

**REGULAR BOARD MEETING  
AGENDA**

Date: Tuesday, February 6, 2018  
Time: 7:30 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

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	<b>Pages</b>
<b>1. Call to Order</b>	
1.1 Opening Prayer, National Anthem and Oath of Citizenship (C. Atrach)	
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. Presentations</b>	
<b>5. Delegations</b>	
<b>6. Approval of Minutes</b>	
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<b>15.</b>	<b>Resolution re Absentees</b>	
<b>16.</b>	<b>Adjournment and Closing Prayer (J.M. Rowe)</b>	

## MINUTES OF THE REGULAR BOARD MEETING

Date: January 16, 2018  
Time: 7:30 pm  
Location: Catholic Education Centre  
802 Drury Lane, Burlington, ON

Members Present: A. Danko D. Rabenda, Chair of the Board  
A. Iantomasi J.M. Rowe  
H. Karabela A. Quinn  
P. Marai, Vice-Chair of the Board S. Trites  
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: L. Collimore, Chief Officer, Research and Development  
T. Hambly, Vice-President, Halton OECTA Elementary  
N. March, President, Halton OECTA Elementary  
A. Swinden, Administrator, Strategic Communications  
F. Thibeault, Administrator, Planning Services

Recording Secretary: R. Di Pietro

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### 1. Call to Order

The Chair called the meeting to order.

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

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

#### 1.2 Motions Adopted In-Camera

A motion regarding a Request for Proposal was adopted in-camera.

##### Retirement Notice

That the Halton Catholic District School Board accept with regret the retirement of Paula A. Dawson, Director of Education and Secretary to the Board, effective, August 31, 2018.

#### 1.3 Information Received In-Camera

The following information was received in-camera:

ACTING ELEMENTARY VICE PRINCIPAL AT ST. ANNE CATHOLIC ELEMENTARY SCHOOL

Tom Durran appointed as Acting Elementary Vice Principal at St. Anne effective January 8, 2018 to January 23, 2018. John Guzzo appointed as Acting Elementary Vice Principal at St. Anne effective January 23, 2018 with an end date to be determined.

ELEMENTARY PRINCIPAL MILTON #8 CATHOLIC ELEMENTARY SCHOOL

Erin Sweeney-Hurd appointed as Principal, Milton #8 Elementary School effective May 7, 2018.

RETIREMENTS

Antonella Babic and Christopher Hundt retiring June 30, 2018. Nicholas Piccoli retiring effective January 31, 2018.

RESIGNATION

Anna Gigliotti resigned from the Board effective January 2, 2018.

**2. Approval of the Agenda**

**#27/18**

**Moved by:** A. Iantomasi

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

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

The Chair called for a vote on **#27/18** and it **UNANIMOUSLY CARRIED**.

**3. Declarations of Conflict of Interest**

There were no conflicts of interest declared.

**4. Presentations**

There were no presentations.

**5. Delegations**

There were no delegations.

**6. Approval of Minutes****6.1 Minutes of the December 19, 2017 Regular Board Meeting**

**#28/18**

**Moved by:** A. Quinn

**Seconded by:** P. Marai

**RESOLVED**, that the minutes of the December 19, 2017 Regular Board Meeting be approved.

The Chair called for a vote on **#28/18** and it **UNANIMOUSLY CARRIED**.

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

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



**8. Action Items****8.1 Upholding the Sanctity of Life Through Donations to Charities and Non-Profits (H. Karabela)****#29/18****Moved by:** H. Karabela**Seconded by:** S. Trites**WHEREAS**, on January 19, 2014, Pope Francis wrote 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 or facilitate any financial donations to any charities or non-profits 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 the issues listed above ( i.e. abortion, contraception etc....) is not support when privately expressed but is support when publically expressed 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 and non-profits, which benefit from financial donations from the Board by the board meeting of Feb 20, 2018.

Trustee Karabela asked for support for her motion in order that we do not fund things that we say fundamentally that we are against. Trustee Karabela suggested a policy with the specific criteria of the motion and a list of charities and non-profits for transparency and accountability.

Trustees provided their rationale both for and against the motion. Student trustees voiced that they felt it was a personal issue to students and requested student council feedback.

In response to staff's concern regarding monitoring and updating of list, Trustee Karabela suggested requesting attestations from organizations in order to determine indirect support.

Trustee Karabela reiterated that a policy and list would ensure where our money is going and uphold our catholic values.

The Chair called for a vote on **#29/18**:

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

The motion **CARRIED**.

## 8.2 Proposed 2018 Facility Renewal Projects (R. Merrick)

**#30/18**

**Moved by:** A. Iantomasi

**Seconded by:** A. Quinn

**Resolved,** that the Halton Catholic District School Board authorize staff to proceed with the proposed 2018 facility renewal projects.

The Chair called for a vote on **#30/18** and it **UNANIMOUSLY CARRIED**.

**#31/18**

**Moved by:** A. Danko

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

**Resolved,** that the Halton Catholic District School Board authorize staff to expense funds from available capital funding and the capital reserve for the proposed 2018 facility renewal projects, and that the expenditures will not exceed \$10,476,000.

The Chair called for a vote on **#31/18** and it **UNANIMOUSLY CARRIED**.

## 8.3 Milton No. 8 Ford Catholic Elementary School - School Boundary Review Committee Final Report and Recommendations (C. Cipriano)

**#32/18**

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

**Seconded by:** A. Iantomasi

**RESOLVED,** 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.

The Chair called for a vote on **#32/18** and it **UNANIMOUSLY CARRIED**.

## **9. Staff Reports**

### **9.1 St. Mark Catholic Elementary School Addition Sketch Plan Design and Preliminary Budget (R. Merrick)**

The 124 pupil place, 3-room child care centre and EarlyON centre building addition project at St. Mark school is underway. Preliminary project information, design concepts and budget estimates was provided.

The RFP process was followed to choose the architect. Once the design is approved it will go to tender.

### **9.2 Proposed Assumption Renewal Work – Phase 1 (R. Merrick)**

Staff recommend that the Board proceed with the following portions of the proposed Assumption Catholic Secondary School renewal project at this time:

- Addition of air-conditioning to gymnasiums
- Refresh of science laboratories, including millwork, flooring, painting, plumbing and electrical

The completion of the above renewal projects will offer great benefit to students and staff and will not impact any future renewal projects at the school. The estimated cost to complete these two improvements is \$1.1 million. The Board currently has sufficient funds to finance this reduced scope for the proposed Assumption School renewal project. Construction would be completed during summer 2018, with no disruption to school operations.

Utilization of Assumption Catholic Secondary School is near 100% with current trends indicating the school will reach capacity.

Trustee Iantomasi was pleased to hear of the renewal work. This will assist in improving facility and equity among the Boards secondary schools.

## **10. Information Items**

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

The January senate meeting focused on the following:

- providing feeder schools feedback and promoting See the Problem Be the Solution Bullying Campaign
- spirit wear
- supporting international students
- planning for the upcoming leadership conference.

Student Trustees will be attending the OSTA AECO Conference in Ottawa in February 2018.

The pillars of Achieving, Believing and Belonging were shared.

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

School trips were provided as information.

**10.3 2018 Municipal Election: Trustee Determination and Distribution (R. Negoï / P. Dawson)**

Staff are anticipating that the Board will not be in a position to add a tenth Trustee within the next two (2) elections within the parameters outlined in O. Reg. 412/00. As such, the number of Trustees is expected to remain at nine (9). This will be confirmed once the PEG Report from MPAC is released in mid-February 2018.

In reviewing the Trustee Distribution by municipality using the preliminary Population Report, the need for an additional new Trustee representing the Town of Milton continues to be a priority.

At present, the Town of Milton has an electoral quotient of 1.733, and is only represented by one (1) Trustee, producing a deficit of -0.73. Given that the Town of Oakville and the City of Burlington have significant surpluses, consideration to undertake a redistribution is well warranted. Of the two (2) municipalities, the Town of Oakville had the highest surplus of representation.

In order to show trends, the 2022 numbers were also provided. Over the long-term, the Town of Oakville's over representation would continue to grow at a more rapid rate than the City of Burlington.

Staff confirmed that the mixing of two (2) municipalities could not be done.

**10.4 Initiation of a School Name Selection Committee – Milton No. 8 Catholic Elementary School (C. Cipriano)**

In accordance with Policy F15 *School Name Selection*, the Board will establish a School Name Selection Committee to review possible names and develop a priority list of at least two (2) names, which will require Board approval. This list of two (2) names will be forwarded to Bishop Douglas Crosby for review and consideration.

**10.5 Construction Report - Milton No. 8 Catholic Elementary School (R. Merrick)**

An update on the construction at the Milton No. 8 Catholic Elementary School was provided.

**10.6 Ministry Response to the 2017 Capital Priorities Business Cases and Request for Early Years Capital Program (EYCP) Submissions (R. Negoï)**

The Ministry has confirmed that the Board was successful in receiving funding for its one (1) stand alone child care project at St. Peter Catholic Elementary School.

Staff is still awaiting a Ministry response to the remaining eight (8) priorities submitted as part of the 2017 Capital Priorities Business Case Submission. A response is anticipated in

the next few weeks, and will be relayed to the Board of Trustees as soon as the information is available.

**11. Miscellaneous Information**

There was no miscellaneous information.

**12. Correspondence**

There was no correspondence.

**13. Open Question Period**

No questions were submitted.

**14. In Camera**

**#33/18**

**Moved by:** P. Marai

**Seconded by:** S. Trites

**RESOLVED**, that the meeting move in-camera

The Chair called for a vote on **#33/18** and it **UNANIMOUSLY CARRIED**.

The meeting moved back in-camera at 9:02 p.m.

**15. Resolution re Absentees**

There were no absentees.

**16. Adjournment and Closing Prayer (D. Rabenda)**

**#34/18**

**Moved by:** P. Marai

**Seconded by:** S. Trites

**RESOLVED**, that the meeting adjourn.

The Chair called for a vote on **#34/18** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 9:56 p.m. with a prayer led by D. Rabenda.

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Secretary of the Board

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Chair

### BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
January 16, 2018	Upholding the Sanctity of Life Through Donation to Charities and Non-Profits	Director of Education to provide a list of all charities and non-profits, which benefit from financial donations from the Board.	P. Dawson	February 20, 2018

### 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 8.1

### **POLICY I-11 INTERNATIONAL STUDENTS ADMISSION REQUIREMENTS (FEE PAYING STUDENTS)**

#### **PURPOSE:**

To approve *Policy I-11 International Student Admission Requirements (Fee Paying Students)*, as presented.

#### **BACKGROUND INFORMATION:**

Over the last four (4) years, the Halton Catholic District School Board has made significant strides in growing its International Student Program (ISP) as it transitioned to more active forms of student recruitment worldwide. In this same period, there have equally been a higher number of inquiries made on how to distinguish varying types of immigration status (e.g. refugee, new immigrant, etc.) from the classification of Fee Paying Students participating in the ISP Program.

Accordingly, Board staff updated *Policy I-11 International Students* to reflect these trends by making the following changes to the policy:

- 1) Refining the Purpose and Application & Scope sections of the Policy to reflect the Ministry of Education document: Ontario's Strategy for K-12 International Education;
- 2) Underlining the commitment of the Board to offer successful candidates the same educational experience as students of the Board;
- 3) Clarifying the admission process for Fee Paying students attending the program, and the expectations the Board has of students attending the program.

In light of these changes, revisions to *Policy I-11 International Students* should also reflect a name change to *Policy I-11 International Student Admission Requirement (Fee Paying Students)*.

#### **CONCLUSION:**

*Policy I-11 International Student Admission Requirement (Fee Paying Students)* was presented at the Policy Committee Meeting on January 23, 2018 with a recommendation that it be forwarded to the Board of Trustees for approval.

#### **RECOMMENDATION:**

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

***Moved By:***

***Seconded By:***

***RESOLVED***, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy I-11 International Students* name be changed to *Policy I-11 International Student Admission Requirements (Fee Paying Students)*, and be approved as amended.

**REPORT SUBMITTED AND**

P. MARAI

**APPROVED BY:**

CHAIR OF THE POLICY COMMITTEE

POLICY I-11 INTERNATIONAL STUDENT ADMISSION REQUIREMENTS (FEE PAYING STUDENTS)

Page 1 of 1

**INTERNATIONAL STUDENT ADMISSION REQUIREMENTS  
(FEE PAYING STUDENTS)****POLICY No.:** I-11  
**DATE :** OCTOBER 21, 2014  
**AMENDED:** FEBRUARY 6, 2018

**ASSOCIATED** [Operating Policy I-22 Admissions to School, Elementary and Secondary](#)  
**OPERATING POLICIES &** [Operating Policy II-39 Progressive Discipline and Safety in Schools Code of Conduct –](#)  
**ADMINISTRATIVE** [Suspensions and Expulsions](#)  
**PROCEDURES:** [Administrative Procedure VI-17 International Student Admission Requirements \(Non-Resident\)](#)  
[Administrative Procedure VI-19 Admissions to School, Elementary and Secondary](#)  
[Administrative Procedure VI-94 Agents for Fee Paying Student](#)

**PURPOSE**

To provide guiding principles to regulating the admissions of International Students/Visa Students making application to attend a Halton Catholic District School Board (the Board) school facility.

**APPLICATION AND SCOPE**

International students entering Canada through the International Student Program wishing to continue their education in a Catholic based educational system to immerse themselves into the Canadian Culture, and/or prepare for post-secondary pathways.

International students will be permitted to attend the Board schools within the following limitations/conditions:

1. Each application will be considered in accordance with existing Board policies.
2. A fee shall be calculated annually in accordance with the Grants for Student Needs (GSN) for that particular school year in accordance with the Education Act and its Regulations.
3. Valid Study Permit (if required) is obtained.

**REFERENCES**[Ontario Education Act](#)

- Subsection 49(6) of the Education Act (Fee Paying Students)
- Subsection 49(7) of the Education Act (Exemptions)
- Subsection 49.1 of the Education Act (Persons unlawfully in Canada)

[Halton International Student Program](#)[Ontario's Strategy for K-12 International Education](#)**DEFINITIONS**

1. **Fee Paying Students (also known as: Visa Student; Other Student of the Board; and International Student Program student):** Subsection 49(6) of the Education Act defines a 'Fee Paying Students' as students who are temporary residents on visitor visas or persons who are in



**INTERNATIONAL STUDENT ADMISSION REQUIREMENTS  
(FEE PAYING STUDENTS)**

**POLICY No.:** I-11  
**DATE :** OCTOBER 21, 2014  
**AMENDED:** FEBRUARY 6, 2018

<b>ASSOCIATED</b>	<a href="#">Operating Policy I-22 Admissions to School, Elementary and Secondary</a>
<b>OPERATING POLICIES &amp; ADMINISTRATIVE PROCEDURES:</b>	<a href="#">Operating Policy II-39 Progressive Discipline and Safety in Schools Code of Conduct – Suspensions and Expulsions</a> <a href="#">Administrative Procedure VI-17 International Student Admission Requirements (Non-Resident)</a> <a href="#">Administrative Procedure VI-19 Admissions to School, Elementary and Secondary</a> <a href="#">Administrative Procedure VI-94 Agents for Fee Paying Student</a>

possession of study permits. In these events, school boards must charge the student applicable tuition fees.

2. **Fee Exemptions:** Subsection 49(7) of the Education Act outlines a number of situations where notwithstanding Subsection 49(6) of the Education Act, a non-resident of Canada/Ontario can be exempted from tuition fees based on their status as an immigrant and/or refugee.
3. **Unlawful Status in Canada:** Subsection 49.1 a student that is less than eighteen years of age shall not be refused admission because the student or the student's parent or guardian is unlawfully in Canada

<b>PRINCIPLES</b>
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1. The presence of such students in our schools can add a cultural dimension to the total educational experience that is offered to our resident pupils, and benefits to current students as well as increasing the utilization of the Board's schools.
2. The Board is committed to extending equal opportunities to Fee Paying Students approved to attend the International Student Program as the Board would for a Regular Pupil of the Board.
3. Fee Paying Students attending the International Student Program will have access to all curricular enhanced programming, co-curricular activities, and school supports.

<b>REQUIREMENTS</b>
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- International and Out-of-Province students who have met the legal criteria to attend an elementary or secondary school in Canada will be admitted upon payment of a fee calculated in accordance with the Ontario Education Act and Regulations.
- Fee Paying Students must meet all the requirements as set out in *Administrative Procedure VI-17 International Student Program Admission Requirements*; *Operating Policy I-22 Admission to School Elementary and Secondary*; and *Administrative Procedure VI-19 Admission to School, Elementary and Secondary* prior to attending one of the Board's schools.
- Placement Fee Paying Students will be given the opportunity to provide their school selection preference when applying to the Board under the International Student Program. Notwithstanding this, the Superintendent of Education responsible for the program will have the final discretion on selecting the final school based on availability of space, while having regard and considerations of the applicant's preference and the address of the guardian/custodian or parent in Halton.

**INTERNATIONAL STUDENT ADMISSION REQUIREMENTS  
(FEE PAYING STUDENTS)**

**POLICY No.:** I-11  
**DATE :** OCTOBER 21, 2014  
**AMENDED:** FEBRUARY 6, 2018

**ASSOCIATED OPERATING POLICIES & ADMINISTRATIVE PROCEDURES:** [Operating Policy I-22 Admissions to School, Elementary and Secondary](#)  
[Operating Policy II-39 Progressive Discipline and Safety in Schools Code of Conduct – Suspensions and Expulsions](#)  
[Administrative Procedure VI-17 International Student Admission Requirements \(Non-Resident\)](#)  
[Administrative Procedure VI-19 Admissions to School, Elementary and Secondary](#)  
[Administrative Procedure VI-94 Agents for Fee Paying Student](#)

- When recommending Elementary School options to Fee Paying Students seeking to attend the International Student Program, Staff will first target schools that have available capacity and are in close proximity to the student's Guardian, Custodian, and/or family member.
- When recommending Secondary School options to Fee Paying Students seeking to attend the International Student Program, Staff will target schools that have surplus pupil spaces, and are not projected to have critical enrolment pressures over the long-term.
- The Board reserves the right to determine the grade placement of a Fee Paying Student based on their date of birth, and age.
- All Fee Paying Students must be assessed for literacy and numeracy levels and placed in an appropriate English as a Second Language level if necessary.
- All Fee Paying Students must provide the Internationals Student Program division with an accredited third party home stay provider to be eligible in attending the Board's schools.
- Guardians and Custodians are the official contacts for school matters regarding international students, and are responsible for the proper care and supervision of students as appropriate. Guardians and Custodians must be Canadian citizens or permanent residents of Canada without exception. Note, if parents are staying in Canada with the Fee Paying Student, they will function as the Custodian and Guardian for the student.
- All Fee Paying Students are required to have the Board's approved medical insurance prior to attending school.
- The Board reserves the right to demit a Fee Paying Students that is not maintaining a successful academic standing, or is not following the expectations of the "safe schools code of conduct", as per the requirements set out in Operating Policy II-39: Progressive Discipline and Safety in Schools Code of Conduct – Suspensions and Expulsions.
- The Board, on a case-by-case basis, reserves the right to determine refund eligibility of a Fee Paying Student, and the amount to be refunded. Regard is always given to the circumstances as to why the Fee Paying Students cannot attend, or can no longer continue in the International Student Program.

**APPROVED:** Regular Meeting of the Board

**AUTHORIZED BY:**

Chair of the Board

**ACTION REPORT**

**ITEM 8.2**

**POLICY I-36 TRUSTEE CODE OF CONDUCT**

**PURPOSE:**

To approve *Policy I-36 Trustee Code of Conduct*, as presented.

**BACKGROUND INFORMATION:**

This policy provides direction and guidelines to trustees and student trustees for their conduct and role in Board Governance. This is the initial review of the policy with minor amendments being suggested.

The following changes have been made:

- References have been added
- A policy referenced has been replaced as a result of a rescinded policy

**CONCLUSION:**

*Policy I-36 Trustee Code of Conduct* was presented at the Policy Committee Meeting on January 23, 2018 with a recommendation that it be forwarded to the Board of Trustees for approval.

**RECOMMENDATION:**

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

*Moved by:*  
*Seconded by:*

***RESOLVED***, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve *Policy I-36 Trustee Code of Conduct*, as amended.

**REPORT SUBMITTED AND  
APPROVED BY:**

P. MARAI  
CHAIR OF THE POLICY COMMITTEE

ASSOCIATED [Procedural By-Laws](#)  
OPERATING POLICIES & [Operating Policy I-43 Use of Technology and Digital Citizenship](#)  
ADMINISTRATIVE [Operating Policy III-16 Workplace Harassment](#)  
PROCEDURES:

## PURPOSE

To provide trustees and student trustees with direction and guidelines for their conduct and role in Board Governance as a member of the Halton Catholic District School Board

## APPLICATION AND SCOPE

This policy applies to all trustees and student trustees of the Halton Catholic District School Board.

## REFERENCES

[Ontario Education Act](#)

[Municipal Conflict of Interest Act](#)

[Municipal Freedom of Information Act and Protection of Privacy Act \(MFIPPA\),](#)

[Criminal Code of Canada](#)

## DEFINITIONS

In this Code of Conduct, "Trustee" means a member of the Halton Catholic District School Board of Trustees.

## PRINCIPLES

Whereas the aim of Catholic Education is the development of each student toward personal fulfillment and responsible citizenship motivated by the Spirit of the Gospel and modeled on the example of Jesus Christ, the Catholic School Trustee shall, within the duties prescribed in Acts and Regulations and reflecting a ministry within the church:

- a) acknowledge that Catholic schools are an expression of the teaching mission of the Church;
- b) provide an example to the Catholic Community by active participation in the communal life of a parish, and by a personal lifestyle that reflects the teaching of the Church;

## TRUSTEE CODE OF CONDUCT

POLICY No.:

I-36

DATE :

OCTOBER 18, 2011

AMENDED:

FEBRUARY 6, 2018

## ASSOCIATED

[Procedural By-Laws](#)

## OPERATING POLICIES &amp;

[Operating Policy I-43 Use of Technology and Digital Citizenship](#)

## ADMINISTRATIVE

[Operating Policy III-16 Workplace Harassment](#)

## PROCEDURES:

- c) provide the best possible Catholic education according to the programs approved by the Canadian Conference of Catholic Bishops and the provincial Minister of Education;
- d) affirm a strong sense of Christian Catholic Community; and
- e) provide support, encouragement and prayer for the efforts of all persons engaged in the ministry of Catholic Education in Canada.

The members of the Halton Catholic District School Board of Trustees occupy positions of public trust and confidence. They are expected to discharge their duties and responsibilities in a professional, impartial and Catholic manner.

It is imperative that the Trustees be, and be seen to be, acting in the best interests of the public they serve.

Without limiting the generality of the foregoing, a trustee would compromise himself/herself in the discharge of their duties by failing to declare a conflict of interest as required pursuant to the *Municipal Conflict of Interest Act*, by contravening any other law, by disclosing confidential business, personnel or student information, and by misappropriating Board resources.

<b>REQUIREMENTS</b>
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### 1. Specific Requirements under Part VI of the *Education Act*

All trustees are expected to comply with the following duties of Board members as set out in section 218.1 of the *Education Act*:

“A member of a board shall,

- a) carry out his or her responsibilities in a manner that assists the board in fulfilling its duties under this Act, the regulations and the guidelines issued under this Act, including but not limited to the Board’s duties under section 169.1;
- b) attend and participate in meetings of the board, including meetings of board committees of which he or she is a member;
- c) consult with parents, students and supporters of the board on the board’s multi-year plan under clause 169.1 (1) (f);
- d) bring concerns of parents, students and supporters of the board to the attention of the board;
- e) uphold the implementation of any board resolution after it is passed by the board;
- f) entrust the day to day management of the board to its staff through the board’s Director of Education;

## ASSOCIATED

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## OPERATING POLICIES &amp;

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## ADMINISTRATIVE

[Operating Policy III-16 Workplace Harassment](#)

## PROCEDURES:

- g) maintain focus on student achievement and well-being (through the development of policies); and
- h) comply with the board's Code of Conduct."

**Additional Duties of the Chair:**

In addition to the duties of Trustees set out in section 281.1 of the *Education Act*, the Chair of the Board is expected to comply with the additional duties set out in s. 218.4 of the *Act*:

"In addition to any other duties under the *Act*, the Chair of a Board shall:

- a) preside over meetings of the Board;
- b) conduct the meetings in accordance with the Board's procedures and practices for the conduct of Board meetings;
- c) establish agendas for Board meetings, in consultation with the Board's Director of Education or the supervisory officer acting as the Board's Director of Education (an Associate Director may act as Secretary to the Board in the absence of the Director);
- d) ensure that members of the Board have the information needed for informed discussion of the agenda items;
- e) act as spokesperson to the public on behalf of the Board, unless otherwise determined by the Board;
- f) convey the decisions of the Board to the Board's Director of Education;
- g) provide leadership to the Board in maintaining the Board's focus on the multi-year plan established under section 169.1;
- h) provide leadership to the Board in maintaining the Board's focus on the Board's Mission and Vision; and
- i) assume such other responsibilities as may be specified by the Board."

**2. Catholic Faith, Community and Culture**

Each Halton Catholic District School Board Trustee ("Trustee") shall, within the duties prescribed in the *Education Act*, its Regulations, and other applicable legislation, and reflecting a ministry within the Church:

- a) acknowledge that Catholic schools are an expression of the teaching mission of the Church;
- b) provide an example to the Catholic Community that reflects the teaching of the Church;
- c) work to encourage a sense of Christian Catholic community through interaction with all stakeholders;
- d) provide the best possible Catholic education according to the programs approved by the Assembly of Catholic Bishops of Ontario, and the provincial Ministry of Education;
- e) recognize and rigorously defend the constitutional right of Catholic education and the democratic and corporate authority of the Board;

## TRUSTEE CODE OF CONDUCT

POLICY No.: I-36

DATE : OCTOBER 18, 2011

AMENDED: FEBRUARY 6, 2018

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[Operating Policy I-43 Use of Technology and Digital Citizenship](#)

## ADMINISTRATIVE

[Operating Policy III-16 Workplace Harassment](#)

## PROCEDURES:

- f) respect the confidentiality of the Board with respect to matters dealt with during the closed session (in camera), consistent with Section 4.3.3 of the Board's By-Laws;
- g) ensure the affairs of the Board are conducted with openness, justice, and compassion;
- h) work to improve personal knowledge of current Catholic educational research and practices;
- i) provide support, encouragement, and prayer for the efforts of all persons engaged in the ministry of Catholic Education in Canada.

**3. Integrity and Dignity of Office**

- Trustees are expected to discharge their duties and responsibilities in a professional and ethical manner, consistent with Gospel Values, the teachings of the Catholic Church, the *Education Act* and Regulations, the *Municipal Freedom of Information and Privacy Act* and Regulations, the *Municipal Conflict of Interest Act*, the Board's By-Laws and Policies, and any other Act or Regulation that may be applicable to the Trustees' duties.
- Trustees will act, and be seen to act, in the best interests of the public they serve. Trustees are elected to represent all stakeholders in the Halton Catholic District School Board by articulating and supporting a shared commitment to excellence in Catholic education that promotes student achievement and well-being through the delivery of effective and appropriate education programs and effective stewardship of the Board's resources.
- Trustees will provide direction, oversight and evaluation to ensure the development and delivery of quality education programs in order to maximize the achievement and well-being of all students.
- Trustees inform and influence public perceptions and provincial education law and policy. As community leaders, Trustees engage with the public to build understanding, guidance, and active support for publicly funded Catholic education.

**4. Civil Behaviour**

- Trustees shall, at all times, act with decorum and shall be respectful of other Trustees, the Director of Education, staff, all members of the HCDSB community, as well as the public.
- As stewards of the system, Trustees are held to a high standard of conduct and should serve as role models of exemplary behaviour reflective of the values articulated in the Ontario Catholic School Graduate Expectations.

This includes, but is not limited to:

- Trustees shall respect and comply with all applicable federal, provincial, and municipal laws;
- Trustees shall demonstrate honesty and integrity;
- Trustees shall respect differences in people, their ideas, and their opinions;



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## ADMINISTRATIVE

[Operating Policy III-16 Workplace Harassment](#)

## PROCEDURES:

- Trustees shall treat one another with dignity and respect at all times, and especially when there is disagreement;
- Trustees shall respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability; and
- Trustees shall respect the rights of others.
- Trustees shall be prepared for meetings, avoid disrupting the process, and refrain from engaging in conduct or contributing to a tone of sarcasm or denigration during meetings of the Board, and at all other times that would discredit or compromise the integrity of the Board.
- In performing their duties as trustees, and in all matters of communication, including email, telephone, and face-to-face meetings with staff, parents, and other stakeholders, appropriate language and professionalism are expected. Trustees must adhere to *Operating Policy I-43 Use of Technology and Digital Citizenship*, as well as *Operating Policy III-16 Workplace Harassment*, as required under Bill 168. Trustees are bound to uphold and abide by all pertinent Board policies.
- Subject to the duty of a Trustee under section 218.1 (e) of the *Education Act* to uphold the implementation of any Board resolution after it is passed by the Board, a Trustee may comment on, or disagree with, a decision taken by the Board. A Trustee may not make disparaging remarks about another Trustee or a group of Trustees in expressing such comment or disagreement or speculate on the motives of a Trustee or a group of Trustees, or staff.
- Any trustee who fails or refuses to comply with the procedural By-Laws of the Board and/or the Trustee Code of Conduct, uses offensive language, disobeys the decisions of the Chair of the Board on points of order, or makes any disorderly noise or disturbance, may be ordered by the Chair to leave for the remainder of the meeting, and in the case of a refusal to do so, may, on the order of the Chair, be removed from the room where such meeting is taking place and/or the Board office. Such a removal will be recorded in the minutes of the meeting. Section 207 (3) of the *Education Act* addresses the exclusion of persons from board meetings. It provides: *"The presiding officer may expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting."*

## 5. Complying with Legislation

All Trustees shall comply with the letter and spirit of all laws of Canada and the Province of Ontario and any contractual obligations of the Board in conducting the business of the Board.

- The Trustees acknowledge they may only act on behalf of the Board through resolution and may not act individually or purport to represent the interest of the Board without the express knowledge and consent of the Board of Trustees, shown through resolution.



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## ADMINISTRATIVE

[Operating Policy III-16 Workplace Harassment](#)

## PROCEDURES:

- Trustees shall ensure that all information they communicate in the course of their duties is accurate and complete.
- All Trustees are expected to comply with the following duties of Board members as set out in section 218.1 of the *Education Act*.

“A member of a board shall:

- carry out his or her responsibilities in a manner that assist the board in fulfilling its duties under this Act, the regulations and the guidelines issued under this Act, including, but not limited to the board's duties under section 169.1;
- attend and participate in meetings of the board, including meetings of board committees of which he or she is a member;
- consult with parents, students, and supporters of the board on the board's multi-year plan under clause 169.1 (1) (f);
- use appropriate communication protocols to bring concerns of parents, students and supporters of the board to the attention of the board;
- uphold the implementation of any board resolution after it is passed by the board;
- entrust the day-to-day operations and management of the board to its staff through the board's Director of Education;
- maintain focus on student achievement and well-being through the development of policies.

## 6. Upholding Decisions

- Trustees must:
  - accept that authority rests with the Board and that they have no individual authority other than that delegated by the Board;
  - uphold the implementation of any Board resolution after it is passed by the Board;
  - comply with Board Policies and Procedures; and
  - refrain from speaking on behalf of the Board unless authorized to do so.

## 7. Avoidance of Personal Advantage and Conflict of Interest

- All Trustees are expected to comply with the provisions of the *Municipal Conflict of Interest Act* which requires that Trustees declare and disclose the general nature of the interest for all direct and indirect pecuniary conflicts of interest and abstain from making a decision.
- Trustees are not permitted to vote on or discuss matters in which they have a direct or indirect pecuniary interest. The direct or indirect pecuniary interest of a parent, spouse or child is deemed to be the interest of the Trustee. Subsection 3(1) of the Act provides:

“For the purpose of this Act, the pecuniary interest, direct or indirect, of a spouse....or

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## PROCEDURES:

*any child of the member shall, if known to the member, be deemed to be also the pecuniary interest of the member."*

- Where a Trustee, either on his or her own behalf, or while acting for, by, with, or through another, has any pecuniary interest, direct or indirect, or any other conflict of interest in any matter and is present at a meeting of the Board at which the matter is subject of consideration, the Trustee shall:
  - a) prior to any consideration of the matter of the meeting, disclose the interest and the general nature thereof;
  - b) not take part in the discussion of, or vote on any question in respect of the matter;
  - c) not discuss the issue with any other person;
  - d) not attempt in any way whether before, during or after the meeting to influence the voting on such question; and
  - e) leave the meeting or the part of the meeting during which the matter is under consideration, if the meeting is closed to the public.
- Where the interest of the Trustee has not been disclosed by reason of the Trustee's absence from the meeting, the Trustee shall disclose the interest and otherwise comply with the above requirements at the first meeting of the Board attended by the Trustee after the meeting referred to above.
- When the meeting is open to the public, every declaration of interest shall be recorded in the minutes of the Board meeting. When the meeting is not open to the public, every declaration of interest shall be recorded in the minutes of the next meeting of the Board that is open to the public, and in the minutes of the closed session (in-camera).
- No Trustee shall use his or her position, authority, or influence for personal, financial, or material gain or personal business purposes or for the personal, financial or material gain or business purposes of a relative, friend, and/or business association.
- Every Trustee shall uphold and enhance all Board business operations by:
  - a) maintaining an unimpeachable standard of integrity in all their relationships, both inside and outside the Board;
  - b) fostering the highest standard of professional competence amongst those for whom they are responsible;
  - c) complying with and being seen to comply the letter and spirit of:
    - the laws of Canada and the Province of Ontario
    - Contractual obligations applicable to the Board, and
  - d) rejecting and denouncing any business practice that is improper or inappropriate or may appear to be improper or inappropriate.

## TRUSTEE CODE OF CONDUCT

POLICY No.:

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DATE :

OCTOBER 18, 2011

AMENDED:

FEBRUARY 6, 2018

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[Operating Policy III-16 Workplace Harassment](#)

## PROCEDURES:

- A Trustee shall not use or her position, authority, or influence to give any person or organization special treatment that might, or might be perceived to, advance the interest of the Trustee, or the interests of a relative, friend and/or business associate of the Trustee.
- A Trustee must not participate in any decision or recommendation in which he or she or a relative, friend, or business associate may have a financial, commercial, or business interest.
- All Trustees shall disclose a conflict of interest and/or the general nature of the interest, to the Board of Trustees.

**8. Lobbying**

- Trustees must not communicate with any individual attempting to exert influence during a procurement process, and must not attempt to use their influence to gain or advance the interests of any particular party during a procurement process.

**9. Respect for Confidentiality**

- Except as required by law, all Trustees and former Trustees agree not to use, directly or indirectly, for the Trustee's benefit or the benefit of any person, organization, firm, or other entity, the Board's proprietary or confidential information disclosed or entrusted to that Trustee, and Trustees recognize that such inappropriate use of confidential information for their benefit may constitute a breach of trust contrary to section 122 of the *Criminal Code* (Canada).
- Except as required by law, and in accordance with the *Education Act* and *Municipal Freedom of Information and Protection of Privacy Act*, all Trustees agree not to use or disclose the personal and/or educational information of Board employees and their families that may come to the attention of the Trustee.

**10. Board Resources**

- No Trustee shall use Board resources for personal gain.
- No Trustee shall permit relatives, friends, and/or business associates to use Board resources for personal gain.
- All Trustees shall comply with Board Policies and General Administrative Procedures regarding the use of Board resources, including information technology resources.

**11. Enforcement of Code of Conduct and the *Municipal Conflict of Interest Act***

In accordance with the provisions of section 218.3 of the *Education Act*, a breach of this Code of Conduct by a Trustee may be dealt with by the following procedures (in the following manner):

- A Trustee who has reasonable grounds to believe that another Trustee has breached this Code of Conduct may bring the alleged breach to the attention of the Board.

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## ADMINISTRATIVE

[Operating Policy III-16 Workplace Harassment](#)

## PROCEDURES:

- If an alleged breach is brought to the attention of the Board, the Board shall make enquiries into the matter and shall, based on the results of the inquiries, determine whether there has been a breach.
- If the Board determines that a Trustee has breached this Code of Conduct, the Board may impose one or more of the following sanctions:
  - i. Censure of the Trustee.
  - ii. Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board.
  - iii. Barring the Trustee from sitting on one or more committees of the Board, for the period of time specified by the Board.
- If the Board determines that a Trustee has breached this Code of Conduct, the following shall apply:
  - i. The Board shall give the Trustee written notice of the determination and of any sanction imposed by the board;
  - ii. The notice shall inform the Trustee that he or she may make written submissions to the Board in respect of the determination or sanction by a date specified in the notice that is at least 14 days after the notice is received by the Trustee;
  - iii. A Trustee who is subject to a Board inquiry to determine whether the trustee has breached the Code of Conduct has a right to retain and be represented by legal counsel throughout the process. Legal expenses will not be paid.
  - iv. The Board shall consider any submissions made by the Trustee and shall confirm or revoke the determination within 14 days after the submissions are received.
  - v. Despite subsection 207(1) of the *Education Act* which requires meetings of the Board to be open to the public, but subject to the requirements below for specific resolutions of the Board to be made in public, the Board may close to the public the part of the meeting during which a breach or alleged breach of this Code of Conduct is considered when the breach or alleged breach involves any of the following matters:
    - a) the security of the property of the Board;
    - b) the disclosure of intimate, personal, or financial information with respect to a Trustee or committee, an employee or prospective employee of the Board, or a student or his or her parent or guardian;
    - c) the acquisition or disposal of a school site;
    - d) decisions in respect of negotiations with employees of the Board, or litigation affecting the Board.

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## ADMINISTRATIVE

[Operating Policy III-16 Workplace Harassment](#)

## PROCEDURES:

- vi. The Board shall do the following things by resolution at a meeting of the Board, and the vote on the resolution shall be open to the public:
- Make a determination that a Trustee has breached this Code of Conduct.
  - Impose a sanction on a Trustee for a breach of this Code of Conduct.
  - Confirm or revoke a determination regarding a Trustee's breach of this Code of Conduct.
  - Confirm, vary or revoke a sanction after confirming or revoking a determination regarding a Trustee's breach of this Code of Conduct.
- vii. A Trustee who is alleged to have breached this Code of Conduct shall not vote on any of the resolutions listed above.
- viii. If the Board confirms a determination, the Board may confirm, vary, or revoke the sanction.
- ix. If the Board revokes a determination, any sanction imposed by the Board is revoked.
- A Trustee who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting that are not available to the members of the public.
  - In appropriate circumstances, the Board may also resolve to disassociate the Board from any action or statement of a Trustee.

**12. Guidelines for Gifts and Hospitality**

- Trustees shall not use their position for improper gain or benefit, and shall not under any circumstances accept gifts or hospitality of more than \$100.00.

**APPROVED:**

Regular Meeting of the Board

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

## ACTION REPORT

## ITEM 8.3

### POLICY II-05 REPORTING STUDENT ACHIEVEMENT TO PARENTS/GUARDIANS

#### PURPOSE:

To approve *Policy II-05 Reporting Student Achievement to Parents/Guardians*, as presented

#### BACKGROUND INFORMATION:

This policy provides direction to staff and information to parents/guardians on the reporting of the academic achievement and learning skills of students. The following changes have been recommended:

- Additional References specifically related to assessment and learning
- The addition of Application and Scope
- The addition of a main Principle

Specific information related to alternative report cards was also added to ensure all types of reporting to parents is included in the policy.

In light of these changes, revisions to *Policy II-05 Reporting to Parents* should also reflect a name change to *Policy II-05 Reporting Student Achievement to Parents/Guardians*.

#### CONCLUSION:

*Policy II-05 Reporting Student Achievement to Parents/Guardians* was presented at the Policy Committee Meeting on January 23, 2018 with a recommendation that it be forwarded to the Board of Trustees for approval.

#### RECOMMENDATION:

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

Moved by:

Seconded by:

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy II-05 Reporting to Parents* name be changed to *Policy II-05 Reporting Student Achievement to Parents/Guardians*, and be approved as amended.

REPORT SUBMITTED AND  
APPROVED BY:

P. MARAI  
CHAIR OF THE POLICY COMMITTEE

**REPORTING STUDENT ACHIEVEMENT TO  
PARENTS/GUARDIANS**

**POLICY No.:** II-05  
**DATE :** OCTOBER 23, 1973  
**AMENDED:** JULY 30, 1991  
**AMENDED:** JUNE 5, 2007  
**AMENDED:** DECEMBER 16, 2014  
**AMENDED:** FEBRUARY 6, 2018

**ASSOCIATED  
OPERATING POLICIES &  
ADMINISTRATIVE  
PROCEDURES:****PURPOSE**

To ensure teachers report on the academic achievement and learning skills of their students in accordance with Ministry and Board evaluation policy and reporting periods and in the prescribed formats.

**APPLICATION AND SCOPE**

This policy applies to all Halton Catholic District School Board, Administrators, Teachers and Designated Early Childhood Educators (DECE)(s) .

**REFERENCES**

- [Education Act of Ontario](#)
- [Learning for All - 2013](#)
- [Growing Success - 2010](#)
- [Reporting Student Learning – Guidelines For Effective Teacher-Parent-Student Communication 2010](#)
- [Guide to the Provincial Report Card, Grades 1-8 - 1998](#)
- [Guide to the Provincial Report Card, Grades 9–12 - 1998](#)

**PRINCIPLES**

- The Halton Catholic District School Board and the Ministry of Education recognizes that report cards support assessment for learning and assessment as learning and provides an opportunity to:
  - establish a positive relationship between teachers, parents/guardians, and students;
  - involve parents/guardians as partners in a conversation about learning and assessment, and what they can do to support their child's learning;
  - identify concerns about student progress early in the school year and develop strategies to improve student learning.

**REPORTING STUDENT ACHIEVEMENT TO  
PARENTS/GUARDIANS**

**POLICY No.:** II-05  
**DATE :** OCTOBER 23, 1973  
**AMENDED:** JULY 30, 1991  
**AMENDED:** JUNE 5, 2007  
**AMENDED:** DECEMBER 16, 2014  
**AMENDED:** FEBRUARY 6, 2018

**ASSOCIATED  
 OPERATING POLICIES &  
 ADMINISTRATIVE  
 PROCEDURES:**

<b>REQUIREMENTS</b>
---------------------

Parent-teacher interviews shall be offered to all parents/guardians in accordance with the time lines established by HCDSB Senior Staff. Other periodic interviews and discussions may be arranged by mutual consent of teachers and parents/guardians, or as convened by the school principal.

**ELEMENTARY:**

- Schools will use the Elementary Provincial Report Card twice a year. The first provincial report card will be sent home between January 20 and February 20 of the school year, and the second will be sent home towards the end of June.
- Schools will use the Elementary Progress Report Card between October 20 and November 20 of the school year.
- Although there are three formal reporting periods, communication with parents/guardians and students about student achievement should be continuous throughout the year, by means such as, but not limited to, parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports. Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents/guardians in supporting learning at home.
- The achievement of students identified with special needs who do not access the Ontario Curriculum, either in whole or in part, will be reported on through an alternative report card.

**SECONDARY:**

- In addition to a progress report - semestered schools will use the Provincial Report Card, Grades 9–12, for formal written reports to parents/guardian, or student who has withdrawn from parental control, two times a semester. Non-semestered schools will use the Provincial Report Card, Grades 9–12, for formal written reports to parents/guardians a minimum of three times a year. The first report must be issued during the fall. Schools that offer a combination of semestered and non-semestered courses should develop a combined reporting schedule that provides for two written reports for semestered courses and three written reports for non-semestered courses.
- Although there are two formal reporting periods for a semestered course and three formal reporting periods for a non-semestered course, communication with parents/guardians and students about student achievement should be continuous throughout the course, by means such as, but not limited to, parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports.



**REPORTING STUDENT ACHIEVEMENT TO  
PARENTS/GUARDIANS****POLICY No.:** II-05  
**DATE :** OCTOBER 23, 1973  
**AMENDED:** JULY 30, 1991  
**AMENDED:** JUNE 5, 2007  
**AMENDED:** DECEMBER 16, 2014  
**AMENDED:** FEBRUARY 6, 2018**ASSOCIATED  
OPERATING POLICIES &  
ADMINISTRATIVE  
PROCEDURES:**

Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents/guardians in supporting learning at home.

- The achievement of students identified with special needs who do not access the Ontario Curriculum, either in whole or in part, will be reported on through an alternative report card.

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

Chair of the Board

## ACTION REPORT

## ITEM 8.4

### POLICY II-41 SCHOOL UNIFORM DRESS CODE – SCHOOL DRESS CODE

#### PURPOSE:

To approve *Policy II-41 School Uniform Dress Code – School Dress Code*, as presented.

#### COMMENTS:

*Policy II-41 School Uniform Dress Code – School Dress Code* outlines the principles and requirements for both elementary and secondary schools with respect to the dress of students; for schools in uniform and for schools without a uniform.

Additions have been made to the policy to include requirements for schools that are involved in a school closure/school consolidation process and new constructed schools, to follow prior to and after the establishment of the new school community.

As well, additional principles related to support for purchasing apparel for families; Secondary School Civvies days dress code and CPIC involvement in developing the criteria for the RFP process were added.

