,490</b>	<b>1,513,910</b>	<b>23.4%</b>	<b>1,703,100</b>	<b>1,494,163</b>
<b>Other Non Classroom</b>						
Board Administration	11,152,032	2,440,361	8,711,671	21.9%	10,539,118	9,921,396
Transportation	7,842,978	14,938	7,828,040	0.2%	7,983,743	7,335,077
<b>Subtotal Other Non Classroom</b>	<b>18,995,010</b>	<b>2,455,299</b>	<b>16,539,711</b>	<b>12.9%</b>	<b>18,522,861</b>	<b>17,256,474</b>
<b>Pupil Accommodation</b>						
School Operations and Maintenance	30,672,879	7,311,040	23,361,839	23.8%	30,525,659	28,695,576
School Renewal Projects	-	-	-	-	-	-
ALC and Portable Leases	1,770,000	721,780	1,048,220	40.8%	1,770,000	1,749,042
Debt Charges	47,375	-	47,375	0.0%	47,375	47,375
Other Debenture Payments (Interest only from 10-11)	9,041,338	3,533,154	5,508,184	39.1%	9,041,338	9,583,205
<b>Subtotal Pupil Accommodations</b>	<b>41,531,592</b>	<b>11,565,974</b>	<b>29,965,618</b>	<b>27.8%</b>	<b>41,384,372</b>	<b>40,075,198</b>
<b>School Generated Funds Expenditures</b>	<b>13,000,000</b>	<b>-</b>	<b>13,000,000</b>	<b>0.0%</b>	<b>13,000,000</b>	<b>12,558,140</b>
<b>Amortization Expenditure</b>	<b>17,031,187</b>	<b>0</b>	<b>17,031,187</b>	<b>0.0%</b>	<b>17,047,527</b>	<b>16,637,595</b>
<b>Total Expenditures Before PSAB adjustments</b>	<b>\$ 400,075,536</b>	<b>\$ 91,641,730</b>	<b>\$ 308,433,806</b>	<b>22.9%</b>	<b>\$ 394,351,813</b>	<b>\$ 381,062,616</b>
<b>PSAB Adjustments</b>						
Increase (Decrease) in Employee future Benefits	(458,218)	-	(458,218)		(458,218)	(458,219)
(Decrease) in Accrued Interest on Debenture	(167,105)	-	(167,105)		(167,105)	(158,751)
<b>Total PSAB Adjustment</b>	<b>\$ (625,323)</b>	<b>\$ -</b>	<b>\$ (625,323)</b>		<b>\$ (625,323)</b>	<b>\$ (616,970)</b>
<b>Total Expenditures After PSAB Adjustment</b>	<b>\$ 399,450,213</b>	<b>\$ 91,641,730</b>	<b>\$ 307,808,483</b>		<b>\$ 393,726,490</b>	<b>\$ 380,445,646</b>

**Halton Catholic District School Board  
Other Provincial Grants  
2017-18 Revised Estimates**

Appendix A-3

Grant Description	2017-18 Revised Budget Estimates	2017-18 Receipts As At Nov.30/17	2017-18 Original Budget Estimates
<b>A.Prkacin - EPO</b>			
French As A Second Language	127,510	-	108,010
Ontario 150	11,404	10,040	-
Early Years-EDI	47,030	-	-
Early Leadership Strategy	175,098	87,549	95,130
Early Years Experience Collections	42,691	29,884	-
Renewed Math Strategy	468,986	328,290	468,986
	<b>872,719</b>	<b>455,763</b>	<b>672,126</b>
<b>B. Browne - EPO</b>			
Autism Support And Training	51,364	35,955	51,364
Learning For All	-	-	-
Ontario Autism Program	158,907	117,840	136,889
Board Leadership Development Strategy (BLDS)	-	-	-
	<b>210,271</b>	<b>153,795</b>	<b>188,253</b>
<b>C. McGillicuddy - EPO</b>			
Specialist Highskills Major (SHSM) Special Funding	-	-	-
Re-Engagement 12 & 12+	8,947	8,947	-
Gap Closing Grade 7-12	29,688	20,781	-
Ensuring Equitable Access	43,225	38,903	-
	<b>81,860</b>	<b>68,631</b>	<b>-</b>
<b>C. Cipriano-EPO</b>			
Parents Reaching Out (PRO)	46,255	-	-
Parents Reaching Out - Regional	12,500	11,250	-
Teacher Learning & Leadership Program-PKE	18,380	8,380	-
Teacher Learning & Leadership Program-Dorland	37,037	28,037	-
Teacher Learning & Leadership Program-Dolan	32,232	21,691	-
Teacher Learning & Leadership Program-Daugherty	15,586	519	-
Teacher Learning & Leadership Program-Brun Del Re	8,240	615	-
	<b>170,230</b>	<b>70,491</b>	<b>-</b>
<b>L. Naar - EPO</b>			
Innovation in Learning Fund	109,500	109,500	-
	<b>109,500</b>	<b>109,500</b>	<b>-</b>
<b>T. Pinelli - EPO</b>			
Safe, Equitable And Inclusive Schools	91,179	-	91,179
	<b>91,179</b>	<b>-</b>	<b>91,179</b>
<b>J. O'Hara - EPO</b>			
Transitional Support-MOU	66,397	66,397	66,000
	<b>66,397</b>	<b>66,397</b>	<b>66,000</b>
<b>R. Merrick - EPO</b>			
Outreach Coordinator	73,600	-	73,600
	<b>73,600</b>	<b>-</b>	<b>73,600</b>
<b>Sub-total</b>	<b>\$ 1,675,756</b>	<b>\$ 924,578</b>	<b>\$ 1,091,158</b>
O.Y.A.P GRANT	99,949	59,969	99,949
LBS Grants	80,120	34,406	97,900
Province Of Ontario-ALC	1,186,000	-	1,186,000
PBLA 1X FUNDING	25,751	25,751	-
Province of Ontario-H.O.M.E	411,347	347,608	318,739
<b>Sub-total</b>	<b>\$ 1,803,167</b>	<b>\$ 467,733</b>	<b>\$ 1,702,588</b>
<b>Total Other Provincial Grants per A-1</b>	<b>\$ 3,478,923</b>	<b>\$ 1,392,311</b>	<b>\$ 2,793,746</b>

**Halton Catholic District School Board  
Summary of Expenses by Expense Type  
2017-18 Revised Estimates**

	2017-18 Revised Budget Estimates	% of total budget	\$ increase (from Original to Revised)	% increase (from Original to Revised)	2017-18 Original Estimates	% of total budget	2016-17 Actuals	% of total budget
<i>Operating</i>								
Salary & Wages	268,699,102	74.4%	3,445,751	1.3%	265,253,351	74.7%	255,734,243	74.7%
Employee Benefits	44,748,512	12.4%	912,121	2.1%	43,836,391	12.3%	43,208,881	12.6%
<b>Total Salaries and Benefits</b>	<b>313,447,614</b>	<b>86.8%</b>	<b>4,357,872</b>	<b>1.4%</b>	<b>309,089,742</b>	<b>87.0%</b>	<b>298,943,124</b>	<b>87.3%</b>
Professional Development	1,028,492	0.3%	127,392	14.1%	901,100	0.3%	863,615	0.3%
Supplies & Services	27,013,284	7.5%	776,111	3.0%	26,237,173	7.4%	23,725,918	6.9%
Replacement Furniture & Equipment	2,500	0.0%	-	0.0%	2,500	0.0%	11,129	0.0%
Operating Interest	57,280	0.0%	-	0.0%	57,280	0.0%	38,856	0.0%
Rentals & Leases	2,551,563	0.7%	(36,120)	-1.4%	2,587,683	0.7%	2,547,666	0.7%
Fees & Contractuals	14,967,598	4.1%	378,105	2.6%	14,589,493	4.1%	14,119,061	4.1%
Other	841,353	0.2%	136,703	19.4%	704,650	0.2%	1,006,237	0.3%
ALC Lease/Rentals	1,045,952	0.3%	-	0.0%	1,045,952	0.3%	980,695	0.3%
<b>Total Other Operating</b>	<b>47,508,022</b>	<b>13.2%</b>	<b>1,382,191</b>	<b>3.0%</b>	<b>46,125,831</b>	<b>13.0%</b>	<b>43,293,177</b>	<b>12.7%</b>
<b>Total Operating</b>	<b>360,955,636</b>	<b>100.0%</b>	<b>5,740,063</b>	<b>1.6%</b>	<b>355,215,573</b>	<b>100.0%</b>	<b>342,236,301</b>	<b>100.0%</b>
<i>Capital</i>								
Debt Charges & Interest	47,375	0.5%	-	-	47,375	0.5%	47,375	0.4%
Turf Loan Interest Payments		0.0%	-	-		0.0%	-	0.0%
OSBFC Debenture Interest Payments	4,518,342	49.7%	-	0.0%	4,518,342	49.7%	4,833,452	45.7%
OFA Debenture Interest Payments	4,522,996	49.8%	-	0.0%	4,522,996	49.8%	4,749,753	44.9%
<b>Total Capital</b>	<b>9,088,713</b>	<b>100.0%</b>	<b>-</b>	<b>0.0%</b>	<b>9,088,713</b>	<b>100.0%</b>	<b>9,630,580</b>	<b>100.0%</b>
<i>PSAB Adjustments</i>								
<b>School Generated Funds</b>	<b>13,000,000</b>	<b>44.2%</b>	<b>-</b>	<b>0.0%</b>	<b>13,000,000</b>	<b>44.2%</b>	<b>12,558,140</b>	<b>3.7%</b>
<b>Amortization expenses</b>	<b>17,031,187</b>	<b>57.9%</b>	<b>(16,340)</b>	<b>-0.1%</b>	<b>17,047,527</b>	<b>57.9%</b>	<b>16,637,595</b>	<b>4.9%</b>
Increase in Employee Future Benefits	(458,218)	-1.6%	-	-	(458,218)	-1.6%	(458,219)	-1.6%
(Decrease) in Accrued Interest on Debenture	(167,105)	-0.6%	-	0.0%	(167,105)	-0.6%	(158,751)	-0.6%
	<b>(625,323)</b>	<b>-2.1%</b>	<b>-</b>	<b>0.0%</b>	<b>(625,323)</b>	<b>-2.1%</b>	<b>(616,970)</b>	<b>-2.2%</b>
<b>Total PSAB Adjustments</b>	<b>29,405,864</b>	<b>100.0%</b>	<b>(16,340)</b>	<b>-0.1%</b>	<b>29,422,204</b>	<b>100.0%</b>	<b>28,578,765</b>	<b>8.4%</b>
<b>Total expenses</b>	<b>\$ 399,450,213</b>	<b>100.0%</b>	<b>5,723,723</b>	<b>1.5%</b>	<b>\$ 393,726,490</b>	<b>100.0%</b>	<b>\$ 380,445,646</b>	<b>100.0%</b>

**Halton Catholic District School Board  
Average Daily Enrolment (ADE)  
2017-18 Revised Estimates**

	2017-18 REVISED ESTIMATES				2017-18 ORIGINAL ESTIMATES				2016-17 Actual ADE
	Actual FTE Oct 31/17	Projected FTE Mar 31/18	2017-18 Revised ADE	% Change	Projected FTE Oct 31/17	Projected FTE Mar 31/18	2017-18 Original ADE	% Change	
JK	2,084.00	2,089.00	2,086.50	2.1%	2,043.00	2,043.00	2,043.00	-0.2%	2,048.00
SK	2,150.00	2,156.00	2,153.00	0.2%	2,148.00	2,148.00	2,148.00	-2.1%	2,194.00
Gr. 1 to 3	6,961.00	6,988.00	6,974.50	1.0%	6,898.00	6,916.00	6,907.00	0.1%	6,903.00
Gr. 4 to Gr. 8	11,468.00	11,507.00	11,487.50	0.3%	11,437.00	11,470.00	11,453.50	1.9%	11,242.00
Elementary Day School Enrolment	22,663.00	22,740.00	22,701.50	0.7%	22,526.00	22,577.00	22,551.50	0.7%	22,387.00
Secondary Day School Enrolment	11,547.98	11,279.52	11,413.75	1.2%	11,421.72	11,135.19	11,278.46	5.0%	10,741.48
Total Day School ADE	34,210.98	34,019.52	34,115.25	0.8%	33,947.72	33,712.19	33,829.96	2.1%	33,128.48

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

**Halton Catholic District School Board**  
**Operating and Capital - Revenues and Expenditures**  
**2017-18 Revised Estimates**

	<b>2017-18 Revised Budget Estimates</b>	<b>2017-18 Budget Estimates</b>	<b>Changes</b>
<b>Revenue</b>			
Province of Ontario-GSN & Municipal tax (Note 1)	359,781,759	356,565,727	3,216,032
Other Provincial Grants (Note 1)	3,478,923	2,793,746	685,177
Other Operating (Note 2)	23,086,211	18,151,166	4,935,045
Amortization of Deferred Capital Contribution	15,743,755	15,770,167	(26,412)
School Generated Funds	13,000,000	13,000,000	-
<b>Unavailable for Compliance</b>			
Employee Future Benefits and Interest Accrual	(625,323)	(625,323)	-
Revenues Recognized for Land	(13,000,000)	(9,500,000)	(3,500,000)
<b>Total Revenue</b>	<b>\$ 401,465,325</b>	<b>\$ 396,155,483</b>	<b>\$ 5,309,842</b>
<b>Expenditures</b>			
<b>Operating</b>			
Salary and Benefits (Note 3)	313,447,614	309,089,742	4,357,872
Other Operating Expenditures (Note 4)	47,508,022	46,125,831	1,382,191
<b>Capital</b>			
OSBFC Debenture Payments	4,565,717	4,565,717	-
OFA Debenture Payments	4,522,996	4,522,996	-
<b>PSAB</b>			
Amortization Expense	17,031,187	17,047,527	(16,340)
School Generated Funds	13,000,000	13,000,000	-
Employee Future Benefits and Interest Accrual	(625,323)	(625,323)	-
<b>Total Expenses</b>	<b>\$ 399,450,213</b>	<b>\$ 393,726,490</b>	<b>\$ 5,723,723</b>
<b>In-Year Surplus (Deficit) Available for Compliance - Unappropriated</b>	<b>\$ 64,768</b>	<b>\$ 38,090</b>	<b>\$ 26,678</b>
<b>Surplus (Deficit) Available for Compliance</b>	<b>\$ 2,015,112</b>	<b>\$ 2,428,993</b>	<b>\$ (413,881)</b>

Note 1. Represents growth in enrolment and additional EPO grants announced.

