

## REGULAR BOARD MEETING AGENDA

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

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1. Call to Order	
1.1 Opening Prayer, National Anthem and Oath of Citizenship (I. Schwecht)	
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15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer (A. Danko)	

Good Evening Trustees, Senior Staff, and Guests.

This evening I would like to walk you through the history of why Oakville has voted at large for the past many years. It all started back, I believe in the early 2000's. At that time both the federal and provincial governments had changed the alignment of the boundaries in Oakville. The town also said they would change the ward boundaries in time for the next election to bring them more in line with federal and provincial. That is when the Oakville trustees decided to run at large so there would be no confusion when the changes happened. Well, in reality, the town kept postponing the decision for many election terms. This year, while they did not change the boundaries, they added one more Ward. If you go back and look at the agreement it states that Oakville will run at large until the town makes a decision and then go back to wards.

I can tell you from listening to parents and ratepayers that they can't wait to go back to wards. They find the at large very confusing and many are never sure who their trustee is. When it comes to their children they want to know one person to contact. I have many calls about issues when parents say they leave messages and send e-mails and get no reply. This is very discouraging to many frustrated parents. Ratepayers do not support and nor do they want to vote at large.

My suggestion to you is if you choose this way then it is incumbent on you as a board that claims to be open and transparent to consult with all the parents and rate payers through schools, parishes and news papers and learn how they feel about this.

Thank you for allowing me to share my history and thoughts.

## **MINUTES OF THE REGULAR BOARD MEETING**

Date: February 20, 2018  
Time: 7:30 pm  
Location: Catholic Education Centre  
802 Drury Lane, Burlington, ON

Members Present:	A. Danko A. Iantomasi H. Karabela P. Marai, Vice-Chair of the Board J. Michael	D. Rabenda, Chair of the Board J.M. Rowe A. Quinn S. Trites
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Student Trustees:	A. Barbul	I. Schwecht
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Senior Staff:	B. Browne C. Cipriano P. Dawson, Secretary of the Board C. McGillicuddy R. Merrick	L. Naar R. Nego J. O'Hara T. Overholt A. Prkacin
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Also Present:

- A. Attardo, Principal, St. Gregory the Great Catholic Elementary School
- A. Barden, Vice Principal, Queen of Heaven Catholic Elementary School
- L. Collimore, Chief Officer, Research and Development
- A. Lofts, Senior Administrator, Financial Services
- 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 (A. Barbul)**

The meeting opened at 7:30 p.m. with a prayer led by A. Barbul.

#### **1.2 Motions Adopted In-Camera**

A motion regarding property was adopted in-camera.

#### **1.3 Information Received In-Camera**

The following information was received in-camera:

##### Secondary Summer School Principal - 2018

Karen Boelhauer renewed for a second term as Summer School Principal 2018.

Mark Freeman and Lisa Vasile appointed as Secondary Summer School Principals 2018 with a second renewable term for July 2019 at the Board's discretion.



Secondary Summer School Vice Principal - 2018

Marie Murad renewed for a second term as Summer School Vice Principal 2018.

Hiring

Athena Rasile and Alicia Sormaz hired as probationary teachers effective February 2, 2018.

Retirements

Carol Hyrhorsky and Martha Pickett retiring effective June 30, 2018.

Resignations

Jacqueline Jajdelski and Rosanna Monachino resigning effective August 31, 2018.

## 2. **Approval of the Agenda**

Trustee Karabela called a point of order stating that *Action item 8.3 – Reconsider Resolution #29/18 – Upholding the Sanctity of Life Through Donations to Charities and Non-Profits* was in violation of Board by-laws under section 10.20 where a motion to reconsider is to happen at the same meeting.

The Chair ruled to keep the item on the agenda and stated that she felt the by-laws were loose and would have to be revisited in order to tighten up the language. The Chair also reminded Trustees that the Student Trustees requested additional time in order to gather feedback at the next Student Senate meeting.

Trustee Karabela appealed the ruling of the Chair.

### **#48/18**

**Moved by:** H. Karabela

**Seconded by:** A. Quinn

**RESOLVED**, that the Board of Trustees appeal the ruling of the Chair to keep Action item 8.3 - Reconsider Resolution #29/18 - Upholding the Sanctity of Life Through Donations to Charities and Non-Profits on the agenda.

The Chair called for a vote on **#48/18**:

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

The motion was **DEFEATED**.

In order to accommodate audience members, Trustee Trites requested that Action item 8.2 be moved to Action item 8.3.

**#49/18**

**Moved by:** A. Iantomasi

**Seconded by:** S. Trites

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

The Chair called for a vote on **#49/18** and it **UNANIMOUSLY CARRIED**.

**3. Declarations of Conflict of Interest**

There were no conflicts of interest declared.

**4. Presentations**

**4.1 Camp Summerland: Literacy and Numeracy Development for Students (A. Prkacin)**

Principal D. Attardo and Vice Principal A. Barden provided a presentation on “Camp Summerland” which is a Summer Learning Program and a CODE (Council of Ontario Directors of Education) funded project offered to Grade 1 to 5 students within the Halton Catholic District School Board (HCDSB). The program accommodates a maximum of 160 students, and operates daily at three (3) different school sites (Milton, Oakville and Burlington) for three (3) weeks in July. The program is led by a school principal in collaboration with the Curriculum department and is staffed by HCDSB teachers.

There are twenty (20) students per class with four (4) teachers at each site. Secondary student volunteers also assist in the classroom. CODE supports mentors for robotics and also offered ELL funding.

It was confirmed that a number of students come to the Milton site from Halton Hills.

It was explained that student-learning skills are the rationale for how campers are selected. It is important that students can self-regulate and be independent.

**5. Delegations**

There were no delegations.

**6. Approval of Minutes**

**6.1 Minutes of the February 6, 2018 Regular Board Meeting**

**#50/18**

**Moved by:** A. Quinn

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

**RESOLVED**, that the minutes of the February 6, 2018 Regular Board Meeting be approved.

The Chair called for a vote on **#50/18** 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 Rescinding the Decision to Close Holy Family Catholic Elementary School (P. Marai)  
#51/18**

**Moved by:** P. Marai

**Seconded by:** A. Quinn

**WHEREAS**, the Halton Catholic District School Board approved the consolidation of Holy Family Catholic Elementary with St. Marguerite d'Youville Catholic Elementary on March 7, 2017 with the following motion:

**"#68/17**

**Moved by: S. Trites**

**Seconded by: A. Iantomasi**

**BE IT RESOLVED THAT**, in the event the Ministry of Education does not approve funding for Option 1A through the 2017 School Consolidation Capital submission, that the Halton Catholic District School Board adopt and implement Part 2 of Option 12B (the alternate plan) as the preferred accommodation plan for the Oakville Northeast Pupil Accommodation Review Area, specifically:

**THAT**, the Halton Catholic District School Board consolidate Holy Family Catholic Elementary School into St. Marguerite d'Youville Catholic Elementary School, effective the 2020/2021 school year; and

**THAT**, the Halton Catholic District School Board approve the construction of a permanent classroom addition to St. Marguerite d'Youville Catholic Elementary School that will effectively accommodate the sustainable projected student enrolment."

**WHEREAS**, the Ministry of Education provided no funding for this initiative.

**WHEREAS**, a moratorium on school closures was enacted by the provincial government, just three months later in June 2017.

**BE IT RESOLVED**, that the Halton Catholic District School Board rescind the above motion **#68/17** and keep Holy Family Catholic Elementary School open.

Trustee Marai expressed that this was a positive motion for the Board and would support the Falgarwood community voice of the want for a local school and would also assist with community building.

Trustees voiced their support of the motion but cautioned the community that the government could come back and reverse the decision. Concerns regarding operating costs and programming were also voiced.

The Chair called for a vote on **#51/18** and it **UNANIMOUSLY CARRIED**.

**8.2 Reconsider Resolution #29/18 - Upholding the Sanctity of Life Through Donations to Charities and Non-Profits (J.M. Rowe) #52/18**

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

**Seconded by:** J. Michael

**RESOLVED**, that the Halton Catholic District School Board Reconsider Resolution # 29/18 – Upholding the Sanctity of Life Through Donations to Charities and Non-Profits.

Trustee Rowe explained he initially supported the motion and upon reflection had concern on the word “indirectly” within the motion and questioned who would make the decisions, when they would be made, and how it would be implemented.

Student Trustee Schwecht spoke about the consultation that took place at the last Student Senate meeting. Votes were taken at individual secondary schools and every senate group was against the motion. Schools have deep rooted traditions, these build a sense of community when supporting charities that are important to them and have seen students benefit from some of the charities. The school petition under correspondence was highlighted as having over 200 signatures. Student Trustee Schwecht expressed how proud she was of the senators for being vocal and ambitious.

Trustee Michael expressed how proud she was of the students for their spirit for trying to make the world a better place for everyone. Students are committed, intelligent and able to weigh the merits of donating to cause even when they may not support 100% of activities carried on by the charity. The motion discourages students from doing their own research, exercising their own judgement and choosing to give to the causes closest to their heart in a manner in which donations have greatest impact. Trustee Michael voiced that she felt the motion was broad. The largest best known charities do touch on activities we are all against and she suggested amending the resolution by attaching a letter to use when submitting funds stating that none of funds donated would support any of the restricted activities.

Student Trustee Barbul communicated that she has been a student leader of the Free the Children committee for the past three (3) years so this may be a conflict of interest for her. The recurring theme that was heard from Student Senate is that students were concerned about the community aspect at their schools. Student support of organizations has created clubs, events and a sense of belonging at schools providing leadership and service. Student Trustee Barbul voiced concern that the motion will inhibit student ability to have vocal leadership roles among already existing groups that have been supported over a decade in some cases and trusted and rooted in the community. We do not directly support abortion, contraception etc. but do support the most vulnerable and in need. Schools have been involved with numerous organizations that are now coming into question. They have dedicated significant time and funds to charities they are very passionate about and would hate to see the end of the affiliation.

Trustee Danko indicated a lack of clarity among the Trustees. There is sentiment to maintain the merits of the motion but there is something in the way that needs to be dealt with.

Trustee Iantomasi shared that she discussed the motion with the Ontario Catholic School Trustee Association's President and his suggestion was to simply attach a letter stipulating what the funds are to be used for. Trustee Iantomasi indicated that students do not want to see a blanket motion that ties their hands from helping worthy causes and people who are less fortunate. Asking to be able to help fellow human because that we are called to do that as fellow Catholics and Christians.

Trustee Karabela voiced she would be voting against the motion to reconsider as the motion filled a void in the moral criteria guidelines needed for our fundraising and for financial transparency. Pope Francis said yes to life and no to death. Most fundamental is right to life because all other rights cannot apply if you are dead. If vote against motion are you saying it is Ok to fund organizations that support abortion, euthanasia and embryonic stem cell research? If remain bystanders, silent and indifferent evil flourishes and people die. It is always the right time to do the right thing. Trustee Karabela thanked the community for their letters which were attached as correspondence.

Trustee Trites responded to the suggestion of attaching a letter. Once you give the money it is impossible to control and unworkable. If time and effort is going to be spent in pursuing side bar agreements, there will be no scrutiny and transparency. We should be keeping a current list charities and non-profits that fall within our guideline and those that do not. The Board needs to keep this resolution and keep working in the spirit of the resolution. Important to model correct and righteous giving.

Trustee Quinn questioned if Trustee Rowe was influenced by the letter from the Ontario English Catholic Teachers Association (OECTA). Trustee Rowe's response was no.

Trustee Quinn then questioned the Student Trustees representing students if they were aware of an organization supporting any of the activities in the motion how could they support and continue to support that and be a scandal to themselves. In response Trustee Schwecht voiced they are asking for opportunity to help in other domains and stressed they do not support abortion. Students are requesting to help and agreed that letters be used to ensure where funds are directed. Trustee Barbul reminded Trustees that they are there to represent the student voice.

Trustee Karabela asked Trustees to vote against the motion to reconsider and keep the policy as it is. Keep the motion, criteria and policy, not be a bystander and to take a stand.

The Chair called for a vote on **#52/18:**

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

The motion **CARRIED** .

Trustee Rowe indicated that if the motion could be amended he would be in favour of it.

Trustee Danko reiterated the confusion amongst the Trustees. He questioned what restrictions the motion imposes compared to what is currently being done. Trustee Michael provided various examples of organizations that could not be supported one being a hospital. You could not support the mental health program there because the hospital may be involved in activities listed in the motion. Jesus helped everyone. He did not have them pass a test first.

Chair Rabenda spoke to the Wells in Africa that could possibly no longer be supported because of the support in family planning. Trustee Iantomasi explained the student initiative was province wide and that the HCDSB students would be only ones not participating. If we dissect every large institution, you are taking away the majority good. We want to support students and know things are done without ill intent.

Trustee Quinn stated that on a large scale there is not an understanding of our faith, and it is the responsibility of Trustees and as Roman Catholics. To say it is OK to support funds to the Cancer Society that funds stem cell research is wrong and we should not be funding that or groups that fund abortions in Africa or anywhere else regardless of good work they do elsewhere. We are scandalizing the Board and students who are not aware of the wrong they are doing. He indicated he would be embarrassed if as a Catholic Board, there was a vote against this motion. We need to teach students proper moral philosophy.

Trustee Karabela stated she was not willing to say any of the charities on the list are prohibited as no research has been done. Trustee Karabela requested a staff report that would speak to list and which ones could be negatively affected and the reason. The Director spoke about a certification requesting the organizations compliance with the motion. She suggested that moving forward the certification be put into policy.

Trustee Trites feels the motion sets a precedent for Catholic School Boards and other Catholic Institutions. Duty to exercise governance and stewardship and practice what we preach. Good for our students to learn not all charities are created equal. Some do good work but cannot dismiss other work they are doing. Thanked stakeholders for their correspondence.

Trustee Danko voiced disappointment with possibly defeating the motion with no evidence. More evidence and details on process need to be worked through. Trustee

Danko moved to postpone the motion to the first meeting in April upon delivery of staff report to answers questions. He requested that charities be looked into and provide a written abstract on so we can move forward. The Chair indicated a staff report would require a resolution of the Board and hiring of extra staff. A list was provided to Trustees as per the motion however there is doubt that they may contravene our teachings. Trustee Rowe said by bringing to Policy will help create a clear understanding.

### **#53/18**

**Moved by:** A. Danko

**Seconded by:** A. Quinn

**RESOLVED**, that the motion be postponed to the first meeting in April 2018 in order for the list of charities can be looked into and provide a written abstract on what they do.

Trustee Marai expressed that the Board keeps talking about same subjects over and over and do not move forward. If Trustees want something to pass they should be doing the leg work. To postpone the motion is just another example of things that get pushed off.

Trustee Trites stated that this is a move forward. There is 12 million dollars out there with no guidelines. The Director clarified that schools must develop a school-generated plan that is posted on their school website. Part of school-generated funds goes to charitable donations.

The Chair called for a vote on **#53/18**:

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

The motion was **DEFEATED**.

### **#54/18**

**Moved by:** J. Michael

**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.

The Chair called for a vote on **#54/18**:

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

The motion was **DEFEATED**.

### 8.3 Salary Grid for Senior Officers (A. Quinn)

Trustee Quinn removed his motion.

### 8.4 Corporate Donation to Schools (R. Negoj) #55/18

**Moved by:** A. Iantomasi

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

**BE IT RESOLVED THAT**, the Halton Catholic District School Board approve the donation from Shipway Stairs for hard maple treads valued at \$14,969.89.

The Chair called for a vote on **#55/18** and it **UNANIMOUSLY CARRIED**.

### 8.5 Bishop P.F. Reding Catholic Secondary School Addition Approval to Proceed with School Capital Planning (R. Merrick) #56/18

**Moved by:** A. Quinn

**Seconded by:** A. Iantomasi

**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.

The Chair called for a vote on **#56/18** and it **UNANIMOUSLY CARRIED**.

### 8.6 Executive Compensation (D. Rabenda)



**#57/18****Moved by:** D. Rabenda**Seconded by:** J.M. Rowe

**WHEREAS**, on September 26, 2017 the Halton Catholic District School Board voted to submit the proposed HCDSB Executive Compensation Program to the Ministry of Education with a proposed maximum rate of increase of 2.6% of the 2016-17 pay envelope;

**WHEREAS**, on November 2, 2017, the Halton Catholic District School Board received approval from the Ministry of Education to pose the proposed HCDSB Executive Compensation Program on the website;

**WHEREAS**, in accordance with the Broader Public Sector Executive Compensation Act, 2014, and Ontario Regulation 304/16, the Halton Catholic District School Board posted its proposed Executive Compensation Program on the public website for a period of one month (November 8 to December 12, 2017) and provided a mechanism to receive stakeholder feedback on the proposed Executive Compensation Program;

**WHEREAS**, stakeholder feedback was not in support of the Board's proposed Executive Compensation Program;

**WHEREAS**, the Ministry of Education directive provides in section 5.3 that after the public consultation, "the designated employer is responsible for addressing relevant feedback in its proposed executive compensation program";

**WHEREAS**, the Ministry of Education directive provides in section 5.4 that "the designated employer must submit its proposed executive compensation program to its overseeing Ministry along with the summaries of the public feedback received and any changes to the program since the government completed its review in step two."

**BE IT RESOLVED**, that the Halton Catholic District School Board authorize staff to provide the Ministry of Education with a summary of the feedback received through the Executive Compensation Stakeholder Feedback Process;

**THAT**, the Halton Catholic District School Board submit to the Ministry of Education a revised Executive Compensation Program reflecting an amendment to the proposed maximum rate of increase to 5% of the 2016-2017 pay envelope;

**THAT**, the Halton Catholic District School Board develop and approve salary grids for Superintendents and Director of Education based on the Mercer/Ministry approved Executive Compensation Framework at Level 4.

**THAT**, the Executive Compensation Program designate a certain portion of its funding envelope for the purpose of awarding executives who achieve specific measurable strategic objectives as prescribed by the Board's Strategic Plan.

**#57/18 (AMENDMENT)**

**Moved by:** P. Marai

**Seconded by:** A. Danko

**THAT**, the Halton Catholic District School Board submit to the Ministry of Education a revised Executive Compensation Program reflecting an amendment to the proposed maximum rate of increase to 2.6% of the 2016-2017 pay envelope.

The Chair called for a vote on **#57/18 (AMENDMENT):**

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

The amendment was **DEFEATED**.

Trustee Marai voiced that he felt the motion was out of order and violates the by-laws of the Board. The Chair explained that this motion must be voted on, as a percentage needs to be submitted to the Ministry of Education.

In response to the question of what percentage would make the Board whole the Director replied that the calculation has not been done. Trustee Marai proposed to defer the motion until information could be provided. The Director stated that 5% is her recommendation.

**#58/18**

**Moved by:** P. Marai

**Seconded by:** H. Karabela

**THAT**, the motion be postponed to a future date in order for further information be provided.

The Chair called for a vote on **#58/18:**

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

The motion was **DEFEATED**.

Student Trustee Schwecht left the Boardroom.

**#57/18 (AMENDMENT 2)****Moved by:** P. Marai**Seconded by:** H. Karabela

**THAT**, the Halton Catholic District School Board submit to the Ministry of Education a revised Executive Compensation Program reflecting an amendment to the proposed maximum rate of increase to 3.8% of the 2016-2017 pay envelope;

Trustee Marai expressed that the Board could reach a compromise at 3.8% in order to be fiscally responsible to the taxpayers of Ontario. Trustee Trites questioned how the percentage of 3.8% was obtained.

Trustee Iantomasi reminded that a certain portion of the envelope could be used to award specific measurable strategic objectives.

The Chair called for a vote on **#57/18 (AMENDMENT 2)**:

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

The motion was **DEFEATED**.

**#57/18****Moved by:** D. Rabenda**Seconded by:** J.M. Rowe

**WHEREAS**, on September 26, 2017 the Halton Catholic District School Board voted to submit the proposed HCDSB Executive Compensation Program to the Ministry of Education with a proposed maximum rate of increase of 2.6% of the 2016-17 pay envelope;

**WHEREAS**, on November 2, 2017, the Halton Catholic District School Board received approval from the Ministry of Education to post the proposed HCDSB Executive Compensation Program on the website;

**WHEREAS**, in accordance with the Broader Public Sector Executive Compensation Act, 2014, and Ontario Regulation 304/16, the Halton Catholic District School Board posted its proposed Executive Compensation Program on the public website for a period of one month (November 8 to December 12, 2017) and provided a mechanism to receive stakeholder feedback on the proposed Executive Compensation Program;

**WHEREAS**, stakeholder feedback was not in support of the Board's proposed Executive Compensation Program;

**WHEREAS**, the Ministry of Education directive provides in section 5.3 that after the public consultation, “the designated employer is responsible for addressing relevant feedback in its proposed executive compensation program”;

**WHEREAS**, the Ministry of Education directive provides in section 5.4 that “the designated employer must submit its proposed executive compensation program to its overseeing Ministry along with the summaries of the public feedback received and any changes to the program since the government completed its review in step two.”

**BE IT RESOLVED**, that the Halton Catholic District School Board authorize staff to provide the Ministry of Education with a summary of the feedback received through the Executive Compensation Stakeholder Feedback Process;

**THAT**, the Halton Catholic District School Board submit to the Ministry of Education a revised Executive Compensation Program reflecting an amendment to the proposed maximum rate of increase to 5% of the 2016-2017 pay envelope;

**THAT**, the Halton Catholic District School Board develop and approve salary grids for Superintendents and Director of Education based on the Mercer/Ministry approved Executive Compensation Framework at Level 4.

**THAT**, the Executive Compensation Program designate a certain portion of its funding envelope for the purpose of awarding executives who achieve specific measurable strategic objectives as prescribed by the Board’s Strategic Plan.

The Chair called for a vote on **#57/18**:

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

The motion **CARRIED**.

Student Trustee Schwecht returned to the Boardroom.

## 9. Staff Reports

### 9.1 2018 Municipal Election: Trustee Determination and Distribution (R. Negoï / P. Dawson)

In order to prepare for the 2018 Municipal Election, Trustees were provided information regarding the 2018 Population Electoral Group (PEG) report.

Staffed confirmed that distribution can remain status quo but most likely subject to appeal.

In response to a question regarding the recommendation of going to representing Wards, Staff explained the advantages of representing the neighborhood and that it would create less confusion for constituents. At large can be looked into but not recommended.

Staff stressed that the Board is subject to appeal if a municipality is over represented and that the appeal would need to be resolved before the 2018 election.

Trustee Karabela expressed advantages to being at large as it provides availability to all schools and ratepayers.

**9.2 School Name Selection – Northeast Oakville Catholic Elementary School (T. Overholt)**

Trustees were provided the results of the community vote which there was an opportunity to vote twice.

**10. Information Items**

**10.1 Student Trustees Update (A. Barbul)**

Student Trustees attended the OSTA AECO Board Council Conference in Ottawa from February 15 - 18, 2018.

The pillars of Achieving, Believing and Belonging were shared.

**#59/18**

**Moved by:** A. Iantomasi

**Seconded by:** A. Quinn

**RESOLVED**, that the meeting moved past 10:00 p.m.

The Chair called for a vote on **#59/18** and it **UNANIMOUSLY CARRIED**.

The Chair granted Trustee Mara's request for a 5-minute recess.

The meeting reconvened at 10:05 p.m.

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

School trips were provided as information.

Staff to follow up with where the UN Conference for Assumption Catholic Secondary School students took place.

*POST-NOTE: Assumption Catholic Secondary School students took part in a model UN conference in New Haven, Connecticut, USA.*

**10.3 Construction Report - Milton No. 8 CES (R. Merrick)**

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

**10.4 Charities and Non-Profits, which Receive Financial Donations from the Board (P. Dawson)**

A list of charities and non-profits was provided.

**10.5 2018 Long Term Accommodation Plan (LTAP) Update (R. Negoi)**

Trustees were updated on the progress of the 2018 Long-Term Accommodation Plan and the communication plan to stakeholders.

**10.6 Halton Student Transportation Services (HSTS) 2016-17 Annual Report (R. Negoi)**

A summary of the year end results from the 2016-2017 Halton Student Transportation Services Annual Report was provided.

**11. Miscellaneous Information****11.1 Minutes of the January 15, 2018 SEAC Meeting**

The minutes of the January 15, 2018 SEAC meeting were provided as information.

**12. Correspondence**

**12.1 N. Agbapu**

**12.2 L. Alexander**

**12.3 V. Baronowsky**

**12.4 M. Bilbao**

**12.5 L. Cala**

**12.6 G. Carson**

**12.7 G. Cauchi**

**12.8 J. Coffey**

**12.9 M. Coffey**

**12.10 P. Coffey**

**12.11 M. Forsch**

**12.12 C. Gamble**

**12.13 O. Gibson**

**12.14 E. Giffen**

**12.15 A. & J. Graziadei**

**12.16 D. Harvey**

**12.17 S. & D. Heald**

**12.18 D & G Kantor**

**12.19 P. Kimeda**

**12.20 H. & C. Lauz**

**12.21 C. Luetke**

**12.22 D. McCash**

**12.23 M. McCash**

**12.24 J. McManamy**

**12.25 C. McManus**

**12.26 J. McManus**

**12.27 J. McManus**

**12.28 M. McManus**

**12.29 L. Peluso**

**12.30 O. Pineau**

**12.31 A. Rego**

**12.32 L. Rett & F. Diez**

**12.33 F. Ryan**

**12.34 N. Scarangella**

**12.35 K. Serensits**

**12.36 P. Swirzon**

**12.37 Corpus Christi Student Petition**

**13. Open Question Period**

No questions were submitted.

**#60/18**

**Moved by:** P. Marai

**Seconded by:** A. Quinn

**RESOLVED**, that the resolution from Action item 8.3 – Upholding the Sanctity of Life Through Donations to Charities and Non-Profits be reconsidered.

The Chair called for a vote on **#60/18**:

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

The motion **CARRIED**.

**#61/18**

**Moved by:** P. Marai

**Seconded by:** H. Karabela

**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.

The Chair called for a vote on **#61/18**:

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

The motion **CARRIED**.

### **#62/18**

**Moved by:** A. Quinn

**Seconded by:** A. Danko

**RESOLVED**, that the resolution from Action item 8.6 – Executive Compensation be reconsidered.

The Chair called for a vote on **#62/18**:

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

The motion **CARRIED**.

### **#63/18**

**Moved by:** A. Quinn

**Seconded by:** A. Danko

**WHEREAS**, on September 26, 2017 the Halton Catholic District School Board voted to submit the proposed HCDSB Executive Compensation Program to the Ministry of Education with a proposed maximum rate of increase of 2.6% of the 2016-17 pay envelope;

**WHEREAS**, on November 2, 2017, the Halton Catholic District School Board received approval from the Ministry of Education to post the proposed HCDSB Executive Compensation Program on the website;

**WHEREAS**, in accordance with the Broader Public Sector Executive Compensation Act, 2014, and Ontario Regulation 304/16, the Halton Catholic District School Board posted its proposed Executive Compensation Program on the public website for a period of one month (November 8 to December 12, 2017) and provided a mechanism to receive stakeholder feedback on the proposed Executive Compensation Program;

**WHEREAS**, stakeholder feedback was not in support of the Board's proposed Executive Compensation Program;



**WHEREAS**, the Ministry of Education directive provides in section 5.3 that after the public consultation, “the designated employer is responsible for addressing relevant feedback in its proposed executive compensation program”;

**WHEREAS**, the Ministry of Education directive provides in section 5.4 that “the designated employer must submit its proposed executive compensation program to its overseeing Ministry along with the summaries of the public feedback received and any changes to the program since the government completed its review in step two.”

**BE IT RESOLVED**, that the Halton Catholic District School Board authorize staff to provide the Ministry of Education with a summary of the feedback received through the Executive Compensation Stakeholder Feedback Process;

**THAT**, the Halton Catholic District School Board submit to the Ministry of Education a revised Executive Compensation Program reflecting an amendment to the proposed maximum rate of increase to 5% of the 2016-2017 pay envelope;

**THAT**, the Halton Catholic District School Board develop and approve salary grids for Superintendents and Director of Education based on the Mercer/Ministry approved Executive Compensation Framework at Level 4.

**THAT**, the Executive Compensation Program designate a certain portion of its funding envelope for the purpose of awarding executives who achieve specific measurable strategic objectives as prescribed by the Board's Strategic Plan.

**#63/18 (AMENDMENT)**

**Moved by:** A. Quinn

**Seconded by:** A. Danko

**THAT**, the Halton Catholic District School Board submit to the Ministry of Education a revised Executive Compensation Program reflecting an amendment to the proposed maximum rate of increase to 2.6% of the 2016-2017 pay envelope.

The Chair called for a vote on **#63/18 (AMENDMENT):**

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

The amendment **CARRIED**.

**#63/18 (AS AMENDED)****Moved by:** A. Quinn**Seconded by:** A. Danko

**WHEREAS**, on September 26, 2017 the Halton Catholic District School Board voted to submit the proposed HCDSB Executive Compensation Program to the Ministry of Education with a proposed maximum rate of increase of 2.6% of the 2016-17 pay envelope;

**WHEREAS**, on November 2, 2017, the Halton Catholic District School Board received approval from the Ministry of Education to post the proposed HCDSB Executive Compensation Program on the website;

**WHEREAS**, in accordance with the Broader Public Sector Executive Compensation Act, 2014, and Ontario Regulation 304/16, the Halton Catholic District School Board posted its proposed Executive Compensation Program on the public website for a period of one month (November 8 to December 12, 2017) and provided a mechanism to receive stakeholder feedback on the proposed Executive Compensation Program;

**WHEREAS**, stakeholder feedback was not in support of the Board's proposed Executive Compensation Program;

**WHEREAS**, the Ministry of Education directive provides in section 5.3 that after the public consultation, "the designated employer is responsible for addressing relevant feedback in its proposed executive compensation program";

**WHEREAS**, the Ministry of Education directive provides in section 5.4 that "the designated employer must submit its proposed executive compensation program to its overseeing Ministry along with the summaries of the public feedback received and any changes to the program since the government completed its review in step two."

**BE IT RESOLVED**, that the Halton Catholic District School Board authorize staff to provide the Ministry of Education with a summary of the feedback received through the Executive Compensation Stakeholder Feedback Process;

**THAT**, the Halton Catholic District School Board submit to the Ministry of Education a revised Executive Compensation Program reflecting an amendment to the proposed maximum rate of increase to 2.6% of the 2016-2017 pay envelope;

**THAT**, the Halton Catholic District School Board develop and approve salary grids for Superintendents and Director of Education based on the Mercer/Ministry approved Executive Compensation Framework at Level 4.

**THAT**, the Executive Compensation Program designate a certain portion of its funding envelope for the purpose of awarding executives who achieve specific measurable strategic objectives as prescribed by the Board's Strategic Plan.

The Chair called for a vote on **#63/18 (AS AMENDED)**:

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

The motion was **DEFEATED**.

#### **#64/18**

**Moved by:** A. Danko

**Seconded by:** H. Karabela

**THAT**, the meeting move past 10:30 p.m.

The vote was not unanimous and the Chair ended the meeting.

Due to unfinished business with sending a resolution to the Ministry of Education regarding Executive Compensation, Chair Rabenda called a Special Meeting of the Board for February 26, 2018 at 7:30 p.m.

#### **14. In Camera**

There was no follow-up In-Camera session.

#### **15. Resolution re Absentees**

##### **#65/18**

**Moved by:** A. Quinn

**Seconded by:** S. Trites

**RESOLVED**, that Student Trustee C. Atrach be excused from the meeting.

The Chair called for a vote on **#65/18** and it **UNANIMOUSLY CARRIED**.

#### **16. Adjournment and Closing Prayer (S. Trites)**

##### **#66/18**

**Moved by:** A. Quinn

**Seconded by:** S. Trites

**RESOLVED**, that the meeting adjourn.

The Chair called for a vote on **#66/18** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 10:35 p.m. with a prayer led by S. Trites.

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

\_\_\_\_\_  
Chair

## MINUTES OF THE SPECIAL BOARD MEETING

Date: February 26, 2018  
Time: 7:00 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 (via telephone)  
J. Michael

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

Also Present: J. Lochrie, Parliamentarian

Recording Secretary: R. Di Pietro

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**1. Call to Order**

**1.1 Opening Prayer (P. Dawson)**

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

**2. Declarations of Conflict of Interest**

There were no conflicts of interest.

**3. Approval of the Agenda**

**#67/18**

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

**Seconded by:** J. Michael

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

**4. Action Items**

**4.1 Executive Compensation (D. Rabenda)**

**#68/18**

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

**Seconded by:** A. Iantomasi

**WHEREAS**, on September 26, 2017 the Halton Catholic District School Board voted to submit the proposed HCDSB Executive Compensation Program to the Ministry of Education with a proposed maximum rate of increase of 2.6% of the 2016-17 pay envelope;

**WHEREAS**, on November 2, 2017, the Halton Catholic District School Board received approval from the Ministry of Education to post the proposed HCDSB Executive Compensation Program on the website;

**WHEREAS**, in accordance with the Broader Public Sector Executive Compensation Act, 2014, and Ontario Regulation 304/16, the Halton Catholic District School Board posted its proposed Executive Compensation Program on the public website for a period of one month (November 8 to December 12, 2017) and provided a mechanism to receive stakeholder feedback on the proposed Executive Compensation Program;

**WHEREAS**, stakeholder feedback was not in support of the Board's proposed Executive Compensation Program;

**WHEREAS**, the Ministry of Education directive provides in section 5.3 that after the public consultation, "the designated employer is responsible for addressing relevant feedback in its proposed executive compensation program";

**WHEREAS**, the Ministry of Education directive provides in section 5.4 that "the designated employer must submit its proposed executive compensation program to its overseeing Ministry along with the summaries of the public feedback received and any changes to the program since the government completed its review in step two."

**BE IT RESOLVED**, that the Halton Catholic District School Board authorize staff to provide the Ministry of Education with a summary of the feedback received through the Executive Compensation Stakeholder Feedback Process;

**THAT**, the Halton Catholic District School Board submit to the Ministry of Education a revised Executive Compensation Program reflecting an amendment to the proposed maximum rate of increase to 5% of the 2016-2017 pay envelope;

**THAT**, the Halton Catholic District School Board develop and approve salary grids for Superintendents and Director of Education based on the Mercer/Ministry approved Executive Compensation Framework at Level 4.

**THAT**, the Executive Compensation Program designate a certain portion of its funding envelope for the purpose of awarding executives who achieve specific measurable strategic objectives as prescribed by the Board's Strategic Plan.

**#68/18 (AMENDMENT)**

**Moved by:** P. Marai

**Seconded by:** A. Danko

**THAT**, the Halton Catholic District School Board submit to the Ministry of Education a revised Executive Compensation Program reflecting an amendment to the proposed maximum rate of increase to 2.6% of the 2016-2017 pay envelope.

The Chair called for a vote on **#68/18 (AMENDMENT):**

IN FAVOUR	OPPOSED
A. Danko	A. Iantomasi
H. Karabela	J. Michael
P. Marai	J.M. Rowe
A. Quinn	
S. Trites	

The amendment **CARRIED.**

**#68/18 (AS AMENDED)**

**Moved by:** A. Quinn

**Seconded by:** A. Danko

**WHEREAS**, on September 26, 2017 the Halton Catholic District School Board voted to submit the proposed HCDSB Executive Compensation Program to the Ministry of Education with a proposed maximum rate of increase of 2.6% of the 2016-17 pay envelope;

**WHEREAS**, on November 2, 2017, the Halton Catholic District School Board received approval from the Ministry of Education to post the proposed HCDSB Executive Compensation Program on the website;

**WHEREAS**, in accordance with the Broader Public Sector Executive Compensation Act, 2014, and Ontario Regulation 304/16, the Halton Catholic District School Board posted its proposed Executive Compensation Program on the public website for a period of one month (November 8 to December 12, 2017) and provided a mechanism to receive stakeholder feedback on the proposed Executive Compensation Program;

**WHEREAS**, stakeholder feedback was not in support of the Board's proposed Executive Compensation Program;

**WHEREAS**, the Ministry of Education directive provides in section 5.3 that after the public consultation, "the designated employer is responsible for addressing relevant feedback in its proposed executive compensation program";

**WHEREAS**, the Ministry of Education directive provides in section 5.4 that "the designated employer must submit its proposed executive compensation program to its overseeing Ministry along with the summaries of the public feedback received and any changes to the program since the government completed its review in step two."

**BE IT RESOLVED**, that the Halton Catholic District School Board authorize staff to provide the Ministry of Education with a summary of the feedback received through the Executive Compensation Stakeholder Feedback Process;

**THAT**, the Halton Catholic District School Board submit to the Ministry of Education a revised Executive Compensation Program reflecting an amendment to the proposed maximum rate of increase to 2.6% of the 2016-2017 pay envelope;

**THAT**, the Halton Catholic District School Board develop and approve salary grids for Superintendents and Director of Education based on the Mercer/Ministry approved Executive Compensation Framework at Level 4.

**THAT**, the Executive Compensation Program designate a certain portion of its funding envelope for the purpose of awarding executives who achieve specific measurable strategic objectives as prescribed by the Board's Strategic Plan.

The Chair called for a vote on **#68/18 (AS AMENDED)**:

IN FAVOUR	OPPOSED
A. Danko	A. Iantomasi
H. Karabela	J. Michael
P. Marai	D. Rabenda
A. Quinn	J.M. Rowe
S. Trites	

The motion **CARRIED**.

**5. Resolution re Absentees**

There were no absentees.

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

**#69/18**

**Moved by:** A. Quinn

**Seconded by:** J. Michael

**THAT**, the meeting adjourn.

The Chair called for a vote on **#69/18** and it **UNANIMOUSLY CARRIED**.

The meeting adjourned at 7:14 p.m.

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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

**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 8.2**

**POLICY II-26 MANAGING STUDENT RISK IN INTERSCHOOL SPORTS**

**PURPOSE:**

To approve *Policy II-26 Managing Student Risk in Interschool Sports ~ Elementary and Secondary Schools*, as presented.

**BACKGROUND INFORMATION:**

*Policy II-26 Managing Student Risk in Interschool Sports Elementary and Secondary Schools* was developed to ensure the consistent protocols and guidelines were in place for the health and welfare of student athletes.

This policy has been updated and revised to specifically include current practices and requirements that all coaches/teachers must follow when schools are participating on interschool sports teams, such as:

- Interschool Sports Safety Guidelines;
- Completion of proper documentation prior to the first try-out;
- Awareness of medical/health conditions or any other physical limitation;
- Education and/or training for students prior to participating;
- Awareness of the process of monitoring environmental factors to determine appropriate action
- Attendance of at least one coach from each school at pre-season coaches meetings.

With the establishment of the Halton Catholic Athletic Association (HCAA), the policy was updated to replace the reference to the Halton Secondary School Athletic Association (HSSAA) with the HCAA.

**CONCLUSION:**

*Policy II-26 Managing Student Risk in Interschool Sports ~ Elementary and Secondary Schools* was presented at the Policy Committee Meeting on February 27, 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:

**RESOLUTION:**

Moved by:

Seconded by:

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy II-26 Managing Student Risk in Interschool Sports ~ Elementary and Secondary Schools* be approved as amended.

**REPORT SUBMITTED AND  
APPROVED BY:**

P. MARAI  
CHAIR OF THE POLICY COMMITTEE

**MANAGING STUDENT RISK IN INTERSCHOOL SPORTS  
ELEMENTARY AND SECONDARY SCHOOLS****POLICY No.:** II-26**DATE :** SEPTEMBER 1, 1989**AMENDED:** SEPTEMBER 24, 1991**AMENDED:** SEPTEMBER, 1993**AMENDED:** SEPTEMBER 30, 1997**AMENDED:** SEPTEMBER, 2000**AMENDED:** APRIL 15, 2008**AMENDED:** MARCH 24, 2015**AMENDED:** MARCH 6, 2018**ASSOCIATED  
OPERATING POLICIES &  
ADMINISTRATIVE  
PROCEDURES:**[Operating Policy II-31 Risk Management - First Aid](#)[Operating Policy II-39 Progressive Discipline & Safety in Schools Code of Conduct - Suspensions  
& Expulsions](#)[Operating Policy II-42 Medical Conditions](#)[Operating Policy V-05 School Accidents - Prevention and Safety](#)[Administrative Procedure VI-21 OSBIE Online Incident Reporting](#)[Administrative Procedure VI-39 Inclement Weather Safety](#)[Administrative Procedure VI-71 Concussion Protocol](#)[Administrative Procedure VI-74 Risk Management – First Aid](#)**PURPOSE**

To provide thorough attention to the health and safety of student athletes participating in Halton Catholic District School Board sponsored and/or sanctioned interschool athletic activities.

**APPLICATION AND SCOPE**

This policy applies to all Board and school sponsored and/or sanctioned interschool athletic activities taking place on Board sites or on sites located outside the jurisdiction of the Board.

**REFERENCES**[HCDSB Medical Conditions](#)**PRINCIPLES**

- The Halton Catholic District School Board believes that the safety and well being of student athletes are of primary concern and recognizes that certain policies and procedures must be established and implemented by all instructors/coaches and participants in order to promote safe activities and a safe playing environment for the athletes.
- 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.

**MANAGING STUDENT RISK IN INTERSCHOOL SPORTS  
ELEMENTARY AND SECONDARY SCHOOLS****POLICY No.:** **II-26****DATE :** SEPTEMBER 1, 1989**AMENDED:** SEPTEMBER 24, 1991**AMENDED:** SEPTEMBER, 1993**AMENDED:** SEPTEMBER 30, 1997**AMENDED:** SEPTEMBER, 2000**AMENDED:** APRIL 15, 2008**AMENDED:** MARCH 24, 2015**AMENDED:** MARCH 6, 2018**ASSOCIATED  
OPERATING POLICIES &  
ADMINISTRATIVE  
PROCEDURES:**[Operating Policy II-31 Risk Management - First Aid](#)[Operating Policy II-39 Progressive Discipline & Safety in Schools Code of Conduct - Suspensions  
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The following minimum standards for dealing with athletic risk management will be implemented:

- Adherence to the Halton Catholic District School Board Interschool Sports Safety Guidelines specifically:
  - Equipment
  - Clothing/Footwear
  - Facilities
  - Special Rules/Instructions
  - Supervision
  - Coaching Certification
- Completion of appropriate (elementary or secondary) CONSENT TO PARTICIPATE AND MEDICAL INFORMATION FORM (which outlines potential injury risk) prior to the athlete's first practice try-out for each sport in which the student is a participant.
- Coaches shall have access to the completed Interschool Completed Consent To Participate and Medical Information Forms at all practices and competitions.
- Completion of an appropriate elementary or secondary RETURN TO PHYSICAL ACTIVITY NON-CONCUSSION MEDICAL ILLNESS/INJURY FORM where a student is returning to play after missing a practice or game due to an injury or illness requiring medical attention.
- Adherence to the Halton Catholic District School Board Medical Condition Policy and Concussion Protocols and Procedures:
  - An appropriate means of communication on site, and a list of emergency contacts;
  - An appropriate means of transportation on site;
  - The availability of an appropriate first aid kit;
  - The identification of an IN-CHARGE PERSON, at all interschool athletic competitions, who will manage in the event of injury;
  - The in-charge person at all identified "**higher** risk activities" wherever they occur will be certified with a valid St. John Ambulance Standard First Aid certificate, or equivalent. The First Aid provider must be in attendance for the entire athletic event.

**MANAGING STUDENT RISK IN INTERSCHOOL SPORTS  
ELEMENTARY AND SECONDARY SCHOOLS**

**POLICY No.:** II-26  
**DATE :** SEPTEMBER 1, 1989  
**AMENDED:** SEPTEMBER 24, 1991  
**AMENDED:** SEPTEMBER, 1993  
**AMENDED:** SEPTEMBER 30, 1997  
**AMENDED:** SEPTEMBER, 2000  
**AMENDED:** APRIL 15, 2008  
**AMENDED:** MARCH 24, 2015  
**AMENDED:** MARCH 6, 2018

**ASSOCIATED OPERATING POLICIES & ADMINISTRATIVE PROCEDURES:** [Operating Policy II-31 Risk Management - First Aid](#)  
[Operating Policy II-39 Progressive Discipline & Safety in Schools Code of Conduct - Suspensions & Expulsions](#)  
[Operating Policy II-42 Medical Conditions](#)  
[Operating Policy V-05 School Accidents - Prevention and Safety](#)  
[Administrative Procedure VI-21 OSBIE Online Incident Reporting](#)  
[Administrative Procedure VI-39 Inclement Weather Safety](#)  
[Administrative Procedure VI-71 Concussion Protocol](#)  
[Administrative Procedure VI-74 Risk Management – First Aid](#)

- Teachers/Coaches are to be aware of the medical/health conditions and physical limitations of their student athletes. This includes, but not limited to, knowledge of conditions such as heart disorders, asthma, diabetes, anaphylaxis, seizure disorder, and previous concussions.
- Teacher/Coaches must follow the appropriate HCDSB protocol based on the student athlete's medical/health condition, as well as student injury/suspected injury for the duration of the sporting event.
- Prior to the instructor/coach teaching the skills of the activity, the instructor/coach will:
  - outline the possible risks of the activity (warnings of possible danger);
  - demonstrate how to minimize the risks;
  - set procedures and rules for safe practice of skills;
  - adhere to the safety procedures, rules of safe play, and parameters located within the Halton Catholic District School Board Interschool Sport Safety Guidelines; and
  - provide the appropriate supervision required by the activity.
- Prior to participating in the activity students must receive Concussion Protocol information or training on the following:
  - the definition and the seriousness of a concussion of how to identify the signs and symptoms of a suspected concussion
  - the importance of reporting a suspected concussion to teacher/parents
  - prevention techniques for the activity
  - Students must not participate in the activity until this instruction has been received.
- In activities requiring protective equipment - either supplied by the Board, or by the individual participant - such equipment must meet the minimum safety standards as established by the Provincial Sport Governing Body and/or the Halton Catholic Athletic Association (HCAA)/Golden Horseshoe Athletic Conference (GHAC)/Ontario Federation of School Athletic Associations' (OFSAA) playing regulations for the sport and confirmed by the coaching staff.
- Environmental factors (e.g. thunder and lightning, high winds, extreme temperatures and inclement weather) must be taken into consideration in terms of site appropriateness and/or cancellation/postponement.
- Each season, at least one coach from each school must attend (HCAA and Elementary) Coaches

**MANAGING STUDENT RISK IN INTERSCHOOL SPORTS  
ELEMENTARY AND SECONDARY SCHOOLS**

**POLICY No.:** II-26  
**DATE :** SEPTEMBER 1, 1989  
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**AMENDED:** MARCH 24, 2015  
**AMENDED:** MARCH 6, 2018

**ASSOCIATED** [Operating Policy II-31 Risk Management - First Aid](#)  
**OPERATING POLICIES &** [Operating Policy II-39 Progressive Discipline & Safety in Schools Code of Conduct - Suspensions & Expulsions](#)  
**ADMINISTRATIVE** [Operating Policy II-42 Medical Conditions](#)  
**PROCEDURES:** [Operating Policy V-05 School Accidents - Prevention and Safety](#)  
[Administrative Procedure VI-21 OSBIE Online Incident Reporting](#)  
[Administrative Procedure VI-39 Inclement Weather Safety](#)  
[Administrative Procedure VI-71 Concussion Protocol](#)  
[Administrative Procedure VI-74 Risk Management – First Aid](#)

meetings to obtain important information about the upcoming season and safety updates.

- The Halton Catholic District School Board provides opportunities for instructors/coaches to participate actively in Coaching Clinics and First Aid Programs in adherence to the Halton Catholic District School Board Out of Classroom Safety Guidelines.
- Provisions must be made for health care insurance, Extended Blue Cross or equivalent, for each participant involved in athletic activities, which occur out of province/country.
- 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 & Safety in Schools Code of Conduct - Suspensions & Expulsions*
- Secondary school athletics follow procedures outlined by the Halton Catholic Athletic Association (HCAA).
- Elementary school athletics follow procedure outlined in the Elementary Interschool Guideline Handbook.

**APPROVED:** Regular Meeting of the Board

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

**ACTION REPORT**

**ITEM 8.3**

**POLICY II-28 ALCOHOL, TOBACCO AND DRUG EDUCATION IN SCHOOLS**

**PURPOSE:**

To approve *Policy II-28 Alcohol, Tobacco and Drug Education in Schools*, as presented.

**BACKGROUND INFORMATION:**

This policy provides information on the delivery of education of Alcohol, Tobacco and Drugs for our students.

Minor amendments have been recommended to the policy, specifically, the inclusion of electronic cigarettes, the addition of references as well as up to date wording of a referenced policy.

**CONCLUSION:**

*Policy II-28 Alcohol, Tobacco and Drug Education in Schools* was presented at the Policy Committee Meeting on February 27, 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:

**RESOLUTION:**

Moved by:

Seconded by:

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy II-28 Alcohol, Tobacco and Drug Education in Schools* be approved as amended.

**REPORT SUBMITTED AND  
APPROVED BY:**

P. MARAI  
CHAIR OF THE POLICY COMMITTEE

**ALCOHOL, TOBACCO AND DRUG EDUCATION AND ABUSE  
IN SCHOOLS**

**POLICY No.:** II-28  
**DATE :** FEBRUARY 18, 1992  
**AMENDED:** JUNE 1994  
**AMENDED:** JUNE 5, 2007  
**AMENDED:** APRIL 15, 2008  
**AMENDED:** MAY 19, 2015  
**AMENDED:** MARCH 6, 2018

**ASSOCIATED** [Operating Policy II-39 Progressive Discipline and Safety in Schools - Code of Conduct –](#)  
**OPERATING POLICIES &** [Suspensions and Expulsions](#)  
**ADMINISTRATIVE** [Operating Policy I-14 Smoking Ban](#)  
**PROCEDURES:** [Administrative Procedure VI-44 Progressive Discipline and Safety in Schools](#)

**PURPOSE**

The Halton Catholic District School Board has an interest in the social, personal, legal, spiritual and healthy well-being of its students. It recognizes that the consumption of alcohol, tobacco (which includes electronic cigarettes), and drugs can impair an individual student's well-being and can also interfere with their ability to learn and to function in society. In addition, the Board acknowledges that student alcohol, tobacco, and drug use, either on its property or at its events, interferes with the legitimate academic and extra-curricular interests of other students and staff.

**APPLICATION AND SCOPE**

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

**REFERENCES**

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

**PRINCIPLES**

1. The Halton Catholic District School Board will take proactive measures to educate students about the potential negative impacts of alcohol, tobacco and drugs on their social, personal, legal, spiritual and healthy well-being.



**ALCOHOL, TOBACCO AND DRUG EDUCATION AND ABUSE  
IN SCHOOLS**

**POLICY No.:** II-28  
**DATE :** FEBRUARY 18, 1992  
**AMENDED:** JUNE 1994  
**AMENDED:** JUNE 5, 2007  
**AMENDED:** APRIL 15, 2008  
**AMENDED:** MAY 19, 2015  
**AMENDED:** MARCH 6, 2018

**ASSOCIATED** [Operating Policy II-39 Progressive Discipline and Safety in Schools - Code of Conduct –](#)  
**OPERATING POLICIES &** [Suspensions and Expulsions](#)  
**ADMINISTRATIVE** [Operating Policy I-14 Smoking Ban](#)  
**PROCEDURES:** [Administrative Procedure VI-44 Progressive Discipline and Safety in Schools](#)

2. Appropriate training for Board personnel will continue to be provided as necessary so that they may have the knowledge and the skills to promote healthy lifestyles;
3. Preventative Drug Education Programs and counselling will be provided to students concerning their decisions about alcohol, tobacco and drug use;
4. Community partnerships will be encouraged in order to achieve a collaborative approach to alcohol, tobacco and drug education and intervention;
5. The possession of alcohol or drugs, or the use of alcohol, tobacco or drugs on school property, at school or board authorized activities, while using school authorized transportation services or in other venues or locations where an inappropriate act is considered by the principal to be detrimental to the moral tone, physical or mental well-being of the school, will not be tolerated;
6. Consequences for tobacco, alcohol and drug infractions will be provided according to the Safe Schools Act and Board Code of Conduct. The application 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 – Code of Conduct – Suspensions and Expulsions*.
7. Students with tobacco, alcohol and/or drug problems shall be considered for referral, in consultation with parents where appropriate, to appropriate community agencies.
8. During the first term/semester, the Principal shall inform all students and parents/guardians of the Board's Alcohol, Tobacco and Drug Education and Abuse in Schools Policy, including its preventive procedures as well as its intervention and disciplinary procedures.