#### CONCLUSION:

*Policy II-41 School Uniform Dress Code – School Dress Code* was presented at the Policy Committee Meeting on January 23, 2018 with a recommendation that it be forwarded to the Board of Trustees for approval.

#### RECOMMENDATION:

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

*Moved by:*

*Seconded by:*

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve *Policy II-41 School Uniform Dress Code – School Dress Code*, as amended.

REPORT SUBMITTED AND  
APPROVED BY:

P. MARAI  
CHAIR OF THE POLICY COMMITTEE

**SCHOOL UNIFORM DRESS CODE/SCHOOL DRESS CODE****POLICY No.:****II-41****DATE :****APRIL 14, 2009****AMENDED:****MAY 17, 2011****AMENDED:****FEBRUARY 19, 2013****AMENDED:****APRIL 19, 2016****AMENDED:****DECEMBER 5, 2017****ASSOCIATED**[Operating Policy I-31 Apparel Purchases and Fair Labour Practices](#)**OPERATING POLICIES &**[Operating Policy II-39 Progressive Discipline and Safety in Schools](#)**ADMINISTRATIVE****PROCEDURES:****PURPOSE**

To promote, through the implementation of a school uniform dress code or a school dress code, a safe and positive learning environment consistent with the mission and governing values of the Halton Catholic District School Board.

**APPLICATION & SCOPE**

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

**REFERENCES**

[Education Act of Ontario, Regulation 298](#)

[Human Rights Code](#)

**DEFINITIONS**

**A school uniform** dress code is defined as the standard of prescribed student dress, developed in consultation with the school community, specifying clothing that must be purchased from approved uniform suppliers, and may include guidelines as to when and how particular items can be worn

**Student dress code** is defined as the standard of student dress established in consultation with the school community, consistent with the Board Policy and the Education Act and Regulations, required of students in elementary schools that have chosen not to implement a school uniform dress code.

**PRINCIPLES**

- A school uniform dress code or a student dress code reflects the distinctively Catholic character of our schools and supports the development of attitudes consistent with Catholic teaching.
- The Board is committed to providing a learning and working environment that is safe and respectful of the needs and wellbeing of all individuals, and believes that a school uniform dress code supports such environments.

**SCHOOL UNIFORM DRESS CODE/SCHOOL DRESS CODE****POLICY No.:****II-41****DATE :****APRIL 14, 2009****AMENDED:****MAY 17, 2011****AMENDED:****FEBRUARY 19, 2013****AMENDED:****APRIL 19, 2016****AMENDED:****DECEMBER 5, 2017****ASSOCIATED**[Operating Policy I-31 Apparel Purchases and Fair Labour Practices](#)**OPERATING POLICIES &**[Operating Policy II-39 Progressive Discipline and Safety in Schools](#)**ADMINISTRATIVE****PROCEDURES:**

- The Board endorses and encourages the adoption of a school uniform dress code in our elementary schools, consistent with the values, traditions and distinctiveness of Catholic schools as an effective strategy to build inclusive Catholic communities and encourage a sense of belonging for all students.
- The Board affirms a role for parents to determine, through democratic vote conducted in accordance with this policy, whether or not to adopt and implement a school uniform dress code for elementary school communities.
- The Board requires the adoption of a student dress code, consistent with the values, traditions, distinctiveness of Catholic schools, and the requirements of this policy, in each elementary school community that votes not to adopt and implement a school uniform dress code.
- The Board requires the adoption and implementation of a school uniform dress code in each secondary school, consistent with the values, traditions and distinctiveness of Catholic schools.
- The Board recognizes there is a shared responsibility for meeting the expectations of the School uniform dress code or student dress code.
- The primary responsibility for the consistent enforcement of the School uniform dress code or student dress code is that of the principal, and school staff are expected to support the consistent implementation of such uniform dress codes.
- The Board recognizes that circumstances may require schools to access assistance for individual families with the purchase of uniforms.
- The Board recognizes the necessity of a school dress code for those times when students are not in uniform (i.e. civvies day, elementary physical educational classes). Any action taken to implement the requirements of this policy, including the application of supports and consequences to students must be consistent with the Requirements of Policy II-39 Progressive Discipline and Safety in Schools (2012).
- The policy shall be in accordance with provisions of the Education Act, Regulation 298, the Human Rights Code, Board Operating Policy I-31 Apparel Purchases and Fair Labour Practices and the governing values of the Halton Catholic District School Board.

<b>REQUIREMENTS</b>
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**GENERAL:**

All elementary schools shall adopt either a School Uniform Dress Code or a School Dress Code for students in keeping with the Board's Mission Statement, governing values and Catholic social teaching.

**SCHOOL UNIFORM DRESS CODE/SCHOOL DRESS CODE****POLICY No.:****II-41****DATE :****APRIL 14, 2009****AMENDED:****MAY 17, 2011****AMENDED:****FEBRUARY 19, 2013****AMENDED:****APRIL 19, 2016****AMENDED:****DECEMBER 5, 2017****ASSOCIATED**[Operating Policy I-31 Apparel Purchases and Fair Labour Practices](#)**OPERATING POLICIES &**[Operating Policy II-39 Progressive Discipline and Safety in Schools](#)**ADMINISTRATIVE****PROCEDURES:**

All secondary schools shall adopt a School Uniform Dress Code.

A school uniform assistance program shall be in place, in each school, to ensure that access to discreet and confidential assistance, through the School Principal, is available for families that have difficulty purchasing the uniform due to financial hardship.

**A. ELEMENTARY SCHOOL UNIFORM DRESS CODE IMPLEMENTATION PROCESS:**

1. A prescribed process for local decision making shall ensure that parents/guardians of students in each elementary school may determine whether an elementary school community adopts and implements a school uniform dress code. In accordance with this policy, each elementary school shall conduct a vote on whether to adopt a school uniform dress code at least once.
2. The principal of each school shall be responsible for ensuring that a community vote is conducted, in accordance with this policy, to consider the adoption and implementation of a school uniform dress code. Approval to proceed with implementation requires a simple majority (50% plus one) of those ballots cast have been marked indicating a "YES" vote.
3. Upon achieving the required approval as described above (50% plus one), all students registered in the elementary school shall wear the school uniform dress code. Any action taken to implement the requirements of this policy, including the application of supports or consequences to students must be consistent with the Requirements of Policy II-39 Progressive Discipline and Safety in Schools.
4. Should a school uniform dress code not be adopted after the voting process, no renewed process will be initiated for at least three (3) years. A Student Dress Code shall be established, and implemented in accordance with this policy.
5. At least once annually, at a Catholic School Council meeting, the Principal shall review the school uniform dress code and school dress code. This review may include approval of uniform pieces, the monitoring and enforcement of the school uniform dress code and school dress code, stakeholder consultation (i.e. student, staff, greater school community), approved civvies days/spirit days.
6. In schools that have chosen not to implement a school uniform, the school dress code committee will be established to monitor and review the implementation of the school dress code, and consider the interest in school uniforms.
7. The review may include a process for consultation with students, teachers and staff working in schools, parents and guardians, and school councils.
8. Following the review process outlined above, and upon the requirements of the Catholic School Council, an elementary school community may choose to conduct a vote in accordance to this policy, to adopt a school uniform if they have not yet done so.

**SCHOOL UNIFORM DRESS CODE/SCHOOL DRESS CODE****POLICY No.:****II-41****DATE :****APRIL 14, 2009****AMENDED:****MAY 17, 2011****AMENDED:****FEBRUARY 19, 2013****AMENDED:****APRIL 19, 2016****AMENDED:****DECEMBER 5, 2017****ASSOCIATED**[Operating Policy I-31 Apparel Purchases and Fair Labour Practices](#)**OPERATING POLICIES &**[Operating Policy II-39 Progressive Discipline and Safety in Schools](#)**ADMINISTRATIVE****PROCEDURES:**

9. Similarly, an elementary school that has previously chosen to adopt a school uniform may follow the same review process, and upon the recommendation of the Catholic School Council, may choose to conduct a vote in accordance with this policy to discontinue the implementation of a school uniform.
10. The principal of an elementary school, together with the Catholic School Council will oversee the process of voting on the adoption of a school uniform dress code. Elementary schools considering the adoption of a school uniform dress code shall:
  - a. inform the appropriate Superintendent;
  - b. establish a representative committee including parents, staff and students to explore the implication of introducing a school uniform dress code. The committee must prepare an Action Plan to be distributed prior to a community information night.
  - c. the following components of the Action Plan will be consistent from school to school:

**COMMUNICATION PLAN** – includes methods of communicating the Action Plan and subsequent community information meeting, notice of vote, voting results, implementation timelines and data collection through newsletters, school websites, and other means as appropriate. The School Uniform Dress Code Policy must be communicated.

**THE UNIFORM SUPPLIER:**

- Elementary schools must use the Board's authorized uniform supplier.
- The method of selecting a provider through the RFP process will take place every three (3) years and will include participation by Board staff, as appointed by the Director of Education. At least three (3) members of CPIC (Catholic Parent Involvement Committee) will be involved in establishing the criteria for the RFP process.
- The selection criteria to determine the authorized uniform suppliers must include affordability, accessibility and convenience, quality, support for equity and availability of subsidies/family assistance, and compliance with Board Policy I-31 Apparel Purchases and Fair Labour Practices.

**THE UNIFORM:**

- The uniform colours at all elementary schools will consist of a combination of navy blue and white only. To supplement the base uniform, individual schools may choose to add additional items of uniform apparel (sweaters, vests, etc.) that may also reflect a school's colour (one colour).
- Only a school logo/name shall be permitted on school uniforms. Advertisements of any kind on school uniforms is prohibited.
- Any clothing item worn under uniform pieces, but still visible must be in compliance with school dress codes, and generally, will be in the school uniform colours or white

**SCHOOL UNIFORM DRESS CODE/SCHOOL DRESS CODE****POLICY No.:****II-41****DATE :****APRIL 14, 2009****AMENDED:****MAY 17, 2011****AMENDED:****FEBRUARY 19, 2013****AMENDED:****APRIL 19, 2016****AMENDED:****DECEMBER 5, 2017****ASSOCIATED**[Operating Policy I-31 Apparel Purchases and Fair Labour Practices](#)**OPERATING POLICIES &**[Operating Policy II-39 Progressive Discipline and Safety in Schools](#)**ADMINISTRATIVE****PROCEDURES:**

(i.e. undershirts, tights or socks).

- No student will be denied access to school as a result of inability to afford appropriate clothing required by a school's uniform dress code policy. A process must be in place to address this issue.
- A school's approved uniform pieces shall be reviewed / monitored every year by the principal and Catholic School Council members.
- The following components will be up to the discretion of the principal and the Catholic School Council:
  - Type and styles of clothing from the chosen uniform provider;
  - A strategy for Non Uniform Days or Civvies Days.

**COMMUNITY INFORMATION MEETING:**

- The principal shall ensure the distribution of the Action Plan to parents prior to the community information meeting, and the information meeting will take place prior to the voting process.

**ELEMENTARY VOTING PROCEDURES/BALLOT QUESTION:**

- **SCHOOL VOTES SHOULD BE CONDUCTED IN FEBRUARY OR MARCH.**

- Every registered family with children in JK – 6 of the current school year is eligible to vote, and receives one (1) vote (ballot).
- Every family with children confirmed as pre-registered for the next school year (JK/Early Learning/French Immersion, etc.) is eligible to vote, and receives one (1) vote (ballot).
- Families of students with Children only in grade 7 or 8 in the current year are not eligible to vote. In the event that a School Uniform Dress Code is adopted for the following school year, grade eight students in the initial year of implementation are encouraged to wear the school uniform, but compliance is not compulsory.
- The ballot sample is provided in Appendix A. The ballots shall be numbered to ensure that there is one ballot provided for each family in the school community.
- Members of the School Uniform Dress Code Committee may initiate calls/reminders to families to remind them of the ballot due dates only.
- Only original ballots will be accepted (no telephone or verbal voting). A ballot signed solely by a student will be considered a void ballot.
- No proxy voting.
- It is recommended that the voting process be completed by March 30<sup>th</sup> in order for

**SCHOOL UNIFORM DRESS CODE/SCHOOL DRESS CODE**

**POLICY No.:** II-41  
**DATE :** APRIL 14, 2009  
**AMENDED:** MAY 17, 2011  
**AMENDED:** FEBRUARY 19, 2013  
**AMENDED:** APRIL 19, 2016  
**AMENDED:** DECEMBER 5, 2017

**ASSOCIATED**

[Operating Policy I-31 Apparel Purchases and Fair Labour Practices](#)

**OPERATING POLICIES &**

[Operating Policy II-39 Progressive Discipline and Safety in Schools](#)

**ADMINISTRATIVE****PROCEDURES:**

successful implementation in the following school year and include all families registered at the school for September of the next school year.

- The voting process must not exceed two (2) calendar weeks but cannot be completed sooner than one (1) week following the community information night.
- The Principal, in collaboration with the Catholic School Council shall communicate the ballot results to the school community no later than one (1) week after the vote occurs. Ballots will be stored at the school for a minimum of three (3) years.

**SCHOOL CONSOLIDATION/CLOSURE:**

- Elementary schools involved in school consolidation/closure where all, or some, of the schools have previously implemented a school uniform will be required to go through the following process **during the transition year (year prior to consolidating)** :
  - A community information meeting
  - Voting procedures followed as above for all families in the boundaries of the new consolidated school
  - If vote determines that the new consolidated school shall implement a uniform, grandfathering of the previous uniform pieces will occur for three (3) years
  - **IN THE INITIAL YEAR, GRADE 8 STUDENTS WILL HAVE THE OPTION OF WEARING THE SCHOOL UNIFORM**
  - An appropriate logo for the new consolidated school will be determined after the school name is decided

**NEW SCHOOL:**

- A new Elementary School will initiate the school uniform implementation process in their first year of existence
- If the vote determines that a school uniform shall be implemented, grandfathering of uniforms that existed at schools that created the boundaries of the new school will occur for three (3) years

**B. ELEMENTARY SCHOOL DRESS CODE:**

1. All elementary schools must adopt an elementary school dress code even if they have implemented and Elementary School Uniform Dress Code.
2. An elementary school's student dress code shall be in keeping with our Catholic teachings and beliefs, and reflect principals of modesty. Criteria to be used in developing the student dress codes includes:



**SCHOOL UNIFORM DRESS CODE/SCHOOL DRESS CODE****POLICY No.:****II-41****DATE :****APRIL 14, 2009****AMENDED:****MAY 17, 2011****AMENDED:****FEBRUARY 19, 2013****AMENDED:****APRIL 19, 2016****AMENDED:****DECEMBER 5, 2017****ASSOCIATED**[Operating Policy I-31 Apparel Purchases and Fair Labour Practices](#)**OPERATING POLICIES &**[Operating Policy II-39 Progressive Discipline and Safety in Schools](#)**ADMINISTRATIVE****PROCEDURES:**

- a. safety conditions
- b. maintenance of proper decorum
- c. modesty
- d. cleanliness
- e. neatness
- f. appropriateness in relation to the activity in keeping with Catholic values

Non-compliance to a Student Dress Code may include but is not limited to logos, sayings and pictures that address/display:

- a. sexual content
  - b. substance abuse
  - c. violence
  - d. profanity
  - e. inappropriate references to nationality, race or gender
3. Parents are encouraged to be involved and active in the decision-making process through their Catholic School Councils in consultation with the principal and school staff.
  4. Each school will annually review the school's dress code. This review process shall include consultation with students, school staff, parents and other stakeholders as appropriate.
  5. A copy of the school's dress code will be included annually in the school's School Agenda Book, September newsletter and on the school's website.
  6. Students will be expected to observe all aspects of the dress code. School staff and parents will be expected to support its consistent implementation.
  7. Any action taken to implement the requirements of this policy, including the application of consequences to students or direction to visitors to the school grounds or property, must be consistent with the requirements of Policy II-39 Progressive Discipline and Safety in Schools.
  8. The principal of each school has the discretion to determine whether a student is in violation of the School Uniform Dress Code or the School Dress Code, has responsibility to enforce the school uniform dress code/school dress code policy, and has the authority to implement the requirements of this policy, including any supports or consequences to students.
  9. School staff are expected to support the consistent implementation of a school uniform dress code, or school dress code, in accordance with the local school code of conduct.

**C. SECONDARY SCHOOL UNIFORM DRESS CODE:**

1. A secondary school's uniform shall be in keeping with our Catholic teaching.
2. Each school will review the present uniform policy in accordance with the Appropriate Dress Guidelines from the Ministry. This review process shall include consultation with students,

**SCHOOL UNIFORM DRESS CODE/SCHOOL DRESS CODE**

**POLICY No.:** II-41  
**DATE :** APRIL 14, 2009  
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**AMENDED:** APRIL 19, 2016  
**AMENDED:** DECEMBER 5, 2017

**ASSOCIATED**

[Operating Policy I-31 Apparel Purchases and Fair Labour Practices](#)

**OPERATING POLICIES &**

[Operating Policy II-39 Progressive Discipline and Safety in Schools](#)

**ADMINISTRATIVE****PROCEDURES:**

school staff, parents and guardians. Once established, the policy will be reviewed annually or as needed at the discretion of the school community.

3. Only a school logo/name shall be permitted on school uniforms. Advertisements of any kind on school uniforms are prohibited.
4. Any action taken to implement the requirements of this policy, including the application of consequences to students or direction to visitors to the school grounds or property, must be consistent with the requirements of Operating Policy II-39 Progressive Discipline and Safety in Schools.
5. The Board recognizes the necessity of a school dress code for those times when students are not in uniform (i.e. civvies day). Any action taken to implement the requirements of this policy, including the application of supports and consequences to students must be consistent with the Requirements of Operating Policy II-39 Progressive Discipline and Safety in Schools (2012).
6. On days when students are not in uniform (i.e. civvies day), Principals will ensure that a school dress code is communicated and applied to all students.
7. A copy of the school's uniform dress code will be included annually in the school's School Agenda Book or on the school's website.

**APPROVED:** Regular Meeting of the Board

**AUTHORIZED BY:**

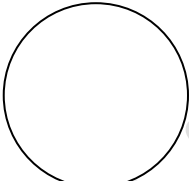
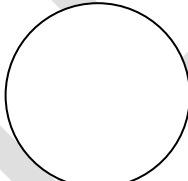
\_\_\_\_\_  
 Chair of the Board



# SCHOOL UNIFORM BALLOT

SCHOOL NAME: \_\_\_\_\_ BALLOT # \_\_\_\_\_

Please indicate your choice below by marking one appropriate box with an "X"

<p>In accordance with Policy II-41 School Uniform Dress Code/School Dress Code, I/we agree to the implementation of a uniform at [name of school] School.</p>	
<p><b>YES</b></p> 	<p><b>NO</b></p> 

Parent/Guardian: \_\_\_\_\_  
(Please print your name)

Child's(ren) Name and Grade:

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Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please share your comments: \_\_\_\_\_

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It is suggested that every family respond for an accurate assessment of the school community's view on this important issue. Please return this form to your child's teacher.

**\*\*Note:** Approval to proceed with implementation requires that a majority (50% plus one) of those ballots returned have been signed indicating a "YES" vote.

*(On School Letterhead)*

## ACTION PLAN TEMPLATE ELEMENTARY SCHOOL UNIFORM DRESS CODE

**COMMITTEE MEMBERS** *(list full names and titles):*

Principal

Catholic School Council members

Students

Other *(identify)*

The following components of this Action Plan are supported by Operating Policy II-41 School Uniform Dress Code/School Dress Code (copy attached).

**1. COMMUNICATION PLAN:**

- a) Initial Discussion on proceeding to School Uniform Implementation: *(date)* \_\_\_\_\_.
- b) Discussion to proceed by Catholic School Council and Principal: *(date)* \_\_\_\_\_.
- c) Tentative timelines/methods of communication

ITEM	DATE	METHOD	RESPONSIBILITY
• Initial notification to community of Development of Action Plan			
• Detailed Action Plan sent to community			
• Parent Information Night with uniform supplier and Superintendent in attendance			
• Ballot to be sent out the night after the Parent Information Night/Notice of voting period			
• Results of Vote			
• To be determined upon approval as per Board Policy (student fitting dates, locations, etc.)			

**2. THE UNIFORM SUPPLIER** approved by the Board is *(name of supplier)* \_\_\_\_\_.**3. THE UNIFORM** (with school crests where appropriate):

- a) Components (list types of clothing)
- b) Colours
  - i. Navy Blue/White combinations
  - ii. Acceptable Additional School's Colour *(describe)* \_\_\_\_\_
- c) Prices – see attached list

**4. VOTING PROCESS**

- see Elementary Voting Procedures Ballot Questions page 3 of Operating Policy (attached)

**5. SAMPLE BALLOT** – (attached)

## ACTION REPORT

## ITEM 8.5

### POLICY V-05 SCHOOL ACCIDENTS – PREVENTION AND SAFETY

#### PURPOSE:

To approve *Policy V-05 School Accidents – Prevention and Safety*, as presented.

#### BACKGROUND INFORMATION:

*Policy V-05 School Accidents - Safety* was developed to ensure that proper safeguards were in place for the health and welfare of students and staff and how to proceed when there is an injury or ill individual while on school premises or on school-sponsored field trips or excursions. The policy was last amended in November 2014.

*Policy V-05 School Accidents - Safety* has been updated and revised to address the Ministry initiative on Ontario Student Injury Prevention. The following amendments and additions have been made:

One of the key aspects of the policy refers to preventative measures to minimize the possibility of accidents. The purpose was also revised to reflect this.

Definitions and references were added and requirements were amended to describe strategies used to assist in creating a safe environment for all individuals, and to provide details on the proper reporting to the Ontario School Boards' Insurance Exchange (OSBIE) and to Board personnel should an accident occur involving a student, visitor, or volunteer, on a Halton Catholic District School Board Site.

In light of these changes, revisions to *Policy V-05 School Accidents - Safety* should also reflect a name change to *Policy V-05 School Accidents - Prevention and Safety*. The policy is attached for review and consideration by the Policy Committee.

#### CONCLUSION:

*Policy V-05 School Accidents - Prevention and Safety* was presented at the Policy Committee Meeting on January 23, 2018 with a recommendation that it be forwarded to the Board of Trustees for approval.

#### RECOMMENDATION:

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

Moved by:

Seconded by:

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy V-05 School Accidents - Safety*, name be changed to *Policy V-05 School Accidents – Prevention and Safety*, and be approved as amended

REPORT SUBMITTED AND  
APPROVED BY:

P. MARAI  
CHAIR OF THE POLICY COMMITTEE

**SCHOOL ACCIDENTS – PREVENTION & SAFETY**

**POLICY No.:** V-05  
**DATE :** SEPTEMBER 24, 1974  
**AMENDED:** JULY 31, 1991  
**AMENDED:** OCTOBER 6, 2009  
**AMENDED:** NOVEMBER 18, 2014  
**AMENDED:** FEBRUARY 6, 2018

**ASSOCIATED** Operating Policy II-31 Risk Management - First Aid Policy  
**OPERATING POLICIES &** Administrative Procedure VI-21 OSBIE On-line Incident Reporting  
**ADMINISTRATIVE** Administrative Procedure VI-71 Concussion Protocol  
**PROCEDURES:** Administrative Procedure VI-74 First Aid Procedure

**PURPOSE**

To ensure that processes are established to safeguard the health and well-being of students, staff members, volunteers, and visitors and to provide the appropriate response in the event of accident or injury while on Halton Catholic District School Board premises or on school-sponsored field trips or excursions.

**APPLICATION AND SCOPE**

This policy applies to all Board sites, within the jurisdiction of the Halton Catholic District School Board and where employees, students, volunteer and visitors are on Board related business and/or activities.

**REFERENCES**

[OSIP – Ontario Student Injury Prevention](#)

[Workplace Hazardous Materials Information System \(WHMIS\) - 2015](#)

[OSBIE - Ontario School Boards' Insurance Exchange](#)

**DEFINITIONS**

**Critical Injury** - is defined by the Ministry of Labour as an injury that:

Places life in jeopardy. Produces unconsciousness. Results in substantial blood loss. Involves the fracture of a leg or arm. Involves the amputation of a leg, arm, hand or foot. Consists of burns to a major portion of the body. Causes the loss of sight in an eye.

**PRINCIPLES**

- The Halton Catholic District School Board recognizes the health and well-being of student and staff members as a priority; and recognizes that proactive strategies, guidelines and training are essential to minimize injuries/accidents

- In accordance with the Education Act, the School Administrator, or designate and teacher has the right and responsibility of a judicious parent and will act in accordance with the expectations of a parent.
- All partners in education have important roles to play in promoting student and staff health and safety and in fostering and maintaining healthy and safe environments in which students learn.
- The Halton Catholic District School Board recognizes that timely and appropriate communication with all stakeholders is required to effectively address accidents

## REQUIREMENTS

1. School Administrators will annually review required policies and procedures with staff members, visitors and volunteers, related to health, safety and wellness.
2. School Administrators will make available the appropriate safety guidelines, protocols, resources and training each year related to safety and well-being so staff members are aware and knowledgeable
3. Staff members will acknowledge receipt and understanding of High Priority Policies and Procedures, and protocols and sign off.
4. School Administrators and appropriate Board Staff, or approved agencies, will ensure that regular inspections and maintenance of facilities and equipment are documented.
5. School Administrators will address the student body on an bi-annual basis to review the school code of conduct, and policies and procedures pertinent to health, safety and wellness.
6. School Administrators will ensure that parents/guardians are aware of student code of conduct
7. Upon knowledge of an injury that occurs at a Board site or board/school sponsored activity, standard first aid treatment shall be given immediately.
8. If the accident or illness appears to be of a serious nature, including any injury to the head and/or the loss of consciousness, which may require diagnosis and/or treatment by a qualified medical practitioner, the following procedures shall apply in the following order:
  - a. an ambulance shall be called immediately (using the emergency number 911) to transport the accident victim to a hospital.
  - b. The parent/guardian or emergency contact shall be informed.
  - c. Should an ambulance not be available, follow the direction given by the 911 dispatcher
9. A staff member, teacher, or employee shall report any accident or injury to the School Administrator, or designate, as soon as possible. In the case of head injuries, it is mandatory to report it to administration, and to follow the Halton Catholic District School Board's Concussion Protocol as appropriate.
10. If a concussion is suspected or diagnosed after receiving medical attention, the proper concussion forms must be provided to the parents and followed according to Administrative Procedure VI-71 Concussion Protocol.
  - The parent or guardians (or in the case of a staff member, the next of kin) shall be notified as soon as possible.

11. If the School Administrator or his/her designate believes that the injury or illness may not be of a serious nature, the parents (or next of kin) should be informed and their instructions acted upon. Basic first aid measures should be applied in order to ensure the health, safety, and comfort of the victim. Under no circumstances, in an accident considered serious, should the victim be moved.
12. The OSBIE Online Incident Report shall be completed on any incident/injury that occurs to a student, volunteer, or visitor to the school and it is believed that medical attention is required, or where damage has been caused to property owned by the School Board.
  - Online reporting is available from OSBIE at [www.osbie.on.ca](http://www.osbie.on.ca).
13. An Accident/Incident Report is to be completed by the Supervisor/Administrator (or designate) if an incident/injury occurs to a staff member requiring more than minor first aid or a Critical Injury of any person (including students) on Board property or while performing Board duties.
14. Each school should have at least one staff member who has qualified for an approved First Aid Certificate. The number of designated First Aid Providers is dependent on the number of staff and students at each work site. The ratio of First Aid Providers in each school is indicated in Operating Policy II-31 Risk Management – First Aid.
15. If an injury to a student, volunteer, or visitor has occurred while at school, but has not been discovered until a later time, the School Administrator, when informed of such injury, shall complete an OSBIE Online Incident Report once they have been made aware of the injury.

**APPROVED:** Regular Meeting of the Board

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



**ACTION REPORT**

**ITEM 8.6**

**PROPOSED ASSUMPTION CATHOLIC SECONDARY SCHOOL**

**RENEWAL WORKS – PHASE 1**

**PURPOSE:**

To obtain approval to proceed with the proposed Assumption Catholic Secondary School renewal project.

**BACKGROUND INFORMATION:**

Staff presented the Long-Term Facility Renewal Strategy (LTFRS) as Information Report Item 10.4 at the September 19, 2017, Regular Meeting of the Board. The goal of the LTFRS was to present a comprehensive school renewal plan to improve school facility conditions throughout the board and provide learning environments that supports the educational needs of students and staff. The LTFRS focused on a 5-year planning window (2018-2022) and identified school facilities where investment is required to renew facility conditions. The LTFRS speculated on future capital funding allocations and construction costs and was intended to be used as a guideline based on the best data available at the time of report.

Required renewal works at Assumption Catholic Secondary School were identified in the LTFRS. Assumption School was specifically mentioned in the report due to the large-scale nature of the improvement works that would be required. It was estimated that the renewal improvements would take at least 3 years to complete and was still subject to further design and development works. Preliminary cost estimates for the renewal improvements were included in the background data that supported the LTFRS, as the strategy accounted for the significant investment required at Assumption School.

**INTRODUCTION:**

Staff has developed the Long-Term Facility Renewal Strategy (LTFRS), which is the third generation facility renewal plan for the improvement of learning facilities to support student learning and excellence in Catholic education. Facility Management Services recognizes the continuous need to update facilities to ensure the best learning environments for our students. The renewal of Assumption Catholic Secondary School was identified as a major part of the (LTFRS).

The principles of the Long-Term Facility Renewal Strategy are similar to the Board's previous comprehensive renewal plans that were rolled out in 1992 and 1998. The Board has continued to build new modernized schools to accommodate growth across the district, particularly in Milton, North Burlington and North Oakville. The new schools are typically outfitted with the latest innovations in building design and specialty rooms to accommodate school programming needs. As the Board's existing schools age, a gap is inevitably created between the learning environments in the new schools as compared to those of the older schools. The Long-Term Facility Renewal Strategy strives to provide equitable learning facilities and opportunities to

all students enrolled in the Board. Through extensive facility inspections and assessments, Assumption School was identified as a location where renewal work is required to close the gap versus other secondary schools in the Board.

A large scale renewal project at Assumption Catholic Secondary School would look to improve three distinct aspects of the facility:

- Critical building components make up the majority of a facility's renewal backlog and require a substantial investment in both construction time and financial resources. Building component improvements may include energy efficient heating and cooling systems, electrical systems, plumbing, structural elements, roofing and accessibility improvements.
- Programming upgrades are needed to align the facility spaces with the latest teaching pedagogies and would include elements such as commercial kitchen, weight rooms, science labs, teacher workrooms, artificial turf, resource rooms and learning commons.
- Aesthetic enhancements seek to improve the appearance and function of the facility and would include flooring, lockers, acoustic ceiling tiles, washroom upgrades, painting and millwork.

Further details of the proposed project are provided in the subsequent sections.

## **FACILITY CONDITION:**

Assumption Catholic Secondary School opened in 1980 with instruction in Grades 9 to 12. In 1981, the program was expanded to include Grade 13. An 8 classroom addition was opened in 1992, followed by a 3-storey classroom and gymnasium addition, which opened in 2001. In 2009, an artificial turf sports field and running track were added to the school grounds. Since 2009, the school has been maintained in accordance with the Board operations and maintenance procedures and practices.

The Halton Catholic District School Board has a long history of maintaining its facilities in excellent condition through the good stewardship practices and fiscal responsibility. The Board is consistently ranked among the top 5 school boards in terms of facility condition index across the 72 school boards in Ontario. Facility condition index is represented as a percent of the 5-year renewal requirements versus the asset replacement value of the facility. The 5-year renewal requirements of the facility are based on visual inspections conducted by the Ministry of Education on a 5-year rotating schedule. In August 2017, the average school in Ontario has a facility condition index of 29%.

Note that the facility condition index measure only looks at critical building components (ie. heating, cooling, electrical, structural, roofing etc.) and interior components that are critical to school functions (i.e. lockers, millwork, flooring, acoustic ceiling tiles, flooring, etc.). The index does not consider or measure the effectiveness of a school's speciality and/or auxiliary spaces compared to current 21<sup>st</sup> Century Learning Standards. Upgrading a facility to current learning standards is not taken into account within the provincial renewal funding models, often relying on Board capital assets.

Assumption School was last inspected by the Ministry of Education auditors in September 2016. At that time, the facility condition index for the school was assessed at 15.6%, which was significantly better than the Ministry average. Still, when viewed in the context of the Board's other secondary schools and the high facility conditions standards set by the Board, Assumption School stands out as a facility that is in need of renewal and refresh works to revitalize the facility to offer equitable learning environment for students and staff. For comparison, the other 8 secondary schools in the Board have an average facility condition index of 4.8%. Furthermore, when Bishop P.F. Reding and Notre Dame Catholic Secondary Schools are removed from the equation, both of which have significant renewal works planned for 2018, the average facility condition index for the Board's secondary schools drops to 1.4%.

In addition to the critical building component upgrades required at Assumption School, as reflected in the facility condition index, several design improvements are needed to improve the form and function of the building to offer better programming for students. The majority of the Assumption School facility was constructed prior to full funding for the Catholic education system in Ontario; thus, the space program and funding model were very different. The proposed renewal works would attempt to resolve these deficiencies and close the gap versus other secondary schools in the Board.

## **PROGRAMMING AND RENEWAL REQUIREMENTS:**

Preliminary work has been conducted to develop design concepts and engineering requirements for the programming and renewal requirements at Assumption Catholic Secondary School. Further detailed design and refinement will be required as the project progresses. See below the current list of renewal requirements for Assumption School based on the best data available at this time:

- Replacement of critical heating, ventilation and air-conditioning components
- Addition of air-conditioning systems to gymnasiums
- Upgraded LED lighting
- Building addition to add classrooms, workrooms and improve corridor access
- Building addition to cafeteria, serverly and atrium/lobby
- Renovation of learning commons and student achievement areas
- Refresh of science laboratories
- Renovation of special education suite
- Construction of new exercise and weight room
- Construction of new commercial kitchen classroom
- Renovation of art classrooms
- Reconfiguration and renovation of select second and third floor classrooms
- Addition of teacher workrooms
- Upgrades to the stage/theatre area to better support performances
- Reconfiguration and construction of parking lots and walkways
- Landscaping of outdoor areas
- Addition of outdoor storage solutions
- Reconfiguration of administrative areas

Note that many of the items listed above rely on the completion of other items on the list in succession. The sequencing of project tasks and timelines will be developed and refined as the project progresses.

## **PROJECT FUNDING AND APPROVALS:**

The large scale nature of renewal requirements at Assumption Catholic Secondary School dictate that the construction works would take a considerable amount of time. Scheduling the construction around regular school operations and maximizing construction on school holiday periods, it is expected to take 3-5 years to complete all of the required programming and renewal improvements at Assumption School. While every effort would be made to minimize the impact of construction on students and staff, disruptions would be inevitable.

Preliminary cost estimates have been prepared for the proposed Assumption Catholic Secondary School renewal project based on the requirements listed in previous sections. The cost estimates were prepared assuming the continued operation of the school through the 3-5 year construction period. Based on previous

construction projects, it is estimated that the Assumption School renewal will cost approximately \$17.5 million. This cost is inclusive of professional fees, permits and contingencies.

The Board currently does not have sufficient funds to finance the full scope of the proposed Assumption School renewal project. However, the Board does have funds to proceed with a portion of the project and could defer other portions of the project to future years. The Board currently has approximately \$6.6 million in available capital funding sources and the capital reserve that has not already been committed to future school renewal projects. Furthermore, capital funding sources available to the Board are expected to increase significantly in the 2018 calendar year through the Proceeds of Disposition, Greenhouse Gas Reduction funding, Community Use of Schools cost recovery fees, School Renewal Grants and School Condition Improvement funds. The projected capital funding sources would be sufficient to fund the full scope of the Assumption School renewal project in future years.

The Assumption School renewal project was considered when creating the Long-Term Facility Renewal Strategy (LTFRS) and capital funds were earmarked for this project in the financial model that supported the strategy. Although the Assumption School renewal project requires a large investment from the Board, sufficient funds are projected to be available to complete renewal projects at other schools across the Board as outlined in the LTFRS, which presented a 5-year plan to renew all schools built before 2003 by the year 2022.

As noted in previous sections, the proposed renewal works at Assumption School include minor additions in gross floor area (GFA). Both Ministry of Education staff and the Minister of Education must approve any increase in GFA, as per Provincial regulations. Staff believe that the Board could present a compelling business case to support the increase in GFA, especially since the Board would be self-funding the project and is currently in high-standing in terms of facility condition in the Provincial context. Furthermore (as was presented in the December 19, 2017, Four Year Ministry Enrolment Projection and LTAP Preliminary Enrolment Projection), in the last two years Assumption has witnessed greater retention rates for Grade 8 students and the apportionment of students received from other boards, resulting in increased enrolment and higher utilization. This would further support the need for additional GFA. Nonetheless, Ministry approvals would be required before proceeding with the project.

Note that the Ministry will not support a business case that is funded based on projected revenue or funding sources. As such, projected capital funding sources must be realized prior to receiving Ministry approval to proceed with the Assumption School renewal project. In the interim, portions of the proposed Assumption School renewal project can proceed as available capital funding sources allow.

## **RECOMMENDATION:**

Staff recommend that the Board proceed with the following portions of the proposed Assumption Catholic Secondary School renewal project at this time:

- Addition of air-conditioning to gymnasiums
- Refresh of science laboratories, including millwork, flooring, painting, plumbing and electrical

The completion of the above renewal projects will offer great benefit to students and staff and will not impact any future renewal projects at the school. The estimated cost to complete these two improvements is \$1.1 million. The Board currently has sufficient funds to finance this reduced scope for the proposed Assumption School renewal project. Construction would be completed during Summer 2018, with no disruption to school operations.

As projected capital funding sources are realized, staff will present subsequent reports to the Board to seek approval for future requirements of the proposed Assumption School renewal project. In the interim, staff will continue to refine conceptual design and develop creative schedule options to minimize the impact of

construction on students and staff while delivering excellent learning environments for current and future students.

The following resolutions are respectfully submitted for Trustee consideration and approval to proceed with the proposed Assumption Catholic Secondary School renewal project.

**RESOLUTION:**

*Moved by:*

*Seconded by:*

**RESOLVED**, that the Halton Catholic District School Board authorize staff to proceed with the proposed Assumption Catholic Secondary School renewal project, with the reduced scope encompassing the addition of air-conditioning to the gymnasiums and the refresh of the existing science laboratories.

**RESOLUTION:**

*Moved by:*

*Seconded by:*

**RESOLVED**, that the Halton Catholic District School Board authorize staff to expense funds from available capital funding and the capital reserve for the proposed Assumption Catholic Secondary School renewal project, with the reduced scope encompassing the addition of air-conditioning to the gymnasium and the refresh of the existing science laboratories, and that the expenditures will not exceed \$1,100,000.

**REPORT PREPARED BY:**

R. MERRICK  
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

T. OVERHOLT  
SUPERINTENDENT, SCHOOL SERVICES

**REPORT SUBMITTED BY:**

R. MERRICK  
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

**REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

**ACTION REPORT**

**ITEM 8.7**

**ST. MARK CATHOLIC ELEMENTARY SCHOOL ADDITION,  
CHILD CARE CENTRE AND EARLYON CHILD AND FAMILY CENTRE  
SKETCH PLAN DESIGN**

**PURPOSE:**

To obtain sketch plan design approval for the St. Mark Catholic Elementary School addition, child care centre and EarlyON child and family centre.

**BACKGROUND:**

On June 19, 2017, the Board was informed of the Ministry's approval of School Consolidation Capital funding for the St. Mark Catholic Elementary School rightsizing project. The project includes the construction of a 124 pupil place building addition, as well as a 3-room child care centre and an EarlyON child and family centre.

On August 4, 2017, the Ministry informed the Board of the details of their funding commitment for the St. Mark Catholic Elementary School building addition, child care centre and EarlyON centre. See Appendix "A".

At the September 19, 2017, Regular Meeting of the Board, Trustees received Action Report Item 8.8 regarding the approval to proceed with the St. Mark Catholic Elementary School addition project, child care centre and EarlyON centre with the primary objective to achieve a Spring 2019 opening date. After careful consideration, the Board unanimously approved Resolution #176/17, which authorized staff to select an architect and proceed with the school capital planning process for the St. Mark Catholic Elementary School project. Action Report Item 8.8 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 St. Mark Catholic Elementary School project in an effort to begin construction in July 2018 and to achieve an opening date of Spring 2019.

The Board also approved Resolutions #177/17, #178/17 and #179/17 in Action Report Item 8.8 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. See Appendix "C".

Building plans and concepts, as prepared by Snyder Architects Inc., are provided in the attached sketch plan book. Note that the Ministry of Education will be providing input on the child care centre and EarlyON child and family centre, so the design may change slightly based on their feedback. See Appendix "D".

To assist with achieving the opening date of Spring 2019, the Board's construction management method will be utilized to construct the addition to the 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 124 pupil place, 3-room child care centre and EarlyON centre building addition project at St. Mark school 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 is anticipated to commence by July 2018. The Spring 2019 opening 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 Spring 2019 completion date.

#### **RECOMMENDATION:**

The following resolution is respectfully submitted for Trustee consideration and approval to proceed with the construction of the St. Mark Catholic Elementary School addition.

#### **RESOLUTION:**

**Moved by:**

**Seconded by:**

**RESOLVED**, that the Halton Catholic District School Board authorize staff to proceed with the construction of the St. Mark Catholic Elementary School addition, child care centre and EarlyON child and family centre as outlined in the Board Action Report dated February 6, 2018.

#### **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 8.8**

## ST. MARK CATHOLIC ELEMENTARY SCHOOL, CHILD CARE AND OEYCFC 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 St. Mark Catholic Elementary School building addition, child care centre and Ontario Early Years Child and Family Centre (OEYCFC).

**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. 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 9.2 St. Mark Catholic Elementary School, Child Care and OEYCFC 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 St. Mark Catholic Elementary School rightsizing project. The project includes the construction of a 5 classroom building addition, as well as a 3 room child care centre and an Ontario Early Years Child and Family Centre (OEYCFC). The St. Mark School rightsizing project was presented to Trustees in Action Report 8.8 for Trustee approval at the January 17, 2017, Regular Meeting of the Board.

On August 4, 2017, the Ministry informed the Board of the details of their funding commitment for the St. Mark Catholic Elementary School building addition, child care centre and OEYCFC. The Ministry approved a total funding allocation of \$3,667,880 for the new building addition. The supported funding allocation is comprised of several sources, as shown in Table 1. The Ministry commitment includes \$1,610,867 in new Capital Priorities funding, \$1,542,760 in funding for the new child care centre and \$514,253 in funding for the new OEYCFC.

**Table 1 – Funding Allocation for the St. Mark Catholic Elementary School Rightsizing Project**

<b>Project</b>	<b>Capital Priorities</b>	<b>Child Care</b>	<b>Child and Family Centre</b>	<b>Total</b>
St. Mark CES	\$1,610,867	\$1,542,760	\$514,253	\$3,667,880

A number of activities are required to be initiated for the St. Mark Catholic Elementary School rightsizing project 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 will commence in September 2017 and RFP submissions from the Board's pre-qualified architects will be due in late October 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 Spring 2019 opening date for the new building addition.

### **CONCLUSION:**

The Board is very appreciative of the Ministry's recognition of the Board's rightsizing plan for St. Mark Catholic Elementary School and the full funding of 5 classroom building addition, child care centre and Ontario Early Years Child and Family Centre (OEYCFC). It is recommended that staff be authorized to proceed with the school capital planning for the St. Mark Catholic Elementary School rightsizing project.

**RESOLUTION: #176/17**

*Moved By:* **A. Iantomasi**

*Seconded By:* **S. Trites**

**RESOLVED**, 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 St. Mark Catholic Elementary School.

*Motion* **CARRIED.**

**RESOLUTION: #177/17**

*Moved By:* **P. Marai**

*Seconded By:* **A. Danko**

**RESOLVED**, that the Halton Catholic District School Board approve the Preliminary Estimated Project Budget not to exceed **\$3,667,880** for the St. Mark Catholic Elementary School rightsizing project in the City of Burlington.

*Motion* **CARRIED.**

**RESOLUTION: #178/17**

Moved By: **J.M. Rowe**

Seconded By: **A. Iantomasi**

**RESOLVED**, that the Halton Catholic District School Board approve **Borrowing By-law No. 2017 F03** in the amount of **one million, six hundred and ten thousand, eight hundred and sixty-seven dollars (\$1,610,867)** to finance the St. Mark Catholic Elementary School rightsizing project in the City of Burlington.

Motion **CARRIED**.

**RESOLUTION: #179/17**

Moved By: **P. Marai**

Seconded By: **S. Trites**

**RESOLVED**, that the Halton Catholic District School Board approve **Borrowing By-law No. 2017 F04** in the amount of **two million, fifty-seven thousand, and thirteen dollars (\$2,057,013)** to finance the St. Mark Catholic Elementary School child care centre and Ontario Early Years Child and Family Centre (OEYCFC) project in the City of Burlington.

Motion **CARRIED**.