Note 2. Represents changes in Other Revenues outlined in Appendix A-1 (Increase in EDC Revenue, Use of Schools and Facilities revenue, Tuition Fees-International students, CODE funding, and secondments).

Note 3. Salary and benefits increased to off-set enrolment growth, staffing enhancements outlined in the report, and updated sick leave contingency based on 2016-17 actual trends.

Note 4. Other operating expenditure includes mostly GSN & EPO related expenditure totaling \$700K, 2016-17 Board reserve rollovers of \$234K and 2016-17 school budget rollover of \$200K.

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

<b>Date (2017)</b>	<b>Completed</b>	<b>Item</b>	<b>Description of Activity</b>
April 12	✓	Ministry Memorandum 2017: B04	Established Revised Estimates due date of December 15, 2017
April 12	✓	Ministry Memorandum 2017: B03	2017-18 School Year Education Programs - Other (EPO) Funding
August 4th	✓	Ministry Memorandum 2017:SB17	District School Board Enrolment Projections for 2017-18
September 18th	✓	Ministry Memorandum 2017:SB28	District School Board Enrolment Projections for 2018-19 to 2021-22 (including Rev Est for 2017-18)
October 23rd	✓	Ministry Memorandum 2017: SB32	Release of Ministry Revised Estimates Forms (EFIS)
October 30th	✓	Revised Budget Estimates	Update on the Revised Budget Estimates (Administrative Council)
October 31st	✓	Average Daily Enrolment (ADE) Revision	Enrolment snapshot from Student Information System (Trillium) for October FTE Pupil Count
October 31st	✓	Salary & benefits budget	Salary and FTE staffing "snapshot" pull down from HR/Payroll System
November 6th	✓	Revised Budget Estimates	Update on the Revised Budget Estimates (Administrative Council)
November 6th	✓	Salary & benefits budget	Salary and FTE staffing comparison to original budget
November 13th	✓	Revised Budget Estimates	Update on the Revised Budget Estimates (Administrative Council)
November 15th	✓	Salary & benefits budget	Salaries by Employee Group and FTE sent to all Superintendents
November 20th	✓	Revised Budget Estimates	Update on the Revised Budget Estimates (Administrative Council)
November 25th	✓	Average Daily Enrolment (ADE) Revision	Publication of the October 2016 Enrolment Statistics Report
November 24th	✓	Ministry Memorandum 2017:SB28	Submit 4 yr. Projections to the MOE
November 25th	✓	Average Daily Enrolment (ADE) Revision	Finalization of the 2015-16 ADE using the actual October 31, 2016 FTE enrolment
November 27th	✓	Salary & benefits budget	Review of Salaries by Employee Group and FTE By Superintendent (Administrative Council)
November 27th	✓	Departmental budget review	Review of Revised Departmental Budgets / Identify Potential Savings (Administrative Council)
December 5th		Revised Budget Estimates	Present Draft Revised Budget Estimates to Board
December 11th		Revised Budget Estimates	Update on the Revised Budget Estimates (Administrative Council)
December 15th		Ministry Memorandum 2017: SB32	Activate Ministry Revised Estimates Forms (EFIS).
December 19th		Revised Budget Estimates	Board approval of the Revised Budget Estimates
December 22nd		Revised Budget Estimates	Post on Board's Public Website
December 22nd		Ministry Memorandum 2017: B04	Email submission of Ministry Revised Estimates Forms (EFIS).
January 15th		Average Daily Enrolment (ADE) Revision	Reconciliation of actual October 31, 2016 FTE enrolment with OnSIS

**STAFF REPORT****ITEM 10.5****INTERMEDIATE CORE FRENCH RESOURCE PURCHASE****PURPOSE:**

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

The purpose of this report is to recommend the purchase of an Intermediate Core French resource – ***Mon réseau, ma vie*** – to be used in Grade 8 FSL classrooms.

**BACKGROUND INFORMATION:**

The decision to purchase ***Mon réseau, ma vie*** did not require a textbook selection committee since it is a continuation of the existing anchor resource currently in use in grade 7 Core French Classes, originally purchased for use in the 2016-2017 school year. Pearson has developed this resource to flow seamlessly from the existing grade 7 program, ensuring alignment with the French as a Second Language curriculum released in 2013. Furthermore, the resource is familiar to staff and students since the ***Echos Pro*** resource, also published by Pearson, has been used effectively in junior Core French classrooms since its purchase during the 2014-2015 school year.

***Mon réseau, ma vie*** targeted to grade 8 will be submitted for Trillium approval December 11, 2017 (\*please see the letter of guarantee attached as Appendix A), and supports effective instructional and assessment practices, intercultural and socio-linguistic awareness, and 21st Century fluencies. These fluencies which include communication skills, collaboration skills, and student autonomy serve to support teachers in nurturing the Catholic Graduate Expectations within our students. The intercultural understanding embedded within the resource promotes Catholic Education; Equity and Inclusivity; Indigenous perspective and Catholic Social Teachings.

**REMARKS:**

***Mon réseau, ma vie*** is a resource that represents an effective blend of content rooted in global citizenship, CEFR-inspired authentic tasks, and effective second language acquisition strategies for instruction and assessment. There are intrinsic links to our Catholic Social Teachings, and these links will allow students to reflect through our Catholic faith as they continue on their language learning journeys.

The teacher and student resources are flexible since they come in print and digital formats. Each school would receive a Professional Bundle which includes a Teacher Digital eGuide School Access:

this is a 5-year school access to Teacher eGuide for 3 users in the school (includes teaching notes, line masters, web-links, interactive activities, slides, audio, video, and more). Offline eGuide Access, and 1 printed Teaching Guide (teaching notes, line masters).

This would be a “school licence” that would include all the FSL teachers on staff and is flexible from one year to the next. Each teacher will also have 15 print copies of the student modules, and 15 student digital codes to create a truly blended environment. Students can be assigned digital codes on an as-need basis to access the student text, activities, audio and video files, in order to support differentiated learning. A blend of print and digital material aims to support 21st century learners who have varying degrees of access to and comfort with technology.

**EXPENDITURE SUMMARY:**

<b>Product Description</b>	<b>Qty</b>	<b>Unit Price</b>	<b>Line Subtotal</b>
Professional Bundle <ul style="list-style-type: none"> <li>• 7-year Teacher Digital eGuide access for 1 FSL teacher per school</li> <li>• Offline eGuide access and 1 printed copy of Teacher Guide</li> </ul>	46	\$450	\$20,700
1-2 Class sets of print copies of the 4 student modules	1118	\$2.95	\$3,298.10
Digital access of student resources (e-text)	2236	\$45.95	\$102,744.20

<b>PRODUCT TOTAL</b>		<b>\$126,742.30</b>
ESTIMATED SHIPPING & HANDLING**		\$126.49
ESTIMATED TAX**		\$16,476.50
<b>GRAND TOTAL</b>		<b>\$143,345.29</b>

**CONCLUSION:**

The recommendation is to purchase *Mon réseau, ma vie*, as the approved Grade 8 Core French resource to ensure continuity of programming, effective implementation of the revised document, and seamless support of our Catholic Graduate Expectations.

**REPORT PREPARED BY:** RENATA DEAN  
CURRICULUM ITINERANT

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

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





**Pearson Canada**  
**Head Office**

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FAX (416) 443-0948

November 29, 2017

Renata Dean  
Itinérante, Français Langue Seconde  
Halton Catholic District School Board  
802 Drury Ln, Burlington, ON L7R 4L3

***RE: Mon réseau, ma vie 2 Trillium Listing***

Dear Renata,

Please be advised the student and teacher resources for Pearson Education Canada's *Mon réseau, ma vie 2* are being submitted to the Ontario Ministry of Education for approval on December 11th 2017.

The Ministry's approval process can take up to 8 weeks to complete. We anticipate approval of these resources.

Please note that should these resources be rejected and not approved and listed on The Ontario Trillium List of Recommended Resources, you will have the option of returning any materials purchased prior to the Ministry's completed evaluation, for a full refund.

Please do not hesitate to contact me with any questions or issues about this matter.

Sincerely,

A handwritten signature in black ink, appearing to read 'Giselle Goncalves', with a long horizontal flourish extending to the right.

Giselle Goncalves  
VP, Sales & Marketing  
416-459-0540  
Giselle.goncalves@pearsoned.com

**Approved School Educational Trips**

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

Dated: Tuesday, December 5, 2017

<b>Listed by Destination</b>						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
<b>Elementary</b>						
Our Lady of Peace CES, Oakville	7	48	Camp Couchiching Longford Mills, ON	The trip will promote Focus on Faith theme, Human Dignity, through community and collaborative experience. Students will learn effective communication, decision making, problem solving, time and resource management skills. The students will learn how to work effectively as an interdependent team member, while fostering acceptance and appreciation for one another and the environment they are in. They will have an opportunity to work as a team during outdoor physical education activities that teaches self-discipline, perseverance and goal setting. They will gain an understanding of the importance of fair play, co-operation and respectful behaviour while in a new physical environment. Through daily prayers and liturgies the students will learn the importance of respecting the outdoor space as sacred and divine, provided to us by the Creator.	Monday, May 29 - Thursday, May 31, 2018	~\$210.00
St. John CES, Burlington	8	33	Camp Tanamakoon Huntsville, ON	Camp Tanamakoon provides opportunities for personal growth outdoor education, team building, leadership development and co-operative learning experiences. Through a variety of activities, students will learn about nature and the environment and will work on the theme of stewards of creation individually and as a group. Staff and students will participate in daily prayer and reflection.	Wednesday, June 13 – Friday, June 15, 2018	~\$380.00

<b>Listed by Destination</b>						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
<b>Secondary</b>						
Corpus Christi CSS, Burlington	10 - 12	13	St. Mary's Catholic School Brockville, Ontario	The Senior Boys Volleyball team will be participating in the Provincial Championships in Brockville. It is team practice to say the Hail Mary prior to each game and at the Banquet we will pray Grace Before Meals. As individuals and as a team in a social setting, we will respect ourselves, one another, our opponents, referees and all the people that we come in contact with throughout the tournament. We will take care of our well-being and develop as a cohesive team within a competitive environment. At all our meals together, we will thank God for what has been provided to us and ask for God's guidance on our journey.	Wednesday, November 22 – Saturday, November 25, 2017	~\$150.00

<b>Listed by Destination</b>						
<b>SCHOOL</b>	<b>GRADE(S)</b>	<b># OF STUDENTS</b>	<b>DESTINATION</b>	<b>PURPOSE</b>	<b>DATES</b>	<b>COST PER PUPIL</b>
<b>Secondary</b>						
Notre Dame CSS, Burlington	10-12	12	OFSAA Girls Basketball Championships Huntsville, ON	Notre Dame's Senior Girls' Basketball team has earned a place in the OFSAA Championship Provincial Finals. Through the sporting event, the girls will meet many Catholic graduate expectations such as taking initiative and demonstrating Christian leadership, participating in leisure and fitness activities for a balanced and healthy lifestyle, and working effectively as an interdependent team member. Daily reflection and prayer will be held prior to meals and all games, as well as a chapel service will be held on Saturday morning.	Wednesday, November 22 – Saturday, November 25, 2017	~\$195.00
St. Ignatius of Loyola CSS, Oakville	10-12	28	Montreal Heritage Music Festival Montreal, QC	The Performance of the Loyola Concert Band at the Montreal Heritage Music Festival is the culmination band pieces that are being rehearsed throughout the school year. Students will participate in adjudicated performances, music clinics, and an awards Ceremony; and will be offered the opportunity to attend a concert performance, a multimedia production, and a guided tour of the city of Montreal. Staff and students will attend Mass at Notre Dame Basilica on Saturday, April 28, 2018.	Thursday, April 26 – Sunday, April 29, 2018	~\$927.70

**INFORMATION REPORT**

**ITEM 11.3**

**2016-2017 AUDIT COMMITTEE ANNUAL REPORT TO THE BOARD OF TRUSTEES  
FOR FORWARDING TO THE MINISTRY OF EDUCATION**

**PURPOSE:**

To provide the Board of Trustees with the 2016-17 Audit Committee Annual Report to the Board of Trustees for Forwarding to the Ministry of Education.