**APPROVED:** Regular Meeting of the Board

**AUTHORIZED BY:**

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

**ACTION REPORT**

**ITEM 8.4**

**POLICY III-01 GRIEVANCE PROCEDURES - NON-UNIONIZED EMPLOYEE  
GROUP MEMBERS**

**PURPOSE:**

To approve *Policy III-01 Grievance Procedures - Non-Unionized Employee Group Members*, as presented.

**BACKGROUND INFORMATION:**

Human Resources Services management staff have reviewed *Policy III-01 Grievance Procedures - Non-Unionized Employee Group Members*.

Changes to the Policy include minor grammatical changes, the addition of an Application and Scope and Principles.

**CONCLUSION:**

*Policy III-01 Grievance Procedures - Non-Unionized Employee Group Members* was presented at the Policy Committee Meeting on February 27, 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:

**RESOLUTION:**

Moved by:

Seconded by:

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy III-01 Grievance Procedures - Non-Unionized Employee Group Members* be approved as amended.

**REPORT SUBMITTED AND  
APPROVED BY:**

P. MARAI  
CHAIR OF THE POLICY COMMITTEE

**GRIEVANCE PROCEDURES –  
NON-UNIONIZED EMPLOYEE GROUP MEMBERS**

**POLICY No.:** III-01  
**DATE :** MAY 16, 1972  
**AMENDED:** JULY 30, 1991  
**AMENDED:** FEBRUARY 5, 2008  
**AMENDED:** MARCH 6, 2018

**ASSOCIATED  
OPERATING POLICIES &  
ADMINISTRATIVE  
PROCEDURES:**

**PURPOSE**

It is the policy of the Board to promote good Human Resources practices and one of these is to ensure that all legitimate complaints and grievances are brought to the attention of the grievor's supervisor and/or higher levels of organization so that action, if possible, can be taken to correct the problem. The Board also recognizes that good Human Resources practices dictate that the person's immediate supervisor should, be given the opportunity to address/correct the complaint before it is carried to higher authorities.

**APPLICATION AND SCOPE**

This Policy applies to all Halton Catholic District School Board non-unionized employees.

**PRINCIPLES**

- The HCDSB recognizes that our school communities exist to foster and exemplify Catholic values centred on the person of Jesus Christ
- The HCDSB is committed to providing a safe and welcoming working environment in which all employees are treated with dignity and respect
- The HCDSB values collaborative, open communication between all staff

**REQUIREMENTS**

A complaint must first be mentioned verbally to the individual's immediate supervisor. If the supervisor involved is unable or unwilling to find a solution to the legitimate problem after one week, the grievor may forward the complaint to the next level up in the organization, and continue until resolution.

Employees who bring complaints/concerns directly to a Superintendent and/or the Director will be redirected to their immediate supervisor whenever appropriate.

Employees who work under the terms of a Collective Agreement will follow the procedures outlined in the Agreement.

**OPERATING POLICY****HALTON CATHOLIC DISTRICT SCHOOL BOARD****GRIEVANCE PROCEDURES –  
NON-UNIONIZED EMPLOYEE GROUP MEMBERS**

**POLICY No.:** **III-01**  
**DATE :** MAY 16, 1972  
**AMENDED:** JULY 30, 1991  
**AMENDED:** FEBRUARY 5, 2008  
**AMENDED:** MARCH 6, 2018

**ASSOCIATED  
OPERATING POLICIES &  
ADMINISTRATIVE  
PROCEDURES:**

**APPROVED:** Regular Meeting of the Board

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

**ACTION REPORT****ITEM 8.5****POLICY III-09 HUMAN IMMUNODEFICIENCY VIRUS (HIV)****PURPOSE:**

To rescind *Policy III-09 Human Immunodeficiency Virus (HIV)*.

**COMMENTS:**

*Policy III-09 Human Immunodeficiency Virus (HIV)* was created in February 1994 and this is the first time it has been reviewed. Since that time, there has been tremendous advancement in research, knowledge, understanding and treatment of this infection.

Human Immunodeficiency Virus (HIV) is an infection and a long term chronic condition. It is not a reportable disease, however, it is a virus that can lead to a condition called Acquired Immunodeficiency Syndrome (AIDS). AIDS is a reportable disease for the Halton Region Health Department.

The Halton Catholic District School Board recognizes that, at times, students and staff do contract illnesses and diseases. Staff of HCDSB also recognize that each individual has specific rights and privacy related to their personal health. A process is currently in place where specific diseases are required to be reported to the Halton Region Health Department, who in turn would provide school administrators with the appropriate course of action that would be required if needed.

The current policy speaks about the rights of employees, students and parents. As with any health condition or disability, the rights of an individual would be protected under various legislations and Human Rights.

The *Personal Health Information Protection Act* was enacted in 2002, eight years after this policy was created, and has been amended annually. Public health is the agency that collects this type of medical information. The Board must know a student has a communicable disease such as HIV, TB, etc., however, we do not have right to limit or treat a student differently and/or discriminate against a student because a student has a communicable disease.

The same applies to staff members who have a communicable disease.

It is recommended that this policy be rescinded as the content of the policy is redundant based on legislation that employers and workplaces must already comply with as well, a process is in place with the Halton Region Health Department that captures reportable diseases with appropriate communication taking place to ensure the safety and health of all individuals.

**CONCLUSION:**

The Policy Committee reviewed *Policy III-09 Human Immunodeficiency Virus (HIV)* at the February 27, 2018 Policy Committee Meeting, and now brings forward the proposed recommendation to rescind this policy.

**RECOMMENDATION:**

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

**RESOLUTION:**

Moved by:

Seconded by:

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and rescind *Policy III-09 Human Immunodeficiency Virus (HIV)*.

**REPORT SUBMITTED AND  
APPROVED BY:**

P. MARAI  
CHAIR OF THE POLICY COMMITTEE

**SUBJECT: HUMAN IMMUNODEFICIENCY VIRUS (HIV) INCLUDING  
ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS) POLICY AND  
PROCEDURES**

**POLICY NO.: III - 9 (C)**

**DATE: February 22, 1994**

**Amended:**

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**POLICY STATEMENT:**

**WHEREAS** the Halton Roman Catholic School Board

- recognizes that pupils infected with Human Immunodeficiency Virus (HIV/AIDS) have the right to education
- recognizes the need to give assiduous attention to the health and safety of all staff and students within the Board's jurisdiction;
- recognizes that the identity of a student or staff member with HIV/AIDS infection is a confidential matter;
- recognizes that a staff member infected with HIV/AIDS infection has the right not to be discriminated against pursuant to the Ontario Human Rights Code.

**THEREFORE STUDENTS WITH HIV/AIDS:**

- shall have the right to attend their regular classes, subject to the following;
- shall have their identity protected.

**ALTERNATIVE INSTRUCTION FOR STUDENTS WITH HIV/AIDS:**

- Where the physical condition or behaviour of a student infected with HIV/AIDS poses a health risk to students and/or staff, as identified by the Medical Officer of Health, alternative instruction shall be provided.
- Decisions regarding alternative instruction shall be made on a case-by-case basis with appropriate Board officials in consultation with the Medical Officer of Health.

**STAFF WITH HIV/AIDS:**

- The identity of a staff member with HIV/AIDS shall be protected.
- A staff member with HIV/AIDS shall have the right to employment.
- Where a staff member with an HIV/AIDS - related illness can no longer perform their duties, full access to sick leave, long-term disability and medical benefits shall be in accordance with the Sick Leave Policy.

**DEFINITION AND CARRIAGE OF AIDS AND HIV INFECTION:** *Prepared by the Halton Regional Health Department, July 1993*

- AIDS stands for Acquired Immune Deficiency Syndrome. AIDS is caused by a virus called HIV (Human Immunodeficiency Virus) which
- attacks and seriously disrupts the body's immune system. Without the protection of their immune system, people with AIDS can develop life-threatening infections and cancers.
- A person may be infected with HIV and remain perfectly healthy for many years. This is because the virus can lie dormant for long periods of time and then become active. Some people with HIV have gone for more than ten years without developing AIDS. It is possible that some people with HIV infection will never develop AIDS. As the virus weakens the immune system, a person with HIV may experience a variety of symptoms. Eventually, the immune system may become severely damaged and the person may begin to experience the signs and symptoms which lead doctors to make a diagnosis of AIDS. As treatment methods improve, HIV infection is becoming a long-term or chronic illness.
- It is part of the nature of HIV infection and AIDS that a person can experience periods of illness followed by periods when the person is relatively healthy. Most people with HIV infection are perfectly able to carry on with normal activities, including work. Many individuals diagnosed with AIDS are fully capable of working.
- HIV is a fragile virus. It survives only a short time outside the human body, where common disinfectant such as **alcohol or bleach will destroy the virus. HIV is difficult to spread.** It has been transmitted in very specific ways:
  1. through unprotected sexual intercourse with a person who is infected;
  2. by sharing needles or syringes with an infected person;
  3. from an infected woman to her infant in the womb or during the birth process;
  4. through transfusions or injections of infected blood or blood products.

- Since November 1985, all blood donations are being screened, and all blood products are being treated, so it is very unlikely HIV could spread in this fashion today.
- HIV **cannot** be transmitted in the course of the usual, interpersonal contact occurring in the workplace. Nor can it be transmitted by casual contact with an infected person, through insect bites, by handling food prepared by an infected person, by swimming in the same pool as an infected person, by donating blood, by embracing an infected person, etc.
- An individual infected with HIV is often referred to as being HIV+ or seropositive.

### **PROCEDURES:**

The Halton Roman Catholic School Board, with the assistance of the Medical Officer of Health, will respond to the presence of any reportable communicable disease in staff or students under the following guidelines in accordance with:

- The Education Act 1993; Section 265, Subsection (K); Section 266, Subsection (2.1)
- Health Protection and Promotion Act, 1983; Section 28; Section 38
- Freedom of Information and Individual Privacy in Municipalities and Local Boards Act, 1992
- Occupational Health and Safety Act, Revised 1993
- Any other relevant requirement (as determined)

### **DISCLOSURE:**

**1.1** No staff person, no adult student and no parent(s)/guardian of a student (minor) on behalf of the student is required to disclose the fact to anyone that he/she has or may have tested positive to the HIV virus or that he/she has any stage of HIV/AIDS.

**1.2** All persons in the employ of the Board must maintain strict confidentiality with reference to any knowledge or opinion regarding the presence of HIV/AIDS in a student or staff member.

### **REPORTING:**

With respect to a student, a staff member and any other person in a school.



**2.1** The principal of a school who has reason to suspect the existence of any reportable communicable disease shall promptly report to the Medical Officer of Health.

**2.2** The principal shall upon request by the Medical Officer of Health give identifying information which include name, address, telephone number, and in the case of a student (minor), name of parent(s)/guardian.

**2.3** The principal shall promptly report to the Board through the appropriate Superintendent of School Services.

**2.4** With respect to the obligation to report to the Board of Trustees, only the use of non-identifying information shall be transmitted subject to the provisions of the Education Act, 1993 or as amended.

**2.3** The principal shall promptly report to the Board through the appropriate Superintendent of School Services.

**2.4** With respect to the obligation to report to the Board of Trustees, only the use of non-identifying information shall be transmitted subject to the provisions of the Education Act, 1993 or as amended.

#### **RESPONSE OF AND TO THE MEDICAL OFFICER OF HEALTH:**

It is recognized in these guidelines that the Medical Officer of Health has a key role to play and that the Board and its officials will co-operate fully with him/her in the discharge of his/her duties as required in the Acts and Regulations.

**3.1** The Medical Officer of Health may or may not know of the presence of HIV/AIDS in any staff member or pupil because of options in reporting procedures for this disease.

**3.2** According to the Health Protection and Promotion Act, the Medical Officer of Health has considerable responsibility to investigate and act to reduce or eliminate the risk to health. This includes the giving of such orders to the school board, the school, the principal or others within the school system, parent(s)/guardian of one or more students, or any one else described in that order to accomplish his/her mandate.

**3.3** Except as to communication of information necessary to carry out his/her duties, it is not expected that the Medical Officer of Health will confirm to any person within or outside the school system, the presence of HIV/AIDS in any staff person or student, except as otherwise provided by law.

#### **CONFIDENTIALITY AND PRIVACY:**

It is the intention of this policy and these guidelines to recognize the right of the person with any reportable communicable disease to privacy and confidentiality except as specifically required by Statute, Regulations or this Policy.

**4.1** In general, only persons who cannot safely discharge the duties of the office they hold have a right to know when HIV/AIDS is present.

**4.2** In the absence of particular duties or laws requiring their knowledge, pupils, Board employees, supervisory officers, parent(s)/guardian and the public at large have no need nor right to know of the presence of HIV/AIDS in a staff person or in a student.

**4.3** Except to the extent that a report required to be made under the Education Act, 1993 (Section 265, Subsection K) or as amended, is brought before them, or the information is necessary for them to carry their duties and responsibilities, trustees have no need nor right to know of the presence of HIV/AIDS in a student or a staff member.

### **RIGHTS OF EMPLOYEES:**

Except as to the action taken by the Medical Officer of Health with respect to his/her mandate, and except for the normal duties and rights of the Board with respect to any employee's ability to perform his/her duties, the employee with HIV/AIDS has the right to expect fair treatment which includes privacy, confidentiality and support from the Board and its employees.

**5.1** The staff person has the right to expect that all reasonable accommodations and/or alternatives to the current work environment will be explored and attempted as long as the person wishes to work and is able to work.

**5.2** The staff person with HIV/AIDS continues to have the right to all of the benefit plans that are available to the group of which the person is a part and in which the employee is enrolled.

**5.3** The staff person with HIV/AIDS has the right to expect that his/her condition will be kept strictly confidential except if he/she chooses to divulge it and discuss it.

**5.4** The staff person with HIV/AIDS shall be accorded to all the support and pastoral care which the Board can offer.

**5.5** The Board will give assiduous attention to the health and safety of employees and students within the system, in compliance with the Education Act, 1993, Section 265, Subsection (J) or as amended.

### **RIGHTS OF STUDENTS AND PARENTS:**

Except as to the action taken by the Medical Officer of Health with respect to his/her mandate, and except for the duties of the Board with respect to a student's rights to attend school, the student and his/her parent(s)/guardian have the right to expect fair treatment which includes the right to privacy, confidentiality and support from the Board and its employees. Except as provided otherwise by this Policy, no student will be excluded from attendance at school merely because he/she has HIV/AIDS.

**6.1** The student has the right to continue to attend school on a full-time basis if he/she wishes to do so except when, if ever:

- he/she, in the case of an adult student, or his/her parent(s)/guardian, in the case of a student (minor) request alternative instruction. This will be provided as far as it is within the Board's power to provide;
- in the opinion of the appropriate Board personnel in consultation with the Medical Officer of Health and with other appropriate persons, the degree of illness makes it impossible or highly unlikely that the student is able to continue to attend school. In that event, alternatives will be offered to provide an education to the student;
- the risk to the student with HIV/AIDS or to others, as determined by the Medical Officer of Health requires modification of the school environment, including the provision of Home Instruction for the student with HIV/AIDS.

**6.2** The Board will endeavour to provide appropriate support and pastoral care.

**6.3** The Board will give assiduous attention to the health and safety of employees and students within the system, in compliance with the Occupational Health and Safety Act, (Revised 1993), and any other legal obligation.

**6.4** No person has the right to demand that a person with HIV/AIDS be withdrawn from the classroom or other work environment, except as otherwise provided by this Policy.

## **EDUCATION:**

**7.1** School principals shall be responsible for initiating staff awareness and for implementing Board Policy and Procedures.

**7.2** School principals shall be responsible for initiating awareness of the Catholic Church teaching regarding HIV/AIDS. (Appendix 1 and 2).

**7.3** School principal shall be responsible for ensuring that the Institute of Catholic Education Program (I.C.E.), Aids Education as approved by the Ontario Conference of Catholic Bishops is implemented in Grade 8 and 9 classrooms. (Appendix 3).

**7.4** The principal shall maintain an HIV/AIDS resource file and inform all staff of its contents and location.

**7.5** Universal Blood and Body Fluid Precautions and First Aid Procedures shall be posted and implemented in all schools as standard health practices for all staff members. (Appendix 4).

**INFORMATION RESOURCE: Health Line Halton 825-6060**

**APPROVED:** Regular Meeting of the Board, February 22, 1994

**DISTRIBUTION:** Board Members, Administrative Staff, Principals, Teachers, Association of Professional Student Services Personnel, Staff.

**AUTHORIZED BY:** Chair of the Board - I. McCauley

RESCINDED

## ACTION REPORT

## ITEM 8.6

### RECOMMENDED NAMES FOR OAKVILLE NORTHEAST CATHOLIC ELEMENTARY SCHOOL

#### PURPOSE:

To provide Trustees with an update on the process of naming the New Oakville Northeast Catholic Elementary School, and to submit for Board consideration, the recommendation of the Oakville Northeast School Name Selection Committee.

#### BACKGROUND INFORMATION:

In September, 2018, the St. John and St. Michael school communities will be consolidated into one new Oakville Northeast school community. In October 2017 the Oakville Northeast Transition Committee was established, comprised of parents, students, staff and parish representatives. The mandate of the Transition Committee is to share information with the broader school communities and provide feedback on a number of topics with respect to the consolidation.

One of the responsibilities of the Transition Committee 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. John and St. Michael, it was recommended that the process be initiated to establish a School Name Selection Committee, as outlined in the Policy I-15.

#### School Name Selection Committee

The Oakville Northeast School Name Selection Committee was established, comprised of the following members:

- *Monica Bolland*, Parent and Catholic School Council Chair, St. John
- *Sandra Laffrenier*, Parent and Catholic School Council Chair, St. Michael
- *Fr. Jason Kuntz*, Pastor, St. Michael Parish
- *Cristian Lecanda*, Youth Minister, St. Michael Parish
- *Helena Karabela*, Oakville Trustee
- *Paul Marai*, Oakville Trustee
- *Brian Melanson*, Principal, Oakville Northeast Catholic Elementary School

The Oakville Northeast School Name Selection Committee held their first meeting on Wednesday, January 17, 2018.

**Stakeholder Consultation – Request for Potential Names**

On Thursday, January 18, 2018, an invitation to submit potential school names was sent to parents and staff in the St. John and St. Michael school communities. This invitation was also extended to the members of the St. Michael Parish community. The online submission form remained open until Thursday, January 25, 2018. The feedback received is attached as **Appendix A**.

**Shortlist of School Names Selected**

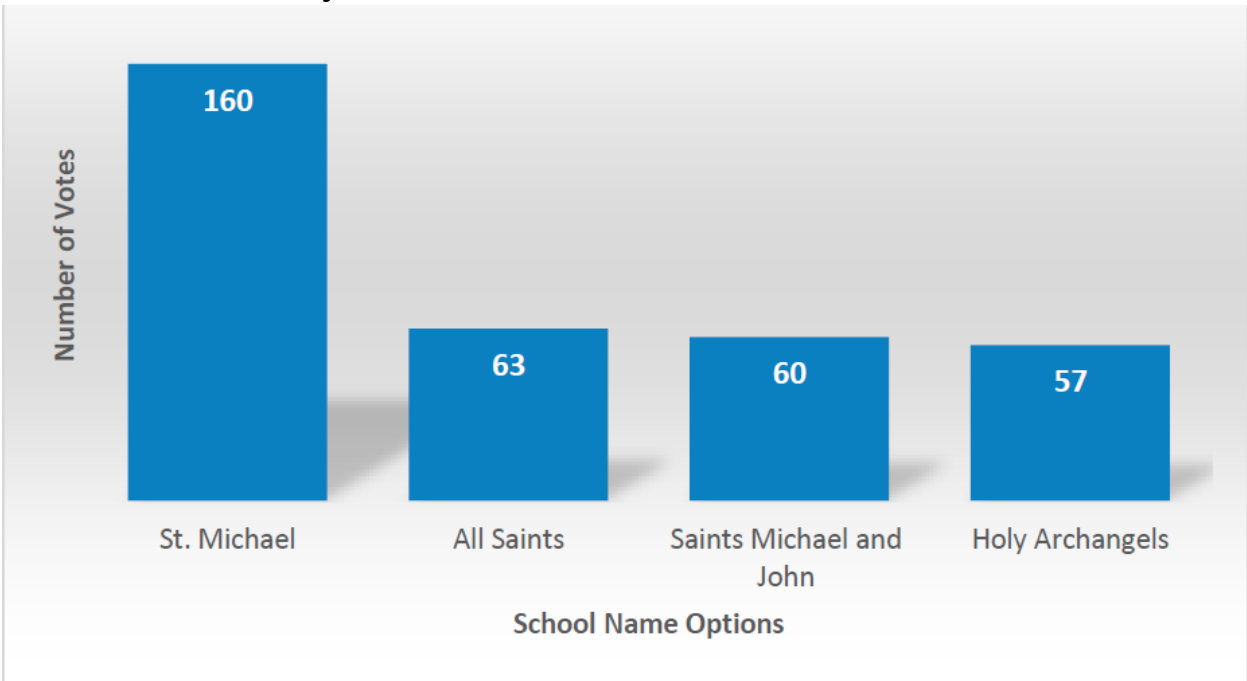
On Wednesday, January 31, 2018, the Oakville Northeast School Name Selection Committee reconvened to review the feedback. They considered all the names and rationale provided by community members and created a shortlist of four (4) names:

- All Saints
- Holy Archangels
- St. Michael
- Saints Michael and John

**Stakeholder Consultation –Vote for Preferred Name(s)**

On February 7, 2018, an email was sent to parents and staff in the St. John and St. Michael school communities, inviting them to select their top two (2) preferences from the shortlist of potential school names. The rationale for the name selection, and a brief biography of each saint were provided (see **Appendix B**). The online survey remained open until Monday, February 12, 2018. The feedback received is attached as **Appendix C**.

**Results of the Community Vote**



As illustrated in the chart and table above, there were a total of 340 votes among the four suggested school names. The name 'St. Michael' had the highest number of votes (n = 160; 47%). 'All Saints' received 63 votes (18.5%), 'Saints Michael and John' received 60 votes (17.6%), and 'Holy Archangels' received 57 votes (16.8%).

The preference of the community, as outlined above, is clearly in favour of naming the new Oakville Northeast School community 'St. Michael'.

### CONCLUSION:

Policy I-15 stipulates that a list of two (2) names – a preferred name, and an alternate – be submitted to the Bishop of Diocese for review and consideration.

Trustees are invited to consider two (2) recommended names for the new Oakville Northeast Catholic Elementary School and in accordance with Policy I-15, and subject to the Board approval forward the two names to the Diocese of Hamilton for consideration by His Excellency, Bishop Douglas Crosby.

### RECOMMENDATION:

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

**RESOLUTION:**

Moved by:  
Seconded by:

**RESOLVED**, that the Halton Catholic District School Board submit to the Bishop of the Diocese of Hamilton for review and consideration two (2) names: a preferred name and an alternate name for the new consolidated Oakville Northeast Catholic Elementary School.

**REPORT PREPARED AND SUBMITTED BY:**

TIM OVERHOLT  
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

**REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



# Oakville Northeast School Name Selection

## Survey Report

Report Prepared by:  
*Research & Development Services*  
1/29/2018

For more information, please contact:

Zoe Walters, MA, Researcher

[WaltersZ@hcdsb.org](mailto:WaltersZ@hcdsb.org)



# Oakville Northeast School Name Selection

## Survey Report

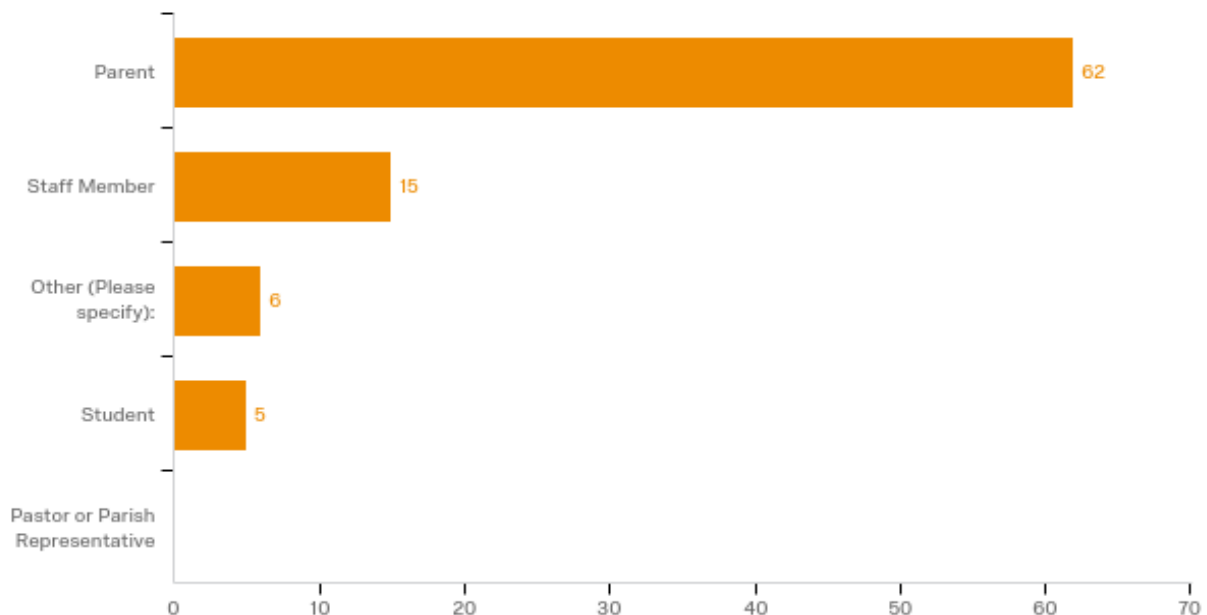
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This report summarizes participants' school name suggestions for the new Oakville Northeast School.

### Participant Responses

Between January 18<sup>th</sup> and 25<sup>th</sup>, members of the new Oakville Northeast school community were asked through an email invitation to provide school name suggestions for the new Oakville Northeast School. In total, 88 survey responses were received.

#### Participants' Roles in the Community



As illustrated in the chart above, the majority of the respondents (n = 62; 70.5%) were parents. The remaining respondents consisted of staff members (n=15, 17%), students (n= 5, 5.7%), and other (n = 6, 6.8%). The respondents who selected their role in the community as 'other' indicated that they were either a past parent, a college student, a parishioner, or parish members.

## PRIMARY NAME SUGGESTIONS AND RATIONALES

### First Choice: St. Michael

63.6% (n = 56) of survey respondents suggested that the name of the new Oakville Northeast School stay as “St. Michael”. Two of these respondents, more specifically, suggested “St. Michael the Archangel”. In the table below, the rationales (n = 56) for keeping the school name “St. Michael” are listed.

The most prominent theme found within the rationales for keeping the name “St. Michael” was related to the connection and proximity to the St. Michael parish (n = 37). Other themes evident within the rationales include maintaining the school’s identity (n = 7) and the reluctance to buy new uniforms (n = 3).

Rationales for naming the new Oakville Northeast school “St. Michael”
'- the parish that is connected to the school is St. Michael's - as a single income home I cannot afford the cost of new school uniforms with the name change
1: It is the existing name of the school and it allows one of the two schools to keep their history, resources and brand identity within the community and online. 2: It is the name of the parish that is next door; this connection between school and parish is important to members living in this community and past alumni. 3: It allows us to continue honoring those Board members, community members and Parish members who selected the name St. Michael over 50 years ago. 4: Not all St. John students will be attending St. Michael. Some will attend OLP, others will move to the Public Board. Are there discussions involving possibly changing the name of OLP? If not, why is only St. Michael under discussion? We don't even have a clue yet as to how many will make the transfer to either St. Michael, OLP or other. 5: There is already another school in HCDSB named St. John. There is no other school named St. Michael. St. Michael is one of the most important theological figures in our religion, as he is both a Saint and Archangel. It would be a shame for HCDSB to no longer honour him.
A new name will mean a split away from the adjoining namesake St. Michael's parish, which will not change its name and is the linchpin of the community. St. Michael the Archangel has resonated so much for our child as a strong Catholic protector.
All the infrastructure is already set up for it. Please don't take away it's identity.
Because I don't see a need to change the name, besides. St Michael school is right next door. It will be confusing for the community to change names.
Because is next to the church.
Because is our kids identity, and wr don't see a reason why it has to be changed...
Because it is right next to St Michael church. It is the current school name and it is what people are used to calling it. Also, if the name changes, then the uniform will have to change as well. It can provide economic hardship to many families in the area to change uniforms.
Because it matches with the name of the parish.
Because of the church
Because of the parish next door, do not change the name.
Considering it is next to the parish and all the St. John students know that they are going to “St. Michael's” next year, changing the name could cause confusion.
I don't believe that joining 2 schools together should imply we need to change the name of the existing school.

I don't see a need to change the school name. It's been a part of the community for so long.
I don't believe a name change is necessary.
I don't think change is necessary
I don't think that because the 2 schools are merging, both should lose their identity. St. Michael school is right next to St. Michael parish. It is a 50+ year old school. With this merge we are thinking of what is best for the school community in the future. Yes, some families are being impacted by losing their homeschool, but we should think of the families that will come in the future as well. Wouldn't it be nice to come to a well established school, with a wonderful history, and which has a close relationship with the Parish?
I don't want to change the name of the school I love the way it is
I have put a lot of thought into this initiative and do not feel that a name change is necessary regardless of site choice. Funds required to support a formal name change can be used to support, enrich and develop the academic, social and emotional needs of the students. I would be interested to know the would be responses of students if asked the question "What would bring you more joy, re-naming the new school or the introduction of a Lego club?"
I identify with this name
I think the school should keep the name of the church it is associated with on the same property (St. Michael's). If the church was looking to change it's name as well, then it would make sense to have the school to change names in unison. St. Michael's has been a staple of the community for decades, and I would like to see it retain it's name. The point of the amalgamation was to save on costs, so why would the school board go through the trouble of amalgamating the school and go through the extra costs of rebranding everything with a new name.
Is a great name, don't need to change
Is the archangel that protect to the Catholics
It has been the best name until now as part of the parish
it is familiar already. the church is St. Michael, and the students are labeling their new school as it stands now as.. "I'm going to St. Michaels. it keeps the history and heritage and familiarity alive:)
It is next to the church
It is the Parish name and changing it won't give any more sense of belonging for the St. John's community
It is the Parish name and has so much history in the neighborhood.
It is the same school that is already there. Just keep it as is.
It should remain the same. I would like to see it consistent with the church connected.
It would be nice to keep the name the same. The church is right beside the school, so it makes sense to keep the same name in support of St. Michael Parrish. The children at St. John will be changing schools, so they already have to adjust to a new name and they already know the school as St. Michael, not the Oakville Northeast school. As well, you wouldn't have to change uniforms for everyone, if the name changed. It would be an easier transition for the St. Michael children, who are already losing their principal.
It's iur identity, it's important for us to keep it
It's a great name
My mom and dad went to this school and now I'm a St. Michaels student. I love the name of my school and I don't want it to change
Preserve the close connection to St. Michael Parish.

Retaining the current school name will maintain consistency with the parish. Perhaps offer current St. John students the option of St. John graduating certificates?
school is right beside St. Michael Parish
St Michael is the most powerful Archangel. He is a protector and feel it would be the most suited at this time. Change is not easy. But I feel the school was named that for a reason anatomically. Should remain will slight alteration.
Stays attached to the parish and church name and the patron saint
The Church is a part of the school and the St John community has also been a part of the St Michael Church- they are already associated with the name I feel some community members want the name to change because St John will no longer be a physical school . Either way, they will have a new named school- so why not keep St Michael as all members are part of the parish already .
The Church next door shares this name so it would be most appropriate that the school retain this name.
The church next to us is St. Michael's, the school has heritage in Oakville. I think we should keep St. Michael's, St. Michael's.
The identity have to keep related to the community parish.
The school has this name for long time. I love it
The school is an extension of the church and should keep its name.
The school is beside the church and belongs to the St. Michael Parish as does the St. John community. I believe this would strengthen the existing Home, School, Parish Connection.
The school is beside the church of the same name and the school has been in the neighbourhood since 1964. Why change it now?
The school is next to Saint Michael's parish, which helps to link the school, the parish and the community. In addition, the community is devoted to Saint Michael as the patron saint.
The school is not being rebuilt or even renovated - same school, same name! It is also right beside and an integral part of St. Michael Parish.
The school is on the same grounds as our Parish St Michael's church
The school name shouldn't change because of the merger. This location was always associated with St. Michael church and the name should stay the same, no reason to change.
The students recognize easily this name.
There is no need to change the name of this school, especially since it is beside St. Michael Church.
This name honours the church that the school shares space with, the current school and the new school joining. Considering we need strength, courage and protection as we move forward in this consolidation process, I believe choosing the leader of all of God's angels (St. Michael the Archangel) is symbolic to our journey together. Adding "Archangel" to the existing name, respectfully recognizes that there has been a change in the school community.
To share the name of the Parish.
We will be attending Saint Michael parish, it will be Saint Michael parish community!

## Second Choice: Combining St. Michael and St. John

Nine respondents suggested some variation of the combination of St. Michael and St. John. The table below displays the suggested name and the respective respondent's rationale for such name suggestion. A common theme in respondents' rationales for combining the two names relates to preserving both schools' histories and identities while merging the two school communities.

Suggested Name	Rationale for Suggestion
Saints Michael and John	Both names are kept.
Saints Michael and John or Saints John and Michael	Recognizing the history of both schools is captured by this name. As the school community develops over time, students and families can use both as examples for their life.
St John Michael	It's the merging of both our community schools. We are joining our communities into one..
St. John Michael	It represents the union of two school communities into one.
St. Michael & St. John Catholic School	To preserve the continuity of their affiliation with St. John's and St. Michael's and maintain their sense of belonging.
St. Michael-St. John	This name signifies the union of two distinct school student bodies. It honours the legacy of St. John school and preserves the St. Michael name.
St.John-Michael	It's bothschool names joining as one but still keeping the roots from where they began and came from. We don't want to forget or loose St.John and St.Michael.
Sts. John & Michael	It shows that this were two communities coming together.
Sts. Michael & John Catholic School	Great way to bring together two great schools and retain a familiarity within the community and with the parish.

## Remaining Choices:

The remaining 23 respondents suggested a variety of names, which are listed in the table below along with the respondents' respective rationales. Five respondents suggested some variation of "Pope/Saint Francis/Francisco", and two respondents suggested "Good Shepherd Catholic School".

Suggested Name	Rationale for Suggestion
Alpha Omega Catholic Elementary School	In the book of revelation 22:13, Christ refers himself as the Alpha and the Omega, that is the first and the last: Christ is the beginning and the end of all creation. This school name is both respectful and unique, just like our school; I do not believe there is a school in Canada with this name.
Good Shepherd Catholic School	When I went to school in my hometown, we had a new school built for similar reasons, we went from St. Paul and St Ignatius to Good Shepherd. This felt like a great name for a fresh start and to build a new school community.
Good Shepherd Catholic School	in the parable of the good shepherd, Jesus brings the lost sheep home. It signifies that everyone is important and sends a message of inclusivity and forgiveness, which is the culture and environment I would like to see at the

	school. I also think it would complement St Mike's church well too, as it would be confusing to have a school with a different saint name than the Church next door.
Jacinta and Francisco Marto	New and youngest Saints of the Catholic Church
ONE School	O = Oakville, N = North, E = East; And ONE School implies that two schools have merged into one!
Pope Francis	
Pope Francis Catholic Elementary School	He is our current Pope, one our children will grow up with. He understands how the world is changing. How Catholic families are changing. He embodies love and forgiveness, kindness and understanding. He exudes qualities we would want for all our children. He is our faiths teacher. This school name brings together our religious beliefs as a whole. Pope Francis unites both schools' churches; he unites all Catholic churches and people.
Pope Francis Catholics school	Because our Pope is a progressive and accepting voice for the Catholic Church and I believe this school is a place where all students are accepted.
Pope Saint Francisco	This would be a good choice of name honouring our great, present Pope .
Saint Francisco	i think that this will be a great choice for the name of the school because it is in the honor of the current Poe, Pope Francis.
Saint John Paul II	A great saint who had a massive impact on world history.
Saint Marcellin	He was a saint of education.
Schooly McSchool Face	It has a certain ring to it.
Schooly McSchoolface	Boaty McBoatface
St Andre Bessette	He is a Canadian Saint. His Love and devotion to St. Joseph our Patron Saint for Canada. He sets a good example to our students, he helped the poor and was a very dedicated Brother.
St. Bartholomew	Because there is no school in Halton with this name. Since it will be a new school lets give a name that is also New.
St. Benedict (Saint Bénézet)	Saint Bénézet is the patron saint of bridge-builders. Since you are attempting to build a bridge between St. John & St. Michael, this would be a very symbolic name and one that could be used to bring students together in the first years.
St. Francis of Assisi	He's my favourite saint! I know there is a St. Francis school in our board but not in Oakville.
St. Joseph Pio	Saint Joseph and Saint Pio are both patriant saints that protect children.
St. Monica	She is a patron saint of Marriages. St. John and St. Michael school's are combining to form a new school community. There is no St. Monica currently in the Halton Catholic School Board. No confusion with other schools.
St. Patrick	Patrick was a humble, pious, gentle man, whose love and total devotion to and trust in God should be a shining example to each of us. So complete was his trust in God, and of the importance of his mission, he feared nothing. He worked many miracles and wrote of his love for God. He is also one of the worlds most popular saints.
St. Teresa of Calcutta	She is a true example of service to God and each other. Also, she is the patron saint of world youth day, a key event for catholic youth.

St. Thérèse of Lisieux	St. Thérèse ("STL") is known as the little flower, or little flower of Jesus. Our children are also little flowers. STL was called to the religious life at an early age after overcoming obstacles, which makes her an exemplary role model for our children. Additionally, our children need more positive, strong female role models in faith and courage, especially in this time of change for women. Her feast day occurs during the school year, (October 1) which can be celebrated by the community. STL is the champion of missionaries and gardens, a symbolic garden of which has been planted by the joined community of St. Michaels and St. John which would forever be blessed by her.
------------------------	--

## SECONDARY NAME SUGGESTIONS AND RATIONALES:

Eighteen respondents indicated that they had an additional name suggestion. The table below displays the additional suggested name and the respective respondent's rationale for such name suggestion. Of the 18 additional name suggestions, three respondents suggested a combination of St. Michael and St. John, and another three respondents suggested St. Michael (all of which are bolded in the table below).

Suggested Name	Rationale for Suggestion
All Saints	Bringing both St John's and St Michael's into one community can be represented by recognizing all the saints as examples to our families. It aligns nicely with St Michael's church being so close. It also opens up the opportunity to explore many saints as inspirations for our spiritual development.
<b>Archangel Michael.</b>	<b>It would train consistent with ur church but still have its own unique name for the merging students.</b>
If needs be - St. Francis of Assisi	With declining enrolment what would be a better patron Saint than St. Francis of Assisi in our times? Pope Francis' choice, and also a wonderful saint for all children not just Catholics as we pray for peace, social justice and environmental awareness in our new generation.
Sacred Heart Catholic School	represents God's divine love for humanity
Saint Kateri	Saint Kateri is the patron saint of environmentalists - which all Halton students should be, given the importance of climate change in our world today. In addition, she is a female Canadian and an Aboriginal -- all wonderful reasons for Halton to name a school after her.
Saint Laura	This would be a good choice of name because she is the most recent women to be canonized and also because she did many things to help the natives in her country .
Saint Natsu	My favorite Anime character is called this
<b>Saints Michael and John Catholic Elementary School</b>	<b>Obviously this combines the names.</b>
St. Anthony	Saint Anthony welcomes all children with open arms

St. Anthony	Oakville has a St. Anthony parish, but no school.
St. Charles Garnier	He was, like Anne Jean de Brébeuf, a missionary that spent his time with the natives.
St. Francisco and St. Jacinta Marto	The two children from Fatima that became Saints on the 100th Anniversary of Fatima's fist apparition. 1-To honour the two youngest and recent Saints of the Catholic Church. 2- Great way for the students to relate to the saints who where around the same age as some of them. 3- Another way for the students to learn that we are all called to sainthood, and by model after the young saints the virtues of obedience, and faithful to Mother Mary and God.
St. Helen	Again because there is no school in Halton with this name.
St. Joan of Arc	A strong female figure. Also, she is said to have heard the voice of Saint Michael among other saints, so a nice link to the current school name and neighbouring parish.
<b>St. John-Michael Catholic School</b>	<b>I think it might be a nice way to welcome the St. John students by putting their school's name first and hyphenating it with St. Michael to show the union of two student bodies.</b>
<b>St. Michael</b>	<b>See above comments.</b>
<b>Sts. Michael &amp; John</b>	
<b>To remain St. Michaels</b>	<b>The church is also St. Michaels parish.</b>



## Oakville Northeast School Name Selection Process Shortlist of Names for Community Vote

### All Saints

#### Why name the school All Saints?

1. Bringing both St John's and St Michael's into one community can be represented by recognizing all the saints as examples to the families.
2. It opens up the opportunity to explore many saints as inspirations for our spiritual development.

#### Feast Day:

November 1

#### Biography:

All Saints refers to and celebrates all those who have been recognized as having an exceptional degree of holiness or likeness to God. We consider their virtues as copies taken from God, the great Original. His divine life is their great example and when we honour the saints we honour and praise God who is the Author of all their good.

The Feast of All Saints ... reminds us that the goal of our existence is not death, it is Paradise! The Apostle John writes: "it does not yet appear what we shall be, but we know that when he appears we shall be like him, for we shall see him as he is (1 Jn 3:2). The Saints - who are the friends of God - assure us of this promise which does not disappoint. During their earthly existence they lived in profound communion with God. In the faces of the humblest and least of our brothers, the smallest and most despised brothers, they saw the face of God, and now they contemplate him face to face in his glorious beauty.

The Saints and Blesseds of Paradise remind us, as pilgrims on Earth, that prayer, above all, is our sustenance for each day so that we never lose sight of our eternal destiny.

Sources: <https://allsaints.dcdsb.ca/en/our-school/Our-School.aspx> ;

John Paul II Angelus Solemnity Of All Saints -

[http://w2.vatican.va/content/francesco/en/angelus/2013/documents/papa-francesco\\_angelus\\_20131101.html](http://w2.vatican.va/content/francesco/en/angelus/2013/documents/papa-francesco_angelus_20131101.html); [http://w2.vatican.va/content/john-paul-ii/en/angelus/2003/documents/hf\\_jp-ii\\_ang\\_20031101.html](http://w2.vatican.va/content/john-paul-ii/en/angelus/2003/documents/hf_jp-ii_ang_20031101.html)



## Oakville Northeast School Name Selection Process Shortlist of Names for Community Vote

### Holy Archangels

#### Why name the school Holy Archangels?

1. It would remain consistent with the name of the Parish, as St. Michael is an Archangel.
2. It would offer a new name for the combined community.

#### Feast Day:

September 29<sup>th</sup>



#### Biography:

The three Archangels mentioned in scripture are St. Michael, St. Raphael and St. Gabriel.

In the book of Revelation St. Michael is the leader of God's angels in battle with Satan. St. Michael has been piously invoked by Catholics for protection against evil and for healing. He is the patron of police officers, paramedics, firefighters and the military.

St. Gabriel announced to Zacharias that he and his wife would have a child that will become St. John the Baptist, the precursor of the Messiah. He also announces to The Virgin Mary the message that she would be the Mother of God. We repeat his words: "Hail full of Grace, the Lord is with you" during each Hail Mary. Gabriel is recognized as the patron saint of messengers, telecommunication workers, and postal workers.

St. Raphael is sent by God to accompany Tobias on a trip to collect money for his Father. St. Raphael leads Tobias to his wife Sarah and helps cast out a demon that has killed anyone who attempted to marry her. He also helps heal Tobias' father of his blindness. St. Raphael is patron of travelers, the blind, nurses, doctors and health care workers.

Source: Fr. Jason Kuntz

## Oakville Northeast School Name Selection Process Shortlist of Names for Community Vote

### Appendix B



## St. Michael

### *Why name the school after St. Michael?*

1. St. Michael is the patron of our parish.
2. Naming the School St. Michael will be a sign of our unity as one parish family.

### **Feast Day:**

September 29<sup>th</sup>

### **Biography:**

Devotion to Michael the Archangel is one of the oldest devotions of the Church; indeed, his roles in God's divine plan date back before the Incarnation. It was St. Michael who led God's army against Lucifer and the other rebellious fallen angels, St. Michael who guards the Catholic Church and her pope, and St. Michael who, at God's commands will reprise his role against the Antichrist in the End Times.



### **Saint Michael in the Old Testament**

St. Michael the Archangel is referred to by name rarely in the Old Testament, only in the book of Daniel – in 10:13 and 21, and again in 12:1; He was previously described but unnamed in the earlier book of Joshua 5:13-15; however, traditions from both before Christ's coming and after, as well as the teachings of the Fathers of the Church, indicate St. Michael was honored as guardian angel of the people of God, and fulfilled the role of defender during the time of the patriarchs onward. The Fathers of the Church tell us that in many events throughout the Old Testament, the appearance and assistance of an unnamed angel is believed to be Michael, the archangel.

Source: Aquinas & More <http://www.aquinasandmore.com/catholic-articles/who-is-st-michael-the-archangel/article/183>

# Oakville Northeast School Name Selection Process

## Shortlist of Names for Community Vote

## Saints Michael and John

### *Why name the school after Saints Michael and John?*

1. Recognizing the history of both schools
2. To preserve the continuity of the affiliation with St. John School and St. Michael School and maintain a sense of belonging.

### **Feast Days:**

September 29 and December 27

### **Biography:**

#### **St. John**

Saint John the Evangelist is also known as Saint John the Apostle and the Beloved Disciple. He is one of the sons of Zebedee and Salome. Saint John the Evangelist was a disciple of Saint John the Baptist with his brother, Saint James the Greater, before becoming an apostle of Jesus Christ. As the Beloved Disciple, St. John the Evangelist held a special relationship with Jesus Christ. Scripture recalls that he was one of the few present at the Transfiguration, the raising of Jarius's daughter, and the Agony in Gethsemane.

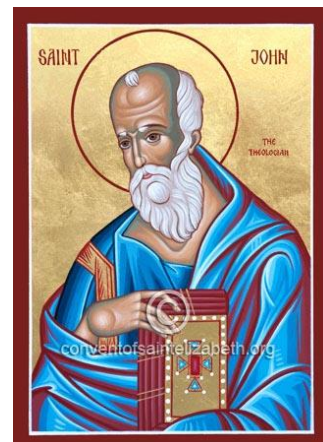
Saint John the Evangelist was also the only apostle to not forsake the Savior in the hour of his Passion and therefore, was made guardian of the Mother of God by Jesus and took her into his home. St. John was one of the first to reach the tomb of Jesus after hearing of the resurrection and he was the first to recognize the Risen Lord at Lake Tiberias.

Saint John after the Resurrection: Little fact is known of Saint John's doings after the resurrection except for a few points. He is attributed with having written the Fourth Gospel and possibly three Canonical Epistles. We do know that he baptized many converts in Samaria and founded numerous churches in Asia Minor. He was imprisoned with Peter after Pentecost and his final words were "Little Children, love one another."

He is the patron of authors, theologians, and friendships.

#### **St. Michael**

As above.



Source: The Catholic Company

[https://www.catholiccompany.com/getfed/saint-john-evangelist-beloved-disciple/?aid=117&adpos=1t2&creative=103916029598&device=c&matchtype=b&network=g&gclid=CjwKCAiAtdDTBRarEiwAPT4y-8608ZLAYKgxc3mKRkOVldVOtiqOWgkndc3dgg8kHCHk7RpRs8K4ABoCGp4QAvD\\_BwE](https://www.catholiccompany.com/getfed/saint-john-evangelist-beloved-disciple/?aid=117&adpos=1t2&creative=103916029598&device=c&matchtype=b&network=g&gclid=CjwKCAiAtdDTBRarEiwAPT4y-8608ZLAYKgxc3mKRkOVldVOtiqOWgkndc3dgg8kHCHk7RpRs8K4ABoCGp4QAvD_BwE)



# Oakville Northeast Final School Name Selection

## Survey Report

Report Prepared by:  
*Research & Development Services*  
2/13/2018

For more information, please contact:

Zoe Walters, MA, *Researcher*

*WaltersZ@hcdsb.org*

# Oakville Northeast Final School Name Selection

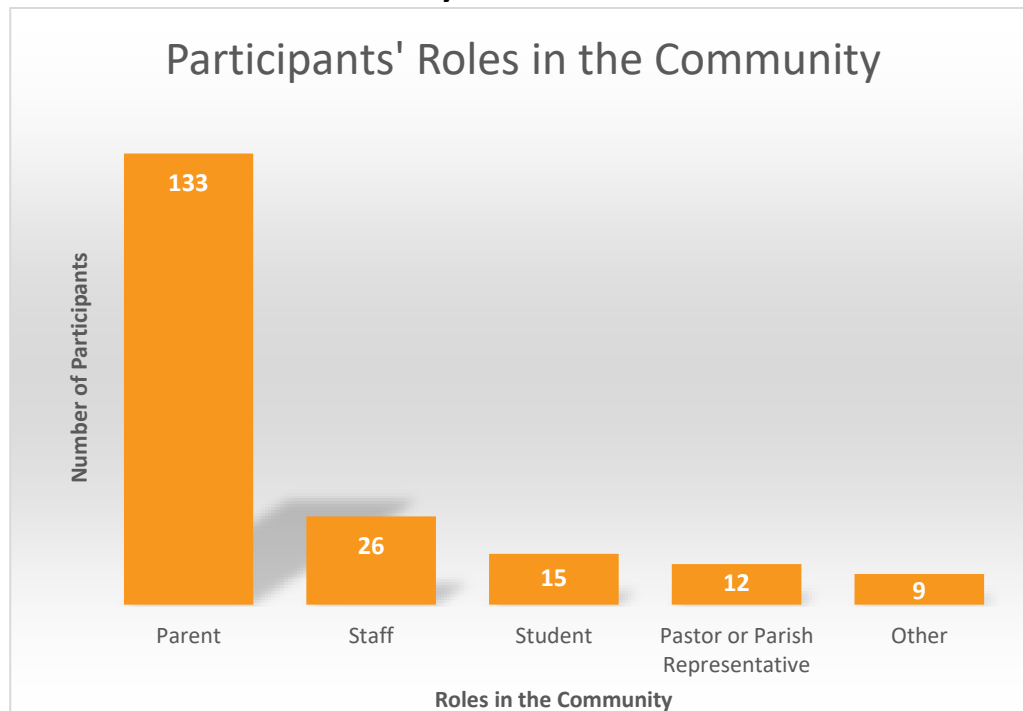
## Survey Report

### Participant Responses

Between February 7<sup>th</sup> and February 12<sup>th</sup>, members of the new Oakville Northeast school community were asked through an email invitation to vote on school name suggestions for the new Oakville Northeast School. In total, 209 survey responses were received.

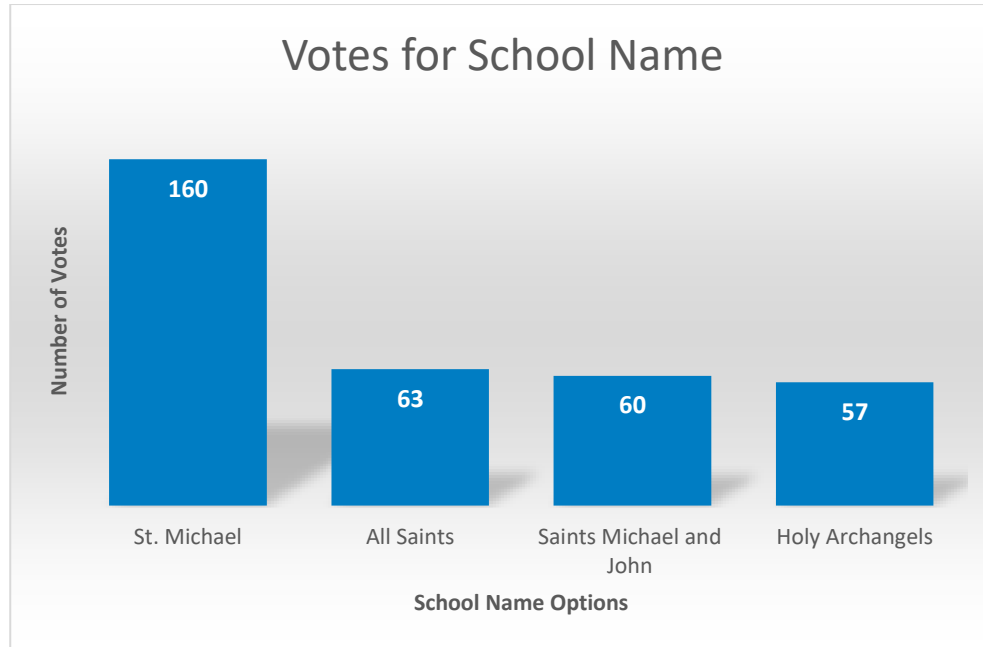
The participants were given four school names: All Saints, Holy Archangels, St. Michael, Saints Michael and John. Participants were asked to select the two names they liked the best for the new Oakville Northeast School. Please note that some respondents only selected one school name.