**REPORT PREPARED BY:**

R. MERRICK  
SENIOR ADMINISTRATOR, FACILITY MANAGEMENT SERVICES

F. THIBEAULT  
ADMINISTRATOR OF PLANNING SERVICES

**REPORT SUBMITTED BY:**

R. NEGOT  
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

**ST. MARK CATHOLIC ELEMENTARY  
SCHOOL ADDITION PROJECT  
PRELIMINARY BUDGET ESTIMATE**

<b>EXPENSES</b>	<b>January 16, 2018 BUDGET ESTIMATE</b>		
<i>Construction</i>	\$2,928,000		
<i>Professional Fees</i>	272,000		
<i>Inspections, soil test, surveys</i>	90,000		
<i>Site Plan &amp; Building Permit fees</i>	90,000		
<i>Contingencies</i>	50,000		
<i>Net HST (2.21%)</i>	87,880		
<i>Furniture &amp; Equipment, Including IT</i>	150,000		
<b>SUB-TOTAL</b>	<b>3,667,880</b>		
<i>Bridge Financing</i>	35,000		
<b>TOTAL</b>	<b>\$3,717,880</b>		

<b>REVENUE</b>			
<i>Ministry of Education</i>			
<i>a) Capital Priorities (124 Pupil Places)</i>	1,610,867		
<i>b) Child Care Centre (3 Room)</i>	1,542,760		
<i>c) EarlyON Child &amp; Family Centre</i>	514,253		
<b>SUB-TOTAL</b>	<b>3,667,880</b>		
<i>GSN – Interest Revenue</i>	35,000		
<b>TOTAL</b>	<b>\$3,717,880</b>		



Sketch Plans

*for the Addition to*

**ST. MARK CES**

Burlington, Ontario

January 29, 2018

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## 1.0 Building Program

No.	Room	Pupil Loading	Floor	Area
	<b>NEW ADDITION - SCHOOL</b>			
1	CLASSROOM #1	23	1	68.0m <sup>2</sup>
2	CLASSROOM #2	23	1	68.0m <sup>2</sup>
3	CLASSROOM #3	23	1	68.0m <sup>2</sup>
4	CLASSROOM #4	23	1	68.0m <sup>2</sup>
5	CLASSROOM #5	23	1	68.0m <sup>2</sup>
6	SPECIAL EDUCATION	9	1	88.5m <sup>2</sup>
7	SAFE ROOM		1	6.0m <sup>2</sup>
8	RESOURCE		1	32.5m <sup>2</sup>
9	WORKROOM		1	38.0m <sup>2</sup>
10	STUDENT WR		1	13.0m <sup>2</sup>
11	STUDENT WR		1	14.3m <sup>2</sup>
12	UNIVERSAL WR		1	8.7m <sup>2</sup>
13	SERVICE/STORAGE		1	9.6m <sup>2</sup>
14	SERVICE/STORAGE		1	9.2m <sup>2</sup>
15	STORAGE		1	15.5m <sup>2</sup>
16	CUSTODIAL			6.0m <sup>2</sup>
17	EMR		2	3.0m <sup>2</sup>
	TOTAL	<b>124</b>		
	<b>NEW ADDITION - CHILDCARE</b>			
18	INFANTS	10	2	63.7m <sup>2</sup>
19	SLEEPING RM		2	26.7m <sup>2</sup>
20	TODDLERS	15	2	63.4m <sup>2</sup>
21	PRE-SCHOOLERS	24	2	97.2m <sup>2</sup>
22	OFFICE		2	11.7m <sup>2</sup>
23	STAFF		2	16.2m <sup>2</sup>
24	BF WASHROOMS		2	11.0m <sup>2</sup>
25	STORAGE		2	6.9m <sup>2</sup>
26	OUTDOOR STORAGE		2	5.3m <sup>2</sup>
27	OUTDOOR STORAGE		2	5.3m <sup>2</sup>
28	LAUNDRY		2	6.2m <sup>2</sup>

No.	Room	Pupil Loading	Floor	Area
29	KITCHEN		2	28.0m <sup>2</sup>
30	CUSTODIAN		2	4.5m <sup>2</sup>
31	TOTAL	49		
	<b>NEW ADDITION - EARLYON CENTRE</b>			
32	EARLYON CENTRE		2	252.0m <sup>2</sup>

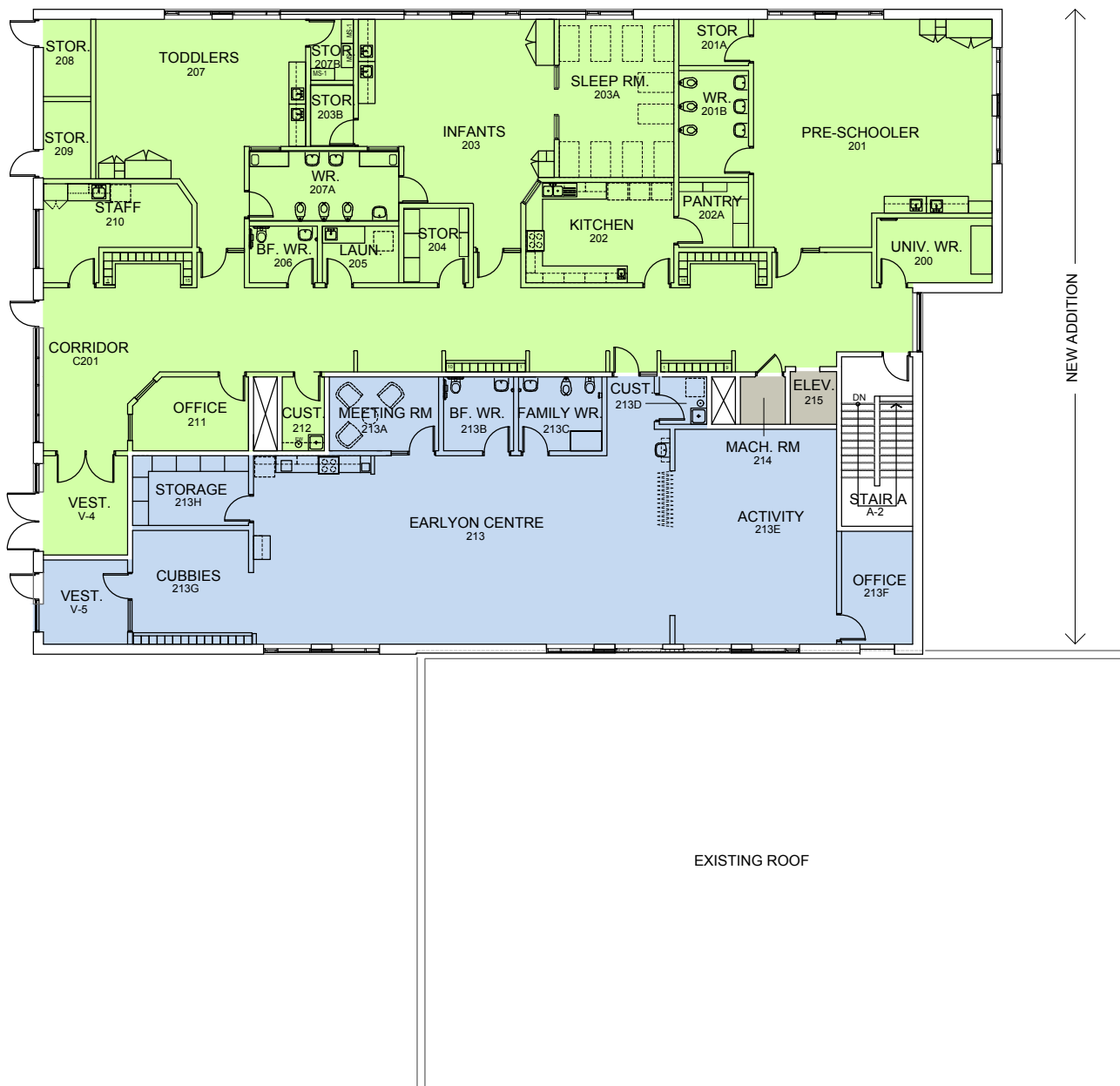
## 2.0 Drawings: site plan, floor plans, elevations



ST. MARK CES • Site Plan

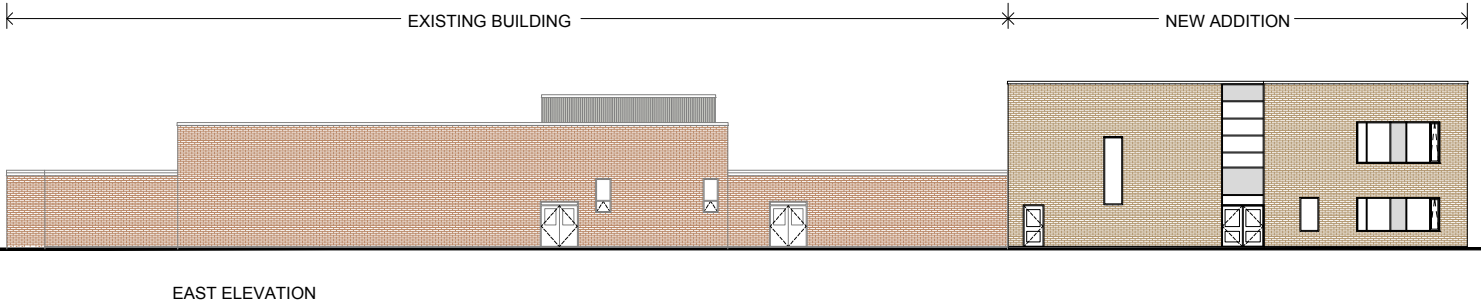
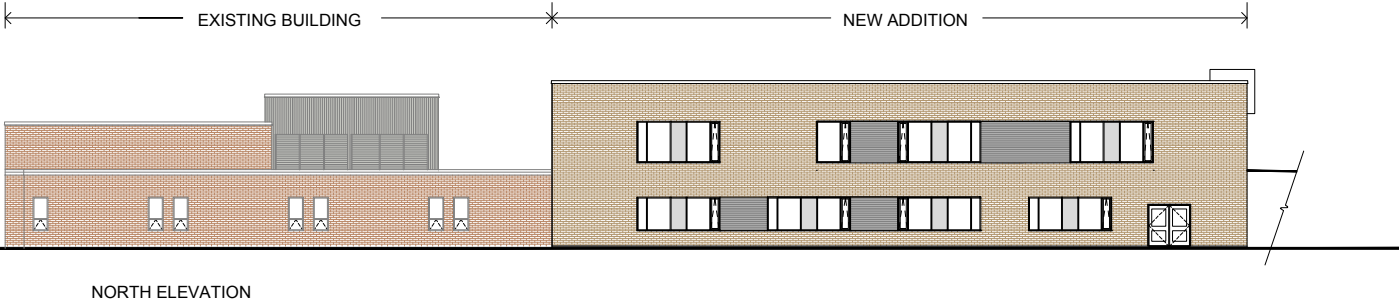
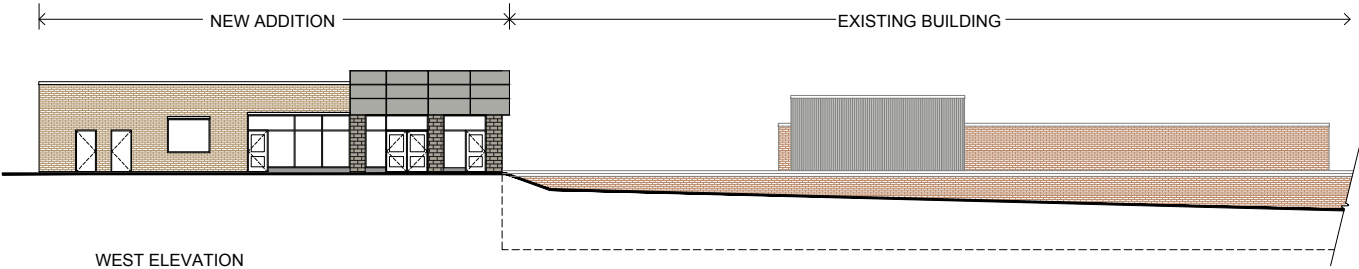


ST. MARK CES • First Floor Plan



ST. MARK CES • Second Floor Plan





ST. MARK CES • Elevations

### 3.0 Preliminary Project Information

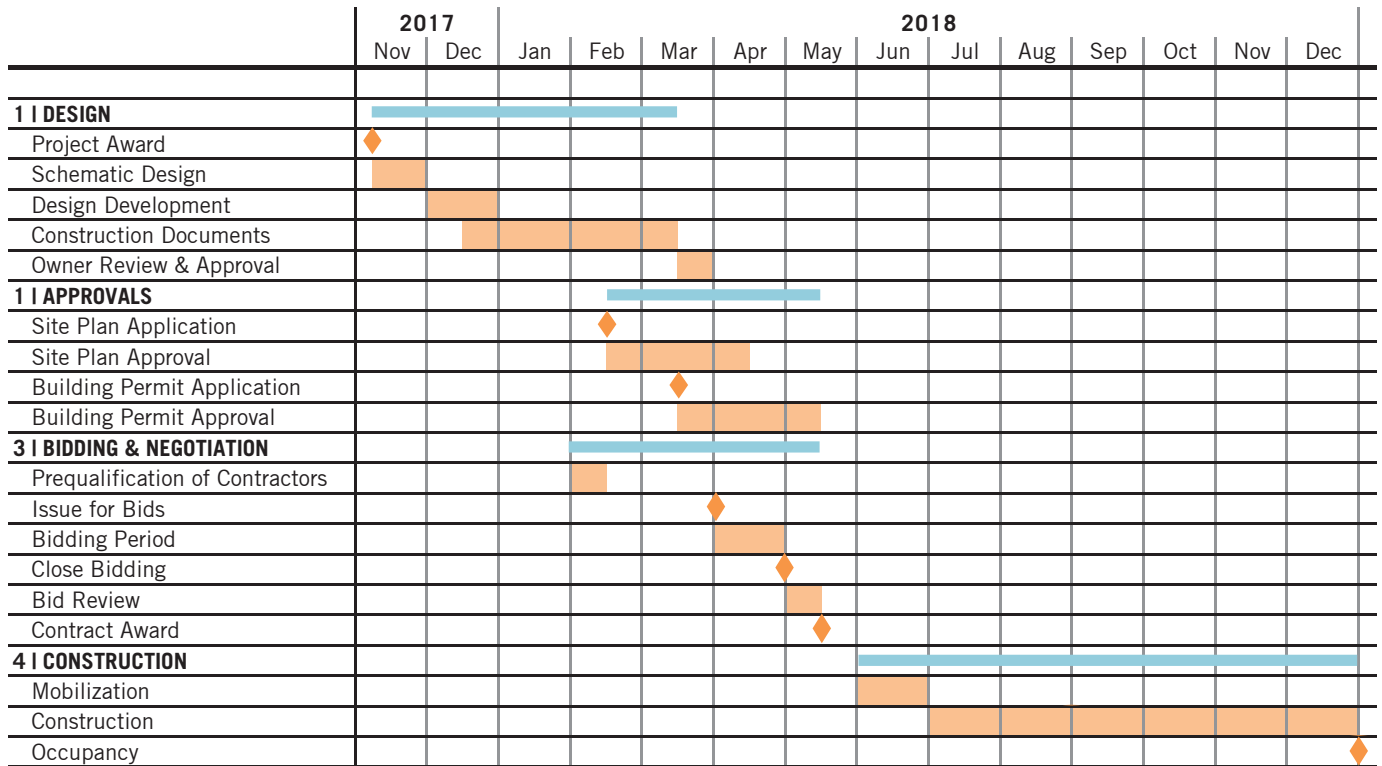
SITE	
Site Area	2.60 ha (26,000m <sup>2</sup> ) (6.42 acres)
Building Coverage	4,263.0 m <sup>2</sup>
Lot Coverage	13.15%
Parking	100

BUILDING	
First Floor GFA - New Addition	853.5 m <sup>2</sup> (9,187 ft <sup>2</sup> )
Second Floor GFA - New Addition	859.5 m <sup>2</sup> (9,252 ft <sup>2</sup> )
GFA - New Addition	1,713.0 m <sup>2</sup> (18,439 ft <sup>2</sup> )
Total GFA	4,263.0 m <sup>2</sup> (45,887 ft <sup>2</sup> )

PRELIMINARY BUDGET	
Construction	\$2,928,000
Professional Fees	
Inspections, soil test, surveys	
Site Plan & Building Permit fees	
Contingencies	
Furniture, Equipment & Computers	
Net H.S.T. (2.21%)	
Bridge Financing	
Total	

SCHEDULE	
Tender	March 29, 2018
Start of Construction	July 3, 2018
Occupancy	January 2, 2019

## 4.0 Project Schedule



## STAFF REPORT

## ITEM 9.1

### 2018-2019 BUDGET ESTIMATES SCHEDULE, OBJECTIVES AND CONSULTATION

#### PURPOSE:

To provide the Board of Trustees with information on the Ministry's 2018-2019 Grants for Student Needs (GSN) Regional Symposia and the 2018-2019 Budget Estimates schedule, objectives, and consultation approach.

#### COMMENTS:

#### 1. 2018-2019 Grants for Student Needs (GSN) Ministry of Education Regional Symposium for Education Funding (Appendix A)

On November 1, 2017, Halton Catholic District School Board attended the Ministry of Education's regional symposium. This engagement is to allow school boards the opportunity to provide input on the GSN and other education funding sources for the 2018-2019 school year.

In 2018-2019, the Ministry continues to focus on identifying innovative approaches that are within "fiscal realities" to deliver the key priorities identified in the *Achieving Excellence: A Renewed Vision for Education in Ontario*.

The Ministry of Education has four renewed education goals, as outlined on its website, at <http://www.edu.gov.on.ca/eng/about/excellent.html>. As in prior years, these goals will need to be considered when developing the Board's 2018-2019 budget:

- **Achieving Excellence:** Children and students of all ages will achieve high levels of academic performance, acquire valuable skills and demonstrate good citizenship. Educators will be supported in learning continuously and will be recognized as among the best in the world.
- **Ensuring Equity:** All children and students will be inspired to reach their full potential, with access to rich learning experiences that begin at birth and continue into adulthood.
- **Promoting Well-Being:** All children and students will develop enhanced mental and physical health, a positive sense of self and belonging, and the skills to make positive choices.
- **Enhancing Public Confidence:** Ontarians will continue to have confidence in a publicly funded education system that helps develop new generations of confident, capable and caring citizens.

In a Ministry Memorandum issued on October 10, 2017, (Appendix A) the Ministry announced that regional symposia on 2018-2019 Education Funding were scheduled during November 2017. Halton Catholic District School Board was represented by the Superintendent of Business Services and the Superintendent of Curriculum Services at the November 1<sup>st</sup>, 2017 Provincial Education event in Toronto. This session included discussions on the 2018-2019 Education Funding Engagement Guide (Appendix A) focusing on the following areas:

- Learning Opportunities Grant
- Pupil Accommodation Review and Community Planning and Partnership Guidelines
- Early Years Capital – Accommodation Costs
- Indigenous Education
- New Teacher Induction Program
- Leads funded by the Ministry
- Education Programs – Other Grants
- Identifying Efficiencies and Reinvestments

The regional symposia (formerly regional consultation), initiated in 2013, has made significant contributions to changes in the GSNs that affected the following areas:

- ✓ School facility operations and renewal grant, particularly the elimination over three (3) years of the top-up grant for underutilized schools
- ✓ Supported schools and geographic circumstances
- ✓ Learning Opportunities grant enveloping and increased reporting
- ✓ Declining Enrolment grant
- ✓ School Board Administration and Governance grant reallocation,
- ✓ Special Education grant reallocation, and
- ✓ Indigenous Education grant enveloping.

The Ministry has yet to communicate feedback from the 2018-2019 Education Funding symposia; however, it is expected that the GSN will be released by the end of March.

## **2. Budget Schedule (Appendix B)**

Appendix B is a timeline for the Board's Budget Estimates. The Budget Estimates process for 2018-2019 began with the Ministry of Education's Regional Symposia held during November 2017.

Staff have continued working on the 2018-2019 Budget Estimates process, building on cost savings and revenue increase opportunities identified as part of last year's budget estimates. The environmental scan outlined in section 4 of this report will form the foundation for the Trustee Budget Session to be scheduled during March 2018. The session will include the following areas for discussion and input:

- Provincial funding update;
- Budget progress update;
- 2018-2019 strategic priorities discussion;
- 2018-2019 Budget challenges and priorities discussion including:

- Environmental factors,
- Areas of focus in identifying savings,
- Areas of focus in identifying new revenues, and
- Review of feedback received from internal and external stakeholders.

The other key steps in the development of the 2018-2019 Budget include:

- The review of 2017-2018 departmental budgets (all non-salary/non-benefits) and development of 2018-2019 departmental (all non-salary/non-benefits) budgets during February 2018;
- The review of 2017-2018 salary and benefits budgets and development of 2018-2019 salary and benefit budgets during April 2018 (based on the March 31, 2018 enrolment count date);
- Regular meetings with Senior Staff, discussing the 2018-2019 budget development; and
- Regular Budget Estimates updates provided to the Board of Trustees culminating with the final Budget Estimates report submitted for Board's approval on June 19, 2018.

The Budget Estimates for 2018-2019 are due to the Ministry by June 30, 2018. The budget process and timelines are also listed on the Halton Catholic District School Board's public website, and can be accessed at <http://www.hcdsb.org/Board/Financial/Pages/default.aspx>. The school community, Catholic ratepayers, staff and the public are encouraged to participate in the Budget process either through submissions of comments and/or suggestions or completion of the online survey.

### **3. Budget Objectives (Appendices C and D)**

The Budget will be prepared with the following main considerations:

1. A list of budget challenges and priorities outlined in Section 4 of this report will need to be considered as part of the development of the Board's Budget Estimates.
2. Appendix C outlines a list of budget objectives previously developed and amended by Trustees as appropriate.
3. All budget objectives need to be considered as part of the development of the Board's Budget Estimates. These objectives represent the guidelines for developing the 2018-2019 Budget and allocating funds to the various expense categories based on identified needs.
4. In accordance with the budget objectives, staff plans to set aside sufficient funds to achieve a Working Funds Reserve of 2% of the operating budget over a 7-year period, to comply with the Ministry of Education's Risk Assessment Guidelines. The balance of this reserve as at August 31, 2017 is \$3.4 million or 1% of the Board's provincial allocation. It is further projected that, as of August 31, 2018, an additional \$0.5 million could be transferred to the reserve, with an estimating ending balance of \$3.9 million. Maintaining a Working Funds Reserve is essential, as unforeseen circumstances may occur during the year, resulting in financial loss to the Board. Examples of such circumstances include punitive damages as a result of legal action, sanctions and fines as a result of noncompliance with Health and Safety legislation, and identifying improprieties of the Board's assets.

5. The Ministry's Risk Assessment Analysis also identified the need for the Board to maintain a Capital Reserve Fund, and as a result, estimated revenues from community use of schools, childcare centres, facilities department savings and before/after care centres, will be transferred to the Capital Reserve Fund. Historically these allocations amount to \$2.0 million annually. This reserve is used to supplement school renewal/improvement projects that may not be covered by Ministry capital grants. As of August 31, 2017, the Capital Reserve Fund is \$7.4 million. The goal for 2018-2019 is to transfer an additional \$2.0 million into this reserve.
6. The Budget Estimates objectives and priorities must be aligned to the Board's Strategic Directions for 2018-2019, a snapshot of which has been included in Appendix D.

#### **4. 2018-2019 Budget Environmental Scan (Preliminary)**

Impacts on the budgeting process (in alphabetical order):

- Employee Benefits
  - The transitions to the Provincial Employee Life and Health Trusts (ELHTs) are expected to be completed within the 2017-2018 fiscal year;
  - The current funding gap remains;
  - It is anticipated that the Ministry will reduce funding to Halton Catholic District School Board to align with the provincial average of benefits costs;
  - Potential increase in Workplace Safety and Insurance Board (WSIB) costs due to changes in WSIB policy increased rates.
- Employment Standards Act
  - Changes to the Employment Standards Act, will lead to increased costs due to additional paid leaves (and the associated replacement cost) and the impact of the minimum wage rate increase for the provision of goods and services.
- Enrolment Trends
  - Areas of growth in the North contrasted with areas of decline in the South;
  - Additional schools and portables continue to be required in growth areas;
  - Increased school staffing costs to address enrolment growth and meet class size reduction requirements;
  - Increased school administration and staffing costs-per-pupil for areas with declining enrolment, due to maintaining empty spaces and loss of top-up funding;
  - Additional staffing required for smaller class sizes for optional programs (such as French Immersion and Gifted programs).

- Facilities
  - Increasing repair and maintenance costs for aging facilities and increasing utilities rates and usage levels, which are expected to exceed increase in GSN;
  - Phase-out of the top-up funding for underutilized schools, resulting in \$1.2 million of reduced funding over 3 years;
  - Ongoing need to invest in school renewal, preventative maintenance and condition improvement to maintain safe and effective learning environments across all schools.
- Information Technology
  - Pressures to increase spending due to growing need for IT resources and support. Network infrastructure, privacy and security are ongoing challenges within the current budget allocation.
- Pupil Accommodation Review Transition
  - Implementing the consolidation of St. John (O) Catholic Elementary School (CES) into St. Michael CES and Our Lady of Peace CES;
  - Implementing the consolidation of St. James CES and St. Joseph (O) CES.
  - Expected annual savings for 2018-2019 will partially offset the phase-out of top-up funding.
- Sick Leave
  - Continued increasing trend of sick leave costs, with no corresponding funding. Additional resources are required to effectively manage the Attendance Support Program.
- Special Education
  - Ongoing funding shortfall expected to continue;
  - Continuing to invest in system resources that support student independence and building system capacity.
- Transportation:
  - Transportation for optional programs (such as French Immersion and Gifted programs);
  - Estimated funding shortfall is \$330,000 as stated in 2017-2018 Revised Estimates; however, this is expected to increase and provincial funding adjustments are unknown.



## Next Steps

The next steps in the budgeting process include:

- Staff will review prior year budgets, staffing and enrolments from February to April, and identify budget pressures in light of the Education Funding consultation.
- Senior Staff will meet regularly to review the budget process.
- Public input and consultation through an online survey will be conducted February 14 to 26, 2018.
- A Trustee/Senior staff budget session will be scheduled for March to discuss budget challenges and priorities.
- The 2018-2019 Grants for Student Needs are expected to be released at the end of March, and a report to Trustees will be presented at the April 3, 2018 Regular Board Meeting.
- Budget presentation to the Special Education Advisory Committee (SEAC) scheduled for May 28, 2018.
- Budget update reports will be presented to Trustees during May and June, prior to presenting the final Budget Estimates at the June 19, 2018 Regular Board Meeting for Board approval.

## CONCLUSION:

Staff have begun the 2018-2019 Budget Estimates preparation process, in anticipation of the release of the GSN at the end of March 2018. The anticipated increased costs will present budget challenges; however the Board is committed to maintaining Halton Catholic District School Board's reputation for quality education combined with offering dynamic programming in safe and effective learning environments. Staff will provide updates to the Board as new information becomes available.

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

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

Education Labour and Finance Division  
Mowat Block  
900 Bay Street  
Toronto ON M7A 1L2

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

Division des relations de travail et du  
financement en matière d'éducation  
Édifice Mowat  
900, rue Bay  
Toronto ON M7A 1L2



October 10, 2017

Dear Colleagues,

By now, you will have received an invitation to attend the ministry's regional symposia. The symposia are taking place across the province between October and December 2017. This year, the education funding engagements will be one of four streams offered at the regional symposia.

We would like to encourage all Directors of Education to attend, along with 3 of their board colleagues (School Business Officials, applicable leads, etc.).

As in past years, this engagement will allow school board representatives to provide input on the Grants for Student Needs (GSN) and other education funding sources for the upcoming school year. If you wish to participate in the education funding stream, please [register online](#) to reserve your spot. As a reminder, please note that this year's French-language session will be held at the Toronto engagement.

The structure of the event will include table discussions focusing on both education funding and the specific areas listed below:

- Learning Opportunities Grant
- Pupil Accommodation Review and Community Planning and Partnership Guidelines
- Early Years Capital – Accommodation Costs
- Indigenous Education
- New Teacher Induction Program
- Leads funded by the ministry
- Education Programs – Other
- Identifying Efficiencies and Reinvestments

As usual, we have prepared a guide with key discussion topics to help structure the conversation. Please review the attached, *2018-19 Education Funding Engagement Guide*, in advance of the engagements as table discussions will focus on the topics and considerations outlined in the document. While the guide provides details on specific areas on which we are seeking feedback, the main purpose of these engagements is to hear from you. We encourage you to share your comments on the topics in this guide as well as any other areas you feel deserve further consideration.

As with previous years, we also welcome written submissions. Please provide your comments by December 1, 2017, directly to Dana Skalin, Education Funding Branch, Ministry of Education, at [Dana.skalin@ontario.ca](mailto:Dana.skalin@ontario.ca)

I look forward to hearing your views as we continue to work together on directions for the future of education funding in Ontario.

Sincerely,

*Original signed by*

Andrew Davis  
Assistant Deputy Minister  
Education Labour and Finance Division

cc: The Honourable Mitzie Hunter, Minister of Education  
Bruce Rodrigues, Deputy Minister of Education

Enclosure:  
2018-19 Education Funding Engagement Guide

# 2018-19 Education Funding Engagement Guide

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Ontario's publicly funded education system is recognized as one of the best in the world. Thanks to partnerships with communities and families, graduates become personally successful, economically productive and actively engaged citizens.

The Province's unprecedented investments in education have raised the high school graduation rate to a historic new high of 86.5 per cent. More students than ever before are obtaining a high school diploma and gaining the skills and experience required for the jobs of tomorrow.

As Minister, I want to take this opportunity to express my sincere gratitude to all of our partners in the education sector for coming together to discuss funding for the 2018-19 school year.

By working together, Ontario will continue to cultivate and develop a high-quality teaching profession and strong leadership at all levels of the system. Our education system will continue to promote success for all. It will be responsive, accessible, and integrated from early learning and child care to adult education.

This year, we will continue to focus on equity and accountability, but as always, remain committed to expanding the conversation based on your feedback. I am confident that together we can develop innovative ideas to build on our success. I encourage those who are interested to submit their feedback either in person or in writing.

Thank you once again for everything you do on behalf of Ontario's students and their families.

Sincerely,

A handwritten signature in black ink, appearing to be 'MH' with a stylized flourish at the end.

Mitzie Hunter, MBA  
Minister

Each year, as we work to address the funding challenges and opportunities for Ontario's students and their families, the ministry benefits from the expertise and insight of our partners. I truly appreciate the collaborative approach that is demonstrated by the sector during these engagements.

I am proud of the work we do each year to ensure education funding is effective, transparent and aligned with the needs of our communities. By staying focused on our shared goals of [Achieving Excellence, Ensuring Equity, Promoting Well-Being and Enhancing Public Confidence](#), we can continue to provide a high-quality system that benefits everyone.

This year, we have once again developed this engagement guide to assist with our conversations. I encourage you to share your ideas in person at the sessions or in writing. I look forward to reading all of the incredible feedback we will receive and continuing to strengthen our partnerships.

Thank you again for your dedication and hard work on behalf of Ontario's students and their families.

Sincerely,

A handwritten signature in black ink that reads "Bruce Rodrigues". The signature is written in a cursive, flowing style.

Bruce Rodrigues  
Deputy Minister of Education

## Introduction

An education system that is sustainable, responsible, transparent, and returns good value for public money inspires public confidence and contributes to positive student outcomes. By working with our education partners, Ontario is committed to ensuring that our publicly funded education system is accountable and efficient.

The annual education funding engagement is part of the Ministry of Education's ongoing commitment to work with the education community to review and improve current funding mechanisms.

*The Education Funding Engagement Guide* sets out specific priorities for discussion, including funding through the Grants for Student Needs (GSN), however as always, we remain open to conversations beyond the themes outlined in this guide.

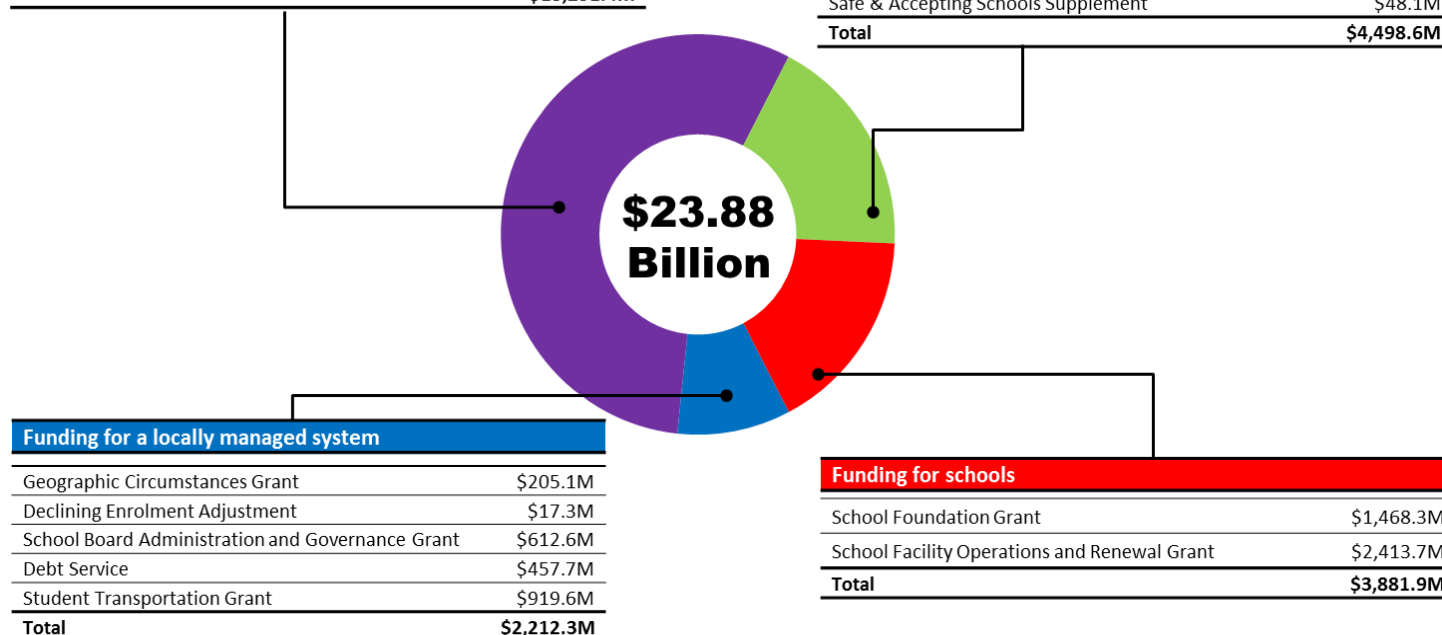
The GSN provides the financial foundation for the delivery of education programs and services to the students of Ontario. The ministry recognizes that conditions vary widely across Ontario. This is why local school boards have flexibility in how they use some GSN funding, within the overall accountability framework.

GSN funding can be broadly categorized into four areas of support:

## GSN 2017-18

Funding for classrooms	
Pupil Foundation Grant	\$10,806.4M
Continuing Education and Other Programs Grant	\$142.4M
Cost Adjustment & Qualifications and Experience Grant	\$2,302.6M
<b>Total</b>	<b>\$13,251.4M</b>

Funding for specific education priorities	
Special Education Grant	\$2,855.7M
Language Grant	\$765.0M
Indigenous Education Grant	\$66.3M
Learning Opportunities Grant	\$763.5M
Safe & Accepting Schools Supplement	\$48.1M
<b>Total</b>	<b>\$4,498.6M</b>



*Note: School authorities funding (\$34.3 million) are included in the total, but not in the pie chart. Figures may not add due to rounding.*



1. **Funding for classrooms** focuses on providing classroom resources;
2. **Funding a locally managed system** aims to ensure board leadership carries out focused activities to support alignment of resources which help schools and students strive to achieve excellence;
3. **Funding for schools** provides the resources to ensure schools have the leadership they need and are clean, well-maintained and efficient facilities for learning; and
4. **Funding for specific education priorities** speaks mainly to the *Achieving Excellence* goal of addressing priority areas of equity and well-being by, for example, meeting special education needs.

## 2017-18 Funding Highlights

In 2017-18, the ministry is allocating a projected \$23.88 billion through the GSN. In addition, the ministry will also be providing \$140.4 million in funding outside of the GSN through transfer payments known as Education Programs – Other (EPO). For more information, please see Memorandum 2017:B03 – 2017-18 School Year Education Programs – Other (EPO) Funding.

The 2017-18 GSN also reflects the implementation of the labour agreements ratified over spring 2017, as well as regular updates. Some key updates for 2017-18 include:

### Local Priorities Funding

As a result of the education sector labour discussions, the ministry is establishing a Local Priorities Fund (LPF) of \$223.2 million in 2017-18 to address a range of priorities including more special education staffing to support children in need, "at -risk" students and adult education.

### Class Size Investments

The government has committed to invest in reducing class size in FDK (\$16.7 million) and Grades 4 to 8 (\$39.6 million).

### Plan to Strengthen Rural and Northern Education

Starting in September 2017, the ministry is investing an additional \$20 million through the Rural and Northern Education Fund as an enhancement to the GSN. This funding will be dedicated for school boards to further improve education for students from rural communities.

The ministry also committed to fully review and update the pupil accommodation process and to provide increased funding for co-operation between school boards including planning and building joint-use schools.

### Indigenous Education

The ministry is enveloping the Per-Pupil Amount (PPA) allocation of the Indigenous Education Grant, and is updating the rules around the hiring of the full-time Indigenous lead.

The ministry is also changing the name of the First Nation, Métis, and Inuit Education Supplement and its allocations as per the figure below:

Former Title		New Title (2017-18)
First Nation, Métis and Inuit Education Supplement	→	Indigenous Education Grant
Native Languages Allocation	→	Indigenous Languages Allocation
First Nation, Métis and Inuit Studies Allocation	→	Indigenous Studies Allocation

### **School Foundation Grant (SFG)**

The government is making additional investments in supports for school administration through the SFG:

- Multi-Building Adjustment
- French-Language Board Adjustment
- Campus Definition Change

These changes are projected to result in a net investment in the GSN of approximately \$4.6 million in 2017-18, while the total SFG is projected to be \$1.47 billion.

For more information on the 2017-18 GSN, please refer to the [technical guide](#).

## About this Engagement

We are providing this Engagement Guide in advance of face-to-face discussions to ensure our partners have sufficient time to consider the details of the specific areas for which we are seeking feedback. Engagement sessions will take place through fall / winter 2017.

The ministry recognizes that there are a number of topics to be covered at the engagement sessions, and there may be times when our stakeholders have more to contribute than the time allows. To this end, we are offering all of our education stakeholders the opportunity to submit further feedback through written submissions, which will be included in the Education Funding 2018-19 Summary Discussion Report.

Discussion summaries of past engagement sessions are available on the [Education Funding page of the ministry website](#).

In order to ensure your feedback is included in the summary, please forward your submission by Friday, December 1, 2017 to:

Dana Skalin  
[Dana.skalin@ontario.ca](mailto:Dana.skalin@ontario.ca)

Senior Policy Advisor  
Education Funding Branch  
Ministry of Education

## Other Engagements

Each year, the ministry holds discussions with education partners, outside of the annual funding engagements, to discuss both policy and funding mechanisms. Some of the current discussions follow:

### Tuition Agreements

An education services (tuition) agreement provides for the admission of First Nation pupils ordinarily resident on reserve to a publicly funded school on the payment of a fee. Section 188 of the *Education Act* authorizes, but does not require, district school boards to enter into these agreements with the Government of Canada or a First Nation. While some agreements may contain some similar components, individual First Nation communities and school boards develop their own agreements and working relationships. A board may have different agreements with two or more First Nations. Individual First Nations and district school boards decide on the terms of the agreement, within the context of the calculation of fees regulation under the *Education Act*. The ministry, school board representatives and First Nation partners are working together, beginning in fall 2017 to review the process for developing tuition and reverse tuition agreements in order to support First Nation communities and school boards in the negotiation and administration of these agreements.

### Student Transportation

In response to the Auditor General's recommendation that the Ministry of Education revisit the current student transportation funding formula, the ministry will proceed with a 12 to 18 month multi-stakeholder engagement to solicit input and feedback to renew the vision of student transportation in Ontario. This renewed vision will focus on how transportation services can best support the goals of the education system. The renewed vision will also provide guidance for future policy development on matters such as funding and accountability. The ministry is working with the executive co-leads to determine the engagement process and timeline. More details will be communicated in the coming months.

### Early Years Capital Funding Benchmarks

The Ministry of Education is committed to creating more accessible, affordable, high-quality early years programs for families. Ontario has committed to creating access to 100,000 new licensed child care spaces for children aged 0 to 4 over the next five years. To determine capital funding for school-based early years projects, the ministry is currently using the full-day kindergarten (FDK) elementary school capital benchmarks along with a site-specific geographic adjustment factor (GAF). Some school boards have told us that the current requirements are not always suitable for early years projects. To help address this issue, the ministry is establishing an expert panel on Early Years Capital Standards in Schools, comprised of representatives from school boards, municipalities and early years operators which will provide advice and recommendations to the government on capital funding methodology for school-based early years projects, as well as best practices for the optimization of early years capital design, planning, and construction in schools across Ontario.

## **Benefits Technical Advisory Committee**

A Technical Advisory Committee (TAC) will be established to discuss a go-forward approach to funding benefits within the GSN. The TAC will review all benefits, including Statutory, Health, Life, and Dental. The TAC will include school business officials and financial experts from the Trustee Associations. The TAC will convene in the fall of 2017.

## Learning Opportunities Grant (LOG)

The Learning Opportunities Grant (LOG) provides funding for a range of programs to help students who are at a greater risk of poor academic achievement.

The LOG provides funding for a range of programs to help students who are at a greater risk of poor academic achievement.

The total LOG is projected to be \$763.5 million in 2017-18.

The Learning Opportunities Grant comprises:

1. Demographic Allocation – \$358.2 million,
2. Mental Health Leaders Allocation – \$8.9 million,
3. Local Priorities Fund - \$223.2 million,
4. School Authorities Amalgamation Adjustment – \$0.6 million,
5. Literacy and Math Outside the School Day Allocation – \$17.5 million,
6. Student Success, Grades 7 to 12 Allocation – \$60.6 million,
7. Grade 7 and 8 Literacy and Numeracy and Student Success Teachers – \$22.1 million,
8. School Effectiveness Framework Allocation – \$18.6 million,
9. Ontario Focused Intervention Partnership (OFIP) Tutoring Allocation– \$8.3 million,
10. Specialist High Skills Major (SHSM) Allocation – \$18.7 million,
11. Outdoor Education Allocation – \$17.1 million; and
12. Library Staff Allocation– \$9.8 million

Allocations 5 -11 are currently enveloped under the Student Achievement Envelope.

Boards may use the allocations in the Student Achievement Envelope for these programs only; however, there is some flexibility in how boards may use the funds, as long as the funds in total are spent on the seven programs in the envelope.

The Library Staff Allocation (#12) of LOG is enveloped separately from the Student Achievement Envelope, as library staff funds must be spent on library staff.

### Considerations

1. Should all of the allocations in LOG be enveloped?
2. Are there any other components of LOG that need to be updated, and how?

## Demographic Allocation

The largest portion of LOG funding is flowed through the Demographic Allocation, which provides funding based on social and economic indicators that are associated with students having a higher risk of academic difficulty. This allocation supports boards in offering a wide range of locally determined programs for these high risk students.

## Allocation Method

Funding for the Demographic Allocation provides a greater share of funding to boards with the largest number of students at risk because of social and economic factors or because the students have arrived in Canada recently.

The following socio-economic indicators have been derived from 2006 Census data:

Indicator	Description (2006 Census)	Weight
Low Income	Percentage of school-aged children in households with income below the low income cut-off (LICO) point.	50%
Recent Immigration	Percentage of school-aged children who immigrated to Canada between 2001 and 2006.	25%
Low Parental Education	Percentage of the adult population having less than a high school diploma or equivalent.	12.5%
Lone Parent Status	Percentage of school-aged children in a household led by a single parent.	12.5%

The Demographic Allocation is calculated as follows:

$$\text{School LOG Funding} = \text{School Funding Units} \times \text{Funding Unit Value}$$

$$\text{Funding Unit Value} = \frac{\text{Total Funding Available}}{\text{Total Funding Units}}$$

## Considerations

1. Are the socio-economic indicators included in the calculation for the Demographic Allocation appropriate?
2. Is the indicator weighting for the Demographic Allocation appropriate?

## Pupil Accommodation Review Guideline (PARG) / Community Planning and Partnerships Guideline (CPPG)

As part of the province's [\*Plan to Strengthen Rural and Northern Education\*](#) the ministry committed to strengthening its PARG and to support improved co-ordination of community infrastructure planning, which includes revising the CPPG.

The plan responds to feedback received during the government's rural engagement in spring 2017 and aims to better support:

- Quality rural education;
- Sustainable use of school space in rural communities; and
- Decision-making around school closures.

The ministry's proposed revisions to the PARG aim to create a stronger, more collaborative process that better promotes student achievement and well-being and better recognizes the impact of school closures on rural communities. The ministry proposes to achieve this by considering the elements below.

Revising Pupil Accommodation Review (PAR) timeframes:

- Extending the current minimum PAR timeframe beyond five months;
- Eliminating the minimum modified PAR timeframe of three months; and/or
- Further extending time-frames under specific circumstances, such as if new closure recommendations are added mid-way through the accommodation review process.