**COMMENTS:**

On September 7, 2017, the Ministry released Memo [2017: SB26 Audit Committee Annual Report](#) which provides direction and templates for Audit Committee Annual Report requirements.

The template was used to develop the attached Annual Report of the Audit Committee to the Board of Trustees for Forwarding to the Ministry of Education for the year ended August 31, 2017.

The Ministry requires a list of the work performed by the internal auditors in order to monitor the use of the internal audit funding allocation in the fiscal year and a list of the planned enrolment audits so as to coordinate the enrolment audits performed by the Ministry and the regional internal audit teams across the province.

The 2016-17 Audit Committee Annual Report to the Board of Trustees for Forwarding to the Ministry of Education was approved at the Audit Committee Meeting of November 16, 2017 and will be submitted to the Ministry on December 6, 2017.

REPORT SUBMITTED AND APPROVED BY:

MARK ROWE  
CHAIR OF THE AUDIT COMMITTEE

**Annual Report to the Board of Trustees and Forwarded  
To the Ministry of Education  
For the year ended August 31, 2017**

**District School Board Name:** Halton Catholic District School Board

**Fiscal Year:** 2016-2017

Re: Annual audit committee report to the Ministry of Education as per Ontario Regulation 361/10

During the 2016-2017 fiscal year, the following internal audits or other engagements were started by the regional internal audit team but not completed by August 31st:

- Internal Audit – 2016-2017 School Generated Funds Compliance Review (Status of audit at August 31st: Report complete, pending presentation to Audit Committee in September 2017)
- Internal Audit Follow-up - Capital Audit Second Follow-up Report (Status of audit at August 31st: Report complete, pending presentation to Audit Committee in September 2017)

In addition to those listed above, the following audits were completed in the 2016-2017 fiscal year:

- 2015-2016 School Generated Funds Compliance Review
- Internal Audit - BAS Analytics Audit

Based on the internal audit plan, we are not expecting any enrolment audits to be performed.

On behalf of the Audit Committee,

  
J. I. Rowe, Audit Committee Chair

16 Nov. 2017

**INFORMATION REPORT****ITEM 11.4****INTERNATIONAL STUDENT PROGRAM****ICEF BERLIN WORKSHOP OCTOBER 29-NOVEMBER 1, 2017****PURPOSE:**

The Halton Catholic District School Board continues to actively recruit International students. In June 2015, the Ministry of Education released a strategy for international education in Ontario. One of the overriding intentions of the strategy and goals is to internationalize our schools for all students, preparing them for global citizenship and competencies in the 21<sup>st</sup> Century. In trying to address this strategy, HCDSB had made a commitment to attend International Fairs and Recruitment Workshops that will increase a diverse student population. Without a doubt, diversification and targeting different markets (countries) will sustain our long term goal of increasing the enrolment of international students in our schools.

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

**BACKGROUND INFORMATION:**

Student recruitment has become an important element in the marketing strategies of all educational institutions. ICEF (International Conference for Education Fairs) enables educators to connect with qualified recruitment agents, as well as with other educators and service providers.

Canada continues to be a top study destination with broad international appeal across all educational sectors, K-12 education and post secondary. The ICEF Berlin Workshop is the biggest event, designed to help engage with all partners, access the latest in market intelligence and enhance global networking.

**REMARKS:**

Berlin 2017, October 29 – 31, was a record breaking event by all measures. It saw the highest number of educators, with 2900 participants, representing 1700 organizations from over 100 countries and 7 continents. HCDSB was one of four publicly funded school boards from Ontario. The three day event, over 1200 agents from over 950 agencies conducted 28,000, pre-scheduled business meetings. During the three days, the Halton Catholic District conducted 45 meetings with agencies from Spain, Ukraine, Vietnam, Brazil, Serbia, Argentina, Mexico, Slovak Republic, Kyrgyz Republic, Nigeria, China, Hungary, Pakistan, Slovenia, and Germany.

## **CONCLUSION:**

Halton Catholic DSB's International Education strategy continues to focus on recruiting students from different regions of the world. The ICEF Berlin Workshop allowed for the opportunity to discuss HCDSB with many diverse agents and educators. Agents were very impressed with our Board, and we are continuing to correspond in building relationships and partnerships. It was a pleasure and privilege to represent HCDSB in sharing our outstanding achievements and Catholic learning environment.

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

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

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

## MINUTES OF THE AUDIT COMMITTEE MEETING

Date: September 14, 2017  
Time: 7:30 pm  
Location: Catholic Education Centre – Board Room  
802 Drury Lane, Burlington, Ontario

Committee Members Present: J. M. Rowe (Chair)  
D. Rabenda  
P. Marai  
D. Morton  
J. Fahrer

HCDSB Staff Present: P. Dawson  
R. Negoï  
A. Lofts  
J. Chanthavong

RIAT Staff Present: J. Baker  
A. Eltherington

Invited Guests: D. Marks, External Auditor, KPMG  
M. Fisher, External Auditor, KPMG

Recording Secretary: K. Jones

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**1. Call to Order**

**1.1 Opening Prayer**

The meeting opened with a prayer led by P. Marai.

**2. Election of Chair**

P. Marai nominated J. M. Rowe. Seconded by D. Rabenda.

J. M. Rowe accepted the nomination.

J. M. Rowe was acclaimed.

**3. Approval of the Agenda**

The agenda was reviewed. There were no additions/deletions to the agenda.

Moved By: P. Marai

Seconded By: J. Fahrer

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

**CARRIED**

**4. Declarations of Conflict of Interest**

None.



**5. Approval of Minutes of the Audit Committee of June 12, 2017**

Moved By: D. Morton

Seconded By: J. Fahrer

**RESOLVED**, that the minutes of the June 12, 2017 meeting be accepted as presented.

**CARRIED**

**6. Communications since the June 12, 2017 Meeting**

**7. Action Items**

**8. Discussion Items**

**8.1 RIAT Status Report**

J. Baker noted that the Continuing Education Audit has been started and updated that the audit has begun. A meeting was held on September 14, 2017 with the team at Adult Learning Centre and the auditor. The audit will take place mid-October to mid-November.

J. Baker also reviewed the training plan for RIAT members.

**8.2 RIAT Terms of Reference for Continuing Education Audit (J. Baker)**

**8.3 Review of RIAT Mandate**

J. Baker advised that the Ministry requires that the Audit Committee review the RIAT Mandate annually. The mandate has not been revised and the Chair of the Committee and the Director of Education have not changed, therefore it is not necessary that the Mandate be re-signed.

**8.4 Preliminary 2016-17 Budget - September 1, 2016 to August 31, 2017**

R. Negoj reported that the Preliminary 2016-17 Budget report with August 31, 2017 Actuals will be presented to the Board of Trustees at the September 19, 2017 Regular Board Meeting. The results are preliminary at this point in time and the final data will be brought to the Audit Committee and Board in November 2017 for approval.

**9. Standing Reference Items**

9.1 Ministry's Proposed Audit Committee Schedule and Agenda Topics - Revised Revisions highlighted.

9.2 Ontario Regulation 361/10

9.3 Schedule of Budget Reports

**10. Motion to Excuse Absent Committee Members**

Not applicable.

11. **Adjournment**

The following motion was put forth: That the meeting be adjourned at 7:52 pm.

Moved By: D. Rabenda

Seconded By: P. Marai

**RESOLVED**, that the meeting adjourn at 7:52 pm.

***CARRIED***

## POLICY COMMITTEE MEETING MINUTES

Date: October 10, 2017  
 Time: 7:00 pm  
 Location: Catholic Education Centre - Board Room  
 802 Drury Lane  
 Burlington, Ontario

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

Student Trustee – Ingrid Schwecht  
 Student Trustee - Anamaria Barbul

Regrets: J. Michael

Staff Present P. Dawson, Director of Education  
 T. Overholt, Superintendent of Education, School Services  
 A. Swinden, Administrator, Strategic Communications  
 C. McGillicuddy, Superintendent of Education, Student Success

Recording Secretary J. Neuman

### 1. Call to Order

#### 1.1 Opening Prayer (H. Karabela)

The meeting began at 7:05 p.m. with a prayer led by H. Karabela

### 2. Approvals

#### 2.1 Approval of Agenda

#75/17

**Moved by:** P. Marai

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

**That,** the agenda be approved.

**UNANIMOUSLY CARRIED**

#### 2.2 Approval of Minutes

#76/17

**Moved by:** A. Iantomasi

**Seconded by:** H. Karabela

**That,** the minutes of the Policy Committee Meeting held on September 12, 2017 be approved, as submitted.

**UNANIMOUSLY CARRIED**

### 3. Action Items

#### 3.1 II-34 Participation in Programs and Courses of Study in Catholic Religious Education (T. Overholt, A. Prkacin)

#77/17

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

**Seconded by:** A. Iantomasi

**THAT,** the Policy Committee recommends that Policy II-34 Participation in Programs and Courses of Study in Catholic Religious Education, along with amendments, be forwarded to the October 17, 2107 Regular Board Meeting for approval.

T. Overholt noted the changes in the policy, which include the addition of the Education Act Reg. 42 Section 13, and noted the process and clarification for secondary school student exemption from religion courses.

A Quinn arrived at 7:10 pm

Questions were asked and answered.

It was suggested to further define the Church's teaching that the policy should include:

*The Board is committed to cultivating the special characteristics of Catholic Education, to teach the Authentic Truths of the Faith, in line with the Magisterium of the Church, and in co-operation with the bishops in the exercise of their teaching office.*

The amendment will be included when the policy is forwarded to the Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **#77/17 UNANIMOUSLY CARRIED**

### **3.2 V-12 Blessing and Official Opening of a New School (T. Overholt, P. Dawson)**

**#78/17**

**Moved by:** P. Marai

**Seconded by:** S. Trites

*THAT, the Policy Committee recommends that Policy V-12 Blessing and Official Opening of a New School., be forwarded, along with amendments, to the October 17, 2017 Regular Board Meeting for approval.*

T. Overholt noted the changes to the policy have been made to be consistent with current practice, which includes the addition of the option of Ground Breaking Ceremonies. The committee persons were noted along with the reimbursement to the school.

Questions regarding reimbursement were asked and answered.

The policy will be amended further to the wording for Ground Breaking Ceremonies and will be changed to include the word "may", to be forwarded to the upcoming Regular Board Meeting.

Further questions regarding the Ground Breaking Ceremony were asked and answered.

The Chair called for a vote. Recommendation **#78/17 UNANIMOUSLY CARRIED**

### **3.3 V-13 Blessing and Rededication of a Major Addition to a School (T. Overholt, P. Dawson)**

**#79/17**

**Moved by:** S. Trites

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

*THAT, the Policy Committee recommends that Policy V-13 Blessing and Rededication of a Major Addition to a School, be forwarded, along with amendments, to the October 17, 2017 Regular Board Meeting for approval.*

T. Overholt noted the changes to the policy have been made to be consistent with current practice; which includes the addition of Appendix A and the reimbursement amount to the school.

Questions regarding reimbursement were asked and answered.

**#80/17**

**Moved by:** H. Karabela

**Seconded by:** A. Iantomasi

*THAT, the wording of the final bullet of Policy V-13 Blessing and Rededication of a Major Addition to a School should be included in Policy V-12 Blessing and Official Opening of a New School.*

The Chair called for a vote. Motion **#80/17 UNANIMOUSLY CARRIED**

The Chair returned to the main motion and called for a vote. Recommendation **#79/17**  
**UNANIMOUSLY CARRIED**

**4. Discussion Items**

There were no discussion items.

**5. Information Items**

**5.1 VI-09(A) Religious Education Course Reimbursement (T. Overholt, L. Naar)**

**5.2 VI-09(B) Religious Education Masters Reimbursement (T. Overholt, L. Naar)**

**5.3 VI-72 Election Audit Compliance Committee (T. Overholt, P. Dawson)**

Changes to the procedures were noted and shared with Trustees.