### Participants' Roles in the Community



As illustrated in the chart above, 93.3% of participants (n = 195) indicated their role in the school community. The majority of the respondents (n = 133; 68.2%) were parents. The remaining respondents consisted of staff members (n= 26, 13.3 %), students (n= 15, 7.7%), pastor or parish representative (n = 12; 6.2%), and other (n = 9, 4.6%). The respondents who selected their role in the community as 'other' indicated that they were either a former student, a trustee, a community member, a parishioner, or a parish member.

## Preferred School Name



Answer	%	Count
St. Michael	47.06%	160
All Saints	18.53%	63
Saints Michael and John	17.65%	60
Holy Archangels	16.76%	57
Total	100%	340

As illustrated in the chart and table above, there were a total of 340 votes among the four suggested school names. The name 'St. Michael' had the highest number of votes ( $n = 160$ ; 47%). The remaining three names each received between 57 and 63 votes. 'All Saints' received 63 votes (18.5%), 'Saints Michael and John' received 60 votes (17.6%), and 'Holy Archangels' received 57 votes (16.8%). Therefore, the most preferred name for the new Oakville Northeast School is 'St. Michael'.



## ACTION REPORT

## ITEM 8.7

### 2018 MUNICIPAL ELECTION: TRUSTEE DETERMINATION AND DISTRIBUTION

#### PURPOSE:

The purpose of this report is to present an optimal Trustee Determination and Distribution that meets the principal of representation by population as stipulated by O. Reg. 412/00, and seek approval from Trustees on the proposal in preparation for the 2018 Municipal Election.

#### BACKGROUND INFORMATION:

- 1) Staff Report Item 9.1, "2018 Municipal Election: Trustee Determination and Distribution" from the February 20, 2018, Regular Board Meeting (**ATTACHED**).
- 2) Information Report Item 10.3, "2018 Municipal Election: Trustee Determination and Distribution Update" from the January 16, 2018, Regular Board Meeting.
- 3) Action Report Item 8.4, "Trustee Determination and Distribution (October 2014)" from the March 18, 2014, Regular Board Meeting.

#### COMMENTS:

On February 20, 2018, staff presented to the Board of Trustees the legislation surrounding the process for Trustee Determination and Distribution, and provided an overview of the key principles in fair representation. All key documents required for Trustee Determination and Distribution were presented in Staff Report Item 9.1, a copy of which is provided for your convenience (REPORT ATTACHED).

Ontario Regulation 412/00 provides school boards with a prescriptive methodology to complete the Determination and Distribution exercise in anticipation of upcoming Municipal Elections. Specifically, the regulation provides guidance on the following subject matters:

- A. Determine the maximum number of Trustees permitted using the criteria in O. Reg. 412/00, and provide the ability to reduce the number to a minimum of five (5).
- B. Whose areas of jurisdiction includes more than one (1) municipality, a board may pass a resolution that either: designates one (1) or more municipalities as low population municipalities; OR states that the board has resolved not to designate any municipality as a low density municipality.
- C. By March 31 of an election year (2018), school boards:
  - a. may pass resolutions determining their number of trustees; and,
  - b. must pass resolutions determining their trustee distribution.

Once the Board passes the necessary resolutions on the above subject matter, the Board must complete their Trustee Determination and Distribution (D&D) Report by April 3, 2018 and submit the report to the Minister of Education; School board election clerk in all municipalities within the board's jurisdiction; and, Secretary of all other school boards in the board's jurisdiction.



The Board must utilize the Population Electoral Group Report (PEG Report) from the Municipal Property Assessment Corporation (MPAC) to calculate the electoral quotients of all municipalities and wards that fall within its jurisdiction. The results of these calculations must also be used when completing the D&D report. Note the Board was circulated the 2018 PEG Report Board on February 15, 2018.

The completed D&D Report should include:

- A. The Determination and Distribution results;
- B. If applicable, the identification of any lead municipality with the highest representation;
- C. A copy of the data and calculations by which the determination and distribution results were reached, and whether any lead municipality was identified; and
- D. Copies of all relevant Board resolutions.

As the Board has a jurisdiction that includes two (2) or more municipalities, then the board must identify the lead municipality, which is the municipality having the largest population of the board's electoral group. The school board election clerk of the lead municipality is responsible for accepting nominations and announcing the result of the vote.

As in previous elections, the Town of Oakville has the highest electoral group population and will continue to be designated as the lead municipality for the 2018 Municipal Election.

### ***Designation of Low Population Areas***

Boards whose area of jurisdiction includes more than one municipality must pass a resolution either designating one (1) or more municipalities as low population municipalities or declaring that the Board will not designate any low population areas. All areas in the Halton Region have adequate representation to warrant a full trustee at a minimum by municipality.

Accordingly, staff will continue to recommend that no municipalities in the board's jurisdiction have been designated as a low population area.

### ***Trustee Determination – Ontario Regulation 412/00: Section 3***

A Board must pass a resolution by March 31 to determine the total number of Trustees. As shown in Figure 1 Board staff used the parameters and the prescribed formulae in O. Reg. 412/00 to confirm the total number of English Separate school Trustees.

Changes that could have occurred since the last election in 2014 that would result in an increase of trustees would include:

- A) As per BOX 1 and BOX 5, an increase in the total Population Electoral Group advancing/regressing to a greater/lesser range
- B) As per BOX 12, an increase in the total Average Daily Enrolment of a board advances to a greater range

There were no sizeable demographic changes that would warrant an increase or decrease in Trustee representation. Accordingly, the total number of trustees will remain at nine (9) for the 2018 Municipal Election.

**Figure 1: Trustee Determination Criteria and Calculation as per Section 3 of O. Reg. 412/00**

	DATA	SOURCE	FIGURE
1	Population of electoral group	MPAC Population Report (Item for PEG)	BOX 1: 116,038
2	Board area	TABLE 1, O. Reg. 412/00	BOX 2: 970
3	Board density	Population/area	BOX 3: 119.63
4	Dispersal factor	TABLE 5, O. Reg. 412/00	BOX 4: 0
5	Number of population-based trustees	TABLE 2, O. Reg. 412/00, states that a board of 100,000 – 149,999 persons requires 9 Trustees.	BOX 5: 9
6	Number of density-based trustees	Refer to TABLE 3, O.Reg. 412/00 using board density figure in BOX 3, which states that a board with a density greater than 4.00 will not receive an additional Trustee.	BOX 6: 0
7	Number of density-based (area adjusted) trustees	Refer to TABLE 4, O.Reg. 412/00 using board density figure, states that a board of less than 8,000 square kilometres in area will not receive an additional Trustee	BOX 7: 0
8	Lesser of BOX 6 and BOX 7	Refer to rules set out in O.Reg. 412/00, s.3, neither provide an additional Trustee.	BOX 8: 0
9	Number of additional trustees based on dispersal	Refer to rules set out in O.Reg. 412/00, s.3, using dispersal factor, if the dispersal factor is 0, no additional Trustees are awarded	BOX 9: 0
10	Total number of additional trustees	Refer to rules set out in O.Reg. 412/00, s.3	BOX 10: 0
11	Number of population based trustees plus additional trustees	Refer to rules set out in O.Reg. 412/00, s.3	<b>BOX 11:9</b>
12	Minimum number of enrolment-based trustees	Refer to rules set out in O.Reg. 412/00, s.3 (ADE= 34,116.86), states that a board of 30,000 – 44,999 persons requires 9 Trustees.	<b>BOX 12:9</b>
<b>Number of elected Trustee is equal to the greater of BOX 11 or BOX 12 = 9 School Trustees</b>			

### ***Trustee Distribution by Municipality & Ward – Ontario Regulation 412/00: Section 6***

A school board is responsible for determining the geographic allocation of its members, and is required to pass a resolution prior to March 31 of an election year to determine its Trustee Distribution.

As stated in Section 4 (4) of O. Reg. 412/00, a board shall have regard to the following principles in carrying out its duties in the *Distribution of Members to Geographic Areas* process (page 3 of O. Reg. 412/00):

1. Municipalities with low populations should receive reasonable representation.
2. Evidence of historic, traditional or geographic communities should be taken into account.
3. To the extent possible, the identification of low population municipalities should permit the establishment of geographic areas that coincide with school communities.
4. Representation should not deviate unduly from the principle of representation by population. O. Reg. 412/00, s. 4 (4).

There are no Low Population Areas. Accordingly, the distribution of Trustees by municipality are calculated in accordance with Section 6 of O. Reg. 412/00.

To calculate the “Electoral quotient”, the statistics of the PEG Report were used and applied to the below formulae to determine the number of Trustee per Municipality and by Ward. The results by municipality are presented in Figure 2 below:

$\frac{A \times B}{C}$	A = the Population Electoral Group Representation in a Municipality/Ward
	B = the total number of Trustees allocated to the Board
	C = the total Population Electoral Group Representation in the jurisdiction of the Board

**Figure 2: 2018 Trustee Distribution Calculation as per Section 6 of O. Reg. 412/00**

Municipality	2018 PEG Representation	Trustee Count	Total PEG Population	Electoral Quotients	Current Distribution	(+/-)
	A	B	C	$A \times B / C = D$	E	$D - E = F$
Halton Hills	14,096	9	116,038	1.093	1	-0.093
Milton	22,100			1.714	1	-0.714
Burlington	35,051			2.719	3	0.281
Oakville	44,791			3.474	4	0.526
<b>TOTAL</b>	<b>116,038</b>	<b>9</b>	<b>116,038</b>	<b>9</b>	<b>9</b>	<b>-</b>

As was presented in previous reports in both January and February, the above **Electoral Quotients (D)** calculated using the PEG Report demonstrate that the Town of Milton requires an additional Trustee in order to achieve adequate representation by population.

The Town of Milton has an electoral quotient of 1.714 and is represented by one (1) Trustee, producing a deficit of -0.714. By 2022, the Town of Milton will require a total of 1.902 Trustees, further rationalizing the need to redistribute a Trustee to this municipality.

Looking to future trends is in accordance with Section 4 (4) 2 of O. Reg. 412/00, where *the board shall have regard to evidence of historic, traditional or geographic communities* in carrying out its duties.

### **Distribution Appeals**

As was stated in the Staff Report presented to Board on February 20, 2018, if the Board does not redistribute a Trustee to the Town of Milton and maintains the status quo, the Board is subject to appeal by the Ontario Municipal Board (OMB).

The trigger for the appeal is outlined in Section 10 (2), whereby if the variance between the combined electoral quotient of a geographic area and final distribution of trustees is greater than 0.05 times (5%) of the total number of trustees, the Board is subject to appeal on their distribution. For the Board, 0.05 (5%) of nine (9) Trustees would equate to a threshold of +/- 0.45.

If the Town of Milton continues to only have one (1) Trustee representing its geographic area, it will be under represented by -0.71, far surpassing the threshold.

If the Town of Oakville continues to be represented at large with three (3) or (4) Trustees, the Electoral Quotient will be under represented by 0.474 or over represented by 0.526 respectively. Moving to by ward distribution would negate this concern.

For the 2018 Municipal Election, if the status quo distribution is maintained, the Board could be subject to an appeal under Section 10 of O. Reg. 412/00.

**Staff is recommending a distribution solution that is not subject to appeal, and ensures to the extent possible that representation shall not deviate unduly from the principle of representation by population.**

## Staff Recommended Distribution by Geographic Areas for 2018 Municipal Election

The legislation directs Boards to distribute trustees among geographic areas such that the number of members that represent electors in each geographic area shall be, as nearly as practicable, equal to the total of the combined electoral quotient of the geographic area they represent. Essentially, school boards are required to place one (1) trustee for every whole electoral quotient, and create geographic areas that are balanced overall. Using the principles of Distribution outlined in Section 4 (4); Section 6; and Section 10 of O. Reg. 412/00, Staff developed the below option that achieves the following:

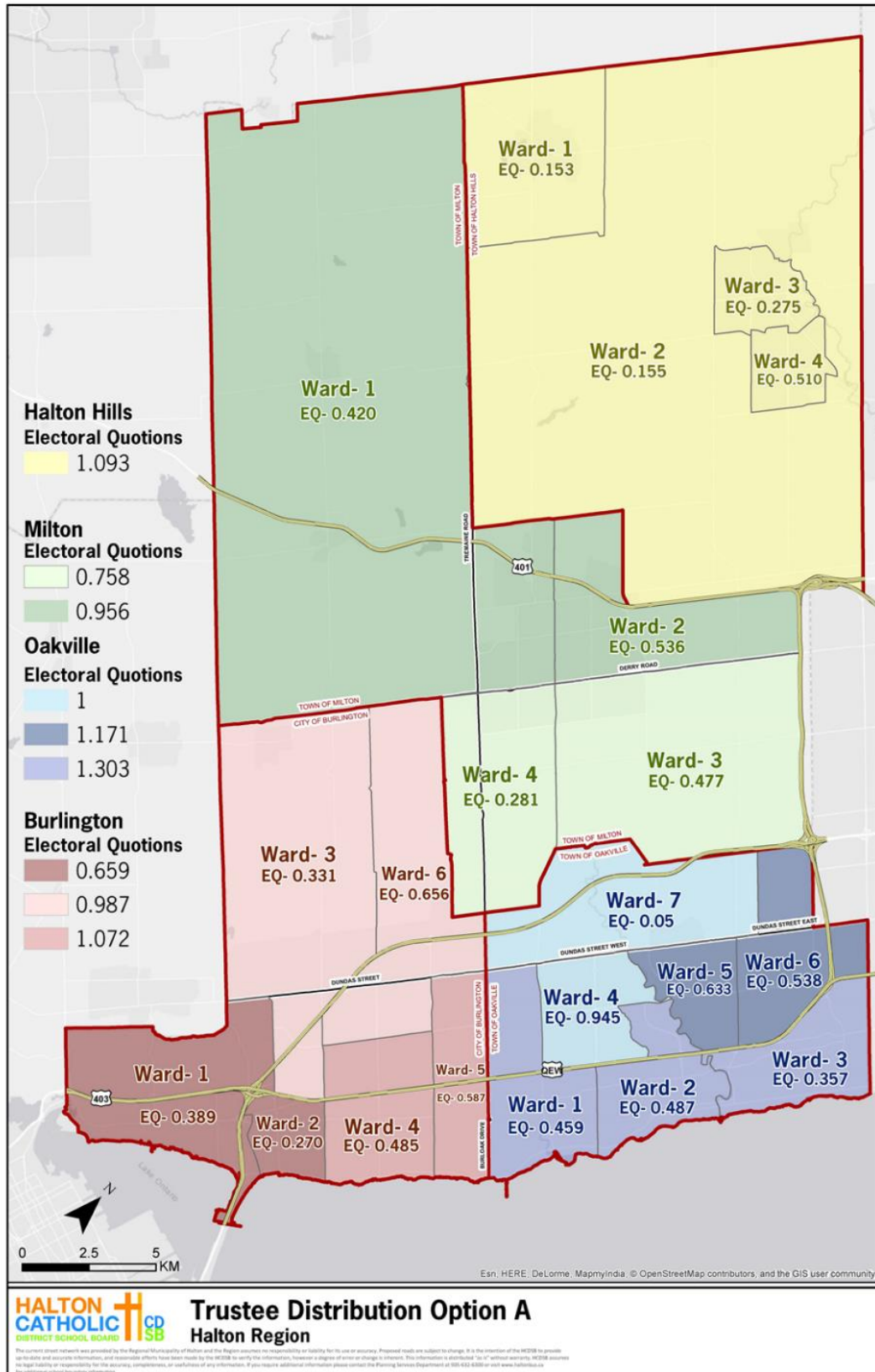
- A) Establishes representation 'by ward' for 2018 Municipal Election;
- B) Increases the representation for the Town of Milton to two (2) Trustees;
- C) Establishes Geographic Areas that meet the principle of representation by population and has consideration of future population electoral group trends;
- D) Geographic Areas align with Municipal boundaries, and are grouped where feasible to best align with the Family of Schools K-12 model and neighbourhood fabrics; and,
- E) Geographic Areas are not subject to appeal under Section 10 of O. Reg. 412/00, by piercing the threshold of +/- 0.45 Trustees vs. Geographic Area Total Electoral Quotient representation.

Figure 3 below presents all proposed Geographic Areas proposed for the 2018 Municipal Elections, as well as information on their tentative names; total Electoral Quotients; and the test for appeal thresholds. Figure 4 is the map of the proposed distribution, which is also attached as Appendix A.

**Figure 3: 2018 Trustee Distribution by Ward – Option A**

	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Municipality	Wards	2018 PEG Representation	2018 Electoral Quotient	2018 Geographic Areas	Total Electoral Quotient	Sec. 10(2) Appeals
Town of Halton Hills	1	1,974	0.15	Geographic Area 1: Halton Hills	1.09	<b>-0.09</b>
Town of Halton Hills	2	1,994	0.15			
Town of Halton Hills	3	3,547	0.28			
Town of Halton Hills	4	6,581	0.51			
<b>Total</b>		<b>14,096</b>	<b>1.09</b>	<b>1 Trustee</b>	<b>1.09</b>	
Town of Milton	1	5,417	0.42	Geographic Area 2: Milton North	0.96	<b>0.04</b>
Town of Milton	2	6,906	0.54			
Town of Milton	3	6,112	0.47	Geographic Area 3: Milton South	0.76	<b>0.24</b>
Town of Milton	4	3,665	0.28			
<b>Total</b>		<b>22,100</b>	<b>1.71</b>	<b>2 Trustees</b>	<b>1.71</b>	
City of Burlington	1	5,021	0.39	Geographic Area 4: Burlington West	0.66	<b>0.34</b>
City of Burlington	2	3,483	0.27			
City of Burlington	3	4,264	0.33	Geographic Area 5: Burlington East	0.99	<b>0.01</b>
City of Burlington	6	8,458	0.66			
City of Burlington	4	6,252	0.48	Geographic Area 6: Burlington Central	1.07	<b>-0.07</b>
City of Burlington	5	7,573	0.59			
<b>Total</b>		<b>35,051</b>	<b>2.72</b>	<b>3 Trustees</b>	<b>2.72</b>	
Town of Oakville	1	5,918	0.46	Geographic Area 7: Oakville South	1.30	<b>-0.30</b>
Town of Oakville	2	6,282	0.49			
Town of Oakville	3	4,603	0.36			
Town of Oakville	4	12,189	0.95	Geographic Area 8: Oakville Northwest	1.00	<b>0.00</b>
Town of Oakville	7	704	0.05			
Town of Oakville	5	8,157	0.63	Geographic Area 9: Oakville Northeast	1.17	<b>-0.17</b>
Town of Oakville	6	6,938	0.54			
<b>Total</b>		<b>44,791</b>	<b>3.47</b>	<b>3 Trustees</b>	<b>3.47</b>	
<b>Halton</b>		<b>116,038</b>	<b>9.00</b>	<b>9</b>	<b>9</b>	<b>0.00</b>

Figure 4: 2018 Trustee Distribution by Ward (Appendix A)





## CONCLUSION:

In reviewing the Population Electoral Group Report (PEG Report) and using the parameters found in Ontario Regulation 412/00, Board staff have completed their review of the Trustee Determination and Distribution calculations for the 2018 Municipal Election.

Based on Staff analysis of the PEG Report, the following conclusions were made for presenting an optimal representation for the 2018 Municipal Elections:

- 1) The Board will not be in a position to add a tenth Trustee, and is not looking to reduce the total number of Trustees less than what is permitted. The number of Trustees remains at nine (9);
- 2) The Town of Oakville remains the Lead Municipality, having the largest population in the jurisdiction of the Board;
- 3) There is no need for the Board to designate a low population area;
- 4) Trustee representation should not deviate unduly from the principle of representation by population;
- 5) To meet the principle of representation by population, it is required that one (1) Trustee be re-directed from the Town of Oakville towards the Town of Milton;
- 6) All four (4) municipalities should be represented 'by ward' to best enhance community representation; and,
- 7) Option A proposed by Staff meets the principles of Trustee Distribution outlined in Section 4 (4) and Section 6 of O. Reg. 412/00, and avoids the risk of appeal and legal costs if appealed to the Ontario Municipal Board (OMB) under Section 10 (2) of the same.

Staff therefore presents the below recommendation for Trustee consideration and approval:

## RECOMMENDATION:

### **RESOLUTION:**

Moved by:  
Seconded by:

**WHEREAS**, Trustee representation should not deviate unduly from the principle of representation by population;

**BE IT RESOLVED THAT**, the Halton Catholic District School Board confirms that the Town of Oakville shall be the lead municipality with respect to the October 2018 Municipal Elections, and;

**THAT**, the Halton Catholic District School Board hereby determines not to designate any of the geographic areas in its jurisdiction as low population areas, and;

**THAT**, the number of Trustees determined for the Halton Catholic District School Board for the 2018 English Catholic school Trustee elections in Halton is nine (9), and;

**THAT**, the number of Trustees by geographic distribution is established as one (1) for the Town of Halton Hills; two (2) for the Town of Milton; three (3) for the City of Burlington; and three (3) for the Town of Oakville, for the 2018 English Catholic school Trustee elections in Halton.

**RESOLUTION:**

Moved by:  
Seconded by:

**BE IT RESOLVED THAT,** for the 2018 English Catholic school Trustee elections in Halton, the Town of Halton Hills be represented by one (1) Trustee through the combination of the following wards:

- A. Geographic Area 1: Halton Hills Wards 1, 2, 3, and 4

**RESOLUTION:**

Moved by:  
Seconded by:

**BE IT RESOLVED THAT,** for the 2018 English Catholic school Trustee elections in Halton, the Town of Milton will be represented by two (2) Trustees through the combination of the following wards:

- A. Geographic Area 2: Milton Wards 1 and 2
- B. Geographic Area 3: Milton Wards 3 and 4

**RESOLUTION:**

Moved by:  
Seconded by:

**BE IT RESOLVED THAT,** for the 2018 English Catholic school Trustee elections in Halton, the City of Burlington will be represented by three (3) Trustees through the combination of the following wards:

- A. Geographic Area 4: Wards 1 and 2
- B. Geographic Area 5: Wards 3 and 6
- C. Geographic Area 6: Wards 4 and 5

**RESOLUTION:**

Moved by:  
Seconded by:

**BE IT RESOLVED THAT,** for the 2018 English Catholic school Trustee elections in Halton, the Town of Oakville will be represented by three (3) Trustees through the combination of the following wards:

- A. Geographic Area 7: Wards 1, 2, and 3
- B. Geographic Area 8: Ward 4 and 7
- C. Geographic Area 9: Wards 5 and 6

**REPORT PREPARED BY:**

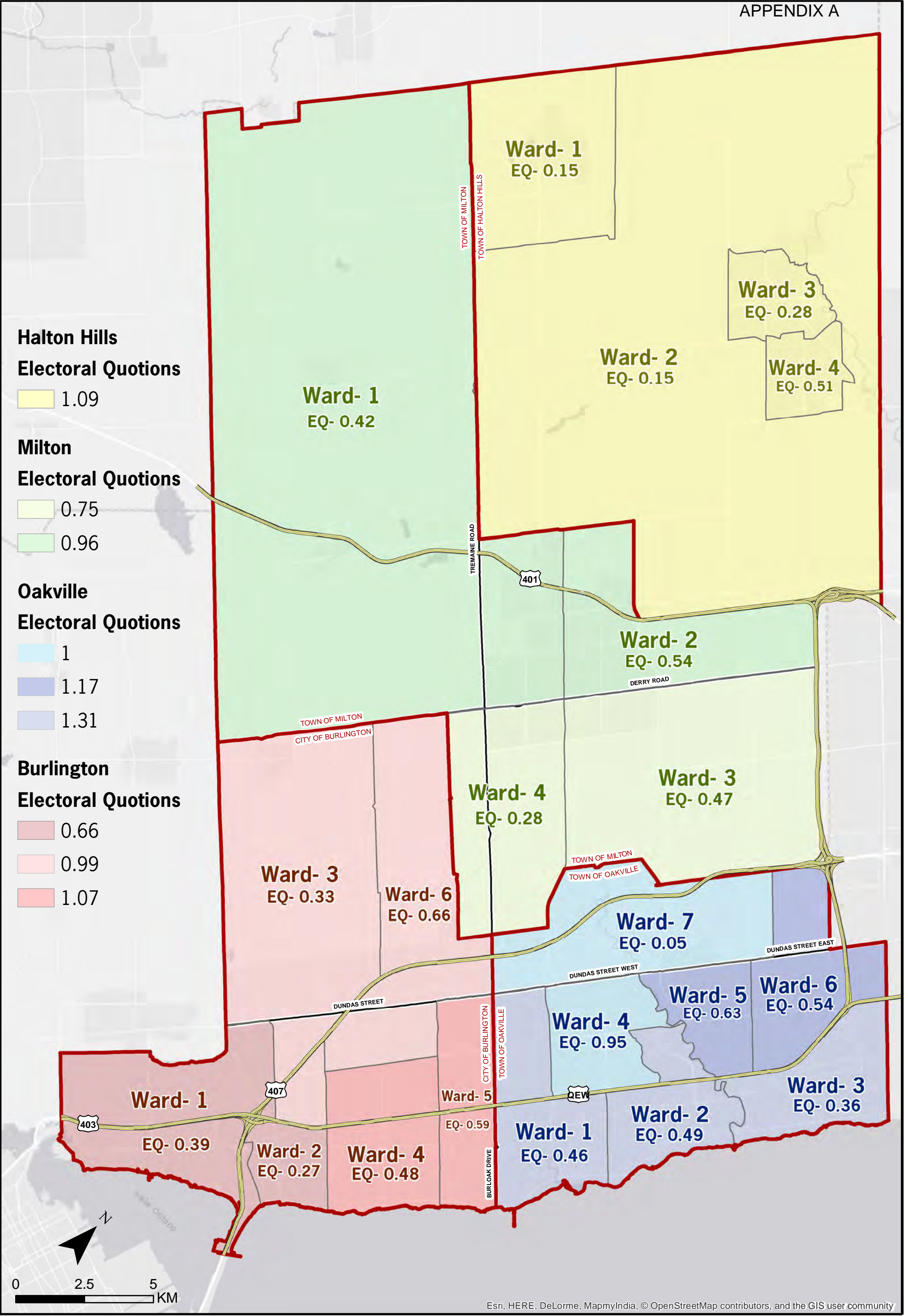
F. THIBEAULT  
SENIOR ADMINISTRATOR OF PLANNING SERVICES

**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



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**STAFF REPORT****ITEM 9.1**

## 2018 MUNICIPAL ELECTION: TRUSTEE DETERMINATION AND DISTRIBUTION

**PURPOSE:**

The purpose of this report is to present information regarding the 2018 Population Electoral Group (PEG) Report, to later seek approvals for the Determination and Distribution of Trustees in preparation for the 2018 Municipal Election.

**BACKGROUND INFORMATION:**

- 1) Information Report Item 10.3, "2018 Municipal Election: Trustee Determination and Distribution Update" from the January 16, 2018, Regular Board Meeting.
- 2) Action Report Item 8.4, "Trustee Determination and Distribution (October 2014)" from the March 18, 2014, Regular Board Meeting.

**COMMENTS:**

Ministry Memorandum "2018 School Board Elections" (Appendix A), provides school boards with information and resources to meet their responsibilities with respect to the 2018 School Board Elections. The Memorandum notes that there have been no changes to the Education Act of Ontario Regulation 412/00 – *Elections to and Representation on District School Boards* as it pertains to School Board Trustee Determination and Distribution. The Memorandum addresses the following items:

- A. 2018 Trustee Determination and Distribution Guide for Ontario District School Boards (Appendix B);
- B. Section 58.1 of the Education Act (Appendix C); and,
- C. Ontario Regulation (O. Reg.) 412/00 (Appendix D).

As stated on Page 3 of the Guide, Section 58.1(10.0.1) of the Act sets the number of elected trustee positions, and O. Reg. 412/00 allows boards to recalculate their number of elected trustees based on a defined criteria – see Figure 1. Further to that, the legislation also provides the Board with the following provisos:

- A. A board may, by resolution reduce its number of elected trustees to not fewer than five (5).
- B. Use the formula in O. Reg. 412/00 to recalculate its number of elected trustees.
- C. Whose areas of jurisdiction includes more than one (1) municipality, must pass a resolution either designating one or more municipalities as low population municipalities OR stating that the board has decided not to designate any municipality as a low density municipality.
- D. By March 31 of an election year (2018), School Boards:
  - a. may pass resolutions determining their number of trustees; and,
  - b. must pass resolutions determining their trustee distribution.

By April 3, 2018 (see date in memo), the Board must complete their Trustee Determination and Distribution (D&D) Report, and submit the report to the following parties:

- A. Minister of Education;
- B. School board election clerk in all municipalities within the board's jurisdiction; and,
- C. Secretary of all other school boards in the board's jurisdiction.

To complete the D&D report, the Board must utilize the **Population Electoral Group Report (PEG Report)** from the Municipal Property Assessment Corporation (MPAC), which was circulated to the Board on February 15, 2018, and is attached as Appendix E.

The PEG Report sets out the official counts required to calculate the number and distribution of school trustees by municipality and wards.

As indicated in Step 6 on page 7 of the Guide, the completed D&D Report should include:

- A. The determination and distribution results;
- B. If applicable, the identification of any lead municipality with the highest representation;
- C. A copy of the date and calculations by which the determination and distribution results were reached, and whether any lead municipality was identified; and
- D. Copies of all relevant Board resolutions.

As stated on Page 4 of the Guide, if a board has formed a geographic area that includes two (2) or more municipalities, then the board must identify the **lead municipality**. This is the municipality that has the largest population of the board's electoral group. The school board election clerk of the lead municipality has certain responsibilities for the entire geographic area, such as accepting nominations and announcing the result of the vote.

As in previous elections, since it has the largest electoral population, the **Town of Oakville will continue to be designated as the lead municipality** for the 2018 Municipal Election.

### ***Designation of Low Population Areas***

Boards whose area of jurisdiction includes more than one municipality must pass a resolution either designating one (1) or more municipalities as low population municipalities or declaring that no such designation will be made.

This allows for greater representation to an area than would normally be provided by a strict representation-by-population approach. Designating areas as low population areas affects the calculation of trustee distribution by allowing the Board to increase the sum of electoral quotients for those municipalities by either one (1) or two (2).

There is no limit on the number of low population areas a board may designate; however, the number of designated low population areas has no effect on the total number of Board Trustees.

In the past, the Board has consistently passed a motion stating that it does not designate any low population. All areas in the Halton Region have adequate representation to warrant a full trustee at a minimum, therefore there is no need to identify a Low Population Area.

**Accordingly, staff will recommend that no municipalities in the board's jurisdiction have been designated as a low population area.**

### ***Trustee Determination – Ontario Regulation 412/00: Section 3***

As a result of amendments to the Education Act for the 2010 election, the number of elected trustees has not changed since the 2006 election, which continues to be a total of nine (9) English Separate school Trustees.

Below, in Figure 1 and attached as Appendix F, Board staff has used the parameters and the prescribed formulae in Section 3 of O. Reg. 412/00 to confirm the number of English Separate school Trustees. Changes that may have occurred since the last election in 2014 that would result in an increase of trustees would include:

- A) As per BOX 1 and BOX 5, an increase in the total Population Electoral Group advancing/regressing to a greater/lesser range
- B) As per BOX 12, an increase in the total Average Daily Enrolment of a board advances to a greater range

If there are changes in the demographics, the Board has the ability to pass a resolution by March 31 of an election year to determine their number of trustees if warranted. **As per the calculation below, the total number of trustees will remain at nine (9) for the 2018 Municipal Election.**

**Figure 1: Trustee Determination Criteria and Calculation as per Section 3 of O. Reg. 412/00**

	DATA	SOURCE	FIGURE
1	Population of electoral group	MPAC Population Report (Item for PEG)	BOX 1: 116,038
2	Board area	TABLE 1, O. Reg. 412/00	BOX 2: 970
3	Board density	Population/area	BOX 3: 119.63
4	Dispersal factor	TABLE 5, O. Reg. 412/00	BOX 4: 0
5	Number of population-based trustees	TABLE 2, O. Reg. 412/00, states that a board of 100,000 – 149,999 persons requires 9 Trustees.	BOX 5: 9
6	Number of density-based trustees	Refer to TABLE 3, O.Reg. 412/00 using board density figure in BOX 3, which states that a board with a density greater than 4.00 will not receive an additional Trustee.	BOX 6: 0
7	Number of density-based (area adjusted) trustees	Refer to TABLE 4, O.Reg. 412/00 using board density figure, states that a board of less than 8,000 square kilometres in area will not receive an additional Trustee	BOX 7: 0
8	Lesser of BOX 6 and BOX 7	Refer to rules set out in O.Reg. 412/00, s.3, neither provide an additional Trustee.	BOX 8: 0
9	Number of additional trustees based on dispersal	Refer to rules set out in O.Reg. 412/00, s.3, using dispersal factor, if the dispersal factor is 0, no additional Trustees are awarded	BOX 9: 0
10	Total number of additional trustees	Refer to rules set out in O.Reg. 412/00, s.3	BOX 10: 0
11	Number of population based trustees plus additional trustees	Refer to rules set out in O.Reg. 412/00, s.3	<b>BOX 11: 9</b>
12	Minimum number of enrolment-based trustees	Refer to rules set out in O.Reg. 412/00, s.3 (ADE= 34,116.86), states that a board of 30,000 – 44,999 persons requires 9 Trustees.	<b>BOX 12: 9</b>
<b>Number of elected Trustee is equal to the greater of BOX 11 or BOX 12 = 9 School Trustees</b>			

## ***Trustee Distribution by Municipality Calculation – Ontario Regulation 412/00: Section 6***

A school board is responsible for determining the geographic allocation of its members, and is required to pass a resolution prior to March 31 of an election year to determine its Trustee Distribution, as well as circulate the D&D Report to the designated public authorities.

A school board is also able to designate some of its areas as low population areas to allow appropriate representation for such areas. As stated previously staff recommends not to designate any low population areas.

The distribution of Trustees by municipality needs to be calculated in accordance with Section 6 of O. Reg. 412/00, and will follow the steps outlined on Page 13-14 of the Guide. The calculation uses the PEG Report as the official document to be used as the population reference to calculate trustee distribution.

To calculate the “Electoral quotient” used to determine the number of Trustee per Municipality and by Ward, the below formulae is utilized. Using the calculator, staff calculated the electoral quotients by Municipality and by Ward, attached as Appendix G. The results are also presented in Figure 2 below:

$\frac{A \times B}{C}$	A = the Population Electoral Group Representation in a Municipality/Ward
	B = the total number of Trustees allocated to the Board
	C = the total Population Electoral Group Representation in the jurisdiction of the Board

**Figure 2: 2018 Trustee Distribution Calculation as per Section 6 of O. Reg. 412/00**

Municipality	2018 PEG Representation	Trustee Count	Total PEG Population	Electoral quotients	Current Distribution	(+/-)
	A	B	C	$A \times B / C = D$	E	$D - E = F$
Halton Hills	14,096	9	116,038	1.093	1	-0.093
Milton	22,100			1.714	1	-0.714
Burlington	35,051			2.719	3	0.281
Oakville	44,791			3.474	4	0.526
<b>TOTAL</b>	<b>116,038</b>	<b>9</b>	<b>116,038</b>	<b>9</b>	<b>9</b>	<b>-</b>

In reviewing the above **Electoral quotients (D)** calculated using the PEG Report, the Town of Milton requires an additional Trustee in order to achieve adequate representation by population.

The Town of Milton has an electoral quotient of 1.714 and is represented by one (1) Trustee, producing a deficit of -0.714. Given the ongoing rate of growth projected for the Town of Milton over the next few years due to new residential developments coming online, the electoral quotients will continue to increase, further widening the Trustee underrepresentation in the Town of Milton.

Comparatively, when reviewing the preliminary 2018 counts, Board staff notes the following:

- A) The City of Burlington has three (3) Trustees and an Electoral quotient of 2.719, representing a surplus of +0.281;
- B) The Town of Oakville has four (4) Trustees and an Electoral quotient of 3.474, representing a surplus of +0.526; and,
- C) The Town of Milton has one (1) Trustee and an Electoral quotient of 1.714, representing a deficit of -0.714.

In reviewing future trends on representation (as shown in Appendix H), the Board will not be in a position within the next two (2) elections (by 2022) to add a tenth Trustee within the parameters outlined in O. Reg. 412/00 (see Figure 1).

Also note that by 2022, the Town of Milton will require a total of 1.902 Trustees, further rationalizing the need to redistribute between the four (4) municipalities of the Board's Jurisdiction.

### ***Trustee Distribution by Geographic Areas***

On January 16, 2018, at the Regular Meeting of the Board, Trustee Quinn inquired whether distribution of Trustees could be shared between two (2) or more municipalities. At the time, the Senior Administrator of Planning Services indicated that this may not be possible. Upon further review of the legislation and following a request for legal counsel on the matter, **it has been determined that the legislation does permit combining geographic areas between municipalities and wards.**

Note, it would not be possible to share Trustees between municipalities if a municipality continued to be represented 'at large' instead of 'by ward'.

The legislation directs Boards to distribute trustees among geographic areas such that the number of members that represent electors in each geographic area shall be, as nearly as practicable, equal to the total of the combined electoral quotient of the geographic area they represent.

Essentially, **school boards are required to place one (1) trustee for every whole electoral quotient**, and create geographic areas that are balanced overall. The Ministry Guide (Appendix A) provides further direction in Step 5, found on Page 14. The guide reads that:

- 1) The sum of the electoral quotients in each geographic area should be as close as possible to a whole number; and,
- 2) The number of trustees allocated to a geographic area should be as close as possible to the sum of the electoral quotients for that area.

Taking the **Town of Oakville** as an example, the sum of the Electoral Quotients for this Geographic Area is **3.474**. The distribution rules requires the board to look at other possible combinations of municipalities and/or municipal wards that would result in an electoral quotient closer to a whole number.

In this instance, if there were an opportunity to combine wards from two (2) municipalities to reach a combined Electoral Quotient as close as possible to **4.0**, it should be pursued.

This is in accordance with Section 58.1(12) of the Act, a Geographic Area established by a board may:

- A) be the same as or less than the entire area of jurisdiction of the district school board;
- B) include areas within the area of jurisdiction of the district school board that do not adjoin one another; and
- C) consist of (i) all or part of one or more municipalities, or (ii) territory without municipal organization, or both.

**In consideration of the above, Staff will be presenting options at the February 20, 2018, Regular Meeting of the Board that have the effect of combining municipal areas to balance electoral quotients as close to whole numbers as possible, while still having consideration to future growth.**

## ***Distribution Appeals***

It should be noted that the results of the Board approved distribution are subject to appeal by the council of a municipality within the area of jurisdiction of a board to the Ontario Municipal Board (OMB).

The legislation speaking to this subject matter is found in Section 10 of O. Reg. 412/00, which reads:

10. (1) The council of a municipality within the area of jurisdiction of a board may appeal to the Ontario Municipal Board the results of the distribution under Section 6 or 7. O. Reg. 412/00, s. 10 (1).
10. (2) An appeal under subsection (1) may only be made if the distribution made under section 6 or 7 allots to a geographic area a number of members that is different from the sum of the applicable electoral quotients for the geographic area by an amount that **is greater than 0.05 times** the total number of members. O. Reg. 412/00, s. 10 (2).
10. (3) The appeal shall be commenced by filing with the secretary of the board a notice of appeal setting out the objection to the distribution and the reasons for the objection and be accompanied by the fee prescribed under the Ontario Municipal Board Act. O. Reg. 412/00, s. 10 (3); O. Reg. 45/03, s. 6 (1).

The trigger for the appeal is outlined in Section 10 (2), whereby if the variance between the combined electoral quotient of a geographic area and final distribution of trustees is greater than 0.05 times (5%) of the total number of trustees, the Board is subject to appeal on their distribution. **For the Board, 0.05 (5%) of nine (9) Trustees would equate to a threshold of +/- 0.45.**

Trustees should note that for the 2018 Municipal Election, **if the status quo distribution is maintained, the Board could be subject to an appeal under Section 10 of O. Reg. 412/00.**

As demonstrated in Figure 2 (on Page 4) the Town of Oakville would be overrepresented by 0.526 and the Town of Milton underrepresented by -0.714. Both surpass the threshold of 0.45 Trustees. Although the Town of Oakville could redistribute Trustees to avoid overrepresentation by geographic area, the underrepresentation in the Town of Milton cannot be avoided without some form of re-distribution.

To commence the appeal, the notice of appeal would need to be filed with the secretary of the school board by April 21, 2018. The notice of appeal must set out the objection to the distribution and the reason for the objection.

*Note that if an appeal is not commenced, then the board will be deemed to be properly constituted even if there are defects in the distribution.*

If an appeal proceeds at the OMB, the OMB may either dismiss the appeal or allow the appeal in whole or in part and make an order varying the distribution. The OMB must make a decision in respect of the appeal by June 10.

Given the above, **staff will proceed in recommending distribution solutions that are not subject to appeal, and ensure to the best extent possible that representation should not deviate unduly from the principle of representation by population.**

### ***Trustee Distribution – O. Reg. 412/00: Section 4 & 7***

In having consideration for the over and under representation present in the current distribution of Trustees in light of the 2018 PEG Report, proceeding with the current distribution of Trustees should not be pursued so as to avoid any chance of appeal.

This said, staff will propose distributions that are not subject to appeal, and that have regard to the following considerations as delineated in Section 4 (4) of O. Reg. 412/00:

- 1) Municipalities with low populations should receive reasonable representation;
- 2) Evidence of historic, traditional or geographic communities should be taken into account;
- 3) To the extent possible, the identification of low population municipalities should permit the establishment of geographic areas that coincide with school communities; and,
- 4) Representation **should not deviate unduly from the principle of representation by population.**

### **Trustee Distribution by Municipality**

Using the PEG Report and the formula described in pages 13-14 of the Guide (Appendix A), the Electoral Quotients of the four (4) municipalities of the Board were calculated, as demonstrated in Figure 3 below. Also shown below is the proposed trustee distribution by municipality, which provides a distribution that would reduce potential appeals, and meet the general intent of Section 4 (4).

Note however that Trustees could explore combining wards between municipalities to further enhance the level of equal representation, by reaching as close to possible whole numbers.

**Figure 3: 2018 Trustee Distribution by Municipality**

	Column 1	Column 2	Column 3	
Municipality	# Wards	2018 PEG Representation	2018 Electoral Quotient	Proposed 2018 Distribution
Town of Halton Hills	4	14,096	1.093	1.000
Town of Milton	4	22,100	1.714	2.000
City of Burlington	6	35,051	2.719	3.000
Town of Oakville	7	44,791	3.474	3.000
<b>Total</b>		<b>116,038</b>	<b>9.000</b>	<b>9.000</b>

### **Trustee Distribution by Wards**

The next step in the process of trustee determination is to determine the electoral quotient of each municipal ward within the jurisdiction of the Board, and to determine how trustees will be distributed throughout the municipalities of the Board's jurisdiction, and any possible combination of geographic areas.

As Halton Hills has an electoral quotient of 1.093, and is very close to a whole number, consideration of representation by ward is not necessary.

Historically: the City of Burlington has been elected based 'by ward'; the Town of Oakville was elected 'at large'; and the Town of Milton only had one (1) trustee.

Today, the Town of Milton, The City of Burlington, and the Town of Oakville all have electoral quotients that would require more than one (1) Trustee. It is staff's recommendation that, for the 2018 Municipal Election, all three (3) municipalities now be elected 'by ward' and/or 'geographic area'. The following sections outline the electoral quotients of all four (4) municipalities of the Board's jurisdiction (Halton Hills for information only).

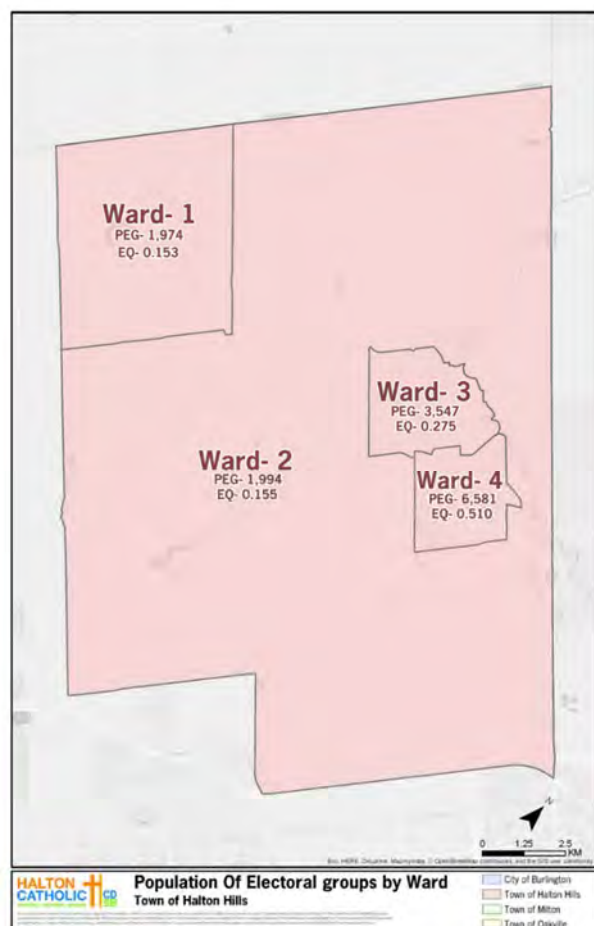


## Town of Halton Hills by Ward Distribution – Map Appendix I:

Municipal Population Electoral Group Representation:	<b>14,096</b>
Jurisdiction Population Electoral Group Representation:	<b>116,038</b>
Total Number of Trustees:	<b>9</b>
Current Number of Trustees:	<b>1</b>
Electoral Quotient:	<b>1.093</b>
Variance (+/-):	<b>+ 0.093</b>

**Figure 4: 2018 Trustee Distribution by Ward Town of Halton Hills**

Municipality	Column 1 Wards	Column 2 2018 PEG Representation	Column 3 2018 Electoral Quotient
Town of Halton Hills	1	1,974	0.153
Town of Halton Hills	2	1,994	0.155
Town of Halton Hills	3	3,547	0.275
Town of Halton Hills	4	6,581	0.510
<b>Town of Halton Hills Total</b>		<b>14,096</b>	<b>1.093</b>
<b>Halton Region</b>		<b>116,038</b>	<b>9.000</b>



Given that the Electoral Quotient of the Town of Halton Hills is already close to a whole number and only requires one (1) Trustee, only one geographic area is necessary.

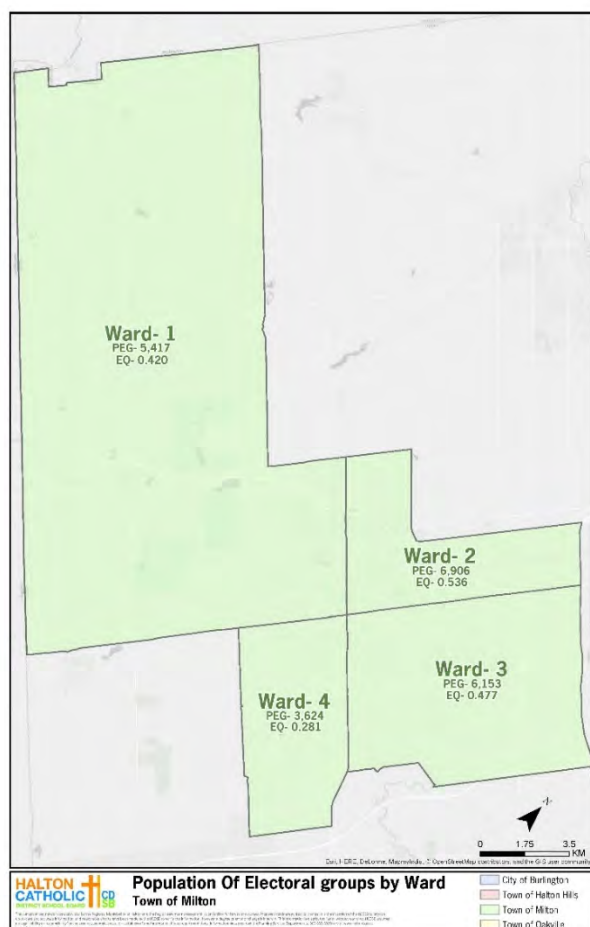


## Town of Milton by Ward Distribution – Map Appendix J:

Municipal Population Electoral Group Representation:	<b>22,100</b>
Jurisdiction Population Electoral Group Representation:	<b>116,038</b>
Board Total Number of Trustees:	<b>9</b>
Current Number of Trustees:	<b>1</b>
Electoral Quotient:	<b>1.714</b>
Current Variance (+/-):	<b>- 0.714</b>

**Figure 5: 2018 Trustee Distribution by Ward Town of Milton**

Municipality	Column 1 Wards	Column 2 2018 PEG Representation	Column 3 2018 Electoral Quotient
Town of Milton	1	5,417	0.420
Town of Milton	2	6,906	0.536
Town of Milton	3	6,112	0.474
Town of Milton	4	3,583	0.278
Town of Milton*	7	82	0.006
<b>Town of Milton Total</b>		<b>22,100</b>	<b>1.714</b>
<b>Halton Region</b>		<b>116,038</b>	<b>9.000</b>



\* Note that Ward 7 no longer exists, as the Town of Milton has since approved a reduction to four (4) wards as shown to the right.

The PEG report still contained data for Ward 7, which historically covered a portion of the newly designated Ward 4 and Ward 3.

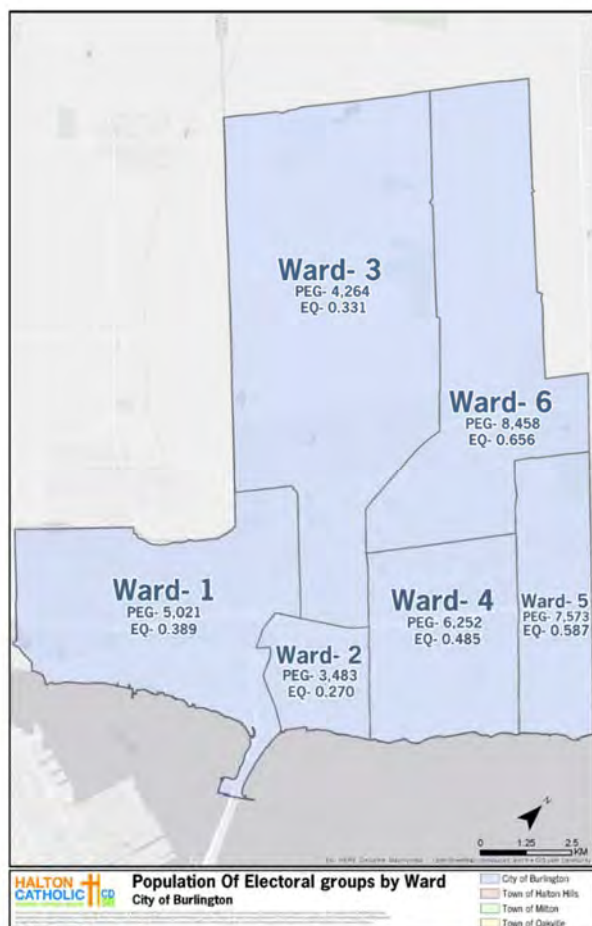
Accordingly, the 82 ratepayers were equally divided between these wards for display purposes.