Introducing minimum requirements for the initial staff report by requiring school boards to include:

- At least three accommodation options (a recommended option, an alternative option and a status quo option).
- Information on how accommodation options will impact:
  - School board budget;
  - Student programming /achievement;
  - Student well-being; and
  - Community and/or economic impact.

Promoting community input in the PAR processes by requiring:

- School boards to invite elected municipal representatives and municipal staff to a meeting to discuss the initial staff report;
- School boards to disclose municipal participation / non-participation in PAR and Community Planning and Partnership (CPP) processes;
- A broader role for trustees throughout the PAR process, beyond ad hoc membership of Accommodation Review Committees, hearing public delegations and making the final decision; and
- A participatory role for secondary student representatives in PARs involving secondary schools.



Reforming the PAR administrative review process by:

- Extending the timeframe to submit an administrative review petition from 30 to 60 calendar days; and
- Reviewing the signature thresholds and requirements for launching an administrative review request.

Developing ministry supports, such as:

- A PAR toolkit to standardise type and format of initial staff report information;
- A template for use by community partners to engage boards with proposed alternatives to school closures or other proposals for community use of schools; and
- New support for the review and validation of initial staff report information and community proposals by independent third parties.

The ministry is also supporting improved co-ordination of community infrastructure planning by working with partner ministries and key stakeholders on the following three initiatives:

- 1) Building upon the Ministry of Municipal Affairs' ongoing integrated local planning work to better facilitate local relationships and partnerships, including between school board and municipal governments, particularly in rural and northern communities.
- 2) Revising the CPPG to:
  - Better align with integrated local planning processes;
  - Encourage joint responsibility for integrated community planning, with a focus on communication between school boards, municipal governments and community partners about boards' capital plans;
  - Highlight the potential for community use of open and underutilized schools; and
  - Require that boards disclose municipal participation and non-participation in CPPG meetings.
- 3) Continuing its ongoing work with the Ministry of Infrastructure to support delivery of recommendations in *Community Hubs in Ontario: A Strategic Framework and Action Plan*, for example, by providing information to support:
  - The Community Hubs Mapper (<http://gis.communityhubsontario.ca/>)
  - The Community Hubs Surplus Property Transition Initiative (<https://www.ontario.ca/page/community-hubs-0#section-0>)

## Considerations

1. Do you think the ministry's proposed revisions to the PARG will create a stronger, more collaborative process?
  - a. If not, why? Are there other elements the ministry should consider?
  - b. If yes, do you have suggested improvements or comments on the elements being proposed?
2. Do you think the above measures to support improved coordination of community infrastructure planning will work to promote sustainable use of school space in communities??
  - a. If not, why? Are there other elements the ministry should consider?

- b. If yes, do you have suggested improvements or comments on the elements being proposed?
3. When making decisions about school infrastructure within communities, what measures could be helpful to fostering collaboration and cooperation between municipalities and school boards?

## Early Years Capital

### Accommodation Costs

Ontario schools have been prioritized as preferred early years locations, which can increase pressure on schools to address accommodation costs and sustainability for early years providers in schools. The ministry wants to ensure that we proactively address concerns which may arise when locating programs in schools, including accommodation costs and a potential lack of consistent and long-term sustainability for their occupancy.

Early years providers face a wide range of accommodation costs depending on the school board from which they lease.

The ministry is establishing a working group on Early Years Accommodation Costs in Schools, comprised of representatives from school boards, municipalities and early years operators which will provide advice and recommendations on early years accommodation cost transparency and methodology in schools. They will also provide advice to address sustainability issues for early years providers in schools. Feedback provided from our education partners, through the GSN engagement, will be shared with the group.

### Considerations

1. What operational costs should be included when calculating accommodation costs in schools? What shouldn't be included?
2. How can access and affordability to programs be improved?
3. What initiatives or policies should the ministry consider as it develops accommodation costs strategies for early years programs?

## Indigenous Education

### Enveloping the Per-Pupil Amount (PPA) Allocation of the Indigenous Education Grant

In 2017-18, the ministry is enveloping all of the PPA Allocation of the Indigenous Education Grant to ensure this funding is used to support programs and initiatives aimed at improving Indigenous student achievement and well-being and improving the knowledge and awareness of all students about First Nation, Métis and Inuit traditions, cultures and perspectives.

#### Considerations

1. Is the envelope effective in assisting boards to support programs and initiatives aimed at improving Indigenous education?

### Updates to the Lead Position in 2017-18

All boards must allocate at least 1.0 FTE for the dedicated Indigenous Education Lead position. The Lead must be hired full-time and must be dedicated only to this role. Exceptions may be determined by the ministry in collaboration with school boards for geographic reasons (northern and rural boards). The Lead will work closely with senior board administration to implement the *Ontario First Nation, Métis, and Inuit Education Policy Framework* (2007) (Framework). Each school board will also be required to identify a Supervisory Officer who is accountable for the implementation of the Framework, and has oversight for the work of the Lead if s/he is not a Supervisory Officer.

#### Considerations

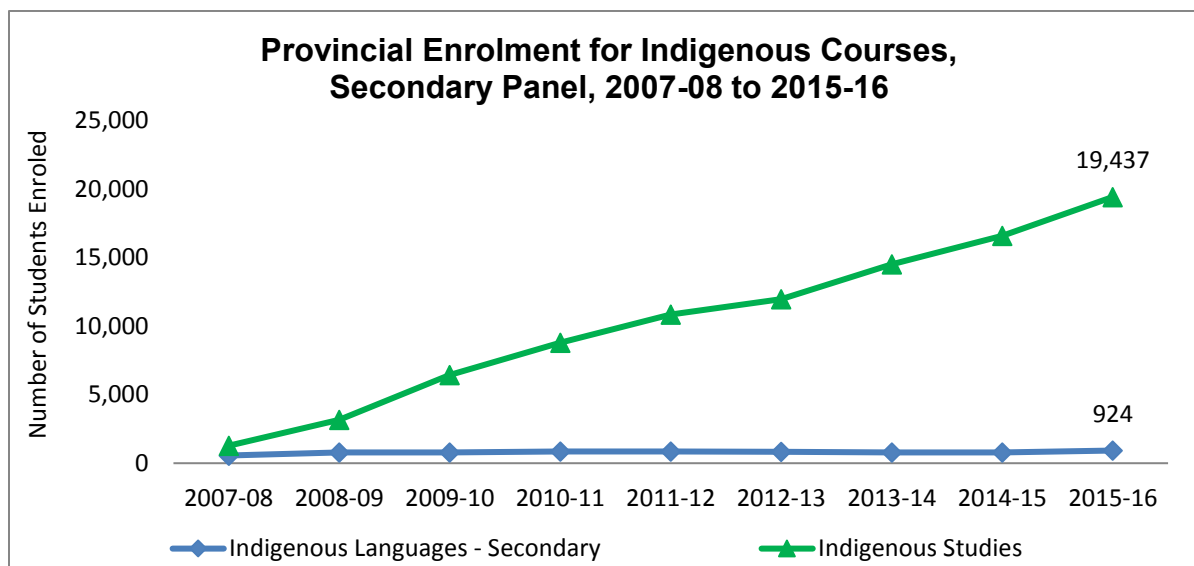
1. How successful has your lead been at working with the community?
2. What aspects of the Framework (See *appendix A*) have benefited from hiring a dedicated Lead?
3. Is the Lead's name and contact information publicly available on your board's website?

### Class Size Benchmarks for Indigenous Languages & Indigenous Studies Programs

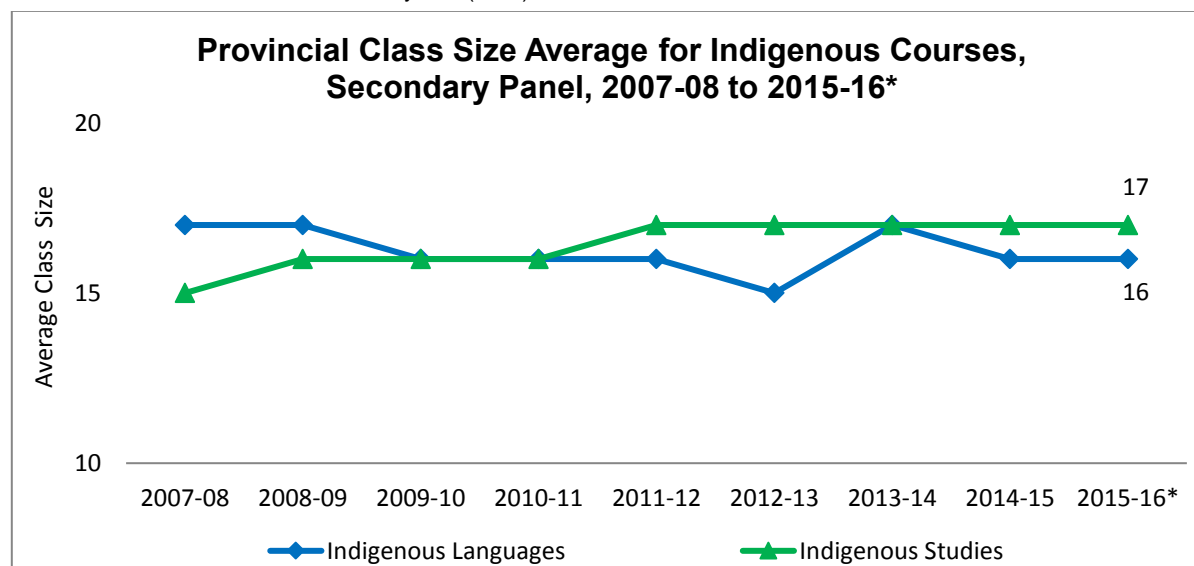
The Indigenous Education Grant was introduced in order to support broad Indigenous education and learning outcomes. Additional funding was introduced by the ministry for Indigenous Languages and Indigenous Studies to encourage school boards to offer these courses despite limited enrolment. Initially, the funding was scaled to an average class size of 8. With enrolment in these courses having increased significantly, in 2011-12 the funding benchmarks were revised to recognize an average class size of 12. While the Indigenous Languages and Indigenous Studies allocations are scaled to fund an incremental average class size of 12 pupils, the ministry does not dictate a minimum class size of 12.

Boards have the flexibility to make decisions about program delivery and staffing to meet the needs of their students and local priorities. As such, boards may organize these classes as deemed appropriate, with the expectation that some classes may be larger and others smaller than the stipulated average. Further, school boards are

funded to deliver a range of compulsory and elective courses. Pages 51 and 52 of the Ministry of Education's 2017-18 Education Funding Technical Paper outline the formula used to calculate funding for these courses.



**Source:** Education Finance Information System (EFIS) 2007-08 to 2015-16



**Source:** As reported by schools in the Ontario School Information system (OnSIS), 2007-08 to Preliminary 2015-16.

\*Data for 2015-16 is preliminary and subject to change.

**Notes:** Data includes only classes where all students in the class are being taught an Indigenous Language/Indigenous Studies course.

## Considerations

1. Should class size funding benchmarks for Indigenous Languages be changed?
  - a. If yes, what should the new benchmark be, and why?
  - b. If no, why?
2. Should class size funding benchmarks for Indigenous Studies be changed?
  - a. If yes, what should the new benchmark be, and why?
  - b. If no, why?

## Accountability Measures and Technical Updates

### Expanding the New Teacher Induction Program (NTIP)

NTIP supports the growth and professional development of new teachers. It is a step in a continuum of professional learning for teachers to support effective teaching, learning, and assessment practices. It provides another full year of professional support allowing new teachers to continue developing the requisite skills and knowledge that will support increased success as teachers in Ontario.

By helping new teachers achieve their full potential, the NTIP supports Ontario's vision of achieving high levels of student performance and consists of the following induction elements:

- Orientation for all new teachers to the school and school board
- Mentoring for new teachers by experienced teachers
- Professional development and training in areas such as:
  - Literacy and Numeracy strategies, Student Success, Safe Schools, and Politique d'aménagement linguistique in French-language boards
  - Classroom management, effective parent communication skills, and instructional strategies that address the learning and culture of students with special needs and other diverse learners.

As of 2009-10, beginning Long Term Occasional (LTO) 97-day teachers were included in the induction elements of the NTIP.

For the purposes of the NTIP, a “beginning 97-day LTO teacher” is defined as a certified occasional teacher who is in his or her first long-term assignment, of 97 or more consecutive school days as a substitute for the same teacher.

Ontario Regulation 274/12 requires first year LTO teachers with 4 month (80 day) assignments to have an Occasional Teacher evaluation. These teachers, even though they are also beginning and teaching in the classroom, are not currently eligible to receive support through the NTIP as they fall below the current NTIP definition of 97 days.

### Considerations

1. In order to close the support gap, should “4 month (80 day) LTO’s” be eligible to participate in the induction portion of NTIP?
  - a. Why or why not?

### NTIP Allocation

In 2017-18, school boards will receive funding for the NTIP Allocation that is the lesser of \$50,000 per board plus \$1,490.49 multiplied by the number of teachers on Rows 0, 1, and 2 of a board's Teacher Qualifications and Experience Grid with movement in 2016-17, or a board's expenditure for NTIP in 2017-18. Boards are expected to use NTIP funding for eligible NTIP expenditures and are required to meet NTIP requirements according to legislation and the New Teachers Induction Program: Induction Elements Manual.

## Considerations

1. Should boards have the flexibility to use NTIP funding to support teachers in their first 5 years with assignments outside NTIP's current mandatory eligibility?
  - a. Why or why not?
  - b. If yes, what type of teachers should be eligible to participate?
    - i. teachers with multiple LTO contracts
    - ii. daily occasional teachers and teachers on short-term contracts
2. Should boards have the flexibility to use NTIP funding to direct extra support to FLL/FSL teachers, who are in such high demand that they often land permanent work immediately following graduation?

## Leads

Currently, various Leads are funded by the ministry through different mechanisms, and carry with them different levels of accountability. Some leads are dedicated roles, or enveloped, or funded at the Supervisory Officer (SO) level or calculated using Average Daily Enrolment (ADE). See *appendix B for full details on Leads*.

Title	Notes
Mental Health Lead	Enveloped. Funded through GSN, one per board.
School Effectiveness Lead	Enveloped under the School Effectiveness Framework Allocation. Funded through the GSN.
Student Success Lead	Partially enveloped under the Student Achievement Envelope. Dedicated. Funded through GSN, one per board.
Indigenous Education Lead	Dedicated. Enveloped. Funded through GSN, one per board. Boards must also identify a Supervisory Officer to oversee work if the Lead is not at the SO level.
Technology Enabled Learning and Teaching Contact	One contact per board, funded through GSN as part of the larger School Board Administration and Governance Grant, but the role itself is not enveloped.
Community Use of Schools: Outreach Coordinator	Funded through EPO, minimum one per board, not dedicated, coordinators may have duties outside this role. Enveloped as part of the specific list of items eligible under the transfer payment agreement.
Early Years Lead	Funded through EPO to support a minimum of 1.0 FTE, at the SO level, one per board. Part of the larger Early Years Strategy envelope.

## Considerations

1. Should all leads be dedicated? (Meaning they can only be leads and unable to carry another role as teacher, principal etc.)
2. Should all leads be limited to a FTE that can only be held by one individual? (no part-time job sharing)

3. Should funding for all leads be enveloped?
4. Are there additional leads that the ministry should consider funding directly?
5. Are all leads currently fully utilized?

## EPOs

The ministry continues to evaluate opportunities to streamline and strategically bundle additional EPO programs into the GSN. This will be done with the intent of reducing administrative burden and aligning program implementation with ministry priorities, while ensuring strong accountability and value for money. *See appendix C for the full list.*

### Considerations

1. Which EPOs, if any, should be moved into the GSN?
  - a. How could accountability for those grants be ensured?
2. Which grants should be moved out of the GSN?
  - a. How could accountability for those grants be ensured?
3. Should additional portions of the GSN be enveloped?
  - a. If so, which areas and why?

## Identifying Efficiencies and Reinvestments

There has been over a decade of significant investments by the province in public education. Total operating funding has increased by \$9.4 billion (66 per cent) since 2002-03. Per-pupil funding has increased by 68 per cent over the same period. The ministry continued this investment despite a period which saw significant enrolment decline.

In 2016-17, enrolment in Ontario schools returned to a position of overall growth, and provincial demographic projections of the school aged population suggest continued growth in the coming years. However, enrolment patterns vary across the province. Currently, 39 of 72 boards have declining enrolment from the previous school year.

Going forward, program funding in the education sector will need to continue to be managed carefully, while ensuring reinvestments are supporting every child and reaching every student.

### Considerations

1. What are the areas where there is potential to find new efficiencies and savings?
2. Where might reinvestments be most effective in supporting ongoing efficiencies or improving programs?

## Conclusion

Through this Funding Engagement Guide, the ministry is seeking to speak to all of our education stakeholders to hear their views, ideas and concerns about future directions for education funding in Ontario.

Input from the sector is important for many reasons – not least that it highlights the local achievement, innovation and creativity that is a hallmark of public education throughout our province.

The ministry welcomes your feedback, your leadership, and your ongoing partnership.

Thank you.



## Resources

More detail about GSN funding may be found on the [Education Funding, 2017-18 page of the ministry website](#). The documents there include:

- 2017-18 Education Funding: A Guide to the Grants for Student Needs;
- Technical Paper 2017-18;
- School Board Funding Projections for the 2017-18 School Year;
- 2017-18 Education Funding: Discussion Summary;
- Memorandum 2017: B04 – Grants for Student Needs Funding for 2017-18; and
- Memorandum 2017: B10 – Updates to the Grants for Student Needs Funding for 2017-18.

Additional resources include:

- Further information about EPO allocations may be found in [Memorandum 2017: B03 – 2017-18 School Year Education Programs – Other \(EPO\) Funding](#); and
- The [Plan to Strengthen Rural and Northern Education](#).

## Appendix A – The Ontario First Nation, Métis, and Inuit Education Policy Framework

Ontario's Indigenous Education Strategy is helping First Nation, Métis, and Inuit students achieve their full potential. The Framework is a key part of the strategy and aims to:

- Increase the capacity of the education system to respond to the learning and cultural needs of First Nation, Métis, and Inuit students;
- Provide quality programs, services, and resources to help create learning opportunities for First Nation, Métis, and Inuit students that support improved academic achievement and identity building;
- Provide a curriculum that facilitates learning about contemporary and traditional First Nation, Métis, and Inuit cultures, histories, and perspectives among all students, and that also contributes to the education of school board staff, teachers, and elected trustees; and
- Develop and implement strategies that facilitate increased participation by First Nation, Métis, and Inuit parents, students, communities, and organizations in working to support academic success.

## Appendix B - Leads and Coordinators

### **Mental Health Leads**

In 2014-15, the ministry began providing funding through the GSN to support the salary and benefits costs of a Mental Health Leader position in each school board. In 2017-18, these positions will be funded at \$123,112.71 per board. In addition, one Mental Health leader will be funded and shared by all four isolate boards. This funding will be enveloped to ensure that each board has at least one Mental Health Leader.

### **School Effectiveness Leads**

The School Effectiveness Framework supports elementary schools and boards in assessing school effectiveness so that plans for improvement can be put in place. In each school board, School Effectiveness Leads are responsible for the organization, administration, management, and implementation of the Framework. In 2017-18, each board receives a base amount of \$176,992 plus an additional \$176,992, if the elementary ADE of the board is greater than 85,000, plus a per-pupil release time amount of \$2.78, calculated using total elementary and secondary ADE.

### **Student Success Leads**

In 2017-18, \$60.6 million is being provided for the Student Success, Grade 7 to 12 Allocation to assist students who may not otherwise achieve their educational goals. This funding is to be used to enhance preparation of students for passing the Grade 10 literacy test, and to increase opportunities for students to participate in successful school-to-work, school-to-apprenticeship, or school-to-college program pathways. In 2017-18, the ministry is providing each board with \$176,992 for a dedicated leader to assist schools in developing programs to improve student success.

### **Indigenous Education Leads**

In 2017-18, all boards must allocate at least 1.0 FTE for the dedicated Lead position at a rate of at least \$84,083.77. The Lead must be hired full-time and must be dedicated only to this role of the Lead. Exceptions may be determined by the ministry in collaboration with school boards for geographic reasons (northern and rural boards). The Lead will work closely with senior board administration to implement the Framework. Each school board will also be required to identify a Supervisory Officer who is accountable for the implementation of the Framework, and has oversight for the work of the Lead if the Lead is not a Supervisory Officer.

### **Community Use of Schools: Outreach Coordinators**

Funding is allocated to enable school boards to hire Outreach Coordinators who help ensure the effectiveness of the Community Use of Schools program at the local level through activities such as program coordination, outreach, information sharing, and data collection. The Community Use of Schools program helps all schools offer affordable access to indoor and outdoor school space to not-for-profit groups outside of school hours.

### **Early Year Leads**

Funding will be allocated to school boards to support a minimum of 1.0 FTE of the Early Years Lead position, funded at the Supervisory Officer level. The primary role of this

position is to provide system-wide leadership for the *Ontario Early Years Policy Framework*.

### **Technology Enabled Learning and Teaching Contact**

In 2017-18, \$7.6 million in funding will provide each school board with one Technology Enabled Learning and Teaching Contact (TELT) to support the transformation of learning and teaching in the physical and virtual environment. The funding is based on a fixed amount of \$105,000 for each board and will cover salaries, benefits and travel costs.

## Appendix C - EPO Tables

Programs for 2017-18	Amount (\$M)
Autism Supports and Training	3.0
Autism: Supporting Transition to the New Ontario Autism Program	8.9
Board Leadership Development Strategy and Mentoring for All Fund	4.8
Community Use of Schools: Outreach Coordinators	6.4
Community Use of Schools: Priority Schools	7.5
Early Year Leads Program	8.9
Equity and Inclusive Education - Parent Engagement	0.9
Focus on Youth Program	8.0
French-Language eLearning Strategy	0.2
French-Language School and Student Support Grades 7 to 12	0.03
Gap Closing in Literacy Grades 7-12	1.7
Indigenous Four Directions	0.2
Indigenous Learning and Leadership Gatherings	0.3
Indigenous Re-engagement	0.1
Indigenous Support and Engagement Initiative	1.9
International Education	0.4
Managing Information for Student Achievement (MISA)	1.4
Politique d'aménagement linguistique (PAL) Initiatives	0.1
Professional Development	3.5
Re-engagement (12 & 12+)	1.2
Renewed Math Strategy K-12	55.0
Special Education - French-Language District School Boards	5.0
Specialist High Skills Major (SHSM)	6.6
Student Engagement	1.6
Support French Language Literacy Strategies	0.2
Supporting Implementation of Policies and Programs	0.4
Supporting Implementation of Revised Kindergarten Program and the Addendum to Growing Success	0.5
Teacher Learning and Leadership Program (TLLP)	4.4
Tutors in the Classroom	1.2
Well-Being: Safe, Accepting and Healthy Schools and Mental Health	6.4
<b>Total</b>	<b>140.4</b>

Halton Catholic District School Board  
**2018-19 Budget Estimates Schedule**

Date	Completed	Item	Description of Activity
September 18th	✓	Ministry Memorandum 2017:SB28	District School Board Enrolment Projections for 2018-19 to 2021-22 memorandum issued
October 17th	✓	ADM Memorandum	Ministry invitation to Education Funding consultation sessions
November 1st	✓	Provincial Consultation (Regional Symposium)	Ministry consultation on 'Education Funding'
November 24th	✓	Ministry Memorandum 2017:SB28	District School Board Enrolment Projections for 2018-19 to 2021-22 submitted to the Ministry
January 22nd	✓	Budget Estimates Schedule & Objectives	Discuss 2018-19 Budget Estimates Schedule & Objectives at Administrative Council
February 2nd	✓	Budget Process Memorandum	Distribute the 2018-19 Budget Process Memorandum to Superintendents, Administrators, Managers
February 2nd	✓	Departmental Budget Reviews	Distribute Budget Input Package to Departments
February 6th		Budget Estimates Schedule & Objectives	Present 2018-19 Budget Estimates Schedule & Objectives and Provincial Consultation to the Board
February 14th		Public Consultation (Online Survey)	Open online survey on 2018-19 Budget Estimates Process
February 16th		Departmental Budget Reviews	Receive Budget Submissions from Departments (by this date)
February 26th		Public Consultation (Online Survey)	Close online survey on 2018-19 Budget Estimates Process
February 26th		Budget Update	Budget Estimates Update (Administrative Council) / Approval of Program Enhancements
February 28th		Departmental Budget Reviews	Complete Budget Review Meetings with Departments (by this date)
March 1st		Budget Survey	Review and collate results of online budget survey
March 6th		Budget Update	Present the Board of Trustees the results of the Online Survey
March TBD		Trustee Budget Consultation Session	2018-19 Budget Estimates: Trustee/Senior Staff Budget Consultation Session
March 23rd		Ministry Memorandum 2018:TBD	Release of Grants for Student Needs (GSN)
March 30th		School Budgets	Development of School Budgets Based on Forecasted Enrolment
March 30th		Salary and Benefits Budget	Salary and FTE staffing "snapshot" from HR/Payroll System (base for 2018-19 Budget)
April 2nd		Budget Update	Budget Estimates Update (Administrative Council) / Prioritization of New Initiatives
April 3rd		Ministry Memorandum 2018:TBD	Board Report - Release of Grants for Student Needs (GSN)
April 13th		Salary and Benefits Budget	Send FTE staffing reports to Superintendents for review and confirmation
April 19th		Release of EFIS 2.0 Forms	Release of EFIS 2.0 Forms and Instructions
April 20th		Ministry Training Session	Ministry Training on 2018-19 Estimates EFIS changes and 2018 March Report changes
April 20th		Salary and Benefits Budget	Complete Review of Benefits Budget (Financial Services and Human Resources)
April 20th		Salary and Benefits Budget	Receive FTE staffing confirmations (by this date)
April 27th		Salary and Benefits Budget	Complete Salary and Benefits Budget
May 7th		Budget Update	Budget Estimates Update (Administrative Council)
May 14th		Budget Update	Budget Estimates Update (Administrative Council)
May 15th		Budget Update	Present the Board of Trustees with a Budget Update
May 28th		Budget Consultation	Present Special Education Funding / Budget Challenges and Priorities - SEAC
June 4th		Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
June 5th		Budget Estimates Report (Draft)	Present Budget Estimates Draft Report to the Board
June 11th		Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
June 19th		Budget Estimates Report (Final)	Final Budget Estimates Report to the Board for Approval
June 22nd		Budget Estimates Report (Final)	Post Final Budget Report on Public Website
June 22nd		Ministry Memorandum 2018:TBD	Submission of Budget Estimates to the Ministry (EFIS)
June 29th		Budget Estimates Report (Final)	Submission of Budget Estimates to OCSTA (EFIS)

Note 1: Items highlighted "yellow" are to be confirmed in terms of date or title.

Note 2: Items highlighted in "green" are Board meetings.

## 2018-19 Budget Objectives

In aligning with Halton Catholic District School Board's Strategic Plan of

- **Achieving:** Meeting the needs of all learners,
- **Believing:** Celebrating our Catholic faith and aspiring to be models of Christ,
- **Belonging:** Embracing relationships and sustaining safe, welcoming schools,
- **Foundational Elements:** Optimizing organizational effectiveness, the following are the Budget Objectives for the 2018-19 School Year:

**1. ACHIEVING: To allocate resources so that all students have an equal educational opportunity, while implementing all programs funded by the Ministry of Education.**

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

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

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

**3. ACHIEVING: To provide funds for professional development opportunities.**

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

**4. ACHIEVING: To continue the Adult and Continuing Education Programs.**

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

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

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

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

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

**7. BELONGING: To provide a safe environment for all students and staff.**

Initiatives include building renewal, school condition improvements and health & safety projects.

**8. BELONGING: To continue to emphasize the involvement of the school community.**

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

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

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

**10. FOUNDATIONAL ELEMENTS: To align the budget with the Board's Vision Statement and Strategic Priorities.**

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

**11. FOUNDATIONAL ELEMENTS: *To increase the Board's Working Funds Reserve to 2% of our operating allocation, while achieving a balanced budget.***

The Board will set aside sufficient savings to achieve a Working Funds Reserve of 2% of operating budget over a 7 year period.

**12. FOUNDATIONAL ELEMENTS: *To implement changes in employee compensation as approved by the Board.***

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

**13. FOUNDATIONAL ELEMENTS: *To implement all capital projects approved by the Board.***

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

**14. FOUNDATIONAL ELEMENTS: *To conform to budget restrictions in accordance with the Education Act and Regulations.***

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

**15. FOUNDATIONAL ELEMENTS: *To develop and maintain accountability frameworks as required by the Ministry of Education.***

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



# STRATEGIC PLAN 2016-2021



## Achieving: Meeting the needs of all learners



01 Educational experiences and opportunities are differentiated to support all learners.

02 Teachers and learners are collaborating in innovative school and classroom communities that encourage student engagement, learning and achievement.

03 We hold high expectations for all learners.

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



01 All learners experience a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations.

02 Our schools foster the relationship between home and parish.

03 Staff and students are discerning believers, formed in the Catholic faith community, who model Christ in their actions.

## Belonging: Embracing relationships & sustaining safe, welcoming schools



01 Schools and workplaces are safe and welcoming for all, cultivating a positive sense of belonging and well-being.

02 Relationships with all educational partners are nurtured and supported.

03 Students are service-minded global citizens, engaged and empowered to be leaders in their communities.

## Foundational Elements: Optimizing organizational effectiveness



01 Improved access to services and supports for students and schools.

02 Communication is clear, transparent and responsive.

03 Results-based accountability and evidence-informed decision-making are the standard approaches to planning and improvement efforts.

04 Stewardship of resources optimizes human, financial, physical and material assets.

05 Proactive recruitment, talent growth and succession planning are aligned to student and system needs.

**STAFF REPORT**

**ITEM 9.2**

**BISHOP P.F. REDING CATHOLIC SECONDARY SCHOOL ADDITION  
APPROVAL TO PROCEED WITH SCHOOL CAPITAL PLANNING**

**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 Bishop P.F. Reding Catholic Secondary School addition.

**BACKGROUND:**

On June 12, 2017, the Ministry issued Memorandum 2017:B7 Request for Capital Priorities Project Funding Submissions, directing school boards to submit their 2017 Capital Priorities funding requests for consideration by the Ministry no later than September 8, 2017. Ministry Memorandum 2017:B7 is attached for Trustee reference (Appendix "A").

Staff prepared a priority ranking of the proposed 2017 Capital Priorities Business Cases and Request of Early Year Capital Program (EYCP) Submissions projects and presented Action Report 8.17 for Trustee approval at the June 20, 2017, Regular Meeting of the Board. A copy of Action Report 8.17 is attached for Trustee reference (Appendix "B").

Subsequently, staff submitted to the Ministry the Board's 2017 Capital Priorities funding requests and the associated business cases for the top 8 projects as approved by the Board.

**COMMENTS:**

On January 19, 2018, the Board was informed of the Ministry's approval of Capital Priorities funding for the new Bishop P.F. Reding CSS building addition. The Minister of Education, Indira Naidoo-Harris, made the announcement that the Province of Ontario will fund the new addition to Bishop P.F. Reding CSS, as proposed by the Board. The Ministry approved a total funding allocation of approximately \$20,171,150 for the project.

The supported funding allocation is comprised of two sources, including approximately \$18.1 million in new Capital Priorities funding for a school addition and approximately \$2.1 million in child care funding.

A number of activities are required to be initiated for the new Bishop P.F. Reding CSS addition 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 initiated a Request for Proposal (RFP) to solicit Architectural Services candidates. As such, staff is requesting approval to proceed with the 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 August 2018 and achieve a September 2019 opening date for the Bishop P.F. Reding CSS building addition.

## CONCLUSION:

The Board is very appreciative of the Ministry's recognition of the Board's pupil accommodation plan for secondary students in North Milton with its announcement of funding for the new addition at Bishop P.F. Reding CSS. It is recommended that staff be authorized to proceed with the school capital planning for the new Bishop P.F. Reding CSS addition.

The following recommendations will be submitted for Trustee consideration and approval at the February 20, 2018, Regular Meeting of the Board:

### **RESOLUTION:**

*Moved By:*

*Seconded By:*

**RESOLVED**, 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 Bishop P.F. Reding Catholic Secondary School addition project in the Town of Milton.

### **RESOLUTION:**

*Moved By:*

*Seconded By:*

**RESOLVED**, that the Halton Catholic District School Board approve the Preliminary Estimated Project Budget not to exceed **Twenty million, one hundred seventy-one thousand, one hundred and fifty dollars (\$20,171,150)** for the Bishop P.F. Reding Catholic Secondary School addition project in the Town of Milton.

### **RESOLUTION:**

*Moved By:*

*Seconded By*

**RESOLVED**, that the Halton Catholic District School Board approve **Borrowing By-law No. 2018 F01** in the amount of **Eighteen million, seventy-two thousand, nine hundred and ninety-four dollars (\$18,072,994)** to finance the construction of the Bishop P.F. Reding Catholic Secondary School addition in the Town of Milton.

### **RESOLUTION:**

*Moved By:*

*Seconded By*

**RESOLVED**, that the Halton Catholic District School Board approve **Borrowing By-law No. 2018 F02** in the amount of **Two million, ninety-eight thousand, one hundred and fifty-six dollars (\$2,098,156)** to finance the construction of the Bishop P.F. Reding Catholic Secondary School child care centre addition in the Town of Milton.

**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

**2017: B7**

**MEMORANDUM TO:** Directors of Education  
Children's Service Leads, Consolidated Municipal Service  
Managers (CMSMs) and District Social Service  
Administration Boards (DSSABs)

**FROM:** Josh Paul  
Assistant Deputy Minister  
Capital and Business Support Division

**DATE:** June 12, 2017

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

On behalf of the ministry team, I am writing to announce the launch of the 2017 Capital Priorities program. The Capital Priorities program provides school boards with an opportunity to identify their most urgent and pressing pupil accommodation needs. The ministry has allocated just over \$3 billion in capital funding through the Capital Priorities program since it began in 2011. The Capital Priorities program serves as the primary means for funding capital projects that address school boards' pupil accommodation needs including enrolment pressures, supporting the consolidation of underutilized facilities, providing facilities for French-language rights holders in under-served areas, and replacing facilities in poor repair.

**Highlights/Summary Points**

- The submission deadline for all capital funding requests is **September 8, 2017**.
- The 2017 Capital Priorities projects are required to open no later than the 2020-2021 school year.
- School boards may apply for capital funding support for the creation of new or renovated licensed child care spaces and child and family program in schools as part of a larger school capital project.
- The ministry will include joint-use school participation among its criteria in reviewing all project submissions.

- The ministry has capital funding to support the replacement of existing space for community partners in situations where the space will be lost due to the board's pupil accommodation activities.

## Project Submissions

### Capital Priorities

As with previous rounds of the Capital Priorities program, funding for Capital Priorities projects will be allocated on a business case basis for new schools, retrofits, and additions that need to be completed by the 2020-2021 school year. School boards are required to identify their ten highest and most urgent Capital Priorities and submit the associated business cases through the School Facilities Inventory System (SFIS) in order to be considered for funding approval.

With this spring's announcements of School Consolidation Capital funding approvals, the ministry completes its commitment to invest \$750 million to support improved utilization of school space through the reduction of surplus capacity. The ministry will continue to support consolidation projects through its annual Capital Priorities program.

The ministry is increasing its submission limit to ten projects to compensate for the completion of the School Consolidation Capital program which will have no further intakes.

School boards are required to submit their completed Capital Priorities business cases by **September 8, 2017**. The ministry **will not** accept business cases after this date.

### Child Care Centres in Schools

In Memo **2017:B06 Request for Early Years Capital Program Funding Submissions**, the ministry announced details of the 2017-18 Early Years Capital Program (EYCP) in support of the government's Renewed Early Years and Child Care Policy Framework. The Framework aims to ensure that all children and families have access to a range of high-quality, inclusive, and affordable early years and child care programs and services that are responsive to the needs of families. This plan will create access to licensed child care for 100,000 more children aged 0 to 4 years old over the next five years. To support this commitment, the government is investing up to \$1.6 billion in capital funding for child care capital builds and retrofits to support the creation of licensed child care spaces in schools, the broader public sector, and community locations for children aged 0-4 years.

With support from their local Consolidated Municipal Service Managers (CMSMs) and District Social Services Administration Boards (DSAABs), school boards have an opportunity to request capital funding support for the creation of new child care spaces or child and family program projects that are associated with a larger school capital project through this round of the Capital Priorities program.



For child care spaces and child and family programs associated with a Capital Priorities project request, school boards must submit a request for capital funding support for these projects by completing and attaching a *Joint Submission - Capital Funding for Child Care and Child and Family Programs* to their Capital Priorities business case. Please see memo **2017:B06 Request for Early Years Capital Program Funding Submissions** for additional details.

School boards are required to submit their completed Early Years Joint Submissions by **September 8, 2017**. The ministry **will not** accept Early Years Joint Submissions after this date.

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

The ministry encourages all school boards to consider collaborative capital project arrangements between school boards. This includes maximizing the opportunities of co-location, particularly in rural, northern and small communities.

In the current 2016-17 school year, the ministry has committed dedicated funding to assist school boards in pursuing joint-use school opportunities between boards. This funding is being allocated:

- to support boards with facilitation and joint planning towards the potential development of joint-use school proposals (the Joint-Use Schools Seed Funding Program), and
- on studies being commissioned by the ministry to highlight joint-use experiences and develop a joint-use toolkit that can be used to assist boards in developing joint-use schools. The ministry expects to receive these studies this Fall.

Since 2013, the ministry has prioritized joint-use projects as part of the Capital Priorities program, however, while there are approximately 4,900 schools in Ontario, only 37 are currently joint-use arrangements.

Therefore, going forward, the ministry will be reviewing all capital proposals submitted by boards for ministry funding for new schools, additions or consolidation projects to ensure joint-use opportunities between boards have been explored before funding is granted.

School boards seeking Capital Priorities funding approval must:

- Document efforts made to explore joint-use opportunities for each capital project funding request as part of the business case submissions;
- Demonstrate a willingness to participate with co-terminous school boards in joint-use school opportunities;
- For joint-use school proposals, both boards must include the project as part of their Capital Priorities submission; and
- For joint-use school proposals, explain the role of the joint-use school on expected improvements to student programming and operational efficiency.

### Joint-Use Seed Funding Program

The Joint-Use Schools Seed Funding program is available to school boards to encourage the development of more joint-use schools between two or more school boards. Successful applicants will receive \$20,000 in operating funding, per school board, to support the development of a joint-use school project. The ministry will accept applications at any time throughout the year.

### **Community Hub Projects**

In addition to partnerships with other school boards, the ministry also encourages school boards to consider collaborative capital project arrangements between school boards and community partners. New community partners must provide any required capital funding for the project, and the project must not result in any additional operating costs for the school board.

The Replacement Space Funding is available to fund the capital costs of relocating an existing community hub from one school (operating or non-operating) to another school in circumstances where the original school is:

- To be closed or sold, or
- Facing accommodation pressure.

In situations where the original school is facing accommodation pressure, Replacement Space Funding will be restricted to schools where the footprint of the original school cannot be expanded.

Funding will be allocated on a business case basis, jointly submitted by both the school board and the community partner. Boards are to submit supplemental documents with their Capital Priorities Business Case including a description of the community partner and their services, an explanation of the capital requirements and capital cost estimate, and a commitment from the community partner to provide operating funding for the space (include amount).

Community partners that align with the priorities and goals of the ministry (e.g. child and family programs, child mental health, French language services, post-secondary programs, etc.) will be prioritized. Any community partner that provides competing educational services is not eligible for Replacement Space Funding.

### **Eligibility and Evaluation Criteria**

As in previous rounds of Capital Priorities, school boards are to submit business cases through the School Facilities Inventory System (SFIS) system. School boards will be able to access the Capital Priorities submission templates in SFIS beginning June 22, 2017. School boards can save their work in progress; however, once school boards submit their business cases, their submissions will be locked from further editing. School boards will only be able to modify their business cases by requesting that their Capital Analyst (Appendix A) unlock the submission.



## Eligible Project Categories

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

- 1) Enrolment Pressure: Projects will accommodate pupils where enrolment is currently or is projected to persistently exceed capacity at a school or within a group of schools, and students are currently housed in non-permanent space (e.g., portables).
- 2) School Consolidations: Projects that support the reduction of excess capacity in order to decrease operating and renewal costs and address renewal need backlogs. These projects may also provide other benefits such as improved program offerings, accessibility or energy efficiency. Projects linked to an accommodation review must have a final trustee decisions on the outcome of the pupil accommodation review by **September 29, 2017**.
- 3) Facility Condition: Projects will replace schools that have higher renewal needs than the cost of constructing an appropriately sized new facility.
- 4) French-language Accommodation: Projects will provide access to French-language facilities where demographics warrant. Such projects will only be considered eligible if the school board can demonstrate that there is a sufficient French-language population not being served by an existing French-language school facility.

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

- Projects related to only addressing an accommodation pressure of a specialized or alternative program such as French Immersion;
- Projects for additional child care or child and family program space that is not associated with a priority school project;
- Projects for new, non-replacement space to support a community partner;
- Projects that have been previously funded by either the ministry or the school board; and
- Projects that should be funded through renewal funding, including program enhancements and projects related to only addressing current and/or proposed changes to the *Accessibility for Ontarians with Disabilities Act* (AODA).

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

## **Project Evaluation**

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

For Accommodation Pressures and French-Language Accommodation projects:

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

For Facility Condition and School Consolidation projects:

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

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

- School board's demonstrated willingness to participate with co-terminous school boards in joint-use school opportunities;
- School board's ability to build to ministry benchmark costs as evidenced by past projects;
- School board's ability to deliver projects within target timeframes as evidenced by past projects;
- School board's history of meeting the ministry's capital accountability measures (Appendix B);
- Enrolment and utilization trends for projects of the school board which have previously been funded; and
- Number of projects the school board currently has underway and the status of these projects in relation to approved funding and opening dates.

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

## **Capital Analysis and Planning Template**

The Capital Analysis and Planning Template (CAPT) is an essential tool for understanding school boards' capital financial position. An approved CAPT is necessary before the ministry is able to sufficiently assess the existing capital activity of a school board. As a result, school boards will not be considered for new capital project funding approval if the ministry does not have an approved CAPT consistent with the school board's 2015-16 Financial Statement.

## **Ministry Contact**

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

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

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

or

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

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

If you have any child care and child and family program questions, or require additional information, please contact Jeff O'Grady, Acting Manager, Capital Policy and Programs Branch at 416-325-2027 or at [Jeff.OGrady@ontario.ca](mailto:Jeff.OGrady@ontario.ca).

### ***Communications Protocol***

School boards are reminded to follow the ministry's communications protocol requirements for all ministry funded major capital construction projects as outlined in Appendix C.

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

Dylan Franks, Senior Information Officer, Communications Branch at 416-325-2947 or [Dylan.Franks@ontario.ca](mailto:Dylan.Franks@ontario.ca).