Questions were asked and answered.

**5.4 Upcoming Agenda Items (2017 11 28) (T. Overholt)**

**5.4.1 Policy I-44 Strategic Planning Policy (R. Negoj, P. Dawson, T. Overholt)**

**5.4.2 Policy II-06 Lunch Supervision (T. Overholt)**

**5.4.3 RESCIND - Policy II-21 Cross Panel Sharing of Student Information (T. Overholt, C. McGillicuddy, B. Browne)**

**5.4.4 Policy III-03 Teacher Performance Appraisal (T. Overholt, J. O'Hara)**

**5.4.5 Policy V-05 School Accidents-Safety (T. Overholt)**

T. Overholt shared the upcoming agenda items.

A Quinn inquired about the process in place at Halton Catholic District School Board for Secondary Student Volunteer hours required for graduation due to recent media releases.

**5.5 II-09 Opening and Closing Exercises (T. Overholt, J. O'Hara)**

**#81/17**

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

**Seconded by:** A. Iantomasi

**That** Policy II-09 Opening and Closing Exercises be an action item.

Discussion followed. It was suggested that the meeting move to In Camera.

The Chair returned to the motion.

**#82/17**

**Moved by:** A Quinn

**Seconded by:** H. Karabela

**That** the item be postponed until the next policy meeting, November 28, 2017 and to send the proposed amendment to the bargaining units.

The Chair indicated that it would require a unanimous decision for the Policy to become an Action item.

**#83/17**

**Moved by:** P. Marai

**Seconded by:** A. Iantomasi

**That** the Policy Committee Meeting go In Camera.

The Chair called for a vote. Motion **#83/17 UNANIMOUSLY CARRIED**

The meeting moved back to regular session at approximately 8:25 pm.

**Motion #81/17** was withdrawn during the In Camera session.

**Motion #82/17** was lost.

The Chair advised that Policy II-09 Opening and Closing Exercises will be added to the agenda for the October 17, 2017 Regular Board Meeting, as an action item.

**6. Miscellaneous Information**

There was no miscellaneous information.

**7. Correspondence**

There was no correspondence.

**8. In Camera**

An In Camera session was held for Information Item 5.5 above.

**9. New Business**

There was no new business.

**10. Motion to Excuse Absent Committee Members**

**#85/17**

**Moved by:** A. Iantomasi

**Seconded by:** P. Marai

**That** *Trustee J. Michael be excused.*

The Chair called for a vote. Motion **#85/17 UNANIMOUSLY CARRIED**

**11. Motion to Adjourn/ Closing Prayer (P. Marai)**

**#86/17**

**Moved by:** P. Marai

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

**That** *the meeting adjourn.*

**UNANIMOUSLY CARRIED**

P. Marai closed the meeting with prayer at 8:37 pm.

**MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING**

Date: October 23, 2017  
 Time: 7:00 pm  
 Location: Catholic Education Centre - Board Room  
 802 Drury Lane  
 Burlington, Ontario

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

Staff Present              B. Browne, Superintendent of Special Education Services  
                                  W. Reid-Purcell, Special Education Coordinator  
                                  D. Kollee, Chief Speech Language Pathologist

Members Excused      K. Bivand  
                                  L. Currie  
                                  D. Rabenda  
                                  S. Trites

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 7:01 p.m. with a prayer led by L. Cipparrone.

**1.2 Approval of Agenda**

**Moved by:**                      D. Hotopeleanu

**Seconded by:**                  J. Parisi

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

**CARRIED**

**2. Presentations**

**2.1 PAAC on SEAC**

R. Quesnel introduced Alison Morse and Katie Muirhead, Chair and Vice Chair of the Provincial Parent Associations Advisory Committee on SEAC (PAAC on SEAC).

K. Muirhead began by passing out sample resources and explaining that PAAC on SEAC is an organizational group that brings together provincial organizations that support SEAC members; provides a forum for sharing of effective practices; and provides a voice for SEAC issues and concerns at the provincial level. Information included a list of the associate members; activities; ministry consultations; sample resources including the website: [www.paac-seac.ca](http://www.paac-seac.ca) which contains the PAAC on SEAC Annual Calendar; PAAC on SEAC Effective Practices Handbook; PAAC on SEAC Funding Guide and SEAC training Videos. A sample from one of the three training videos was played.

A. Morse noted that PAAC has been around since 1983, during that time the handbook has been revised multiple times and multiple surveys have been conducted. SEAC strengths and key challenges from the PAAC on SEAC Effectiveness survey were reviewed and discussed. The PAAC on SEAC Handbook has had multiple revisions, most recently in 2016; the handbook contents are framed around Regulation 464/97.

Next steps will include: increasing awareness of PAAC on SEAC communications with SEACs across the province; presentations/sharing of resources; increase and continuously update SEAC resources on the website; update of the annual SEAC calendar; and a repeat SEAC survey in 2018-19.

The floor was open for questions.

L. Cipparrone thanked A. Morse and K. Muirhead for presenting to SEAC and also thanked R. Quesnel for arranging the presentation and for her participation on PAAC on SEAC.

### 3. **Actions to be taken**

#### 3.1 **Minutes of the September 18, 2017 SEAC Meeting**

*Moved by:* C. Parreira

*Seconded by:* J. Parisi

**RESOLVED**, that the minutes of the June 19, 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**

W. Reid-Purcell provided an update on the Ontario Autism Program (OAP) which officially opened up in June 2017. All Children with a diagnosis of ASD, up to the age of 18 will be eligible for the OAP. There are no parameters on the number of hours a child receives or the duration of their intervention. The new program is family-centred, and the services will be flexible and responsive to the needs of the child.

### 6. **Action and Information Items**

#### 6.1 **SEAC Meeting Survey Reflection (B. Browne)**

B. Browne opened the floor for reflection on the SEAC Meeting Survey results that were presented at the September meeting and asked if anyone wanted to discuss the feedback further. Advanced copies of SEAC presentations were discussed.

#### 6.2 **Spirit of Inclusion Award Criteria (L. Cipparrone)**

L. Cipparrone asked members to review criteria for the Spirit of Inclusion award. No revisions were suggested.

#### 6.3 **Yearly Calendar Topic Ranking Results**

L. Cipparrone reviewed the list and ranking of topics gathered in the poll; the Chair and Vice Chair will review the list of the 12 topics to try to combine some of the broader topics together. They will also cross reference with CPIC to see if some items such as the Renewed Math Strategy might on their presentations.

An update on Speech Language has been arranged for November's meeting and a Mental Health update will be presented in December.



## 6.4 Webinar

Timing and topics for the next webinar were discussed. It was determined that the next webinar will be planned for October 2018; the topic will be IEPs. Webinar planning will be added to an agenda later this year; a committee will be struck; and members are requested to start gathering information and resources from their associations to be included in the webinar.

## 7. Communications to SEAC

### 7.1 Superintendent's Report

B. Browne provided updates on:

**ABA for All** continues to move forward throughout the system; PPM140 work is intentionally getting into the classrooms

**Educational Assistant (EA) Professional Development (PD) for ABA for All** workshops will be provided for EAs on the November 24 PA Day for half of the EA group and February 2<sup>nd</sup> for the second half of the group.

**Alternative Curriculum Catholic Learning Communities (CLCs):** the first of three CLCs for Life Skills and Structured Teaching (STC) Special Education Teachers (SETs) takes place on October 30. CLCs provide SETs an opportunity to come together and participate in a presentations/collaborations pertinent to their programs. Three CLCs for the teachers of the Essential Skills Classrooms (ESCs) and three CLCs for Gifted SETs are also planned for this year.

**Transdisciplinary Rounds (TDR)** first TD Rounds were conducted this past week, bringing clinical, academic staff, and parents to the table to work toward solutions for some of our most complex students. Needs of students are at the center of our decision making in ways that support both home and school; recognizing that most solutions reside in the school with appropriate support, we continue to move this model forward throughout the system.

Clinical Updates included:

**Human Trafficking:** our work continues to be complex and involves relationships and support throughout the community and province; PD was recently provided to Child and Youth Counsellors (CYCs) and Social Workers.

**Trauma Sensitive Classrooms PD** to support teachers to be aware of and create spaces that are sensitive to students who have experienced trauma; PD included all clinical staff: CYC, Social Workers, Psychology staff, Communicative Disorder Assistants (CDAs) and Speech Language Pathologists (SLPs).

**Anxiety, Depression and Positive School Climate PD** was provided to the Thomas Merton staff in alternative programs to help support students in alternative settings; further trauma sensitive training will take place in November

**Camp Unity Fetal Alcohol Spectrum Disorder (FASD)** ran for four weeks this summer; evaluation from parents and student was outstanding; older students age 16 and 17 are asking for the age limit to be increased to 19 so they can return next year.

**The Halton Multidisciplinary FASD Diagnostic and Assessment Team** is up and running, with contributions from our psychology group including Psychoeducational Consultant J. Archibald, our Chief Psychologist O. Foese, and our neuropsychologist Dr. N. Law; clients include students from our Board.

**Technology to Support Assessments:** psychology staff has started to use iPads for assessments in an effort to move toward a 21<sup>st</sup> Century format that may be more engaging for students; paper forms still are in use for students for whom that may be a better fit

**Psych Ed Assessments:** in addition to the summer assessments completed, we have finished/are in the process of 40 psycho-educational assessments already and are focusing this year on meeting our targets.

**Canadian Cognitive Abilities Test (CCAT7)** was piloted last year and found to be highly reliable. Training for the first phase for our new CCAT7 gifted screening has been completed; administration of the test takes place at the end of November. Training of all SERTS on the scoring and reporting for this new instrument will occur later in November. Data will be tracked to determine if CCAT7 testing can reduce stage 2 psychology screening in future years.

**Roots of Empathy Program** run by CYCs on the infant developmental process; there have been discussions to actively run the program with a child with a developmental disability. R. Bird is looking to locate a family.

**Mental Health Leader:** P. Webber-Callaghan is retiring effective January 1<sup>st</sup>; she has done a lot of great work for our Board; recognizing the contributions she has made and the challenges ahead to replace her, we will be posting for the position of Mental Health Lead soon to begin working on the transition

Community updates included:

**York/Osgoode Talk:** enjoyed the opportunity to speak at the York/Osgoode session Monday October 16<sup>th</sup>; the focus was on collaboration between health and education scopes of practice and the creation of a pilot here in Halton to bring forward a better understanding of scope of practice, shared work and collaboration. A perspective on serving our most complex and challenging students and how we work together with community and provincial partners was also provided.

**Dr. Butler, Oakville Trafalgar Memorial Hospital (OTMH):** we welcomed Dr. Butler to HCDSB twice since the beginning of the school year. First with CYCs and Social Workers; most recently with our principals regarding the realities in emergency and the psychiatric ward; continuing to build our collaborative partnerships.

**Cross Country:** another successful event took place on Friday and Saturday; location was changed from Bronte to Kelso this year; staff were intentional in making the meet accessible for those who wanted to participate, to the extent that they would like to do so; it was a fun event for all who came out.

B. Browne shared pictures from the cross country track meets as well as some photos of the work happening in our schools.

## 7.2 Trustee Reports

A. Iantomasi provided updates on happenings at Board meeting, all information is available on the website; and discussed the Cross Country event and the dinner with the Bishop Crosby.

## 7.3 Association Report – HDSA

D. Hotopeleanu reported that the 2017 Halton Down Syndrome Association (HDSA) World Down Syndrome Day (WSDS) School Contest was a great success, reaching more than 15,000 students from Halton Elementary and Secondary schools.

In 2018, HDSA would like to have more schools participating in the contest to help raise awareness about Down Syndrome in the community. For the 2018 WSDS Contest HDSA are encouraging schools to choose one of the two options: WSDS Digital Media Contest or WSDS Photo Contest

The 2017 WDSO contest winners can be seen on HDSA's website at:

<https://www.haltontownsyndrome.com/world-down-syndrome-day/past-winners/>

D. Hotopeleanu played the video from St. Raphael Catholic Elementary School which won third place in the 2017 contest

#### **7.4 Reports from Other Stakeholder Meetings – CPIC**

CPIC are hosting a parent session on Tuesday, October 24 at St. Ignatius of Loyola Secondary guest speaker Brett Ulman is presenting on *Media, Faith, Culture – Parents 101* if anyone would like to register. If anyone has questions for CPIC, they should let the Chair know. The Chair will be looking into SEAC presenting at CPIC's February meeting.

#### **8. Next Agenda: Meeting Monday, November 20, 2017**

The agenda will included a Speech and Language update.