## City of Burlington by Ward Distribution – Map Appendix K:

Municipal Population Electoral Group Representation:	<b>35,051</b>
Jurisdiction Population Electoral Group Representation:	<b>116,038</b>
Board Total Number of Trustees:	<b>9</b>
Current Number of Trustees:	<b>3</b>
Electoral Quotient:	<b>2.719</b>
Variance (+/-):	<b>+ 0.281</b>

**Figure 6: 2018 Trustee Distribution by Ward Town of City of Burlington**

Municipality	Column 1 Wards	Column 2 2018 PEG Representation	Column 3 2018 Electoral Quotient
City of Burlington	1	5,021	0.389
City of Burlington	2	3,483	0.270
City of Burlington	3	4,264	0.331
City of Burlington	4	6,252	0.485
City of Burlington	5	7,573	0.587
City of Burlington	6	8,458	0.656
<b>City of Burlington Total</b>		<b>35,051</b>	<b>2.719</b>
<b>Halton Region</b>		<b>116,038</b>	<b>9.000</b>



Currently the City of Burlington is currently represented 'by ward'. The current distribution is as follows:

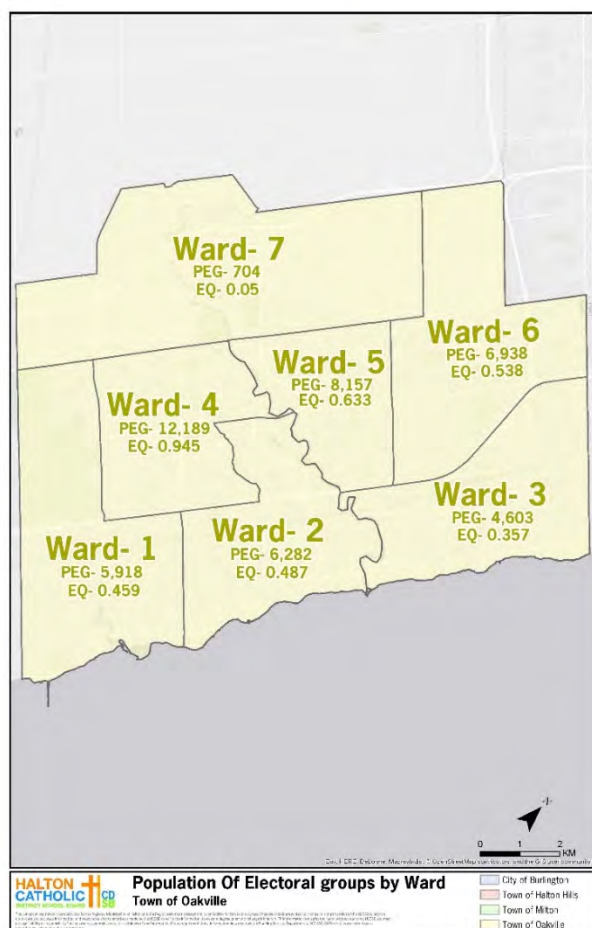
1. Wards 1 & 2
2. Wards 3 & 6
3. Wards 4 & 5

## Town of Oakville by Ward Distribution – Map Appendix L:

Municipal Population Electoral Group Representation:	<b>44,791</b>
Jurisdiction Population Electoral Group Representation:	<b>116,038</b>
Board Total Number of Trustees:	<b>9</b>
Current Number of Trustees:	<b>4</b>
Electoral Quotient:	<b>3.474</b>
Variance (+/-):	<b>+ 0.526</b>

**Figure 7: 2018 Trustee Distribution by Ward Town of Oakville**

Municipality	Column 1 Wards	Column 2 2018 PEG Representation	Column 3 2018 Electoral Quotient
Town of Oakville	1	5,918	0.459
Town of Oakville	2	6,282	0.487
Town of Oakville	3	4,603	0.357
Town of Oakville	4	12,189	0.945
Town of Oakville	5	8,157	0.633
Town of Oakville	6	6,938	0.538
Town of Oakville	7	704	0.055
<b>Town of Oakville Total</b>		<b>44,791</b>	<b>3.474</b>
<b>Halton</b>		<b>116,038</b>	<b>9.000</b>



Staff understands that the Town of Oakville has historically adopted an 'at large' representation in wait for the new Municipal Ward Boundaries to be finalized.

As of 2017, the new Wards are now established, allowing the Board to proceed with a 'by ward' election for the Town of Oakville.

Furthermore, this will also allow for better opportunities in developing electoral quotients as close to a whole number.

## CONCLUSION:

In reviewing the Population Electoral Group Report, Board staff have determined 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).

In reviewing the Trustee Distribution by municipality and by ward, the need redistribute a Trustee in favour of the Town of Milton continues to be a priority. The Town has an electoral quotient of 1.714, and is represented by one (1) Trustee, producing a deficit of -0.714.

Given that the Town of Oakville and the City of Burlington have significant surpluses, consideration to undertake a redistribution of Trustee by municipality and/or by ward should be a consideration to best meet the requirements of O. Reg. 412/00.

Given the timing as to when the PEG Report was received, variations of the potential geographic area groupings have not been fully completed. Accordingly, staff anticipates to bring forward options to Trustees on the night of the Board meeting for Trustee review and consideration for the next Regular Board meeting on March 6, 2018.

Board staff will be bringing forward an Action Report for the March 6, 2018, Regular Meeting of the Board recommending the following as part of its recommendation:

- 1) That the Board resolve not to designate a low population area for the 2018 Municipal Election;
- 2) One (1) trustee be redirected to the Town of Milton to reduce the current underrepresentation. The redistribution can be achieved either by: Re-directing a trustee from the Town of Oakville to the Town of Milton; or sharing wards between municipalities to create geographic areas that have combined electoral quotients close to a whole number; and,
- 3) That for the 2018 Municipal election, that the Town of Milton, the City of Burlington, and the Town of Oakville be represented by ward.

The possible recommendations to be presented to Board on March 6, 2018, will be as follows:

## RECOMMENDATION:

### **RESOLUTION:**

Moved by:  
Seconded by:

**WHEREAS**, Trustee representation should not deviate unduly from the principle of representation by population;

**BE IT RESOLVED THAT**, the Halton Catholic District School Board confirms that the Town of Oakville shall be the lead municipality with respect to the October 2018 Municipal Elections, and;

**THAT**, the Halton Catholic District School Board hereby determines not to designate any of the geographic areas in its jurisdiction as low population areas, and;

**THAT**, the number of Trustees determined for the Halton Catholic District School Board for the 2018 English Catholic school Trustee elections in Halton is nine (9), and;

**THAT**, the number of Trustees by geographic distribution is established as one (1) for the Town of Halton Hills; two (2) for the Town of Milton; three (3) for the City of Burlington; and three (3) for the Town of Oakville, for the 2018 English Catholic school Trustee elections in Halton.

**RESOLUTION:**

Moved by:  
Seconded by:

**BE IT RESOLVED THAT,** the distribution of Trustees for the Town of Milton for the 2018 English Catholic school Trustee elections in Halton is through the combination of the following wards:

- A. Geographic Area 1: Wards A and B
- B. Geographic Area 2: Wards M and N

**RESOLUTION:**

Moved by:  
Seconded by:

**BE IT RESOLVED THAT,** the distribution of Trustees for the City of Burlington for the 2018 English Catholic school Trustee elections in Halton is through the combination of the following wards:

- C. Geographic Area 3: Wards A and B
- D. Geographic Area 4: Wards M and N
- E. Geographic Area 5: Wards X and Y

**RESOLUTION:**

Moved by:  
Seconded by:

**BE IT RESOLVED THAT,** the distribution of Trustees for the Town of Oakville for the 2018 English Catholic school Trustee elections in Halton is through the combination of the following wards:

- F. Geographic Area 6: Wards A and B and C
- G. Geographic Area 7: Wards M and N
- H. Geographic Area 8: Wards X and Y

**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

**Ministry of Education**

Leadership, Collaboration and  
Governance Branch  
13<sup>th</sup> Floor, Mowat Block  
900 Bay Street  
Toronto ON M7A 1L2  
Tel.: 416-325-2623  
Fax.: 416-326-4063

**Ministère de l'Éducation**

Direction du leadership, de la collaboration  
et de la gouvernance  
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900, rue Bay  
Toronto ON M7A 1L2  
Tél. : 416-325-0450  
Télec.: 416-326-4063



**MEMORANDUM TO:** Directors of Education

**FROM:** Bruce Drewett, Director  
Leadership, Collaboration and Governance Branch

**DATE:** January 31, 2018

**SUBJECT:** 2018 School Board Elections

---

The purpose of this memo is to provide you with information and resources to support your board in meeting its responsibilities with respect to upcoming trustee elections. While voting day does not occur until October 22, 2018, your board is required to complete certain requirements on specific dates up to and including voting day (see more details below).

A list of key dates is also attached for your convenience.

**Trustee Determination and Distribution**

Before each general election, every board of trustees determines the number of trustee positions on their board and distributes these positions across the board's area of jurisdiction. This process is known as trustee determination and distribution (D&D).

By **March 31, 2018**, every district school board must complete a report on the determination and distribution of its members, and, **by April 3, 2018**, submit it to:

- the Ministry of Education;
- the election clerks for all municipalities within the board's jurisdiction;
- the secretary of every other board that is wholly or partially within the board's area of jurisdiction.

School boards may submit their D&D reports to the Ministry of Education by email at [LDB-DDL@ontario.ca](mailto:LDB-DDL@ontario.ca), or by mail to:

Ministry of Education  
Leadership, Collaboration and Governance Branch  
900 Bay Street, 13th Floor  
Toronto, ON M7A 1L2



The electoral group population data which your board will use to complete any necessary calculations for the report will be sent to you by the Municipal Property Assessment Corporation (MPAC) by February 15, 2018.

To assist you with completing this report, I am pleased to provide you with the “2018 Trustee Determination & Distribution Guide for Ontario District School Boards” (see attached). The guide contains information on how to determine your board’s number of elected trustees and the process for distributing the positions over your board’s jurisdiction. The guide can also be found on the ministry’s website:  
<http://www.edu.gov.on.ca/eng/trustee-elections>.

The deadline by which your board must distribute its members is **March 31, 2018**.

You may also use an online calculator to make your determination and distribution calculations. The calculator can be found on the Ontario Education Services Corporation website at:  
<http://trusteecalc.oesc-cseo.org/trustee-elections/calculator/>.

The rules governing the number and distribution of trustee positions are found in section 58.1 of the *Education Act*, and in Ontario Regulation 412/00 – *Elections to and Representation on District School Boards*. The rules have not changed since the last election in 2014. If you are using the formula in the regulation to re-calculate your board’s number of elected positions, please note that Table 5 (Dispersal Factors) in the regulation has been updated. The current version of the regulation is available on e-laws at: [http://www.e-laws.gov.on.ca/html/regs/english/elaws\\_regs\\_000412\\_e.htm](http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_000412_e.htm)

If your board has jurisdiction in more than one municipality, your board must pass a resolution that either designates one or more municipalities as low population municipalities OR states that the board has decided not to designate any municipality as a low population municipality. The low population designation results in greater representation for a municipality than it would otherwise get based on its population; it does not change the number of trustees to be elected to your board. Your board must pass a low population resolution by **March 31, 2018**.

### **Compliance Audit Committee**

Every district school board must appoint a compliance audit committee before **October 1, 2018**, to hear and decide on applications for compliance audits of trustee candidates’ campaign expenses. The Committee must be composed of three to seven people, none of whom can be members of the school board, an employee, or a candidate in the election.

The responsibilities of the compliance audit committee and the compliance audit process are set out in sections 88.33, 88.34 and 88.37 of the Municipal Elections Act,

1996 (MEA). Members of the committee serve a four-year term less two weeks, beginning on December 1, 2018 on an as-needed basis.

Municipalities and school boards can appoint the same members to their respective audit committees (i.e., the same person may serve on more than one compliance audit committee), but each must appoint all the members of their committee. For more information on the compliance audit committees, please visit the Ministry of Municipal Affairs website at: [www.ontario.ca/municipalelections](http://www.ontario.ca/municipalelections).

### **Schools as Polling Stations**

Voting Day is October 22, 2018. Please note that under section 45 of the MEA, school boards **must** make schools available to be used as polling stations if requested to do so by the municipal clerk. School boards must provide the space free of **any** charge. I recognize the difficulties this can pose for school boards and appreciate your continued co-operation in helping to ensure that municipal and school board elections run as smoothly as possible.

I trust that this information will be of assistance to your board. If you require further information, please contact Kyle Kubatbekov, Senior Policy Advisor, Leadership, Collaboration and Governance Branch at (416) 325-7692 or by email at [Kyle.Kubatbekov@ontario.ca](mailto:Kyle.Kubatbekov@ontario.ca). You may also contact your local Ministry of Education Regional Office for more information.

Thank you,



Bruce Drewett

Attachments:      Trustee Determination and Distribution Guide  
                            Key Dates for 2018 Elections

cc:                    Director and Regional Managers, Field Services Branch  
                            Association des conseils scolaires des écoles publiques de l'Ontario  
                            Association franco-ontarienne des conseils scolaires catholiques  
                            Ontario Catholic School Trustees' Association  
                            Ontario Public School Boards' Association  
                            Council of Ontario Directors of Education



### Key Dates for 2018 Elections

Activity	Date
MPAC data (PEG Reports) sent to boards	By February 15
<ol style="list-style-type: none"> <li>1. Boards <u>may</u> pass resolutions determining the number of their trustees and determining their trustee distribution.</li> <li>2. Boards whose area of jurisdiction includes more than one municipality <u>must</u> pass a resolution establishing, or not establishing, low population municipalities.</li> <li>3. Last day for resolution to reduce trustee numbers</li> </ol>	By March 31
Boards must send D&D reports sent to the Minister, school board election clerks and secretaries of other school boards in the board's jurisdiction	By April 3
Deadline for appeals by municipality re: trustee distribution	April 21
Notices of appeal sent by secretary of the board (i.e. the Director of Education) to the Ontario Municipal Board (OMB)	By April 25
Beginning of trustee nomination and campaign period	May 1
Deadline for OMB decision re: appeal of trustee distribution calculations	June 10
Nomination Day: last day for <ul style="list-style-type: none"> <li>• filing nomination, and</li> <li>• withdrawal of candidacy</li> </ul>	July 27, 2:00 p.m.
Compliance audit committee established	Before October 1
Voting Day	October 22
Board of Trustees' term of office begins	December 1
Campaign period ends	December 31
Financial filing deadline for candidates	March 29, 2019

# Trustee Determination and Distribution Guide for Ontario District School Boards 2018



This document is intended as a guide only. Users should rely on their legal counsel for advice on all questions relating to the subject matter of this document.

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Une publication équivalente est disponible en français sous le titre suivant : *Guide de détermination du nombre et de la répartition des membres élus à l'intention des conseils scolaires de l'Ontario, 2018.*

This publication is available on the Ministry of Education's website, at [www.ontario.ca/edu](http://www.ontario.ca/edu).

# Introduction

Before each general election, every board of trustees determines the number of trustee positions on their board<sup>1</sup> and distributes these positions across the board's area of jurisdiction. This process is known as trustee determination and distribution (D&D). By March 31 of an election year, school boards are required to complete a D&D Report showing their D&D calculations, and, by April 3 in the election year, to submit it to:

- the Ministry of Education;
- the election clerks for all municipalities within the board's jurisdiction;
- the secretary of every other board that is wholly or partially within the board's area of jurisdiction.

The D&D process plays an important role in ensuring that representation on school boards is democratic and fair. It also allows trustee candidates to identify and select an electoral ward in which to run. Therefore, it is very important for school boards to make accurate D&D calculations.

This guide offers two options to help you complete the D&D calculations:

- an online D&D calculator, which you can find on the Web page of the Ontario Education Services Corporation (OESC) at <http://trusteecalc.oesc-cseo.org/trustee-elections/calculator/>
- a manual approach using the steps and templates provided in this guide

The guide has three sections:

- **Section I** provides information and steps for completing the D&D Report.
- **Section II** sets out key dates for the 2018 election.
- **Section III** contains frequently asked questions about the D&D process and answers to them.

---

1. The terms *school board* and *board* are used in this document to refer to district school boards.

# Section I

## Trustee Determination and Distribution: A Responsibility of District School Boards

The number of elected school trustees and their distribution over a board's jurisdiction are governed by the Education Act and by Ontario Regulation (O. Reg.) 412/00, "Elections to and Representation on District School Boards".

### Trustee Determination

The number of elected trustee positions on a board is the number that was determined for the board for the purposes of the 2006 general election, with the following provisos (section 58.1 (10.0.1) of the Education Act):

- For a school board whose number of elected trustees was increased by order of the Minister following the isolate board mergers in 2009, the total number of elected trustees includes the additional position(s) ordered by the Minister.
- A board may by resolution reduce its number of elected trustees to not fewer than five.
- A board that has experienced a change in population or area of jurisdiction may use the formula in O. Reg. 412/00 to recalculate its number of elected trustees.

### Trustee Distribution

Boards are responsible for allocating their elected trustee positions over their area of jurisdiction. They do this by:

- combining local municipalities and local municipal wards in their area of jurisdiction into a number of geographic areas;
- allocating their trustee positions to these areas. The steps are set out in O. Reg. 412/00, and the process is referred to as **trustee distribution**.

If a board has formed a geographic area that includes two or more municipalities, then the board must identify the municipality with the largest population of the board's electoral group. This is known as the **lead municipality**. The school board election clerk of the lead municipality has certain responsibilities for the entire geographic area, such as accepting nominations and announcing the result of the vote.

## Determination and Distribution Report

School boards are required to submit a Determination and Distribution Report (D&D Report) to the Minister of Education, the election clerks for all municipalities within the board's jurisdiction, and the secretary of every other board that is wholly or partially within the board's area of jurisdiction.

The D&D Report must include:

- the D&D results;
- if applicable, the identification of any lead municipality;
- a copy of the data and calculations by which
  - the D&D results were reached
  - any lead municipality was identified;
- copies of all relevant board resolutions.

The submission deadline for the D&D Report is **April 3, 2018**.

# What Do You Need to Get Started?

## I. Population of Electoral Group Report

The first piece of information you will need to complete your D&D Report is the population of the electoral group for each of the local municipalities and local municipal wards within your school board's area of jurisdiction. The Municipal Property Assessment Corporation (MPAC) produces this data and will provide a Population of Electoral Group Report (PEG Report) to your board before **February 15, 2018**.

In some cases, an area without municipal organization is attached to a municipality for school board election purposes. Other areas without municipal organization are deemed to be municipalities under the Education Act. The PEG Reports contain the electoral group data for these areas as well.

## 2. Board Resolution Regarding Low Population Municipalities

You will need to know whether or not your board is designating any municipalities within its jurisdiction as “low population” areas. Boards whose area of jurisdiction includes more than one municipality **must** pass a resolution by **March 31** of an election year either:

- designating one or more municipalities as low population municipalities; or
- declaring that no such designation will be made (O. Reg. 412/00, s. 4).

This resolution must be included in your D&D Report.

Typically, a board will designate one or more municipalities as a low population area to allow for greater representation to an area than would be accorded by a strict representation-by-population approach. There is no limit on the number of low population areas a board may designate.

Designating municipalities as low population areas affects the calculation of trustee distribution by allowing the board to increase the sum of electoral quotients for those municipalities by either one or two. It does not affect the total number of trustees for the board.

## 3. Board Resolution Regarding Voluntary Reduction of Board Members

School boards may reduce the number of elected trustees below the number provided for in the Education Act and O. Reg. 412/00, but not below the minimum number of five members. This can be done only by a resolution of the board.

If a school board chooses to exercise this option, the resolution must be passed before **March 31** of an election year. A copy of the resolution must be included in the D&D Report.



# Completing the Determination and Distribution Calculations

## Summary of Steps: Completing Your D&D Report

### 1. Gather the following information:

- the number of trustee positions determined by your board in 2006 and, if applicable, the number of additional trustees ordered by the Minister in 2010 (see [Appendix C](#));
- your board's 2018 PEG Report;
- if applicable, the name(s) of any municipalities within your board's jurisdiction that have been designated as low population municipalities, and whether the sum of electoral quotients for those municipalities is to be increased by one or two;
- a copy of the provisions regarding distribution set out in sections 4 to 8 of O. Reg. 412/00, available online at [http://www.e-laws.gov.on.ca/html/regs/english/elaws\\_regs\\_000412\\_e.htm](http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_000412_e.htm).

If you wish to calculate whether your board may have additional trustees, you may use the online calculator on the OESC's Web page. If you are doing a manual calculation, you will need:

- a copy of the six tables contained in O. Reg. 412/00, which are reproduced in [Appendix A](#);
- a copy of the rules set out in O. Reg. 412/00, which are reproduced in [Appendix B](#), for determining the number of additional members based on your board's dispersal factor.

### 2. Determine your board's number of trustee positions:

- For most boards, this will be the number determined for the purposes of the 2006 election, unless:
  - the Minister ordered additional trustees for your board in 2010 following the isolate board mergers; or
  - your board has passed a resolution to reduce its number of elected trustees to not fewer than five; or
  - your board has experienced a change in population or area of jurisdiction and would like to use the formula in O. Reg. 412/00 to recalculate its number of elected trustees.

3. Allocate the trustee positions to the geographic areas formed by your board. This step requires the calculation of the electoral quotient for each municipality or municipal ward using the PEG data provided by MPAC. The online calculator will do this for you. If you wish to do a manual calculation, you will find the steps and templates you may use for this purpose on pages 13 to 18. In either case, you will need to know:
  - the number of elected trustee positions;
  - the number of municipalities/municipal wards and unorganized territories in your board's jurisdiction;
  - the number, if any, of designated low population municipalities;
  - the number (one or two) by which the sum of their electoral quotients would be increased.
4. Make copies of the D&D calculations. If you used the Web-based calculator, it provides an option for printing your calculations. If you used a manual method, copy your completed D&D templates or any other chart you may have used for your calculations.
5. Seek approval from your board on the number of trustees to be elected and their geographic distribution. Note that all resolutions must be passed by **March 31, 2018**.
6. Prepare your D&D Report and send it, by **April 3, 2018**, to the Minister, the school board election clerks for all the municipalities within the area of jurisdiction of the board and the secretary of every other board that is wholly or partially within the area of jurisdiction of your board. The completed D&D Report must include:
  - the D&D results;
  - if applicable, the identification of any lead municipality;
  - a copy of the data and calculations by which the D&D results were reached and by which any lead municipality was identified;
  - copies of all relevant board resolutions.

# Trustee Determination – Using the Online Calculator

The online calculator can be found on the website of the OESC at <http://trusteecalc.oesc-cseo.org/trustee-elections/calculator/>.

You will be provided with two options for proceeding:

**Option 1:** If you are not recalculating your board's elected trustee positions, then you will be taken to a Web page where you will select your board name and enter the total population of your board's electoral group that will be used in the trustee distribution calculation.

Once you select your board, a number will be generated, which is the total number of elected trustees for your board. If your board has recently passed a resolution to reduce the number of trustees, you can choose the board's new number of trustees from a drop-down menu.

**Option 2:** If your board wishes to recalculate its number of elected trustee positions, then you will be taken to a Web page that you can use to determine whether a change in your board's population or area of jurisdiction would allow your board to have more trustees. You will be asked to identify your board name and enter the population of your board's electoral group. When you click on the Next button, the calculator will determine the allowable number of trustees for your board. If the resulting number is greater than the number for 2006 (including trustees ordered by the Minister, if applicable), the greater number is your board's maximum allowable number of trustees.

You will then be guided to the trustee distribution calculator.

# Trustee Distribution – Using the Online Calculator

Enter the names of all local municipalities and local municipal wards in your jurisdiction, and their corresponding electoral group population. The calculator will then calculate the electoral quotients. If you indicated that your board has designated one or more low population municipalities, it will also calculate the alternative electoral quotients.

The **electoral quotient** is a number that represents the number of trustee(s) a board can have in a particular geographic area.

The **alternative electoral quotient** is a number that represents an increased electoral quotient for low population municipalities and a decreased electoral quotient for other municipalities. As such, it allows for greater representation to low population municipalities than would be accorded by a strict representation-by-population calculation.

The calculator template can be printed and included in your D&D Report.

The final step is to allocate the trustee positions to geographic areas in your school board by following the rules set out in O. Reg. 412/00:

- Section 6 of O. Reg. 412/00 sets out the distribution provisions for boards that have jurisdiction in only one municipality and for multi-municipality boards that have not designated any low population municipalities.
- Section 7 of O. Reg. 412/00 sets out the distribution provisions for boards that have designated one or more low population municipalities.

To allocate trustee positions, combine the municipalities, municipal wards, and territories without municipal organization to create geographic areas (i.e., clusters). The number of geographic areas cannot exceed the allowable number of trustees.

The sum of the electoral quotients in each geographic area should be as close as possible to a whole number, and the number of trustees allocated to a geographic area should be, as nearly as practicable, the sum of the electoral quotients for that area.

For example, if the sum of the electoral quotients for a geographic area is 1.6, the distribution rules would require the board to look at other possible combinations of municipalities and municipal wards that would result in a quotient closer to a whole number. See the example on page 19.

When clustering municipalities, territories without municipal organization, and municipal wards to create geographic areas, it is also important to think about the demographics of your board's jurisdiction. Consideration could be given to distributing trustee positions in such a way so that the voices of all, including marginalized communities, are heard at the board table.

Municipalities, municipal wards, and territories without municipal organization that make up geographic areas do not need to be adjacent to one another. The board can combine nonadjacent areas throughout the board's jurisdiction.

Any person can make a submission to a board about the establishment of geographic areas. The board is required to take these submissions into consideration in arriving at its decision to form a geographic area (section 58.1 (13) of the Education Act).

You are now ready to prepare your report to present to the board.

## Trustee Determination – Manual Calculation Using Templates

If your board will **not** be recalculating its number of elected trustee positions, then your board's number of elected trustees will be:

- the number determined for the purposes of the 2006 election; **or**
- the number determined for the purposes of the 2006 election plus any additional positions ordered by the Minister in 2010 as a result of the isolate board mergers; **or**
- a lower number, in accordance with a resolution passed by the board to reduce the number of elected trustees. The number cannot be lower than five.

Provide this number in your D&D Report.

### Recalculating Your Board's Number of Trustees (Optional)

If your board has experienced a change in population or in area of jurisdiction, you may use the steps and templates that follow to calculate whether the determination formula in O. Reg. 412/00 would allow additional trustees. All of the tables from O. Reg. 412/00 that are used in the calculation are reproduced in [Appendix A](#) to this guide.

#### Step 1:

Find the population of your board's electoral group from your 2018 PEG Report. Enter this figure in Box 1 of the Trustee Determination Template found on page 12 of this guide.

#### Step 2:

Refer to "Table 1 – Board Areas" in O. Reg. 412/00. Enter your board's area as shown in that table in Box 2.

**Step 3:**

Divide your board's electoral group population (Box 1) by your board's area (Box 2) to determine your board's density figure. Enter that figure in Box 3.

**Step 4:**

Refer to "Table 5 – Dispersal Factors" in O. Reg. 412/00. Enter your board's dispersal factor in Box 4.

**Step 5:**

Refer to "Table 2 – Number of Members Based on Electoral Group Population" in O. Reg. 412/00. Using the population of your board's electoral group (Box 1), enter the corresponding number of trustees based on electoral group population in Box 5.

**Step 6:**

Refer to "Table 3 – Number of Additional Members Based on Board Density" in O. Reg. 412/00. Using the board density figure (Box 3), enter the corresponding number of additional trustees based on board density in Box 6.

**Step 7:**

Refer to "Table 4 – Maximum Number of Additional Members Based on Board Density" in O. Reg. 412/00. Using your board area figure (Box 2), enter the maximum number of additional trustees based on board density in Box 7.

**Step 8:**

In Box 8, enter the lesser of the numbers in Box 6 and Box 7.

**Step 9:**

Refer to the rules set out in O. Reg. 412/00 regarding dispersal (see dispersal rules in [Appendix B](#)). Using your board's dispersal factor (Box 4), enter the corresponding number of additional trustees based on dispersal in Box 9.

**Step 10:**

In Box 10, enter the greater of the numbers in Box 8 and Box 9.

**Step 11:**

Calculate the total of Box 5 plus Box 10 and enter it in Box 11.

**Step 12:**

Referring to the final day school average daily enrolment (not counting pupils enrolled in Junior Kindergarten) from your board's 2016–17 Financial Statements, take the corresponding figure from "Table 6 – Minimum Number of Members Based on Board Enrolment" found in O. Reg. 412/00 and enter it in Box 12.

**Step 13:**

Select the greater of the numbers in Box 11 and Box 12. This is the number of your elected trustee positions of your board based on the formula in O. Reg. 412/00.

You have now completed trustee determination and are ready to calculate trustee distribution.

## Trustee Determination Template – Manual Calculation

Data	Source	Figure
1. Population of electoral group	MPAC	<b>Box 1:</b>
2. Board area	Table 1, O. Reg. 412/00	<b>Box 2:</b>
3. Board density	Population/area	<b>Box 3:</b>
4. Dispersal factor	Table 5, O. Reg. 412/00	<b>Box 4:</b>
5. Number of population-based trustees	Table 2, O. Reg. 412/00	<b>Box 5:</b>
6. Number of density-based trustees	Refer to Table 3, O. Reg. 412/00 using board density figure	<b>Box 6:</b>
7. Number of density-based (area adjusted) trustees	Refer to Table 4, O. Reg. 412/00, using board area figure	<b>Box 7:</b>
8. Lesser of Box 6 and Box 7	Refer to rules set out in O. Reg. 412/00, s.3	<b>Box 8:</b>
9. Number of additional trustees based on dispersal	Refer to rules set out in O. Reg. 412/00, s.3, using dispersal factor	<b>Box 9:</b>
10. Total number of additional trustees (greater of Box 8 and Box 9)	Refer to rules set out in O. Reg. 412/00, s.3	<b>Box 10:</b>
11. Number of population-based trustees plus additional trustees	Refer to rules set out in O. Reg. 412/00, s.3	<b>Box 11:</b>
12. Minimum number of enrolment-based trustees	Refer to rules set out in O. Reg. 412/00, s.3	<b>Box 12:</b>

**Number of elected trustees = the greater of the numbers in Box 11 and Box 12**

# Trustee Distribution – Manual Calculation

## Using Templates

If you choose to calculate trustee distribution manually, the following templates and series of steps allow you to calculate your board's electoral quotients and alternative electoral quotients.

There are two templates to choose from:

1. If your board has **not** designated any municipalities within its jurisdiction as low population municipalities, follow the steps and template outlined below under *Trustee Distribution – Template A (Boards with No Low Population Areas)*.
2. If your board **has** designated one or more municipalities within its jurisdiction as low population municipalities, follow the steps and template outlined below under *Trustee Distribution – Template B (Boards with Low Population Municipalities)*.

### Template A (Boards with No Low Population Municipalities)

#### Step 1:

Enter the **total** population of the board's electoral group as Figure A in the *Trustee Distribution – Template A*. This number is provided by MPAC and is identified in Box 1 in the calculations of trustee determination.

#### Step 2:

Enter the board's number of elected trustees as Figure B. This is the final figure of your trustee determination calculation, including any voluntary reduction of numbers, if applicable.

#### Step 3:

List all municipalities and/or municipal wards in the area of your board's jurisdiction in Column 1, and enter the corresponding electoral group population in Column 2. The electoral group population figures are contained in your PEG Reports provided by MPAC.

#### Step 4:

This step determines the electoral quotient for each municipality/municipal ward in your board's jurisdiction. The electoral quotient tells you how many trustees you can have in each municipal ward or municipality. For this step:

- i. multiply the electoral group population figure for each municipality/municipal ward (Column 2) by the total number of elected trustee positions (Figure B);



- ii. divide the above number by the total electoral population group of the school board (Figure A);
- iii. record the calculation, the electoral quotient, in Column 3.

(Repeat for each municipality and/or municipal ward.)

#### Step 5:

This final step allows you to determine the allocation of trustees to geographic areas in your school board. In most cases, the number of areas listed in Column 1 will be greater than the number of trustees on your board. In order to determine the geographic areas a trustee will represent, combine the municipalities/municipal wards/territories without municipal organization into geographic areas, ensuring that the number of geographic areas does not exceed the allowable number of trustees.

The sum of the electoral quotients in each geographic area should be as close as possible to a whole number. The number of trustees allocated to a geographic area should be as close as possible to the sum of the electoral quotients for that area.

Section 6 of O. Reg. 412/00 sets out the distribution provisions for boards that have jurisdiction in only one municipality and for multi-municipality boards that have not designated any low population municipalities.

## Trustee Distribution – Template A (Boards with No Low Population Municipalities)

Population of electoral group = \_\_\_\_\_ (Figure A)

Total number of elected trustees = \_\_\_\_\_ (Figure B)

Column 1 Name of Municipality/Ward	Column 2 Electoral Group Population	Column 3 Electoral Quotient

## Template B (Boards with Low Population Municipalities)

### Step 1:

Enter the **total** electoral population group of the school board as Figure A in the *Trustee Distribution – Template B*. This number is provided by MPAC and is identified in Box 1 in the calculations of trustee determination.

### Step 2:

Enter the number of board trustees as Figure B. This is the final figure of your trustee determination calculation, including any voluntary reduction of numbers, if applicable.

### Step 3:

Referring to your board resolution, in Chart 1 list all municipalities within your board's jurisdiction that have been designated as low population in Column 1, and their corresponding electoral group population in Column 2. The electoral group population figures are contained in your PEG Reports provided by MPAC.

### Step 4:

In Chart 2, list all remaining municipalities in your board's jurisdiction, i.e., those that have **not** been designated as low population municipalities, in Column 1, and their corresponding electoral group population in Column 2.

### Step 5:

This step determines the electoral quotient for each municipality/municipal ward in your board's jurisdiction. The electoral quotient is an indicator of the level of trustee representation warranted in a particular municipality based on population and geographic size. For both Chart 1 and Chart 2:

- i. multiply the electoral group population figure for each municipality/municipal ward (Column 2) by the number of board members (Figure B);
- ii. divide the above number by the total electoral population group of the school board (Figure A);
- iii. record the calculation, the electoral quotient, in Column 3.

(Repeat for each municipality and/or municipal ward in Charts 1 and 2.)

### Step 6:

This step calculates the alternative quotients for all municipalities within your board's jurisdiction (i.e., both low population and remaining ones).

#### Using Chart 1 (low population municipalities):

- i. total the electoral group population for all municipalities designated as low population (Column 2) and enter that total as Figure C;
- ii. total the electoral quotients for all municipalities designated as low population (Column 3) and enter that total as Figure D;
- iii. add to the total of electoral quotients (Figure D) the number determined by the board's resolution designating areas as low population municipalities (the number will be either 1 or 2 – refer to your board resolution);
- iv. multiply the number calculated in the previous step by the individual municipality's electoral group population (Column 2) and divide that number by Figure C (the total electoral group population for all municipalities designated as low population);
- v. record the number calculated in Column 4 of Chart 1 – Alternative Quotient.

#### Using Chart 2 (remaining municipalities):

- i. total the electoral group population for all remaining municipalities (Column 2) and enter that total as Figure E;
- ii. total the electoral quotients in Column 3 and enter that total as Figure F;
- iii. subtract from the total of electoral quotients (Figure F) the number determined by the board's resolution designating municipalities as low population (the number will be either 1 or 2 – refer to your board resolution);
- iv. multiply the number calculated in the previous step by the individual municipality's electoral group population (Column 2) and divide that number by Figure E (the total electoral group population for all municipalities not designated as low population areas);
- v. record the number calculated in Column 4 of Chart 2 – Alternative Quotient.

### Step 7:

This final step allows you to allocate the trustee positions to geographic areas in your school board. To determine the allocation, combine the municipalities/municipal wards into geographic areas within each grouping, ensuring that the number of geographic areas does not exceed the allowable number of trustees.

The sum of the electoral quotients in each geographic area should be as close as possible to a whole number. The number of trustees allocated to a geographic area should be as close as possible to the sum of the electoral quotients for that area.

You are now ready to prepare your D&D Report to present to the board.

## Trustee Distribution – Template B (Boards with Low Population Municipalities)

Total population of electoral group = \_\_\_\_\_ (Figure A)

Total number of elected trustees = \_\_\_\_\_ (Figure B)

### Chart 1 – Low Population Municipalities

Column 1 Name of Low Population Area	Column 2 Electoral Group Population	Column 3 Electoral Quotient	Column 4 Alternative Quotient
	Total (Figure C)	Total (Figure D)	

### Chart 2 – Remaining Municipalities

Column 1 Name of Area	Column 2 Electoral Group Population	Column 3 Electoral Quotient	Column 4 Alternative Quotient
	Total (Figure E)	Total (Figure F)	

**Example:**  
**Trustee Distribution – Forming Geographic Areas**

**Number of trustees = 5**

Column 1 Name of Municipality/Ward	Column 2 Electoral Quotient	Column 3 Sum of Electoral Quotient	Column 4 Geographic Area
Municipality 1 (Ward 1)	0.3	0.94	Area 1 (1 trustee)
Municipality 1 (Ward 2)	0.29		
Municipality 1 (Ward 3)	0.35		
Municipality 2	0.61	1.04	Area 2 (1 trustee)
Municipality 3 (Ward 1)	0.18		
Municipality 3 (Ward 2)	0.25		
Municipality 3 (Ward 3)	0.25	1	Area 3 (1 trustee)
Municipality 3 (Ward 4)	0.24		
Municipality 3 (Ward 5)	0.28		
Municipality 4 (Ward 1)	0.23		
Municipality 4 (Ward 2)	0.13	1.05	Area 4 (1 trustee)
Municipality 4 (Ward 3)	0.19		
Municipality 5 (Ward 1)	0.14		
Municipality 5 (Ward 2)	0.09		
Municipality 6	0.23		
Municipality 7	0.27		
Municipality 8	0.97	0.97	Area 5 (1 trustee)

In the above illustration, a school board has eight municipalities in its area of jurisdiction and five trustee positions. To distribute its trustee positions, the board formed five geographic areas by combining municipalities and municipal wards.

The sum of the electoral quotient for each geographic area is close to a whole number, which represents the number of trustees for that area (Column 3). Further, the number of geographic areas does not exceed the allowable number of trustees – five in this case.

# Need Help with D&D Calculations?

If you need assistance completing your D&D calculations, help is available.

Some municipal clerks may be willing to offer limited assistance to school boards having difficulty completing D&D calculations.

Your local Ministry of Education Regional Office is also available to assist you with your D&D calculations. You may also contact the Leadership, Collaboration and Governance Branch at the Ministry of Education at [LDB-DDL@ontario.ca](mailto:LDB-DDL@ontario.ca).

# Section II

## Key Dates for 2018 Elections

Activity	Date
MPAC data (PEG Reports) sent to boards	By February 15
<ol style="list-style-type: none"> <li>Boards <b>may</b> pass resolutions determining the number of their trustees and <b>must</b> pass resolutions determining their trustee distribution.</li> <li>Boards whose area of jurisdiction includes more than one municipality <b>must</b> pass a resolution establishing, or not establishing, low population areas.</li> <li>Last day for resolution to reduce trustee numbers</li> </ol>	By March 31
D&D Reports sent to the Minister; school board election clerks and secretaries of other school boards in the board's jurisdiction	By April 3
Deadline for appeals by municipality regarding trustee distribution	April 21
Notices of appeal sent by secretary of the board (i.e., the Director of Education) to the Ontario Municipal Board (OMB)	By April 25
Beginning of nomination and campaign period	May 1
Deadline for OMB decision regarding appeal of trustee distribution calculations	June 10
Nomination day: last day for <ul style="list-style-type: none"> <li>filing nomination, and</li> <li>withdrawal of candidacy</li> </ul>	July 27, 2:00 p.m.
Compliance audit committee established	Before October 1
Voting day	October 22
Board of Trustees' term of office begins	December 1
Campaign period ends	December 31
Financial filing deadline for candidates	March 29, 2019



# Section III

## Questions and Answers

**Note:** For more detailed information about the election process, visit the website of the Ministry of Municipal Affairs at <http://www.mah.gov.on.ca/Page219.aspx>.

### Trustee Determination and Distribution (D&D)

**Q. What does trustee D&D mean?**

- A. Before each general election, the board of trustees of each district school board calculates the number of elected trustee positions on their school board and distributes these positions across the board's area of jurisdiction. This process is known as trustee D&D.

**Q. Who is responsible for the D&D process within the jurisdiction of the board?**

- A. The outgoing board of trustees is responsible for trustee D&D calculations. Using population data received from the Municipal Property Assessment Corporation (MPAC), school boards follow the rules under the Education Act to establish the number of trustee positions on the school board and to allocate the positions to geographic areas within the board.

**Q. Why do school boards designate low population municipalities?**

- A. Designation of low population municipalities allows school boards to provide greater representation to rural or other municipalities than they would otherwise have under a strict representation-by-population approach.

**Q. What is dispersal?**

- A. Many geographically large school boards have schools that are a long distance from the school board office. A dispersal factor is included in the formula for calculating a school board's number of trustees to ensure adequate representation of the school board community in these circumstances.

**Q. How is the dispersal factor calculated?**

- A. The dispersal factor expresses the percentage of elementary schools of the school board located more than 200 kilometres from its central office. The Ministry of Education calculates the dispersal factor value for all school boards and sets it in the regulation (Table 5, O. Reg 412/00).

The dispersal factor value for each school board is calculated according to the following formula:

$$\frac{\text{Number of elementary schools located more than 200 km from school board office} \times 100}{\text{Total number of elementary schools}} = \text{Dispersal factor}$$

**Q. Why are the Population of Electoral Group (PEG) Reports significant?**

- A. PEG Reports reflect the population of the board's electoral group in each local municipality and local municipal ward within its jurisdiction. Boards must use the PEG data to calculate the electoral quotients they use to distribute trustee positions over their territory and, if applicable, for determining whether an increase in the PEG would be sufficient to allow additional trustee positions under the formula in O. Reg. 412/00.

**Q. Why do school boards have to wait until February 15 before receiving the PEG Reports?**

- A. The PEG Reports reflect the population of electoral groups as of January 1, 2018. The gap between January 1 and February 15 is to allow time for the collection of the data and preparation and delivery of reports to each municipality and district school board in the province.

**Q. If I have a question about the D&D process, whom can I contact for help?**

A. Some municipal clerks may be willing to offer limited assistance to school boards having difficulty completing D&D calculations.

Your local Ministry of Education Regional Office is also available to assist you with your D&D calculations. You may also contact the Leadership, Collaboration and Governance Branch at the Ministry of Education at [LDB-DDL@ontario.ca](mailto:LDB-DDL@ontario.ca).

# Appendix A

## Tables from Ontario Regulation 412/00

**Table 1 – Board Areas**

Item	Name of Board	Area (km <sup>2</sup> )
1.	District School Board Ontario North East	24,922
2.	Algoma District School Board	9,623
3.	Rainbow District School Board	14,757
4.	Near North District School Board	17,020
5.	Keewatin-Patricia District School Board	7,245
6.	Rainy River District School Board	10,552
7.	Lakehead District School Board	5,274
8.	Superior-Greenstone District School Board	18,959
9.	Bluewater District School Board	8,686
10.	Avon Maitland District School Board	5,639
11.	Greater Essex County District School Board	1,872
12.	Lambton Kent District School Board	5,505
13.	Thames Valley District School Board	7,278
14.	Toronto District School Board	634
15.	Durham District School Board	1,963
16.	Kawartha Pine Ridge District School Board	6,998
17.	Trillium Lakelands District School Board	12,133
18.	York Region District School Board	1,774
19.	Simcoe County District School Board	4,901
20.	Upper Grand District School Board	4,192
21.	Peel District School Board	1,258
22.	Halton District School Board	970
23.	Hamilton-Wentworth District School Board	1,127
24.	District School Board of Niagara	1,883
25.	Grand Erie District School Board	4,067
26.	Waterloo Region District School Board	1,383
27.	Ottawa-Carleton District School Board	2,806
28.	Upper Canada District School Board	12,112
29.	Limestone District School Board	7,193
30.	Renfrew County District School Board	8,740

Item	Name of Board	Area (km <sup>2</sup> )
31.	Hastings and Prince Edward District School Board	7,200
32.	Northeastern Catholic District School Board	25,464
33.	Nipissing-Parry Sound Catholic District School Board	10,597
34.	Huron-Superior Catholic District School Board	9,815
35.	Sudbury Catholic District School Board	9,317
36.	Northwest Catholic District School Board	11,965
37.	Kenora Catholic District School Board	3,070
38.	Thunder Bay Catholic District School Board	4,936
39.	Superior North Catholic District School Board	18,716
40.	Bruce-Grey Catholic District School Board	8,686
41.	Huron Perth Catholic District School Board	5,639
42.	Windsor-Essex Catholic District School Board	1,872
43.	London District Catholic School Board	7,278
44.	St. Clair Catholic District School Board	5,505
45.	Toronto Catholic District School Board	634
46.	Peterborough Victoria Northumberland and Clarington Catholic District School Board	10,324
47.	York Catholic District School Board	1,774
48.	Dufferin-Peel Catholic District School Board	2,754
49.	Simcoe Muskoka Catholic District School Board	10,640
50.	Durham Catholic District School Board	1,963
51.	Halton Catholic District School Board	970
52.	Hamilton-Wentworth Catholic District School Board	1,127
53.	Wellington Catholic District School Board	2,696
54.	Waterloo Catholic District School Board	1,383
55.	Niagara Catholic District School Board	1,883
56.	Brant Haldimand Norfolk Catholic District School Board	4,067
57.	Catholic District School Board of Eastern Ontario	12,112
58.	Ottawa Catholic District School Board	2,806
59.	Renfrew County Catholic District School Board	7,851
60.	Algonquin and Lakeshore Catholic District School Board	16,101
61.	Conseil scolaire de district du Nord-Est de l'Ontario	46,499
62.	Conseil scolaire public du Grand Nord de l'Ontario	65,681
63.	Conseil scolaire Viamonde	68,014
64.	Conseil des écoles publiques de l'Est de l'Ontario	38,041
65.	Conseil scolaire de district catholique des Grandes Rivières	25,452
66.	Conseil scolaire de district catholique Franco-Nord	10,597
67.	Conseil scolaire de district catholique du Nouvel-Ontario	19,226
68.	Conseil scolaire de district catholique des Aurores boréales	38,587
69.	Conseil scolaire catholique Providence	28,980
70.	Conseil scolaire catholique MonAvenir	40,407
71.	Conseil scolaire de district catholique de l'Est ontarien	5,326
72.	Conseil scolaire de district catholique du Centre-Est de l'Ontario	33,543

**Table 2 – Number of Members Based on Electoral Group Population**

Item	Total Population of Electoral Group	Number of Members
1.	Less than 30,000 persons	5
2.	30,000 to 44,999 persons	6
3.	45,000 to 59,999 persons	7
4.	60,000 to 99,999 persons	8
5.	100,000 to 149,999 persons	9
6.	150,000 to 249,999 persons	10
7.	250,000 to 399,999 persons	11
8.	400,000 to 999,999 persons	12
9.	1,000,000 to 1,499,999 persons	17
10.	1,500,000 persons or more	22

**Table 3 – Number of Additional Members Based on Board Density**

Item	Density	Number of Additional Members
1.	Less than 1.00	7
2.	1.00 or more but less than 1.25	6
3.	1.25 or more but less than 1.50	5
4.	1.50 or more but less than 2.00	4
5.	2.00 or more but less than 3.00	3
6.	3.00 or more but less than 4.00	1
7.	4.00 or more	0

**Table 4 – Maximum Number of Additional Members Based on Board Density**

Item	Board Area	Number of Additional Members
1.	Less than 8,000 square kilometres	0
2.	8,000 square kilometres or more but less than 12,000 square kilometres	1
3.	12,000 square kilometres or more but less than 25,000 square kilometres	3
4.	25,000 square kilometres or more but less than 40,000 square kilometres	6
5.	40,000 square kilometres or more	The lesser of 7 and the difference between 12 and the number of members based on electoral group population set out in Table 2 for the population of the board's electoral group.

## Table 5 – Dispersal Factors

Item	Name of Board	Dispersal Factor
1.	District School Board Ontario North East	16.0
2.	Algoma District School Board	13.9
3.	Rainbow District School Board	2.6
4.	Keewatin-Patricia District School Board	47.1
5.	Lakehead District School Board	7.7
6.	Superior-Greenstone District School Board	50.0
7.	Northeastern Catholic District School Board	23.1
8.	Huron-Superior Catholic District School Board	40.0
9.	Northwest Catholic District School Board	16.7
10.	Kenora Catholic District School Board	20.0
11.	Superior North Catholic District School Board	33.3
12.	Algonquin and Lakeshore Catholic District School Board	2.7
13.	Conseil scolaire de district du Nord-Est de l'Ontario	55.6
14.	Conseil scolaire public du Grand Nord de l'Ontario	20.0
15.	Conseil scolaire Viamonde	10.2
16.	Conseil des écoles publiques de l'Est de l'Ontario	5.9
17.	Conseil scolaire de district catholique des Grandes Rivières	27.3
18.	Conseil scolaire de district catholique du Nouvel-Ontario	20.7
19.	Conseil scolaire de district catholique des Aurores boréales	80.0
20.	Conseil scolaire catholique Providence	10.7
21.	Conseil scolaire de district catholique du Centre-Est de l'Ontario	1.8
22.	All other boards	0.0

## Table 6 – Minimum Number of Members Based on Board Enrolment

Item	Day School Average Daily Enrolment	Minimum Number of Members
1.	10,000 to 13,999 pupils	6
2.	14,000 to 21,499 pupils	7
3.	21,500 to 29,999 pupils	8
4.	30,000 to 44,999 pupils	9
5.	45,000 to 84,999 pupils	10
6.	85,000 or more pupils	11



# Appendix B

## Dispersal Rules from Ontario Regulation 412/00

Subsection 3 (2), paragraph 4:

Determine the number of additional members based on dispersal in accordance with the following rules:

- i. If the dispersal factor set out for the board in Table 5 is 0, the number of additional members based on dispersal is 0.
- ii. If the dispersal factor set out for the board in Table 5 is greater than 0 and less than 10, the number of additional members based on dispersal is 1.
- iii. If the dispersal factor set out for the board in Table 5 is 10 or more but less than 25, the number of additional members based on dispersal is 2.
- iv. If the dispersal factor set out for the board in Table 5 is 25 or more but less than 50, the number of additional members based on dispersal is 3.
- v. If the dispersal factor set out for the board in Table 5 is 50 or more, the number of additional members based on dispersal is 4.

# Appendix C

## Trustee Positions Determined for the 2006 General Election, and Additional Positions Ordered by the Minister in 2010

Item	Name of Board	2006 Positions	Additional Positions Ordered by the Minister
1.	District School Board Ontario North East	10	—
2.	Algoma District School Board	10	—
3.	Rainbow District School Board	8	—
4.	Near North District School Board	8	—
5.	Keewatin-Patricia District School Board	9	1
6.	Rainy River District School Board	6	—
7.	Lakehead District School Board	8	—
8.	Superior-Greenstone District School Board	8	—
9.	Bluewater District School Board	9	—
10.	Avon Maitland District School Board	9	—
11.	Greater Essex County District School Board	10	—
12.	Lambton Kent District School Board	10	—
13.	Thames Valley District School Board	12	—
14.	Toronto District School Board	22	—
15.	Durham District School Board	11	—
16.	Kawartha Pine Ridge District School Board	10	—
17.	Trillium Lakelands District School Board	9	—
18.	York Region District School Board	12	—
19.	Simcoe County District School Board	11	—
20.	Upper Grand District School Board	10	—
21.	Peel District School Board	12	—
22.	Halton District School Board	11	—
23.	Hamilton-Wentworth District School Board	11	—

Item	Name of Board	2006 Positions	Additional Positions Ordered by the Minister
24.	District School Board of Niagara	11	—
25.	Grand Erie District School Board	10	—
26.	Waterloo Region District School Board	11	—
27.	Ottawa-Carleton District School Board	12	—
28.	Upper Canada District School Board	10	—
29.	Limestone District School Board	9	—
30.	Renfrew County District School Board	8	—
31.	Hastings and Prince Edward District School Board	9	—
32.	Northeastern Catholic District School Board	8	—
33.	Nipissing-Parry Sound Catholic District School Board	6	—
34.	Huron-Superior Catholic District School Board	9	—
35.	Sudbury Catholic District School Board	6	—
36.	Northwest Catholic District School Board	7	1
37.	Kenora Catholic District School Board	5	1
38.	Thunder Bay Catholic District School Board	6	—
39.	Superior North Catholic District School Board	8	—
40.	Bruce-Grey Catholic District School Board	6	—
41.	Huron Perth Catholic District School Board	5	—
42.	Windsor-Essex Catholic District School Board	9	—
43.	London District Catholic School Board	8	—
44.	St. Clair Catholic District School Board	7	—
45.	Toronto Catholic District School Board	12	—
46.	Peterborough Victoria Northumberland and Clarington Catholic District School Board	7	—
47.	York Catholic District School Board	10	—
48.	Dufferin-Peel Catholic District School Board	11	—
49.	Simcoe Muskoka Catholic District School Board	8	—
50.	Durham Catholic District School Board	8	—
51.	Halton Catholic District School Board	9	—
52.	Hamilton-Wentworth Catholic District School Board	9	—
53.	Wellington Catholic District School Board	6	—
54.	Waterloo Catholic District School Board	9	—
55.	Niagara Catholic District School Board	8	—
56.	Brant Haldimand Norfolk Catholic District School Board	6	—
57.	Catholic District School Board of Eastern Ontario	7	—
58.	Ottawa Catholic District School Board	10	—
59.	Renfrew County Catholic District School Board	6	—

Item	Name of Board	2006 Positions	Additional Positions Ordered by the Minister
60.	Algonquin and Lakeshore Catholic District School Board	10	—
61.	Conseil scolaire de district du Nord-Est de l'Ontario	12	—
62.	Conseil scolaire public du Grand Nord de l'Ontario	12	—
63.	Conseil scolaire Viamonde	12	—
64.	Conseil des écoles publiques de l'Est de l'Ontario	12	—
65.	Conseil scolaire de district catholique des Grandes Rivières	9	—
66.	Conseil scolaire de district catholique Franco-Nord	6	—
67.	Conseil scolaire de district catholique du Nouvel-Ontario	10	2
68.	Conseil scolaire de district catholique des Aurores boréales	11	1
69.	Conseil scolaire catholique Providence	11	—
70.	Conseil scolaire catholique MonAvenir	12	—
71.	Conseil scolaire de district catholique de l'Est ontarien	8	—
72.	Conseil scolaire de district catholique du Centre-Est de l'Ontario	11	—

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## PART II.2 DISTRICT SCHOOL BOARDS

### Regulations: district school boards

[58.1 \(1\)](#) In this section,

“English-language instruction” means instruction in the English language or in American Sign Language and includes instruction provided under a program of the type described in paragraph 25 of subsection 8 (1); (“enseignement en anglais”)

“French-language instruction” means instruction in the French language or in Quebec Sign Language but does not include instruction provided under a program of the type described in paragraph 25 of subsection 8 (1); (“enseignement en français”)

“school” does not include a school under the jurisdiction of a school authority or an educational institution operated by the Government of Ontario. (“école”) 1997, c. 31, s. 32.