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

*Original signed by:*

Joshua Paul  
Assistant Deputy Minister  
Capital and Business Support Division

Appendices:

Appendix A: List of Ministry Capital Analysts  
Appendix B: Capital Approval Process Chart  
Appendix C: Communications Protocol Requirements

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

## Appendix A: List of Ministry Capital Analysts

DSB	District School Board	Capital Analyst	Email	Phone
1	DSB Ontario North East	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
2	Algoma DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
3	Rainbow DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
4	Near North DSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
5.1	Keewatin-Patricia DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
5.2	Rainy River DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
6.1	Lakehead DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
6.2	Superior Greenstone DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
7	Bluewater DSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
8	Avon Maitland DSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
9	Greater Essex County DSB	Kristin Grunenko	Kristin.Grunenko@ontario.ca	416-326-9959
10	Lambton Kent DSB	Kristin Grunenko	Kristin.Grunenko@ontario.ca	416-326-9959
11	Thames Valley DSB	Kristin Grunenko	Kristin.Grunenko@ontario.ca	416-326-9959
12	Toronto DSB	Lisa Bland	Lisa.Bland@ontario.ca	416-326-9921
13	Durham DSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
14	Kawartha Pine Ridge DSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
15	Trillium Lakelands DSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
16	York Region DSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
17	Simcoe County DSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
18	Upper Grand DSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
19	Peel DSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
20	Halton DSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
21	Hamilton-Wentworth DSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
22	DSB Niagara	Kristin Grunenko	Kristin.Grunenko@ontario.ca	416-326-9959
23	Grand Erie DSB	Kristin Grunenko	Kristin.Grunenko@ontario.ca	416-326-9959
24	Waterloo Region DSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
25	Ottawa-Carleton DSB	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
26	Upper Canada DSB	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
27	Limestone DSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
28	Renfrew County DSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
29	Hastings & Prince Edward DSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
30.1	Northeastern CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
30.2	Nipissing-Parry Sound CDSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
31	Huron Superior CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
32	Sudbury CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
33.1	Northwest CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
33.2	Kenora CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
34.1	Thunder Bay CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297

<b>DSB</b>	<b>District School Board</b>	<b>Capital Analyst</b>	<b>Email</b>	<b>Phone</b>
34.2	Superior North CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
35	Bruce-Grey CDSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
36	Huron Perth CDSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
37	Windsor-Essex CDSB	Kristin Grunenko	Kristin.Grunenko@ontario.ca	416-326-9959
38	London DCSB	Kristin Grunenko	Kristin.Grunenko@ontario.ca	416-326-9959
39	St. Clair CDSB	Kristin Grunenko	Kristin.Grunenko@ontario.ca	416-326-9959
40	Toronto CDSB	Lisa Bland	Lisa.Bland@ontario.ca	416-326-9921
41	Peterborough VNCCDSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
42	York CDSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
43	Dufferin Peel CDSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
44	Simcoe Muskoka CDSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
45	Durham CDSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
46	Halton CDSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
47	Hamilton-Wentworth CDSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
48	Wellington CDSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
49	Waterloo CDSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
50	Niagara CDSB	Kristin Grunenko	Kristin.Grunenko@ontario.ca	416-326-9959
51	Brant Haldimand Norfolk CDSB	Kristin Grunenko	Kristin.Grunenko@ontario.ca	416-326-9959
52	CDSB of Eastern Ontario	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
53	Ottawa CSB	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
54	Renfrew County CDSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
55	Algonquin & Lakeshore CDSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
56	CSP du Nord-Est	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
57	CSP du Grand Nord de l'Ontario	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
58	CS Viamonde	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
59	CÉP de l'Est de l'Ontario	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
60.1	CSCD des Grandes Rivières	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
60.2	CSC Franco-Nord	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
61	CSC du Nouvel-Ontario	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
62	CSDC des Aurores boréales	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
63	CSC Providence	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
64	CSDC Centre Sud	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
65	CSDC de l'Est ontarien	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
66	CÉC du Centre-Est	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018

## Appendix B: Capital Approval Process Chart

Capital Construction Approval Process Updated May 11, 2017		New Schools*		Additions*		Major Retrofits*		Early Years** (Child Care, Child & Family, FDK)
		Repeat Design	New Design	>50% or >\$3.0M	<50% and <\$3.0M	>50% or >\$3.0M	<50% and <\$3.0M	Individual Projects <\$250K
Pre-Design	Facility Space Template	Complete template with most recent adaptation (<5 years)	Board to submit template before hiring architect	Board to submit template before hiring architect	Not Required	Board to submit template before hiring architect	Not Required	Not Required
	Project Manager	Board to appoint a Project Manager (either internal staff or external resource). Board to notify Ministry of name and contact info.						
	Ministry Approval	Ministry must approve scope of project based upon submitted Space Template	Ministry must approve scope of project based upon submitted Space Template	Ministry must approve scope of project based upon submitted Space Template	Not Required	Ministry must approve scope of project based upon submitted Space Template	Not Required	Not Required
	GOAL	Board to retain an architect.						
Pre-Tender	Independent Cost Consultant Report	Board to submit final cost of recent adaptation (<5 years)	Board to submit an Independent Cost Consultant Report before issuing tender	Board to submit an Independent Cost Consultant Report before issuing tender	Not Required	Board to submit an Independent Cost Consultant Report before issuing tender	Not Required	Not Required
	Approval to Proceed (ATP) Request	Board's senior business official to submit the ATP Request Form confirming total estimated project costs does not exceed board's identified funding, including a floor plan approval letter for the child care component.						Not Required
	Capital Analysis & Planning Tool (CAPT)	Board to confirm that data entered in the CAPT for the requested project is in line with the data provided through the ATP Request Form.						Not Required
	Ministry Approval	Ministry's approval required before proceeding to tender. Approval based on identification of sufficient funding.						Not Required
	GOAL	Board to proceed to tender.						
Post-Tender	Tender exceed approved funding amount	Board to either identify additional funding available or make design changes to reduce the project cost. In either case, the board must demonstrate to the Ministry that sufficient funding is available to complete the project.						
	Tender meet approved funding amount	Board to accept tender bid. Important to ensure all project costs are identified and considered.						
Notes:	<ul style="list-style-type: none"><li>Ministry approvals are not required for retrofits that are 100% funded through School Condition Improvement and Early Years Funding less than \$250K.</li><li>Consultant to review the design, provide costing analysis and advice, and report on options to ensure cost containment. To be based on drawings that are at least 80% complete.</li><li>50% determined by the following: (Estimated project cost / Latest construction benchmark value of the existing OTG (pre-construction) of the facility).</li></ul> <p>* If a child care component is included as part of the project, a floor plan approval letter issued by the Child Care Quality Assurance and Licensing Branch of the Ministry of Education must be submitted as part of the ATP request.</p> <p>** If a child care component is included as part of the project, a floor plan approval letter issued by the Child Care Quality Assurance and Licensing Branch of the Ministry of Education is still required.</p>							
Definitions:	<b>Addition:</b> Expansion of the gross floor area of a facility, including child care and child and family program rooms. <b>Major Retrofit:</b> Major structural renovation or reconstruction of the existing building envelop, including child care and child and family program rooms. It does not include expansion of the existing gross floor area. Any project that does expand the gross floor area, but is funded with Ministry funds or >\$1M in Accumulated Surplus is treated as a Major Retrofit.							

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

All public announcements regarding capital investments in child care, child and family program and/or the publicly funded education system are joint communications opportunities for the provincial government, the school board, the Consolidated Municipal Service Manager/District Social Services Administration Board (CMSM/DSSAB), and community partners.

### ***Public Communications***

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

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.

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, CMSM/DSSABs, and community partners in bringing exciting new capital projects to benefit local communities.

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

**Important:** For all new school openings, or openings of major additions 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 to the event. 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 from the office of the Minister of Education or the office of the Minister Responsible for Early Years and Child Care regarding the invitation. School boards, CMSMs/DSSABs, and community partners will be notified within 15 business days of their opening event as to the ministers' attendance. Please note that if the date of your event changes at any time after the ministers have received the invitation, please advise us of the change at the same 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 make sure that the ministers are aware of the announcement opportunity.

### ***Other Events***

For all other media-focussed 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, please confirm the change at the same 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.

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

You must acknowledge the support of the Government of Ontario in media-focussed communications of any kind, written or oral, relating to the agreement or the project. This could include but is not limited to, any report, announcement, speech, advertisement, publicity, promotional material, brochure, audio-visual material, web communications or any other public communications. For minor interactions on social media, or within social media such as Twitter, 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.

### ***Signage***

For all capital construction projects that exceed \$100,000, school boards will be required to display signage at the site of construction that identifies the support of the Government of Ontario. Signage will be provided to school boards by the Ministry of Education. School boards are then responsible for posting the signage 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.

**ACTION REPORT****ITEM 8.17**

**UPDATED**

**2017 CAPITAL PRIORITIES BUSINESS CASES AND  
REQUEST FOR EARLY YEARS CAPITAL PROGRAM (EYCP) SUBMISSIONS**

**PURPOSE:**

The purpose of this report is to seek Board approval on a proposed list and priority ranking of capital projects for the anticipated 2017 Ministry request for Capital Priorities Business Cases Submission, and provide a further update to Trustees following the June 19, 2017 Ministry Announcement made at St. Joseph Catholic Elementary School.

**BACKGROUND INFORMATION:**

- 1) Staff Report Item 9.2, "2017 Capital Priorities Business Cases Submission" from the June 6, 2017, Regular Board Meeting.
- 2) Information Report Item 10.3, "2017 Annual Facility Accommodation Report" from the March 7, 2017, Regular Board Meeting.
- 3) Action Report Item 8.8, "2017 School Consolidation Capital Funding Business Case Submissions", from the January 17, 2017 Regular Board Meeting.
- 4) Information Report Item 11.5, "Ministry Response to 2016 Capital Priorities Business Case Submission" from the December 6, 2016 Regular Board Meeting.
- 5) Information Report Item 10.3, "Upcoming Growth and School Consolidation Projects" from the September 6, 2016 Regular Board Meeting.
- 6) Action Report Item 8.6, "2016 Capital Priorities Business Cases Submission" from the June 21, 2016 Regular Board Meeting.

**BACKGROUND:**

On July 15, 2016, the Board submitted a total of five (5) capital priority projects in response to Ministry Memorandum 2016: B11 Request for Capital Project Funding Submissions (detailed in Figure 1). On November 21, 2016 the Halton Catholic District School Board was notified by the Ministry of Education that Priority #3 Business Case for the proposed Milton #8 Catholic Elementary School was approved for funding.

The remaining four (4) priorities were not granted funding. Staff summarized the details of the Ministry's response by priority project as part of Information Item 11.5, Ministry Response to 2016 Capital Priorities Business Case Submission at the December 6, 2016 Regular Board Meeting.

The Ministry in its response was also more direct in stating that it is not supportive of replacing Holy Cross Catholic Elementary School as per the 2016 Modified Pupil Accommodation Review (MPAR) for Georgetown, based on the facility's condition, or a rebuild project as predicated in past Capital Priorities submissions.

The projects identified through the 2016 Modified Pupil Accommodation Review for Oakville South Central, proposing the consolidation of St. James and St. Joseph's Catholic Elementary Schools into a new facility and the partial rebuild of St. Dominic Catholic Elementary School were also unsuccessful in obtaining funding approvals, based on a lack of immediate need from the Ministry's perspective.

The Ministry did request a more cost effective solution to the consolidation and re-build of St. Joseph Catholic Elementary School, which was re-submitted as part of the 2017 School Consolidation Capital (SCC) Submission. The five (5) capital priorities submitted in 2016 Capital Priorities Submission included:

**Figure 1: 2016 Capital Priorities Business Cases Submission (July 15, 2016)**

RANK	2016 CAPITAL PROJECT DESCRIPTION	CONSTRUCTION START YEAR	EFFECTIVE SCHOOL YEAR	FUNDED
1	North Georgetown Catholic Elementary School (MPAR Approved on April 19, 2016)	2016-17	2018-19	No
2	Oakville South Central Catholic Elementary School – St. Joseph Site Rebuild (MPAR Approved on April 19, 2016)	2016-17	2018-19	No
3	Boyne Secondary Plan Milton #8 'Ford' Catholic Elementary School	2016-17	2018-19	Yes
4	Boyne Milton Secondary #3 Catholic Secondary School	2017-18	2019-20	No
5	Oakville South Central Catholic Elementary School – St. Dominic Partial Rebuild (MPAR Approved on April 19, 2016)	2018-19	2019-20	No

On January 27, 2017, the Board submitted a total of four (4) School Consolidation Capital (SCC) priority projects in response to Ministry Memorandum 2016: B19 Request for School Consolidation Capital Funding Submissions (detailed in Figure 2), circulated on December 1, 2016.

Three (3) projects submitted to the Ministry were previously included in the prior capital priorities and school closure and consolidation submission. The St. Mark Catholic Elementary School partial demolition, and classroom and daycare addition was a new business case. The four (4) capital priorities submitted in the 2017 School Consolidation Capital Submission included:

**Figure 2: 2017 School Consolidation Capital Business Case Submissions (January 27, 2017)**

RANK	2017 CONSOLIDATION PROJECT DESCRIPTION	CONSTRUCTION START YEAR	EFFECTIVE SCHOOL YEAR	FUNDED
1	Oakville Northeast Elementary School – St. Michael Site Rebuild	2016-17	2018-19	No
2	Oakville South Central Catholic Elementary School – St. Joseph Site Rebuild	2016-17	2018-19	Yes
3	St. Mark Catholic Elementary School – Rightsizing Demolition and Classroom Addition, with Child Care/HUB/OEYCFC	2016-17	2017-18	Yes
4	North Georgetown Catholic Elementary School	2016-17	2018-19	No

**On June 19, 2017, the Minister of Education Mitzie Hunter in collaboration with MPP Flynn and MPP Naidoo-Harris made the announcement that the Province of Ontario will:**

- 1) Be partially funding Priority #2: Oakville South Central Catholic Elementary School (under the alternate funding strategy); and,
- 2) Funding Priority #3: St. Mark Catholic Elementary School Rightsizing Demolition with five (5) Classroom Addition, a three (3) room Child Care, and an Ontario Early Years Centre and Family Centre (OEYCFC).

Please note that staff has also introduced **Information Item 10.5, 'Preliminary Ministry Funding Announcement for School Consolidation Capital grants, and 2017 – 2018 Action Plan'**, which should be read in conjunction with this report as it details the next steps on these approved projects, beginning on June 21, 2017.

With this new announcement, two (2) projects that were initially part of the priority listing can now be removed as they were funded. The total number of priorities is now amended to eight (8).

#### **COMMENTARY:**

On June 6, 2017, Board staff presented its recommend capital priority list, comprised of eight (8) projects, to the Board of Trustees for their review and consideration. It was noted in that report that the tentative priority list could change once the Ministry circulated the capital priorities and potentially the child care memorandum, and whether certain projects may have been funded under the 2017 School Consolidation Capital submission. Accordingly, the proposed priority ranking for the 2017 Capital Priorities funding program also assumes that none of the four (4) projects submitted through the 2017 School Consolidation Capital funding program will have received funding approvals.

On that same day, the Ministry of Education circulated Ministry Memorandum 2017: B06 Request for Early Years Capital Programs (EYCP) Funding Submission, attached as Appendix A for your information. This funding stream are for school-based stand-alone child care and/or child and family program projects that can be completed for the **2019-20 school year**. Board are to submit their projects for **August 4, 2017**.

This has the effect of removing St. Peter Catholic Elementary School – Child Care/HUB/OEYCFC project as Priority #5 of the Capital Priorities Grant project, and therefore moving up all subsequent projects by one.

At the meeting, Trustee Rowe strongly urged that staff retain a Georgetown Catholic Elementary School project on the list, to continue demonstrating the need for a facility in the area given the condition of Holy Cross and the ongoing enrolment pressures that are being felt in the area, further exacerbated by ongoing development growth in Georgetown. With the news of the Early Years Capital Program memorandum, a slot is now available for the project. Staff recommend that the Georgetown project be the stand-alone Holy Cross Catholic Elementary School replacement school on the Berton Boulevard site with a child-care and OEYCFC Room (continues to be supported by the CMSM), as the consolidation plan for Georgetown North was not supported by the Ministry. This message was relayed to the community following the announcement. Staff advised the Board that it would adjust the list to reflect these changes.

As was discussed at the June 6, 2017 Regular Meeting of the Board, the total number of proposed permanent classroom additions to Bishop P.F. Reding Catholic Secondary School was increased to 28-30 classrooms to reflect the current portable situation, as well as the future outlook of the school's enrolment, which shows stability and ongoing growth. There are currently 25 portable classrooms on site, which is expected to increase to more than 33 portable classrooms for October 2017, and 38 portable classrooms in October 2018. Staff is proposing to construct a 28-30 permanent classroom addition. This would add

approximately 588-630 pupil places to the existing 933 permanent On-the-Ground (OTG) capacity, resulting in a total facility OTG capacity of 1,521-1,563 pupil places (an increase from the initial estimate).

The proposed concept would require the relocation of an existing childcare space. Accordingly, staff is proposing to relocate the existing three (3) room Child Care Centre located at Bishop P.F. Reding to St. Peter Catholic Elementary School, and increase the size of the facility to a four (4) to five (5) room Child Care Centre, with the addition of an Ontario Early Years Centre and Family Centre (OEYCFC). St. Peter is in close proximity to Bishop Reding Catholic Secondary School, approximately 350 metre walk, therefore there should be little impact on current users.

On June 12, 2017, the Ministry of Education released Memorandum 2017: B7 Request for Capital Priorities Project Funding Submission, which is attached as Appendix B. To summarize, the following are the highlights of this year's Capital Priorities memorandum:

- 1) Submission Date is for **September 8, 2017**.
- 2) Only projects with an opening date of no later than the **2020-21 school year** will be accepted.
- 3) There will be no further School Consolidation Capital (SCC) funding available to Boards, as the Ministry has spent its \$750M as of the last round, submitted in January 27, 2017.
  - a. Notwithstanding the above, the Board can continue to submit their SCC projects as part of the Capital Priorities submission for this year, and in subsequent years.
  - b. Acknowledging that the SCC grant program is completed, the Ministry will increase the maximum number of projects permitted in the Capital Priorities submission to **10 projects**.
- 4) A much greater value will be placed on joint-use projects between co-terminous boards and other community partners, whereby all business cases must now demonstrate what efforts were made to establish partnerships.
- 5) The memo states on page 5, that projects that are renewal based may not be eligible
  - a. Note: this may mean that the minor renewal needs that were part of the St. Micheal Catholic Elementary School may not be eligible. If required, the Board has renewal reserves to undertake renewal projects under its annual allocation.

With additional room in the priority listings, staff is now recommending that the Board also submit to the Ministry preliminary business cases speaking to the next two (2) growth related elementary schools that we anticipate to open by the 2020-21 school year. This includes the next Milton and North Oakville Catholic Elementary Schools, and are now reflected in the updated priority listing.

On June 13, 2017, staff met the Consolidated Municipal Service Manager (CMSM) from the Region of Halton to discuss all projects that had a potential Child Care or Ontario Early Years Centre and Family Centre. These would include stand-alone projects as stipulated in Ministry Memorandum 2017: B06 and Combined Capital and Ontario Early Years projects as stipulated in Ministry Memorandum 2017: B07. During the meeting, one (1) stand-alone project and four (4) capital projects were discussed.

The stand-alone project discussed was the Bishop P.F. Reding Catholic Secondary School Child Care relocation to St. Peter Catholic Elementary School. This area has been identified as an area of need by the CMSM for the Region of Halton in the past, and will support the Board in submitting this project as a priority project under the Early Years Capital Program submission. During the meeting, it was determined that the request to the Ministry should be comprised of a four (4) to five (5) room Child Care Centre with a two (2) room Ontario Early Year Centre and Family Centre. The CMSM will be reviewing this proposal with the current daycare provider, the current OEYCFC provider in the immediate geographic area, and the current YMCA before and after care operator, and will confirm the composition of the capital request prior to the submission date of August 4, 2017.

The CMSM will review in the coming weeks the potential of adding a Child Care Centre at the St. Michael Catholic Elementary School to complement the renewal works being proposed at the school. Confirmation of demand will be provided after the June 20, 2017 Regular Meeting of the Board.

Lastly, the CMSM is also supportive of two (2) new growth related Child Care Centres in the Town of Milton as part of the Milton #10 Catholic Elementary School project, and the Town of Halton Hills as part of the Georgetown North Catholic Elementary School Project. Both will be comprised of three (3) to (5) Child Care rooms and one (1) to two (2) OEYCFC rooms, dependent on municipal needs.

Information and feedback received from Trustees; information presented in ministry memorandum; capital projects listed in the 2017 Annual Facility Accommodation Report (Appendix C); discussions with the Regional CMSM; discussions with senior administrative staff; and the latest funding announcement were relied on to develop the priority listing. Accordingly, the following priorities for the 2017 Capital Priorities Business Case Submission (Figure 3) and the Early Years Capital Program Submission (Figure 4) are proposed:

**Figure 3: 2017 Capital Priorities Business Case Submission (September 8, 2017)**

TENTATIVE RANKING	2016 CAPITAL PROJECT DESCRIPTION	CONSTRUCTION START YEAR	EFFECTIVE SCHOOL YEAR
1	Bishop P.F. Reding Catholic Secondary School Permanent Classroom Addition	2017-18	2018-19
2	Boyne Milton Secondary #3 Catholic Secondary School	2017-18	2020-21
3	St. Michael Catholic Elementary School, Renovation and classroom retrofit (PAR Approved March 7, 2017), with potential Child Care/HUB/OEYCFC (TBC)	2017-18	2018-19
4	Oakville South Central Catholic Elementary School – St. Dominic Partial Rebuild (MPAR Approved on April 19, 2016)	2018-19	2019-20
5	Georgetown Catholic Elementary School – Holy Cross Rebuilt project, with Child Care/HUB/OEYCFC	2018-19	2020-21
6	St. Marguerite Catholic Elementary School 6 Classroom Addition (PAR Approved March 7, 2017)	2019-20	2020-21
7	Boyne Secondary Plan Milton #10 ‘Cobben’ Catholic Elementary School, with Child Care/HUB/OEYCFC	2019-20	2020-21
8	North Oakville CE#4 or CE#5 Catholic Elementary School (preferred site to be determined)	2019-20	2020-21

**Figure 4: 2017 Early Years Capital Program Submission (August 4, 2017)**

TENTATIVE RANKING	2016 EARLY YEARS CAPITAL PROGRAM	CONSTRUCTION START YEAR	EFFECTIVE SCHOOL YEAR
1	St. Peter Catholic Elementary School – Child Care/HUB/OEYCFC	2017-18	2018-19

Ministry approvals related to the four SCC projects submitted in January 2017 have been communicated to the Board and the priority ranking has been adjusted accordingly. Board staff will seek to meet with the Ministry in the summer months to discuss the above projects prior to their submission on September 8, 2017.

# **CONCLUSION:**

Staff have identified eight (8) priorities for the Capital Priorities Business Case Submission, and one (1) priority for the Early Years Capital Program. Once business cases are drafted, staff will request a meeting with the Ministry of Education to review business cases prior to the submission deadline.

Staff is now requesting Board approval to proceed with the priority rankings for the Capital Priorities Projects and the Early Years Capital Program submissions.

# **RECOMMENDATION:**

## **RESOLUTION:**

*Moved By:*

*Seconded By:*

**RESOLVED**, that the Board approve the proposed ranking of the 2017 Capital Priorities Business Case Submission as follows:

<b>RANKING</b>	<b>2017 CAPITAL PRIORITIES PROJECT DESCRIPTION</b>
<b>1.</b>	Bishop P.F. Reding Catholic Secondary School – Permanent Classroom Addition
<b>2.</b>	Boyne Milton Secondary #3 Catholic Secondary School
<b>3.</b>	St. Michael Catholic Elementary School – Renewal and Renovation Projects (PAR Approved on March 7, 2017), with potential Child Care/HUB/OEYCFC (reliant on CMSM sign-off)
<b>4.</b>	Oakville South Central Catholic Elementary School – St. Dominic Partial Rebuild (MPAR Approved on April 19, 2016)
<b>5.</b>	North Georgetown Catholic Elementary School – Holy Cross Rebuild
<b>6.</b>	St. Marguerite Catholic Elementary School 6 Classroom Addition (PAR Approved March 7, 2017)
<b>7.</b>	Boyne Secondary Plan Milton #10 ‘Cobben’ Catholic Elementary School, with Child Care/HUB/OEYCFC
<b>8.</b>	North Oakville CE#4 or CE#5 Catholic Elementary School

**RESOLVED**, that the Board approve the proposed Child Care projects associated to the 2017 Capital Priorities submission as follows:

- 1.** St. Michael Catholic Elementary School – Child Care/HUB/OEYCFC
- 2.** North Georgetown Catholic Elementary School – Child Care/HUB/OEYCFC
- 3.** Milton #10 ‘Cobben’ Catholic Elementary School – Child Care/HUB/OEYCFC

**RESOLVED**, that the Board approve the proposed project for the 2017 Early Years Capital Program Submission as follows:

<b>RANKING</b>	<b>2017 EARLY YEARS CAPITAL PROGRAM PROJECT DESCRIPTION</b>
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- |           |  |
|-----------|--|
| <b>1.</b> | St. Peter Catholic Elementary School – Child Care/HUB/OEYCFC |
|-----------|--|

**RESOLVED**, that the Board authorize staff to submit the Board's 2017 Capital Priorities Business Case Submission to the Ministry of Education for funding consideration as outlined in the Ministry memorandums 2017: B06 Request for Early Years Capital Programs (EYCP) Funding Submission and 2017: B07 Request for Capital Priorities Project Funding Submission.

**REPORT PREPARED BY:**

F. THIBEAULT  
ADMINISTRATOR OF PLANNING SERVICES

**SUBMITTED BY:**

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

**REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



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

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**2017: B7**

**MEMORANDUM TO:** Directors of Education  
Children's Service Leads, Consolidated Municipal Service  
Managers (CMSMs) and District Social Service  
Administration Boards (DSSABs)

**FROM:** Josh Paul  
Assistant Deputy Minister  
Capital and Business Support Division

**DATE:** June 12, 2017

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

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On behalf of the ministry team, I am writing to announce the launch of the 2017 Capital Priorities program. The Capital Priorities program provides school boards with an opportunity to identify their most urgent and pressing pupil accommodation needs. The ministry has allocated just over \$3 billion in capital funding through the Capital Priorities program since it began in 2011. The Capital Priorities program serves as the primary means for funding capital projects that address school boards' pupil accommodation needs including enrolment pressures, supporting the consolidation of underutilized facilities, providing facilities for French-language rights holders in under-served areas, and replacing facilities in poor repair.

**Highlights/Summary Points**

- The submission deadline for all capital funding requests is **September 8, 2017**.
- The 2017 Capital Priorities projects are required to open no later than the 2020-2021 school year.
- School boards may apply for capital funding support for the creation of new or renovated licensed child care spaces and child and family program in schools as part of a larger school capital project.
- The ministry will include joint-use school participation among its criteria in reviewing all project submissions.

- The ministry has capital funding to support the replacement of existing space for community partners in situations where the space will be lost due to the board's pupil accommodation activities.

## Project Submissions

### Capital Priorities

As with previous rounds of the Capital Priorities program, funding for Capital Priorities projects will be allocated on a business case basis for new schools, retrofits, and additions that need to be completed by the 2020-2021 school year. School boards are required to identify their ten highest and most urgent Capital Priorities and submit the associated business cases through the School Facilities Inventory System (SFIS) in order to be considered for funding approval.

With this spring's announcements of School Consolidation Capital funding approvals, the ministry completes its commitment to invest \$750 million to support improved utilization of school space through the reduction of surplus capacity. The ministry will continue to support consolidation projects through its annual Capital Priorities program.

The ministry is increasing its submission limit to ten projects to compensate for the completion of the School Consolidation Capital program which will have no further intakes.

School boards are required to submit their completed Capital Priorities business cases by **September 8, 2017**. The ministry **will not** accept business cases after this date.

### Child Care Centres in Schools

In Memo **2017:B06 Request for Early Years Capital Program Funding Submissions**, the ministry announced details of the 2017-18 Early Years Capital Program (EYCP) in support of the government's Renewed Early Years and Child Care Policy Framework. The Framework aims to ensure that all children and families have access to a range of high-quality, inclusive, and affordable early years and child care programs and services that are responsive to the needs of families. This plan will create access to licensed child care for 100,000 more children aged 0 to 4 years old over the next five years. To support this commitment, the government is investing up to \$1.6 billion in capital funding for child care capital builds and retrofits to support the creation of licensed child care spaces in schools, the broader public sector, and community locations for children aged 0-4 years.

With support from their local Consolidated Municipal Service Managers (CMSMs) and District Social Services Administration Boards (DSAABs), school boards have an opportunity to request capital funding support for the creation of new child care spaces or child and family program projects that are associated with a larger school capital project through this round of the Capital Priorities program.

For child care spaces and child and family programs associated with a Capital Priorities project request, school boards must submit a request for capital funding support for these projects by completing and attaching a *Joint Submission - Capital Funding for Child Care and Child and Family Programs* to their Capital Priorities business case. Please see memo **2017:B06 Request for Early Years Capital Program Funding Submissions** for additional details.

School boards are required to submit their completed Early Years Joint Submissions by **September 8, 2017**. The ministry **will not** accept Early Years Joint Submissions after this date.

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

The ministry encourages all school boards to consider collaborative capital project arrangements between school boards. This includes maximizing the opportunities of co-location, particularly in rural, northern and small communities.

In the current 2016-17 school year, the ministry has committed dedicated funding to assist school boards in pursuing joint-use school opportunities between boards. This funding is being allocated:

- to support boards with facilitation and joint planning towards the potential development of joint-use school proposals (the Joint-Use Schools Seed Funding Program), and
- on studies being commissioned by the ministry to highlight joint-use experiences and develop a joint-use toolkit that can be used to assist boards in developing joint-use schools. The ministry expects to receive these studies this Fall.

Since 2013, the ministry has prioritized joint-use projects as part of the Capital Priorities program, however, while there are approximately 4,900 schools in Ontario, only 37 are currently joint-use arrangements.

Therefore, going forward, the ministry will be reviewing all capital proposals submitted by boards for ministry funding for new schools, additions or consolidation projects to ensure joint-use opportunities between boards have been explored before funding is granted.

School boards seeking Capital Priorities funding approval must:

- Document efforts made to explore joint-use opportunities for each capital project funding request as part of the business case submissions;
- Demonstrate a willingness to participate with co-terminous school boards in joint-use school opportunities;
- For joint-use school proposals, both boards must include the project as part of their Capital Priorities submission; and
- For joint-use school proposals, explain the role of the joint-use school on expected improvements to student programming and operational efficiency.

### Joint-Use Seed Funding Program

The Joint-Use Schools Seed Funding program is available to school boards to encourage the development of more joint-use schools between two or more school boards. Successful applicants will receive \$20,000 in operating funding, per school board, to support the development of a joint-use school project. The ministry will accept applications at any time throughout the year.

### **Community Hub Projects**

In addition to partnerships with other school boards, the ministry also encourages school boards to consider collaborative capital project arrangements between school boards and community partners. New community partners must provide any required capital funding for the project, and the project must not result in any additional operating costs for the school board.

The Replacement Space Funding is available to fund the capital costs of relocating an existing community hub from one school (operating or non-operating) to another school in circumstances where the original school is:

- To be closed or sold, or
- Facing accommodation pressure.

In situations where the original school is facing accommodation pressure, Replacement Space Funding will be restricted to schools where the footprint of the original school cannot be expanded.

Funding will be allocated on a business case basis, jointly submitted by both the school board and the community partner. Boards are to submit supplemental documents with their Capital Priorities Business Case including a description of the community partner and their services, an explanation of the capital requirements and capital cost estimate, and a commitment from the community partner to provide operating funding for the space (include amount).

Community partners that align with the priorities and goals of the ministry (e.g. child and family programs, child mental health, French language services, post-secondary programs, etc.) will be prioritized. Any community partner that provides competing educational services is not eligible for Replacement Space Funding.

### **Eligibility and Evaluation Criteria**

As in previous rounds of Capital Priorities, school boards are to submit business cases through the School Facilities Inventory System (SFIS) system. School boards will be able to access the Capital Priorities submission templates in SFIS beginning June 22, 2017. School boards can save their work in progress; however, once school boards submit their business cases, their submissions will be locked from further editing. School boards will only be able to modify their business cases by requesting that their Capital Analyst (Appendix A) unlock the submission.

## Eligible Project Categories

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

- 1) Enrolment Pressure: Projects will accommodate pupils where enrolment is currently or is projected to persistently exceed capacity at a school or within a group of schools, and students are currently housed in non-permanent space (e.g., portables).
- 2) School Consolidations: Projects that support the reduction of excess capacity in order to decrease operating and renewal costs and address renewal need backlogs. These projects may also provide other benefits such as improved program offerings, accessibility or energy efficiency. Projects linked to an accommodation review must have a final trustee decisions on the outcome of the pupil accommodation review by **September 29, 2017**.
- 3) Facility Condition: Projects will replace schools that have higher renewal needs than the cost of constructing an appropriately sized new facility.
- 4) French-language Accommodation: Projects will provide access to French-language facilities where demographics warrant. Such projects will only be considered eligible if the school board can demonstrate that there is a sufficient French-language population not being served by an existing French-language school facility.

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

- Projects related to only addressing an accommodation pressure of a specialized or alternative program such as French Immersion;
- Projects for additional child care or child and family program space that is not associated with a priority school project;
- Projects for new, non-replacement space to support a community partner;
- Projects that have been previously funded by either the ministry or the school board; and
- Projects that should be funded through renewal funding, including program enhancements and projects related to only addressing current and/or proposed changes to the *Accessibility for Ontarians with Disabilities Act* (AODA).

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

## **Project Evaluation**

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

For Accommodation Pressures and French-Language Accommodation projects:

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

For Facility Condition and School Consolidation projects:

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

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

- School board's demonstrated willingness to participate with co-terminous school boards in joint-use school opportunities;
- School board's ability to build to ministry benchmark costs as evidenced by past projects;
- School board's ability to deliver projects within target timeframes as evidenced by past projects;
- School board's history of meeting the ministry's capital accountability measures (Appendix B);
- Enrolment and utilization trends for projects of the school board which have previously been funded; and
- Number of projects the school board currently has underway and the status of these projects in relation to approved funding and opening dates.

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

## **Capital Analysis and Planning Template**

The Capital Analysis and Planning Template (CAPT) is an essential tool for understanding school boards' capital financial position. An approved CAPT is necessary before the ministry is able to sufficiently assess the existing capital activity of a school board. As a result, school boards will not be considered for new capital project funding approval if the ministry does not have an approved CAPT consistent with the school board's 2015-16 Financial Statement.

## **Ministry Contact**

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

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

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

or

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

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

If you have any child care and child and family program questions, or require additional information, please contact Jeff O'Grady, Acting Manager, Capital Policy and Programs Branch at 416-325-2027 or at [Jeff.OGrady@ontario.ca](mailto:Jeff.OGrady@ontario.ca).

### ***Communications Protocol***

School boards are reminded to follow the ministry's communications protocol requirements for all ministry funded major capital construction projects as outlined in Appendix C.

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

Dylan Franks, Senior Information Officer, Communications Branch at 416-325-2947 or [Dylan.Franks@ontario.ca](mailto:Dylan.Franks@ontario.ca).

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

*Original signed by:*

Joshua Paul  
Assistant Deputy Minister  
Capital and Business Support Division

Appendices:

Appendix A: List of Ministry Capital Analysts  
Appendix B: Capital Approval Process Chart  
Appendix C: Communications Protocol Requirements

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



## Appendix A: List of Ministry Capital Analysts

DSB	District School Board	Capital Analyst	Email	Phone
1	DSB Ontario North East	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
2	Algoma DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
3	Rainbow DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
4	Near North DSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
5.1	Keewatin-Patricia DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
5.2	Rainy River DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
6.1	Lakehead DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
6.2	Superior Greenstone DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
7	Bluewater DSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
8	Avon Maitland DSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
9	Greater Essex County DSB	Kristin Grunenko	Kristin.Grunenko@ontario.ca	416-326-9959
10	Lambton Kent DSB	Kristin Grunenko	Kristin.Grunenko@ontario.ca	416-326-9959
11	Thames Valley DSB	Kristin Grunenko	Kristin.Grunenko@ontario.ca	416-326-9959
12	Toronto DSB	Lisa Bland	Lisa.Bland@ontario.ca	416-326-9921
13	Durham DSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
14	Kawartha Pine Ridge DSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
15	Trillium Lakelands DSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
16	York Region DSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
17	Simcoe County DSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
18	Upper Grand DSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
19	Peel DSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
20	Halton DSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
21	Hamilton-Wentworth DSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
22	DSB Niagara	Kristin Grunenko	Kristin.Grunenko@ontario.ca	416-326-9959
23	Grand Erie DSB	Kristin Grunenko	Kristin.Grunenko@ontario.ca	416-326-9959
24	Waterloo Region DSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
25	Ottawa-Carleton DSB	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
26	Upper Canada DSB	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
27	Limestone DSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
28	Renfrew County DSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
29	Hastings & Prince Edward DSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
30.1	Northeastern CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
30.2	Nipissing-Parry Sound CDSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
31	Huron Superior CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
32	Sudbury CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
33.1	Northwest CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
33.2	Kenora CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
34.1	Thunder Bay CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297

<b>DSB</b>	<b>District School Board</b>	<b>Capital Analyst</b>	<b>Email</b>	<b>Phone</b>
34.2	Superior North CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
35	Bruce-Grey CDSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
36	Huron Perth CDSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
37	Windsor-Essex CDSB	Kristin Grunenko	Kristin.Grunenko@ontario.ca	416-326-9959
38	London DCSB	Kristin Grunenko	Kristin.Grunenko@ontario.ca	416-326-9959
39	St. Clair CDSB	Kristin Grunenko	Kristin.Grunenko@ontario.ca	416-326-9959
40	Toronto CDSB	Lisa Bland	Lisa.Bland@ontario.ca	416-326-9921
41	Peterborough VNCCDSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
42	York CDSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
43	Dufferin Peel CDSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
44	Simcoe Muskoka CDSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
45	Durham CDSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
46	Halton CDSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
47	Hamilton-Wentworth CDSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
48	Wellington CDSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
49	Waterloo CDSB	Matthew Anderson	Matthew.Anderson@ontario.ca	416-325-9796
50	Niagara CDSB	Kristin Grunenko	Kristin.Grunenko@ontario.ca	416-326-9959
51	Brant Haldimand Norfolk CDSB	Kristin Grunenko	Kristin.Grunenko@ontario.ca	416-326-9959
52	CDSB of Eastern Ontario	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
53	Ottawa CSB	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
54	Renfrew County CDSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
55	Algonquin & Lakeshore CDSB	Shakufe Virani	Shakufe.Virani@onatario.ca	416-325-2805
56	CSP du Nord-Est	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
57	CSP du Grand Nord de l'Ontario	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
58	CS Viamonde	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
59	CÉP de l'Est de l'Ontario	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
60.1	CSCD des Grandes Rivières	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
60.2	CSC Franco-Nord	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
61	CSC du Nouvel-Ontario	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
62	CSDC des Aurores boréales	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
63	CSC Providence	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
64	CSDC Centre Sud	Laval Wong	Laval.Wong@ontario.ca	416-325-2015
65	CSDC de l'Est ontarien	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
66	CÉC du Centre-Est	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018

## Appendix B: Capital Approval Process Chart

Capital Construction Approval Process Updated May 11, 2017		New Schools*		Additions*		Major Retrofits*		Early Years** (Child Care, Child & Family, FDK)
		Repeat Design	New Design	>50% or >\$3.0M	<50% and <\$3.0M	>50% or >\$3.0M	<50% and <\$3.0M	Individual Projects <\$250K
Pre-Design	Facility Space Template	Complete template with most recent adaptation (<5 years)	Board to submit template before hiring architect	Board to submit template before hiring architect	Not Required	Board to submit template before hiring architect	Not Required	Not Required
	Project Manager	Board to appoint a Project Manager (either internal staff or external resource). Board to notify Ministry of name and contact info.						
	Ministry Approval	Ministry must approve scope of project based upon submitted Space Template	Ministry must approve scope of project based upon submitted Space Template	Ministry must approve scope of project based upon submitted Space Template	Not Required	Ministry must approve scope of project based upon submitted Space Template	Not Required	Not Required
	GOAL	Board to retain an architect.						
Pre-Tender	Independent Cost Consultant Report	Board to submit final cost of recent adaptation (<5 years)	Board to submit an Independent Cost Consultant Report before issuing tender	Board to submit an Independent Cost Consultant Report before issuing tender	Not Required	Board to submit an Independent Cost Consultant Report before issuing tender	Not Required	Not Required
	Approval to Proceed (ATP) Request	Board's senior business official to submit the ATP Request Form confirming total estimated project costs does not exceed board's identified funding, including a floor plan approval letter for the child care component.						Not Required
	Capital Analysis & Planning Tool (CAPT)	Board to confirm that data entered in the CAPT for the requested project is in line with the data provided through the ATP Request Form.						Not Required
	Ministry Approval	Ministry's approval required before proceeding to tender. Approval based on identification of sufficient funding.						Not Required
	GOAL	Board to proceed to tender.						
Post-Tender	Tender exceed approved funding amount	Board to either identify additional funding available or make design changes to reduce the project cost. In either case, the board must demonstrate to the Ministry that sufficient funding is available to complete the project.						
	Tender meet approved funding amount	Board to accept tender bid. Important to ensure all project costs are identified and considered.						
Notes:	<ul style="list-style-type: none"><li>Ministry approvals are not required for retrofits that are 100% funded through School Condition Improvement and Early Years Funding less than \$250K.</li><li>Consultant to review the design, provide costing analysis and advice, and report on options to ensure cost containment. To be based on drawings that are at least 80% complete.</li><li>50% determined by the following: (Estimated project cost / Latest construction benchmark value of the existing OTG (pre-construction) of the facility).</li></ul> <p>* If a child care component is included as part of the project, a floor plan approval letter issued by the Child Care Quality Assurance and Licensing Branch of the Ministry of Education must be submitted as part of the ATP request.</p> <p>** If a child care component is included as part of the project, a floor plan approval letter issued by the Child Care Quality Assurance and Licensing Branch of the Ministry of Education is still required.</p>							
Definitions:	<b>Addition:</b> Expansion of the gross floor area of a facility, including child care and child and family program rooms. <b>Major Retrofit:</b> Major structural renovation or reconstruction of the existing building envelop, including child care and child and family program rooms. It does not include expansion of the existing gross floor area. Any project that does expand the gross floor area, but is funded with Ministry funds or >\$1M in Accumulated Surplus is treated as a Major Retrofit.							

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

All public announcements regarding capital investments in child care, child and family program and/or the publicly funded education system are joint communications opportunities for the provincial government, the school board, the Consolidated Municipal Service Manager/District Social Services Administration Board (CMSM/DSSAB), and community partners.

### ***Public Communications***

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

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.

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, CMSM/DSSABs, and community partners in bringing exciting new capital projects to benefit local communities.

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

**Important:** For all new school openings, or openings of major additions 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 to the event. 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 from the office of the Minister of Education or the office of the Minister Responsible for Early Years and Child Care regarding the invitation. School boards, CMSMs/DSSABs, and community partners will be notified within 15 business days of their opening event as to the ministers' attendance. Please note that if the date of your event changes at any time after the ministers have received the invitation, please advise us of the change at the same 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 make sure that the ministers are aware of the announcement opportunity.

### ***Other Events***

For all other media-focussed 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, please confirm the change at the same 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.

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

You must acknowledge the support of the Government of Ontario in media-focussed communications of any kind, written or oral, relating to the agreement or the project. This could include but is not limited to, any report, announcement, speech, advertisement, publicity, promotional material, brochure, audio-visual material, web communications or any other public communications. For minor interactions on social media, or within social media such as Twitter, 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.

### ***Signage***

For all capital construction projects that exceed \$100,000, school boards will be required to display signage at the site of construction that identifies the support of the Government of Ontario. Signage will be provided to school boards by the Ministry of Education. School boards are then responsible for posting the signage 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.

**Ministry of Education**

Mowat Block  
Queen's Park  
Toronto ON M7A 1L2

**Ministère de l'Éducation**

Édifice Mowat  
Queen's Park  
Toronto ON M7A 1L2

**2017: B06****MEMORANDUM TO:** Directors of Education

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

**FROM:**

Joshua Paul  
Assistant Deputy Minister  
Capital and Business Support Division

Shannon Fuller  
Assistant Deputy Minister  
Early Years and Child Care Division

**DATE:**

June 6, 2017

**SUBJECT:**

**Request for Early Years Capital Program (EYCP)  
Funding Submissions**

We are writing to announce details of the 2017-18 Early Years Capital Program (EYCP) in support of the government's Renewed Early Years and Child Care Policy Framework which aims to ensure that all children and families have access to a range of high-quality, inclusive, and affordable early years and child care programs and services that are responsive to the needs of families. This plan will create access to licensed child care for 100,000 more children aged 0 to 4 years old over the next five years. To support this commitment the government is investing up to \$1.6 billion in capital funding for child care capital builds and retrofits to support the creation of licensed child care spaces in schools, the broader public sector, and community locations for children aged 0 to 4 years.

In response to this investment in early years and child care capital, the Ministry is launching a new capital funding program called the EYCP. This memo provides the details, eligibility criteria, and submission requirements for this program that focuses on school-based "stand-alone" child care and/or child and family program capital funding requests (i.e., child care and/or child and family capital projects that are not part of a school capital project).

The EYCP will serve as the primary means for capital funding requests associated with school-based stand-alone child care and/or child and family program capital projects that address school boards' and CMSMs'/DSSABs' accommodation needs, and support a "Schools-First" approach through additions and/or renovations. School boards and CMSMs'/DSSABs are invited to submit requests for child care and/or child and family program capital funding to support the capital costs associated with these projects.

The Capital Priorities (CP) program will continue to accept capital funding requests for child care and/or child and family capital projects that are associated with a school capital project (i.e., new school build).

The Ministry has established an Expert Panel on Early Years Capital Standards in Schools with membership from school boards, CMSMs'/DSSABs, and early years providers to provide advice and recommendations to the Ministry on child care and child and family program capital requirements, benchmarks, and funding methodology in schools as well as best practices for child care and child and family program capital design, planning, and construction in schools across Ontario. A Working Group on Early Years Accommodations Costs in Schools has also been established with membership from school boards, CMSMs'/DSSABs, and early years providers to provide advice and recommendations to the Ministry on child care and child and family program accommodation cost transparency and methodology in schools as well as best practices related to sustainability for early years providers in schools. The outcomes of these groups are anticipated in 2018.

## **Highlights/Summary Points**

- Ongoing, multi-year operating funding will be made available to CMSMs'/DSSABs for licensed child care to support new school-based capital builds announced and approved in 2017-18, once the capital space is operational.
- The 2017-18 EYCP projects are required to open no later than the 2019-20 school year.
- School boards and CMSMs'/DSSABs may apply for capital funding support for school-based stand-alone child care and/or child and family program projects. Child care and/or child and family program projects that are associated with a school capital project must be submitted through the CP program for consideration.
- School boards who will not fully expend their Schools-First Child Care Capital Retrofit Policy (SFCCCRP) funding by August 31, 2017 are expected to utilize their uncommitted SFCCCRP allocation towards approved child care capital projects supporting additions and renovations that have been submitted for capital funding consideration under the EYCP.
- School boards and CMSMs'/DSSABs are no longer required to provide a priority ranking for each child care and/or child and family program capital funding

request being submitted for consideration. School boards and CMSMs/DSSABs may choose to continue submitting priority rankings if they choose to do so.