#### **9. Adjournment**

##### **9.1 Resolution re Absentees**

**Moved by:** A. Iantomasi

**Seconded by:** M. Lourenco

**RESOLVED**, that be excused. **CARRIED**

##### **9.2 Adjournment and Closing Prayer (L. Cipparrone)**

**Moved by:** B. Agnew

**Seconded by:** M. Lourenco

**RESOLVED**, that the meeting adjourn.

**CARRIED**

The meeting adjourned 9:09 p.m. with a prayer led by L. Cipparrone.



Ontario Catholic School  
Trustees' Association

October 25, 2017

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

**FROM:** Marino Gazzola, Chair, Resolutions Committee

**RE:** 2018 AGM & Conference Resolutions

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**PLEASE REVIEW THIS INFORMATION AT A MEETING OF YOUR BOARD**

The OCSTA Annual General Meeting will once again offer an opportunity for delegates to consider and vote on all resolutions received from OCSTA members.

The study and processing of resolutions is one of the fundamental responsibilities of the Association. The resolution process provides member boards with the opportunity to shape the work of the Association by bringing important issues which have provincial implications to the attention of all trustees in the province.

During the year, important issues of a provincial nature that arise at the board level may be used to develop resolutions for OCSTA. Resolutions may be submitted to OCSTA any time up until the deadline of *January 31, 2018*.

Please Note:

*OCSTA's Annual Finance Brief to the Minister and submission to the yearly Pre-Budget Consultation process serve as effective opportunities for advocacy regarding education funding issues. Boards are encouraged to submit education funding issues requiring Association action and advocacy throughout the year. However, should a board prefer to use the AGM Resolutions process for funding issues with provincial implications, they are, of course, welcome to do so. Funding issues submitted through the resolutions process may be recommended for inclusion in the OCSTA Finance Brief the following year.*

**Resolutions may be submitted to OCSTA at any time up to the deadline of January 31, 2018.**

Attachments

- *Guidelines*
- *Template*
- *Explanation of Committee Recommendations & Resolution Procedures*
- *OCSTA Mission, Vision, Strategic Priorities*
- *Chart of 2016 Resolutions with AGM Decisions*
- *Related By Law Section 5.9 (Resolutions)*

# Guidelines for Preparing Resolutions

To improve the effectiveness of the resolution process, we ask boards to review the following guidelines.

Resolutions are your opportunity to shape the work of the Association by addressing problems, solutions or concerns, which affect Catholic education in Ontario. **A resolution approved by the membership at the Annual General Meeting calls for priority action by OCSTA and the commitment of OCSTA resources to address the particular issue outlined in the resolution.**

**A. All Resolutions will be reviewed by the Resolutions Committee and a Committee Recommendation will be added to each Resolution. Committee Recommendations will be guided by the following criteria.**

The resolution:

- a. Is in keeping with the Mission, Vision and Strategic Priorities of the Association.
- b. Is of a provincial nature and addresses an area of concern for the province's Catholic school boards is a matter that requires attention or action.
- c. Is written in language appropriate for province-wide consideration (language contained in resolutions is often incorporated into subsequent communications to the government or other relevant parties).
- d. Is accompanied by substantiated rationale.
- e. Does not deal with education funding issues.
  - OCSTA addresses education funding issues in the Annual Finance Brief to the Minister and submission to the yearly Pre-Budget Consultation. Boards are encouraged to submit education funding issues requiring Association action and advocacy as they arise throughout the year.

## **B. Steps in Preparing a Resolution**

1. Review the Mission, Vision and Strategic Priorities of OCSTA.
2. Identify the concern. Be sure the concern is a matter of **province-wide** scope.
3. Research and gather sufficient supporting background materials to substantiate the resolution. If the concern has been presented/dealt with in a previous resolution, review the outcome of that process to assess what changes in approach/additional information might be useful.
4. Write the resolution in the following proposed format taking care to ensure that:
  - a. Each "*Whereas*" is accompanied by adequate background material.
  - b. The "*Therefore be it Resolved*" directs OCSTA to take specific action.

## **C. Writing A Resolution**

### Structure

The resolution should be assigned a succinct title that identifies the problem or issue (or its proposed solution). There should be two parts to the resolution: a preamble followed by a resolving clause (or clauses).

#### 1. Preamble

The preamble is a brief statement of background or rationale coming before the resolving clause(s). The purpose of the preamble is to provide information without which the point or the merits of a resolution are likely to be poorly understood.

Each clause in a preamble is written as a separate paragraph, beginning with the word "WHEREAS".

## 2. Resolving Clauses

A resolving clause indicates what action(s) is to be taken given the “WHEREAS” clause(s) in the preamble. If more than one action is being recommended, the “Therefore be It Resolved” portion should be divided into a), b), c), etc.

## 3. Submission Statement

Please include the following information in the submission statement.

[Mover’s Name]  
[Secunder’s Name]  
[Board Name]  
[Topic]

## D. Submission Deadline Date

The **final** deadline date for receipt of resolutions in the OCSTA office is **12:00 p.m. EST, January 31, 2018**. We encourage boards to submit their resolutions at any time from May to January by email to Jane Ponte at [jponte@ocsta.on.ca](mailto:jponte@ocsta.on.ca).

## E. Regulations

Please see the attached current regulations regarding submission and presentation of resolutions at the AGM.

These guidelines and the enclosed template and the resolution session procedures have been provided as a reference that we hope you will find useful in preparing effective resolutions for your Association and Catholic education in Ontario.

# Template

Please **do not use** tables, text boxes or any type of graphic or letterhead. The type of font to be used in this document is **Times New Roman 12pt**.

The following example is taken from a Resolution dealt with at a previous AGM and is provided for your reference.

**Moved by:** [Mover's Name] [Board Name]

**Seconded by:** [Seconder's Name]

**Topic:** [e.g. Vacancies on School Boards]

---

**Whereas:** from time to time a vacancy occurs in the office of a member of the board; and

**Whereas:** according to Section 221(1) of the *Education Act*, the vacancy must be filled by either a by-election or by appointment; and

**Whereas:** boards choosing to appoint a new trustee will, most commonly, engage in an open and fair process of selection; and

**Whereas:** the *Education Act* requires that the process be fully completed within 60 days of the office becoming vacant; and

**Whereas:** the 60 day time period may encompass a part of the year (e.g. Christmas, summer months, March Break) when board operations and processes are reduced, thus making the timelines very tight and, potentially, unmanageable;

**Therefore be it Resolved that:**

OCSTA petition the Ministry of Education to review the section of the *Education Act* which relates to trustee vacancies with a view to extending the timeline by either increasing the number of days or altering the requirement that the process be completed within a designated number of regular school days.

*If you have any questions regarding this template please contact Jane Ponte either by telephone at 416-932-9460 ext. 223 or by e-mail at [jponte@ocsta.on.ca](mailto:jponte@ocsta.on.ca).*

## ***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*



## 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.*

The Association's **Strategic Priorities** are as follows:

#### **1. Enhance Political Advocacy for Catholic Education**

- a. Strengthen current advocacy platform by building positive new relationships and reinforcing existing ones with groups like OAPCE, OCSOA, CWL, etc.
- b. Communicate and promote current messages about the value of Catholic education to our key target audiences: parents, students, politicians, teachers, alumni, parishioners, etc.

#### **2. Engage Trustees in an Enriched Development Program**

- a. Assess the current needs and interests of members to guide development of appropriate programming.
- b. Ensure OCSTA programming provides timely and relevant content to support trustees in their roles as advocates and spokespersons for Catholic education.

#### **3. Manage Human and Fiscal Resources to Effectively meet Changing Needs**

- a. Align the work of committees, staff and fiscal resources behind structures and initiatives that support the association's three key priorities.
- b. Ensure OCSTA is structurally aligned to successfully fulfill its role as the legislated Employer Bargaining Agent for all of Ontario's English Catholic District School Boards.

## 2017 OCSTA Resolutions with AGM Decisions

#	Board	Topic	AGM Decision
1.	Dufferin-Peel	Student Transportation Funding	Approve and refer to Political Advocacy Committee
2.	Dufferin-Peel	Funding for Students with Diverse Learning Needs Including Special Education Needs	Approve and refer to Political Advocacy Committee
3.	Hamilton-Wentworth	Ontario's Renewed Mathematics Strategy Funding to School Boards	Approve and refer to Political Advocacy Committee
4.	Windsor-Essex	Honouring the Truth, Reconciling the Future	Approve and refer to Catholic Education & Trustee Enrichment Committee
5.	Dufferin-Peel	Daily Occasional Teacher Roster Caps	Receive and refer to Labour Relations Committee
6.	Dufferin-Peel	Ontario Regulation 274/12 – Hiring Practices	Receive and refer to Labour Relations Committee
7.	Renfrew	School Organizational Models	Receive and refer to Political Advocacy Committee
8.	Windsor-Essex	Transportation Funding	Receive and refer to Political Advocacy Committee

**Excerpt from  
Ontario Catholic School Trustees Association  
General Working By-law 2016-1**

**5. MEETINGS OF MEMBERS**

**5.9 Resolutions from CDSB's**

Any CDSB may submit a Resolution for consideration at an Annual Meeting to address any challenge or opportunity which affects Catholic education in Ontario, subject to the following:

- 5.9.1 each such Resolution shall have been received at the Head Office of the Corporation not less than sixty (60) days prior to the date of the Annual Meeting;
- 5.9.2 each such Resolution shall have been considered and reported upon by a Committee of the Board, or by the Board of Directors;
- 5.9.3 each such Resolution shall be circulated among all CDSB's not less than thirty (30) days prior to the Annual Meeting;
- 5.9.4 each such Resolution shall be included in the notice of the Annual Meeting; and
- 5.9.5 no such resolution shall be acted upon unless approved by a majority of the votes cast at an Annual Meeting.

**From:** Maria Lourenco <[lourencoowen@hotmail.com](mailto:lourencoowen@hotmail.com)>

**Date:** November 28, 2017 at 1:41:33 PM EST

**To:** "Dawson, Paula" <[dawsonp@hcdsb.org](mailto:dawsonp@hcdsb.org)>, "Danko, Anthony" <[DankoA@hcdsb.org](mailto:DankoA@hcdsb.org)>, "[RabendaD@hcdsb.org](mailto:RabendaD@hcdsb.org)" <[RabendaD@hcdsb.org](mailto:RabendaD@hcdsb.org)>

**Cc:** "[AnthonyQuinn@hcdsb.org](mailto:AnthonyQuinn@hcdsb.org)" <[AnthonyQuinn@hcdsb.org](mailto:AnthonyQuinn@hcdsb.org)>, "Rowe, Mark" <[RoweM@hcdsb.org](mailto:RoweM@hcdsb.org)>, "Trites, Susan" <[TritesS@hcdsb.org](mailto:TritesS@hcdsb.org)>, "Marai, Paul" <[MaraiP@hcdsb.org](mailto:MaraiP@hcdsb.org)>, "Michael, Jane" <[michaelj@hcdsb.org](mailto:michaelj@hcdsb.org)>, Arlene Iantomasi <[iantomasia@hcdsb.org](mailto:iantomasia@hcdsb.org)>, "[KarabelaH@hcdsb.org](mailto:KarabelaH@hcdsb.org)" <[KarabelaH@hcdsb.org](mailto:KarabelaH@hcdsb.org)>

**Subject: Compliance with Regulation 612/00 of the Education Act**

To: Paula Dawson, Secretary of the Halton Catholic District School Board (HCDSB)  
Diane Rabenda, Chair of HCDSB  
Anthony Danko, Chair of Policy Committee, HCDSB

I note that Policy II-41, "School Uniform Dress Code / School Dress Code" ("the Dress Code Policy") is on the Policy Committee Agenda for this Tuesday, November 28<sup>th</sup>, with a recommendation for approval by the Board of Trustees at their December 5<sup>th</sup> Board meeting.

In making this recommendation, the HCDSB is once again in violation of Regulation 612/00 of the Education Act, as well as dismissing its own recommendations presented to Trustees in the February 7<sup>th</sup> Staff Report and Response to my December 20<sup>th</sup>, 2016 Delegation regarding Parent Engagement and Stakeholder Consultation.

I've attached Regulation 612/00 for reference. The regulation clearly states:

- in S. 19 (1) that school boards are **obligated** to "solicit the views of school councils" with regards to
  1. ii. the establishment **or amendment** of board policies and guidelines "respecting appropriate dress for pupils" and
  2. ii. implementation plans for policies and guidelines "respecting appropriate dress for pupils"
- in S. 23. "A school council **shall** consult with parents of pupils enrolled in the school about matters under consideration by the council"
- in S. 47 (1) that school boards **may** "solicit and take into consideration the advice of its parent involvement committee with regard to matters that relate to improving student achievement and well-being"

To summarize, school boards **may** consult with the CPIC **committee** although there is no specific reference regarding dress code policy. On the other hand, school boards **must** consult with school councils on matters of school dress code policy and implementation, and school councils in turn **must** consult with their parent communities.