### Same

[\(2\)](#) The Lieutenant Governor in Council may make regulations providing for,

- (a) the establishment of,
  - (i) English-language public district school boards, to govern the provision of elementary and secondary English-language instruction in schools other than Roman Catholic separate schools,
  - (ii) English-language separate district school boards, to govern the provision of elementary and secondary English-language instruction in Roman Catholic separate schools,
  - (iii) French-language public district school boards, to govern the provision of elementary and secondary French-language instruction in schools other than Roman Catholic separate schools, and
  - (iv) French-language separate district school boards, to govern the provision of elementary and secondary French-language instruction in Roman Catholic separate schools;
- (b) the establishment of the areas of jurisdiction of district school boards;
- (c) the assignment of names to district school boards;
- (d) the alteration of the area of jurisdiction of a district school board;
- (e) the dissolution of a district school board;
- (f) the dissolution of a school authority the area of jurisdiction of which is to be included in the area of jurisdiction of a district school board;
- (g), (h) Repealed: 2009, c. 25, s. 8 (1).

- (i) the amalgamation or merger of one or more school authorities with a district school board to continue as a district school board;
- (j) the amalgamation or merger of two or more district school boards to continue as a district school board;
- (k) representation on and elections to district school boards, including but not limited to regulations providing for,
  - (i) the determination of the number of members of each district school board,
  - (ii) the establishment, for electoral purposes, of geographic areas within the areas of jurisdiction of district school boards,
  - (iii) the distribution of the members of a district school board to the geographic areas referred to in subclause (ii),
  - (iv) appeals to any person or body relating to anything done under a regulation made under subclause (i), (ii) or (iii),
  - (v) nomination procedures for the election of members of district school boards,
  - (vi) the duties to be performed by municipal clerks, officials of district school boards and others in respect of any matter relating to representation on or elections to district school boards,
  - (vii) Repealed: 2009, c. 25, s. 8 (3).
  - (viii) the date in a regular election year before which a resolution under subsection (10.1) may be passed;
- (l) the holding in trust, transfer and vesting of assets, including but not limited to real and personal property, the transfer of liabilities and the transfer of employees among district school boards or school authorities or both, in connection with,
  - (i) the establishment, continuation or dissolution of a district school board,
  - (ii) the dissolution of a school authority the area of jurisdiction of which is to be included in the area of jurisdiction of a district school board, or
  - (iii) the merger or amalgamation of a school authority the area of jurisdiction of which is to be included in the area of jurisdiction of a district school board with the district school board;
- (m) the deeming, for any purpose, including but not limited to purposes related to elections and taxation, of any territory without municipal organization that is within the area of jurisdiction of a district school board,
  - (i) to be a district municipality, unless and until the territory becomes or is included in a municipality, or

- (ii) to be attached to a municipality, unless and until the territory becomes or is included in a municipality;
- (n) the recovery of some or all of the costs incurred by a district school board in meeting any requirements under this section relating to elections in territory without municipal organization or elections to a school authority;
- (o) the conduct of elections to a school authority the area of jurisdiction of which is entirely or partly the same as the area of jurisdiction of a district school board;
- (p), (q) Repealed: 2009, c. 25, s. 8 (4).
- (r) such other matters, including transitional matters, that the Lieutenant Governor in Council considers necessary or advisable in connection with the establishment, merger, amalgamation, continuation or dissolution of one or more boards under this section, or with the alteration of the area of jurisdiction of a board under this section, including but not limited to transitional matters relating to,
  - (i) representation, by election or appointment, on a board pending the next regular elections,
  - (ii) the rights of pupils to continue to attend schools that they were enrolled in and entitled to attend immediately before the establishment, merger, amalgamation, continuation, dissolution or alteration. 1997, c. 31, s. 32; 2002, c. 18, Sched. G, s. 6 (1); 2009, c. 25, s. 8 (1-4).

**Provisions in regulations: effect for electoral purposes**

(3) A regulation made under subsection (2) may provide that it shall be deemed to have come into force and taken effect on the day of filing or at such earlier or later time as is stated in the regulation, for any purpose related to representation on or elections to a district school board or school authority. 1997, c. 31, s. 32.

**Same**

(4) Subsection (3) applies only to the extent necessary to permit the next regular election after the regulation is made, or any by-election preceding that next regular election, to be held in a way that takes account of the provisions of the regulation. 1997, c. 31, s. 32.

**Regulations: school outside jurisdiction of a board to be school of the board**

(5) The Lieutenant Governor in Council may make regulations providing that a school described in subsection (6) that is outside the area of jurisdiction of a district school board is a school of the district school board. 1997, c. 31, s. 32.

**Same**

(6) Subsection (5) applies only to schools to which section 101 of this Act, as it read on December 31, 1997, applied. 1997, c. 31, s. 32.



**Purpose of clauses (2) (d), (e)**

[\(7\)](#) The purpose of clauses (2) (d) and (e) is to provide authority to the Lieutenant Governor in Council to make changes in the jurisdiction of boards on a case by case basis. 1997, c. 31, s. 32.

**Limitation re clauses (2) (d), (e)**

[\(8\)](#) A regulation shall not be made under clause (2) (d) or (e) if an area that, immediately before the regulation takes effect, was within the area of jurisdiction of a board would, immediately after the regulation takes effect, not be within the area of jurisdiction of a board. 1997, c. 31, s. 32.

**Subdelegation**

[\(9\)](#) In a regulation under subclauses (2) (k) (i) to (iii), the Lieutenant Governor in Council may delegate to a person or body the authority to provide for anything relating to the matters mentioned in subclauses (2) (k) (i) to (iii), subject to such conditions and restrictions as are specified in the regulation. 1997, c. 31, s. 32.

**Number of members on a district school board**

[\(10\)](#) A regulation under subclause (2) (k) (i) shall not provide for more than 22 or fewer than five members on any district school board. 1997, c. 31, s. 32.

**Same**

[\(10.0.1\)](#) Subject to subsections (10.0.2) to (10.1) and to the regulations, the number of members of a district school board, not including members appointed under subsection 188 (5), shall be the number of members determined for the board for the purposes of the regular election in 2006. 2009, c. 25, s. 8 (5).

**Same**

[\(10.0.2\)](#) A district school board whose area of jurisdiction was increased in 2009 may by resolution request the Minister to increase its number of members. 2009, c. 25, s. 8 (5).

**Same**

[\(10.0.3\)](#) In response to a request by a district school board under subsection (10.0.2), the Minister may by order increase the number of members of the board if, in the Minister's opinion, the increase is justified by,

- (a) a demographic change in the board's geographical area of jurisdiction;
- (b) the change in the size of the board's geographical area of jurisdiction; or
- (c) any other circumstances that the Minister considers relevant. 2009, c. 25, s. 8 (5).

**Same**

[\(10.0.4\)](#) A request under subsection (10.0.2) shall not be made after March 15, 2010. 2009, c. 25, s. 8 (5).

**Same**

[\(10.0.5\)](#) A Minister's order under subsection (10.0.3) shall not be made after April 15, 2010. 2009, c. 25, s. 8 (5).

**Same**

[\(10.0.6\)](#) An increase under subsection (10.0.3) may be smaller than that requested by the board under subsection (10.0.2). 2009, c. 25, s. 8 (5).

**Same**

[\(10.1\)](#) Subject to subsections (10.2) and (10.3), a district school board may by resolution reduce the number of members to be elected at the next regular election. 2002, c. 18, Sched. G, s. 6 (2); 2009, c. 25, s. 8 (6).

**Same**

[\(10.2\)](#) The resolution shall be passed before the prescribed date in the year of the regular election. 2002, c. 18, Sched. G, s. 6 (2).

**Same**

[\(10.3\)](#) The resolution shall not provide for fewer than five members. 2002, c. 18, Sched. G, s. 6 (2).

**Same**

[\(11\)](#) The numbers referred to in subsections (10) to (10.3) do not include any person elected or appointed to a district school board under section 188. 2002, c. 18, Sched. G, s. 6 (3).

**Geographic areas**

[\(12\)](#) A geographic area established under subclause (2) (k) (ii) for a district school board may,

- (a) be the same as or less than the entire area of jurisdiction of the district school board;
- (b) include areas within the area of jurisdiction of the district school board that do not adjoin one another; and
- (c) consist of,
  - (i) all or part of one or more municipalities, or
  - (ii) territory without municipal organization,or both. 1997, c. 31, s. 32.

**Same**

[\(13\)](#) A person who establishes a geographic area under a regulation made under subclause (2) (k) (ii) shall have regard to any relevant submissions made by any person. 1997, c. 31, s. 32.

[\(13.1\)](#) Repealed: 2009, c. 33, Sched. 2, s. 25 (1).

**Purpose of clause (2) (l)**

[\(14\)](#) The purpose of clause (2) (l) is to provide authority to the Lieutenant Governor in Council to resolve questions relating to assets, liabilities and employees that arise in connection with any changes in the jurisdiction of boards that may be made on a case by case basis. 1997, c. 31, s. 32.

**Limitation**

[\(15\)](#) The Lieutenant Governor in Council has no authority under clause (2) (l) to transfer employees of a public board to a Roman Catholic board or to transfer employees of a Roman Catholic board to a public board. 1997, c. 31, s. 32.

**Exception**

[\(16\)](#) The limitation provided in subsection (15) does not apply in relation to the transfer of an employee between two boards if,

- (a) both boards agree that the limitation should not apply in respect of the transfer; and
- (b) the Minister approves the agreement referred to in clause (a). 1997, c. 31, s. 32.

**Transfers among district school boards and school authorities**

[\(17\)](#) Without limiting the generality of clause (2) (l), a regulation under that clause may provide for,

- (a) processes to permit participation by classes of persons or bodies specified in the regulation in decision-making processes related to anything done under clause (2) (l);
- (b) processes for the resolution of disputes among classes of persons or bodies specified in the regulation;
- (c) the continuation of legal and other proceedings commenced by or against a district school board or school authority affected by anything done under clause (2) (l) and the enforcement of court orders and other orders or determinations relating to such a district school board or school authority;
- (d) deadlines for complying with any provision of the regulation; and
- (e) any other matter that the Lieutenant Governor in Council considers advisable in order to achieve an efficient and fair transfer of assets, liabilities and employees among the affected district school boards and school authorities. 1997, c. 31, s. 32.

**Dispute**

[\(18\)](#) Without limiting the generality of clause (17) (b), a regulation providing for a matter referred to in that clause may provide for disputes as to the disposition of property to be referred to an arbitrator selected by the Minister. 1997, c. 31, s. 32.

## **Same**

[\(19\)](#) Where a dispute is referred to an arbitrator as described in subsection (18), the arbitrator shall determine the matters in dispute and the decision of the arbitrator is final. 1997, c. 31, s. 32.

## **Clause (17) (c)**

[\(20\)](#) Without limiting the generality of clause (17) (c), a regulation providing for a matter referred to in that clause,

- (a) may substitute or add persons as parties to a proceeding continued under the clause; and
- (b) may substitute or add persons against which or by which an order or determination referred to in the clause may be enforced. 1997, c. 31, s. 32.

## **Employees**

[\(21\)](#) The following rules apply where an employee is transferred under a regulation made under clause (2) (l):

- 1. A person who is an employee of a board on the day the regulation transferring the employee to another board is made and who would, but for that regulation, still be an employee of the transferor board on the day the regulation is to take effect is an employee of the transferee board referred to in the regulation on the day the regulation is to take effect.
- 2. A person's employment shall be deemed not to have been terminated for any purpose by anything done under this Part. 1997, c. 31, s. 32.

## **Tax exemption**

[\(22\)](#) Taxes are not payable under the *Land Transfer Tax Act* or the *Retail Sales Tax Act* with respect to a holding in trust, transfer or vesting under clause (2) (l). 1997, c. 31, s. 32.

## **Transfer not a closing**

[\(23\)](#) A transfer of a school under clause (2) (l) is not a closing of the school. 1997, c. 31, s. 32.

## **No compensation**

[\(24\)](#) Except as provided in the regulations made under clause (2) (l), no compensation or damages are payable in connection with anything done under clause (2) (l). 1997, c. 31, s. 32.

## **Powers of board if regulation made under subclause (2) (m) (i)**

[\(25\)](#) Where a board includes within its area of jurisdiction territory without municipal organization that is deemed under clause (2) (m) to be a district municipality for the purposes of elections, the officers appointed by the board have all the same powers and duties with respect to elections of members of the board in that territory as similar officers have in a municipality with respect to similar elections. 1997, c. 31, s. 32.

**Powers of municipality if regulation made under subclause (2) (m) (ii)**

[\(26\)](#) Where a board includes within its area of jurisdiction territory without municipal organization that is deemed under clause (2) (m) to be attached to a municipality for the purposes of elections, the officers of the municipality have all the same powers and duties with respect to elections of members of the board in that territory as with respect to such elections in any part of the area of jurisdiction of the board that is within the municipality. 1997, c. 31, s. 32.

**Deemed district municipality**

[\(27\)](#) In addition to any area prescribed under subclause (2) (m) (i), an area that satisfies the following conditions shall be deemed to be a district municipality for the purposes of clause 257.12 (3) (a) from January 1, 1998 until it becomes or is included in a municipality or is deemed to be a district municipality by a regulation made under clause (2) (m):

1. The area is without municipal organization.
2. As of December 31, 1997, the area was deemed to be a district municipality under subsection 54 (2), as it read on that day.
3. The area is under the jurisdiction of a district school board. 2002, c. 18, Sched. G, s. 6 (5).

**Deemed separate district municipalities**

[\(28\)](#) Despite subsection (27), the part, if any, of an area described in subsection (27) that is in a separate school zone shall be deemed to be a discrete district municipality. 2002, c. 18, Sched. G, s. 6 (5).

Français

## Education Act

## ONTARIO REGULATION 412/00

## ELECTIONS TO AND REPRESENTATION ON DISTRICT SCHOOL BOARDS

**Consolidation Period:** From December 16, 2013 to the [e-Laws currency date](#).

Last amendment: O. Reg. 345/13.

*This is the English version of a bilingual regulation.*

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## INTERPRETATION

1. (1) In this Regulation,

“board” means a district school board; (“conseil”)

“board area” means the area of jurisdiction, expressed in square kilometres, of a board, as set out in Table 1; (“territoire du conseil”)

“density” means the quotient, calculated to two decimal places, obtained by dividing the total population of the board’s electoral group, as reported under subsection 2 (3), by the board area; (“densité”)

“election year” means the year of a regular election; (“année d’élections”)

“electoral group” means, with respect to a board, the group composed of all persons who reside within the area of jurisdiction of the board and are,

- (a) persons entitled to vote at elections of members of the board,
- (b) supporters of the board, or
- (c) dependents of persons referred to in clause (a) or (b); (“groupe électoral”)

“municipality” includes, other than in section 10 and subsection 11 (4),

- (a) unorganized territory that is deemed to be a district municipality under Ontario Regulation 468/97, and
- (b) if unorganized territory is attached to a municipality for election purposes, the municipality together with the unorganized territory; (“municipalité”)

“regular election” means a regular election under the *Municipal Elections Act, 1996*; (“élections ordinaires”)

“school board election clerk” means, with respect to the election of members of a board, a person who is responsible for conducting the election in a municipality; (“secrétaire des élections scolaires”)

“ward” means a ward of a municipality. (“quartier”) O. Reg. 412/00, s. 1 (1); O. Reg. 45/03, s. 1.

(2) A reference in this Regulation to a municipality or ward shall be deemed, with respect to the election of members of a board, to be a reference to the municipality or ward with the boundaries that will apply for the purposes of the election, as determined on January 1 of the election year, subject to the following rules:

1. A decision affecting a boundary that may be appealed shall not be taken into account if, on January 1 of the election year,
  - i. the period during which an appeal may be commenced has not expired, or
  - ii. an appeal has been commenced but has not been finally determined.
2. The municipality or ward shall be deemed not to include any area that is outside the area of jurisdiction of the board. O. Reg. 412/00, s. 1 (2); O. Reg. 74/06, s. 1; O. Reg. 211/06, s. 1.
- (3) For the purposes of this Regulation, territory without municipal organization that is within the area of jurisdiction of a board and that is deemed to be a district municipality under Ontario Regulation 468/97 is deemed to be a district municipality for purposes of board elections. O. Reg. 412/00, s. 1 (3).

#### POPULATION DATA

2. (1) Before February 15 in each election year, the Municipal Property Assessment Corporation shall, in respect of each board, for each area set out in subsection (2), determine the population of the board's electoral group who are resident in the area on January 1 of that year. O. Reg. 412/00, s. 2 (1); O. Reg. 155/02, s. 1 (1).

(2) The areas referred to in subsection (1) are:

1. Each municipality that is not divided into wards.
2. Each ward of a municipality that is divided into wards. O. Reg. 412/00, s. 2 (2).

(3) Not later than February 15 of the election year, the Municipal Property Assessment Corporation shall,

- (a) report to the Minister each of its determinations under subsection (1);
- (b) report to the school board election clerk for each municipality each of its determinations under subsection (1) in respect of each board, the area of jurisdiction of which is wholly or partially the same as the municipality; and
- (c) report to the secretary of each board each of its determinations under subsection (1) in respect of that board. O. Reg. 412/00, s. 2 (3); O. Reg. 155/02, s. 1 (2).

(4) For the purpose of this Regulation, a determination of whether a municipality has a larger population of a board's electoral group than another municipality shall be made using the information reported under subsection (3). O. Reg. 412/00, s. 2 (4).

(5) Subsection (4) does not apply to a municipality if it does not exist at the time the determination is made, unless a person or body does exist who is responsible for conducting the election in the municipality. O. Reg. 412/00, s. 2 (5).

#### DETERMINATION OF NUMBER OF MEMBERS

2.1 The number of members of a board for the purposes of a regular election is the number of members determined under subsection 58.1 (10.0.1) or (10.0.3) of the Act, subject to,

- (a) any reduction in the number of members pursuant to a resolution passed under subsection 58.1 (10.1) of the Act; and
- (b) the rules set out in section 3 of this Regulation. O. Reg. 42/10, s. 2.

3. (1) If there has been a demographic change in a board's geographical area of jurisdiction or a change in the size of the board's geographical area of jurisdiction, a board may, not later than March 31 in an election year, determine the number of members to be elected to the board in accordance with this section. O. Reg. 42/10, s. 3 (1).

(2) For the purposes of this section, the number of members of a board is determined as follows:

1. Determine the total population of the board's electoral group by calculating the sum of the populations reported under subsection 2 (3) for all the areas referred to in subsection 2 (2).
2. Determine the number of members based on population set out in Table 2 for the total population of the board's electoral group determined under paragraph 1.
3. Determine the number of additional members based on density by taking the lesser of,
  - i. the number of additional members set out in Table 3 based on the density of the board, and
  - ii. the number of additional members set out in Table 4 based on the board area of the board.
4. Determine the number of additional members based on dispersal in accordance with the following rules:
  - i. If the dispersal factor set out for the board in Table 5 is 0, the number of additional members based on dispersal is 0.

- ii. If the dispersal factor set out for the board in Table 5 is greater than 0 and less than 10, the number of additional members based on dispersal is 1.
  - iii. If the dispersal factor set out for the board in Table 5 is 10 or more but less than 25, the number of additional members based on dispersal is 2.
  - iv. If the dispersal factor set out for the board in Table 5 is 25 or more but less than 50, the number of additional members based on dispersal is 3.
  - v. If the dispersal factor set out for the board in Table 5 is 50 or more, the number of additional members based on dispersal is 4.
5. Take the number of members based on population determined under paragraph 2, plus the number of additional members determined under paragraph 3 or 4, whichever is greater.
  6. Take the greater of,
    - i. the number determined under paragraph 5, and
    - ii. the number set out in Table 6 for the day school average daily enrolment of pupils of the board within the meaning of the most recent regulations made under section 234 of the Act, not counting pupils enrolled in junior kindergarten.
  7. The number of members of the board is the greater of the numbers determined under paragraph 6 and section 2.1, subject to any reduction in the number of members pursuant to a resolution passed under subsection 58.1 (10.1) of the Act. O. Reg. 412/00, s. 3 (2); O. Reg. 432/00, s. 1; O. Reg. 45/03, s. 2 (1); O. Reg. 42/10, s. 3 (2, 3).
- (3) REVOKED: O. Reg. 42/10, s. 3 (4).
- 3.1 The date before which a resolution may be passed under subsection 58.1 (10.1) of the Act is March 31 in an election year. O. Reg. 45/03, s. 3.

#### DISTRIBUTION OF MEMBERS TO GEOGRAPHIC AREAS

4. (1) A board that has jurisdiction in more than one municipality shall, not later than March 31 in each election year,
  - (a) pass a resolution designating one or more municipalities within the board's area of jurisdiction as low population municipalities and directing that an alternative distribution of members be done in respect of them for purposes of the election of board members; or
  - (b) pass a resolution stating that the board has decided not to designate any municipality within the board's area of jurisdiction as a low population municipality. O. Reg. 412/00, s. 4 (1).
- (2) A resolution under clause (1) (a) shall provide that the sum of the electoral quotients for the municipality or municipalities designated as low population municipalities shall be increased by one or two. O. Reg. 412/00, s. 4 (2).
- (3) A resolution under subsection (1) shall be effective only for the regular election of board members in that election year and for any by-election held during the term that commences immediately after that election. O. Reg. 412/00, s. 4 (3).
- (4) In carrying out its duties under this section, the board shall have regard to the following principles:
  1. Municipalities with low populations should receive reasonable representation.
  2. Evidence of historic, traditional or geographic communities should be taken into account.
  3. To the extent possible, the identification of low population municipalities should permit the establishment of geographic areas that coincide with school communities.
  4. Representation should not deviate unduly from the principle of representation by population. O. Reg. 412/00, s. 4 (4).
5. (1) Not later than March 31 in each election year, every board shall distribute the positions of the members to be elected to the board in accordance with section 6 or 7, whichever is applicable. O. Reg. 412/00, s. 5.
- (2) If a board requests the Minister to increase its number of members under subsection 58.1 (10.0.2) of the Act, the board shall, not later than May 3, 2010, distribute the positions of the members to be elected to the board at the 2010 regular election in accordance with section 6 or 7, whichever is applicable. O. Reg. 42/10, s. 4.
6. (1) If a board has jurisdiction in only one municipality or a resolution under clause 4 (1) (b) is in effect, a distribution of the positions of the members to be elected to the board shall be made according to the following rules:
  1. Calculate the electoral quotient for each municipality and ward using the following formula:

$$\text{Electoral quotient} = \frac{a \times b}{c}$$

where,



a = the population of the board's electoral group resident in the municipality or ward, as reported under subsection 2 (3),

b = the total number of members determined for the board under section 2.1,

c = the total population of the board's electoral group, as reported under subsection 2 (3).

2. Combine every municipality and every ward within the area of jurisdiction of the board into a number of geographic areas that does not exceed the number determined for "b" in paragraph 1.
3. The number of members that represent the electors of the board's electoral group in each geographic area shall be, as nearly as practicable, the sum of the electoral quotients of the constituent municipalities and wards that form the geographic area. O. Reg. 412/00, s. 6 (1); O. Reg. 45/03, s. 4; O. Reg. 42/10, s. 5.

(2) In carrying out its duties under subsection (1), the board shall, to the extent practicable, form geographic areas for which the sum of the electoral quotients of the constituent municipalities and wards is a whole number greater than zero. O. Reg. 412/00, s. 6 (2).

7. (1) If a resolution under clause 4 (1) (a) is in effect, a distribution of the positions of the members to be elected to the board shall be made according to the following rules:

1. Calculate the electoral quotient for each municipality and ward using the following formula:

$$\text{Electoral quotient} = \frac{a \times b}{c}$$

where,

a = the population of the board's electoral group resident in the municipality or ward, as reported under subsection 2 (3),

b = the total number of members determined for the board under section 2.1,

c = the total population of the board's electoral group, as reported under subsection 2 (3).

2. Place the municipalities in two groups, one of which shall be comprised of the municipality or municipalities designated under clause 4 (1) (a) and one of which shall be comprised of the remaining municipalities in the board's area of jurisdiction.
3. Calculate the sum of the electoral quotients for each of the two groups of municipalities.
4. Add the number determined by the resolution of the board under subsection 4 (2) to the sum of the electoral quotients for the group of municipalities that are designated under clause 4 (1) (a).
5. Subtract the number that was added under paragraph 4 to the sum of the electoral quotients for the group of municipalities designated under clause 4 (1) (a) from the sum of the electoral quotients for the group of the remaining municipalities.
6. Calculate the alternative electoral quotient for each municipality and ward using the following formula:

$$\text{Alternative electoral quotient} = \frac{a \times b}{c}$$

where,

a = the population of the board's electoral group resident in the municipality or ward, as reported under subsection 2 (3),

b = the number calculated under paragraph 4 or 5, as the case may be, and

c = the total population of the board's electoral group resident in the group of municipalities to which the municipality or ward belongs, as reported under subsection 2 (3).

7. Combine every municipality and every ward within each group of municipalities into a number of geographic areas which does not exceed the number determined for "b" in paragraph 1. No geographic area shall include municipalities or parts of municipalities in both the designated group and the remaining group of municipalities.
8. The number of members that represent the electors in each geographic area shall be, as nearly as practicable, the sum of the electoral quotients of the municipalities and wards that form the geographic area. O. Reg. 412/00, s. 7 (1); O. Reg. 45/03, s. 5; O. Reg. 42/10, s. 6.

(2) In carrying out its duties under paragraph 7 of subsection (1), the board shall, to the extent practicable, form geographic areas for which the sum of the electoral quotients of the constituent municipalities and wards is a whole number greater than zero. O. Reg. 412/00, s. 7 (2).

8. REVOKED: O. Reg. 42/10, s. 7.

8.1 Where a board has formed a geographic area that consists of all or part of two or more municipalities, the board shall identify which of those municipalities has the largest population of the board's electoral group for the purpose of identifying the school board election clerk referred to in subsection 11 (2). O. Reg. 235/04, s. 1.

#### REPORT ON DETERMINATION AND DISTRIBUTION

9. (1) On completion of the determination and distribution of members of the board, the board shall prepare a report that includes,

- (a) the results of the determination and distribution;
  - (b) where a geographic area consists of all or part of two or more municipalities, the identification made under section 8.1 of the municipality with the largest population of the board's electoral group; and
  - (c) a copy of the data and calculations by which the determination and distribution referred to in clause (a) were made and by which the identification referred to in clause (b) was made. O. Reg. 235/04, s. 2.
- (2) The board shall send a copy of the report to,
- (a) the Minister;
  - (b) the school board election clerks for all the municipalities within the area of jurisdiction of the board; and
  - (c) the secretary of every other board, the area of jurisdiction of which is wholly or partially within the area of jurisdiction of the board. O. Reg. 412/00, s. 9 (2); O. Reg. 42/10, s. 8 (1).
- (3) The copy of the report referred to in subsection (2) shall be sent by,
- (a) May 3, 2010, for the purposes of the 2010 regular election, if a board requests the Minister to increase its number of members under subsection 58.1 (10.0.2) of the Act; or
  - (b) April 3 in the election year, in all other cases. O. Reg. 42/10, s. 8 (2).

#### APPEALS ON DISTRIBUTION

10. (1) The council of a municipality within the area of jurisdiction of a board may appeal to the Ontario Municipal Board the results of the distribution under section 6 or 7. O. Reg. 412/00, s. 10 (1).

(2) An appeal under subsection (1) may only be made if the distribution made under section 6 or 7 allots to a geographic area a number of members that is different from the sum of the applicable electoral quotients for the geographic area by an amount that is greater than 0.05 times the total number of members. O. Reg. 412/00, s. 10 (2).

(3) The appeal shall be commenced by filing with the secretary of the board a notice of appeal setting out the objection to the distribution and the reasons for the objection and be accompanied by the fee prescribed under the *Ontario Municipal Board Act*. O. Reg. 412/00, s. 10 (3); O. Reg. 45/03, s. 6 (1).

(3.1) The secretary of a board who receives a notice of appeal under subsection (3) shall ensure that,

- (a) a record is compiled consisting of the notice of appeal and the reasons for the objection;
- (b) the record and the fee are forwarded to the Ontario Municipal Board within 15 days after the notice and the fee are received; and
- (c) such other information as the Ontario Municipal Board may require in respect of the appeal that is within the board's possession is forwarded to the Ontario Municipal Board. O. Reg. 45/03, s. 6 (2).

(3.2) Despite clause (3.1) (b), if the appeal is withdrawn within 15 days after the notice of appeal and the fee are filed, the board is not required to forward the materials described under clauses (3.1) (b) and (c) to the Ontario Municipal Board. O. Reg. 45/03, s. 6 (2).

(4) The appeal must be commenced not later than,

- (a) May 20, 2010, for the purposes of the 2010 regular election, if a board requests the Minister to increase its number of members under subsection 58.1 (10.0.2) of the Act; or
- (b) April 21 in the election year, in all other cases. O. Reg. 42/10, s. 9 (1).

(5) If no appeal is commenced, the board shall be deemed to be properly constituted despite any defect in the distribution. O. Reg. 412/00, s. 10 (5).

(6) The secretary of the board shall forward any notices of appeal to the Ontario Municipal Board by,

- (a) May 25, 2010, for the purposes of the 2010 regular election, if a board requests the Minister to increase its number of members under subsection 58.1 (10.0.2) of the Act; or
- (b) April 25 in the election year, in all other cases. O. Reg. 42/10, s. 9 (2).

(7) The parties to the appeal are the municipality, the board and any other person added as a party by the Board. O. Reg. 412/00, s. 10 (7).

- (8) The Board is not required to hold a hearing on the appeal. O. Reg. 412/00, s. 10 (8).
- (9) The Board may,
- (a) dismiss the appeal; or
- (b) allow the appeal, in whole or in part, and make an order varying the distribution. O. Reg. 412/00, s. 10 (9).
- (10) The Board shall determine the appeal not later than June 10 in the election year. O. Reg. 412/00, s. 10 (10).

#### CONDUCT OF ELECTIONS

11. (1) This section applies to regular elections and by-elections of members of a board from a geographic area formed for a board under section 6 or 7, if the geographic area is composed of all or part of two or more municipalities. O. Reg. 45/03, s. 7.

(2) Subject to subsection (5), the person responsible for conducting the election of members of the board from the geographic area is the school board election clerk of the municipality wholly or partly within the geographic area having the largest population of the board's electoral group. O. Reg. 45/03, s. 7.

(3) Nominations shall be filed with the school board election clerk referred to in subsection (2), who shall send the names of the candidates by registered mail within 48 hours after the closing of nominations to the school board election clerk of each municipality that is wholly or partly within the geographic area. O. Reg. 45/03, s. 7.

(4) If the distance between the residence of a person seeking nomination and the office of the school board election clerk with whom nominations must be filed is greater than 100 kilometres, the clerk shall, for the purpose of making it easier for the person or the person's agent to file the nomination, delegate such of his or her powers as may be necessary to,

- (a) the school board election clerk of the municipality in which the person seeking nomination resides, if the person resides in a municipality;
- (b) the school board election clerk of the municipality to which the unorganized territory in which the person seeking nomination resides is attached for election purposes, if the person resides in unorganized territory that is attached to a municipality for election purposes and the territory that is attached is part of the same geographic area as the municipality for election purposes;
- (c) the school board election clerk whose office is in the same geographic area and is closest to the person's residence, in any other case. O. Reg. 45/03, s. 7.

(5) The school board election clerk of each municipality wholly or partly within the geographic area is the person responsible for conducting the election of members of the board in the municipality and shall promptly report the vote recorded to the clerk referred to in subsection (2) who shall prepare the final summary, announce the result of the vote and forward the result to the secretary of the board and to the Minister. O. Reg. 45/03, s. 7.

**PART II** (ss. 12., 13.) REVOKED: O. Reg. 42/10, s. 10.

14.-26. REVOKED: O. Reg. 45/03, s. 8.

**PART III** (ss. 27.-29.) REVOKED: O. Reg. 45/03, s. 8.

TABLE 1  
BOARD AREAS

Item	Name of Board	Area (km <sup>2</sup> )
1.	District School Board Ontario North East	24,922
2.	Algoma District School Board	9,623
3.	Rainbow District School Board	14,757
4.	Near North District School Board	17,020
5.	Keewatin-Patricia District School Board	7,245
6.	Rainy River District School Board	10,552
7.	Lakehead District School Board	5,274
8.	Superior-Greenstone District School Board	18,959
9.	Bluewater District School Board	8,686
10.	Avon Maitland District School Board	5,639
11.	Greater Essex County District School Board	1,872
12.	Lambton Kent District School Board	5,505
13.	Thames Valley District School Board	7,278
14.	Toronto District School Board	634
15.	Durham District School Board	1,963
16.	Kawartha Pine Ridge District School Board	6,998
17.	Trillium Lakelands District School Board	12,133
18.	York Region District School Board	1,774

19.	Simcoe County District School Board	4,901
20.	Upper Grand District School Board	4,192
21.	Peel District School Board	1,258
22.	Halton District School Board	970
23.	Hamilton-Wentworth District School Board	1,127
24.	District School Board of Niagara	1,883
25.	Grand Erie District School Board	4,067
26.	Waterloo Region District School Board	1,383
27.	Ottawa-Carleton District School Board	2,806
28.	Upper Canada District School Board	12,112
29.	Limestone District School Board	7,193
30.	Renfrew County District School Board	8,740
31.	Hastings and Prince Edward District School Board	7,200
32.	Northeastern Catholic District School Board	25,464
33.	Nipissing-Parry Sound Catholic District School Board	10,597
34.	Huron-Superior Catholic District School Board	9,815
35.	Sudbury Catholic District School Board	9,317
36.	Northwest Catholic District School Board	11,965
37.	Kenora Catholic District School Board	3,070
38.	Thunder Bay Catholic District School Board	4,936
39.	Superior North Catholic District School Board	18,716
40.	Bruce-Grey Catholic District School Board	8,686
41.	Huron Perth Catholic District School Board	5,639
42.	Windsor-Essex Catholic District School Board	1,872
43.	London District Catholic School Board	7,278
44.	St. Clair Catholic District School Board	5,505
45.	Toronto Catholic District School Board	634
46.	Peterborough Victoria Northumberland and Clarington Catholic District School Board	10,324
47.	York Catholic District School Board	1,774
48.	Dufferin-Peel Catholic District School Board	2,754
49.	Simcoe Muskoka Catholic District School Board	10,640
50.	Durham Catholic District School Board	1,963
51.	Halton Catholic District School Board	970
52.	Hamilton-Wentworth Catholic District School Board	1,127
53.	Wellington Catholic District School Board	2,696
54.	Waterloo Catholic District School Board	1,383
55.	Niagara Catholic District School Board	1,883
56.	Brant Haldimand Norfolk Catholic District School Board	4,067
57.	Catholic District School Board of Eastern Ontario	12,112
58.	Ottawa Catholic District School Board	2,806
59.	Renfrew County Catholic District School Board	7,851
60.	Algonquin and Lakeshore Catholic District School Board	16,101
61.	Conseil scolaire de district du Nord-Est de l'Ontario	46,499
62.	Conseil scolaire de district du Grand Nord de l'Ontario	65,681
63.	Conseil scolaire de district du Centre Sud-Ouest	68,014
64.	Conseil des écoles publiques de l'Est de l'Ontario	38,041
65.	Conseil scolaire de district catholique des Grandes Rivières	25,452
66.	Conseil scolaire de district catholique Franco-Nord	10,597
67.	Conseil scolaire de district catholique du Nouvel-Ontario	19,226
68.	Conseil scolaire de district catholique des Aurores boréales	38,587
69.	Conseil scolaire catholique Providence	28,980
70.	Conseil scolaire de district catholique Centre-Sud	40,407
71.	Conseil scolaire de district catholique de l'Est ontarien	5,326
72.	Conseil scolaire de district catholique du Centre-Est de l'Ontario	33,543

O. Reg. 42/10, s. 11; O. Reg. 345/13, s. 1.

TABLE 2  
NUMBER OF MEMBERS BASED ON ELECTORAL GROUP POPULATION

Item	Total Population of Electoral Group	Number of Members
1.	Less than 30,000 persons	5
2.	30,000 to 44,999 persons	6
3.	45,000 to 59,999 persons	7

4.	60,000 to 99,999 persons	8
5.	100,000 to 149,999 persons	9
6.	150,000 to 249,999 persons	10
7.	250,000 to 399,999 persons	11
8.	400,000 to 999,999 persons	12
9.	1,000,000 to 1,499,999 persons	17
10.	1,500,000 persons or more	22

O. Reg. 412/00, Table 2.

TABLE 3  
NUMBER OF ADDITIONAL MEMBERS BASED ON BOARD DENSITY

Item	Density	Number of Additional Members
1.	Less than 1.00	7
2.	1.00 or more but less than 1.25	6
3.	1.25 or more but less than 1.50	5
4.	1.50 or more but less than 2.00	4
5.	2.00 or more but less than 3.00	3
6.	3.00 or more but less than 4.00	1
7.	4.00 or more	0

O. Reg. 412/00, Table 3.

TABLE 4  
MAXIMUM NUMBER OF ADDITIONAL MEMBERS BASED ON BOARD DENSITY

Item	Board Area	Number of Additional Members
1.	Less than 8,000 square kilometres	0
2.	8,000 square kilometres or more but less than 12,000 square kilometres	1
3.	12,000 square kilometres or more but less than 25,000 square kilometres	3
4.	25,000 square kilometres or more but less than 40,000 square kilometres	6
5.	40,000 square kilometres or more	The lesser of 7 and the difference between 12 and the number of members based on electoral group population set out in Table 2 for the population of the board's electoral group.

O. Reg. 412/00, Table 4; O. Reg. 432/00, s. 3.

TABLE 5  
DISPERSAL FACTORS

Item	Name of Board	Dispersal Factor
1.	District School Board Ontario North East	18.5
2.	Algoma District School Board	15.4
3.	Rainbow District School Board	2.6
4.	Keewatin-Patricia District School Board	41.2
5.	Lakehead District School Board	7.7
6.	Superior-Greenstone District School Board	41.7
7.	Northeastern Catholic District School Board	23.1

8.	Huron-Superior Catholic District School Board	34.8
9.	Northwest Catholic District School Board	16.7
10.	Kenora Catholic District School Board	20.0
11.	Superior North Catholic District School Board	33.3
12.	Algonquin and Lakeshore Catholic District School Board	2.8
13.	Conseil scolaire de district du Nord-Est de l'Ontario	66.7
14.	Conseil scolaire de district du Grand Nord de l'Ontario	7.2
15.	Conseil scolaire de district du Centre Sud-Ouest	7.9
16.	Conseil des écoles publiques de l'Est de l'Ontario	6.3
17.	Conseil scolaire de district catholique des Grandes Rivières	23.5
18.	Conseil scolaire de district catholique du Nouvel-Ontario	16.7
19.	Conseil scolaire de district catholique des Aurores boréales	80.0
20.	Conseil scolaire catholique Providence	11.5
21.	Conseil scolaire de district catholique du Centre-Est de l'Ontario	2.0
22.	All other boards	0.0

O. Reg. 345/13, s. 2.

TABLE 6  
MINIMUM NUMBER OF MEMBERS BASED ON BOARD ENROLMENT

Item	Day School Average Daily Enrolment	Minimum Number of Members
1.	10,000 to 13,999 pupils	6
2.	14,000 to 21,499 pupils	7
3.	21,500 to 29,999 pupils	8
4.	30,000 to 44,999 pupils	9
5.	45,000 to 84,999 pupils	10
6.	85,000 or more pupils	11

O. Reg. 412/00, Table 6.

Français

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# Population of Electoral Groups Report

School Board ID: 46 - HALTON CATHOLIC DISTRICT SCHOOL BOARD

## County/Mun: 2401 - OAKVILLE TOWN

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	0	0	5,918	0	0	0
02	0	0	6,282	0	0	0
03	0	0	4,603	0	0	0
04	0	0	12,189	0	0	0
05	0	0	8,157	0	0	0
06	0	0	6,938	0	0	0
07	0	0	704	0	0	0
33	0	0	0	0	0	0
<b>2401 - Total:</b>	<b>0</b>	<b>0</b>	<b>44,791</b>	<b>0</b>	<b>0</b>	<b>0</b>

## County/Mun: 2402 - BURLINGTON CITY

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	0	0	5,021	0	0	0
02	0	0	3,483	0	0	0
03	0	0	4,264	0	0	0
04	0	0	6,252	0	0	0
05	0	0	7,573	0	0	0
06	0	0	8,458	0	0	0
33	0	0	0	0	0	0
<b>2402 - Total:</b>	<b>0</b>	<b>0</b>	<b>35,051</b>	<b>0</b>	<b>0</b>	<b>0</b>

## County/Mun: 2409 - MILTON TOWN

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	0	0	5,417	0	0	0
02	0	0	6,906	0	0	0
03	0	0	6,112	0	0	0
04	0	0	3,583	0	0	0
05	0	0	0	0	0	0
06	0	0	0	0	0	0
07	0	0	82	0	0	0
08	0	0	0	0	0	0
33	0	0	0	0	0	0
<b>2409 - Total:</b>	<b>0</b>	<b>0</b>	<b>22,100</b>	<b>0</b>	<b>0</b>	<b>0</b>

# Population of Electoral Groups Report

School Board ID: 46 - HALTON CATHOLIC DISTRICT SCHOOL BOARD

## County/Mun: 2415 - HALTON HILLS TOWN

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	0	0	1,974	0	0	0
02	0	0	1,994	0	0	0
03	0	0	3,547	0	0	0
04	0	0	6,581	0	0	0
<b>2415 - Total:</b>	<b>0</b>	<b>0</b>	<b>14,096</b>	<b>0</b>	<b>0</b>	<b>0</b>



# Population of Electoral Groups Report

School Board ID: 46 - HALTON CATHOLIC DISTRICT SCHOOL BOARD

## Summary Total

County/Mun	English Public	French Public	English Separate	French Separate	Prot-Sep	Other	Total
2401	0	0	44,791	0	0	0	44,791
2402	0	0	35,051	0	0	0	35,051
2409	0	0	22,100	0	0	0	22,100
2415	0	0	14,096	0	0	0	14,096
<b>Total</b>	<b>0</b>	<b>0</b>	<b>116,038</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>116,038</b>

# Population of Electoral Groups Report

School Board ID: 46 - HALTON CATHOLIC DISTRICT SCHOOL BOARD

## Summary Total

### School Board - Grand Totals

School Board ID	English Public	French Public	English Separate	French Separate	Prot-Sep	Other	Total
46	0	0	116,038	0	0	0	116,038
<b>Total</b>	<b>0</b>	<b>0</b>	<b>116,038</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>116,038</b>

# Trustee Determination & Distribution Calculator

## Trustee Determination

### Submitted Data

District School Board	Halton Catholic District School Board
Population of Board's Electoral Group	116,038
Final day school average daily enrollment from your board's 2016-2017 Financial Statement	31,050

### Result

Data	Source	Figure
1. Population of electoral group	MPAC (PEG Report)	BOX 1 <b>116,038</b>
2. Board area	<a href="#">TABLE 1, O. Reg. 412/00</a>	BOX 2 <b>970</b>
3. Board density	Population divided by area	BOX 3 <b>119.6268</b>
4. Dispersal factor	<a href="#">TABLE 5, O. Reg. 412/00</a>	BOX 4 <b>0.0</b>
5. Number of population-based trustees	<a href="#">TABLE 2, O. Reg. 412/00</a>	BOX 5 <b>9</b>
6. Additional density-based trustees	Refer to <a href="#">TABLE 3, O. Reg. 412/00</a> using board density figure	BOX 6 <b>0</b>
7. Additional density-based (area adjusted) trustees	Refer to <a href="#">TABLE 4, O. Reg. 412/00</a> using board density figure	BOX 7 <b>0</b>
8. Lesser of BOX 6 and BOX 7	Refer to rules set out in <a href="#">O. Reg. 412/00, s.3</a>	BOX 8 <b>0</b>
9. Additional trustees based on dispersal factor	Refer to rules set out in <a href="#">O. Reg. 412/00, s.3</a> , using Dispersal factor	BOX 9 <b>0</b>
10. Total number of additional trustees (greater of BOX 8 and BOX 9)	Refer to rules set out in <a href="#">O. Reg. 412/00, s.3</a>	BOX 10 <b>0</b>

11.	Minimum number of population-based trustees plus additional trustees	Refer to rules set out in <a href="#">O. Reg. 412/00, s.3</a>	BOX 11	<b>9</b>
12.	Minimum number of enrolment-based trustees	Refer to rules set out in <a href="#">O. Reg. 412/00, s.3</a>	BOX 12	<b>9</b>
<b>Number of elected trustees = The greater of BOX 11 and BOX 12</b>				<b>9</b>

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# Trustee Determination & Distribution Calculator

## Trustee Distribution

### Submitted Data

District School Board	Halton Catholic District School Board
Population of Board's Electoral Group	116,038
Number of elected trustees (If your board has passed a resolution to reduce its trustee positions, pick a new number from the drop-down menu)	
9	

### Trustee Distribution – Template A

Column 1 Name of Municipality / Ward	Column 2 Electoral Group Population	Column 3 Electoral Quotient
Town of Halton Hills	14,096	1.093
Town of Milton	22,100	1.714
City of Burlington	35,051	2.719
Town of Oakville	44,791	3.474
TOTALS	116,038	9

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# Trustee Determination & Distribution Calculator

## Trustee Distribution

### Submitted Data

District School Board	Halton Catholic District School Board
Population of Board's Electoral Group	116,038
Number of elected trustees (If your board has passed a resolution to reduce its trustee positions, pick a new number from the drop-down menu)	9

### Trustee Distribution – Template A

Column 1 Name of Municipality / Ward	Column 2 Electoral Group Population	Column 3 Electoral Quotient
Town of Halton Hills - Ward 1	1,974	0.153
Town of Halton Hills - Ward 2	1,994	0.155
Town of Halton Hills - Ward 3	3,547	0.275
Town of Halton Hills - Ward 4	6,581	0.51
Town of Milton - Ward 1	5,417	0.42
Town of Milton - Ward 2	6,906	0.536
Town of Milton - Ward 3	6,112	0.474
Town of Milton - Ward 4	3,583	0.278
Town of Milton - Ward 7 (OLD)	82	0.006
City of Burlington - Ward 1	5,021	0.389
City of Burlington - Ward 2	3,483	0.27
City of Burlington - Ward 3	4,264	0.331
City of Burlington - Ward 4	6,252	0.485

City of Burlington - Ward 5	7,573	0.587
City of Burlington - Ward 6	8,458	0.656
Town of Oakville - Ward 1	5,918	0.459
Town of Oakville - Ward 2	6,282	0.487
Town of Oakville - Ward 3	4,603	0.357
Town of Oakville - Ward 4	12,189	0.945
Town of Oakville - Ward 5	8,157	0.633
Town of Oakville - Ward 6	6,938	0.538
Town of Oakville - Ward 7	704	0.055
TOTALS	116,038	9

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## POPULATION ELECTORAL GROUP (PEG) - RATEPAYER POPULATION

	2006	2010	2014	2018 - January 11			2022		2026	
Municipality	Population Electoral Group (PEG) Report	Population Electoral Group (PEG) Report	Population Electoral Group (PEG) Report	Population Electoral Group (PEG) Report	Four (4) Year Population Increase	Four (4) Year Population Increase (%)	Projected 2022 Population Electoral Group	PEG to PEG Count: 2018-2022 Increase	Projected Population Electoral Group	PEG to PEG Count: 2018-2026 Increase
Halton Hills	11,784	13,377	13,472	14,096	624	4.63%	14,749	4.63%	15,432	9.48%
Milton	11,336	15,304	19,621	22,100	2,479	12.63%	24,892	12.63%	28,037	26.87%
Burlington	33,701	34,760	35,077	35,051	-26	-0.07%	35,025	-0.07%	34,999	-0.15%
Oakville	43,342	45,762	46,550	44,791	-1,759	-3.78%	43,098	-3.78%	41,470	-7.41%
TOTAL	100,163	109,203	114,720	116,038	1,318	1.15%	117,765	1.49%	119,938	3.36%
INCREASE (+/-)	-	9,040	5,517	1,318						
INCREASE (+/-)	-	9.03%	5.05%	1.15%						

## Determination of Total Number of Members

Population of Electoral Group  
100,000 to 149,999Average Daily Enrolment (ADE)  
School Population of 30,000 to 44,999

9 Trustees Allocated

## 2018 Elector Group Counts - Existing Current Distribution

Municipality	PEG Representation	Trustee Count	PEG Population	Distribution	Current Distribution	(+/-)
	A	B	C	A x B / C		
Halton Hills	14,096	9	116,038	1.093	1	- 0.09
Milton	22,100	9	116,038	1.714	1	- 0.71
Burlington	35,051	9	116,038	2.719	3	0.28
Oakville	44,791	9	116,038	3.474	4	0.53
<b>TOTAL</b>	<b>116,038</b>			<b>9.000</b>	<b>9</b>	

## 2022 Elector Group Counts - Existing Current Distribution

Municipality	PEG Representation	Trustee Count	PEG Population	Distribution	Proposed Distribution	(+/-)
	A	B	C	A x B / C		
Halton Hills	14,749	9	117,765	1.127	1	- 0.13
Milton	24,892	9	117,765	1.902	1	- 0.90
Burlington	35,025	9	117,765	2.677	3	0.32
Oakville	43,098	9	117,765	3.294	4	0.71
<b>TOTAL</b>	<b>117,765</b>			<b>9.000</b>	<b>9</b>	