- As of September 1, 2017, a new licensed age group called “family age grouping” for children 0 to 12 years will be introduced to all licensed child care centres (Schedule 4 in Ontario Regulation 137/15 of the *Child Care and Early Years Act, 2014* (CCEYA)). School boards and CMSMs/DSSABs may apply for a family age grouping room. The new group allows the placement of children of different ages in the same group in the same play activity room, subject to regulations. The family age grouping can have up to a maximum of 15 children, and no more than six children under two years of age. For more information on Schedule 4 visit: <http://www.edu.gov.on.ca/childcare/FamilyAgeGroupings.pdf>
- School boards and CMSMs/DSSABs are required to provide the Ministry with a floor plan approval letter issued by the Ministry of Education’s Child Care Quality Assurance and Licensing Branch as part of their ATP request. (See Appendix F for the Capital Approval Process Chart.)
- Child care and/or child and family program requests for capital funding must be submitted through the Ministry’s School Facility Information System (SFIS). The Early Years Joint Submission template should be downloaded, completed, signed by both the school board and the CMSM/DSSAB and uploaded into SFIS as well as submitted to the school board’s Ministry Early Years Regional Staff (Education Officer and Child Care Advisor) and Capital Analyst.
- School boards and CMSMs/DSSABs are encouraged to consider regional system-wide planning across co-terminus school boards and multi-CMSM/DSSAB areas, where appropriate, to ensure operational viability, and prioritization.
- As capital funding for child and family programs is limited in 2017, the Ministry may approve the child care component of a capital funding request without approving capital funding for the child and family program component, where there are requests for integrated capital projects which include both child care and child and family programs.
- The submission deadline for all EYCP capital funding requests is **August 4, 2017**.

## Project Submissions

The Ministry will be accepting capital funding requests for school-based stand-alone child care and/or child and family program projects.

As with previous rounds of the CP program, school boards, in conjunction with their CMSMs/DSSABs, have an opportunity to request capital funding for school-based stand-alone child care and/or child and family program capital projects. The 2017 EYCP



projects are required to open no later than the 2019-20 school year. (See Appendix A for details on child care capital project submission requirements, and Appendix B for details on child and family program capital project submission requirements.)

School boards and CMSMs/DSSABs are required to complete an *Early Years Joint Submission - Capital Funding for Child Care and Child and Family Programs* template to request EYCP funding. The Early Years Joint Submission is to be downloaded, completed, and uploaded into SFIS as well as submitted to school board's Ministry Early Years Regional Staff (Education Officer and Child Care Advisor) and Capital Analyst.

School boards are required to submit their completed Early Years Joint Submission template by **August 4, 2017**. The Ministry **will not** accept Early Years Joint Submission templates after this date. Following this submission window, it is anticipated that there will be future opportunities to submit EYCP capital funding requests later in 2017.

## **Communications Protocol Requirements for 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 and organizations involved in the projects. Please follow the protocol outlined in Appendix C related to these opportunities.

## **Ministry Contacts**

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

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

Jeff O'Grady, Manager, Capital Policy and Programs Branch at 416-325-2027 or at [Jeff.OGrady@ontario.ca](mailto:Jeff.OGrady@ontario.ca).

### ***Capital***

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

### ***Communications Protocol***

Should you have any questions related to the communications protocol or other requirements, please contact:

Dylan Franks, Senior Information Officer, Communications Branch at 416-325-2947 or [Dylan.Franks@ontario.ca](mailto:Dylan.Franks@ontario.ca).

We look forward to working with you to identify and develop your future child care and child and family program capital projects.

*Original signed by:*

Joshua Paul  
Assistant Deputy Minister  
Capital and Business Support Division

*Original signed by:*

Shannon Fuller  
Assistant Deputy Minister  
Early Years and Child Care Division

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

## **Appendix A: Child Care Capital Project Submission Requirements**

### **Child Care Eligibility**

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

When selecting a school for child care, school boards and CMSMs/DSSABs should consider available operating funding (multi-year operating funding will be made available for child care capital projects approved in 2017-18), school capacity, location, long-term viability, cost effectiveness, age groups, accommodation pressures/service gaps, demand, local child care plan, etc. prior to signing the Early Years Joint Submission. When considering long-term school viability, school board planners and CMSMs/DSSABs must consider at least the next five years and use population projections as well as other local data to inform submission decisions including an assessment of:

- Existing empty space within the school.
- Whether or not the school is in an accommodation review, and could potentially close, consolidate or remain open.
- Whether or not the child care and/or the child and family program could potentially be part of a joint use capital project, especially in rural, northern, and small communities.
- Whether the school has existing child care and/or child and family program space.
- The average daily enrollment and the on-the-ground capacity of the school.
- Current utilization rates, and historical/forward trend analysis.
- Number of existing empty classrooms.

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

The Ministry expects school boards and CMSMs/DSSABs to work together to identify the need for dedicated child care space to support children ages 0 to 3.8 years in schools.

School boards and CMSMs/DSSABs are no longer required to separately provide a priority ranking for each child care capital funding request being submitted for

consideration. However, if the school board chooses to provide a priority ranking, they should rank against its other child care capital projects on the Early Years Joint Submission.

If the CMSM/DSSAB chooses to prioritize the child care capital projects they are being asked to sign-off on, they have the two choices for priority ranking:

- 1) By all school boards (e.g., if the English public school board, the English catholic school board, and the French catholic school board all request CMSM/DSSAB approval on their Early Years Joint Submission, the CMSM/DSSAB must prioritize them all together).

This option will require active communication between CMSMs/DSSABs and coterminous school boards to prioritize child care capital projects being submitted by all school boards in the service area of the CMSM/DSSAB.

- 2) By individual school board.

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

As originally communicated in the 2015:B11, 2016:B11, and 2016:B19 memorandums, the Ministry will continue to use the following factors to prioritize child care capital projects under this policy should the number of eligible submissions surpass available funding:

- child care replacement due to school closure/accommodation review;
- age groupings (programs serving infants are a priority);
- accommodation pressures/service gaps;
- cost effectiveness and school viability; and
- equitable geographic disbursement of new child care spaces.

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

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

- The child care rooms will not result in an operating pressure for the CMSM/DSSAB (multi-year operating funding will be made available to support child care capital projects approved in 2017-18).
- The physical space will be owned by the school board and leased to the child care operator or CMSM/DSSAB. School boards are not to charge operators beyond a cost-recovery level.

- School boards will operate on a cost-recovery basis and recover their accommodation costs (e.g., rent, heating, lighting, cleaning, maintenance, and repair costs) directly from child care operators and/or CMSMs/DSSABs as per the school board's usual leasing process. School boards are not permitted to absorb additional school board facility costs (e.g., custodial, heat, and lighting) and renewal costs (e.g., windows) through Ministry funding, such as the School Facility Operations or Renewal Grant. School boards are not expected to take on additional costs to support facility partnerships, although school boards will continue to use their discretion in supporting partnerships based on their student achievement strategy.
- School boards are required to follow the capital construction approval process for the new construction and/or renovations of child care rooms. As per the Ministry's Capital Accountability Requirements, school boards will be required to submit a space template before designing the project, where applicable. School boards will require an ATP before the project can be tendered.
- School boards and CMSMs/DSSABs should contact their child care licensing representative as soon as possible as all child care capital projects require a floor plan approval letter issued by the Ministry of Education's Child Care Quality Assurance and Licensing Branch prior to receiving an ATP or starting construction. In order to streamline the floor plan approval process, school boards and CMSMs/DSSABs should note to their child care licensing representative if the child care floor plan has been used in the past (i.e., a repeat child care floor plan design) or if the child care floor plan will be used for multiple child care sites in the near future.
- Child care space will not count as loaded space for the purposes of the facility space template. The facility space template should provide details of the child care space under the section "Community Use Rooms."
- School boards will be held accountable for implementing appropriate measures to ensure that the cost and scope of approved child care capital projects are within the approved project funding and do not exceed the Ministry's benchmarks.
- Rooms must be built in accordance with the *Child Care and Early Years Act, 2014* (CCEYA).
- It is expected that all new child care rooms funded under this policy will be built to accommodate a maximum group size for each age grouping for children 0 to 3.8 years (e.g., 10 infant spaces, 15 toddler spaces, 24 preschool spaces, and 15 family age grouping spaces), and that child care rooms will be for exclusive use during the core school day. Although unobstructed space requirements are per child, infant, and toddler group sizes require additional space for separate sleep areas, change area, etc. These should be considered when developing child care floor plans. Considerations should also include the long-term use of the room,

including the ability to convert to other child care age groups or for classroom use.

- Please note, a new optional approach to age groupings, ratios, and staff qualifications will be implemented starting September 1, 2017 as part of the recent regulatory announcements under the CCEYA. Under the new approach, licensees will have the option of operating under the current requirements for age groupings, ratios, and qualifications (Schedule 1) or applying to adopt the new option (Schedule 4). Licensees and new applicants will have the opportunity to apply for a license under Schedule 4, which would be approved based on set criteria. For more information on Schedule 4 visit:  
<http://www.edu.gov.on.ca/childcare/FamilyAgeGroupings.pdf>
  - The new Schedule 4 licensed age group called “family age grouping” for children 0 to 12 years allows the placement of children of different ages in the same group in the same play activity room, subject to regulations. The family age grouping (Schedule 4 in Ontario Regulation 137/15 of the CCEYA) may be an option for licensees as follows:
    - A centre that has 15 or fewer children where the family age grouping is the only age category in the centre.
    - A separate child care program that runs outside of a centre’s standard operating hours (i.e., evenings, overnight, and weekends).
    - A centre that wishes to license a family age grouping alongside other age groups licensed under Schedule 1 of Ontario Regulation 137/15.
- It is important that school boards and CMSMs/DSSABs are taking into consideration licensed child care operator viability, and flexibility where appropriate, when determining appropriate mix of age groupings. Programs created will support continuity of services for children and families in order to accommodate children as they age out of programs. For example, if a toddler room is included in the child care capital project proposal a preschool room must also be available, unless a family age grouping room is in place.
- For the purpose of this policy, an eligible child care operator:
  - is a not-for-profit operator or municipal operator; or
  - has a purchase of service agreement with the CMSM/DSSAB; or
  - is a licensed child care centre that is eligible to receive fee subsidy payments from the CMSM/DSSAB; or
  - is a for-profit operator who:

- already located in a school as a result of an agreement and has a purchase of service agreement, both of which were in place as of July 10, 2012 when the 2012: EL3 Memo was issued; and
- has not changed ownership or has not terminated the agreement since the 2012: EL3 Memo was issued on July 10, 2012.
- Capital funding for child care cannot be used to address other school board capital needs. Funding will not be provided for school-age child care spaces as the Ministry will not fund exclusive space for before and after school child care programs.

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

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

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

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

Eligible expenses include:

- first-time equipping; and
- expenses incurred to meet CCEYA and Building Code standards, which qualify under the Tangible Capital Assets Guideline (TCA), revised April 2015.

### **Application Process – Early Years Joint Submission**

The Early Years Joint Submission includes project details and confirms that the child care program meets all eligibility and viability requirements.

In order to be considered for funding for the construction of new or renovated child care rooms, school boards must work with their CMSM/DSSAB to submit a jointly signed

Early Years Joint Submission. School boards must submit an Early Years Joint Submission signed by both the CMSM/DSSAB Manager of Child Care and Early Years System, the school board Early Years Lead, Capital Lead, and Director of Education.

The Early Years Joint Submission is to be downloaded, completed, and uploaded into the School Facility Information System (SFIS) as well as submitted to school board's Ministry Early Years Regional Staff (Education Officer and Child Care Advisor) and Capital Analyst.

Early Years Joint Submissions must be received by the Ministry by **August 4, 2017**.

The Ministry may request supporting documentation following a review of the Early Years Joint Submission.



## **Appendix B: Child and Family Program Capital Project Submission Requirements**

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

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

When selecting a school for a child and family program, school boards and CMSMs/DSSABs should consider available operating funding (multi-year operating funding will be made available for child and family program capital projects approved in 2017-18), school capacity, location, long-term viability, cost effectiveness, accommodation pressures/service gaps, demand, local child care plan, etc. prior to signing the Early Years Joint Submission. When considering long-term school viability, school board planners and CMSMs/DSSABs must consider at least the next five years and use population projections as well as other local data to inform submission decisions including an assessment of:

- Existing empty space within the school.
- Whether or not the school is in an accommodation review, and could potentially close, consolidate or remain open.
- Whether or not the child care and/or the child and family program could potentially be part of a joint use capital project, especially in rural, northern, and small communities.
- Whether the school has existing child care and/or child and family program space.
- The average daily enrollment and the on-the-ground capacity of the school.
- Current utilization rates, and historical/forward trend analysis.
- Number of existing empty classrooms.

Child and family programs refer to the following Ministry supported programs: Ontario Early Years Centres (OEYCs), Parenting and Family Literacy Centres (PFLCs), Child Care Resource Centres (CCRCs), and Better Beginnings, Better Futures (BBBFs). As part of Ontario's early years modernization plan, these four programs will be integrated and transformed to establish Ontario Early Years Child and Family Centres

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

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

The Ministry expects school boards and CMSMs/DSSABs to work together to identify the need for dedicated child and family program space in schools.

School boards and CMSMs/DSSABs are no longer required to separately provide a priority ranking for each child and family program capital funding request being submitted for consideration. However, if the school board chooses to provide a priority ranking, they should rank against its other child and family program capital projects on the Early Years Joint Submission.

If the CMSM/DSSAB chooses to prioritize the child and family program capital projects they are being asked to sign-off on, they have the two choices for priority ranking:

- 1) By all school boards (e.g., if the English public school board, the English catholic school board, and the French catholic school board all request CMSM approval on their Early Years Joint Submission, the CMSM must prioritize them all together).

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

- 2) By individual school board.

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

As originally communicated in the 2016:B11 and 2016:B19 memorandums, the Ministry will continue to use the following factors to prioritize child and family program capital projects under this policy should the number of eligible submission surpass available funding:

- Projects are “ready-to-go” and the community has already made plans to relocate, replace or build new child and family program space in a school.
- Child and family programs are in locations that are well-positioned to meet local needs and fill identified service gaps, and will align with future OEYCFC planning completed by CMSMs/DSSABs.

- Projects in communities where CMSMs/DSSABs already have familiarity and/or responsibility for child and family programs, and where strong partnerships between the school board and CMSM/DSSAB already exist.

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

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

- The child and family program rooms will not result in an operating pressure for the CMSM/DSSAB (multi-year operating funding will be made available for child and family program capital projects approved in 2017-18).
- The physical space will be owned by the school board and leased to the child and family program operator or CMSM/DSSAB. School boards are not to charge operators beyond a cost-recovery level.
- School boards will operate on a cost-recovery basis and recover their accommodation costs (e.g., rent, heating, lighting, cleaning, maintenance, and repair costs) directly from child and family program operators and/or CMSMs/DSSABs as per the school board's usual leasing process. School boards are not permitted to absorb additional school board facility costs (e.g., custodial, heat, and lighting) and renewal costs (e.g., windows) through Ministry funding, such as the School Facility Operations or Renewal Grant. School boards are not expected to take on additional costs to support facility partnerships, although school boards will continue to use their discretion in supporting partnerships based on their student achievement strategy.
- School boards are required to follow the capital construction approval process for the new construction and/or renovations of child and family program rooms. As per the Ministry's Capital Accountability Requirements, school boards will be required to submit a space template before designing the project, where applicable. School boards will require an ATP before the project can be tendered.
- Child and family program space will not count as loaded space for the purposes of the facility space template. The facility space template should provide details of the child and family program space under the section "Community Use Rooms".
- School boards will be held accountable for implementing appropriate measures to ensure that the cost and scope of approved child and family program capital projects are within the approved project funding and do not exceed the Ministry's benchmarks.
- It is expected that all Ministry funded child and family programs spaces (until January 2018 when CMSMs/DSSABs will assume responsibility for funding child and family programs) built or renovated under this policy:

- are built to the specifications of a kindergarten classroom;
  - have separate and sufficient washroom space for parents and children using the centre;
  - are located in close proximity to the kindergarten classrooms where possible to support early years transitions;
  - have a separate sink for parents/caregivers and children using the centre; and
  - have appropriate covered space for stroller parking on school property or within the school on the lower level.
- For the purpose of this policy, an eligible child and family program operator:
    - is a not-for-profit operator or municipal operator; and
    - receives support from the Ministry or CMSM/DSSAB to operate a child and family program.
  - Capital funding for child and family programs cannot be used to address other school board capital needs.

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

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

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

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

Eligible expenses include:

- first-time equipping; and

- expenses incurred to meet Building Code standards, which qualify under the Tangible Capital Assets Guide (TCA), revised April 2015.

### **Application Process – Early Years Joint Submission**

The Early Years Joint Submission includes project details and confirms that the child and family program meets all eligibility and viability requirements.

In order to be considered for funding for the construction of new or renovated child and family program rooms, school boards must work with their CMSM/DSSAB to submit a jointly signed Early Years Joint Submission. School boards must submit an Early Years Joint Submission signed by both the CMSM/DSSAB Manager of Child Care and Early Years System, the school board Early Years Lead, Capital Lead, and Director of Education.

The Early Years Joint Submission is to be downloaded, completed, and uploaded into the School Facility Information System (SFIS) as well as submitted to school board's Ministry Early Years Regional Staff (Education Officer and Child Care Advisor) and Capital Analyst.

Early Years Joint Submissions must be received by the Ministry by **August 4, 2017**.

The Ministry may request supporting documentation following a review of the Early Years Joint Submission.

## **Appendix C: Communications Protocol Requirements for Public Communications and Events**

### **Public Communications**

School boards, Consolidated Municipal Service Managers/District Social Services Administration Boards (CMSMs/DSSABs), and/or 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/or community partners should contact the Ministry of Education to receive additional content for the media-focused public communications, such as quotes from the Minister(s).

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/or community partners. If the Ministry chooses to do so, school boards, CMSMs/DSSABs, and/or community partners will be contacted to get quotes, as appropriate.

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

### **Major Announcements and Events**

**Important:** For all new school openings, or openings of major additions 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 to the event. 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/or community partners are not to proceed with their public events until they have received a response from the office of the Minister of Education or the office of the Minister Responsible for Early Years and Child Care regarding the invitation. School boards, CMSMs/DSSABs, and/or community partners will be notified within 15 business days of their opening event as to the Ministers' attendance. Please note that if the date of your event changes at any time after the Ministers have received the invitation, please advise us of the change at the same e-mail 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/or 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 make sure 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 e-mail (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, please confirm the change at the same e-mail address above.

School boards, CMSMs/DSSABs, and/or 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.

## **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.

## **Signage**

For all capital construction projects that exceed \$100,000, school boards will be required to display signage at the site of construction that identifies the support of the Government of Ontario. Signage will be provided to school boards by the Ministry of Education. School boards are then responsible for posting the signage 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.

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

REGION	EO/CCA	CMSM/ DSSAB	SCHOOL BOARD
TORONTO	<b><u>Education Officer:</u></b>  <b>Dolores Cascone</b> Tel: 416-314-6300 Toll Free: 1-800-268-5755 <a href="mailto:Dolores.Cascone@ontario.ca">Dolores.Cascone@ontario.ca</a>  <b><u>Senior Policy and Programs Advisor:</u></b>  <b>Jacinthe Leclerc</b> Tel: 416-325-1224 <a href="mailto:Jacinthe.Leclerc@ontario.ca">Jacinthe.Leclerc@ontario.ca</a> (French Language Boards)  <b><u>Child Care Advisor:</u></b>  <b>Isilda Kucherenko</b> Tel: 416-325-3244 <a href="mailto:Isilda.Kucherenko@ontario.ca">Isilda.Kucherenko@ontario.ca</a>	City of Toronto	CS Viamonde CSD Catholique Centre-Sud Toronto Catholic DSB Toronto DSB
		County of Dufferin	CS Viamonde CSD Catholique Centre-Sud Dufferin–Peel Catholic DSB Upper Grand DSB
		Regional Municipality of Halton	CS Viamonde CSD Catholique Centre-Sud Halton Catholic DSB Halton DSB
		Regional Municipality of Peel	CS Viamonde CSD Catholique Centre-Sud Dufferin–Peel Catholic DSB Peel DSB
		County of Wellington	CS Viamonde CSD Catholique Centre-Sud Upper Grand DSB Wellington Catholic DSB
LONDON	<b><u>Education Officer:</u></b>  <b>Sue Chanko</b> Tel: 519-870-2187 <a href="mailto:Sue.Chanko@ontario.ca">Sue.Chanko@ontario.ca</a>  <b><u>Senior Policy and Programs Advisor:</u></b>  <b>Jacinthe Leclerc</b> Tel: 416-325-1224 <a href="mailto:Jacinthe.Leclerc@ontario.ca">Jacinthe.Leclerc@ontario.ca</a> (French Language Boards)  <b><u>Child Care Advisor:</u></b>  <b>Karen Calligan</b> Tel: 226-919-5832 <a href="mailto:Karen.Calligan@ontario.ca">Karen.Calligan@ontario.ca</a>	Regional Municipality of Waterloo	CS Viamonde CSD Catholique Centre-Sud Waterloo Catholic DSB Waterloo Region DSB
		City of Brantford	Brant Haldimand Norfolk Catholic DSB CS Viamonde CSD Catholique Centre-Sud Grand Erie DSB
		County of Norfolk	Brant Haldimand Norfolk Catholic DSB CS Viamonde CSD Catholique Centre-Sud Grand Erie DSB
		City of Hamilton	CS Viamonde CSD Catholique Centre-Sud Hamilton-Wentworth DSB Hamilton-Wentworth Catholic DSB
		Regional Municipality of Niagara	CS Viamonde CSD Catholique Centre-Sud DSB of Niagara Niagara Catholic DSB
		County of Huron	Avon Maitland DSB CS Viamonde Conseil Scolaire Catholique Providence Huron-Perth Catholic DSB
		County of Lambton	CS Viamonde Conseil Scolaire Catholique Providence Lambton Kent DSB St. Clair Catholic DSB
		City of London	CS Viamonde Conseil Scolaire Catholique Providence London District Catholic SB Thames Valley DSB
		County of Oxford	CS Viamonde Conseil Scolaire Catholique Providence London District Catholic SB Thames Valley DSB



<b>LONDON (cont.)</b>		City of St. Thomas	CS Viamonde Conseil Scolaire Catholique Providence London District Catholic SB Thames Valley DSB
		City of Stratford	Avon Maitland DSB CS Viamonde Conseil Scolaire Catholique Providence Huron-Perth Catholic DSB
		City of Windsor	CS Viamonde Conseil Scolaire Catholique Providence Greater Essex County DSB Windsor-Essex Catholic DBS
		Municipality of Chatham-Kent	CS Viamonde Conseil Scolaire Catholique Providence Lambton-Kent DSB St. Clair Catholic DSB
<b>NORTH BAY / SUDBURY</b>	<b><u>Education Officer:</u></b>  <b>Renée Brouillette</b> Tel: 705-497-6893 <a href="mailto:Renee.Brouillette@ontario.ca">Renee.Brouillette@ontario.ca</a>  <b><u>Child Care Advisor:</u></b>  <b>Lina Davidson</b> Tel: 705-564-4282 <a href="mailto:Lina.Davidson@ontario.ca">Lina.Davidson@ontario.ca</a> Toll Free: 1-800-461-9570	Cochrane DSSAB	CSD catholique des Grandes Rivières CSD du Nord-Est de l'Ontario DSB Ontario North East Northeastern Catholic DSB
		Nipissing DSSAB	CSD catholique des Grandes Rivières CSD catholique Franco-Nord CSD du Nord-Est de l'Ontario DSB Ontario North East Near North DSB Nipissing-Parry Sound Catholic DSB
		Parry Sound DSSAB	Near North DSB Nipissing-Parry Sound Catholic DSB
		Timiskaming DSSAB	CSD catholique des Grandes Rivières CSD du Nord-Est de l'Ontario DSB Ontario North East Northeastern Catholic DSB
		City of Greater Sudbury	CSD catholique du Nouvel-Ontario CSD du Grand Nord de l'Ontario Rainbow DSB Sudbury Catholic DSB
		Algoma DSSAB	Algoma DSB CSD catholique du Nouvel-Ontario CSD du Grand Nord de l'Ontario Huron-Superior Catholic DSB
		Manitoulin-Sudbury DSSAB	Algoma DSB CSD catholique du Nouvel-Ontario CSD du Grand Nord de l'Ontario Huron-Superior Catholic DSB Rainbow DSB
		Sault Ste. Marie DSSAB	Algoma DSB CSD catholique du Nouvel-Ontario CSD du Grand Nord de l'Ontario Huron-Superior Catholic DSB
<b>THUNDER BAY</b>	<b><u>Education Officer:</u></b>  <b>Ana Marie Prokopich</b> Tel: 705-725-6260 Toll Free: 1-888-999-9556 <a href="mailto:AnaMarie.Prokopich@ontario.ca">AnaMarie.Prokopich@ontario.ca</a>  <b>Renée Brouillette</b> Tel: 705-497-6893 <a href="mailto:Renee.Brouillette@ontario.ca">Renee.Brouillette@ontario.ca</a>	Rainy River DSSAB	CSD catholique des Aurores boréales Northwest Catholic DSB Rainy River DSB
		Kenora DSSAB	CSD catholique des Aurores boréales Keewatin-Patricia DSB Kenora Catholic DSB Northwest Catholic DSB Rainy River DSB
		Thunder Bay DSSAB	CSD catholique des Aurores boréales Keewatin-Patricia DSB Lakehead DSB Superior North Catholic DSB Superior-Greenstone DSB

THUNDER BAY (cont.)	<b><u>Child Care Advisor:</u></b>  <b>Kelly Massaro-Joblin</b> Tel: 807-474-2982 Toll Free: 1-800-465-5020 <a href="mailto:Kelly.Massaro-Joblin@ontario.ca">Kelly.Massaro-Joblin@ontario.ca</a>		Thunder Bay Catholic DSB
OTTAWA	<b><u>Education Officer:</u></b>  <b>Dolores Cascone</b> Tel: 416-314-6300 Toll Free: 1-800-268-5755 <a href="mailto:Dolores.Cascone@ontario.ca">Dolores.Cascone@ontario.ca</a>  <b><u>Senior Policy and Programs Advisor:</u></b>  <b>Jacinthe Leclerc</b> Tel: 416-325-1224 <a href="mailto:Jacinthe.Leclerc@ontario.ca">Jacinthe.Leclerc@ontario.ca</a> (French Language Boards)  <b><u>Child Care Advisor:</u></b>  <b>Rachelle Blanchette</b> Tel: 613-536-7331 <a href="mailto:Rachelle.Blanchette@ontario.ca">Rachelle.Blanchette@ontario.ca</a>	County of Hastings	Algonquin and Lakeshore Catholic DSB Conseil des écoles publiques de l'Est de l'Ontario CS Viamonde CSD Catholique Centre-Sud CSD catholique du Centre-Est de l'Ontario Hastings and Prince Edward DSB Kawartha Pine Ridge DSB Peterborough Victoria Northumberland and Clarington Catholic DSB
		City of Kingston	Algonquin and Lakeshore Catholic DSB Conseil des écoles publiques de l'Est de l'Ontario CSD catholique du Centre-Est de l'Ontario Limestone DSB
		County of Lanark	Catholic DSB of Eastern Ontario CSD catholique du Centre-Est de l'Ontario Conseil des écoles publiques de l'Est de l'Ontario Upper Canada DSB
		County of Leeds and Grenville	Catholic DSB of Eastern Ontario Conseil des écoles publiques de l'Est de l'Ontario CSD catholique du Centre-Est de l'Ontario Upper Canada DSB
		County of Prince Edward, Lennox and Addington	Algonquin and Lakeshore Catholic DSB Conseil des écoles publiques de l'Est de l'Ontario CSD catholique du Centre-Est de l'Ontario Hastings and Prince Edward DSB Limestone DSB
		City of Cornwall	Catholic DSB of Eastern Ontario CSD catholique de l'Est ontarien Conseil des écoles publiques de l'Est de l'Ontario Upper Canada DSB
		City of Ottawa	Conseil des écoles publiques de l'Est de l'Ontario CSD catholique du Centre-Est de l'Ontario Ottawa Catholic DSB Ottawa-Carleton DSB
		United Counties of Prescott and Russell	Catholic DSB of Eastern Ontario Conseil des écoles publiques de l'Est de l'Ontario CSD catholique de l'Est ontarien Upper Canada DSB
		County of Renfrew	Conseil des écoles publiques de l'Est de l'Ontario CSD catholique du Centre-Est de l'Ontario

			l'Ontario Renfrew County Catholic DSB Renfrew County DSB
<b>BARRIE</b>	<b><u>Education Officer:</u></b>  <b>Ana Marie Prokopich</b> Tel: 705-725-6260 Toll Free: 1-888-999-9556 <a href="mailto:AnaMarie.Prokopich@ontario.ca">AnaMarie.Prokopich@ontario.ca</a>  <b><u>Senior Policy and Programs Advisor:</u></b>  <b>Jacinthe Leclerc</b> Tel: 416-325-1224 <a href="mailto:Jacinthe.Leclerc@ontario.ca">Jacinthe.Leclerc@ontario.ca</a> (French Language Boards)  <b><u>Child Care Advisor:</u></b>  <b>Maria Saunders</b> Tel: 705-725-7629 <a href="mailto:Maria.Saunders@ontario.ca">Maria.Saunders@ontario.ca</a>	County of Bruce	Bluewater DSB Bruce-Grey Catholic DSB CS Viamonde Conseil Scolaire Catholique Providence
		County of Grey	Bluewater DSB Bruce-Grey Catholic DSB CS Viamonde Conseil Scolaire Catholique Providence
		Regional Municipality of Durham	CS Viamonde CSD Catholique Centre-Sud Durham Catholic DSB Durham DSB Kawartha Pine Ridge DSB Peterborough Victoria Northumberland and Clarington Catholic DSB
		County of Northumberland	CS Viamonde CSD Catholique Centre-Sud Kawartha Pine Ridge DSB Peterborough Victoria Northumberland and Clarington Catholic DSB
		City of Peterborough	CS Viamonde CSD Catholique Centre-Sud Kawartha Pine Ridge DSB Peterborough Victoria Northumberland and Clarington Catholic DSB
		County of Simcoe	CS Viamonde CSD Catholique Centre-Sud Simcoe County DSB Simcoe Muskoka Catholic DSB
		City of Kawartha Lakes	CS Viamonde CSD Catholique Centre-Sud Peterborough Victoria Northumberland and Clarington Catholic DSB Trillium Lakelands DSB
		Regional Municipality of York	CS Viamonde CSD Catholique Centre-Sud York Catholic DSB York Region DSB
		District Municipality of Muskoka	CSD Catholique Centre-Sud Simcoe Muskoka Catholic DSB Trillium Lakelands DSB

## Appendix E: List of Ministry Capital Analysts

DSB	District School Board	Capital Analyst	E-mail	Phone
1	DSB Ontario North East	Jaimie Burke	<a href="mailto:Jaimie.Burke@ontario.ca">Jaimie.Burke@ontario.ca</a>	416-325-4297
2	Algoma DSB	Jaimie Burke	<a href="mailto:Jaimie.Burke@ontario.ca">Jaimie.Burke@ontario.ca</a>	416-325-4297
3	Rainbow DSB	Jaimie Burke	<a href="mailto:Jaimie.Burke@ontario.ca">Jaimie.Burke@ontario.ca</a>	416-325-4297
4	Near North DSB	Sarosh Yousuf	<a href="mailto:Sarosh.Yousuf@ontario.ca">Sarosh.Yousuf@ontario.ca</a>	416-325-8059
5.1	Keewatin-Patricia DSB	Jaimie Burke	<a href="mailto:Jaimie.Burke@ontario.ca">Jaimie.Burke@ontario.ca</a>	416-325-4297
5.2	Rainy River DSB	Jaimie Burke	<a href="mailto:Jaimie.Burke@ontario.ca">Jaimie.Burke@ontario.ca</a>	416-325-4297
6.1	Lakehead DSB	Jaimie Burke	<a href="mailto:Jaimie.Burke@ontario.ca">Jaimie.Burke@ontario.ca</a>	416-325-4297
6.2	Superior Greenstone DSB	Jaimie Burke	<a href="mailto:Jaimie.Burke@ontario.ca">Jaimie.Burke@ontario.ca</a>	416-325-4297
7	Bluewater DSB	Lisa Bland	<a href="mailto:Lisa.Bland@ontario.ca">Lisa.Bland@ontario.ca</a>	416-326-9921
8	Avon Maitland DSB	Lisa Bland	<a href="mailto:Lisa.Bland@ontario.ca">Lisa.Bland@ontario.ca</a>	416-326-9921
9	Greater Essex County DSB	Kristin Grunenken	<a href="mailto:Kristin.Grunenko@ontario.ca">Kristin.Grunenko@ontario.ca</a>	416-326-9959
10	Lambton Kent DSB	Kristin Grunenken	<a href="mailto:Kristin.Grunenko@ontario.ca">Kristin.Grunenko@ontario.ca</a>	416-326-9959
11	Thames Valley DSB	Kristin Grunenken	<a href="mailto:Kristin.Grunenko@ontario.ca">Kristin.Grunenko@ontario.ca</a>	416-326-9959
12	Toronto DSB	Lisa Bland	<a href="mailto:Lisa.Bland@ontario.ca">Lisa.Bland@ontario.ca</a>	416-326-9921
13	Durham DSB	Shakufe Virani	<a href="mailto:Shakufe.Virani@ontario.ca">Shakufe.Virani@ontario.ca</a>	416-325-2805
14	Kawartha Pine Ridge DSB	Shakufe Virani	<a href="mailto:Shakufe.Virani@ontario.ca">Shakufe.Virani@ontario.ca</a>	416-325-2805
15	Trillium Lakelands DSB	Shakufe Virani	<a href="mailto:Shakufe.Virani@ontario.ca">Shakufe.Virani@ontario.ca</a>	416-325-2805
16	York Region DSB	Shakufe Virani	<a href="mailto:Shakufe.Virani@ontario.ca">Shakufe.Virani@ontario.ca</a>	416-325-2805
17	Simcoe County DSB	Sarosh Yousuf	<a href="mailto:Sarosh.Yousuf@ontario.ca">Sarosh.Yousuf@ontario.ca</a>	416-325-8059
18	Upper Grand DSB	Lisa Bland	<a href="mailto:Lisa.Bland@ontario.ca">Lisa.Bland@ontario.ca</a>	416-326-9921
19	Peel DSB	Sarosh Yousuf	<a href="mailto:Sarosh.Yousuf@ontario.ca">Sarosh.Yousuf@ontario.ca</a>	416-325-8059
20	Halton DSB	Sarosh Yousuf	<a href="mailto:Sarosh.Yousuf@ontario.ca">Sarosh.Yousuf@ontario.ca</a>	416-325-8059
21	Hamilton-Wentworth DSB	Lisa Bland	<a href="mailto:Lisa.Bland@ontario.ca">Lisa.Bland@ontario.ca</a>	416-326-9921
22	DSB Niagara	Kristin Grunenken	<a href="mailto:Kristin.Grunenko@ontario.ca">Kristin.Grunenko@ontario.ca</a>	416-326-9959
23	Grand Erie DSB	Kristin Grunenken	<a href="mailto:Kristin.Grunenko@ontario.ca">Kristin.Grunenko@ontario.ca</a>	416-326-9959
24	Waterloo Region DSB	Lisa Bland	<a href="mailto:Lisa.Bland@ontario.ca">Lisa.Bland@ontario.ca</a>	416-326-9921
25	Ottawa-Carleton DSB	Daniel Cayouette	<a href="mailto:Daniel.Cayouette@ontario.ca">Daniel.Cayouette@ontario.ca</a>	416-325-2018
26	Upper Canada DSB	Daniel Cayouette	<a href="mailto:Daniel.Cayouette@ontario.ca">Daniel.Cayouette@ontario.ca</a>	416-325-2018
27	Limestone DSB	Shakufe Virani	<a href="mailto:Shakufe.Virani@ontario.ca">Shakufe.Virani@ontario.ca</a>	416-325-2805
28	Renfrew County DSB	Shakufe Virani	<a href="mailto:Shakufe.Virani@ontario.ca">Shakufe.Virani@ontario.ca</a>	416-325-2805
29	Hastings and Prince Edward DSB	Shakufe Virani	<a href="mailto:Shakufe.Virani@ontario.ca">Shakufe.Virani@ontario.ca</a>	416-325-2805
30.1	Northeastern CDSB	Jaimie Burke	<a href="mailto:Jaimie.Burke@ontario.ca">Jaimie.Burke@ontario.ca</a>	416-325-4297
30.2	Nipissing-Parry Sound CDSB	Sarosh Yousuf	<a href="mailto:Sarosh.Yousuf@ontario.ca">Sarosh.Yousuf@ontario.ca</a>	416-325-8059
31	Huron Superior CDSB	Jaimie Burke	<a href="mailto:Jaimie.Burke@ontario.ca">Jaimie.Burke@ontario.ca</a>	416-325-4297
32	Sudbury CDSB	Jaimie Burke	<a href="mailto:Jaimie.Burke@ontario.ca">Jaimie.Burke@ontario.ca</a>	416-325-4297
33.1	Northwest CDSB	Jaimie Burke	<a href="mailto:Jaimie.Burke@ontario.ca">Jaimie.Burke@ontario.ca</a>	416-325-4297
33.2	Kenora CDSB	Jaimie Burke	<a href="mailto:Jaimie.Burke@ontario.ca">Jaimie.Burke@ontario.ca</a>	416-325-4297
34.1	Thunder Bay CDSB	Jaimie Burke	<a href="mailto:Jaimie.Burke@ontario.ca">Jaimie.Burke@ontario.ca</a>	416-325-4297
34.2	Superior North CDSB	Jaimie Burke	<a href="mailto:Jaimie.Burke@ontario.ca">Jaimie.Burke@ontario.ca</a>	416-325-4297

<b>DSB</b>	<b>District School Board</b>	<b>Capital Analyst</b>	<b>E-mail</b>	<b>Phone</b>
35	Bruce-Grey CDSB	Lisa Bland	<a href="mailto:Lisa.Bland@ontario.ca">Lisa.Bland@ontario.ca</a>	416-326-9921
36	Huron Perth CDSB	Lisa Bland	<a href="mailto:Lisa.Bland@ontario.ca">Lisa.Bland@ontario.ca</a>	416-326-9921
37	Windsor-Essex CDSB	Kristin Grunenkeno	<a href="mailto:Kristin.Grunenko@ontario.ca">Kristin.Grunenko@ontario.ca</a>	416-326-9959
38	London DCSB	Kristin Grunenkeno	<a href="mailto:Kristin.Grunenko@ontario.ca">Kristin.Grunenko@ontario.ca</a>	416-326-9959
39	St. Clair CDSB	Kristin Grunenkeno	<a href="mailto:Kristin.Grunenko@ontario.ca">Kristin.Grunenko@ontario.ca</a>	416-326-9959
40	Toronto CDSB	Lisa Bland	<a href="mailto:Lisa.Bland@ontario.ca">Lisa.Bland@ontario.ca</a>	416-326-9921
41	Peterborough Victoria Northumberland and Clarington Catholic DSB	Shakufe Virani	<a href="mailto:Shakufe.Virani@ontario.ca">Shakufe.Virani@ontario.ca</a>	416-325-2805
42	York CDSB	Shakufe Virani	<a href="mailto:Shakufe.Virani@ontario.ca">Shakufe.Virani@ontario.ca</a>	416-325-2805
43	Dufferin Peel CDSB	Sarosh Yousuf	<a href="mailto:Sarosh.Yousuf@ontario.ca">Sarosh.Yousuf@ontario.ca</a>	416-325-8059
44	Simcoe Muskoka CDSB	Sarosh Yousuf	<a href="mailto:Sarosh.Yousuf@ontario.ca">Sarosh.Yousuf@ontario.ca</a>	416-325-8059
45	Durham CDSB	Shakufe Virani	<a href="mailto:Shakufe.Virani@ontario.ca">Shakufe.Virani@ontario.ca</a>	416-325-2805
46	Halton CDSB	Sarosh Yousuf	<a href="mailto:Sarosh.Yousuf@ontario.ca">Sarosh.Yousuf@ontario.ca</a>	416-325-8059
47	Hamilton-Wentworth CDSB	Lisa Bland	<a href="mailto:Lisa.Bland@ontario.ca">Lisa.Bland@ontario.ca</a>	416-326-9921
48	Wellington CDSB	Lisa Bland	<a href="mailto:Lisa.Bland@ontario.ca">Lisa.Bland@ontario.ca</a>	416-326-9921
49	Waterloo CDSB	Lisa Bland	<a href="mailto:Lisa.Bland@ontario.ca">Lisa.Bland@ontario.ca</a>	416-326-9921
50	Niagara CDSB	Kristin Grunenkeno	<a href="mailto:Kristin.Grunenko@ontario.ca">Kristin.Grunenko@ontario.ca</a>	416-326-9959
51	Brant Haldimand Norfolk CDSB	Kristin Grunenkeno	<a href="mailto:Kristin.Grunenko@ontario.ca">Kristin.Grunenko@ontario.ca</a>	416-326-9959
52	CDSB of Eastern Ontario	Daniel Cayouette	<a href="mailto:Daniel.Cayouette@ontario.ca">Daniel.Cayouette@ontario.ca</a>	416-325-2018
53	Ottawa CSB	Daniel Cayouette	<a href="mailto:Daniel.Cayouette@ontario.ca">Daniel.Cayouette@ontario.ca</a>	416-325-2018
54	Renfrew County CDSB	Shakufe Virani	<a href="mailto:Shakufe.Virani@ontario.ca">Shakufe.Virani@ontario.ca</a>	416-325-2805
55	Algonquin and Lakeshore CDSB	Shakufe Virani	<a href="mailto:Shakufe.Virani@ontario.ca">Shakufe.Virani@ontario.ca</a>	416-325-2805
56	CSP du Nord-Est	Laval Wong	<a href="mailto:Laval.Wong@ontario.ca">Laval.Wong@ontario.ca</a>	416-325-2015
57	CSP du Grand Nord de l'Ontario	Laval Wong	<a href="mailto:Laval.Wong@ontario.ca">Laval.Wong@ontario.ca</a>	416-325-2015
58	CS Viamonde	Laval Wong	<a href="mailto:Laval.Wong@ontario.ca">Laval.Wong@ontario.ca</a>	416-325-2015
59	CÉP de l'Est de l'Ontario	Daniel Cayouette	<a href="mailto:Daniel.Cayouette@ontario.ca">Daniel.Cayouette@ontario.ca</a>	416-325-2018
60.1	CSCD des Grandes Rivières	Laval Wong	<a href="mailto:Laval.Wong@ontario.ca">Laval.Wong@ontario.ca</a>	416-325-2015
60.2	CSC Franco-Nord	Laval Wong	<a href="mailto:Laval.Wong@ontario.ca">Laval.Wong@ontario.ca</a>	416-325-2015
61	CSC du Nouvel-Ontario	Laval Wong	<a href="mailto:Laval.Wong@ontario.ca">Laval.Wong@ontario.ca</a>	416-325-2015
62	CSDC des Aurores boréales	Laval Wong	<a href="mailto:Laval.Wong@ontario.ca">Laval.Wong@ontario.ca</a>	416-325-2015
63	CSC Providence	Laval Wong	<a href="mailto:Laval.Wong@ontario.ca">Laval.Wong@ontario.ca</a>	416-325-2015
64	CSD Catholique Centre-Sud	Laval Wong	<a href="mailto:Laval.Wong@ontario.ca">Laval.Wong@ontario.ca</a>	416-325-2015
65	CSDC de l'Est ontarien	Daniel Cayouette	<a href="mailto:Daniel.Cayouette@ontario.ca">Daniel.Cayouette@ontario.ca</a>	416-325-2018
66	CÉC du Centre-Est	Daniel Cayouette	<a href="mailto:Daniel.Cayouette@ontario.ca">Daniel.Cayouette@ontario.ca</a>	416-325-2018

## Appendix F: Capital Approval Process Chart

Capital Construction Approval Process Updated May 11, 2017		New Schools*		Additions*		Major Retrofits*		Early Years** (Child Care, Child & Family, FDK)
		Repeat Design	New Design	>50% or >\$3.0M	<50% and <\$3.0M	>50% or >\$3.0M	<50% and <\$3.0M	Individual Projects <\$250K
Pre-Design	Facility Space Template	Complete template with most recent adaptation (<5 years)	Board to submit template before hiring architect	Board to submit template before hiring architect	Not Required	Board to submit template before hiring architect	Not Required	Not Required
	Project Manager	Board to appoint a Project Manager (either internal staff or external resource). Board to notify Ministry of name and contact info.						
	Ministry Approval	Ministry must approve scope of project based upon submitted Space Template	Ministry must approve scope of project based upon submitted Space Template	Ministry must approve scope of project based upon submitted Space Template	Not Required	Ministry must approve scope of project based upon submitted Space Template	Not Required	Not Required
	GOAL	Board to retain an architect.						
Pre-Tender	Independent Cost Consultant Report	Board to submit final cost of recent adaptation (<5 years)	Board to submit an Independent Cost Consultant Report before issuing tender	Board to submit an Independent Cost Consultant Report before issuing tender	Not Required	Board to submit an Independent Cost Consultant Report before issuing tender	Not Required	Not Required
	Approval to Proceed (ATP) Request	Board's senior business official to submit the ATP Request Form confirming total estimated project costs does not exceed board's identified funding, including a floor plan approval letter for the child care component.						Not Required
	Capital Analysis & Planning Tool (CAPT)	Board to confirm that data entered in the CAPT for the requested project is in line with the data provided through the ATP Request Form.						Not Required
	Ministry Approval	Ministry's approval required before proceeding to tender. Approval based on identification of sufficient funding.						Not Required
	GOAL	Board to proceed to tender.						
Post-Tender	Tender exceed approved funding amount	Board to either identify additional funding available or make design changes to reduce the project cost. In either case, the board must demonstrate to the Ministry that sufficient funding is available to complete the project.						
	Tender meet approved funding amount	Board to accept tender bid. Important to ensure all project costs are identified and considered.						
Notes:	<ul style="list-style-type: none"><li>Ministry approvals are not required for retrofits that are 100% funded through School Condition Improvement and Early Years Funding less than \$250K.</li><li>Consultant to review the design, provide costing analysis and advice, and report on options to ensure cost containment. To be based on drawings that are at least 80% complete.</li><li>50% determined by the following: (Estimated project cost / Latest construction benchmark value of the existing OTG (pre-construction) of the facility).</li></ul> <p>* If a child care component is included as part of the project, a floor plan approval letter issued by the Child Care Quality Assurance and Licensing Branch of the Ministry of Education must be submitted as part of the ATP request.</p> <p>** If a child care component is included as part of the project, a floor plan approval letter issued by the Child Care Quality Assurance and Licensing Branch of the Ministry of Education is still required.</p>							
Definitions:	<b>Addition:</b> Expansion of the gross floor area of a facility, including child care and child and family program rooms. <b>Major Retrofit:</b> Major structural renovation or reconstruction of the existing building envelop, including child care and child and family program rooms. It does not include expansion of the existing gross floor area. Any project that does expand the gross floor area, but is funded with Ministry funds or >\$1M in Accumulated Surplus is treated as a Major Retrofit.							