As such, the aforementioned Staff Report acknowledged that "failing to solicit the views of school councils" on a matter of dress code policy (as with the April 2016 amendments to Policy II-41), "violates s. 19 of Regulation 612/00". The Staff Report further recommended that the Board would "send for consultation to school councils proposed amendments to all policies and guidelines related to the issues set out in section 19 to Regulation 612/00" and that Policy I – Governance of Policy would be amended to reflect this practice going forward". Yet here we are again.

In addition to not making the aforementioned amendments to Policy I, specific amendments which were recommended for Policy II-41, the Dress Code Policy, were also not made and neither are they reflected in the amendments currently proposed. Those amendments were with respect to CPIC's role in the RFP and vendor selection process. The amendments sought to remove CPIC parent members from participating in the process of selecting a vendor through the RFP process, but instead to include them in the planning process to establish criteria for the RFP process. Notwithstanding that this change to the policy was never made, the proposed revision did not address the concerns raised in the delegation, which remain today. That is - the Regulation requires that parents, as reached through local school councils, are consulted in uniform policy reviews and implementation plans (including the RFP planning and/or vendor selection process).

While consultation with CPIC members does not per se violate Regulation 612/00, it does not provide any compliance with it either; such consultation is not required. On the other hand, failure to consult with school councils, and their failure in turn to consult with the parent community does in fact violate Regulation 612/00. In particular, the duty of school boards to consult with school councils, is listed as an **obligation** of every board.

Clearly the spirit behind Regulation 612/00 is to ensure that all parents have an opportunity to have a voice in matters affecting their child(ren)'s educational experience and specifically on matters deemed to be of higher priority/importance/impact to families - including dress code policy. It is also pretty clear from the Regulation that the purpose of Parent Involvement Committees is to "engage, encourage and enhance parent engagement at the board level" – not to "BE the parent engagement". Regulation aside, it should also be evident by now that CPIC, or any other "parent-involved-but-closed-committee" process which is not transparent and/or does not reach out to the wider parent population, does not necessarily reflect the views of the wider parent population.

In the Staff Report / Response to Delegation, staff concluded that the school board was in compliance with S. 23 of Regulation 612/00, which requires school councils to consult with their parent community, because internal policies set out that requirement as well. However, as I clearly stated in my delegation, having the appropriate policies in place is meaningless, if those policies are not being implemented and followed.

As I have shared with senior staff, I myself was challenged as Council Chair last year when I suggested that Council should consult with the parent community, even as I referred to the Regulation as well as internal policies. It was Council members' position that Council's role was to unilaterally represent the community without any actual need to engage them. This view was fully supported by the Principal even as I quoted the relevant policies and the Regulation.

If you think this is an isolated case, I would encourage you to survey members of the parent community throughout the HCDSB to see how many feel they are being consulted in any meaningful way by their Catholic School Councils.

The Board really needs to do a better job of ensuring that all policies (not only this one) are actually being complied with, including at the school level (which many are not). Providing some clear direction in the case of this policy would be a good start. The Ministry obviously feels that dress code policies are significant enough to parents that they should have a voice in any related decisions.

In order to ensure compliance with Regulation 612/00, Policy II-41 should be circulated to school councils for feedback with clear direction that councils are to solicit feedback from the wider community; better yet, the policy should be sent directly to all parents for stakeholder feedback.

Within Policy II-41, the process for selecting a school uniform provider should also be revised to reflect the required consultation with school councils.

Revisions should also be made to Policy I – Governance of Policy, as outlined in the February 7<sup>th</sup> Staff Report to reflect the policies which require consultation with school councils as per Regulation 612/00. It would also be helpful to include this requirement within each of the individual policies (as they are revised in the normal cycle of policy review) to ensure that the requirements of Regulation 612/00 are complied with going forward.

I trust upon review of the foregoing, and its own Staff Report dated February 7<sup>th</sup>, that the Board will take the appropriate steps to ensure full compliance with Regulation 612/00.

Sincerely,  
Maria Lourenco

*P.S. Please include this correspondence in the December 5<sup>th</sup> Board package.*



## Education Act

**ONTARIO REGULATION 612/00**  
**SCHOOL COUNCILS AND PARENT INVOLVEMENT COMMITTEES**

**Consolidation Period:** From September 1, 2010 to the [e-Laws currency date](#).

Last amendment: O. Reg. 330/10.

*This is the English version of a bilingual regulation.*

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## **PART I INTERPRETATION**

1. In this Regulation,

“meeting”, in respect of a school council or a parent involvement committee, does not include a training session or other event where the council or the committee does not discuss or decide matters that it has authority to decide; (“réunion”)

“parent” means,

- (a) in respect of a school council, a parent of a pupil who is enrolled in the school, and includes a guardian as defined in section 1 of the Act, and
- (b) in respect of a parent involvement committee of a board, a parent of a pupil who is enrolled in a school of the board, and includes a guardian as defined in section 1 of the Act; (“père ou mère”)

“parent member” means,

- (a) in respect of a school council, a member of the council who is elected to the council in accordance with section 4 or who fills a vacancy created by a parent member ceasing to hold office, and
- (b) in respect of a parent involvement committee, a member of the committee who is appointed or elected to the committee in accordance with section 34 or who fills a vacancy created by a parent member ceasing to hold office. (“père ou mère membre”) O. Reg. 330/10, s. 3.

1.1 In the case of a school council in a school that is established primarily for adults, a reference in this Regulation to a parent shall be read, with necessary modifications, as a reference to a pupil who is enrolled in the school. O. Reg. 330/10, s. 3.

## **PART II SCHOOL COUNCILS**

### **PURPOSE**

2. (1) The purpose of school councils is, through the active participation of parents, to improve pupil achievement and to enhance the accountability of the education system to parents. O. Reg. 612/00, s. 2 (1).

(2) A school council’s primary means of achieving its purpose is by making recommendations in accordance with this Regulation to the principal of the school and the board that established the council. O. Reg. 612/00, s. 2 (2).

### **COMPOSITION**

3. (1) A school council for a school shall be composed of the following people:

- 1. The number of parent members determined under subsection (2).
- 2. The principal of the school.
- 3. One teacher who is employed at the school, other than the principal or vice-principal, elected in accordance with section 5.
- 4. One person who is employed at the school, other than the principal, vice-principal or any other teacher, elected in accordance with section 5.
- 5. In the case of a school with one or more secondary school grades,
  - i. one pupil enrolled in the school who is appointed by the student council, if the school has a student council, or
  - ii. one pupil enrolled in the school who is elected in accordance with section 5, if the school does not have a student council.
- 6. In the case of a school with no secondary school grades, one pupil enrolled in the school who is appointed by the principal of the school, if the principal determines, after consulting the other members of the school council, that the council should include a pupil.
- 7. Subject to subsection (3), one community representative appointed by the other members of the council.
- 8. One person appointed by an association that is a member of the Ontario Federation of Home and School Associations, the Ontario Association of Parents in Catholic Education or Parent Partenaires en Education, if the association that is a member of the Ontario Federation of Home and School Associations, the Ontario Association of Parents in Catholic Education or Parent Partenaires en Education is established in respect of the school. O. Reg. 612/00, s. 3 (1).

(2) For the purposes of paragraph 1 of subsection (1), the number of parent members shall be determined as follows:

- 1. If the school council has a by-law that specifies the number of parent members, the number specified in the by-law.
- 2. If the school council does not have a by-law that specifies the number of parent members, the number specified by the board that established the council. O. Reg. 612/00, s. 3 (2).

(3) A school council may specify by by-law that the council shall include two or more community representatives, appointed by the other members of the council. O. Reg. 612/00, s. 3 (3).

(4) In specifying numbers under subsections (2) and (3), the board or the school council, as the case may be, shall ensure that parent members constitute a majority of the members of the school council. O. Reg. 612/00, s. 3 (4).

(5) A person who is employed by the board that established a school council cannot be appointed as a community representative on the council unless,

(a) he or she is not employed at the school; and

(b) the other members of the school council are informed of the person's employment before the appointment. O. Reg. 612/00, s. 3 (5).

(6) A member of a board cannot be a member of a school council established by the board. O. Reg. 612/00, s. 3 (6).

(7) Paragraphs 5 and 6 of subsection (1) do not apply in respect of a school that is established primarily for adults. O. Reg. 612/00, s. 3 (7).

#### ELECTION OF PARENT MEMBERS

4. (1) A person is qualified to be a parent member of a school council if he or she is a parent of a pupil who is enrolled in the school. O. Reg. 612/00, s. 4 (1).

(2) Despite subsection (1), a person is not qualified to be a parent member of a school council if,

(a) he or she is employed at the school; or

(b) he or she is not employed at the school but is employed elsewhere by the board that established the council, unless he or she takes reasonable steps to inform people qualified to vote in the election of parent members of that employment. O. Reg. 612/00, s. 4 (2).

(3) A person is qualified to vote in an election of parent members of a school council if he or she is a parent of a pupil who is enrolled in the school. O. Reg. 612/00, s. 4 (3).

(4) An election of parent members of a school council shall be held during the first 30 days of each school year, on a date that is fixed by the chair or co-chairs of the school council after consulting with the principal of the school. O. Reg. 612/00, s. 4 (4).

(5) Despite subsection (4), if a new school is established, the first election of parent members to the school council shall be held during the first 30 days of the school year, on a date that is fixed by the board that established the school council. O. Reg. 612/00, s. 4 (5).

(6) The principal of a school shall, at least 14 days before the date of the election of parent members, on behalf of the school council, give written notice of the date, time and location of the election to every parent of a pupil who, on the date the notice is given, is enrolled in the school. O. Reg. 612/00, s. 4 (6).

(7) The notice required by subsection (6) may be given by,

(a) giving the notice to the parent's child for delivery to his or her parent; and

(b) posting the notice in the school in a location that is accessible to parents. O. Reg. 612/00, s. 4 (7).

(8) The election of parent members shall be by secret ballot. O. Reg. 612/00, s. 4 (8).

#### OTHER ELECTIONS

5. (1) The elections of members of school councils referred to in paragraph 3, paragraph 4 and subparagraph 5 ii of subsection 3 (1) shall be held during the first 30 days of each school year. O. Reg. 612/00, s. 5 (1).

(2) A person is qualified to vote in an election of a member of a school council referred to in paragraph 3 of subsection 3 (1) if he or she is a teacher, other than the principal or vice-principal, who is employed at the school. O. Reg. 612/00, s. 5 (2).

(3) A person is qualified to vote in an election of a member of a school council referred to in paragraph 4 of subsection 3 (1) if he or she is a person, other than the principal, vice-principal or any other teacher, who is employed at the school. O. Reg. 612/00, s. 5 (3).

(4) A person is qualified to vote in an election of a member of a school council referred to in subparagraph 5 ii of subsection 3 (1) if he or she is a pupil enrolled in the school. O. Reg. 612/00, s. 5 (4).

#### TERM OF OFFICE

6. (1) A person elected or appointed as a member of a school council holds office from the later of,

(a) the date he or she is elected or appointed; and

(b) the date of the first meeting of the school council after the elections held under sections 4 and 5 in the school year,

until the date of the first meeting of the school council after the elections held under sections 4 and 5 in the next school year. O. Reg. 612/00, s. 6 (1).

(2) A member of a school council may be re-elected or reappointed, unless otherwise provided by the by-laws of the council. O. Reg. 612/00, s. 6 (2).

#### VACANCIES

7. (1) A vacancy in the membership of a school council shall be filled by election or appointment in accordance with the by-laws of the council. O. Reg. 612/00, s. 7 (1).

(2) If an election is held to fill a vacancy in the membership of a school council, section 4 or 5, as the case may be, applies, with necessary modifications, to the election. O. Reg. 612/00, s. 7 (2).

(3) A vacancy in the membership of a school council does not prevent the council from exercising its authority. O. Reg. 612/00, s. 7 (3).

#### OFFICERS

8. (1) A school council shall have a chair or, if the by-laws of the council so provide, two co-chairs. O. Reg. 612/00, s. 8 (1).

(2) A chair or co-chair of a school council must be a parent member of the council, and shall be elected by the members of the council. O. Reg. 612/00, s. 8 (2).

(3) A person who is employed by the board that established the council cannot be the chair or co-chair of the council. O. Reg. 612/00, s. 8 (3).

(4) A school council may have such other officers as are provided for in the by-laws of the council. O. Reg. 612/00, s. 8 (4).

(5) Subject to subsections (2) and (3), vacancies in the office of chair, co-chair or any other officer of a school council shall be filled in accordance with the by-laws of the council. O. Reg. 612/00, s. 8 (5).

9. REVOKED: O. Reg. 330/10, s. 5.

#### MINISTRY POWERS AND DUTIES

10. (1) As part of its accountability to parents, the Ministry shall report annually to members of school councils on education in the province. O. Reg. 612/00, s. 10 (1).