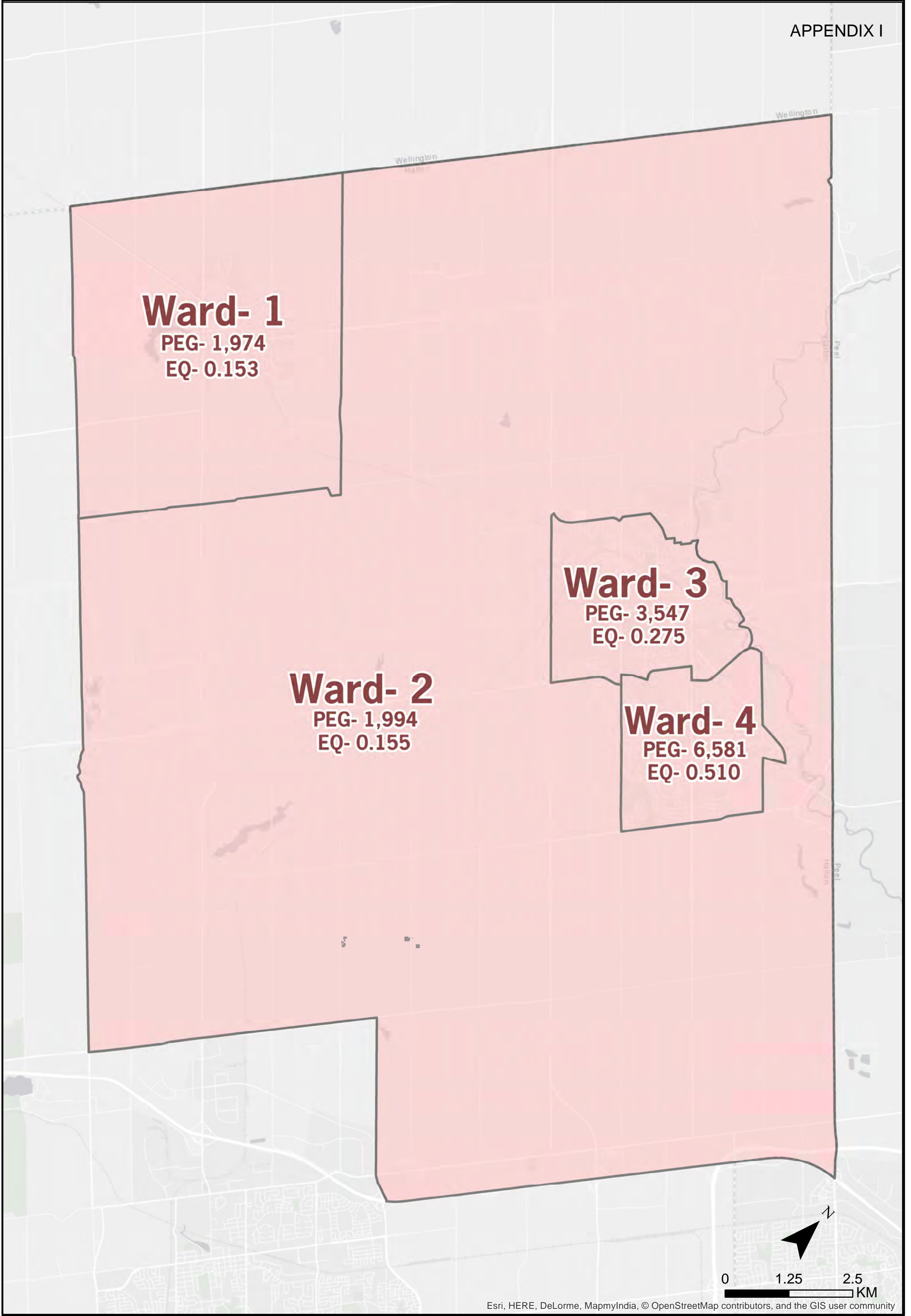
## 2018 Elector Group Counts - Proposed Distribution

Municipality	PEG Representation	Trustee Count	PEG Population	Distribution	Proposed Distribution	(+/-)
	A	B	C	A x B / C		
Halton Hills	14,096	9	116,038	1.093	1	- 0.09
Milton	22,100	9	116,038	1.714	2	0.29
Burlington	35,051	9	116,038	2.719	3	0.28
Oakville	44,791	9	116,038	3.474	3	- 0.47
<b>TOTAL</b>	<b>116,038</b>			<b>9.000</b>	<b>9</b>	

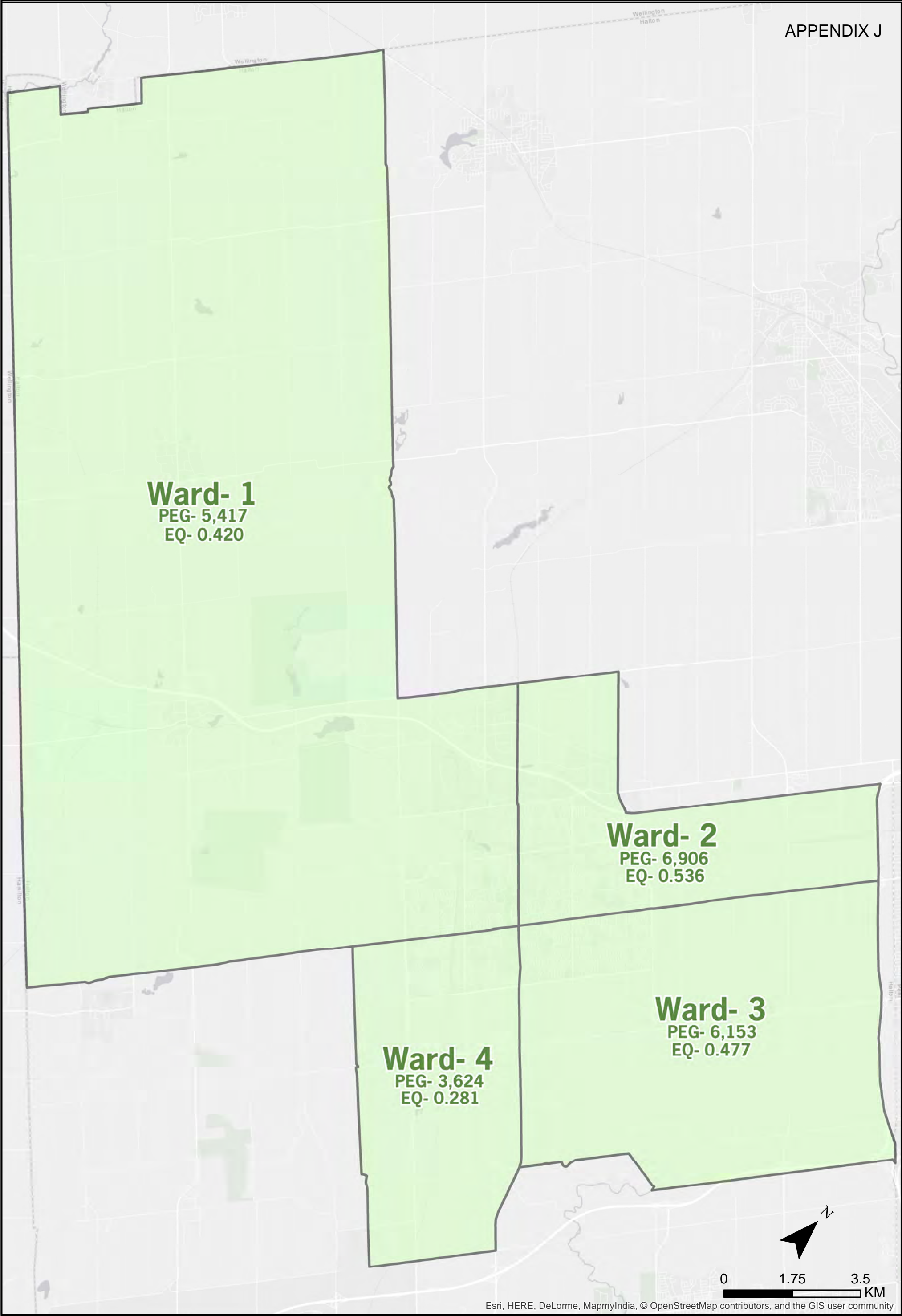
## 2022 Elector Group Counts - Proposed Distribution

Municipality	PEG Representation	Trustee Count	PEG Population	Distribution	Proposed Distribution	(+/-)
	A	B	C	A x B / C		
Halton Hills	14,749	9	117,765	1.127	1	- 0.13
Milton	24,892	9	117,765	1.902	2	0.10
Burlington	35,025	9	117,765	2.677	3	0.32
Oakville	43,098	9	117,765	3.294	3	- 0.29
<b>TOTAL</b>	<b>117,765</b>			<b>9.000</b>	<b>9</b>	



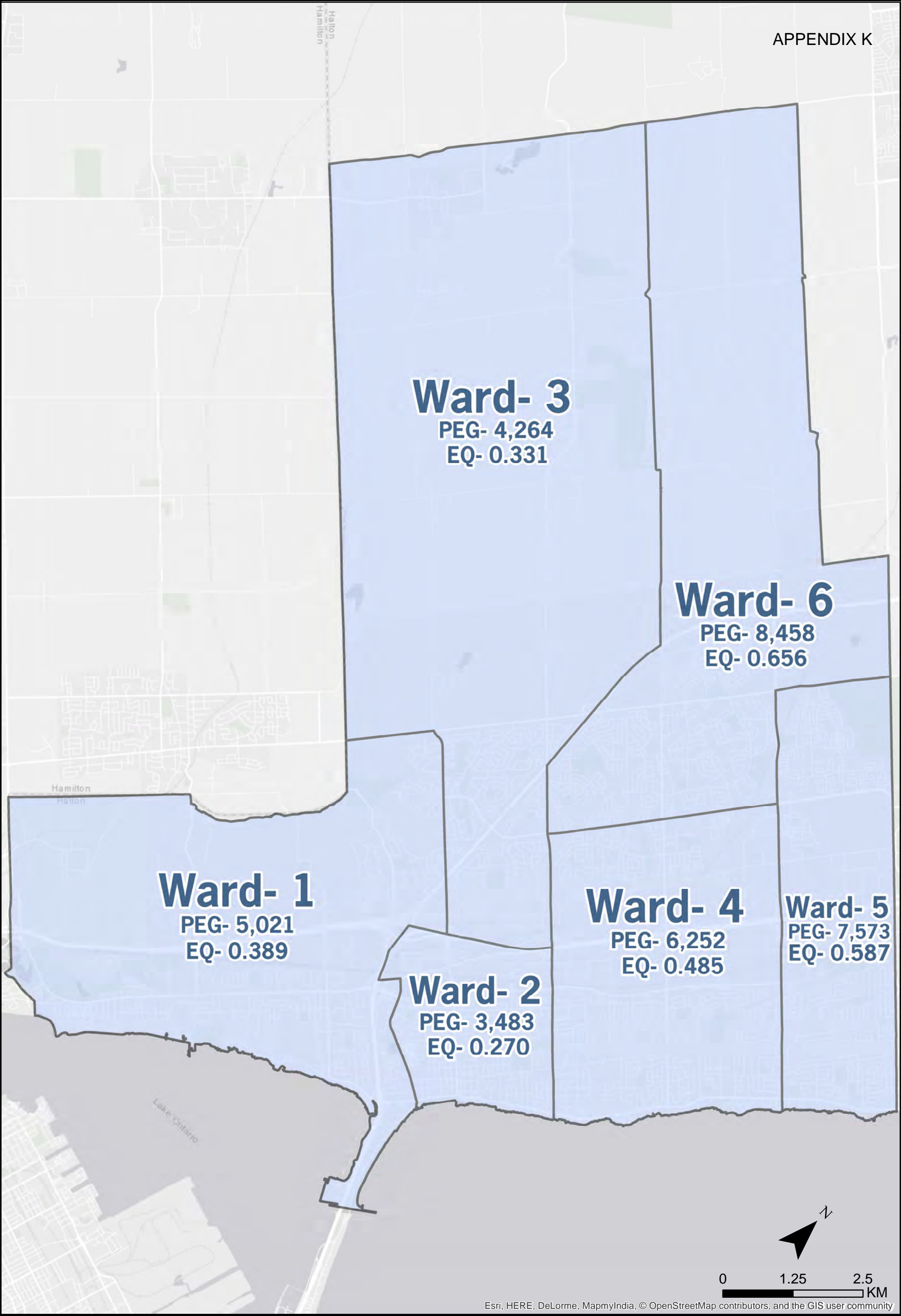


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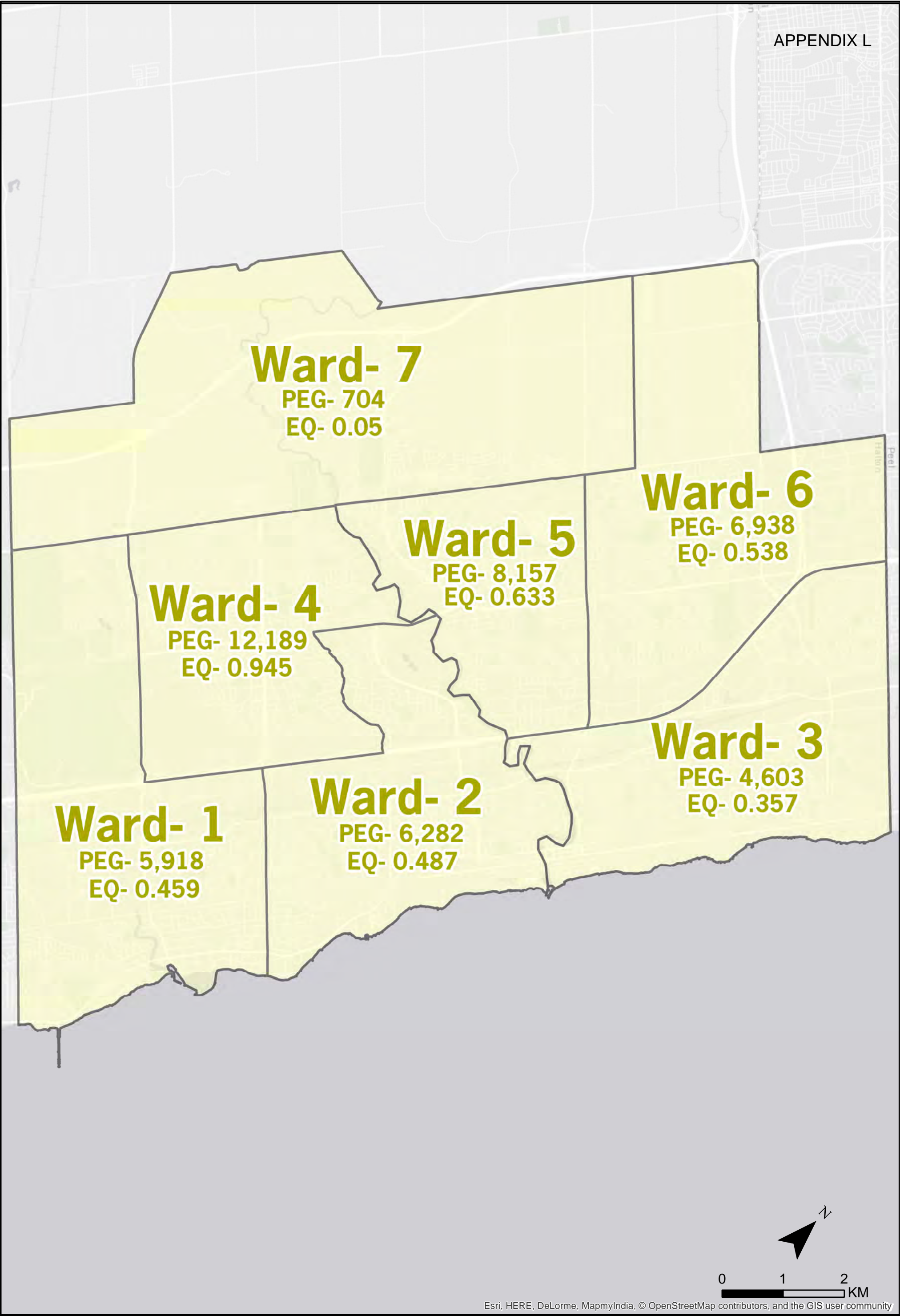
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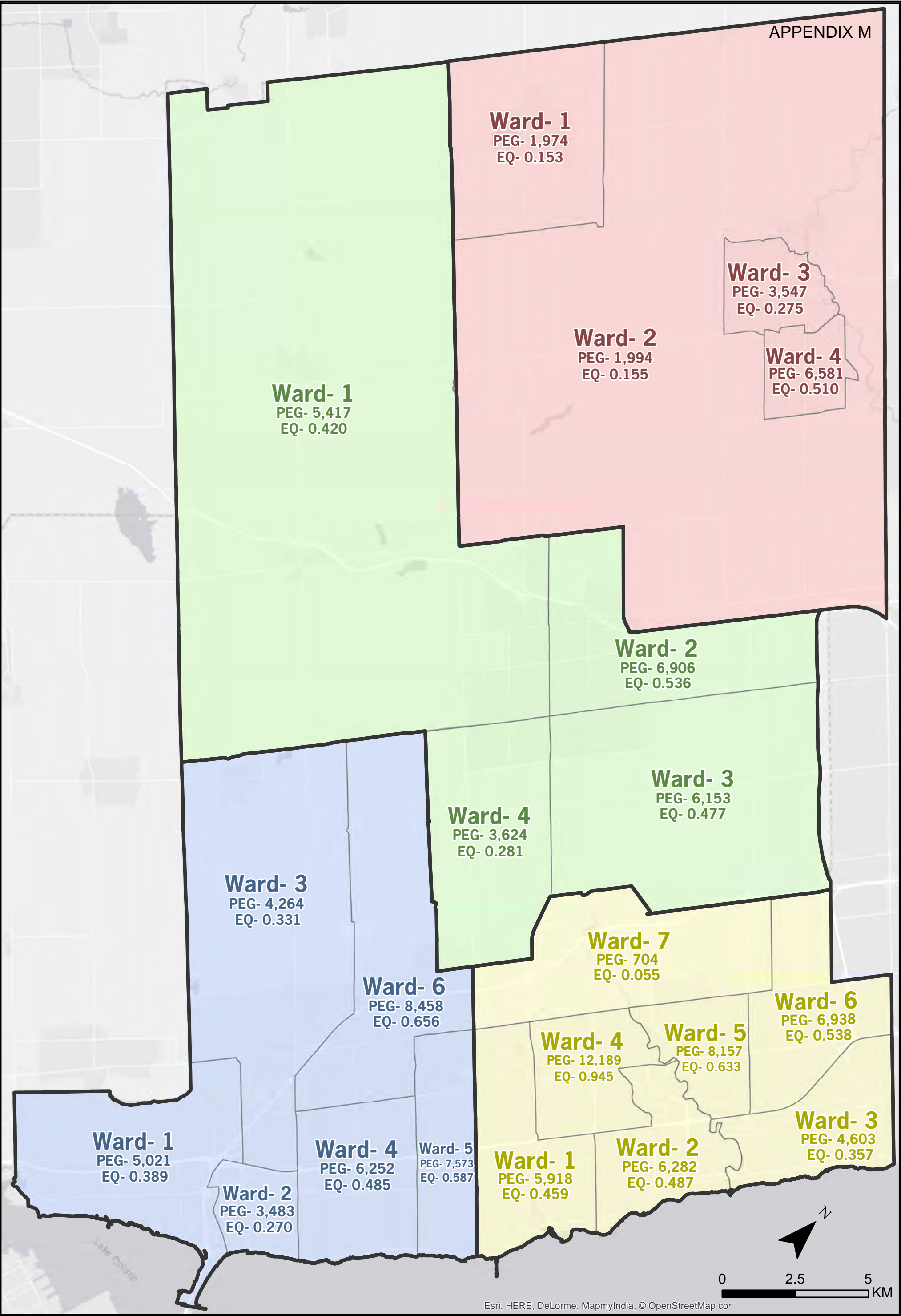


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**STAFF REPORT**

**ITEM 9.1**

**RECOMMENDED NAMES FOR MILTON #8 “FORD”  
CATHOLIC ELEMENTARY SCHOOL**

**PURPOSE:**

To provide Trustees with an update on the process of naming the new Milton #8 “Ford” Catholic Elementary School as per Board Policy I-15 School Name Selection.

**BACKGROUND INFORMATION:**

In consultation with the School Name Selection Committee, which consisted of the Chair Diane Rabenda, Father James S. Petrie of St. Benedict Parish, Kristina Stajduhar (parent), Superintendent Camillo Cipriano and Principal Erin Sweeney-Hurd, four (4) names were submitted for consideration to the families eligible to attend the new Milton #8 “Ford” Catholic Elementary School.

**Stakeholder Consultation – Request for Potential Names**

Between January 19<sup>th</sup> and January 29<sup>th</sup>, members of the new Milton #8 “Ford” school community were asked through an email invitation to provide school name suggestions for the new school. The feedback received is attached as **Appendix A**.

**Shortlist of School Names Selected**

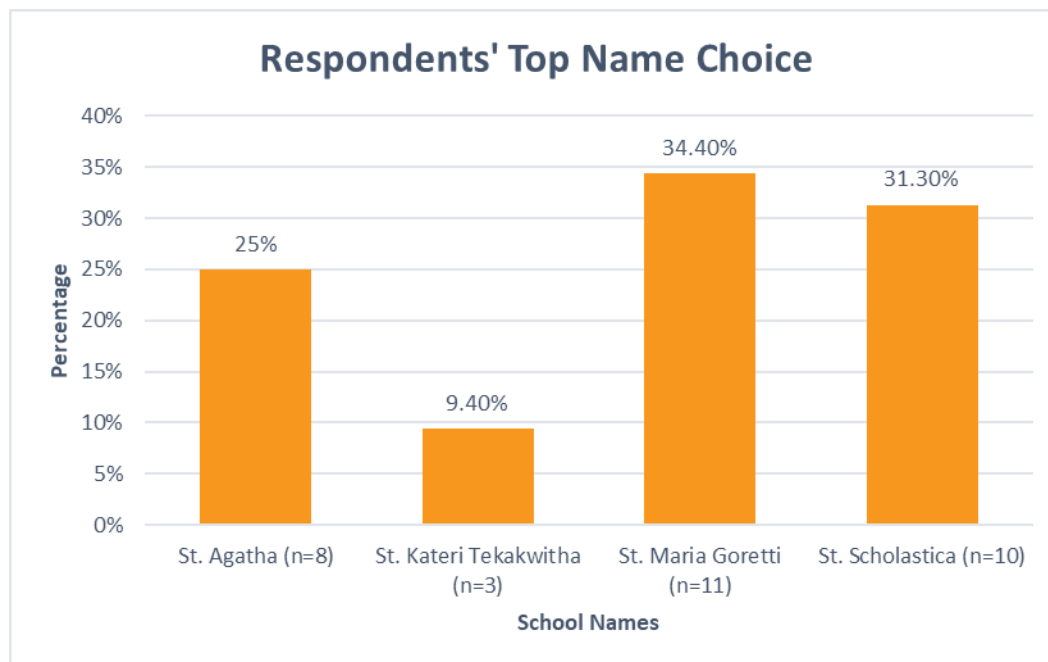
On Wednesday, January 30, 2018, the School Name Selection Committee met to review the feedback and to discuss potential names. They considered all names and created a shortlist of four (4) names:

- St. Agatha
- St. Kateri Tekakwitha
- St. Maria Goretti
- St. Scholastica

**Stakeholder Consultation – Vote for Preferred Name(s)**

Between February 5<sup>th</sup> and February 16<sup>th</sup>, members of the new Milton #8 “Ford” school community were asked through an email invitation to select their top choice from the shortlist of potential school names. The rationale for the name selection, and a brief biography of each Saint was provided (see **Appendix B**). The feedback received is attached as **Appendix C**.

## Results of the Community Vote



As illustrated in the chart and table above, there were a total of 32 survey responses received. The name 'St. Maria Goretti' had the highest number of votes (34.40%), followed by 'St. Scholastica' (31.30%), 'St. Agatha' (25%) and 'St. Kateri Tekakwitha' (9.40%).

### CONCLUSION:

The Trustees are invited to consider the recommended name for the new Milton #8 "Ford" Catholic Elementary School. An Action Report recommending St. Maria Goretti (preferred name) and St. Scholastica (alternate name) as the new name will be submitted to Bishop Douglas Crosby for his consideration and response will be brought forward at the March 20, 2018 Board Meeting.

### REPORT PREPARED AND SUBMITTED BY:

CAMILLO CIPRIANO  
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

### REPORT APPROVED BY:

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



# Milton #8 School Name Selection

## Survey Report

Report Prepared by:  
*Research & Development Services*  
1/30/2018

For more information, please contact:

Zoe Walters, MA, *Researcher*

*WaltersZ@hcdsb.org*



# Milton #8 School Name Selection

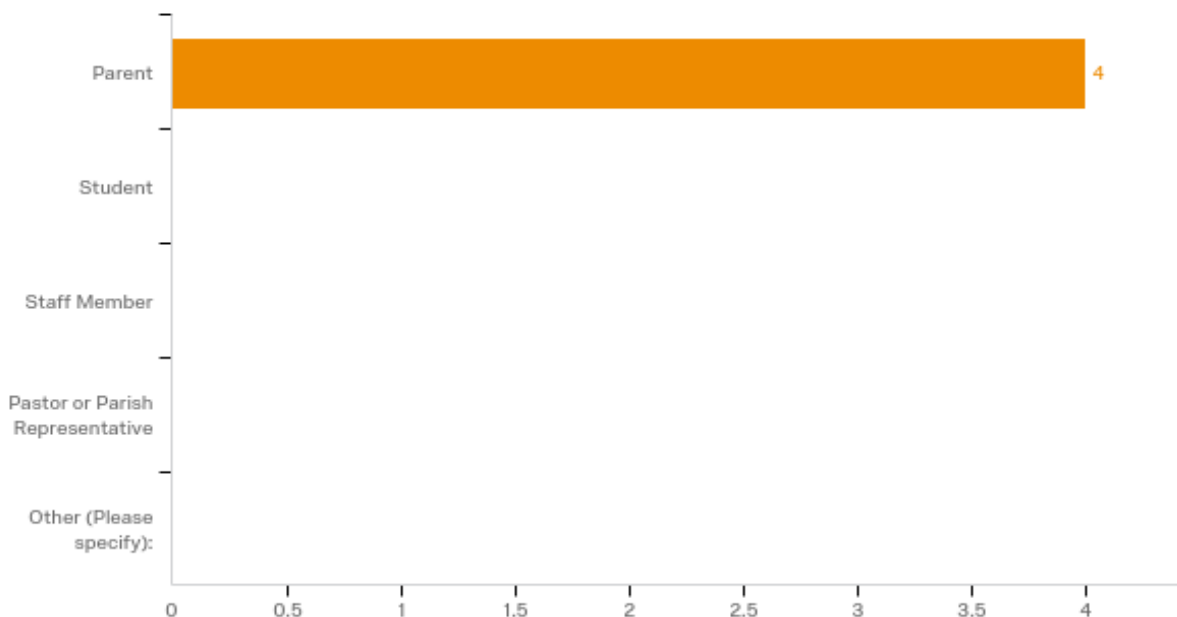
## Survey Report

This report summarizes participants' school name suggestions for the new Milton #8 School.

### Participant Responses

Between January 19<sup>th</sup> and 29<sup>th</sup>, members of the new Milton #8 school community were asked through an email invitation to provide school name suggestions for the new Milton #8 School. In total, 4 survey responses were received.

#### Participants' Role in the Community



As illustrated in the chart above, all the respondents (n = 4; 100%) were parents.

#### Primary Name Suggestions

Each respondent (n = 4) suggested a different name for the new Milton #8 school. The table below displays each suggested name and the respective respondent's rationale for such suggestion.

Suggested Name	Rationale for Suggestion
Sacred Heart	most widely practiced and well-known Roman Catholic devotions, taking Jesus Christ's physical heart as the representation of his divine love for humanity.
Saint Agatha	

St. Dominic Savio	only person of his age group (14yrs)who was declared a saint not on the basis of his having been a martyr, but on the basis of having lived what was seen as a holy life. Devoted himself at a young age to follow God which serves to teach our children the same.
St. Martin Catholic Elementary School	It feels like a catholic school

## Secondary Name Suggestion

One respondent indicated that they had an additional name suggestion for the new Milton #8 school. The table below displays the suggested name and the respective respondent's rationale for their suggestion.

Suggested Name	Rationale for Suggestion
Don Bosco	Dedicated his life to the betterment and education of street children, juvenile delinquents, and other disadvantaged youth. He developed teaching methods based on love rather than punishment.

### **St. Agatha**

#### ***Why name the school after St. Agatha?***

1. St. Agatha is one of the most highly venerated virgin martyrs of the Catholic Church.
2. She is one of seven women, who, along with the Blessed Virgin Mary, are commemorated by name in The Canon of the Mass

#### ***Examples of Quotes to Inspire Students:***

Jesus Christ, Lord of all things! You see my heart, you know my desires. Possess all that I am - you alone.  
I am your sheep; make me worthy to overcome the devil

#### ***Feast Day:***

February 5<sup>th</sup>

#### ***Biography:***

St. Agatha also known as Agatha of Sicily, died in defense of her purity, in Catania, Sicily, where she was born. After Quintanus, the governor of Sicily, tried in vain to force her to consent to sin, she was imprisoned for a month with an evil woman. He then turned from sensuality to cruelty and had her breasts cut off; but that night Agatha was healed by St. Peter. She was then rolled over sharp stones and burning coals, and finally taken to prison where she died while praying. Her name appears in the Roman Canon.

St. Agatha is the patron saint of Sicily, bellfounders, breast cancer patients, Palermo, rape victims, and wet nurses. She is also considered to be a powerful intercessor when people suffer from fires.

\* Sources\_Catholic Online [www.catholic.org/saints](http://www.catholic.org/saints); <http://catholicism.org/saint-agathas-breasts.html>



## **St. Kateri Tekakwitha**

### ***Why name the school after St. Kateri Tekakwitha?***

1. St. Kateri was a young person and her zeal of commitment and virtue to the Lord is a strong role model for our children to emulate.
2. She was the first Native American Saint.
3. She was a brave and independent women, who devoted her life to God.

### ***Examples of Quotes to Inspire Students:***

"I am not my own; I have given myself to Jesus. He must be my only love". St. Kateri Tekakwitha

### ***Feast Day:***

April 17<sup>th</sup>

### ***Biography:***

Kateri was born near the town of Auriesville, New York, in the year 1656, the daughter of a Mohawk warrior. She was four years old when her mother, a Mohawk warrior died of smallpox. The disease also attacked Kateri and transfigured her face. She was adopted by her two aunts and an uncle. Kateri converted to Catholicism as a teenager. She was baptized at the age of twenty and incurred the great hostility of her tribe. Although she had to suffer greatly for her Faith, she remained firm in it. Kateri went to the new Christian colony of Indians in Canada. Here she lived a life dedicated to prayer, penitential practices, and care for the sick and aged. Every morning, even in bitterest winter, she stood before the chapel door waiting until it opened at 4 a.m. and remained there until after the last Mass. She was devoted to the Eucharist and to Jesus Crucified. She died on April 17, 1680 at the age of twenty-four. She is known as the "Lily of the Mohawks". Devotion to Kateri is responsible for establishing Native American ministries in Catholic Churches all over the United States and Canada. Kateri was declared venerable by the Catholic Church in 1943 and she was beatified in 1980. Under the protection of Saint Kateri Tekakwitha, a spiritual mother in our faith. She is remembered as one who reveals to us what it means to be a follower of Christ and to allow the Holy Spirit to illuminate what is noblest, truest and holiest in our cultures. Her life of heroic virtue as a truly Christian Mohawk woman is a gift to all the Church in our country and around the world. St. Kateri Tekakwitha was canonized on 10/21/2012 by Pope Benedict XVI.

### ***Honouring the Land and Territory:***

Halton, as we know it today, is rich in the history and modern traditions of many First Nations and the Métis. From the lands of the Anishinabe to the Attawadaron, the Haudenosaunee, and the Métis, these lands surrounding the Great Lakes are steeped in Indigenous history. As we gather today on these treaty lands, our Catholic Social Teachings call us in Solidarity with our Indigenous brothers and sisters to honour and respect the four directions, lands, waters, plants, animals and ancestors that walked before us. All these wonderful elements of creation exist, gifted to us by our Creator God.



\* Sources: [https://en.wikipedia.org/wiki/Kateri\\_Tekakwitha](https://en.wikipedia.org/wiki/Kateri_Tekakwitha) and [http://www.catholic.org/saints/saint.php?saint\\_id=154](http://www.catholic.org/saints/saint.php?saint_id=154)

## **St. Maria Goretti**

### **Why name the school after St. Maria Goretti?**

1. Saint Maria Goretti is the patron saint of children.
2. Maria is known as The Little Saint of Great Mercy.

### **Examples of Quotes to Inspire Students:**

He loves, He hopes, He waits. Our Lord prefers to wait  
Himself for the sinner for years rather than keep us waiting an instant

### **Feast Day:**

July 6<sup>th</sup>

### **Biography:**

Born in 1890 to a poor peasant family in Corinaldo, Italy, Maria Goretti from an early age showed particular devotion and faith in God. After her father's death in 1900, Maria took over many of the household duties so that her mother could support the family as a field labourer. They shared living quarters with the Serenelli family, and many difficulties arose in this arrangement. She grew in grace and maturity, and her cheerful obedience and piety were noticed by those around her

On July 5, 1902, as Maria cared for her younger sister, the Serenelli's 18 year old son, Alessandro, began to harass her, making threats, and when she continued to resist, he stabbed her. From her deathbed, Maria not only forgave her attacker, but promised to pray for him continually in order that his soul be saved. She died the following day.

\* Sources: <https://www.cssd.ab.ca/schools/stmariagoretti/About/SchoolHistory/Pages/Default.aspx>;  
[https://en.wikipedia.org/wiki/Maria\\_Goretti](https://en.wikipedia.org/wiki/Maria_Goretti); <https://www.catholicnewsagency.com/saint/st-maria-goretti-530>;  
[http://www.azquotes.com/author/45857-Maria\\_Goretti](http://www.azquotes.com/author/45857-Maria_Goretti)



## **St. Scholastica**

### ***Why name the school after St. Scholastica***

1. She is the twin sister of St. Benedict.  
both brother and sister sought to place God  
at the very center of their lives.
2. Many students from St. Benedict CES will be moving  
to the new Milton School.

### ***Examples of Quotes to Inspire Students:***

I asked you and you would not listen; so I  
asked my God and he did listen.

### ***Feast Day:***

February 10<sup>th</sup>

### ***Biography:***

St. Scholastica, twin sister of St. Benedict, consecrated her life to God from her earliest youth. After her brother went to Monte Cassino, where he established his famous monastery, she took up her abode in the neighborhood at Plombariola, where she founded and governed a monastery of nuns, about five miles from that of St. Benedict, who, it appears, also directed his sister and her nuns. She visited her brother once a year, and as she was not allowed to enter his monastery, he went in company with some of his brethren to meet her at a house some distance away. These visits were spent in conferring together on spiritual matters. On one occasion they had passed the time as usual in prayer and pious conversation and in the evening they sat down to take their reflection. St. Scholastica begged her brother to remain until the next day. St. Benedict refused to spend the night outside his monastery. She had recourse to prayer and a furious thunderstorm burst so that neither St. Benedict nor any of his companions could return home. They spent the night in spiritual conferences. The next morning they parted to meet no more on earth. Three days later St. Scholastica died, and her holy brother beheld her soul in a vision as it ascended into heaven. He sent his brethren to bring her body to his monastery and laid it in the tomb he had prepared for himself. She died about the year 543, and St. Benedict followed her soon after.

St. Scholastica is the patron saint of school; tests; books; reading, children; nuns; invoked against storms and rain;



\* Sources: [http://www.catholic.org/saints/saint.php?saint\\_id=240](http://www.catholic.org/saints/saint.php?saint_id=240);  
<https://www.google.ca/search?q=st+scholastica+quotes&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwixpajthoXZAhUROIMKHckDYcQsAQILQ&biw=2021&bih=983#imgsrc=20f9IQgLWIZ3uM:&spf=1517500014265>;  
<https://en.m.wikipedia.org/wiki/Scholastica>



# Milton #8 School Name Selection

## Survey Report

Report Prepared by:  
*Research & Development Services*  
2/21/2018

For more information, please contact:

Zoe Walters, MA, Researcher

[WaltersZ@hcdsb.org](mailto:WaltersZ@hcdsb.org)

# Milton #8 School Name Selection

## Survey Report

### Overall Participant Responses

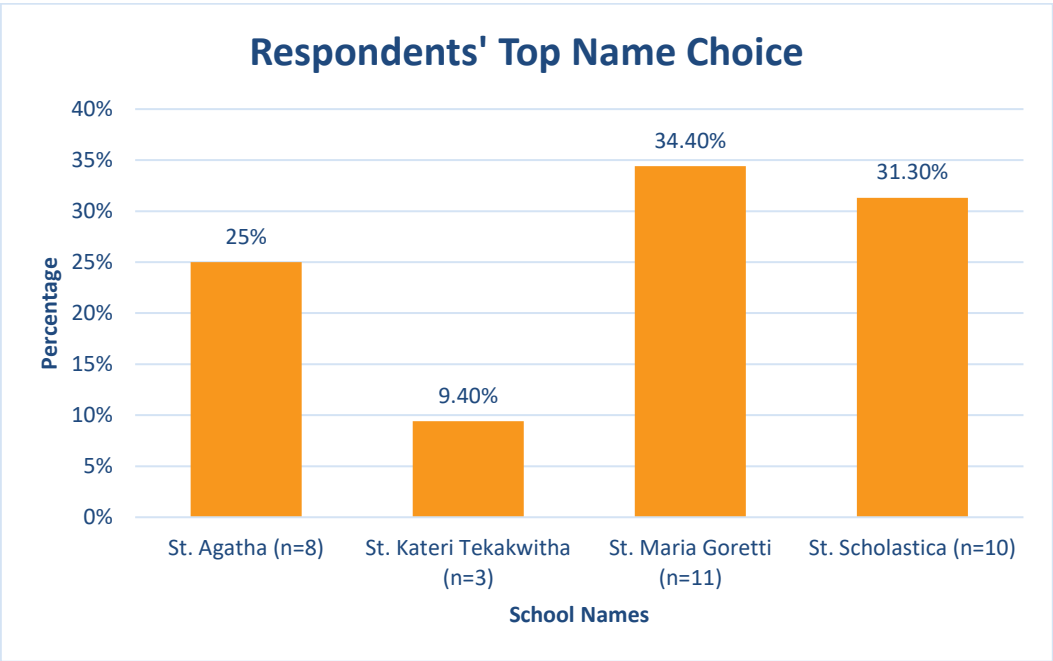
Between February 5<sup>th</sup> and 16<sup>th</sup>, members of the new Milton #8 school community were asked through an email invitation to vote on school name suggestions for the new Milton #8 School. In total, 32 survey responses were received.

### Participants’ Role in the Community

The majority of the respondents (n = 30; 93.8%) were parents. The remaining two respondents (6.3%) were students.

### Preferred School Name

Respondent (n = 32) were asked to select their top name choice for the new Milton #8 school. The graph below displays the percentage and number of respondents that chose each school name. St. Maria Goretti was the most selected name, with 34.4% of the vote (n=11). St. Scholastica was the second most selected name, with 31.3% of the vote (n=10).





**STAFF REPORT**

**ITEM 9.2**

## **SCHOOL YEAR CALENDAR 2018 - 2019**

### **PURPOSE:**

The *Education Act* requires each school board to establish a School Year Calendar, identifying instructional days, professional activity days and holidays for each school year. The Ministry of Education establishes the number of days for the schools of the Province and in accordance with Regulation 304, each Board is required to submit a Board-approved calendar to the Ministry of Education by May 1, 2018. If the Board chooses to submit a modified school year calendar, they must do so by March 1, 2018.

### **BACKGROUND:**

The School Year Calendar Committee takes into account several considerations:

1. School communities have generally advised that, when selecting a Professional Activity (PA) Day, a Friday or Monday is preferred. Some employers appear more willing to permit parents to have occasional holidays on those days (or just before statutory holidays).
2. An essential factor in the establishment of the 2018 - 2019 calendar is the integration of transportation services with our coterminous Board. Consultation, which complies with Ministry direction, has occurred with the Halton District School Board.

### **COMMENTS:**

The 2018 - 2019 School Year Calendar Committee is comprised of a parent representative of the Catholic Parent Involvement Committee (CPIC), OECTA Unit Presidents (Elementary and Secondary), CUPE 3166 and 5200 representatives, the Principals' Association representatives and one (1) trustee. The Committee met on January 25, 2018 for the purpose of preparing a draft calendar.

The 2018–2019 School Year Calendar consists of one hundred and eighty-seven (187) instructional days, of which ten (10) days (five (5) per semester) are classified as secondary school examination days as per Regulation 304.

Two (2) PA days will be used for assessment and completion of report cards at the elementary level. An additional PA day will be used for elementary parent /teacher interviews.

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

At the time of this writing, seven (7) of the seven (7) elementary Professional Activity days align with the Halton District School Board. Seven (7) of the seven (7) secondary Professional Activity days align with the Halton District School Board and both boards will have the same secondary school examination days. *(Please refer to Appendix A).*

**CONCLUSION:**

A recommendation to approve the 2018–2019 School Year Calendar will be presented to trustees at the April 3, 2018 Board Meeting. Trustees' input is invited.

REPORT PREPARED                      C. CIPRIANO  
AND SUBMITTED BY:                SUPERINTENDENT OF EDUCATION

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



## SCHOOL YEAR CALENDAR 2018-2019

STUDENTS DO NOT ATTEND SCHOOL ON THESE DAYS

Date	Elementary Schools	Secondary Schools
Friday, September 21, 2018	School Improvement Planning	School Improvement Planning
Friday, October 5, 2018	Faith Day	Faith Day
Friday, November 23, 2018	Parent Teacher Interviews	Assessment and Evaluation
Friday, February 1, 2019	Report Card Writing	Curriculum Review – Semester 1
Friday, February 15, 2019	Equity and Inclusion	Equity and Inclusion
Friday, April 12, 2019	Health and Safety/Mathematics	Health and Safety/Assessment
Friday, June 7, 2019	Report Card Writing	N/A
Friday, June 28, 2019	N/A	Curriculum Review- Semester II

Instructional School days-Elementary      187  
Instructional School days-Secondary      187

Total School days-Elementary      194  
Total School days-Secondary      194

First day of instruction for all students:      Tuesday, September 4, 2018  
Last day of instruction for elementary students:      Friday, June 28, 2019  
Last day of instruction for secondary students:      Thursday, June 27, 2019

Examination Days (Secondary):      January 24-30, 2019 (five days)  
June 20-26, 2019 (five days)

### SCHOOL BREAKS, STATUTORY HOLIDAYS AND BOARD DESIGNATED HOLIDAYS

September 3, 2018	Labour Day
October 8, 2018	Thanksgiving Day
December 24, 2018 to January 4, 2019 (inclusive)	Christmas Break
February 18, 2019	Family Day
March 11-15, 2019 (inclusive)	March Break
April 19, 2019	Good Friday
April 22, 2019	Easter Monday
May 20, 2019	Victoria Day

**STAFF REPORT**

**ITEM 9.3**

**ST. PETER CATHOLIC ELEMENTARY SCHOOL CHILD CARE ADDITION  
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. Peter Catholic Elementary School child care centre addition.

**BACKGROUND:**

On June 6, 2017, the Ministry issued Memorandum 2017:B06 Request for Early Years Capital Programs (EYCP) Funding Request directing school boards to submit their 2017 early years capital funding requests for consideration by the Ministry no later than August 4, 2017. Ministry Memorandum 2017:B06 is attached for Trustee reference (Appendix "A"). Staff prepared a priority ranking of the proposed 2017 Early Years Capital Program 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 the Board's 2017 Early Years Capital Program funding requests and the associated business cases to the Ministry, as approved by the Board.

**COMMENTS:**

On December 21, 2017, the Ministry informed the Board of the details of their funding commitment for the St. Peter Catholic Elementary School child care centre addition. The Ministry approved a total funding allocation of \$2,571,270 for the child care centre addition. The funding letter from the Ministry is attached for Trustee reference (Appendix "C").

A number of activities are required to be initiated for the St. Peter Catholic Elementary School child care centre addition project. One of the first steps in the planning process is to select and appoint an architect for the project. As such, staff is requesting approval to proceed with the evaluation of the architectural services proposed and 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 early 2019 and achieve a September 2019 opening date for the child care addition.

**CONCLUSION:**

The Board is very appreciative of the Ministry's recognition of the Board's plans for St. Peter Catholic Elementary School and the full funding of the child care centre addition. It is recommended that staff be authorized to proceed with the capital planning for the St. Peter Catholic Elementary School child care centre addition project.

The following recommendations will be submitted for Trustee consideration and approval at the March 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 St. Peter Catholic Elementary School child care centre addition project.

**RESOLUTION:**

*Moved By:*

*Seconded By:*

**RESOLVED**, that the Halton Catholic District School Board approve the Preliminary Estimated Project Budget not to exceed **\$2,571,270** for the St. Peter Catholic Elementary School child care centre 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 FOX** in the amount of **two million, five hundred and seventy-one thousand, two hundred and seventy dollars (\$2,571,270)** to finance the St. Peter Catholic Elementary School child care centre addition project in the Town of Milton.

**REPORT PREPARED BY:**

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  
Mowat Block  
Queen's Park  
Toronto ON M7A 1L2

Ministère de l'Éducation  
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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

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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

**Appendices:**

Appendix A: Child Care Capital Projects Submission Requirements  
Appendix B: Child and Family Program Capital Projects Submission Requirements  
Appendix C: Communications Protocol Requirements for Public Communications and Events  
Appendix D: List of Ministry Early Years Education Officers and Child Care Advisors  
Appendix E: List of Ministry Capital Analysts  
Appendix F: Capital Approval Process Chart

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.

$$\begin{array}{ccccccccc} \text{Capital Funding for} & & 26 & & \text{Elementary} & & \text{Elementary} & & \text{Site} \\ \text{New Construction of} & = & \text{Pupil} & \times & \text{Construction} & \times & \text{Area} & \times & \text{Specific} \\ \text{Child Care Rooms} & & \text{Places} & & \text{Cost} & & \text{Benchmark} & & \text{GAF} \\ & & & & \text{Benchmark} & & & & \end{array}$$

***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 (OEYC's), Parenting and Family Literacy Centres (PFLC's), Child Care Resource Centres (CCRC's), and Better Beginnings, Better Futures (BBBF's). 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.

$$\begin{array}{l}
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 \text{New Construction of} \\
 \text{Child and Family} \\
 \text{Program Rooms}
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 \times
 \begin{array}{c}
 \text{Site} \\
 \text{Specific} \\
 \text{GAF}
 \end{array}$$

***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



LONDON (cont.)		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
NORTH BAY / SUDBURY	<b>Education Officer:</b>  <b>Renée Brouillette</b> Tel: 705-497-6893 <a href="mailto:Renee.Brouillette@ontario.ca">Renee.Brouillette@ontario.ca</a>  <b>Child Care Advisor:</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
THUNDER BAY	<b>Education Officer:</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 Renfrew County Catholic DSB Renfrew County DSB
BARRIE	<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 Grunenko	<a href="mailto:Kristin.Grunenko@ontario.ca">Kristin.Grunenko@ontario.ca</a>	416-326-9959
10	Lambton Kent DSB	Kristin Grunenko	<a href="mailto:Kristin.Grunenko@ontario.ca">Kristin.Grunenko@ontario.ca</a>	416-326-9959
11	Thames Valley DSB	Kristin Grunenko	<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 Grunenko	<a href="mailto:Kristin.Grunenko@ontario.ca">Kristin.Grunenko@ontario.ca</a>	416-326-9959
23	Grand Erie DSB	Kristin Grunenko	<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

DSB	District School Board	Capital Analyst	E-mail	Phone
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 Grunenکو	<a href="mailto:Kristin.Grunenko@ontario.ca">Kristin.Grunenko@ontario.ca</a>	416-326-9959
38	London DCSB	Kristin Grunenکو	<a href="mailto:Kristin.Grunenko@ontario.ca">Kristin.Grunenko@ontario.ca</a>	416-326-9959
39	St. Clair CDSB	Kristin Grunenکو	<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 Grunenکو	<a href="mailto:Kristin.Grunenko@ontario.ca">Kristin.Grunenko@ontario.ca</a>	416-326-9959
51	Brant Haldimand Norfolk CDSB	Kristin Grunenکو	<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, FQIS)	
		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><li>• 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.</li><li>• 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.</li></ul>								
Definitions:	Addition: Expansion of the gross floor area of a facility, including child care and child and family program rooms. Major Retrofit: 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.								

**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>
----------------	---

- |           |  |
|-----------|--|
| <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

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 Grunencko	Kristin.Grunencko@ontario.ca	416-326-9959
38	London DCSB	Kristin Grunencko	Kristin.Grunencko@ontario.ca	416-326-9959
39	St. Clair CDSB	Kristin Grunencko	Kristin.Grunencko@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 Grunencko	Kristin.Grunencko@ontario.ca	416-326-9959
51	Brant Haldimand Norfolk CDSB	Kristin Grunencko	Kristin.Grunencko@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

Appendices:

Appendix A: Child Care Capital Projects Submission Requirements  
Appendix B: Child and Family Program Capital Projects Submission Requirements  
Appendix C: Communications Protocol Requirements for Public Communications and Events  
Appendix D: List of Ministry Early Years Education Officers and Child Care Advisors  
Appendix E: List of Ministry Capital Analysts  
Appendix F: Capital Approval Process Chart

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 Grunenken	<a href="mailto:Kristin.Grunenko@ontario.ca">Kristin.Grunenko@ontario.ca</a>	416-326-9959
38	London DCSB	Kristin Grunenken	<a href="mailto:Kristin.Grunenko@ontario.ca">Kristin.Grunenko@ontario.ca</a>	416-326-9959
39	St. Clair CDSB	Kristin Grunenken	<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 Grunenken	<a href="mailto:Kristin.Grunenko@ontario.ca">Kristin.Grunenko@ontario.ca</a>	416-326-9959
51	Brant Haldimand Norfolk CDSB	Kristin Grunenken	<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.

**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



December 21, 2017

Ms. Paula Dawson  
Director of Education  
Halton Catholic District School Board  
802 Drury Lane, PO Box 5308  
Burlington, ON L7R 3Y2

Dear Ms. Dawson,

I am writing to inform you that the Ministry of Education has completed our review of the stand-alone child care and child and family program joint submissions submitted for capital funding for school-based early years capital construction projects. These projects were submitted for consideration under the 2017-18 Early Years Capital Program (EYCP) announced in the **Memorandum 2017: B06 – Request for Early Years Capital Program Funding Submissions**.

Eligible child care capital projects being funded will support the government's announcement to create access to licensed child care for 100,000 more children aged 0 to 4 years old over the next five years. Demand was significant; 53 school boards and 39 Consolidated Municipal Service Managers/District Social Services Administration Boards (CMSMs/DSSABs) submitted 285 eligible requests for early years capital funding, worth approximately \$293.5 million, for funding consideration.

As noted in Memorandum 2017:B06, the ministry used the following criteria to assess and prioritize eligible projects:

- child care replacement due to school closure/accommodation review;
- age groupings (program serving infants are a priority);
- accommodation pressures/service gaps;
- cost effectiveness and school viability; and
- equitable geographic disbursement of new child care spaces.

After careful review of your joint submission, I am pleased to confirm that the ministry has approved funding to support one (1) project identified by your board and CMSM. In total, your board will be allocated \$2,571,270 to undertake this project. Should your school board continue to see denied early years capital projects as a priority then your school board may submit them during future rounds of the EYCP.

School boards who have not expended their Schools-First Child Care Capital Retrofit Policy (SFCCCRP) funding are expected to utilize their uncommitted SFCCCRP allocation towards approved child care capital projects supporting additions and renovations that have been approved for capital funding consideration under the EYCP.

Please be aware that the ministry has funding available to address costs related to unique site costs, 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 2018-19 Grants for Student Needs (GSN) regulation by the Lieutenant Governor in Council.

### **Appendices**

Appendix A provides a complete list of EYCP projects submitted by your board and CMSM/DSSAB. The ministry's decisions were based upon the needs identified in the joint submission form submitted by your school board and CMSM/DSSAB.

If your board chooses to address these projects with a project other than the ones outlined in the EYCP business case 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 approvals and resubmit their requests in a future round of EYCP funding.

Any changes to approved child care or child and family program capital projects will require approval from your local CMSM/DSSAB.

### **Payment**

EYCP operates on a grant payment process, where cash flow is based on school board spending. There are two annual reporting periods 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), including child care and child and family programs.

### **Board Responsibilities**

Your board is responsible and will be held accountable for implementing appropriate measures to ensure that the project cost and scope are within the approved funding and does not exceed the ministry's cost and space benchmarks. The EYCP funding allocation you have received can only be used to address capital costs related to the creation of 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 early years spaces.

### **Accountability and Reporting Process**

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 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.

Rooms must be built in accordance with the *Child Care and Early Years Act, 2014* (CCEYA).

### **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/or community partners.

#### **Public Communications**

School 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 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, CMSMs/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 order and 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.