## 2017 Annual Facility Accommodation Report Priority Projects

The Annual Facility Accommodation Report table identifies the Board's potential future capital needs to be submitted to the Ministry in response to funding program announcements – contingent on Board approval.

This list includes the priority projects identified below for the 2017 Capital Priorities funding program with the exception of St. Peter Catholic Elementary School stand-alone childcare hub project.

<b>FUTURE CAPITAL PROJECT DESCRIPTION</b>	<b>EFFECTIVE SCHOOL YEAR</b>	<b>PROJECT TYPE</b>	<b>2017 Capital Priority #</b>
Bishop P. F. Reding Major Addition – Right- size facility to 1400+ pupil places	2019-20	Growth	#1
Boyne Secondary Plan Milton #10 'Cobben' Catholic Elementary School	2020-21	Growth	#7
Boyne Secondary Plan Milton #9 'Walker' Catholic Elementary School	2022-23	Growth	
Boyne Secondary Plan Milton #11 'Bowes' Catholic Elementary School	2024-25	Growth	
Boyne Milton Secondary #3 Catholic Secondary School	2019-20	Growth	#2
Education Village Secondary Plan Milton #12 Catholic Elementary School	2025-26 <sup>3</sup>	Growth	
CEO1: Oakville – South Central QEW <sup>4</sup>	2018-19	PAR	FUNDED
CEO4 & CEO5: Oakville – Oakville Northeast	2019-20	PAR	#3, #6
St. Dominic Catholic Elementary School Partial Rebuild	2019-20	Renewal	#4
North Oakville CE#4 'Minto/Shieldbay' Catholic Elementary School	2020-21	Growth	#8
North Oakville CE#1 Catholic Elementary School	TBD <sup>1</sup>	Growth	
North Oakville CE#3 Catholic Elementary School	TBD <sup>1</sup>	Growth	
North Oakville CE#5 Catholic Elementary School	TBD <sup>1</sup>	Growth	
North Oakville CS#1 Catholic Secondary School	TBD <sup>1</sup>	Growth	
North Georgetown Catholic Elementary School <sup>4</sup>	2018-19	PAR/Renewal	#5
Vision Georgetown Secondary Plan CE#1 Catholic Elementary School	2022-23	Growth	
Vision Georgetown Secondary Plan CE#2 Catholic Elementary School	2025-26	Growth	
Vision Georgetown Secondary Plan CS#1 Catholic Secondary Accommodations <sup>2</sup>	2025-26 <sup>2 &amp; 3</sup>	Growth	
CS01: Burlington Secondary Schools	2017-18	PAR	
CEB2: Burlington South of the QEW Review Areas	2018-19	PAR	
CEB4: Burlington – Mountainside, Palmer, Headon, Brant Hills	TBD	PAR	FUNDED

1. An update to the Long-Term Capital Plan projections is required to assess the year that future North Oakville schools will be required. Development phasing will need to be reviewed in collaboration with the Town of Oakville.
2. At this preliminary stage, it is unclear as to whether a second secondary school of 1,200 (typical construction size) is warranted. Accordingly, staff is reviewing alternatives to construct based on needs and within construction benchmarks.
3. A site has not been designated as part of the Municipal Plan at this time. Staff is working closely with the Town of Milton to acquire the site.
4. An Accommodation Plan has been approved by the Board, and is awaiting Ministry funding to implement the project.



## STAFF REPORT

## ITEM 9.3

### RESPONSE TO DECEMBER 19, 2017 DELEGATION

#### PURPOSE:

At the December 19, 2017 Regular Board Meeting, a delegation titled "Uniforms as an Equity Issue" was presented to the Board. In response, the Board directed staff to deliver a report on the presentation; "Particularly what other Catholic School Boards who use uniforms are doing and how this might help us continue as we work through policy discussions about uniforms, sole source suppliers and this new information on the burden of preparing clothes".

#### BACKGROUND INFORMATION:

In April 2009, the Board of Trustees approved *Policy II-41 School Uniform Dress Code / School Dress Code* for implementation into schools beginning September 2010. The approval of the policy was a result of information acquired through a pilot implementation of elementary school uniforms conducted at Guardian Angels Catholic Elementary School, Milton and St. Gabriel Catholic Elementary School, Burlington during a two (2) year period in the 2007/2008 and 2008/2009 school years.

The policy has gone through several updates and revisions in the years following its creation, including 2011, 2013 and most recently in April of 2016. Currently, the Policy was reviewed at the December 2017 Policy Committee meeting to reflect changes to school consolidations and closures and the processes for these occurrences in schools with uniforms. As with any changes to school uniforms or dress codes, the policy was sent out for stakeholder input to be reviewed by the Policy Committee.

#### REMARKS:

In response to the concerns raised in the uniform delegation:

#### RFP PROCESS

The Halton Catholic District School Board (HCDSB) went through a competitive bid process in the form of a Request for Proposal (RFP) for the supply of school uniforms. The competitive bid process was posted on biddingo.com and open to any proponent that could provide a school uniform program. The RFP committee (consisting of CPIC members, Superintendents, Trustees, and Purchasing Services personnel) was responsible for the development of the specification/scope of the RFP, as well as the evaluation of compliant bid submissions. Evaluations were based on a proponent's background and experience; ability to provide a uniform program; quality of product and service; and pricing. All evaluations were done individually prior to sitting down for a consensus meeting where all evaluators discussed their scores and agreed to a common score. Once the consensus meeting was completed each proponent's qualitative and quantitative scores were added to determine their final score. The proponent with the highest cumulative score was deemed to be the highest-ranked proponent ISW Uniforms (ISW) and awarded the contract. As per Policy II-41 School Uniform Dress Code/School Dress Code, the HCDSB awarded the uniform program to one supplier for a period of three (3) years.



## **FAIR LABOUR PRACTICES - FACTORY AUDITS**

As per Policy I-31 Apparel Purchases and Fair Labour Practices, the uniform supplier to the Board must ensure their suppliers/producers/manufacturers are providing safe and fair working conditions for their employees. It is a requirement that the uniform supplier adhere to Policy I-31 which includes the requirement of monitoring its suppliers/producers/manufacturers through audits which can be conducted internally or through third party auditors. ISW works closely with all suppliers and have their own Business Partnership Policies that outlines standards relating to working hours and overtime, wages and benefits, health and safety, child and forced labor, harassment, abuse and discrimination, freedom of association, ethical sourcing, content restrictions, compliance with local laws and regulations and record keeping. ISW Uniforms, through their distributor Blue Max Banner, conduct third party audits of their manufacturers. The 2017 audits showed that the manufacturers used were in good standing and meeting fair labour standards.

## **UNIFORM QUALITY**

The quality of the uniforms currently being provided by ISW uniforms are the same as those garments presented as part of their RFP submission, in which they were evaluated by the RFP committee. Some issues were due to manufacturing defects which have been addressed and ISW has worked with families in repairing or replacing those items that were defective.

## **FINANCIAL BENEFIT TO THE BOARD**

The Board is receiving no financial benefit in regards to the uniform program. Prior to this latest contract, HCDSB collected a commission on Secondary School uniform sales which went directly to the schools. These funds would be deemed as School Generated Funds and used at the discretion of the Principal for a number of goods and/or services to enhance the students' learning experience. The uniform supplier would also provide bursaries to the Secondary Schools which would also be allocated to School Generated Funds. In the current contract with ISW, no commissions or bursaries are being received. The proposed commission and bursaries were used to lower the price of the uniform pieces offered to HCDSB parents.

## **FINANCIAL SUPPORT**

One of the requirements of the RFP was to ensure that the uniform supplier uses a percentage of sales towards assisting those families that cannot afford to purchase uniforms. This assistance is available to all uniformed schools (elementary and secondary) and is allocated as needed, regardless of the generated sales of a particular school. That is, the value of assistance is calculated on total HCDSB sales, and those funds are distributed where needed. While some schools may have a very small population of families in need, other schools may have a significant population of families requiring uniform assistance.

It is the school Principal at each school that identifies which families require uniform assistance and what value that assistance should be. There is no formal process for this identification and can take the form of parents self-identifying or staff reaching out to families that are supported in other areas. Upon the request by the Principal, the uniform supplier will forward the Principal a voucher/gift certificate to be provided to the family requiring assistance to allow for discretion at any of the three Halton locations.

**CONCLUSION:**

As requested by the Board of Trustees, Appendix A outlines all thirty-seven (37) English Catholic and French Catholic School Boards in Ontario and their practice with respect to school uniforms. All the Catholic School Boards in the greater Toronto area have some level of mandatory uniforms required in their elementary and/or secondary schools, including the local French Catholic School Board.

Of the thirty-seven (37) School Boards, twenty-eight (28) have mandatory uniforms in secondary schools. Eight (8) of the twenty-eight (28) School Boards requiring uniforms for secondary students also have mandatory uniforms in some or all their elementary schools. Twenty-seven (27) of the twenty-eight (28) School Boards that require students to wear uniforms in their schools require their families to purchase their uniforms from one (1) sole uniform supplier – consistent with the practice of the HCDSB.

**REPORT PREPARED &  
SUBMITTED BY:**

CAMILLO CIPRIANO  
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

**REPORT APPROVED BY:**

PAULA DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

## Ontario Catholic School Boards

### Uniform Information

School Board	No Uniform	Elementary	Secondary	Sole Supplier	Multiple Suppliers
Algonquin and Lakeshore Catholic			✓	✓	
Brant Haldimand Norfolk Catholic			✓	✓	
Bruce-Grey Catholic	✓				
Catholic District School Board of Eastern Ontario			✓	✓	
Conseil scolaire catholique MonAvenir			✓	✓	
Conseil scolaire de district catholique de l'Est ontarien	✓				
Conseil scolaire de district catholique des Aurores boreales	✓				
Conseil scolaire de district catholique des Grandes Rivières	✓				
Conseil scolaire de district catholique du Centre-Est de l'Ontario			✓	✓	
Conseil scolaire de district catholique du Nouvel-Ontario			✓	✓	
Conseil scolaire de district catholique Franco-Nord			✓	✓	
Conseil scolaire catholique Providence	✓				
Dufferin Peel Catholic		✓ One elementary School	✓	✓	
Durham Catholic			✓	✓	
Halton Catholic		✓ Some Schools	✓	✓	
Hamilton Catholic		✓	✓		✓
Huron Perth Catholic			✓	✓	

School Board	No Uniform	Elementary	Secondary	Sole Supplier	Multiple Suppliers
Huron Superior Catholic			✓	✓	
Kenora Catholic	✓				
London Catholic		✓ Some Schools	✓	✓	
Niagara Catholic		✓ i.e. white shirt navy pants (multiple Suppliers)	✓	✓ (Secondary Only)	
Nipissing-Parry Sound Catholic			✓	✓	
Northeastern Catholic			✓	✓	
Northwest Catholic	✓				
Ottawa Catholic			✓ Some Schools	✓	
Peterborough Victoria Northumberland and Clarington Catholic			✓	✓	
Renfrew Catholic	✓				
Simcoe Muskoka Catholic			✓	✓	
St. Clair Catholic			✓	✓	
Sudbury Catholic		✓ (Gr. 7 & 8 only)	✓	✓	
Superior North Catholic	✓				
Thunder Bay Catholic			✓	✓	
Toronto Catholic		✓ i.e. white shirt navy pants (multiple Suppliers)	✓	✓ (Secondary Only)	
Waterloo Catholic			✓	✓	
Wellington Catholic			✓	✓	
Windsor-Essex Catholic			✓	✓	
York Catholic		✓ Some Schools	✓	✓	

## Approved School Educational Trips

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

**Dated: Tuesday, February 6, 2018**

### Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
<b>Elementary</b>						
St. John Paul II CES Oakville, ON	8	61	Ottawa, ON	This trip will enhance the students History, Geography, and Arts programs. The students will tour the National Gallery of Canada, the Canadian War Museum, and the Supreme Court of Canada, to name a few. This tour will provide students the opportunity to explore the cultural and political aspects of our nation's capital. Staff and students will receive a guided tour and attend Mass at Notre Dame Basilica.	Monday, May 28 – Wednesday, May 30, 2018	~\$778.00
Sacred Heart of Jesus CES Burlington, ON	8	45	Ottawa, ON	This trip to Ottawa provides opportunities for our students to experience cultural and religious practices characteristic to our Canadian Heritage as well as our Catholic Faith. Students will participate in a walking tour of downtown Ottawa, attend Mass at Notre Dame Basilica, guided tour of Museum of History, Supreme Court, Parliament Hill to name a few. We will begin with "Grace" before breaking bread with one another at breakfast, lunch and dinner	Wednesday, May 23 – Friday, May 25, 2018	~\$516.00
Holy Rosary CES Milton, ON	8	47	Quebec City, QC	This excursion provides the students with opportunities to augment their studies in religion, history, geography, and French. It will expose them to Canadian and bilingual culture. They will be able to work to develop community bonds and strengthen relationships. This trip supports the curriculum in the classroom. Through exploration activities, tours and discussions, student will have the opportunity to reflect upon our Catholic values and faith, realizing that they are embedded in all we do and who we are. With Christ the centre of our lives, an integral part of the trip that is planned is not only touring, but also attending a Mass at Sainte-Anne-de-Beaupre Basilica.	Tuesday, June 12 – Friday, June 15, 2018	~\$575.00
St. Timothy CES Burlington, ON	8	42	Camp Tanamakoon Huntsville, ON	As part of the Grade 8 Science and Health and Physical Education curriculum, the students have a wonderful opportunity to learn first-hand about their appreciation of nature and the natural environment while building their skills of responsibility, co-operation, team building and leadership. This 4-day overnight field trip to Camp Tanamakoon in Algonquin Park will help support their learning. It will also allow students to apply some of the knowledge studied during the year. Grace prayers before each meal and a prayer service will be held with our students. Camp journals will be kept where students can reflect on their experiences.	Tuesday, June 12 - Friday, June 15, 2018	~\$390.00

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
<b>Secondary</b>						
St. Ignatius of Loyola, CSS Oakville, ON	11-12	12	All Ontario Catholic Sr. Girls Volleyball Tournament Brampton, ON	The Senior Girls Volleyball Team will be participating in the Ontario All Catholic Senior Girls Volleyball Championships. This tournament promotes fitness, team play and sportsmanship, and offers the students an opportunity to form their faith, by working effectively as an interdependent team member and respecting the rights, responsibilities and contributions of self and others. Staff and students will participate in a Mass on Thursday, February 8, 2018.	Thursday, February 8 – Friday, February 9, 2018	~\$65.00
St. Thomas Aquinas, CSS Oakville, ON	9-12	29	HOSA 2018 Spring Leadership Conference Toronto, ON	This event supports the healthcare/biology and SHSM curriculum. It is Canada's largest health science competition, over 3000 student will compete in over 40 competitive events, participate in hands-on and lecture style workshops hosted by universities, corporations and non-profits. Each day will begin with daily prayer.	Tuesday, March 27 – Wednesday, March 28, 2018	~\$190.50
St. Ignatius of Loyola, CSS Oakville	12	2	Ontario Student Debating Union Havergal College North York, ON	The Ontario Student Debating Union (OSDU) is the only province-wide bilingual debating organization dedicated to participation and achievement in high school debate. Students will be preparing presentations, which will identify the purpose of a wide range of listening skills needed to develop counterarguments during debate. Participation in the ODSU also links to the Catholic Graduate Expectation of listening actively and critically to understand and learn in light of gospel values. Students and staff will participate daily in prayers and will be informed of the Sunday evening Mass at St. Matthew Parish.	Friday, February 23 – Sunday, February 25, 2018	~\$175.00

## INFORMATION REPORT

## ITEM 10.3

### SCHOOL NAMING COMMITTEE – OAKVILLE SOUTH

#### PURPOSE:

To provide trustees information on the decision of the Oakville South Transition Committee to initiate the process established in Policy I-15 School Name Selection related to school consolidation.

#### BACKGROUND INFORMATION:

A transition committee was established in October 2017 for the Oakville South Communities of St. James and St. Joseph to develop and implement strategies to assist students, families, staff and other stakeholders with the consolidation of St. James and St. Joseph school communities.

#### COMMENTS:

One of the responsibilities the Transition Committee had was to determine if the Consolidated school would go through the process outlined in Policy I-15 School Name Selection. After a thorough dialogue between all committee members of St. James and St. Joseph, it was recommended that the process be initiated to establish a Committee, as outlined in the policy I-15.

A Committee comprised of trustees, including but not necessarily exclusive to local area representatives; Family of Schools superintendent; principal of the school; pastor; and parent representatives is to be created. This committee will invite submissions of suggested names based on diocesan criteria, review possible names and develop a priority list of at least two (2) names for consideration, and shall survey local public comment including parents and students who will attend the consolidated community.

#### CONCLUSION:

The South Oakville Transition committee has recommended that the School Name Selection Process be initiated for the new consolidated school, which would require the establishment of a board committee in February 2018.

#### REPORT PREPARED & SUBMITTED BY:

TONI PINELLI  
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

#### REPORT APPROVED BY:

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

**INFORMATION REPORT**

**ITEM 10.4**

**2017 CAPITAL PRIORITIES GRANT  
PRELIMINARY MINISTRY FUNDING ANNOUNCEMENT**

**PURPOSE:**

To inform the Board of Trustees of the preliminary January 19, 2018, funding announcement made by the Minister of Education, Indira Naidoo-Harris, regarding two (2) of the eight (8) projects submitted by the Board as part of the 2017 Capital Priorities Grant Submission made on September 8, 2017.

**BACKGROUND INFORMATION:**

- 1) Action Report Item 8.1, "Updated 2017 Capital Priorities Business Cases and Request for Early Years Capital Program (EYCP) Submissions" from the September 5, 2017, Regular Board Meeting.
- 2) Action Report Item 8.17, "Updated 2017 Capital Priorities Business Cases and Request for Early Years Capital Program (EYCP) Submissions" from the June 20, 2017, Regular Board Meeting.

**BACKGROUND:**

On September 8, 2017, the Board submitted a total of eight (8) Capital Priorities Grant projects in response to Ministry Memorandum 2017: B07 Request for Capital Priorities Project Funding Submission (detailed in Figure 1), circulated on June 12, 2017.

On January 19, 2018, the Minister of Education, Indira Naidoo-Harris, attended Bishop P.F. Reding Catholic Secondary School in Milton to announce a total of five (5) new projects slated for the Region of Halton, of which two (2) were in favour of the Board. They are as follow:

- 1) Bishop P.F. Reding Catholic Secondary School is receiving a total funding envelope of approximately \$20.0 million. This includes \$18.0 million for a 609-pupil place addition, and \$2.0 million for a 4-room Childcare Centre; and,
- 2) Oakville Northeast Catholic Elementary School is receiving a total funding envelope of approximately \$3.0 million. This includes \$1.5 million funding for the renovation of the existing school, and \$1.5 million for a 3-room Childcare Centre.

Note that the Board is still awaiting official confirmation on the remaining six (6) projects submitted to the Ministry of Education as part of Business Memorandum 2017: B07. Refer to the following link for more information on the announcement: <http://indiranaidoo-harris.onmpp.ca/News/15067?rc=I&l=EN>

Staff anticipates additional information will be forwarded to the Board within the next few weeks. Board staff will continue to keep the Board of Trustees apprised of any new announcements, or any formal communications circulated to the Board.



As per previous practice, a full summary of the formal status of the eight (8) projects submitted will be provided once the formal announcement letter is received. This will include information on the Ministry's rationale for their funding allocation, and the next steps in advancing the projects to completion.

**Figure 1: 2017 Capital Priorities Business Case Submission (September 8, 2017)**

RANK	2017 CAPITAL PROJECT DESCRIPTION	CHILDCARE	EFFECTIVE SCHOOL YEAR	STATUS OF PROJECT
1	Bishop P.F. Reding CSS Permanent Classroom Addition with 4-room childcare	Funded as submitted	2018-19	Fully Funded as Submitted
2	Boyne Milton Secondary #3 CSS	NA	2020-21	TBD
3	St. Michael CES, Renovation and classroom retrofit, with 3-room childcare	Funded as submitted	2018-19	Fully Funded as Submitted
4	St. Dominic CES Partial Rebuild	NA	2019-20	TBD
5	Georgetown CES – Holy Cross Rebuilt project, with 5-room childcare	TBD	2020-21	TBD
6	St. Marguerite CES 6 Classroom Addition	NA	2020-21	TBD
7	Boyne Secondary Plan Milton #10 'Cobben' CES, with 5-room childcare	TBD	2020-21	TBD
8	North Oakville CE#4 or CE#5 CES	TBD	2020-21	TBD

## CONCLUSION:

The Minister of Education, Indira Naidoo-Harris, has made an announcement confirming two (2) of the Board's eight (8) projects submitted as part of Ministry Memorandum 2017: B07. The status of the remaining six (6) projects remains unknown at this present time.

As soon as any further information is made available by the Ministry of Education, Board staff will inform the Board of Trustees at a future Regular Meeting of the Board.

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

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

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



Director's Annual Report  
**2016-2017**



## DIRECTOR'S MESSAGE

I am pleased to present the 2016-2017 Director's Annual Report to the community, which profiles some of the initiatives we undertook as a district during the 2016-2017 school year.

After many months of community consultation and planning, in September 2016, the Halton Catholic District School Board launched a new multi-year plan: **Focus on Our Students: Strategic Plan 2016-2021**, available online at: <http://bit.ly/HCDsB-Strategic-Plan>.

Our new multi-year strategic plan provides direction to guide the decisions and actions that shape us as a school board – who we are, what we do, and why we do what we do.

During the 2016-2017 school year, we rolled out our new strategic plan to staff, students, parents and members of our community. At the end of the 2016-2017 school year, we conducted a monitoring activity to determine how well we did with respect to meeting our strategic goals. The Director's Report to Trustees – Year 1 of Implementation, available online at: <http://bit.ly/Year1Report-StrategicPlan>, provides a comprehensive list of all the initiatives undertaken as we worked towards our strategic plan during the 2016-2017 school year. This annual report will highlight just a few.

The report is structured around the four strategic priorities in our multi-year strategic plan:

1. **Achieving:** Meeting the needs of all learners
2. **Believing:** Celebrating our Catholic faith & aspiring to be models of Christ
3. **Belonging:** Embracing relationships & sustaining safe, welcoming schools
4. **Foundational Elements:** Optimizing organizational effectiveness

I invite you to peruse this report, which provides a snapshot of some of the great things happening across our school district.

For ongoing news and updates, please visit our website at: [hcdsb.org](http://hcdsb.org), or follow us on Twitter: @HCDsB and Facebook: [www.facebook.com/HCDsB](http://www.facebook.com/HCDsB).

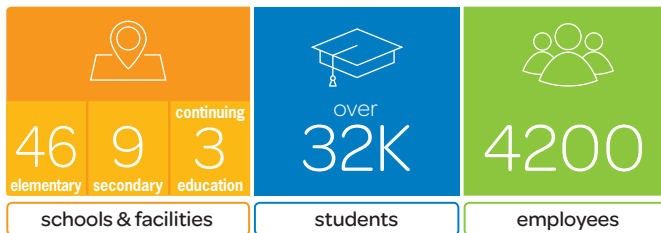
Sincerely,

Paula Dawson  
Director of Education

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# ABOUT HCDSB



Achieving Believing Belonging

## Our Mission

The Halton Catholic District School Board, in partnership with home and Church, is dedicated to providing excellence in Catholic education by developing Christ-centred individuals enabled to transform society.

## Our Vision

The Halton Catholic District School Board is a model learning community, widely recognized as distinctively Catholic, providing exceptional education, while nurturing the call to love and to serve.

## Our Values

At the Halton Catholic District School Board, we value:

**Our Catholic Faith** and aspire to be models of Christ through our actions of love, forgiveness, compassion, and acceptance.

**The Whole Child** and create conditions that support the spiritual, intellectual, physical and emotional well-being of all students so that they may fulfill their God-given potential.

**Excellence in Learning** and provide opportunities that meet the needs and aspirations of all learners in a supportive, creative and innovative learning environment.

**Relationships and Partnerships** and recognize that our success is reflective of the healthy and vibrant partnership of staff, parents, pastors, and members of our broader community.

**The Importance of Contributing to Our Communities** and respect diversity, celebrate multiculturalism, honour individual rights, and embrace the social values of collective responsibility and the common good.

# MULTI-YEAR STRATEGIC PLAN

## STRATEGIC PLAN 2016-2021



To view our complete  
Strategic Plan, please visit:  
[bit.ly/HCDSB-Strategic-Plan](http://bit.ly/HCDSB-Strategic-Plan)



To view the Director's  
Report to Trustees – Year 1  
Implementation, please visit:  
[bit.ly/Year1Report-StrategicPlan](http://bit.ly/Year1Report-StrategicPlan)



### **Achieving:** Meeting the needs of all learners

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

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

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

### **Belonging:** Embracing relationships & sustaining safe, welcoming schools

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

### **Foundational Elements:** Optimizing organizational effectiveness

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





## Meeting the needs of all learners

At HCDSB, we value excellence in learning and are committed to providing exceptional education by meeting the learning needs of all learners so that they may realize their full God-given potential.

We will prepare all students to be ready for success in their chosen pathway – apprenticeship, college, university, community living or the workplace.

We know that for today's students, success in their future requires a different set of skills and knowledge than may have been needed in the past.

As we pursue the goal of success for students, our understanding of student achievement must include not only the acquisition of literacy and numeracy skills, but must also ensure the development of critical thinking skills, independent inquiry skills, superior communication skills, and a highly developed capacity for collaborative work if our students are going to be sufficiently adaptable and flexible to adjust to new technologies, emerging opportunities, and challenges yet unknown.

### Our Goals Under the Priority of Achieving:

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

# 21ST CENTURY INNOVATIVE LEARNING ENVIRONMENTS

Across our system, staff have been engaged in cultivating collaborative learning communities and self-identifying professional learning goals. Our best practices are shared across schools and the system. Staff and students are supported by innovative technology solutions, resources and stimulating learning environments.

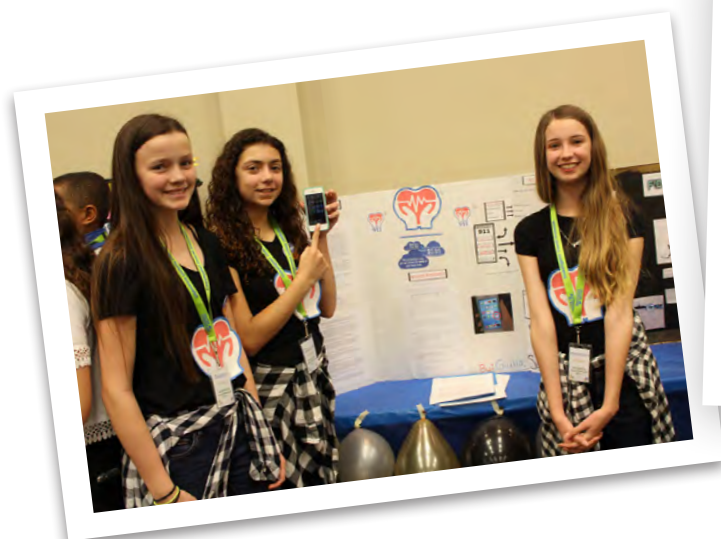
Ways of Thinking	Ways of Working	Tools for Working	Living in the World
Creativity and innovation  Critical thinking, problem solving, and decision making  Learning to learn, and metacognition	Communication  Collaboration (teamwork)	Information literacy  Information and communication technology literacy	Citizenship – local and global  Life and career (including adapting to change; managing goals and time; being a self-directed learner; managing projects; working effectively in diverse teams; flexibility; guiding and leading others)  Personal and social responsibility (including cultural awareness and competence)

## INVENTION CONVENTION

Through *The Learning Partnership*, a national charitable organization that supports publicly funded education in Canada, the Investigate! Invent! Innovate! program was created for grade 7 and 8 students across Canada.

Students are challenged to integrate science, technology, engineering and math (S.T.E.M.) concepts they learned in class with their 21st century skills to identify a problem or opportunity in their daily lives.

On April 27th, grade 7 and 8 students from elementary schools across the Halton Catholic District School Board gathered to showcase their work at the 2017 Invention Convention.







## “THE INCUBATOR” AT JEAN VANIER

Sometimes it’s difficult to imagine how something can be done differently from what we have always known. To help our teachers and students visualize how their classrooms could be reconfigured to support the development of global competencies, such as collaboration, critical thinking, and communication, we have created “the incubator”.

The incubator is a standard classroom in one of our high schools, Jean Vanier Catholic Secondary School, redesigned with a variety of tables and seating (and standing) options, rather than desks, in order to promote fluid interactions and collaboration within and among groups of differing sizes. The learning environment accommodates multiple learning styles so that learners are comfortable and can focus on the work at hand.

Learners can choose from a range of tools including whiteboards and markers for brainstorming, digital devices such as iPads and laptops, green screens for creating

videos, LEGO WeDo, and robots of various sizes and complexities, to a 3D printer.

To date, the incubator has hosted numerous professional learning activities including Council of Directors of Education project collaborative inquiry sessions, “Twilight” after school sessions for teachers, our 21st Century lead learner groups, and many more. It is also becoming an increasingly popular destination for class trips. Classes visiting the incubator are involved in a number of activities including video filming using green screen technology, robotics, and coding among other activities.

The incubator shows teachers that innovative classroom design to support the development of global competencies is within their reach!

# COLLABORATIVE INQUIRY PROJECTS



2700  
students

41  
school leaders

7  
system leaders

148  
educators

At HCDSB, we use the collaborative inquiry model so that educators can reflect on educational practices that are associated with the 21st Century Competencies for Ontario: Critical Thinking; Communication; Collaboration; Creativity and Innovation.

These projects enable staff to come up with an inquiry question, develop a theory of action, collect evidence, and measure the impact on student learning.

During the 2016-2017 school year, **33 school teams** participated in 21st century school-based collaborative inquiry projects.

The collaborative inquiry projects involved **2700 students, 41 school leaders, 7 system leaders, and 148 educators** across our district.

To see how our projects develop and support educators in meeting the needs of all learners, visit:

**Working with a Researcher to Support Collaborative Professional Inquiry:**

<https://goo.gl/UuZ8tT>



**Leveraging Digital Tools to Support Collaborative Professional Inquiry:**

<https://goo.gl/w17vpu>





## NATURAL PLAYGROUNDS

A few years ago, HCDSB began an initiative to replace plastic and metal Kindergarten play structures with natural playgrounds. Natural playgrounds offer enhanced terrain for outdoor play and include an area for gross motor and/or climbing activity, an area for dramatic play, a sand area for fine-motor play, and an outdoor classroom/place of learning.

During the 2016-2017 school year, 13 new natural kindergarten outdoor learning play spaces were installed across our school district. We now have natural playgrounds installed at 26 of 46 elementary schools across HCDSB, with the remainder of our schools scheduled to be completed by September, 2020.





# STUDENT ACHIEVEMENT (EQAO RESULTS)



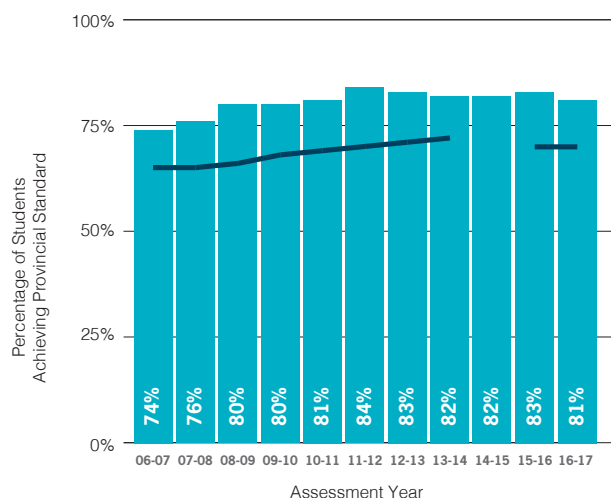
HCDSB Results



Provincial Results

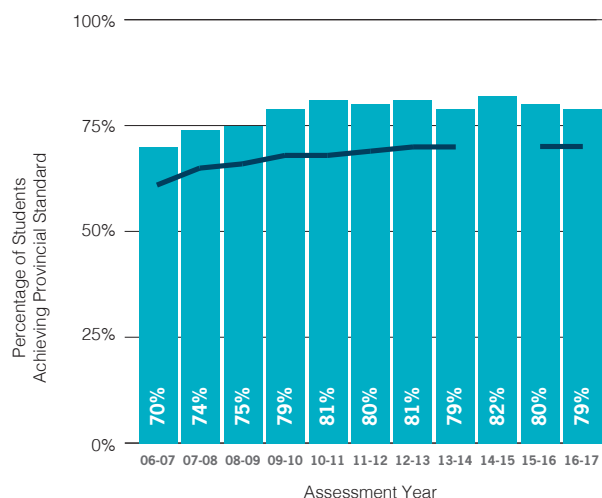
## Primary Division (Grades 1-3)

Average of Reading, Writing and Mathematics



## Junior Division (Grades 4-6)

Average of Reading, Writing and Mathematics



Primary student achievement on the EQAO assessment can be measured through the percentage of Grade 3 students achieving the Provincial Standard (Level 3 or 4) in Reading, Writing, and Mathematics.

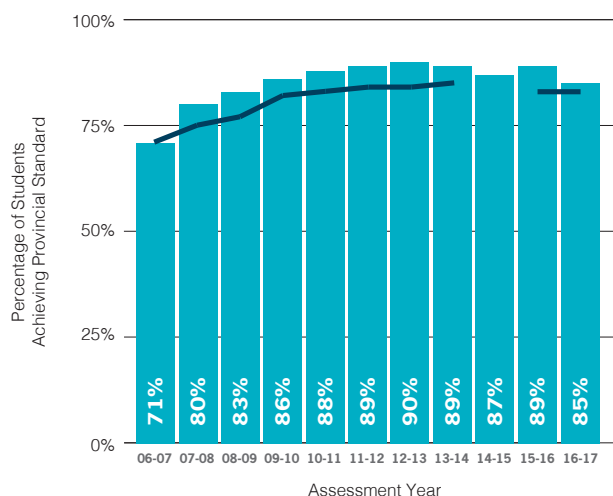
- The average percentage of Grade 3 students who were at or above the Provincial Standard in Reading, Writing, and Mathematics on the 2016-17 EQAO assessment was 81%. Grade 3 Assessments indicate that 85% of students in Reading, 84% of students in Writing, and 75% of students in Mathematics met or exceeded the provincial standards.

Junior student achievement on the EQAO assessment can be measured through the percentage of students achieving the Provincial Standard (Level 3 or 4) in Reading, Writing, and Mathematics.

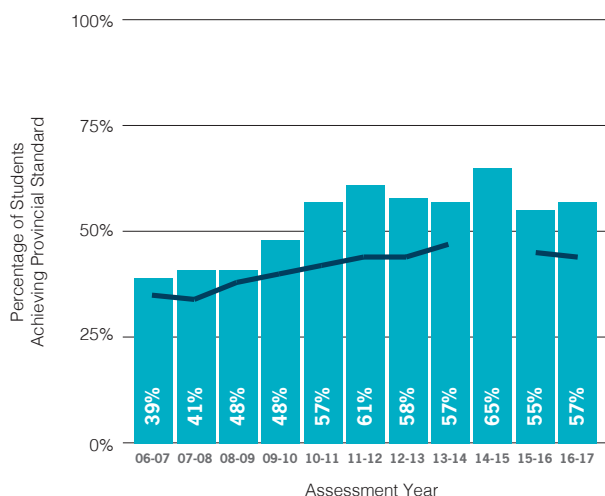
- The average percentage of Grade 6 students who were at or above the Provincial Standard in Reading, Writing, and Mathematics on the 2016-17 EQAO assessment was 79%. Grade 6 Assessments indicate that 87% of students in Reading, 86% of students in Writing, and 64% of students in Mathematics met or exceeded the provincial standards.

Please note that provincial EQAO data for the Primary (Grades 1-3) and Junior (Grades 4-6) Divisions, as well as the Grade 9 Assessment of Academic and Applied Mathematics was not available for the 2014-2015 year.

### Grade 9 Assessment of Academic Mathematics



### Grade 9 Assessment of Applied Mathematics



Grade 9 student achievement on EQAO for 2016-17 can be measured by the percentage of students achieving the Provincial Standard (Level 3 or 4) in the Grade 9 Academic and Applied Mathematics assessments.

- 85% of Grade 9 students enrolled in Academic Math at HCDSB were at or above the Provincial Standard in the Grade 9 Assessment of Mathematics.
- 57% of Grade 9 students enrolled in Applied Math at HCDSB were at or above the Provincial Standard in the Grade 9 Assessment of Mathematics.



# STUDENT EXCELLENCE AT HCDSB

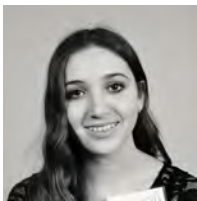
On Monday, April 24, 2017, the Halton Catholic District School Board held its 29th Annual Student Awards of Excellence Ceremony.

The Student Awards of Excellence are presented annually to a student from each elementary and secondary school who has demonstrated outstanding qualities in Catholic leadership, family commitment, involvement in school affairs and community activities.

The Spirit of Inclusion Award was created by the Special Education Advisory Committee (SEAC), and is presented each year to one elementary student and one secondary student who has demonstrated a commitment to school activities and to their community, making their peers feel valued and respected.



**David Stankiewicz**  
Assumption C.S.S.



**Sierra Lawson**  
Ascension C.E.S.



**Natalie Judkins**  
Holy Rosary (B) C.E.S.



**Alex James**  
St. John (B) C.E.S.



**Joshua Acs**  
St. Patrick C.E.S.



**David Colterman**  
St. Paul C.E.S.



**Ella VanderLelie**  
St. Raphael C.E.S.



**Julia Trolie**  
Corpus Christi C.S.S.



**Olivia McQuarrie**  
Sacred Heart of Jesus C.E.S.



**Nicole Arango**  
St. Anne C.E.S.



**Mattia S.**  
St. Elizabeth Seton C.E.S.



**Lauren Salt**  
St. Christopher C.E.S.



**Sierra Cosentino**  
Notre Dame C.S.S.



**Easton McGillicuddy**  
Canadian Martyrs C.E.S.



**Matthew Rodriguez**  
St. Gabriel C.E.S.



**Sarah McLaughlin**  
St. Mark C.E.S.



**Robyn Hebert**  
St. Timothy C.E.S.



**Shannon McDermott**  
Thomas Merton C.C.E.



**Pamela Da Silva**  
Christ the King C.S.S.



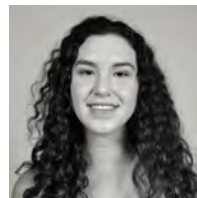
**Alina Hartley**  
Holy Cross C.E.S.



**Regan Clipperton**  
St. Brigid C.E.S.



**Leah Homan**  
St. Catherine of Alexandria C.E.S.



**Amanda Peric**  
St. Francis of Assisi C.E.S.



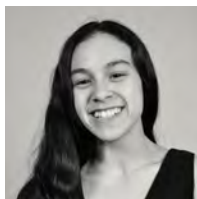
**Jessica Contini**  
St. Joseph Acton C.E.S.



**Matteo Trigatti**  
Bishop P. F. Reding C.S.S.



**Alexandra Tucker**  
Holy Rosary (M) C.E.S.



**Annabelle Lewis**  
Our Lady of Victory C.E.S.



**Angela Dal Bello**  
St. Anthony of Padua C.E.S.



**Elijah Farentino**  
St. Peter C.E.S.



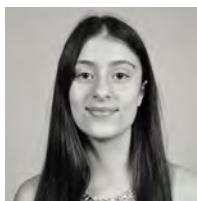
**Liam Dick**  
Jean Vanier C.S.S.



**Maggie Chekan**  
Guardian Angels C.E.S.



**Vanessa Chudzikiewicz**  
Lumen Christi C.E.S.



**Grace Matti**  
Our Lady of Fatima C.E.S.



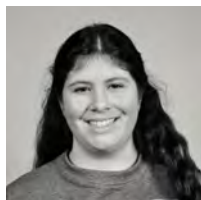
**Ava Dey**  
Queen of Heaven C.E.S.



**Jonathan Daniel**  
St. Benedict C.E.S.



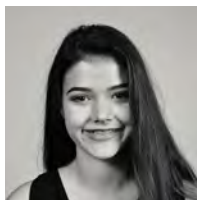
**Kate Ingman**  
Holy Trinity C.S.S.



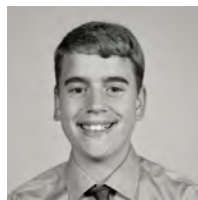
**Emiliana Arrieche d'Empaire**  
Holy Family C.E.S.



**Wil Yamka**  
Our Lady of Peace C.E.S.



**Bridget Williams**  
St. Andrew C.E.S.



**Jamie McGladrey**  
St. John (O) C.E.S.



**Katie Hartman**  
St. Marguerite d'Youville C.E.S.



**Giovanna Gerada**  
St. Michael C.E.S.



**Joshua Medeiros**  
St. Ignatius of Loyola C.S.S.



**Stephane Illes**  
St. Teresa of Calcutta C.E.S.



**Rebecca Rankin**  
St. Bernadette C.E.S.



**Dylan Correia**  
St. Gregory the Great C.E.S.



**Caroline Muileboom**  
St. Joan of Arc C.E.S.



**Lauren Luyks**  
St. John Paul II C.E.S.



**Tomas Delisimunovic**  
St. Mary C.E.S.



**Nicole Hotchkiss**  
St. Matthew C.E.S.



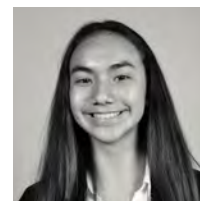
**Mikaela Gray**  
St. Thomas Aquinas C.S.S.



**Karl Sader**  
St. Dominic C.E.S.



**James Kirkwood**  
St. James C.E.S.



**Faith Nevada**  
St. Joseph (O) C.E.S.



**Alesandra Ishak**  
St. Luke C.E.S.



**Gabrielle Diez**  
St. Vincent C.E.S.

## S.E.A.C. Spirit of Inclusion Award

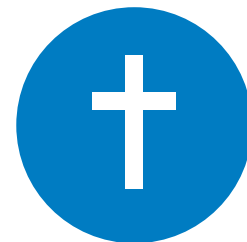


**Justin Veale**  
Our Lady of Victory C.E.S.



**Katelyn Idzerda**  
Corpus Christi C.S.S.





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

At HCDSB, we are committed to being a model learning community, widely recognized as distinctively Catholic.

Our distinctiveness as a Catholic school district is reflected in the curriculum that is delivered through a lens of faith; through the vibrant partnership that exists between school, home and parish; and in the many ways in which our staff and students know, live and express their faith in action.

### Our Goals Under the Priority of Believing:

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

# WALK WITH JESUS

On May 4, 2017, the Halton Catholic District School Board held its 8th annual Walk With Jesus, as part of Catholic Education Week, held from April 30 through May 5, 2017.

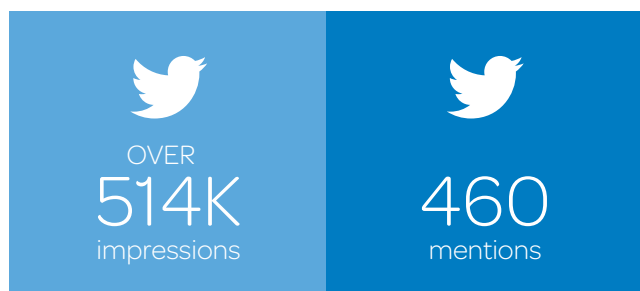
This week-long celebration acknowledges our faith and the distinctive contributions of Catholic education across the province. The theme of the week was entitled, “Catholic Education: Walking Forward Together”.