(2) The Ministry may,

(a) make other reports to members of school councils; and

(b) provide information to members of school councils respecting the roles and responsibilities of school councils. O. Reg. 612/00, s. 10 (2).

#### REMUNERATION

11. (1) A person shall not receive any remuneration for serving as a member or officer of a school council. O. Reg. 612/00, s. 11 (1).

(2) Every board shall establish policies respecting the reimbursement of members and officers of school councils established by the board. O. Reg. 612/00, s. 11 (2).

(3) The board that established a school council shall reimburse members and officers of the council, in accordance with the policies referred to in subsection (2), for expenses they incur as members or officers of the council. O. Reg. 612/00, s. 11 (3).

#### MEETINGS

12. (1) A school council shall meet at least four times during the school year. O. Reg. 612/00, s. 12 (1).

(2) A school council shall meet within the first 35 days of the school year, after the elections held under sections 4 and 5, on a date fixed by the principal of the school. O. Reg. 612/00, s. 12 (2).

(3) A meeting of a school council cannot be held unless,

(a) a majority of the current members of the council are present at the meeting; and

(b) a majority of the members of the council who are present at the meeting are parent members. O. Reg. 612/00, s. 12 (3).

(4) All meetings of a school council shall be open to the public. O. Reg. 612/00, s. 12 (4).

(5) A school council is entitled to hold its meetings at the school. O. Reg. 612/00, s. 12 (5).

(6) All meetings of a school council shall be held at a location that is accessible to the public. O. Reg. 612/00, s. 12 (6).

(7) The principal of a school shall, on behalf of the school council, give written notice of the dates, times and locations of the meetings of the council to every parent of a pupil who, on the date the notice is given, is enrolled in the school. O. Reg. 612/00, s. 12 (7).

(8) The notice required by subsection (7) may be given by,

(a) giving the notice to the parent's child for delivery to his or her parent; and

(b) posting the notice in the school in a location that is accessible to parents. O. Reg. 612/00, s. 12 (8).

#### COMMITTEES

13. (1) A school council may, in accordance with its by-laws, establish committees to make recommendations to the council. O. Reg. 612/00, s. 13 (1).

(2) Every committee of a school council must include at least one parent member of the council. O. Reg. 612/00, s. 13 (2).

(3) A committee of a school council may include persons who are not members of the council. O. Reg. 612/00, s. 13 (3).

(4) Subsections 12 (4) to (8) apply, with necessary modifications, to committees of school councils. O. Reg. 612/00, s. 13 (4).

#### VOTING

14. (1) Subject to subsection (3), each member of a school council is entitled to one vote in votes taken by the council. O. Reg. 612/00, s. 14 (1).

(2) Subject to subsection (3), each member of a committee of a school council is entitled to one vote in votes taken by the committee. O. Reg. 612/00, s. 14 (2).

(3) The principal of the school is not entitled to vote in votes taken by the school council or by a committee of the school council. O. Reg. 612/00, s. 14 (3).

#### BY-LAWS

15. (1) A school council may make by-laws governing the conduct of its affairs. O. Reg. 612/00, s. 15 (1).

(2) Every school council shall make the following by-laws:

1. A by-law that governs election procedures and the filling of vacancies in the membership of the school council.

2. A by-law that establishes rules respecting participation in school council proceedings in cases of conflict of interest.

3. A by-law that, in accordance with any applicable policies established by the board that established the council, establishes a conflict resolution process for internal school council disputes. O. Reg. 612/00, s. 15 (2).

#### MINUTES AND FINANCIAL RECORDS

16. (1) A school council shall keep minutes of all of its meetings and records of all of its financial transactions. O. Reg. 612/00, s. 16 (1).

(2) The minutes and records shall be available at the school for examination without charge by any person. O. Reg. 612/00, s. 16 (2).

(3) Subsections (1) and (2) do not apply to minutes and records that are more than four years old. O. Reg. 612/00, s. 16 (3).

#### INCORPORATION

17. A school council shall not be incorporated. O. Reg. 612/00, s. 17.

#### PRINCIPAL

18. (1) The principal of a school may delegate any of his or her powers or duties as a member of the school council, including any powers or duties under this Regulation, to a vice-principal of the school. O. Reg. 612/00, s. 18 (1).

(2) In addition to his or her duties under this Regulation, the principal of a school shall perform the duties relating to school councils that are imposed on the principal by Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools — General). O. Reg. 612/00, s. 18 (2).

#### CONSULTATION BY BOARD

19. (1) In addition to its other obligations to solicit the views of school councils under the Act, every board shall solicit the views of the school councils established by the board with respect to the following matters:

1. The establishment or amendment of board policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,

- i. policies and guidelines established under subsection 302 (1) of the Act with respect to the conduct of persons in schools within the board's jurisdiction,
  - ii. policies and guidelines established under subsection 302 (5) of the Act respecting appropriate dress for pupils in schools within the board's jurisdiction,
  - iii. policies and guidelines respecting the allocation of funding by the board to school councils,
  - iv. policies and guidelines respecting the fundraising activities of school councils,
  - v. policies and guidelines respecting conflict resolution processes for internal school council disputes, and
  - vi. policies and guidelines respecting reimbursement by the board of expenses incurred by members and officers of school councils.
2. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including,
    - i. implementation plans for policies and guidelines established under subsection 302 (1) of the Act with respect to the conduct of persons in schools within the board's jurisdiction, and
    - ii. implementation plans for policies and guidelines established under subsection 302 (5) of the Act respecting appropriate dress for pupils in schools within the board's jurisdiction.
  3. Board action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.
  4. The process and criteria applicable to the selection and placement of principals and vice-principals. O. Reg. 612/00, s. 19 (1).
- (2) Subsection (1) does not limit the matters on which a board may solicit the views of school councils. O. Reg. 612/00, s. 19 (2).

#### ADVISORY AUTHORITY OF SCHOOL COUNCILS

20. A school council may make recommendations to the principal of the school or to the board that established the council on any matter. O. Reg. 612/00, s. 20.

#### DUTY OF BOARD TO RESPOND

21. The board that established a school council shall consider each recommendation made to the board by the council and shall advise the council of the action taken in response to the recommendation. O. Reg. 612/00, s. 21.

#### FUNDRAISING

22. (1) Subject to subsection (2), a school council may engage in fundraising activities. O. Reg. 612/00, s. 22 (1).
- (2) A school council shall not engage in fundraising activities unless,
  - (a) the activities are conducted in accordance with any applicable policies established by the board; and
  - (b) the activities are to raise funds for a purpose approved by the board or authorized by any applicable policies established by the board. O. Reg. 612/00, s. 22 (2).
- (3) A school council shall ensure that the funds raised by it are used in accordance with any applicable policies established by the board. O. Reg. 612/00, s. 22 (3).

#### CONSULTATION WITH PARENTS

23. A school council shall consult with parents of pupils enrolled in the school about matters under consideration by the council. O. Reg. 612/00, s. 23.

#### ANNUAL REPORT

24. (1) Every school council shall annually submit a written report on its activities to the principal of the school and to the board that established the council. O. Reg. 612/00, s. 24 (1).
- (2) If the school council engages in fundraising activities, the annual report shall include a report on those activities. O. Reg. 612/00, s. 24 (2).
- (3) The principal shall, on behalf of the school council, give a copy of the report to every parent of a pupil who, on the date the copy is given, is enrolled in the school. O. Reg. 612/00, s. 24 (3).
- (4) Subsection (3) may be complied with by,
  - (a) giving the report to the parent's child for delivery to his or her parent; and
  - (b) posting the report in the school in a location that is accessible to parents. O. Reg. 612/00, s. 24 (4).

25., 26. REVOKED: O. Reg. 330/10, s. 5.

### PART III PARENT INVOLVEMENT COMMITTEES

#### PURPOSE

27. (1) The purpose of a parent involvement committee is to support, encourage and enhance parent engagement at the board level in order to improve student achievement and well-being. O. Reg. 330/10, s. 6.
- (2) A parent involvement committee of a board shall achieve its purpose by,
- (a) providing information and advice on parent engagement to the board;
  - (b) communicating with and supporting school councils of schools of the board; and
  - (c) undertaking activities to help parents of pupils of the board support their children's learning at home and at school. O. Reg. 330/10, s. 6.
28. A parent involvement committee of a board shall,
- (a) develop strategies and initiatives that the board and the board's director of education could use to effectively communicate with parents and to effectively engage parents in improving student achievement and well-being;
  - (b) advise the board and the board's director of education on ways to use the strategies and initiatives referred to in clause (a);
  - (c) communicate information from the Ministry to school councils of schools of the board and to parents of pupils of the board;
  - (d) work with school councils of schools of the board and, through the board's director of education, with employees of the board to,
    - (i) share effective practices to help engage parents, especially parents who may find engagement challenging, in their children's learning,
    - (ii) identify and reduce barriers to parent engagement,
    - (iii) help ensure that schools of the board create a welcoming environment for parents of its pupils, and
    - (iv) develop skills and acquire knowledge that will assist the parent involvement committee and school councils of the board with their work; and
  - (e) determine, in consultation with the board's director of education and in keeping with the board's policies, how funding, if any, provided under the *Education Act* for parent involvement as described in section 27 and clauses (a) to (d), is to be used. O. Reg. 330/10, s. 6.

#### CONTINUATION AND ESTABLISHMENT OF COMMITTEES

29. (1) A parent involvement committee established by a board before September 1, 2010 is continued. O. Reg. 330/10, s. 6.
- (2) A board established before September 1, 2010 that has not established a parent involvement committee before September 1, 2010 shall, before January 31, 2011, establish a parent involvement committee in accordance with section 32. O. Reg. 330/10, s. 6.
- (3) A board established on or after September 1, 2010 shall, before October 1 of the school year following the calendar year in which the board's members are first elected, establish a parent involvement committee in accordance with section 32. O. Reg. 330/10, s. 6.
- (4) Despite the definition of "parent member" in section 1,
- (a) parent member in respect of a parent involvement committee established before September 1, 2010, before the committee meets its obligations under section 30, means a parent who is a member of the committee or who fills a vacancy created by a parent member ceasing to hold office; and
  - (b) parent member in respect of a parent involvement committee established on or after September 1, 2010, before the committee meets its obligations under section 31, means a parent who is appointed as a parent member to the committee by the board in accordance with section 32 or who fills a vacancy created by a parent member ceasing to hold office. O. Reg. 330/10, s. 6.

#### COMPOSITION OF COMMITTEES, TRANSITION

30. (1) A parent involvement committee established or continued under subsection 29 (1) or (2) shall, before October 1, 2011, establish the by-laws required by clause 43 (b). O. Reg. 330/10, s. 6.

(2) A parent involvement committee established or continued under subsection 29 (1) or (2) shall, before November 15, 2011, and after it complies with subsection (1),

- (a) appoint or elect its members in accordance with section 33; and
- (b) establish terms of office in accordance with section 37. O. Reg. 330/10, s. 6.

31. (1) A parent involvement committee established by a board under subsection 29 (3) shall, before October 1 of the second school year following the calendar year in which the board's members are first elected, establish the by-laws required by clause 43 (b). O. Reg. 330/10, s. 6.

(2) A parent involvement committee established by a board under subsection 29 (3) shall, before November 15 of the second school year following the calendar year in which the board's members are first elected, and after it complies with subsection (1),

- (a) appoint or elect its members in accordance with section 33; and
- (b) establish terms of office in accordance with section 37. O. Reg. 330/10, s. 6.

32. (1) This section applies with respect to a parent involvement committee established by a board under subsection 29 (2) or (3), until the day the committee meets its obligations under section 30 or 31, as the case may be. O. Reg. 330/10, s. 6.

(2) Until a parent involvement committee established under subsection 29 (2) or (3) meets its obligations under section 30 or 31, as the case may be, sections 33, 34, 35, 37, 38 and 43 do not apply to the committee. O. Reg. 330/10, s. 6.

(3) The board shall appoint the following people to the committee:

1. The number of parent members the board determines appropriate.
2. The director of education of the board.
3. One member of the board.
4. The number of community representatives, up to three, the board determines appropriate. O. Reg. 330/10, s. 6.

(4) A person is qualified to be appointed by the board as a parent member of the committee if he or she is a parent. O. Reg. 330/10, s. 6.

(5) A parent who is employed by the board is qualified to be appointed by the board to the committee. O. Reg. 330/10, s. 6.

(6) A parent referred to in subsection (5) shall, at his or her first committee meeting, inform the committee of his or her employment with the board. O. Reg. 330/10, s. 6.

(7) The parent members appointed by the board shall elect a parent member to serve as chair or parent members to serve as co-chairs of the committee. O. Reg. 330/10, s. 6.

(8) The chair or co-chairs shall act as spokespersons for the committee in communicating with the director of education of the board and the board. O. Reg. 330/10, s. 6.