Should you have any communications-related questions, 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 the EYCP funding allocation, 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 programs, please contact your regional Early Years and Child Care Division representative.

*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

Attached: Appendix A – Complete List of EYCP Submissions for School Board

- c: Roxana Negoï, Superintendent of Business and Treasurer  
Anna Prkacin, Early Years Lead  
Sandy Palinski, Director of Children's Services, Regional Municipality of Halton  
Paul Bloye, Director, Capital Program Branch  
Colleen Hogan, Director, Capital Policy Branch  
Julia Danos, Director, Early Years and Child Care Programs and Service Integration Branch  
Holly Moran, Director, Child Care Quality Assurance and Licensing Branch  
Dylan Franks, Senior Information Officer, Communications Branch  
Dolores Cascone, Early Years Education Officer, Early Years and Child Care Programs and Service Integration Branch  
Isilda Kucherenko, Early Years Advisor, Early Years and Child Care Programs and Service Integration Branch  
Sarosh Yousuf, Capital Analyst, Capital Program Branch

## Appendix A

Halton Catholic DSB													
Child Care Projects	CMSM/DSSAB Name	Rooms					Spaces					Capital Funding	Comments
		Infant	Toddler	Preschool	Family Age Group	Total	Infant	Toddler	Preschool	Family Age Group	Total		
												\$ 2,571,270	
St. Peter CES	Regional Municipality of Halton	1	2	2	0	5	10	30	48	0	88	\$ 2,571,270	Approved

\*Note: School boards who did 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.

### Approved School Educational Trips

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

**Dated: Tuesday, February 20, 2018**

#### Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
<b>Elementary</b>						
Queen of Heaven CES, Milton	7	77	Camp Muskoka Bracebridge, ON	This trip to Camp Muskoka will offer the students of Queen of Heaven a chance to immerse themselves in activities that will develop their understanding of Human Dignity. They will focus on how to work together as a grade 7 group and appreciate how their differences can be embraced. These activities will help them understand the importance of community and who they want to be within their school, Church and home as a vested member. This will help them foster stronger relationships and develop faith and trust amongst one another. Staff and students will participate in daily prayer.	Wednesday, June 13 - Friday, June 15, 2018	~\$360.00
Queen of Heaven CES, Milton	8	44	Ottawa, ON	This trip will allow students to demonstrate their Faith Focus of solidarity. Students will be working with each other to build on their sense of community while participating in a variety of activities. At Notre Dame Cathedral students will participate in Mass, which will enhance their appreciation of the Catholic Faith. The Cathedral will also allow students to respectfully walk around to examine various artifact within this sacred space. Students will tour the Canadian War Museum, the Supreme Court of Canada, and Parliament Hill Centre to name a few. Staff and students will participate in daily prayer.	Wednesday, June 13 - Friday, June 15, 2018	~\$623.00

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Secondary						
St. Thomas Aquinas CSS Oakville	10-12	26	DECA - 39 <sup>th</sup> Annual Provincial Competition Toronto, ON	Students who are attending have qualified to continue to compete in their chosen category from the Regional Competition. Students will work towards their full potential to solve real-life issues in a diplomatic, professional, caring and compassionate sense. Staff and students will participate in daily prayer.	February 8 – 10, 2018	~\$275.00
Assumption CSS Burlington	9-12	20	Model UN Conference	This trip is an opportunity for students to develop an understanding of world issues and to develop their communication skills. Students will learn to think from different perspectives as the conference forces the participants to take on the role and ideology of other nations. Students will be engaged in thinking about their responsibilities as active and globally aware citizens in light of their faith. Students and Staff will participate in a commissioning ceremony and daily reflections, which focus on social justice themes such as solidarity and the common good.	Wednesday, April 18 – Friday, April 20, 2018	~\$396.00
Christ the King CSS Georgetown	10-12	120	YLCC Leadership Training Centre Orillia, ON	Through an application and interview process, grade 10 and 11 students will be selected to join the CtK Mentor Program. The newly selected mentors will be involved in several leadership activities and workshops opportunities offered during semester two, prior to leaving for Mentor Camp. At Camp: Mentor camp will provide an opportunity for the newly selected 2018-2019 mentors to bond with each other and gain valuable team work experience. The students will also travel through several training workshops which will help prepare them to be the best mentor they can be for our new grade nine students. Staff and students will participate in daily prayer. Parents have been notified of evening Mass on Saturday.	Sunday, May 6 – Monday, May 7, 2018	~\$150.00
Christ the King CSS Georgetown	10-12	30	Queen University Kingston, ON	Every year, Queens University offers a pre-season rugby tournament for high school girls. Christ the King has attended this tournament over the past three years and have seen major improvements in teamwork, play, and sportsmanship as a result. Players and coaching staff from the Queen's University women's rugby team are there as well to provide support, expertise and guidance to all players and coaches visiting. This tournament is a great warm up to any rugby season. Staff and Students will participate in daily prayer.	Tuesday, April 17 – Wednesday, April 18, 2018	~\$175.00

## INFORMATION REPORT

## ITEM 10.3

### **Council for Exceptional Children (CEC) - Division on Autism and Developmental Disabilities (DADD) Conference**

#### **PURPOSE:**

The purpose of this report is to share information about Halton Catholic District School Board's representation at the *Council for Exceptional Children – Division on Autism and Developmental Disabilities* (DADD) conference held in Clearwater Florida January 17-19, 2018 through our participation as presenters and attendees to the conference.

#### **BACKGROUND INFORMATION:**

The *Council for Exceptional Children – Division on Autism and Developmental Disabilities* is a nonprofit organization composed of persons committed to enhancing the quality of life of individuals, especially children and youth, with autism, intellectual disability, and other developmental disabilities. The Division seeks to further the knowledge base of the field, thus ensuring the continued advancement of positive educational and life outcomes for those with autism and developmental disabilities. DADD provides evidence based in servicing and workshops to support professional learning for educators and education leaders. It also distributes a peer-reviewed journal and related publications.

**DADD** explores issues of critical importance to the Division and its members. The committee selects issues of importance and works to develop position statements of value to the field of DADD. Issue papers are presented to the Board and the membership for review and then published in the Division newsletter and/or journal

Diversity Committee of DADD is responsible for identifying and reviewing issues concerning ethnic, racial, and linguistic diversity among (a) individuals with autism, intellectual disabilities and/or developmental disabilities, and (b) the professionals who serve these individuals. The Diversity Committee is also responsible for developing proposals for the Division that are designed to address identified concerns.

#### **REMARKS:**

The annual international DADD conference served as a forum for exploring and exchanging ideas about education as it relates to students with a developmental delay and autism from the United States and Canada. The event attracted more than 600 educators and education leaders, and included 2 keynote speakers, and a variety of sessions.

In our presentation *The Science Behind the Breath*, we highlighted the evidence that supports that students with autism and/or a developmental delay have a high rate of mental health concerns, particularly anxiety. Some of our students with a developmental disability and or autism live in a constant state of hyper-arousal. Some of their daily struggles include: cognitive processing difficulties; sensory integration irregularities; communication difficulties; and social isolation and dependency. Living in this state of stress can cause continual release of

various stress hormones such as cortisol and adrenaline into the body. High levels of cortisol and adrenaline during stress interferes with the body's physiological balance, impairs higher level functioning, interferes with one's ability to relax and/or sleep which in turn thwarts resiliency, and is the cause of most agitation, anger, and aggression.

Our goal was to have participants:

- Increase awareness of how the brain and body is impacted by anxiety and stress and what we can do to reduce the overall effects;
- Gain a deeper understanding of the impacts of anxiety as it relates to students with a developmental delay and or autism;
- Gain an increased awareness of the benefits of breath, mindfulness and exercise for overall mental health and well-being for our students with a developmental disability and or autism.

Some of the latest research on training the brain and nervous system under pressure was shared, as well as some of our own research. We then shared various breathing strategies in addition to Christian meditation as effective strategies to help these students.

Our team was also able to experience some of the most up to date evidence based strategies and curriculum ideas on teaching these students.

## **CONCLUSION:**

The opportunity to present and attend the DADD conference on behalf of the Halton Catholic District School Board was an important opportunity to share and further our learning in the area of autism and developmental delay. This professional development opportunity provided staff with the opportunity to share the current practices we are engaging in at Halton Catholic, with educational leadership opportunities, as well as gain increased awareness in the most current curriculums and best practices.

### **REPORT PREPARED BY:**

K. MCCARTHY SPECIAL EDUCATION CONSULTANT, SPECIAL EDUCATION SERVICES  
C. BAUMAN, SPECIAL EDUCATION CONSULTANT, SPECIAL EDUCATION SERVICES  
B. BROWNE, SUPERINTENDENT OF EDUCATION, SPECIAL EDUCATION SERVICES

### **REPORT SUBMITTED BY:**

B. BROWNE  
SUPERINTENDENT OF EDUCATION, SPECIAL EDUCATION SERVICES

### **REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION

## INFORMATION REPORT

10.4

### 2018-2019 BUDGET CONSULTATION PROCESS - SUMMARY OF FEEDBACK

#### PURPOSE:

To provide Trustees with a summary of the feedback gathered through the 2018-2019 Budget Consultation Process.

#### BACKGROUND INFORMATION:

As a component of the Board's annual budget process, staff initiated a consultation of key stakeholders to gather feedback on the 2018-2019 Budget. Feedback was/will be gathered through three (3) methods:

- I. Online Survey
- II. Email
- III. Telephone Town Hall

#### I. ONLINE SURVEY

Total Respondents	1592
Number of Respondents Who Completed the Open-Ended Question # 6	468

An online survey was made available between February 15<sup>th</sup> and February 26<sup>th</sup>, 2018. A total of 1592 respondents completed the survey. Of the total respondents, 468 (29.4%) responded to the open-ended question #6 within the survey.

**A summary of the feedback received through the online survey is attached as Appendix A.**

#### II. EMAIL

In addition to the online survey, members of the community were also invited to submit comments via email to the attention of Aaron Lofts, Senior Administrator, Business Services. Three emails were received.

**The emails received regarding the 2018-2019 Budget Process have been redacted to exclude personal information, and they are attached as Appendix B.**



### III. TELEPHONE TOWN HALL

The Telephone Town Hall, facilitated and moderated by *Telephone Town Hall Meeting*, will be held on Monday, March 19, 2018, beginning at 7:00 p.m.

The session will provide a brief overview of the budget process, and invite parents to share their thoughts, ask questions of trustees and senior staff, and participate in a poll.

The Telephone Town Hall will allow parents to provide feedback in three (3) ways:

1. By responding to the poll questions using the telephone key pad.
2. By asking a question during the call.
3. By leaving a voice mail at the end of the call.

### CONCLUSION:

The feedback received through the completed consultations is shared with Trustees to help guide the decision-making process as the Board considers the 2018-2019 Budget.

#### REPORT PREPARED & SUBMITTED BY:

A. BARTUCCI  
COMMUNICATIONS OFFICER, STRATEGIC COMMUNICATIONS

L. COLLIMORE  
CHIEF OFFICER, RESEARCH & DEVELOPMENT SERVICES

Z. WALTERS  
RESEARCHER, RESEARCH & DEVELOPMENT SERVICES

#### REPORT APPROVED BY:

P. DAWSON  
DIRECTOR OF EDUCATION & SECRETARY OF THE BOARD

## 2018-19 Budget Process Feedback Received Through Online Survey

### RESPONDENTS

There were 1592 respondents to the Budget Consultation Survey. Please note that the 'n' values below represent the number of respondents that answered each question. Because each respondent could select multiple answers, the count always exceeds the 'n' value.

Survey respondents (n =1579) identified their role in the HCDSB community, as follows:

Answer	%	Count
<b>Parent/ Guardian/ Caregiver</b>	80.4%	1269
<b>HCDSB staff</b>	23.0%	363
<b>Community resident</b>	9.9%	157
<b>Parish member</b>	7.9%	125
<b>HCDSB School Council member</b>	2.2%	35
<b>HCDSB student</b>	1.8%	29
<b>Community partner</b>	0.6%	9
<b>Other (please specify):</b>	0.3%	4
<b>Total</b>	100%	1991

Survey respondents (n = 1573) identified whether or not they had children at HCDSB, and if yes in which panel, as follows:

Answer	%	Count
<b>Yes, elementary panel</b>	61.6%	979
<b>Yes, secondary panel</b>	13.5%	215
<b>Yes, both elementary and secondary</b>	8.6%	136

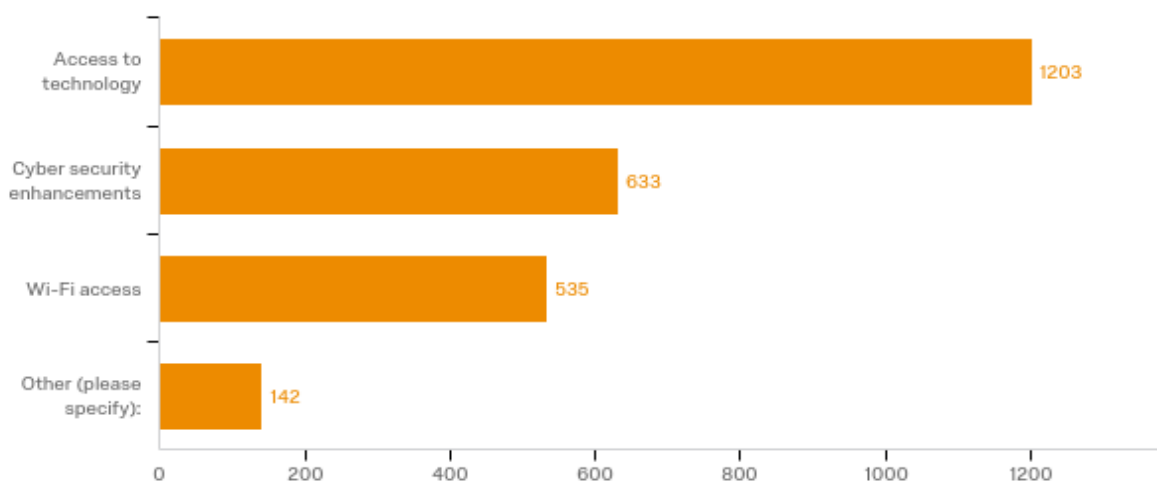
## 2018-19 Budget Process

### Feedback Received Through Online Survey

No, I do not	14.7%	234
I am a student in the elementary panel	0.2%	3
I am a student in the secondary panel	1.4%	22
<b>Total</b>	<b>100%</b>	<b>1589</b>

**Question #1** *Maintaining and enhancing our IT infrastructure to support student learning was identified as very important in the spring 2017 survey. What areas of IT would you like to see strengthened in the upcoming year (check all that apply). (n = 1537)*

The majority of respondents (78.3%) chose **ACCESS TO TECHNOLOGY** as an area of IT that they would like to see strengthened in the upcoming year, followed by **CYBER SECURITY**, as shown in the graph below.



For those respondents who chose other and provided a comment, the most common theme was **increased access to technology/more advanced technology** (16.4%, n=23), mimicking the results of the graph above. Examples:

*“Not just access to technology but decent technology, not the ancient machines you currently have.”*

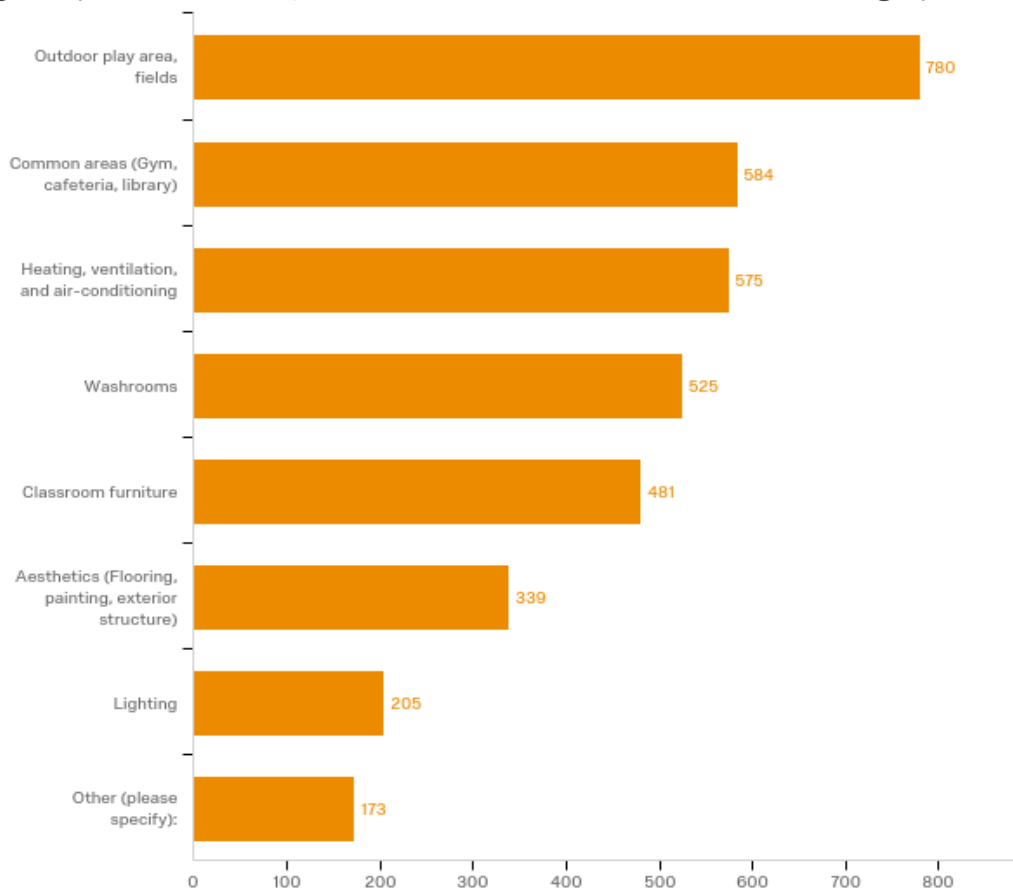
## 2018-19 Budget Process

### Feedback Received Through Online Survey

*“Every classroom to have a smart board. Every classroom to have at least enough computers to service 1/3 of the student population...ie 30 students, 10 computers”*

**Question #2** *The results from the spring 2017 survey indicated the importance of maintaining and renewing our schools. As a follow-up, which of the following school building components do you believe require additional investment (check all that apply): (n = 1496)*

The majority of respondents (52.1%) chose **OUTDOOR PLAY AREA, FIELDS** as the school building components that require additional investment, as shown in the graph below.



For those respondents who chose other and provided a comment, the most common theme was related to **the whole school/older schools** (11.1%; n = 19). Examples:

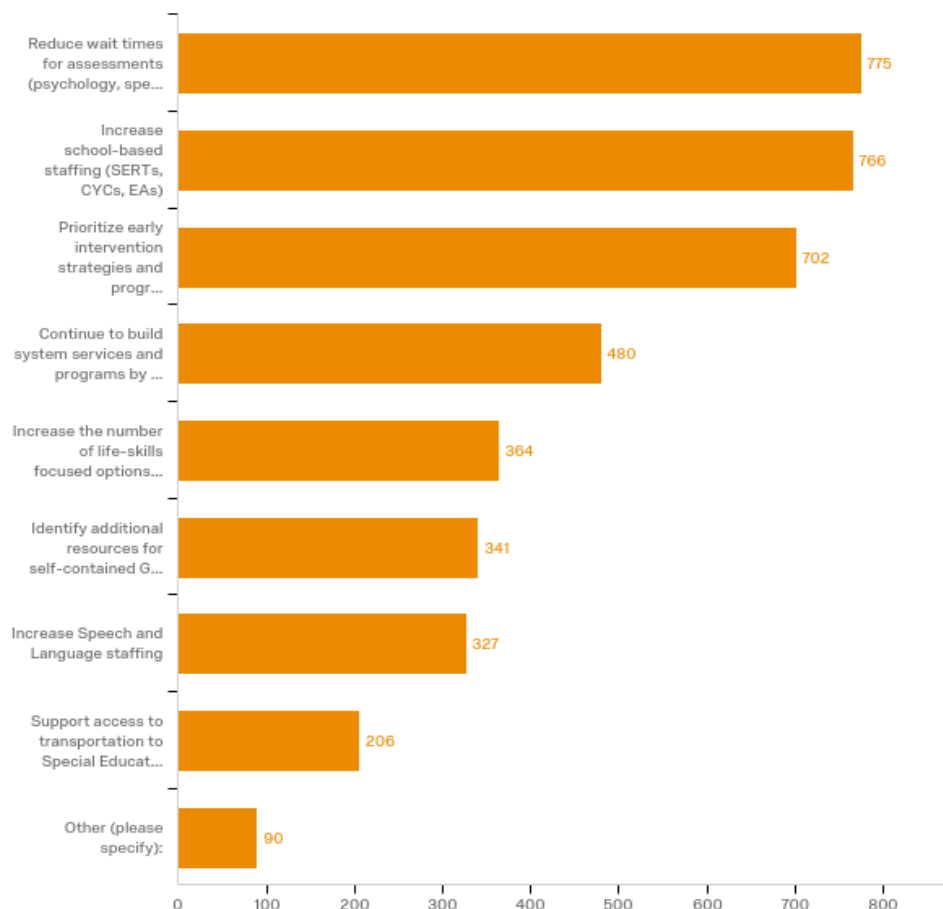
*“Fix what is broken or grossly outdated (eg. Every school should have air conditioning. Every school should have functioning washrooms)”*

## 2018-19 Budget Process Feedback Received Through Online Survey

*“Older schools need more renewing than other newer schools”*

**Question #3** Ongoing support of students with exceptionalities was ranked very important in the spring 2017 budget survey. Which of the following investments should HCDSB focus on during 2018-19 (check all that apply): (n = 1416)

The following three selections were the most selected as the investments that HCDSB should focus on during 2018-19 to support students with exceptionalities: **REDUCE WAIT TIMES FOR ASSESSMENTS** (54.7%), **INCREASE SCHOOL-BASED STAFFING** (54.1%), and **PRIORITIZE EARLY INTERVENTION STRATEGIES AND PROGRAMS** (49.6%).



## 2018-19 Budget Process Feedback Received Through Online Survey

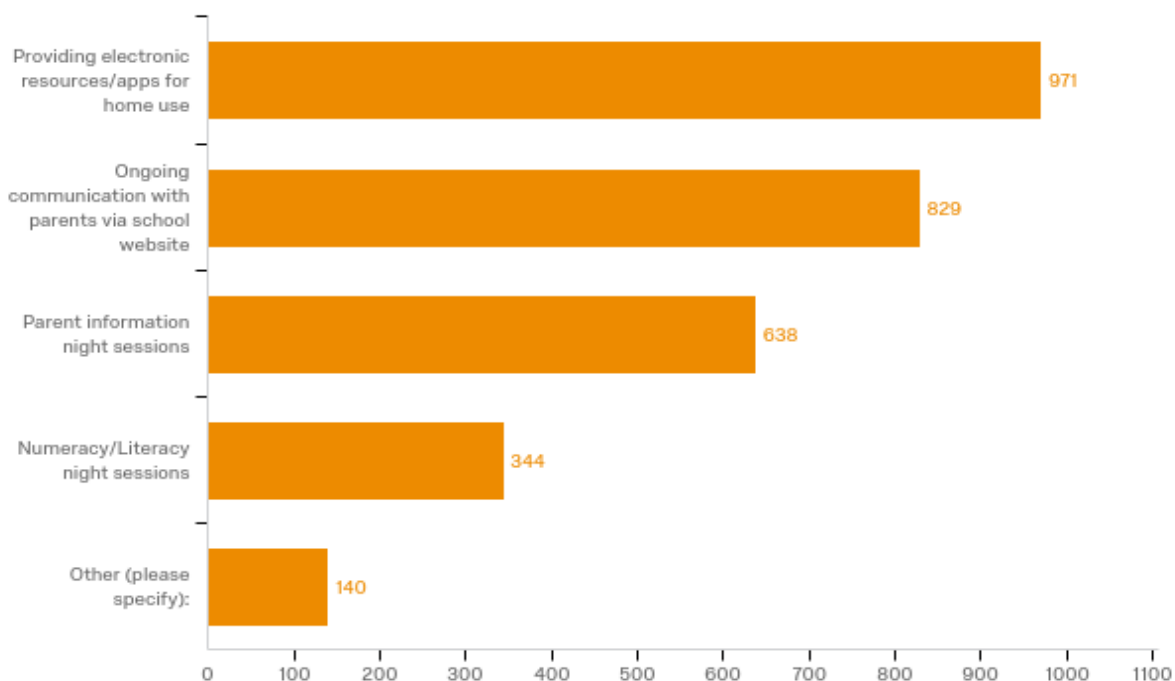
For those respondents who chose other and provided a comment, the most common theme was related to **Mental health supports** (11.1%; n = 10). Examples:

*“Social workers trained in mental health support in every school”*

*“Increased training to deal with massive increase in mental health issues with students.”*

**Question #4** *Parent involvement is instrumental to student achievement. How might HCDSB engage parents to participate in our schools and learn more about supporting student achievement (check all that apply): (n = 1435)*

The majority of respondents (67.7%) chose **PROVIDING ELECTRONIC RESOURCES/APPS FOR HOME USE** as a means for engaging parents to participate in our schools, as shown in the graph below.



## 2018-19 Budget Process Feedback Received Through Online Survey

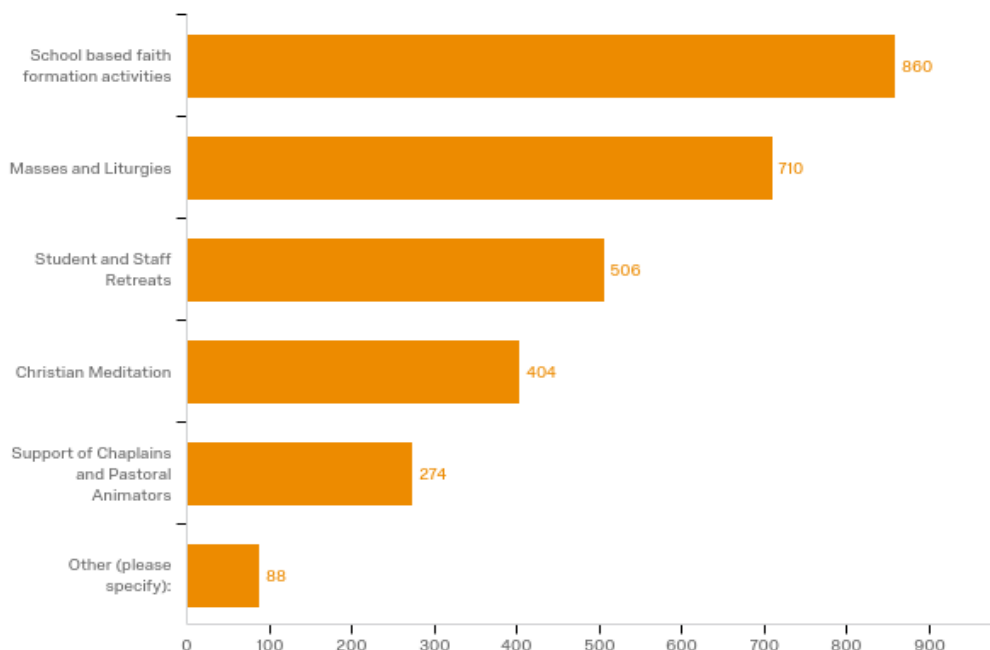
For those respondents who chose other and provided a comment, the most common theme was related to **Increased/more effective communication between school and parents** (40.1%; n = 56). Examples:

*“Have elementary teachers use e-devices to share learning with parents on a DAILY basis...it shouldn't be guess work, it shouldn't be MAYBE at Interview...it should be daily so parents can engage in meaningful, relevant conversations on a DAILY basis with their children”*

*“Weekly updates and ongoing communiciaton via e-mail or even "old-fashioned" notes home; revised HCDSB websites are great, but passive. Also, parent councils need to communicate and consult with their school communities - as required by the Education Act.”*

**Question #5** The results from the spring 2017 survey confirmed the community's value in our faith formation initiatives. Which of the following Faith initiatives do you find essential strengthening faith formation (check all that apply): (n = 1379)

The majority of respondents (62.4%) chose **SCHOOL BASED FAITH FORMATION ACTIVITIES** as the initiative they found to be essential to strengthening faith formation, as shown in the graph below.



## 2018-19 Budget Process Feedback Received Through Online Survey

For those respondents who chose other and provided a comment, the most common theme was related to **Community-based Faith initiatives** (8.1%; n = 7). Examples:

*“Encouraging giving back to our community in the form of fundraisers. It’s good for the community and gives the students something to work towards and look forward to while providing a strong sense of accomplishment”*

*“out of school opportunities: faith in action*

**Question #6** *What other areas (other budget priorities) do you believe require additional support or investment within our system?*

A total of 468 responses (29.6%) were collected to the open-ended question listed above. The comments have been sorted into themes, which are listed below.

The percentage provided with each theme refers to the proportion of participants who provided an open entry response (e.g., 468). These themes do not account for all opinions expressed in the survey, but they provide a summary of the most frequent comments seen.

### Themes from Question 6

1. **Additional Staffing** (10%, n=47). Respondents suggested increasing teaching staff (n = 5), supply staff (n = 1), custodians (n = 3), French staff (n = 4), Special needs staff (n = 4), administrators (n = 1), CYCs (n = 4), physical education staff (n = 1), lunch/recess supervisors (n = 6), EAs (n = 7), IT staff (n = 1), speech pathologists (n = 1), Alternative education staff (n = 1), guidance/well-being staff (n = 3), and social workers (n = 2). Two respondents also suggested hiring more qualified teaching staff.

Examples:

*“Increase in EAs in our schools. Especially when a student requires 100% supervision and covering the EA’s breaks come from EA allocated for other students.”*



## 2018-19 Budget Process Feedback Received Through Online Survey

*"Increase teaching staff to lower class sizes."*

*"Lunch supervision. It is unacceptable to have one adult looking after three classrooms (60 kids) as they eat lunch. It is a safety risk and a tragedy waiting to happen. More lunch supervisors must be hired."*

*"More special education teachers to support kids with learning disabilities, mental health and disability support teams"*

### 2. **Increase promotion, funding, and attention of the Arts and Physical Education** (10.7%, n=50).

Examples:

*"...Any additional time or resources for physical fitness and the arts..."*

*"extra curricular activities budget for school such as music and art programs or sports organized activities for physical education classes"*

*"I believe that instrumental music programs at the elementary level require additional support/invest within the HCDSB system."*

*"Investment in a dedicated Arts School. There is an enormous amount of educational research to support the value of the arts in education. Other boards have at least one school like this."*

### 3. **Increase access to classroom/school resources and materials** (11.5%, n=54). Respondents suggested more school/classroom supplies (n = 18), as well as access to new and updated textbooks (n = 15) and technology (n = 21).

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### Feedback Received Through Online Survey

Examples:

*"Technology education and assistance for teachers to help them use technology as part of teaching. There are many tools, websites, apps available, however teachers don't seem to embrace technology. Providing tools or technology assistants in class"*

*"Consumables for classroom use. Purchasing supplies once a year does not adequately support the Kindergarten curriculum (i.e., inquiry based"*

*"Textbook renewals. The textbooks are in terrible shape OR communicate with parents in the textbook renewal strategy - are we going to online textbook system? Parents have no idea what the board is planning to do."*

*"Rapid growth schools means budget requires review to ensure adequate supplies (ie. textbooks) as students move up in grade levels. Inadequate supplies is not acceptable"*

#### 4. **Investment in French** (4%, n=19)

Examples:

*"To increase classes in French Immersion Program so more students can have access to the program."*

*"French Immersion - hiring of teachers, expansion of program that is in high demand."*

*"FSL support and resources"*

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**Complete List of OTHER responses provided to Question 1**

Ability to block social websites on school premises
Access to apps and free approved programs online
Access to Coding programming
Access to curriculum based technology for students
access to online text books
Access to too much technology is not necessarily a good thing. Please be careful!
Actually, less. Uncomfortable with having routers in each classroom
all of the above
all of the above
All of the above, access to tech that is appropriate for real life job skills need to succeed in the work force
At Loyola many teachers are opposed to students bringing their own technology to class.
Augmented reality
Better and faster working technology
Better infrastructure for staff to share information easily with one another. StaffNet currently has limitations, and there really isn't another option given to staff when we ask.
Better IT control over school records. It is unbelievable that today there is no coordination between the vaccination records in the health system and the school board. Or that the library assigns lost books to students.
better IT support
Better teacher training
Building technology skills
career focused tech like Cad software, media tools (cameras, sound recording), 3D printers
Chrome books can be further purchased for more schools.
Classroom technology
Coding
Communication to staff & students about how computer & email logins work.
Communication via electronic messaging with teachers. It is 2018 and about 10 years too late to be starting this discussion.

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Consistency in email/user accounts between elementary and secondary. Communication of how the multiple (email, desktop, msn etc) accounts work to students/staff/parents.
Content safety via appropriate internet filters - avoid access to pornography, YouTube which has a lot of inappropriate content that is hard to filter.
Continue coding classes
Controlled spending of classroom related technology through curriculum.
Courses on how to use IT as an educational resource
Digital Citizenship Curriculum
Digital literacy and how to create accessible digital documents
Drawing tablets for growing Media Arts programs
e-attendance program
Early training in essential computer skills eg typing, programming, office programs
Educating students about social media
Enhanced computer equipment
Equal access to technology for all students . Example : northern schools such as Acton are dismissed and ignored yet oakville Burlington schools have much better equipment. The deciding bodies are playing politics and distributing budgets based on tax bases. Shame on you . Stereo typing
Every classroom to have a smart board. Every classroom to have at least enough computers to service 1/3 of the student population...ie 30 students, 10 computers
Expanding the use of online tools like google classroom
Expeditious approvals of SEA assistive tech grants for students who've received LHIN referral recommendations. At this time, there is considerable effort that goes into setting up the observations by LHIN whose waiting lists are already long for students with special needs. Once the referrals are provided the hope would be for a more expeditious approval from the SEA claims department. Our present delay has been 2 months with no definitive ETA provided. Children (and families) on multiple waiting lists for services at the very least appreciate definitive ETA's. Our delay also complicates the time frame for the remaining allotment of LHIN in observations which, ideally ought to occur once the assistive tech trial has begun in order for OT's to provide consultation based on students use of the tech. Further to this there is a limited time frame that LHIN observations can occur within before they are lost. Delay in claim approvals has a negative impact on the ability for students and their Education team to benefit from the OT consultations.
faster turn around times when problems need to be fixed
firewalls to restrict access to certain websites that teenagers frequent (snapchat) that disrupts learning. Also restrict access to VPNing into the school wifi. Called IT and the response I got was there are too many to control. There is a way to stop this. Talk to larger organizations.
fix our smartboards and it issues on a timely manner

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Full class in computer lab continues to be inaccessible, meaning speed is slow to log in and then when students are on programs the computers continue to freeze. Computer time is usually 5-10 minutes and activities are incomplete.
Given the research being conducted on screen usage impacts on children, I would prefer that funds are committed to other aspects of learning instead of technology in the classroom and Wi-Fi access.
Higher quality teaching in the classroom.
Higher ratio of devices to students.. iPads and computers.
I am not interested in technology being a large part of my child's education. Already, there is too much as far as I am concerned.
increased response time to networking concerns - ie printers/external devices etc.
Increased use of technology in all grades
Integrate IT in their curriculum
Internal system upgrades. New HRIS System
internet/mobile addiction
Introducing the students to coding and the understanding the basis of artificial intelligence
IT staff
JK/sk Should have some kind of access to child computer programs once a week to get accustomed to keyboard/monitor.
Keeping technology current
kids to be learning coding at young age....
laptops or ipads for all classrooms
Laptops projectors speakers not in each classroom
Less technology and more rigorous learning
Less Wi-Fi. Children have headaches after too much exposure to this.
Maker Spaces
Materials on teaching lessons about internet safety
modernization of the public and staff website
More classes on tech - learning to code, etc.
More computers in classrooms
more frequent OT, SLP, BA support

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More IT personnel to answer our questions and fix problems with devices. The amount of tech in our schools has quadrupled yet we only have one person for half a day a week. That equation does not make sense.
More RAM for technology class computers
More tech support in the schools so that when there's a problem it can be fixed immediately. There's no point in buying more devices if what we have isn't being serviced properly
More technology in classrooms
My child is SK at Holy Family and he has rarely mentioned the use of any technology in his classroom.
New computers for computer lab
nil
No enhancements we have other more pressing needs
None
None
None at all. Kids have way too much access to technology
None I want my child to go paper based
None! Wifi is damaging to children's bodies and health. Vast studies re: exposure to wifi is detrimental to health esp young children. Studies also show technology does not promote or advance or encourage creative thinking.
Not important
Not important in general
not just access to technology but decent technology, not the ancient machines you currently have.
Only money for the classroom nothing for logos, new trucks, raises for senior staff. Teachers are buying their own things for the class!
phones in classrooms in older schools
Policies around personal phone use during classyime
Programming should be introduced earlier into the curriculum ( <a href="https://www.wired.com/2013/09/ap_code/">https://www.wired.com/2013/09/ap_code/</a> )
prohibiting social media in the schools' wifi
Proper learning of computers ... Typing and navigation not just games
qualified/experienced tech staffing
reduced class sizes

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Regularly implement classroom time to go on educative websites; being able to hear the class lessons on live web session if student is ill or away on vacation etc. so they don't fall behind.
Robotics
robotics and programing
Safe WIFI - radiation is a serious issue and there are several institutions which have taken precautions and measures to protect people from the damaging side effects of wifi radiation
Safety while surfing the internet.
security
Security knowledge around how to be safe on the internet
self directed e-learning
Spec. Ed. Funding
Specific computer skills , researching, typing
Staff able to incorporate use of technology in current authentic ways that will support future endeavours— use of tech beyond present assignment in in ppt
STEM
STEM based programs such as coding
STEM education assets
STEM learning and appropriate digital learning
Stem resources
Strengthened restriction of social Wi-Fi use in class
Stricter rules around use. Ridiculous that they are used for anything other than specific learning at school.
Stronger Wi-Fi
Supervision and accountability
Support to technology
Supporting in class help desk tickets
teachers confidently using educational apps, embedded in their teaching
Teachers learning around technology support programs and systems
Teachers letting students use wi-fi
teaching ALL kids how to type!!!

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Teaching Cyber Protection.
Teaching healthy and unhealthy use of the internet
Teaching students about technology, it effects on the human body, social manners while using tech
Technology personnel in the schools and more accessible. This half day every week or two is useless.
The computer science area needs updated tech as well as robots. You can not use old technology.
There is too much focus being given in this area.
Timely response from IT department for service and maintenance. They are understaffed.
Training for educators for effective use
Training for Identified Students
Training in use of tech in the classroom (SMARTboard, iPads), all tech working on the first day of school and maintained consistently.
training on various platforms
Transportation for high schools
Unblock snapchat
unknown - My son is only grade 1
Up to date equipment
Update old equipment in the schools. Some of it is ancient, and the techs are always having to fix it!
updated computer lab
updated resources such as smartboards for all classes
Use friendly website. Too much clicking needed to find anything.
Various programs to complement learning at school
Why do our schools still use textbooks when all other school boards are all through tehnology. get with the times!!! This is embarrassing.
Wireless printing from iPads and printers in all FDK classrooms



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**Complete List of OTHER responses to Question 2**

A more thorough cleaning of the Kindergarten classes is needed. The floors should be washed every day, not spot mopped. The cleanliness of our Kindergarten rooms has declined.
Absolutely everything, it feels like a prison in the school, and you seem to waste money on unnecessary things that won't help us in any way
Access to useful educational items in JK and SK. In particular Books to read that reach not simply a low level of understanding but work towards a grading system.
Additional lockers
Aesthetic upgrades—incorporate natural light and environment. Open bright airy areas where students want to meet
Air Quality
all of the above as needed
all of the above as needed
All spaces should have proper heating and cooling systems
Any area of a school that needs maintenance
Areas such as art rooms and gyms and weight rooms etc. Places that aren't maybe used by necessarily all the students, but if they were revamped would make a world of difference.
At Assumption - everything!
Basic equipment such as books without duct tape and missing pages
Better janitorial services for our MANY portables. These serve as regular classrooms at most school sites yet the maintenance and general cleaning is no where near the same standard as inside the school building. Landscaping is necessary to provide adequate and safe play areas at our school. For a large portion of the year, the field area is off limits because it is underwater
Bishop Reding needs WINDOWS!!!
Board Office
books... they are falling apart and outdated
bring back the portapack and get rid of portables.
Build the school on Berton!!!!!!
Building Envelope/Energy Efficiency
ceiling tiles
Class rooms are dirty and the students are cleaning them to help out the teachers

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Classroom supplies (i.e. toys, art materials)
Classrooms . Not portables
Clean Air Ventilation Systems
Cleaning
Cleaning Kindergarten areas
Cleaning of the school.
Cleanliness
Common area space
Common areas such as games rooms, drop in resources such as 3D printers and makerspace equipment.
Computer labs, head phones
Computer Rooms - Students need computers
Computers
Computers
Computers in the classroom
Consumables in classroom
Corpus legs on classroom chairs are worn and make screeching sounds
Depends on the school
Door handles of washrooms need replairs
Door safety features
EAs
Ensuring ducts are clean and oxygen levels are at or above normal levels
Equipment and resources (i.e. smart boards, labs, etc).
Even though my children don't attend it, I have been there and it is sad. Please renovate Assumption Secondary School in Burlington.
Everyday cleaning especially for schools who have contract workers. It's brutal
Everything needs to be fixed it's honestly a prison dump
expanded space as schools are overcrowded

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Extracurricular programs
Fencing around the school ... Our Lady aid Fatima, Milton has no fencing around the rear playground/park
Fix basketball hoops
Fix what is broken or grossly outdated (eg. Every school should have air conditioning. Every school should have functioning washrooms)
Focus on older buildings!
French teachers
Get rid of portable
Get rid of portables!!!
Getting rid of portables
Grass at St Brigid. Children play in the mud. It is embarrassing
Heating and air conditioning in portables
Heating, ventilation and air-conditioning is a MUST
Holy cross needs a new school
I hope that we will soon be able to drink out of the taps in our staffroom
I mention outdoor play area, fields not because they aren't well maintained, but it seems at our school that student access to the space and/or to equipment (balls, skipping ropes, etc.) is limited. Physical literacy is important.
Im pretty happy with the state of our school overall. More filtered water stations for filling water bottles would be good.
Improved portables
In classroom supplies
Increased supervision during drop off and pick up times to avoid tragedies such as the recent death of a 5 year old child crushed by a car left running by an extremely inconsiderate, selfish, brainless parent who was oblivious to the safety of all other kids in the surrounding.
I'm not aware of any of these items being behind
Jk/sk adult toilets need to be replaced with kid size ones. Kids put their hands all over the toilets to prevent from falling in and then I'm sure some clothing fall in as well. Poor
keeping the hallway and washroom clean and tidy at all time. at my kids school if go go to the washrooms 60% is clogged or with pee/poop on floor or on the seat. both boys and girls.
Kindergarten area
Kiss n ride is dangerous and more outside support staff as too many kids being bullied and staff have different techniques of handling it. Or they ignore it cuz they can't "see it" or know how to handle it.

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landscaping maintenance
Larger chairs and desks for tall students please
leave common area at holy trinity alone do not change it as the kids love it!
locker rooms for students to change in
maintaining clean and proper student washrooms
More activities where children can be active
More catholic pictures, statutes, crosses, etc.
More Catholic-related pictures, statutes.
More classrooms so NO portables.
More lockers
More outside organized group physical activities
My child's school is well maintained
My kids school is fairly new so it does not need anything now
My school was recently renewed and looks great
Needs to be rebuilt as a modern facility
New and bigger lockers
no more portables - all kids should be inside the school
non-fluorescent lighting
Not sure
not sure, but environmental benefits
Older schools need more renewing than other newer schools
Older schools really suffer with irregular heating and cooling. Much money wasted in over heating and over cooling
outdoor (as above - in particular, grass or turf options - students are off the fields for months of the year due to poor conditions
Outdoor areas for Junior and intermediate students
Outdoor classroom spaces
Outdoor is just black top from what my daughter tells me, but school is surrounded by beautiful parks such a shame that young children are not given the opportunity to play on grass. So important to have s

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connection to nature not just outside time nice to play on grass. Perhaps money to allow for supervision on the adjacent fields. I think older kids are allowed on them, when their teachers take them.
Parking
Parking
Parking lot for children drop off and pick up. Safety concern
Parking lots for driving / pick up (st. Anne)
parking lots, safe access for walking to school
Permanent building (addition?) rather than haveing 12 portables.
Play Area for kids with disability
Playground equipment!!! Our kids complain every day!
Please get rid of the asbestos in the schools.
Portables
Portables are cold
Portables are terrible
Portapaks - large, semi-permanent blocks of classrooms that attach directly to a school's door, an addition of a school wing.
Proper fields for soccer/football play
Replace water damaged (mouldy?) ceiling tiles on the upper level of the school.
Safe drinking water from every tap.
Safety and security for the children should dictate fenced boundaries be a necessity! Our Lady of Fatima has no fencing and therefore and stranger can just walk through yard at anytime, unobstructed!
Safety on the playground including fenced in areas for all grades
School is only a few years old, nothing is required at the moment
School Supplies
School team uniforms
Science supplies for actual use.
Secure safe outdoor enclosed from public access
Security tools eg: cameras
smaller multi-use spaces. For speech services, testing, meetings, phone calls, outside supports, small group learning etc. Additional spaces req'd

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Snow clearing
some school such as Assumption needs a face lift. it is not inviting when walking up to the school.
sound system in gym
Special Education
Specifically refurbish floors/tables/chairs as buildings age.
sports equipment
St Gabriels School Burlington needs a througout overhaul.
staff
staffroom
Staffroom has microwaves that are no longer working. They should be disposed of. New ones for purchase. The janitorial staff should wash classroom boards on a daily basis.
Standing tables in classrooms
supplies for student learning
Tablets
Take a look at the yards at the French and public elementary schools for examples
technology in classrooms
telephones in classrooms
Textbooks
textbooks
The entire school, my daughters school is extremely old and they were our of their room for a week due to a burst pipe in the ceiling
The jk /sk yard is an embarrassment as well as entirely inadequate. The school chain fence has ripped two of my coats while I was just walking by, they need new fence. Also the amount of bees is out of control they are nesting in the planters and it seems in the fence posts, why isn't anything being done about this
The look of the school should not be as important as what is needed for our children to succeed. Leave the esthetician and get with the educational program.
The outdoor classrooms don't have washroom or even sinks. It would be great if you could somehow make these more hygiene friendly for the children
The outdoor eco fields seem to have backfired as in the fall and spring the sandy areas have resulted in mud.
The outdoor fields please, please, please
The quality of cleaning that happens daily needs to improve -

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The school my kids attend is beautiful inside.
The school needs a new paint, there are cracks in the floor and walls, our school looks worn down and needs repairs.
The stairs are rusting
There is a great need to invest monies in building and furnishing welcoming, appropriately sized, safe sensory/calming/snoezlen rooms that meet specific criteria for an array of children with special needs. Library learning commons need to be updated with tech and outlets, PBL conducive work stations and comfy sectional furniture that can be easily reoriented as per need. Students need more sheltered shade areas in playgrounds and would benefit from outdoor classrooms, shade awnings in kinder pens/zones, outdoor buddy benches, dedicated classroom window boxes, painted pavement games and activity wall boards (especially in kinder zones) to promote engagement. Edible Gardens and School Family gardens would be a valued addition to school yard scaping improvements, and fenced rooftop gardens or greenhouses might be considered if liabilities do not prohibit this. Solar panels pilot projects might also be an energy saving project to consider. School Councils would appreciate a dedicated room /office& storage closet for their collected supplies storage. Elementary schools should consider the inszalkation of a class sized chapel on the premises so that children who may not be able to attend mass regularly for reasons outside their control might still receive Eucharist to feel connected to God.
These areas are too small for students to move around in
Things are great!
Things that will improve the cleanliness of the school/classroom (i.e. lockers, white boards, shelving and storage space, etc.)
Thomas Merton - Rooms for staff
toys and games
Two outdoor basketball nets at St.Johns school please so the kids can practice and can feel more confident at school games
Updated and well equipped portables
Updated washroom facilities
Updates for older schools
Upgrade set up of classroom
Walking the talk of our Catholic Social Teaching and providing heating to or custodial staff in the winter when students are on break; and air conditioning in the summer when school is not in session.
WASHROOMS - please!! My children tell me about the horrible state of the washrooms and when attending events at secondary schools (Notre Dame and Corpus) and have had to use the facilities, I am so disappointed with the smell, poor facilities, lack of water coming from the taps and lack of soap (usually there is No soap)
Washrooms! Very important
Water - not safe to drink

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Water fountains that work
Water leaks
Water stations
Wheelchair Accessibility for inclusivity
Why don't you compare school to school and ask yourselves who needs renovations the most Example Acton st Joseph's to any school in Georgetown south ? Georgetown of course as it's higher tax base.