To demonstrate our ‘faith in action’, students and staff from each of our elementary and secondary schools walked en masse from Jean Vanier Catholic Secondary School to the Mattamy National Cycling Centre (Milton Velodrome) on May 4th.



## Highlights of the Walk With Jesus

- Exceptional musical performances provided by Our Lady of Victory's School of Rock, St. Joan of Arc School Choir, and St. Christopher School Choir and Glee Club.
- Our Halton Catholic community took part in the Celebration of the Eucharist, led by Father Cornelius (Con) O'Mahony, acknowledging our Catholic faith as a system.
- Social media was integrated throughout the day, as participants shared their photos and experiences on Twitter using the hashtag #HCWWJ.





## KEEPING CHRIST IN CHRISTMAS

In November, 2016, we launched our 4th annual Keeping Christ in Christmas student contest. Halton Catholic elementary and secondary school students were invited to submit work that best described the theme of the contest, and describe in their individual submissions, how we can all do our part to keep Christ in Christmas.

As part of the contest, Halton OECTA Elementary Association and the Halton OECTA Secondary Association generously donated the top prizes.

### Quick Facts about the Contest:

- Students were able to submit their work in three (3) different categories – Original Artwork, Original Song, and/or Original Video.
- The response of our Halton Catholic school communities was tremendous, with more than 500 pieces of artwork, 24 videos, and 15 original songs submitted.
- All seven (7) student finalists of the 2016 Keeping Christ in Christmas contest were recognized at the December 20, 2016 Board Meeting. The two (2) top winners across all categories, with the highest number of votes in the elementary and secondary divisions were announced on December 20th, and awarded with the top prizes.



500+  
student contest entries

1.5K+  
votes

Elementary

1.5K+  
votes

Secondary



# CHRISTIAN MEDITATION

One of our strategic commitments is to introduce and provide opportunities for traditional and contemporary Catholic spiritual practices to support students and staff in sustaining a vibrant spiritual life.

Christian Meditation is a contemplative form of prayer, rooted in our Christian tradition. Students and staff in schools across our district are practicing Christian Meditation, the 'prayer of the heart', as a way of encountering God and deepening their faith.

During the 2016-2017 school year, we continued to expand our system training and implementation of Christian Meditation. We held 12 in-service sessions for staff on Christian Meditation, with over 474 participants.



.....

The staff at St. Joseph Catholic Elementary School in Acton have been leading students in Christian Meditation for two years.

Three times a week, the school community spends several minutes after lunch recess to meditate. Christian Meditation is also practiced by individual classrooms.



Mrs. Liebig leads her grade 1 and 2 students in Christian Meditation twice a week, and encourages students to bring their prayer rocks to the carpet and meditate.

Mrs. Nolan's grade 7 class also meditates twice a week. After ringing the chime, in silence, students begin to meditate and center themselves in the presence of God. After the meditation, students share their experiences either verbally or on paper.



As soon as I close my eyes, I feel safe like God was holding my open hands, projecting a shield around me.

**Grade 7 Student, St. Joseph Acton C.E.S.**

# OUR FOCUS ON FAITH

## Focus on Faith Council

In the Fall of 2016, a Focus on Faith Council was established, comprised of 22 members that include teachers, students, chaplaincy leaders, trustees, school and system leaders.

The Focus on Faith Council looks at ways to continually nurture faith formation across our system to ensure that all members of our community experience a Catholic learning environment.

## A New Theological Theme Introduced

The Halton Catholic District School Board launched a new Theological Theme, **“Do You Love Me?”** (John 21:15-17) in the Fall of 2017.

Following the transformative question asked in the previous theme, “Who Do You Say That I Am?”, the new theme calls us to enter into the fullness of a deeper understanding and relationship with the Lord, asking, **“Do You Love Me?”**

This Focus on Faith Theme is derived from Scripture, informed by the Catechism of the Catholic Church, and is inspired by John 21:15-17, in which Jesus repeatedly asks his beloved disciple Peter, **“Do you love Me?”**

Every 4 years, since 2007, a new Theological Theme is introduced to lead our Catholic learning environments, staff, curriculum, and faith community.

The theme continues to be implemented throughout our Board’s curriculum, and in our liturgical celebrations over the next four years.

The Theological Theme image was created by Doreen Zheng, a grade 12 student from St. Ignatius of Loyola Catholic Secondary School during the 2016-2017 school year.







## Embracing relationships and collective responsibility, sustaining safe and welcoming schools

As a Catholic school district, we understand the importance of creating a sense of belonging for all members of our community – students, staff, parents, and community partners.

Students are most successful when they feel they belong, when they feel safe, and when they are fully engaged in authentic and relevant learning experiences.

We know that student achievement improves when parents play an active role in their children’s education.

Staff engage with students, with parents, and with each other in a nurturing and caring learning environment to enhance learning and improve student achievement.

Our Catholic schools are integral to our local communities. Our schools belong, and our students achieve when they benefit from active and engaged partnership of community partners, local business, and public institutions.

### Our Goals under the Priority of Belonging:

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





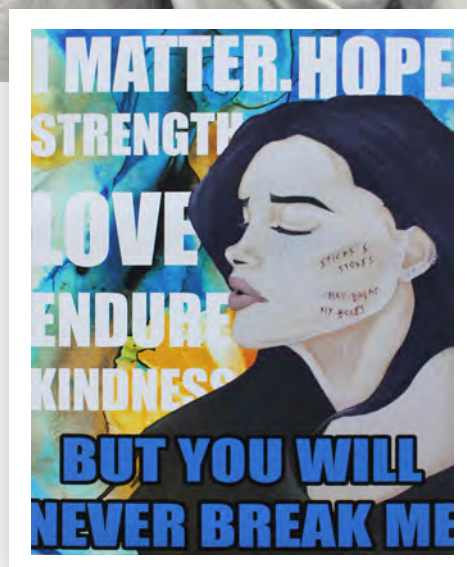
## BULLYING PREVENTION & SAFE SCHOOLS

For the past several years, the Halton Catholic District School Board (HCDSB) has joined forces with Halton Regional Police Services, Halton Region, Halton District School Board, and independent schools in Halton to spread awareness around bullying prevention through the ‘Give Respect, Get Respect Halton School Challenge’.

During the 2016-2017 school year, students in grades 6-12 across Halton were invited to develop creative arts-based public service messages that convey the theme of respect, and promote healthy relationships and inclusion.

On Tuesday, April 4, 2017, students, staff, trustees and guests filled the theatre at Jean Vanier Catholic Secondary School to showcase submissions and announce the winners of the ‘See The Problem, Be The Solution’ Bullying Prevention contest.

As part of the gala, Constable Ryan Smith from Halton Regional Police Services brought inspirational greetings to students and staff. Guest speaker, Sean Hakim also presented short stories and engaged in spoken word to teach students about building self-confidence, chasing dreams, and bullying prevention.



Bullying and unacceptable behaviours can be eliminated through compassion, through education, and through leadership.

**Diane Rabenda, Chair of the Board**



# MENTAL HEALTH AWARENESS

Our Catholic values instill a responsibility to care for one another and ensure that our schools are safe, welcoming and inclusive.

As part of the Board's Mental Health and Addiction Strategy, we are committed to supporting our students and working collaboratively with our community partners to meet the mental health needs of our students.



## Talk, Learn, Support

We believe it is important to destigmatize mental health illnesses through the **Talk, Learn, Support** philosophy. We address mental illness by talking about the needs of our students, we learn about it through focused professional development for our staff and in speaking with parents in the community, and we support our students with their mental health by providing access to resources and support services.

### How do we support student health and well-being?

#### HCDSB staff support student health and well-being through:

- Hands-on resources that increase mental health awareness;
- Effective decision-making in school mental health initiatives;
- Helping students develop their social-emotional learning skills;
- Identifying students in need and in high-risk groups;
- Identifying and connecting students in need with the appropriate support services and care.

For more information,  
please visit:  
[bit.ly/HCDSB-MentalHealth](https://bit.ly/HCDSB-MentalHealth)



# HCDSB RUNS WITH TEAM UNBREAKABLE FOR YOUTH MENTAL HEALTH



Students and staff raced to the finish line on Saturday, May 13, 2017 while they participated in the 2017 Halton Unbreakable 5K for Youth Mental Health!

*CameronHelps*, a charitable organization that raise awareness on mental health initiatives while reducing the stigma of youth mental illness, collaborated with the Halton Catholic District School Board (HCDSB), Halton District School Board, and Team Unbreakable to organize the annual 5KM run.



There were 561 participants, with over 420 HCDSB students and staff in attendance! With a focus on belonging, students of all abilities took part in the run, with our Essential Skills and Community Living classes working together as a team.

Based on an award-winning run therapy program developed by Dan McGann, students began preparing for the run in September, 2016, working with their coaches, including teachers, child youth counselors, and social workers to prepare for the event.

Throughout their training, students learned ways to manage their anxieties and worries, and learned about the importance of physical activity as a way to positively address their mental health.



420+

HCDSB students and staff participated!





## TRUTH AND RECONCILIATION MURAL UNVEILING

On Monday, January 23, 2017, students, staff, artists, trustees, MPP Eleanor McMahon, and distinguished guests filled the gymnasium at St. Mark Catholic Elementary School for the Truth & Reconciliation Mural Unveiling.

The gathering began with Stephen Paquette, Co-Chair of the Indigenous Education Advisory Council in Halton performing a smudging ceremony, while encouraging everyone to pray and acknowledge the land of our ancestors.

The unveiling of the mural was the culmination of two years in the making. During the 2014-2015 school year, Principal of the School, Michelle Morrissey, reached out to grade 6 students, with the guidance and support from Sherry Saevil, the Aboriginal Liaison Officer at the HCDSB, to apply for a *Speak Up Project Grant*.

As part of the Ministry of Education's Student Voice strategy, the *Speak Up Project Grant* aims to promote student engagement and success in Ontario's schools by listening to and learning from students.

The grant allowed the St. Mark school community to work together as commissioned artists, Monique Bedard (AURA) and Nancy King began the mural in the school library.

Students of all ages took an interest and became part of the artistic process; learning the stories of the Indigenous Peoples, coming up with ideas for images in the mural, and collaboratively working on adding the finishing touches.



# HALTON CATHOLIC PARENT INVOLVEMENT COMMITTEE



The Halton Catholic Parent Involvement Committee (CPIC) is a group of dedicated parents, trustees and board staff who actively support parent engagement in Catholic education at the HCDSB.

As part of its mandate to increase parent involvement, CPIC organizes a number of events and online webinars to support parents in their roles as primary educators of their children.

During the 2016-2017 school year, Halton CPIC hosted 2 presentations:

- “Anxiety in School-Aged Children” with Dr. Jean Clinton, a Clinical Professor in the Department of Psychiatry and Behavioural Neurosciences at McMaster University;
- “Literacy, Truth & Reconciliation” with David Bouchard, Métis speaker, author and educator.



## STAFF APPRECIATION DAY

On March 24, 2017, the HCDSB celebrated Staff Appreciation Day, to recognize the accomplishments and contributions of all HCDSB staff!

While schools and administration offices took part in this annual event, Director Dawson invited staff to the Board Room of the Catholic Education Centre for a well-deserved tropical break.



Watch the video:  
[bit.ly/StaffAppreciation-2017](http://bit.ly/StaffAppreciation-2017)





## Optimizing organizational effectiveness

A key understanding that emerged through the strategic planning process was a recognition that a number of underlying Foundational Elements serve as the building blocks for organizational effectiveness and efficacy in all areas.

We are committed to creating optimal conditions for success by focussing our efforts on enhancing these elements. By doing so, we facilitate success in each area of priority – achieving, believing and belonging – which will ultimately improve student achievement and well-being.

### Our Goals under the Priority of Foundational Elements:

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





## OUR NEW ELEMENTARY SCHOOL WEBSITES

During the 2016-2017 school year, we moved all 46 of our elementary school websites to a new platform.

The Strategic Communications and Information Technology Services departments collaborated to design a custom HCDSB elementary school website template.

The template allowed for consistency in the organization of information across all elementary school websites, while customizing each website with the school's visual brand identity (logo and school colours).

The content was organized consistently across all websites, using the same tabs and dropdown menus, as well as information buttons that redirect visitors to our board website for general information.

In addition to the new platform's technical capabilities, the websites are more user-friendly for staff managing the websites.

The new websites are fully responsive, which means that the design functions well on any device – smartphone, tablet, laptop and desktop. According to an elementary school website survey conducted by the board, this was an important element of the redesign as we know that 60% of our parents are accessing their school websites from smartphones.



## ADDRESSING DECLINING STUDENT ENROLMENT IN SOUTH OAKVILLE

On June 19, 2017, the Honourable Mitzie Hunter, Minister of Education, the Honourable Kevin Flynn, Oakville MPP and Minister of Labour, and the Honourable Indira Naidoo-Harris, Halton Hills MPP and Minister of Early Years and Childcare, visited St. Joseph Catholic Elementary School in Oakville to announce approval of funding to build a new school in Oakville.

The new school will be situated on the St. Joseph site on Warminster Drive in Oakville, and will consolidate the communities of St. James and St. Joseph Catholic Elementary Schools.

This announcement was wonderful news for the students and families in the St. Joseph and St. James Catholic school communities. This brand new school, scheduled to open in September, 2019, will offer students enhanced opportunities for specialized programming and extra-curricular activities.





On September 26, 2017, students, staff, trustees and members of the community gathered for the official Blessing and Ground-breaking Ceremony of the new Milton Catholic Elementary School.



The establishment of a new school is always an exciting time. As we ceremoniously 'break ground' to symbolize the beginning of construction of our new school building, we also gather to honour the birth of a new community.

**Paula Dawson,**  
Director of Education

## OUR GROWING COMMUNITY!

On November 21, 2016, the Ministry of Education announced approval of funding to proceed with a new Catholic Elementary school in Milton. Scheduled to open in September, 2018, the new school will accommodate the growing needs of our community in South Milton.





Daniela Attardo, Principal of St. Gregory the Great  
and School Superintendent Tim Overholt

## ST. GREGORY BLESSING & BEGINNING

On Tuesday, June 6, 2017, we held the official Blessing and Dedication Ceremony at St. Gregory the Great Catholic Elementary School in Oakville.

The Very Reverend Monsignor Kroetsch presided over the Liturgy, with the assistance of Father John Van Hees. The ceremony began with a blessing of the water by Monsignor Kroetsch, followed by a blessing of the students, parents, staff, trustees and guests that filled the gymnasium.

Spectacular performances were provided by the St. Gregory the Great School Choir throughout the Liturgy, as well as a closing song, "I Can See Clearly Now" led by Mrs. Oko and performed by grades 1-3 students.

### Quick Facts:

- St. Gregory the Great Catholic Elementary School officially opened its doors in the Fall of 2016.
- On January 14th, 2016, a Blessing and Ground-Breaking of the school took place where students, staff, trustees and members of the community gathered in the new, vibrant area of the North Oakville Preserve Community.
- Located on 16 Mile Drive, north of Dundas Street and west of Sixth Line in Oakville, St. Gregory the Great School can accommodate approximately 671 students, and has a one-story child care centre connected to the school.









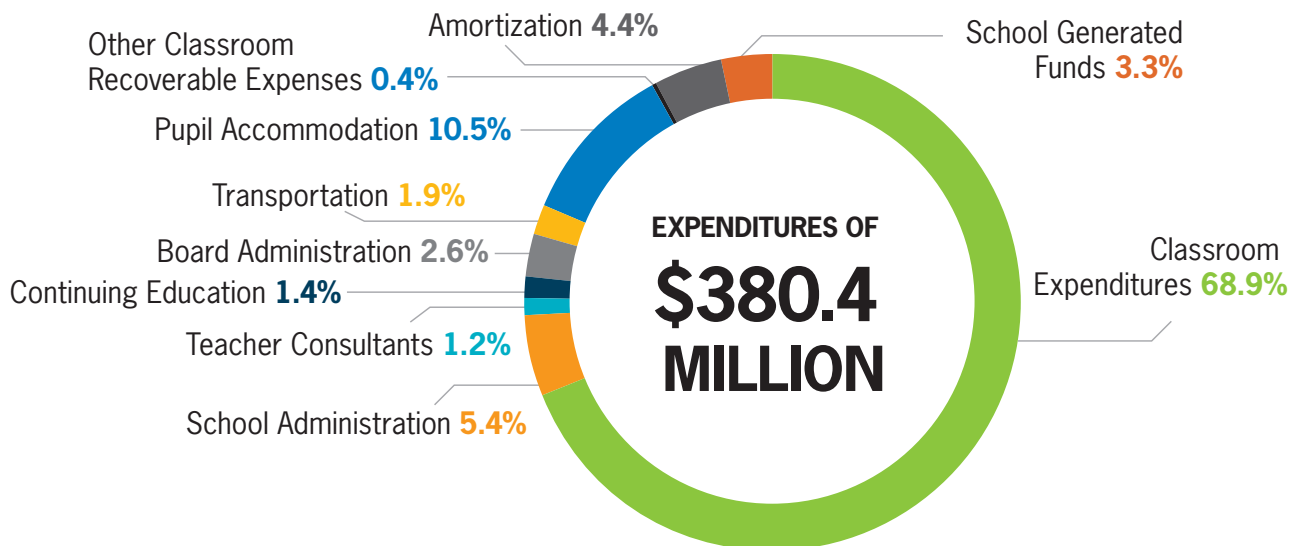
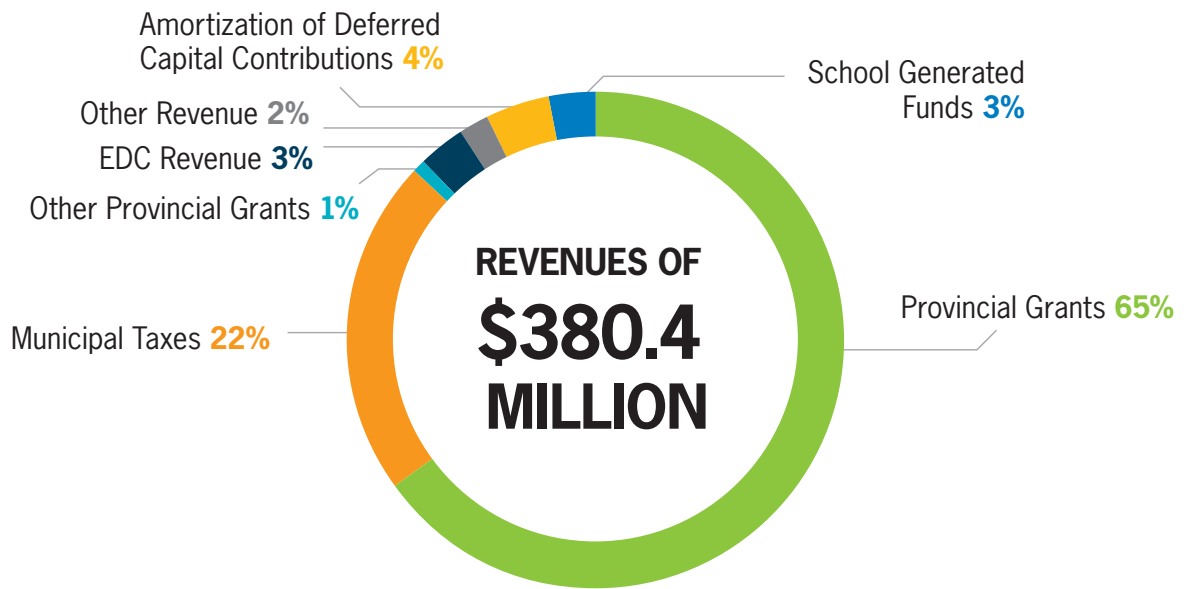
Director Dawson welcomes new administrators at the Commissioning Ceremony.

# HIRING

During the 2016-2017 year, we hired 494 new staff members to support our system needs!

CATEGORY	PERMANENT	SUPPLY	TEMPORARY
Secondary teachers	43		
Elementary teachers	65		
Principals and Vice-Principals	15		
Designated Early Childhood Educators	1	6	
Educational Assistants	39	95	
Custodians (summer placement)			5
Casual – Clerical		2	
Association of Professional Student Services Personnel	1		13
Administration	15		12
Occasional teachers		149	
Secretary/Clerical	13		20

## 2016-2017 FINANCIAL INFORMATION



# BOARD OF TRUSTEES 2016-2017



**Diane Rabenda**  
Milton Trustee  
& Chair of the Board  
905-632-6314 Ext. 7185  
[rabendad@hcdsb.org](mailto:rabendad@hcdsb.org)



**Susan Tritess**  
Burlington Trustee  
Wards 4 & 5 &  
Vice-Chair of the Board  
905-637-7377  
[tritess@hcdsb.org](mailto:tritess@hcdsb.org)



**Arlene Iantomasi**  
Burlington Trustee  
Wards 1 & 2  
905-632-6314 Ext. 7182  
[iantomasia@hcdsb.org](mailto:iantomasia@hcdsb.org)



**Jane Michael**  
Burlington Trustee  
Wards 3 & 6  
905-802-6258  
[michaelj@hcdsb.org](mailto:michaelj@hcdsb.org)



**John Mark Rowe**  
Halton Hills Trustee  
905-877-9510  
[rowem@hcdsb.org](mailto:rowem@hcdsb.org)



**Anthony Danko**  
Oakville Trustee  
905-825-9159  
[dankoa@hcdsb.org](mailto:dankoa@hcdsb.org)



**Helena Karabela**  
Oakville Trustee  
289-230-1423  
[karabelah@hcdsb.org](mailto:karabelah@hcdsb.org)



**Paul Marai**  
Oakville Trustee  
905-842-3826  
[maraip@hcdsb.org](mailto:maraip@hcdsb.org)



**Anthony Quinn**  
Oakville Trustee  
905-338-3919  
[anthonyquinn@hcdsb.org](mailto:anthonyquinn@hcdsb.org)

## STUDENT TRUSTEES 2016-2017

Student Trustees are senior (grade 11 and 12) secondary school students who are elected by their peers each year to represent all of the students in a board. Student Trustees are an essential connection between students and Trustees, Senior Administration, and stakeholders of the board, and are available and accessible to the student body to address concerns.



**Christina Atrach**  
North Halton Student Trustee  
Christ the King Catholic Secondary School



**Ingrid Schwecht**  
Burlington Student Trustee  
Assumption Catholic Secondary School



**Manuela Zapata**  
Oakville Student Trustee  
St. Thomas Aquinas Catholic Secondary School

### HALTON CATHOLIC DISTRICT SCHOOL BOARD

Catholic Education Centre  
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## MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: November 20, 2017  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

Members Present      B. Agnew (Chair)                      J. Parisi  
                                 R. Barreiro                              R. Quesnel  
                                 L. Cipparrone                          D. Rabenda  
                                 D. Hotopeleanu  
                                 A. Iantomasi

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

Members Excused      K. Bivand  
                                 L. Currie  
                                 H. Karabela  
                                 M. Lourenco  
                                 C. Parreira  
                                 L. Stephenson  
                                 S. Trites

Members Absent  
Recording Secretary      J. Crew

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### 1. Call to Order

The Chair called the meeting to order.

#### 1.1 Opening Prayer

The meeting opened at 7:04 p.m. with a prayer led by B. Agnew.

#### 1.2 Approval of Agenda

**Moved by:** R. Quesnel

**Seconded by:** D. Rabenda

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

**CARRIED**

### 2. Presentations

#### 2.1 Speech Language Update (D. Kollee and T. Van Reenen)

D. Kollee and T. Van Reenen began by providing information on the 2015-2016 pilot study of *Stay, Play, & Talk*; a peer mediated social skills program for children with ASD and other social challenges, and their peers. Information included classroom based research; who was involved in the study; and what was involved in the pilot which included surveys, observations and graphs. Graphs on the peer prompting results were shared; a list was provided outlining a number of international conferences where results from our 2015-2016 pilot study were shared by the researchers involved in the study. Video of an educator reflecting on the study was shared with members.

Information was also provided on where we are going and where we have gone since the pilot: beginning in 2016-2017 three different Speech Language Pathologists (SLPs) and Communicative Disorder Assistants (CDAs) supported the program and began embarking on engagement of our Curriculum partners to move forward with the program as a tier one intervention. Training sessions led by T. Van Reenen included kindergarten educator teams; SLPs; Child and Youth Counsellors (CYCs) and CDAs. Qualitative feedback was received from those involved to inform next steps. The program proved to be essential for some, good for all.

In 2017-2018 building the foundation for system implementation of *Stay, Play, & Talk* began; it includes SLP and CDA mentorships; training sessions co-led by SLPs and Educators; Curriculum Itinerant teachers as part of the training with educators; research developing outcome measures for training and implementation; and a goal to increase the number of classrooms each term. The three year 2018-2021 plan includes sharing across our schools and beyond kindergarten. D. Kollee and T. Van Reenen answered questions on the *Stay, Play & Talk Program*.

D. Kollee concluded by informing members that the Speech and Language focus for 2017-2018 includes: partnership / parent engagement; seamless support, information sharing / documentation; evidence informed supports for Augmentative and Alternative Communication (AAC) and social communication; and tiered intervention services based on the strengths and needs of the child and their school community in support of the overall program goals of a child. D. Kollee distributed an information pamphlet outlining Speech and Language Services Tier 1 modules.

B. Agnew thanked D. Kollee and T. Van Reenen.

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

#### 3.1 **Minutes of the October 23, 2017 SEAC Meeting**

**Moved by:** R. Quesnel

**Seconded by:** A. Iantomasi

**RESOLVED**, that the minutes of the October 23, 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**

No updates.

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

#### 6.1 **Yearly Calendar (B. Agnew)**

The Chair and Vice Chair met to review the 12 items that were put forth for presentations this year to look at grouping some of the wide variety of topics together

The item 'Mental Health Supports for Students in Halton' will be combined into the Mental Health update scheduled for the December SEAC meeting.

B. Agnew discussed other suggestions:

1. Behaviour Analysts: Role, Services, Programming, and Expertise



2. IEPs
3. System needs / Equity of service across System
4. Special Education Legal Issues / Service Dogs in Schools
5. Tools for Communicating SEAC's Role to All Parents; Continued online presence, Soundbytes
6. Differentiated Instruction & how it is used to accommodate the needs of individual learners
7. Literacy initiatives in Special Education i.e. EMPOWER / Early Years Math Screening Project
8. Assistive technology literacy on staff - EA, Teachers, SERT

Members agreed with the combinations discussed. The Chair and Vice Chair will look into what can be arranged on the calendar.

## 7. Communications to SEAC

### 7.1 Superintendent's Report

B. Browne provided updates on:

**FASD Resource Team:** HCDSB continues our commitment to the Halton FASD Resource Team; this year O. Foese will move to the diagnostic table; A. Jones will partner with D. Kollee to replace O. Foese at the resource table and continue the collaboration with our community partners.

**Kindergarten Registration** takes place January 23<sup>rd</sup> and 24<sup>th</sup> for the 2018-2019 academic year; the kindergarten questionnaire helps us to prepare for the transition planning process; parents are encouraged to share as much information as possible to help make connections and start our transition process.

**Information Night for Students entering Kindergarten with Special Education Needs:** is tentatively scheduled for Wednesday February 28. Location will be confirmed, looking at St. Benedict Catholic Elementary School in Milton. SEAC's presence is appreciated and can be a good way to connect with parents.

**Council for Exceptional Children (CEC) Conference:** Special Education Consultants C. Bauman and K. McCarthy will be presenting on some of HCDSB's work around mental health and wellness for students.

**PA Day Friday, November 24<sup>th</sup>:** parent/teacher interviews take place in schools, Educational Assistants (EAs) will be involved a daylong session on ABA for All; learning ABA strategies to support all students. Half of our EAs are participating in ABA for All this Friday; the remaining EAs will participate in an ABA for All session on a PA Day in February.

**Coordinated Service Planning:** continues as part of the Special Needs Strategy; C. Bauman sits on the working committee for this group; they are currently putting the final touches on materials and branding for Coordinated Service Planning to get information to families who might benefit from birth to 21 support and coordination of services in the region and in schools.

**Special Incidence Portions (SIP) Claims:** are a part of our funding; claims are process annually to help off-set the cost of support for students with the most complex needs who require more than one Educational Assistant. Our Coordinator, Consultants and Itinerant SERTs continue to work together on the significant amount of supporting documentation required for each claim.

**Microsoft Visit:** on November 3<sup>rd</sup> staff spent some time at Microsoft looking at applications for mixed reality, augmented reality, and what that might look like in one of our Essential Skills Classes (ESC). A trial of some of this technology/different way of learning will be done in one of our ESC. This opportunity was presented to us throughout Microsoft as a result of W. Reid-Purcell, A. Bator and our SEA Lead, J. Thompson attending the ICSE conference this past June.

**Life Skills/Best Buddies Christmas Party:** takes place on Friday December 8<sup>th</sup> at Corpus Christi Catholic Secondary School in Burlington from 10:00 am to 1:00 pm. All SEAC are invited and welcome. Let us know if you'd like to attend so we can make arrangements for you. The event is a great time each year as student leaders and staff organize a great day for students from all nine secondary schools to get together for some fun before Christmas.

## 7.2 Trustee Reports

A. Iantomasi and D. Rabenda provided updates on Board happenings including the Early French Emersion delegations / the ADHOC committee will respond at the next meeting; the Keeping Christ in Christmas competition; laying the foundation for Milton #8; and a Milton boundary review.

## 7.3 Association Reports

B. Agnew reference the association report that was distributed regarding the ABC Ontario 2017 Provincial Conference & AGM: "*Reaching Full Potential: Educational Excellence + Enhanced Well-Being*" which takes place on Saturday, December 2<sup>nd</sup>, 12:00 – 4:30 pm. B. Agnew noted that everyone is welcome to attend and if anyone has any questions to contact M. Lourenco directly.

## 7.5 Reports from Other Stakeholder Meetings - CPIC

CPIC meeting current topics include: progress reports going home this week; bullying prevention week; EQAO; pro-grants; Focus on Faith family event on November 22 in Guelph; and the new theological theme roll out '*Do You Love Me?*'

B. Agnew added that the event on November 22, 2017 takes place at 7:00 p.m. at the Basilica Church of Our Lady; David Wells will be speaking on *Reluctance, Resilience and Rejoicing: Focus on the Family and Faith*; this event is open to all. B. Browne added that David Wells is an excellent speaker, the event would be time well spent. B. Agnew will forward the invitation to all SEAC members.

## 8. Next Agenda: Meeting Monday, December 11, 2017

The agenda will included a Mental Health Update, members are asked to submit their association reports by Friday, December 1<sup>st</sup>. B. Browne added that the meeting will be followed with a social gathering, an email will be sent out to follow up.

## 9. Adjournment

### 9.1 Resolution re Absentees

**Moved by:** J. Parisi

**Seconded by:** A. Iantomasi

**RESOLVED**, that K. Bivand, L. Currie, H. Karabela, M. Lourenco, C. Parreira, L. Stevenson, S. Trites be excused. **CARRIED**

### 9.2 Adjournment and Closing Prayer (B. Agnew)

**Moved by:** D. Hotopeleanu

**Seconded by:** R. Quesnel

**RESOLVED**, that the meeting adjourn.

**CARRIED**

The meeting adjourned 8:21 p.m. with a prayer led by B. Agnew.

## MINUTES OF THE CATHOLIC PARENT INVOLVEMENT COMMITTEE (CPIC)

Date: December 4, 2017  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

Members Present	C. Cipriano	G. Merritt-Murrell
	D. Garell-Teti	R. Stagg
	Fr. Francis Salasiar	A. Gonzalez
	K. Bivand	R. Alfaro
	V. Monaco	S. Guevara
	C. Thompson	A. A. LeMay
	H. Karabela;	

Regrets M. Fuentes;

Chair: R. Stagg  
Recording Secretary M. Zammit

### 1. Opening Prayer: Fr. Francis Salasiar

The meeting opened at 7:00 p.m. with a prayer led by Fr. **Francis Salasiar**

### 2. Approval & Revisions

#### 5.1 Agenda

**Moved by:** R. Alfaro

**Seconded by:** S. Guevara

**That,** the agenda be approved as amended;

**CARRIED**

#### 5.2 Minutes

**Moved by:** D. Garell-Teti

**Seconded by:** A. Gonzalez

**That,** the minutes of the November 6, 2017 Catholic Parent Involvement Committee be approved as amended.

**CARRIED**

### 3. Board Update

C. Cipriano provided Board update on the following:

- Provided information on the RFP process and ISW Uniforms; all concerns shared with ISW staff and president.
- Elementary Progress Report Cards have been distributed to parents; Elementary interviews occurred on November 23-24, 2017.
- Secondary Mid-Term Reports have been distributed to parents.
- Provincial Bullying Prevention and Awareness week took place November 19-25, 2017. The board's annual "See the Problem, Be the Solution" program had its kick off event on November 21, 2017.
- Holy Trinity CSS hosted Empty Bowls to Eliminate Hunger on November 30, 2017.

- Elementary Boys and Girls Volleyball System Championships were completed at the end of November.
- Information on OurSchool online survey, formerly called “Tell Them From Me” was provided.
- Indigenous Advisory Circle Meeting will take place on December 14, 2017.
- Keeping Christ in Christmas Contest.
- Last day before Christmas Break is December 22, 2017, with an early dismissal.
- Discussion took place regarding quality of ISW Uniforms and the RFP process;

#### 4. **Trustee Update**

H. Karabela provided Trustee update on the following:

- The final recommendation from the French Ad Hoc Committee regarding the French Program was presented to the Board of Trustees on November 21, 2017. The Motion failed with a unanimous vote. New amendments were added and passed.
- Discussion followed on the French Program and the unanimous vote that took place; staffing issues/concerns were shared from CPIC members.
- The Motion, which was put forth by H. Karabela, “Upholding the Sanctity of Life Through Donations or the Purchase of Services” failed.
- Policy II-41 [School Uniform Dress Code - School Dress Code](#) is out for Stakeholder Consultation. CPIC members were encouraged to double-check their emails to ensure they received communication regarding this.

#### 5. **Business Arising from Previous Meetings**

Nothing to report.

#### 6. **Council of Chairs Agenda Review**

Nothing to report.

#### 7. **Other Business**

##### **PRO Regional Grant – use of funds**

G. Merritt-Murrell noted the deadline of December 15, 2017 to use the PRO Regional Grant funds. Unfortunately no plans have been made as of yet. It has been a challenge to make plans within the given timeframe. G. Merritt-Murrell will connect with Ministry to inquire about using the funds in the New Year. Further discussion followed about possible speakers and options.

#### 8. **OAPCE Directors Report**

Garell-Teti shared information on an OAPCE Newsletter, which was sent to all OAPCE Reps. Upcoming events: Board of Directors Meeting in January; OAPCE Rep/Parish Rep Retreat will take place on January 18, 2018 at St. Raphael Parish, more details to come.

#### 9. **Board Committee Report**

- **Focus on Faith** – Meeting took place on November 16, 2017.
- **Calendar** – Meeting will take place in January.
- **SEAC** – Upcoming meeting next week;

#### 10. **CPIC Subcommittee**

Nothing to report.

**11. Review of Past Events –**

- People 4 Education Conference –Positive feedback was provided
- ICE Symposium – Positive feedback was provided
- Bishop Dinner –Excellent turnout. Golf Tournament will take place on June 6, 2018.

**12. Upcoming Events Updates**

- Christmas Social -December 18, 2017 at Fraticelli's Italian Grill and Bar.

**13. Future Agenda Items**

- Speaker options for upcoming Council of Chairs Meetings. Discussion followed regarding possible topics to be addressed such as drug awareness and the changes to marijuana use. Superintendents Camillo Cipriano and Tim Overholt could possibly speak to the matter, and provide an FAQ Sheet on what this will look like in our schools.
- Questions were asked about what has been put in place for families/staff affected by the tragedy that occurred at Corpus Christi Secondary School – and how can CPIC provide support for parents. Superintendent Cipriano responded with details/information on the Board's Compassionate Care Crisis Response Team. He will connect with Superintendent L. Naar to inquire about further support for parents.

**14. Moved by:** A. Gonzalez**Seconded by:** R. Alfaro**That,** the meeting adjourn.**CARRIED****15. Closing Prayer**

Fr. Francis Salaslar closed the meeting with a prayer.

The meeting adjourned at 8:50 p.m.

**MINUTES OF THE POLICY COMMITTEE MEETING**

Date: December 12, 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  
J. Michael S. Trites

Regrets: A. Iantomasi

Staff Present: P. Dawson, Director of Education  
T. Overholt, Superintendent of Education, School Services  
A. Swinden, Administrator, Strategic Communications  
J. O'Hara, Executive Officer, Human Resources Services  
C. Cipriano, Superintendent of Education, School Services  
R. Negoï, Superintendent, Business Services  
R. Merrick, Superintendent, Facility Management Services  
Recording Secretary: J. Neuman

**1. Call to Order**

**1.1 Opening Prayer (J. Michael)**

P. Dawson called the meeting to order and the meeting began at 7:01 p.m. with a prayer led by J. Michael.

**2. Approvals**

**2.1 Approval of Agenda**

The following item will be removed from the agenda

**3.3** II05 Reporting to Parents

**P#01/18**

**Moved by:** P. Marai

**Seconded by:** S. Trites

**THAT,** the agenda be approved, as amended

**UNANIMOUSLY CARRIED**

**2.2 Approval of Minutes**

**P#02/18**

**Moved by:** D. Rabenda

**Seconded by:** S. Trites

**THAT,** the minutes of the Policy Committee Meeting held on November 28, 2017 be approved, as submitted.

**UNANIMOUSLY CARRIED**

**3. Action Items**

**3.1 Election of the Chair of the Policy Committee (December 12, 2017 - December 2018) (P. Dawson)**

Acting Chair, P. Dawson, reviewed the election process and called for nominations for the position of Chair of the Policy Committee for the period of December 12, 2017 until the first Policy Committee meeting in December 2018.

**P#03/18****Moved by:** J. Michael**Seconded by:** J. M. Rowe**THAT**, P. Marai be appointed Chair of the Policy Committee for the period of December 12, 2017 to December 2018.

There were no other nominations

P. Marai accepted the nomination

**P#04/18****Moved by:** J. Michael**Seconded by:** J. M. Rowe**THAT**, the nominations be closed.**CARRIED**

P. Marai was declared the Chair of the Policy committee by acclamation.

P. Marai thanked the committee for their nomination and support, and A. Danko for his work as past chair.

P. Marai assumed the responsibility as Chair of the Policy Committee.

**3.2 I-44 Strategic Planning Process (Third Reading) (R. Negoi, T. Overholt)****P#05/18****Moved by:** S. Trites**Seconded by:** J. M. Rowe**THAT**, the Policy Committee recommends that Policy I-44 Strategic Planning Process, be forwarded, along with amendments, to the December 19, 2017 Regular Board Meeting for approval at third reading.

Policy I-44 Strategic Planning Process was brought back for third reading

Questions regarding adding specific items to the strategic plan cycle were asked and answered.

Final amendment to include Catholic Ratepayers will be added to the final version of the policy that will be forwarded to the December 19, 2017 Board meeting.

The Chair called for a vote. Recommendation **P#05/18 CARRIED**

In Favor	Abstained
H. Karabela	A. Quinn (by phone)
J. Michael	
A. Iantomasi	
P. Marai	
D. Rabenda	
J. M. Rowe	
S. Trites	

**3.3 II-05 Reporting to Parents (T. Overholt)**

This item was removed from the agenda

**3.4 II-41 School Uniform Dress Code - School Dress Code (T. Overholt)****P#06/18****Moved by:** S. Trites**Seconded by:** H. Karabela**THAT**, the Policy Committee recommends that Policy II-41 School Uniform Dress Code – School Dress Code, be forwarded, along with amendments, to the December 19, 2017 Regular Board Meeting for approval.



Policy amendments were noted regarding the process for consolidated schools and new schools which include changes made following stakeholder feedback.

Questions regarding stakeholder feedback; assistance for parents; school uniform and civvies/spirit ware days; the current uniform supplier; the RFP process; and the stakeholder feedback process were asked and answered.

A. Quinn arrived at 7:15 p.m.

It was noted that an overarching principle should be included in the policy, which includes assistance for parents. As well, wording will be added regarding dress code for civvies/spirit ware days. The amendments will be included in the document that will be forwarded to the December 19, 2018 Board meeting.

The Chair called for a vote. Recommendation **P#06/18 CARRIED**

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

### 3.5 III-10 Criminal Reference Check Applicants for Employment (T. Overholt, J. O'Hara)

**P#07/18**

**Moved by:** A. Quinn

**Seconded by:** J. Michael

**THAT**, the Policy Committee recommends that Policy III-10 Criminal Reference Check Applicants for Employment be forwarded to the December 19, 2017 Regular Board Meeting for approval.

The policy was reviewed and it was noted that no changes are required to be made at this time

The Chair called for a vote. Recommendation **P#07/18 UNANIMOUSLY CARRIED**

### 3.6 Rescind: II-16 Curriculum Writing (T. Overholt, A. Prkacin)

**P#08/18**

**Moved by:** J. Michael

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

**THAT**, the Policy Committee recommends that Policy II-16 Curriculum Writing be forwarded to the December 19, 2017, Regular Board Meeting to be rescinded.

It was recommended that Policy II-16 Curriculum Writing be rescinded

Questions regarding compensation and documentation were asked and answered.

The Chair called for a vote. Recommendation **P#08/18 UNANIMOUSLY CARRIED**

## 4. Discussion Items

### 4.1 Executive Compensation Policy (P. Marai)

The discussion on the proposed Executive Compensation Policy was opened and committee members were asked to review the documents that were included in the Discussion Report.

Timeline for policy development was addressed

It was suggested to continue with the agenda and then move to in-camera to discuss this item further.

#### 4.2 Marijuana on School Property (T. Overholt)

Information was provided regarding the upcoming Cannabis Federal and Provincial Legislation, and the impact on Ontario schools and the HCDSB progressive discipline policy.

Discussion ensued. Current discipline policies were addressed. It was recommended that the policy should envision the ubiquity of the product and preventing possession in students. Ethical questions of possession were raised.

Staff will review related policies and procedures and the new policy will be brought forward with amendments at future meetings.

### 5. Information Items

#### 5.1 VI-53 Optional French Programs (Extended, Mid-Extended) (T. Overholt)

Changes to the Procedure were noted

Questions were asked and answered

#### 5.2 Rescind - VI-12 Telephones in Schools (T. Overholt)

Senior Staff reviewed Procedure VI-12 Telephones in Schools, and have determined it is no longer necessary; therefore, it was rescinded.

#### 5.3 Upcoming Policy Committee Meeting Agenda Items (January 23, 2018) (T. Overholt)

5.3.1 I-11 International Students

5.3.2 I-36 Trustee Code of Conduct

5.3.3 I-40 Performance Appraisal of Director of Education

5.3.4 II-38 Educational Research - Surveys and Pilot Projects

5.3.5 V-03 Photographs, Advertising and Sales Representatives

5.3.6 Information Item: Secondary Volunteer Hours (C. McGillicuddy)

The upcoming agenda items were noted.

### 6. Miscellaneous Information

### 7. Correspondence

### 8. In Camera

**P#08/18**

**Moved by:** A. Quinn

**Seconded by:** S. Trites

**THAT,** the meeting move to meeting in camera

The Chair called for a vote, Motion **P#08-18 UNANIMOUSLY CARRIED**

The meeting moved to in camera at 8:08 pm

The meeting moved out of camera at 8:50 pm

### 9. New Business

### 10. Motion to Excuse Absent Committee Members

**P#08/18**

**Moved by:** H. Karabela

**Seconded by:** A. Quinn

**THAT,** Trustee A. Iantomasi be excused.

**UNANIMOUSLY CARRIED**

**11. Motion to Adjourn/ Closing Prayer (A. Quinn)**

***P#08/18***

***Moved by:*** S. Trites

***Seconded by:*** H. Karabela

***THAT,*** *the meeting adjourn.*

***UNANIMOUSLY CARRIED***

A. Quinn closed meeting with prayer at 8:51 pm

January 22, 2018

Paula Dawson  
Secretary of the Board  
Halton Catholic District School Board  
802 Drury Lane  
Burlington, ON

Trustees:

On January 16, trustees in the Halton District Catholic School Board (HDSCB) passed a motion that could prohibit teachers and students from fundraising for charities or non-profits that, in the school board's opinion, do not uphold Catholic doctrine.

The Ontario English Catholic Teachers' Association (OECTA) strongly disagrees with this approach. Many of the charities and non-profits that could be affected by this motion do incredible work in our communities and around the world, enhancing health, equity, and social justice. Our schools often have longstanding relationships with these organizations, and the work of supporting these causes is exactly the sort of contribution that we expect students and graduates to make as caring family members and responsible citizens. It is unfortunate that you, the trustees, have chosen to take such a narrow view of Catholic values and interfere with this work.

We should always be encouraging students to take an active role in promoting the common good. OECTA urges HDSCB trustees to repeal this needlessly divisive motion, and to focus on creating safe, welcoming, and inclusive school communities.

--

Keith Boyd  
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