(9) Community representatives appointed by the board to the committee shall not be members or employees of the board. O. Reg. 330/10, s. 6.

(10) The board may appoint one or more of the individuals listed in subsection 33 (2) to the committee. O. Reg. 330/10, s. 6.

(11) An appointment of an individual listed in subsection 33 (2) is of no effect unless the individual agrees to the appointment. O. Reg. 330/10, s. 6.

(12) In appointing members to the committee, the board shall ensure that parent members constitute a majority of the members of the committee. O. Reg. 330/10, s. 6.

(13) In the event that an individual appointed to a parent involvement committee under subsection (3) vacates his or her position on the committee, the board shall appoint another individual to the position. O. Reg. 330/10, s. 6.

(14) In the event that an individual appointed to a parent involvement committee under subsection (10) vacates his or her position on the committee, the board may appoint another individual to the position. O. Reg. 330/10, s. 6.

#### COMPOSITION OF COMMITTEES, GENERAL

33. (1) A parent involvement committee of a board shall include the following:

1. The number of parent members specified in the by-laws of the committee.
2. The director of education of the board.
3. One member of the board, appointed by the board.
4. The number of community representatives specified in the by-laws of the committee. O. Reg. 330/10, s. 6.



(2) Subject to the by-laws of the parent involvement committee, a board may appoint one or more of the following individuals to the parent involvement committee:

1. One principal of an elementary school of the board.
2. One principal of a secondary school of the board.
3. One teacher employed, other than a principal or vice-principal, in an elementary school of the board.
4. One teacher employed, other than a principal or vice-principal, in a secondary school of the board.
5. One person employed by the board, other than a principal, vice-principal or teacher. O. Reg. 330/10, s. 6.

(3) A parent involvement committee shall appoint or elect members to the committee before November 15 of the school year and before the first meeting of the committee in the school year. O. Reg. 330/10, s. 6.

(4) In specifying the number of parent members to be appointed or elected to a parent involvement committee in its by-laws, the committee shall ensure that parent members constitute a majority of the members of the committee. O. Reg. 330/10, s. 6.

(5) The term of office of the member of the board appointed under paragraph 3 of subsection (1) shall be determined by the board. O. Reg. 330/10, s. 6.

(6) Community representatives appointed to a parent involvement committee shall not be members or employees of the board. O. Reg. 330/10, s. 6.

(7) The board shall make any appointments under subsection (2) before November 15 of the school year and before the first meeting of the parent involvement committee in the school year. O. Reg. 330/10, s. 6.

(8) An appointment to a parent involvement committee under subsection (2) is of no effect unless the person agrees to the appointment. O. Reg. 330/10, s. 6.

#### PARENT MEMBERS

34. (1) Parent members shall be appointed or elected to a parent involvement committee under section 33, in accordance with the by-laws of the committee. O. Reg. 330/10, s. 6.

(2) A person is qualified to be appointed or elected under section 33 as a parent member of a parent involvement committee if he or she is a parent. O. Reg. 330/10, s. 6.

(3) A person is qualified to be appointed or elected under section 33 as a parent member of a parent involvement committee of a board if he or she is employed by the board. O. Reg. 330/10, s. 6.

(4) A parent member referred to in subsection (3) shall, at his or her first committee meeting, inform the committee of his or her employment with the board. O. Reg. 330/10, s. 6.

#### VACANCIES

35. (1) A board shall ensure that vacancies in parent member positions on its parent involvement committee are advertised through a variety of methods. O. Reg. 330/10, s. 6.

(2) Methods of advertising vacancies in parent member positions on a parent involvement committee include,

- (a) advertisements in newsletters of schools or school councils of schools of the board;
- (b) advertisements in newspapers with general circulation in the geographic jurisdiction of the board;
- (c) advertisements on radio or television stations that broadcast in the geographic jurisdiction of the board;
- (d) notices in schools of the board; and
- (e) notices on the board's website and on the websites of the board's schools. O. Reg. 330/10, s. 6.

36. A vacancy in the membership of a parent involvement committee does not prevent the committee from exercising its authority. O. Reg. 330/10, s. 6.

#### TERM OF OFFICE

37. (1) The term of office of some of the parent members of a parent involvement committee shall be one year and the term of office of some of the parent members shall be two years, as provided in the by-laws of the committee. O. Reg. 330/10, s. 6.

(2) A member of a parent involvement committee may be reappointed or re-elected to the committee for more than one term unless otherwise provided in the by-laws of the committee. O. Reg. 330/10, s. 6.

#### OFFICERS

38. (1) A parent involvement committee shall have a chair or, if the by-laws of the committee so provide, co-chairs. O. Reg. 330/10, s. 6.

(2) The chair or co-chairs of a parent involvement committee must be parent members of the committee and shall be elected for a two-year term by the parent members of the committee at the first meeting of the committee in each school year that there is a vacancy in the office of chair or co-chair. O. Reg. 330/10, s. 6.

(3) Only parent members with a two-year term are eligible to be elected to the position of chair or co-chair. O. Reg. 330/10, s. 6.

(4) An individual may not serve more than two consecutive terms as chair or co-chair of a parent involvement committee. O. Reg. 330/10, s. 6.

(5) An individual who has served one term or two consecutive terms as chair or co-chair of a parent involvement committee may be re-elected as chair or co-chair of the committee provided at least one two-year term has elapsed since his or her last term as chair or co-chair. O. Reg. 330/10, s. 6.

(6) The chair or co-chairs of a parent involvement committee shall act as spokespersons for the committee in communicating with the director of education of the board and the board. O. Reg. 330/10, s. 6.

(7) A parent involvement committee may have such other officers as are provided for in the by-laws of the committee. O. Reg. 330/10, s. 6.

(8) A vacancy in the office of chair, co-chair or any office provided for in the by-laws of a parent involvement committee, shall be filled in accordance with the by-laws of the committee. O. Reg. 330/10, s. 6.

#### REMUNERATION

39. (1) A person shall not receive any remuneration for serving as a member of a parent involvement committee. O. Reg. 330/10, s. 6.

(2) Subsection (1) does not preclude payment of an honorarium under section 191 of the Act that takes into account the attendance of a board member at a parent involvement committee meeting. O. Reg. 330/10, s. 6.

(3) A board shall establish policies respecting the reimbursement of members of its parent involvement committee for expenses incurred as members of the committee. O. Reg. 330/10, s. 6.

(4) A board shall reimburse members of its parent involvement committee for expenses incurred as members of the committee in accordance with the policies referred to in subsection (3). O. Reg. 330/10, s. 6.

#### MEETINGS

40. (1) A parent involvement committee shall meet at least four times in each school year. O. Reg. 330/10, s. 6.

(2) A meeting of a parent involvement committee cannot be held unless,

(a) a majority of the members present at the meeting are parent members;

(b) the director of education, or the person designated under subsection 46 (1), is present; and

(c) the member of the board who sits on the committee, or the person designated under subsection 46 (2), is present. O. Reg. 330/10, s. 6.

(3) The board shall make available to its parent involvement committee the facilities that the board considers necessary for the proper functioning of the committee, and shall make reasonable efforts to enable members to participate fully in meetings of the committee by electronic means. O. Reg. 330/10, s. 6.

(4) A member of a parent involvement committee who participates in a meeting through electronic means shall be deemed to be present at the meeting. O. Reg. 330/10, s. 6.

(5) All meetings of a parent involvement committee shall be open to the public and shall be held at a location that is accessible to the public. O. Reg. 330/10, s. 6.

(6) The chair or co-chairs of a parent involvement committee shall ensure that notice of each meeting is provided to all members of the committee at least five days before the meeting by,

(a) delivering a notice to each member by e-mail or regular mail; and

(b) posting a notice on the board's website. O. Reg. 330/10, s. 6.

(7) For the purposes of subsection (6), notice by regular mail is provided five days before the meeting if it is mailed five days before the meeting. O. Reg. 330/10, s. 6.

#### SUBCOMMITTEES

41. (1) A parent involvement committee may establish subcommittees to make recommendations to the parent involvement committee. O. Reg. 330/10, s. 6.

(2) A subcommittee of a parent involvement committee must include at least one parent member of the parent involvement committee. O. Reg. 330/10, s. 6.

(3) A subcommittee of a parent involvement committee may include persons who are not members of the parent involvement committee. O. Reg. 330/10, s. 6.

(4) Subsections 40 (3) to (7) apply, with necessary modifications, to subcommittees of a parent involvement committee. O. Reg. 330/10, s. 6.

#### VOTING

42. When a parent involvement committee votes on a matter, only parent members and community representative members are entitled to vote. O. Reg. 330/10, s. 6.

#### BY-LAWS

43. A parent involvement committee,

(a) may make by-laws governing the conduct of the committee's affairs; and

(b) shall make by-laws,

(i) specifying the number of parent members to be appointed or elected to the committee, governing the process of appointment or election of parent members and governing the filling of vacancies in parent membership,

(ii) specifying the number of community representatives, up to three, to be appointed to the committee, governing the process of appointment of community representatives and governing the filling of vacancies in community representative membership,

(iii) governing the election of members of the committee to the offices of chair or co-chair, and any offices provided for in the by-laws, and governing the filling of vacancies in the offices of the committee,

(iv) specifying the number of parent members of the parent involvement committee that will hold office for one year and the number of parent members that will hold office for two years,

(v) specifying how many, if any, of the persons listed in subsection 33 (2) may be appointed by the board to the parent involvement committee,

(vi) specifying the length of the term of office for the community representative members of the parent involvement committee and the members appointed by the board, if any, under subsection 33 (2),

(vii) establishing rules respecting conflicts of interest of the members of the parent involvement committee, and

(viii) establishing a process for resolving conflicts internal to the committee, consistent with any conflict resolution policies of the board. O. Reg. 330/10, s. 6.

#### MINUTES AND FINANCIAL RECORDS

44. (1) A parent involvement committee shall keep minutes of all of its meetings and records of all of its financial transactions. O. Reg. 330/10, s. 6.

(2) A parent involvement committee shall retain the minutes of its meetings and the records of its financial transactions in accordance with the policies of the board, if any, respecting the retention of documents by committees of the board. O. Reg. 330/10, s. 6.

(3) The minutes of a parent involvement committee of a board shall be,

(a) posted on the website of the board that established the committee; and

(b) sent electronically to the chair or co-chairs of the school council of each school of the board that established the committee. O. Reg. 330/10, s. 6.

(4) The minutes of a committee's meetings and the records of its financial transactions shall be available for examination at the board's office by any person without charge for four years. O. Reg. 330/10, s. 6.

(5) Minutes posted on the website of the board shall remain on the website for four years. O. Reg. 330/10, s. 6.

#### INCORPORATION

45. A parent involvement committee shall not be incorporated. O. Reg. 330/10, s. 6.

#### DELEGATION BY THE DIRECTOR OF EDUCATION AND THE BOARD MEMBER

46. (1) The director of education of a board may,

(a) delegate any of his or her powers or duties as a member of the parent involvement committee to a supervisory officer employed by the board; and

(b) designate a supervisory officer of the board to attend a meeting of the parent involvement committee in his or her place. O. Reg. 330/10, s. 6.

- (2) The member of a board who sits on a parent involvement committee may,
- (a) delegate any of his or her powers or duties as a member of the parent involvement committee to another member of the board; and
  - (b) designate a member of the board to attend the meetings of the parent involvement committee in his or her place. O. Reg. 330/10, s. 6.

#### CONSULTATION BY BOARD

47. (1) A board may solicit and take into consideration the advice of its parent involvement committee with regard to matters that relate to improving student achievement and well-being. O. Reg. 330/10, s. 6.

(2) The board shall inform the parent involvement committee of its response to advice provided to it by the committee. O. Reg. 330/10, s. 6.

#### CONSULTATION BY MINISTRY

48. The Ministry may solicit and take into consideration the advice of parent involvement committees with regard to matters that relate to improving student achievement and well-being. O. Reg. 330/10, s. 6.

#### CONSULTATION BY PARENT INVOLVEMENT COMMITTEE

49. A parent involvement committee may solicit and take into consideration the advice of parents of pupils enrolled in schools of the board with regard to matters under consideration by the committee. O. Reg. 330/10, s. 6.

#### SUMMARY OF ACTIVITIES

50. (1) A parent involvement committee of a board shall annually submit a written summary of the committee's activities to the chair of the board and to the board's director of education. O. Reg. 330/10, s. 6.

(2) The summary of activities shall include a report on how funding, if any, provided under the *Education Act* for parent involvement described in section 27 and clauses 28 (a) to (d), was spent. O. Reg. 330/10, s. 6.

(3) The director of education shall,

- (a) provide the summary of activities to the school councils of the schools of the board; and
- (b) post the summary of activities on the website of the board. O. Reg. 330/10, s. 6.

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