## Complete List of OTHER Responses to Question 3

Facilitate access to appropriate programs for Gifted students in secondary - ie. AP, IB programs. This can be accomplished in the short term by providing transportation to out of bound students and over the long term, having the programs available in more schools - at least one option at every high school in the board! This would also increase opportunities for high ability/high achieving students who do not meet the criteria for "Gifted" identification. Enhanced programming must also be developed for Gifted students who wish to continue in the Academic stream, or where only Applied/Open/Academic options are available. HCDSB must ensure that EVERY student has the opportunity to reach their full potential – and that includes Gifted students.
Add extra curriculum activities in school where children get to perform
Additional resources to expand Early French Immersion.
Additional support for mental health including education of teachers and support for students
Address mental health issues such as anxiety and depression before students head off to post-secondary insititutions
AFTER SCHOOL SPORTS
Alternative education programming (Thomas merton)
be more diligent to keep drugs out of our schools!
Build school on Berton!!!!
Can't comment
Children with behavioural and significant academic challenges should be in their own classrooms with professionally trained teachers. They should not be in the same classroom as other students.
Come up with a portal that is viewed daily for teachers to inform the board on what students in their class need assistance and have action taken within a week not months .
Create targeted programs for special needs students.
Early french program. Teachers & number of classes



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early identification of mental health issues
Employ and build system services and programs by Mental Health Professionals to benefit students who require mental health support and strategies
Facilitate access to appropriate programs for Gifted students in secondary - ie. AP, IB programs. This can be accomplished in the short term by providing transportation to out of bound students and over the long term, having the programs available in more schools - at least one option at every high school in the board! This would also increase opportunities for high ability/high achieving students who do not meet the criteria for "Gifted" identification. Enhanced programming must also be developed for Gifted students who wish to continue in the Academic stream, or where only Applied/Open/Academic options are available. HCDSB must ensure that EVERY student has the opportunity to reach their full potential – and that includes Gifted students.
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Field trips for enrichment of knowledge and social skills
Focus on self esteem - contact Amy Evans / educator and author on dealing with mental health in the classroom re: self esteem and bylines
Focus seems to be on children who need assistance while kids who are self sufficient and have no concerns are left behind.
focus the quiet children as they are often let alone as they do not cause any issues
Food allergy awareness
French Teachers
full time CYC in every school increase in SERTs
Funds for itinerant DECE positions
gifted areas are underserved
Have consequences when behaviour is inappropriate. Not sure which category this falls under.
Highlight diverse methods of learning styles

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Hire teachers who really care about students rather than supply teachers or teachers with bare minimum skills.
I hope there are some programs to help our kids, especially, high grades kids to learn how to communicate properly with other kids, teachers, parents and to show respect to other people. Also, can introduce different cultures how they educate their kids to be good kids. Those programs will help our kids and it is very necessary in Canada, even the whole world.
Implement the Arrowsmith Program in elementary schools to maximize the benefit to kids with learning disabilities
Improve handwriting skills, have a text book so that we as parents know what all is covered for a particular year : this can help the parents to be well prepared too
Increase awareness of the Change and Transformations Programs in Oakville and Milton
Increase CYC compliment
Increase ESL funding. Hire additional teachers for ESL.
Increase french classes and teachers
Increase number of guidance counsellors and assist when parents request their help with their child
Increase number of teachers who can offer help for kids who need more help in learning
Increase occupational therapy staffing
Increase support for mental health issues
Increase support for students who require support due to behaviour
Increase support for students with special needs. In addition, the independence rubric does not really taken into account students with autism.
Increase the number of life-skills focused learning opportunities for all students
Increase the number of life-skills focused options to ALL STUDENTS
Increased funding to hire more Social Work and CYCs
Increased number of administration in schools
Increased staffing for our Alternative Education programs (another Administrator or Department Head or Itinerant, another Social Worker)
Increased teacher education on Autism. To many teachers with no knowledge or understanding.
Increased training to deal with massive increase in mental health issues with students.
Keep class sizes as small as possible.
Make Math and Sience level higher especially for children that are good in this and they get bored in the Math class.
Mental health support

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Mental Health Supports
Money for students that aren't special needs, all kids need investing in
More faculty for reading programs
More streaming of behavioural and high-need students.
My child was identified as needing speech services a year ago. He's in grade 3 and we've now wasted a whole year - he's still not been able to get in. Absolute travesty
My daughter is in the accelerated French at St Gabriel's. The teaching in that class has been terrible with dozens of supply teachers, no consistency or control and no proper marking and grading in a number of subjects.
N/A
n/a
None
None - current is adequate
None.
Not applicable
Pay educational assistants a livable wage.
Provide for more expeditious approvals for SEA claims approval for assistive tech for students with Special Needs. Wait times to receive the necessary OT observations via LHIN are already long. It would greatly enhance a students' success and access to the curriculum by fast-tracking approvals for the assistive tech once the OT referrals/recommendations have been received from LHIN by SERT departments, and then forwarded to the HCDSB SEA claims department. At present, there is no set ETA for the expected wait time, which from the experience of families of children with Special Needs in Ontario (across the board) is long. The months long current waits for approval are viewed as unreasonable by many parents of children with Special Need's, considering the referrals are already expressed as warranted by professionals in OT, and already in-hand at the HCDSB. If there is a staffing issue that is delaying referrals reviews, this is an HR matter that warrants an address for the sake of the students in order to expedite the approvals so that the expenditures for tech can be made, and students can then get on the tech trials asap. A further necessity for expeditious approvals by the claims departments will allow students who have already received approval for LHIN OT therapy / consultation via classroom visits, to have these 4 offered visits in the first year of service by LHIN to be optimized. Optimizing visits and consultations can occur by having the visits scheduled after the students are actively engaging in the assistive tech trials in school. There is presently a deadline date of 1 year within which these visits can occur by LHIN. In subsequent years there are only 1 or 2 visits allowed. If referrals continue to be slowly processed by the HCDSB Claims Dept as is the experience to date, students will lose the opportunity to receive those added LHIN services in the first year unless they are just booked to receive them, as opposed to more thoughtfully poised to benefit students whose goals coincide with the implementation and use of the tech.
reading programs

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School bus eligibility in the Freeman area for secondary student
Segregated schools for special needs
Smaller FDK classrooms, there are too many little people in there with varying issues. 30 is okay, not ideal in junior/intermediate because they know what is expected of them. Has no one noticed the behaviour issues in kindly spiked when FDK came in? We are ruining our children. I speak as a teacher and a parent who's children went through the program.
Soial workers trained in mental health support in every school
Special Education
Specialized class rooms. Mainstreaming everyone just takes away from everyone
specialized classrooms, inclusion is not working
Specific gifted programming that extends into the high school years. IB and AP courses are great, but they do not address the specific needs of gifted children.
Staff Training opportunities in this area
Stop forcing kids who are math oriented to learn math as language learners...it diminishes their natural abilities
STOP putting money in enhanced class and create contained classes for LD students that require reading and writing supports!!
Stronger Gifted Programming in High School
Student issues are intensifying and support is non existent from parents. Student are aggressive and schools have to jump through hoops to access services such at TDR and autism support. We feel deflated.
Students requiring Special Education not provided by their home school should have transportation (bussing) as an option.
Support in kindergarten
supports for students at Thomas Merton adult school
Technology in Kindergarten more
There is a greater need for resources, training and professional develop,met to support gifted students in the regular classroom. There is a big void between their experience and that of those in self-contained. Also, there needs to be appropriate rprogramming and/or better access to existing appropriate programming (AP/IB).
There is no special education program currently offered for gifted students in secondary panel. Transportation needs to be provided to allow gifted students to access AP/IB to meet their needs. Gifted students should not have to switch to the Public board to access these programs. Mainstream should not be the only option available to them due to being out of catchment area.
This is not a priority in my opinion
why are there only options for spending more?

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**Feedback Received Through Online Survey**

**Complete List of OTHER Responses to Question 4**

Better communication between parents and teachers and student achievement perhaps via an app or other. Frequent communication that is more than what exist currently
Access to lesson plans and tools to supplement learning at home. Especially with younger grades where it is harder to receive information from students.
activities which bring school community together; e. I. Fundraising, talent shows, concerts,
Add value to programs offered.
all of the above
All of this is currently happening now and feel it is sufficient
Allow and encourage parents to volunteer at the school to assist students in needs
Allow teachers to communicate by email classroom updates
Allowing parents the opportunity to come into the classroom and observe
Although I find it very important to have info nights and I try to attend most of them, I find the number o parents participating is very low. So i believe providing online resources might be helpful and can include and have more parents involved.
Anything - board and school are doing nothing
Ask us how we feel our children could benefit from school initiatives. Ex: I strongly feel money should be spent on school community events such as school plays. This has been removed due to "budget". This was an extremely positive experience for the children last year and our school is gifted with an exceptional music/art teacher. Many of the kids are so disappointed they can't be part of this initiative this year. If it were a budget issue, myself and many other parents I've spoken to would have been happy to come together and raise the funds to rally for what makes school enjoyable for kids.
Better liaison between elementary schools and grade schools- parent reps for each feeder grade school at high schools to help with transition between grade 8 and 9
Bringing in speakers - ex: child development experts to explain the kindergarten "play" based model. A great model if it is just explained properly to parents instead of having them believe their child is doing nothing but playing. Play is work in the early years.
Common benchmarks shared with parents, especially in the early years of reading
Communication should also come from the teachers regarding their class subjects so families know what their children are learning.
Communication via email
Community building events
Consistency with communication. For example - use of activity log/journal should be used to document and capture all strengths and areas of required improvement.
Daily communication from teacher via technology (an app that is easy for parents to access on phones would make it most accessible) Edsby is a great one as an example.

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Direct one on one meeting with concerned parents of kids who needs support
Electronic communication to parents via e-mail (rather than making them responsible for checking the website)
email
Email
Email summary
Encourage a welcoming environment. Communicate with the parents, allowing them time to plan.
encourage communication between parents & teachers
Encourage more participation in parent involvement committee.
Encourage parents to stay active in their students' activities at the secondary level - coaching, helping run student led events etc. Earlier report cards at the elementary level. Having to wait until February for actual marks and comments from teachers is ridiculous.
Encouraging parents to continue volunteering at student events at the secondary level.
engage parents in some of the classroom activities
Even though we spend many hours reviewing lessons with our children and assisting with homework and assignments if the homework in particular is not taken up in class the student really doesn't know their true learning and retention until the test - which is too late to remediate. More teacher involvement is required.
Force all schools to allow parental involvement in schools. Some primary teachers don't allow parents to help out but then complain there isn't enough to get to all the students.
Get together and events like a bbq or community opportunity
Google classroom , teacher and school twitter feeds, remind app, seesaw, easier access to teacher and classroom learning
Have elementary teachers use e-devices to share learning with parents on a DAILY basis...it shouldn't be guess work, it shouldn't be MAYBE at Interview...it should be daily so parents can engage in meaningful, relevant conversations on a DAILY basis with their children
Have interactive child/parent numeracy/literacy night sessions.
Have more regular guest speakers for various topics to help parents and students
Have teachers teach, parents have their own jobs
Having teachers be more open to communicating with parents
Having the parents come to the school and do activities with the children.
HCDSB must genuinely consider and act upon parent feedback. Apathy is a result of parents feeling there voice is not heard or valued.
Hire consultants to learn how to actually listen to parents, not pay lip-service, professional dev'p for board staff to understand systemic barriers to parents engagement, communication to parents that is NOT school website (email, school agendas)

## 2018-19 Budget Process Feedback Received Through Online Survey

Hold meetings with stakeholders to facilitate better decision-making through discussions.
hosting more than one parent teacher interview sessions per school year would be tremendously helpful
How dated is the team that orchestrated this , all of the above not just one or another . Communication is key
How do you do parent student interviews when there have been over six teachers this year in the same grade.
I am engaged enough. Put more time to teaching students to know things and be self reliant
I am not sure any above helps much.
I really enjoyed receiving photos daily when my son was in kindergarten. It provided an opportunity to discuss the daily events and expand on them on our own. Now I receive nothing. I also don't understand why the school stopped sending me weekly updates via email. I forget to go to the school's website...I appreciated the message coming to me.
I would like to be more involved, however unsure how outside of school hours.
If each teacher provided a summary of the week on a Friday to parents via the website, parents would feel more connected to the development and learning and if you template the teachers update, there can be a section where they articulate parents asks such as classroom support, additional materials, 'even better if' asks to encourage collaborative communication
Immediate requests for a sit down if concerns appear
increase the regular meetings between parents and teachers.
Increase use f portals for classroom communication
Increased funding and priority to partner with community agencies within our schools to support mental health therapy for students in both panels with an emphasis on early and on-going interventions
Information webinars
Inviting parent volunteers into the classroom, in my daughters old school they sent out requests for volunteers in many areas (from working at home to do prep stuff for lessons, to volunteering to come in and read with students or help out on special days not just field trips )
Just ask them; ask and you shall receive. Often staff have an us vs them mentality towards parents. This does not support student success. If parents are not encouraged and invited by front line staff in a welcoming manner many will not tenaciously keep trying to become part of their child's school community.
keep in contact with teacher by phone or interview one on one not by email or text
Longer parent/teacher interview times
Making teachers use a portal regularly for communication
Maybe an online forum for parents?
Monthly or bi-weekly newsletter



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More authentic engagement with the learning taking place in the classroom e.g parents sharing and collaborating with their child through on-line programs that would allow parents to see what their child is thinking and learning
more CAS intervention
more communication coming home.
More communication from teachers (via texting apps), more opportunity to enter the classroom for parents
More ongoing communicatoin via classroom and school portals. Standardize the way in which teachers communicate with parents instead of the patchwork of inconsistencies in place today.
More opportunities for 1:1 communication with teachers
More parent as a volunteer trips
More parent teacher interviews
more parent volunteer opportunities
More parenting services info like the cyber security workshop
More volunteers in the classroom to assist teachers ...
Newsletters and surveys such as this
Newsletters. Updates. Calendars via email
No additional involvement is needed.
not everone has computers and printers, please regard this and assist accomodate students who do not have these at home, its so unfair.
Ongoing communication by class websites and email
ongoing communication with parents through their child's teachers
ongoing communication with parents via email or apps like remind, edmodo
Online absence management system
Online attendance Program
Online student attendance system like hdsb.
Open after school and intramural programs to parent leadership since teachers are now longer willing to participate in these programs.
Open communication options between parents and teachers. My experience has been that I have to call the school and play phone tag as many schools still don't support programs like class messenger where a parent can reach out electronically.
Open house



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Parent observation in kindergarten
parent training options
parent volunteer program to engage strengths of our parent community to strengthen schools
parenting, asset building and mental health education
parents being able to email teachers
Parents have no business in schools, I want teachers to do their job and reduce any parental involvement
Personal attention and connect with parent and teacher
Please try to connect with and inform parents through various means/channels.
Possibility for parents to log in to a website to check report cards with own user and password, as opposed to using student's number...
Promo to increase twitter use among parents to follow the school on twitter and then frequent twitter posts - avoids having to think to check the website - website is good for document or info storage and reference
Provide incentives for parents to volunteer their time or options to buy-out to opt-out.
Providing a more inclusive environment for parents of ethnic groups
providing links to resources in the community
Put onus more on parents by requesting they complete a survey as to how they are supporting their children at home to enhance their reading and mathematics skills, with specific strategies requested. Parents need to be asked, sometimes, to be a part of the learning triangle and they need to take ownership of this at home, not rely solely on the teachers to teach their kids to read or to "do math."
Raz kids, dream box
Reach out and communicate frequently through various media avenues
require use of online classroom communication tools or aps or paper newsletters so parents have current classroom information to support at home
School websites are essentially useless. Outdated and lack good information.
Send emails with information.
Send home more regular work so parents know about daily progress and not just progress at the end of a unit, so consolidation of material can be done and any problems can be addressed early enough.
Send home work that further supports the curriculum. Especially for English & French
send paper copies of stuff home.
Sending information via email
social media parent groups

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Speakers/Life Coaches
specific information when requested... many teachers and staff dont respond to questions
stop allowing parents to run the show
Strandardize apps usage for teachers and board to communicate with parents
Teacher communication to parents
Teacher websites, communication with teachers via email
Teachers need to increase how they communicate what is actually happening in the classrooms Lack of 'homework', newsletters has definitely decreased involvement over the past 5 years within our household. Furthermore, student achievement is not being communicated via the reportcard, and there is a significcant lack of initiative for teachers to assist a student with Intervention.
The 'parenting' nights are a bit heavy-handed.
The app Remind was used in JK and SK but later removed. This was an excellent way for parents to stay involved in the classroom.
The board is tone deaf to parents. You give parents a voice and then ignore them.
The larger issue is that as a parent, I have no idea what is going on in the classroom. This makes it difficult to enhance learning at home in any form.
the school websites are horrible. they shoudl provide up to date information..like the calendar!!!
There is a program used in Alberta where parents put an app on their phone. All the marks for tests quizzes etc... are sent to parents automatically when entered in the system. Worth a try.
There is enough involvement, especially for working families
There should be more community based events for parents to gather and discuss what can be improved at the school. These can be school run initiatives by a committeein conjunction with the teachers.
This is the most significant opportunity for improvement. I think the Board should invest in developing a tool (such as an app) to increase/improve direct communication of parents with the teachers. The notes on agenda back and forth doesn't really work. I envision an app where parents can see what content the children are working on (so we can work with them at home), view class schedules (assessment dates, all activites etc.), where they can exchange messages with teachers; where we can see assessment results; aumote the notifications of absence, which I think would also save time for school secretaries etc.
This is tough because parents do not come out to events. Our event nights are lucky to get 5 parents. Parents are changing with this generation. They don't support and they don't follow through with consequences.
This year kindergarten class used remind app it was an amazing way to see my daughter at school in activoties with pictures. As a parent your constantly wondering if they are ok and apps like this just make you feel secure and posotove about sending my kid to school. Only wish every grade had the remind app and posted pics of daily activities
Twitter account for each class.
Two way electronic dialogue

## 2018-19 Budget Process Feedback Received Through Online Survey

We are two working parents that commute and find ourselves having to then do the job of the teacher at home. Learning needs to happen at school and parents can support with homework etc.
webinars
webinars are useful
Weekly updates and ongoing communication via e-mail or even "old-fashioned" notes home; revised HCDSB websites are great, but passive. Also, parent councils need to communicate and consult with their school communities - as required by the Education Act.
Whatever is the cheapest and then buy or refresh classroom manipulative and guided reading books
You need to balance your curriculum especially in the younger grades. Learn Rote and New Math for example, one works with the other. And as far as engaging parents...that's a joke! you don't want the parents help whatsoever.

## Complete List of OTHER Responses to Question 5

These retreats information sessions Are valuable and necessary however kids should not be permitted to bring their phones
activities with home-parish, school together, faith formation resources for parents to support faith learning at home
ALL bullying must STOP. Our daughter wound up going to the hospital.
all of the above
all of the above
All of the above
Allowing jk and sk to attend more on the fair nights
Board initiatives are great but as a sett it is almost impossible to attend
Bring back COR. Need more religious spiritual events to make faith stronger. Masses aren't enough. Need spiritual workshops. On making the child a stronger person on loving themselves and treating others with respect and love.
Building strong bridges between schools and parishes
Camps
Catholic Youth dances or Catholic Youth game night
Celebrate the feast days of the patron saints the schools are named after as well as other Church feast days for example the feast of the immaculate conception
Christmas and Easter concert/play
Christmas concert!

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clubs
community responsibility initiatives
Community work towards social justice
Consider adding a chapel room to elementary schools where students who may not be able to attend mass regularly (for reasons outside their control) might still partake in a regular mass and receive Eucharist to develop that connection to their faith and connection to God.
continue with rosary aposolate
Continuing to understand and pray the rosary, understand the parts of a Mass, know common prayers, understand why Saints became saints, understanding the meaning of intercession in prayers, giving back to their family and communities, knowing and living by the Stations of the Cross and the Beatitudes, know who the phophets were in the Old Testament and their importance and the sections of the Bible and how to read the bible and give the stutdents examples of how to spread God's word to others, continuing to pray the rosary and know the promises by Our Lady for praying it
Dedicated time for daily religion classes, priest visits, rosary apposolites
Ease of access for other faiths rituals
education in faith in general
Encouraging giving back to our community in the form of fundraisers. It's good for the community and gives the students something to work towards and look forward to while providing a strong sense of accomplishment
Ensuring our faith binds us. It is the one true aspect that defines us from other Boards
Every school should have a prayer room that is a welcoming space to read, reflect, sit in quiet contemplation, handle religious materials and resources, and view religious art
Extend this support to elementary schools to work with CYC's to support mental health in staff and students.
Faith is primarily a function of self... You over-emphasise the value of community in this equation
Families attending church and working with their local church.
Family retreat?
Focus on Catholic feasts,Saints, celebration of all saints day
Focus on teaching the practical wisdoms of the biblical stories - see J.B. Peterson
Having religion teaches actually believe in the faith. My children have both mentioned "their religion teacher doesnt seem to follow the faith and has mentioned that they are only teaching this class because there is nothing else available" So wrong!!! Also do not promote sexually transmitted vaccines in a catholic school board. How about teaching them about our moral, abstinence. All we are doing is giving children is an vice to be able to continue to have sex so long as they are using contraceptives and take a vaccine. Wrong message. Talk to the students. You are encouraging these acts
I don't think any Faith initiatives must be strengthened...

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I enjoyed being able to come to the school for liturgies. Now the school is too big and I am no longer invited. I cannot attend the evening liturgies as I work.
I think it's important to ask someone of the children who are able to articulate this to you. The kids deserve to tell you what helps them feel a vested interest.
I think this is done well already
I think you're doing too much already,
Increased teaching of biblical perspective reading from the Bible directly
Kindergarten should attend mass
March for Life funding & pro Life Club. With a strong leader
Masses celebrated in schools, not just liturgies. This used to be the way, and was v ery effective in faith formation. Some masses can be done in Church, but having classes prepare for masses in school is a valuable experience for kids.
Masses where parents can attend with their children
Minority's faith
More involvement of parishes and other Parents
More preparation for teachers regarding the Catholic practices. Tools to help them explain to children. Teachers who do not understand the faith cannot model or teach it.
My daughters teacher in gr.1 seems to incorporate faith in every lesson i hope they can find ways to contonue this in older grades
N/a
None
None
None
none
None
none
None of these are a priority.
Not sure
Organize community work (volunteering)
Our school has too much focus on Faith already.
out of school opportunities: faith in action

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outreach programs to encourage students to lend a hand in their communities by volunteering
Parent-student retreat. Many parents do not have any spirituality and this should be the beginning. How can we expect our kids to follow Jesus if at home we don't live the gospels.
Participation in activities such as relay for life, pink day, etc because as a Christian family this demonstrates values and importance of students coming together for a greater good.
Priests that can be understood by the students
Read the Shrimad Bhagavad Gita. Just as Sri Krishna advised Arjun to fight a battle of righteousness, so shall we all be motivated to rise every morning and live prestigious lives of Dharma.
Religion courses, masses, and retreats are not mandatory. Why?
religious leaders, priests, nuns as teachers
Retreats are a waste of student and teacher time. All it is, is a day or two off from school. I have 3 kids and all their friends who all think this is true. Grade 12 religion is a joke!! Students have so many important subjects to fit in to prepare for university. Religion should either be optional in grade 12 or have no exam. Most ridiculous thing I have ever seen. None of them learn anything from the useless text book that you have and they are all falling apart anyways! Let them take something for a credit that is useful and relevant!!
Schools also need to be careful not to introduce (and waste school resources) on non Christian activities... Such as reiki and yoga.
Speakers that bridge faith and today's youth issues / social media
Specific religion should play no role in schools.
Stop spending money here!!! There are far more important areas to focus our efforts and spend money on to improve the educational experience for all children
Student retreats should not replace curriculum based field trips, and should only be in addition.
Taking away the necessity of a charity to say in its mission statement that they are against abortion
Teachers should not be able to go to workshops to get out of their schools. Many teachers are using it not for personal growth but just time off.
Teachers that know their bibles! Religion class to my daughter this year was a joke! If you want our faith being taken seriously invest in good teachers first!
Teaching children on how to use their faith in everyday encounters that are otherwise difficult to use. F
Too much religion already
Trips
Volunteer opportunities for children as part of the curriculum
Weekly mass at schools
What a total waste of money and resources.
work more with the other school bds to reduce costs or Regional gov eg. new schools and lib be one building for both systems

## 2018-19 Budget Process Feedback Received Through Online Survey

Would be nice to actually see board member and staff and teacher in church - when asked was told to busy
Yoga
Youth Rallies for grade 7 - 8 Students and high school students

## Complete List of Responses to Question 6

Enforcible policies around use of technology during school hours , During learning
-Additional supply teacher staffing -more parking spots -funded field trips
-Provision of annual budget to SERT Dept to use for updating Sensory/Calming/ Snoezelen Rooms. – Grounds & playground beautification to include canopies/shade awnings/outdoor classrooms -Annual budget allocation for School Council Events Planning etc
-school supplies, such as paper to make copies of materials for students who do not have access to technology outside of school. This will improve overall success. -more staff training to identify and assist our class students with mental health
1) Snow removal from the sidewalks in front of the school. 2) Better use of the property for games/play/sports.
40+ hours ABA training for EAs of special needs students. Consistent EAs through a student's careers (continual transitions are detrimental to a student's capability to learn due to behaviours that emerge due to frequent transitions)
A complete overhaul of the electronics in the school board (particularly at the secondary level). Students need access to technology in order to do 21st century learning. Provide all students at the secondary level with electronic devices (tablets).
A designated Gifted High School or high school that implements gifted cluster classes.
A greater focus on boys education. Boys for the most part Lean differently than girls. The education format taught daily sees more intrinsic to teaching girls as opposed to boys. My daughter does fine however my two boys are full of energy.
A team dedicated to 21st century initiatives. Technology integration specialists for classroom teachers. Better procurement and open discussion on the acquisition of classroom technology and furniture purchases as they relate to classroom management.
Academic resources such as textbooks, online practice worksheets and websites to reinforce learning as extensions of lessons in the classroom and for home support of student academics by parents.
Access to diversity resources for staff and students.
Access to more technology in the classroom (ipads, computers and document projectors)
Additional custodial staff, especially in the evenings. My classroom hasn't been cleaned in any way since August. The overall condition of the school is nothing short of disgusting. It was a real shame when the old custodial staff was replaced.



## 2018-19 Budget Process Feedback Received Through Online Survey

Additional French teachers for French Immersion schools and classes. Additional French learning resources for French Immersion students of all levels.
Additional planning time for professional development days where teachers can also be treated as adults in identifying their own personal professional goals to truly maximize the learning for the day.
Additional Staff for special needs
Additional teaching staff is always a welcomed addition. All students will benefit from reduced class sizes.
Administrative support to enable provision of more accurate and more timely communication home to parents
Adult students need a social worker for support. Educational funding supports learning until 21 but they are dismissed from day schools & come to TM with little supports in place. We do our best but these students are our community & need the help.
After school programs/clubs and more focus on improving language and math skills.
Agendas for all students!!!!
All schools should be equitable in the amount of technology they have ie. if the new schools all have class smart boards or class sets of iPads then so should the older, smaller schools.
Allow more "during school hours" professional development opportunities for teachers rather than encouraging them to be done after hours and on weekends by providing supply teaching staff to cover for teachers that want to meet with their divisions.
Allow students to play on the field on mucky days.
Alternative Education Programs (Thomas Merton), Essential Skills Class, Structured Teaching Class, and Life Skills Class
Alternative Learning Programs (Change, Transformations, New Hopes and Crossroads) all require additional funding to keep our programs running. We enjoy teaching our students the benefits of healthy body, healthy mind. Technology is very limited.
An administrative system that holds teachers accountable for teaching the curriculum, teaching the required minutes for math and language, and removing phones and tablets from the classroom entirely. Private schools do that.
Anti-bullying supports. Expanding grass in playgrounds because it's now considered unsafe for students to run on blacktop. Whatever cuts you need to make to not be dependent on the fund generated through uniform sales and resales.
Anu also talent show and sport
Art, music, drama, and library. My family is disheartened, deeply, that art and music are each only 1/2 the year. My children are passionate about both, and having each for only 1/2 the year gives a msg that art/music are less valued/important.
Arts & STEM programs
Arts and sports programs
Arts; concerts, Christmas concert, plays, musicals, etc.
As a teacher myself (at a secondary school in Dufferin-Peel), I'm pleased with my son's experience and feel the administration should be supported in their decisions, as they seem well-made from my perspective.



## 2018-19 Budget Process Feedback Received Through Online Survey

As a Catholic Board we should get our students more involved in the Pro-life cause. There are too many things to do in this field and we should get students more involved in saving and protecting Lives.
As a parent of a kindergartener, it appears that there is still inconsistency in the gel implementation.
as a teacher I feel that we need more support for the mainstream students that are falling through the cracks. Early intervention for mild delays, speech, or OT can really delay development and take a toll on a students self confidence.
As mentioned the curriculum needs updating in the younger years. Canada is well beyond other countries in this regard and JK/SK students are treated like pre-schoolers. There needs to be a focus on reading/writing/maths. Not just games and movies.
As mentioned, I feel very strongly about the children having opportunities to work together as a community towards a common goal. It's something that sets apart classroom/curriculum based learning. To know this is cut out due to budget is a shame.
As noted above children with behavioural and serious academic issues should be in their own classroom with professionally traibed teachers and not in the same classroom as others
As outlined above, we need to see an increase in the number of school administration in buildings. The enrollment number ratio is too high and an extra administrator where needed/applicable would increase safety and achievement in our schools.
As we are lucky enough to be in an area with newer schools general up keep is important. Possibly the addition of student gardens. Any additional time or resources for physical fitness and the arts. Funds for cur' tech. Funds for parking safety.
At Holy Trinity the kids don't have a locker room to change or store their sports stuff, they have to change in full view in a hallway with other students and cameras watching. This can be a violation of privacy, & the school tends to smell.
at this time nothing comes to mind
Better access to supports such as CYC and EA, improved access to PT and OT's in school as the wait lists outside of schools are very long and OT's are rarely covered by insurance plans.
Better communication for school sports teams tryouts and other activities so parents are aware. This needs to be represented on the school website.
Better gym equipment for teams... eg football, and NO 'activity fee" What is that even for. I pay for my kid to join the team 400 or 500 and then pay the activity fee as well? For what? Money grab. Can't wait until my last kid is done in this system
Better math teaching throughout the elementary sections. Find PD for teachers to develop their math teaching abilities or get math and science specialist into the early grades to develop these important 21 century skills.
Better qualified teachers...in particular french teachers. IF you are going to offer a french program you need to be able to meet the need with qualified teachers. We have been short every year at our school and start with supple teachers.
Better security at the school. Emergency response protocols. Emergency notifications for students in case of immediate threat so authorities could be notified immediately. School should control unauthorized Formals organized by students/parents.
Black history month is not celebrated at St Brigid
Books and learning resources for students

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### Feedback Received Through Online Survey

BOOKS! It is disgracefully difficult for schools to replace books that have been lost over the years. There is a value to holding a book in hand. Don't say online books/kobo. Get kids off screens and please put literature in their hands. Unplug too.
Budget for classes not offered but needed ie robotics etc
budgeting to ensure that all students and staff feel included and important voices to the school community...there are still so many that sit by the sidelines because they are not invited into game
Bullinrds Awareness is useless as it wasn't effective. Go back to teaching kids respect and stronger relationship with God. Bring social workers, youth workers, police officers, nurses (public health), nuns. Strong volunteers that will make a change.
Bullying prevention and Hallway supervisors
Bus service after extra classes in the evening may be provided
Bussing - dysfunctional @ St. Gregory the Great where our kids share with the local public school. Bullies on the bus from the public school misbehave without consequence and the bus is notoriously late, 1 hour+ at times with no/limited notice.
BUS's throughout the ENTIRE line of elementary and high schools
career training and job hunting skills with experienced employment counsellors - this actually prepares students for university/college because they sample different work situations
Classroom based resources so that students do not need to continue to print out lessons at home. Teachers should have the resources to be able to hand out notes. If students need to print, there should not be colourful backgrouds that waste ink.
Classroom budget - each classroom should get a budget to spend, especially the younger grades as teachers spend a lot of their own money for the classroom.
Classroom craft material
Classroom lpads
Classroom printers, more visual aids to support ESL students. Textbooks.
classroom supplies and resources especially in the kindergarten classroom
Classroom supports for students with attention deficits - flexible seating components, Yoga balls, Bounce bands for desks etc.
Cleaning Staff to keep bathroom and classrooms clean during the day
Clubs....
Communication between school and home should be a priority. A single 15 min interview all year isn't enough. There should be better ways to communicate with teachers on an ongoing basis. Mental health is also a key issue.
Communication between teachers and parents is essential. Providing the ability to email a student's teacher would be fantastic. A classroom webpage which shows photos and projects of what the students are working on would be great.

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Conditions in older schools are not ideal for learning. Heating/cooling is often insufficient, toilets are often clogged and children have been displaced due to water leaks. There is detected amounts of lead in water. PLEASE UPDATE/REBUILD SCHOOLS
Confirmation literacy should be taught IN SCHOOL not a seven week program that students are being mandated via the church-why do we not have this in the classroom during religion periods?
Consumables for classroom use. Purchasing supplies once a year does not adequately support the Kindergarten curriculum (i.e., inquiry based); Money collected for civvies days could be collected once a year (more efficient for school & parents).
Consummables in the classroom. Discretionary for teacher to spend on furniture and supplies
continuation of gifted program beyond grade 8.
Continue providing Interpreter for special church events (like children's First Holy Communions & confirmations) and school meetings for parents who are Deaf or Hard of Hearing. Thank you for your continuing support. I appreciate it.
continue with early french immersion (grade 1)
continued access to programs such as Raz Kids and M Power. These are vital in early learning.
Core French!
creating additional naturalization areas for our primary and junior students
creating awareness of student opportunites ex. SHSM programs in board, OYAP and dual credit
Creation of courses or programs that go beyond the basic subjects. Programs geared to life skills. For example, planting, woodwork or similar, computer programming, finance admin, community service.
Curriculum support staff especially in the area of 21st century teaching and learning.
CUSTODIAL - Absences do not get covered. Sometimes more that one per day. Affects overall cleanliness of school, morale of the teachers, admin has to perform duties (i.e., salting ice, mopping spills, recycling) kinder/ YMCA rooms are not maintained
Custodial workers. The schools are not clean at all.
Cut any resource teachers, as they are a drain on the system and too broad based to be effective. Instead allow release time for interested teachers to collaborate. Consider the cost and benefits of more contained classes for special needs.
Dedicated CYC per school to support the increasing concerns around mental health.
Dedicated gym / health teachers. So that we can have some sports because our teachers are losers who don't want to participate in sports and you guys are a bunch of idiots that won't allow parents 2 help so get elementary gym teachers to do the job
Definitely need more laptops for the intermediate students. I do not like having to send my child with her own laptop or electronics to school. It only takes one drop of their bag or a slip to damage the laptop. Also they are heavy to carry as well.
Dispelling students more keep close eye on activities outside the school building.
E.A.'s

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Earlier introduction of French language.
Early French immersion program. A wait list of 40+ students indicates a big opportunity for improvement.
Early French Immersion expansion for grade 1 students. Too many students are turned away. It is a disgrace.
Early intervention for students showing difficulties in reading. Ready access to more books for classrooms' libraries and more time spent in the school library. This year my gr1 child only goes to the library once every 2 weeks!!
Easier and more timely access to assessment and support for students that need extra help in the classroom.
ECE's and EAs must be paid a fair wage. The amount of education they need for these jobs and health and safety risks at work are not balanced enough for the amount of work they do. Please address this issue.
Education focus on new technologies and basic programming skills as well as robotics
Education for teachers to develop their academic knowledge in math and science
Educational as well as fun field trips.
Enhanced curriculum in the areas of math, computer technology ( i.e. coding), religion, physical education
Enhanced security at the school with emphasis on preventing shootings. Also, broadening the spectrum of extra curricular programs during the school day, even if they require partial payment from parents.
Enhancing education and awareness on 1- values for social life partnerships such as marriage 2- preventive self health care and medical knowledge
enough with the walk and talk...they need places to chat and hang out outside. its doesn't have to be fancy! also the washrooms are horrible. so gross. not meeting basic needs.
Ensuring all schools technology is KEPT up to date. Older schools shouldn't have to fundraise to get into the 20th century. The Board offices should be the last to be updated as they are least important, students deserve the best in technology.
Ensuring english language students are not disadvantaged at the expense of french immersion. Unfortunately the trustees voted against the recommendations of staff and then belittled the parent volunteer committee and voted against them too. Shame.
Erw and special education support are essential
ESL SPECIALISTS teaching our ELLs.
Evaluating teachers regularly with student feedback .students are in the school ft
Expand French immersion to more schools. Reduce the need for a lottery system
expanded curriculum
Experts to guide students on career choices
extra curricular activities budget for school such as music and art programs or sports organized activities for physical education classes
Extra curricular activities in sports

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Extra curricular activities. More school sports and clubs offered after school hours.
Extra curricular funding for schools to have more STEM and coding programs without cost to student. Access to iPads, chrome books even in kindergarten.
Extra funding for materials to keep up with children's interests and activities for inquiry based learning.
Extra supervision at lunch, snacks and recess and extra supervision with regards to access to the Internet for children with special needs.
Extracurricular activities for all the grades .
Extracurricular sports, school teams and intramurals for primary grades
Field trips i find their are not enough. Also updating technology used at school kids are so tech friendly now they need to do more then one computer class.
Field trips/Class trips for all grades.
Field,technology,student resources for learning
Financial Literacy is extremely important for students, especially on the secondary level - having a mandatory course to enforce the importance and educate the students on the financial aspects of their life is so important, yet so overlooked.
Finish up projects which were started. For example, the electronic card readers need to be installed in the electrical boxes outside where they are missing.
Focus on books and technology in individual classrooms.
Focus on student well-being in relation to their home life, the impact of mental health, trauma and diversity in our community. Being more intentional to demonstrate to student's that their voices matter, validate their lived experiences and culture.
focus should be on tools for success and a safe and athletic environment . Cosmetic or aesthetic priorities should take a backseat until the above outcomes are delivered first.
Focussed programs within the board (French, arts, business, etc.,)
For sure to keep breakfast clubs. Best thing ever. In general I think which needs to be addressed is I see students who disrupt classroom with no consequence. They should have to write lines or something. Why should a whole class get disrupted
French Immersion - hiring of teachers, expansion of program that is in high demand.
French immersion is oversubscribed in Oakville and Burlington. We need more classes to meet the incredible demand.
French immersion program recruiting more French teachers.
FSL support and resources
Full time Mental health therapists and counselling within every school.
Funding for class trips- the amount asked of parents is above and beyond reasonable Busing in inclement weather
Funds for over nights trips and snack boxes

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Further support for kids with special needs to excel within the classroom setting. Air conditioning/better ventilation in the classrooms, particularly elementary schools.
Get into the times. Our children should not be using textbooks from over 10 years ago (especially in a new school)!!!
get rid of portables, build more schools, transportation to/from school
Get the best teachers and pay them accordingly versus less experienced teachers that command lower salaries, or increased technology. Individual merit is essential to education when it comes to teaching: a great teacher equals great education
Getting the highest quality teachers who are ethical, knowledgeable, committed to the students learning and to the faith. Pay for quality. Have insentive for teachers to be the best and continue to do their best everyday. Attract the best
Gifted pupils need more options in Secondary panel. Pupils outside of catchment area can't access AP/IB even when it's their preferred program. Transportation should be provided. Long term goal should be having either AP/IB offered in all schools
Giving more support to children who are behind and need extra instruction
Greater variety in the AP program - The Robert Thirsk High School in Calgary has a top notch AP program.
Greater verification from the teachers to ensure the students are understanding the lessons taught (not relying on parents to explain and re-teach the lesson at home) and take the time to review answers from homework. Greater teacher review of homework
Guidance counselor dept. Better staffing coverage when one or more are off. I think they also need training in how to support the needs of the students. Need to give if any alternatives to scheduling issues. Found they are not helpful to parents.
Guidance to High School students on choosing a career path align with capabilities and skills
Gym Supplies and Equipment also more feild trips so that students have fun learning new concepts and enjoy time away from a desk, pencil and paper that substitute for learning with friends/groups
Have a teacher or multiple teachers at one school dedicated for reading intervention And cannot day enough MORE CYWs and EAs
Hire more people for FDK and IT. We don't need any more resources as teachers. Take a look on any school, the dust collecting on all these "amazing" resources is unreal. Books and "stuff" are not going to help our kids, but people can.
Hiring process is so long. More EA's.
How does a school run out of photocopying budget in November? How does a school justify paying for a new atrium? Holy Trinity.
I also believe learning music is a valuable tool for all students.
I believe smaller classroom sizes would benefit both students and staff. I unfortunately have seen teachers express frustration with students because they do not have enough time each child deserves. This becomes frustrating for students & parents 2.
I believe that instrumental music programs at the elementary level require additional support/invest within the HCDSB system.



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I believe the books within the library need to be updated, my son has yet to come home with a book from the library that has not been taped/drawn on or outdated and worn. I also believe more outdoor structures would be a benefit for the children.
I consider HCDSB should have more staff to support students with exceptionalities in regular classroom which will be great for regular students too, during the class. It will help all of them to concentrate in class and improve their academic levels
I feel that all aspects were adequate in 2017 and little change is needed in 2018.
I find the toys, art materials, and classroom supplies are lacking.
I know the teachers have freedom in the classroom on how the subject is presented to the students. Teachers of the same subject should be hold responsible to teach everything equally though! It is terrible to see the discrepancies between teachers!
I love my gifted class. I want to attend a program that is engaging and challenging for me. I want to go to a Catholic AP or IB school and be with like minded friends. But I have no way of getting there.
I think a new school is warranted in our town. There are WAY too many portables. WAY too many students. WAY too many Kindergarten classes. The school is TOO BIG.
I think it is important to recognize the amount of children you have in a school, and staff appropriately, whether it means doing additions to smaller schools or adding portables - 1 teacher for 27 kids is to many to be able to effectively teach.
I think more supervision needs to be provided during lunch breaks. I don't think that the kids should ever be unsupervised, even if for 10 minutes while they are eating, and I think there needs to be more supervision outside.
I think that parents who want to volunteer should be utilized better by having them interact with the students during activities, example = play day and or gym sessions. Parents need to support their children and their children's friends.
I think the per student consumable budget needs to be increased, especially for the Kindergarten and primary divisions.
I think the school system really needs to put a big focus on Literacy. There are no many children whom are struggling when they reach grade 1 because in my opinion Kindergarten does not prepare the children for the road ahead.
I would appreciate more time spend in important issues and not about school uniforms and paying more \$\$ to things that do not make sense are out dated. Why does the school keep trying to brain wash and force their agenda that is outdated.
I would like to ask our board can make the teachers take more responsibilities in children's teaching. My daughter's grade 6 and 7 teachers actually didn't teach well. I found some math questions, they didn't give enough help to kids.
I would like to see greater access to curriculum supports such as manipulatives, classroom resources, and the respective technology (hardware/software licenses, ie. RAZ Kids) to encourage student growth and development.
I would love to see more resources given to the Arts (musical instruments, arts' nights, etc.). It would be sad to see money and attention given to IT when so much data suggests that IT's overuse, when it doesn't enhance learning, is a distraction.
I'd like to see the classrooms move from a sit down basis( which has been proven not to be the best learning environment for children) to a more modern structure. Standing desks/work area could be a start.

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Identified gifted students (intellectually) should also have a gifted programming for them in high school just like in the public school board.
IEP education
If teachers are going to be focused on kids that have behavioural concerns or other challenges they need support in the classroom to teach the actual curriculum.
If the media was to compare schools with in the same board, equipment, facilities, budgets, the top heavy salaries, and teachers working in boiling class rooms, lack of opportunity to use the washroom as no one available to watch their class for 5 min
if you want volunteers, HCSB should pay for police checks, NOT the volunteer,
Implementation of the "big brother /sister " program where students from the nearby highschool can tutor/help kids with some of their academic challenges.
Improve JK and SK education curriculum. I see a need for more a more structured learning environment.
In order to further incorporate technology, our wi-fi needs to ROCK. Current system cannot handle demand - students cannot always log in to laptops/takes too long/boots them off. Go paperless - give each secondary student a tablet or laptop to keep.
In Sept there was meet the teacher. This is a great opp to meet 1st term teachers. What about 2nd term? It's needed. As a parent I'm finding it very challenging to know what is going on, especially when student is a competitive athlete!!!
Increase access to printers to students.
Increase French Immersion Schools!
Increase in communication for the many individuals and organizations that care independently and dependantly for the children on daily basis.... before and after care with day teachers... support staff with each other.... to best benefit the child
Increase in EAs in our schools. Especially when a student requires 100% supervision and covering the EA's breaks come from EA allocated for other students.
Increase speech language pathology staff! Support is very limited
Increase teaching staff to lower class sizes.
Increase the compliment of qualified full-time extended/core french teachers. Over the years the educational exposure to Black History Month has declined. There should be a board wide push to not make Black History month education optional.
Increase the number of schools offering the French immersion program.
Increased parking at Bernadette elementary, can use part of the grass area to create spots. Just like West Oak elementary did, such a great idea!
Increased recess and lunchtime supervision.
Increased staffing and funding for our Alternative Education programs (another Admin or Dept. Head/Itinerant, another Social Worker). These programs work with some of the most vulnerable students in our Board. Staff in this program are overworked.
Indigenous education, the arts, STEAM, school beautification. Murals, staff and student maintained gardens, etc



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Ink/toner costs worked into office supplies budget instead of department budgets. Photocopying budgets, or allow courses to charge student fees for course packages. Textbook repair/replacement budget. Library book budget. New staff room microwaves.
innovative technology
Invest in assisting less fortunate kids at school.
Invest in systems to prevent internet access to adult content websites and other sites that are dangerous and harmful to our children and provide awareness/sessions to parents to secure access on the home front as well along side closeness to kids.
Invest in teachers that are capable of doing the job my tax dollars are paying them to do. Let's remove the teachers that cannot fulfill this need and stop wasting money on incompetence.
Investment in a dedicated Arts School. There is an enormous amount of educational research to support the value of the arts in education. Other boards have at least one school like this.
Investment in a new Board Office.
Investments on new material and classes focuses on future needs.
It is my hope that Holy Cross in Georgetown is prioritized as a school requiring upgrades/rebuild.
It would be great if the school buildings accommodated the student population rather than extending classes into portables.
It would be nice to have subject specialist teachers in elementary schools. In particular for subjects like math
It's not necessarily a budget point, it seems teachers have learning days throughout the year causing money to be spent on substitute teachers. I don't feel it's the right investment. Teachers should be taking those classes on off school hours
Junior involvement in extra curricular activities Intramural activities at lunch ie volleyball, soccer
Keep the teachers up to date with technology and information. Motivate students to continue learning about a topic at home and to learn more about a topic on their own and not just stop at learning what the curriculum states to teach.
Keeping class sizes low
Kids need to know more about the inner workings of the tech devices that they have their noses in for most of the day. Please expand tech course availability.
Kids who need help and fall through the cracks because they are a girl. That happened to a numerous of girls at my daughters school
Kindergarten class sizes are too large! The children are over crowded in the classroom. The teachers are overwhelmed. Even the kindergarten playgrounds can't fit enough to ensure kids get outside often. 30-32 four and five year olds is NOT OK!
Kindergarten classroom toys need to be replenished as they break and there and kids need other toys to play with.
Kindergarten programs lack of resources for inquiry base learning.
laptops and iPads in the classroom
Larger parking lots for driving / pick up (st. Anne)

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LD students require supports. The special education money is getting lost in mainstream classrooms for these students. Compared to other boards HCDSB does not value or see the need to give these students supports they desperately need!
Less posters for frivolous things such as School climate surveys and more budget for my copying needs that ensures student success.
Less technologies (computer game activities) and more classes on how to make kids a better thinker , creative, able to have a good conversations, more social, critical thinking...etc. improve, develop and enhance brain activities. Make smart kids.
Library furniture budget. We need more shelving and seating options.
Library Resources I pads Laptops
Literacy Materials Literacy Interventions Professional Development opportunities for staff in the areas of literacy, numeracy, special education and mental health.
Lower class sizes, more in class support for teachers and students with IEP's regardless of the identification
Lunch supervision. It is unacceptable to have one adult looking after three classrooms (60 kids) as they eat lunch. It is a safety risk and a tragedy waiting to happen. More lunch supervisors must be hired.
Maintain the schools regularly, don't tear them down and consolidate and then bus kids around. Let them walk to their local schools.
Materials for classroom use (i.e. textbooks), staff laptops
Math and English tutorials
mental health infrastructure
Mental Health and Well being
Mental Health for staff and students Spec Ed - reduce wait times for assessments, provide personnel to support students, programming for teachers to help assist such students
Mental Health Initiatives
mental health initiatives and issues
mental health promotion and support
Mental health support and education. Greater focus on asset building/mental health, before academics. Building stronger foundations in students helps ensure academic success in later life. Developing/recruit strong, mentally healthy HCDSB leaders!
Mental health support for our teens ...there are too many young people looking to suicide
Mindfulness activities, more play based activities, skating once a week (Mohawk takes kindergarten weekly), playground improvements
More career counselling for students in grade 11 - career fair? And or career field trips . More information out where students can volunteer or have guidance counsellor to announce or post weekly opportunities up.
More computers in each classroom
More counselors, to help the students.

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More crossing guards and better training for bus drivers as they are reckless in Milton
More drugs preventative action to keep drugs out and diligence to seek out drug dealers in the school. New boy in grade 10 at holy trinity from overseas is drug dealer in school, stop this unlawful activity of drugs selling. Check lockers daily!etc!
More EA's and better pay for them.
More Educational assistants in schools. Especially when a student requires 100% supervisions and covering EA breaks comes from EAs assigned to other students.
MORE EFI TEACHERS.
more focus on sign use buildings eg community centers and schools as one building
More guidance counsellera needed to support grade 11/12 students with post secondary decisions
More intervention for struggling students. Increased supervision in hallway last.
More investment and support to teaching Catholic beliefs and apologetics.
More investment in Halton Food for Thought program
More money for materials for classrooms, such as pencils, glue, etc.
More one-on-one time spent with children in the classroom.....too much play based learning and children lose focus. More independent study in the classroom as well.
More opportunities for Secondary Staff to attend professional development
More opportunities for students in all grade levels to engage in authentic inquiry based learning that supports the development of the transferable skills, also known as the global competencies.
More opportunities for students to connect with well-prepared, relatable guest presenters to promote physical and mental health and balance, perseverance and goal-setting,community involvement and activism, financial literacy and money management
More physical education activities even on winter
More professional development opportunities for the intermediate grade levels also I would love feedback to improve my teaching
More programs in place that encourages junior involvement. For example junior level sports, and more clubs such as chess, robotics, math etc
More resources for kids with learning disabilities or development delays. Inclusive program and anti bullying awareness
More school athletics and clubs that are extra-curricular and inclusive for more age groups (grades 4-8). Currently, most activities are only offered to Grade 7 and 8 students.
More school supplies. More library books and sports equipment. Classroom printers.
More security for the premises. Very very concern about mass shooting especially how things are in the US
More special education teachers to support kids with learning disabilities, mental health and disability support teams

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more special education teachers. I believe St. Anthony of Padua only has 3 which means the students who are on IEP's do not get enough support. my son is on an IEP and see's his CERT 2 times per week for a half hour. Not sufficient!!!
More sporting developmental activities to keep kids healthy
More staff so class size can be smaller especially in FDK which is completely ridiculous to think that 30 students in one class is okay especially when this is their first experience at school. Has behaviour issues not increased?
More staffing (at least) in the K programs to bring student-teacher ratio down. JK/SK ratio SHOULD be 1:10 as it is in all child care programs. Increase outdoor supervision in all age groups.
More staffing/ resources to manage the ongoing mental health needs of our students.
More supervision at recess especially on the field areas. Purchasing uniforms at any store ie old navy, children's place. Not be obligated to purchase from ISW. As many school boards allow parents to purchase uniforms at any store.
More support and PRACTICE in core subjects like mathematics! Before/after school initiatives that encourage fun like Robotics, STEM!
More support for Catholic students! If a school is called Catholic - then the education continue to be. There should also be more classes aimed separately for Academic, Applied and locally developed. Intermingling will NOT benefit anyone.
More support staff in all areas of health and well being for our students.
More support staff with before and after school regarding kids and ride options for parents.
More support with training of teachers to use differentiated instruction with their students.
More technology in our classroom especially in kindergarten. They enter that grade first so we need to promote 21st century learning there
More text books
Multi cultural celebrations and celebrating or even acknowledging Black History month in school and the significant people who were apart of it. This year- it was not acknowledged at all in both of our children's classes. The washrooms need repairs.
My son is in grade 11 at Bishop Reding. He has all but one of his classes in a portable and is forced to share a locker. I really don't find this acceptable.
N/A
Need a bigger budget for photocopying, printer ink should not be coming out of our budget, more money for textbooks.
Need many more Social Workers as well as CYCs. The ones we currently have are only working with tier two and three cases. Many times we would like to intervene at tier one but do not have the resources for it.
Need more focus on strengthening our catholic faith in everything and all areas of education.
New text books...the math text books used in Grade 3 at St Brigid are disgusting!
No new areas - feel strongly that priority should be given to hiring more support staff for students in need and shorter wait times to identify those students in need.

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Not doing charities for Christian organizations alone but also public ones like sick kids etc because majority of the population isn't catholic and you'd be helping a lot more people.
Not sure...
nothing more to say.I am a newbie parent here with my two sons first time schooling here in Ontario and not much aware of the priorities about school's investment and budgeting. More to know in the upcoming years. Thank you.
Older schools may have needs in terms of kitchen space to support region programs like HFFT fresh food bin.
Older schools need to have money spent on them to create equity across the board.
On days of a snow day (Busses cancelled) please provide value for the parents to encourage students to attend. Doing nothing is NOT creating value. Life skills could be taught, cooking, car maint etc Give parents reason to have their kids walk!!!
Our catholic board needs to grow not in number of school but in number of registration. Catholics are choosing to go to the public board. if registration is decreasing there is a reason it is time to get out of the denial stage and enter reality.
Our school systems are woefully lacking and completely under teaching the Arts to our students. There are poor or little at all Arts instructors/instruction - and merely having children watch a program on interpretive dance is not considered Arts.
Outdoor activities/equipment, extra curricular sports!!! Get these kids moving! Keep them from fighting out of boredom on the playground.
Outdoor areas and sports based activities really need investments/improvements
Outdoor education! Would love to see more programs where kids participate and appreciate the outdoors. Stewardship of nature must be part of a catholic education!
Outdoor learning areas.
Outside play structures/playground as the school has nothing at all. Kids main job is to play!
Overtime for teachers in order to offer more after school activities so that parents who work during the day and are unable to attend school functions can still make it out in the evening and see their child's performance!
Parent resources/education/information to aid in better understanding the issues our children face. Ie: social media and its effective use,
Parents of hockey players were asked for \$1000+ for their child to play Senior Hockey. Ridiculous!
Pay staff to be on duty during drop off and pick up hours to guide cars and pedestrians. Some schools dont have anyone facilitating kiss and ride or near sidewalks and is a big safety concern. ie. St Benedict in Milton
Phys-ed equipment
Physical education - limited time / often cancelled due to other "events". Classroom dancing should not replace physical education. Other structures to play on / with, since a simple thing like throwing a ball is not allowed on the playground.
Planning for post-secondary - student pathways - as well as exposure to unconventional career paths that could provide viable income and security. Blueprint isn't enough - more individualized planning needs to be done -

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Plant more trees for shade in the school yard and take care of the trees during summer months.
Play based learning for FDK . More resources , update classroom materials and resources,
Please don't waste time, resources, or community goodwill with this ridiculous new charitable donation policy. Charity, not meanness, is a virtue
Please stop allowing teachers to go to Religion workshops. Not necessary.
Principals need more support, they seem to very busy and have too much to deal with. I am writing this because my requests were not dealt with to the full extent.
professional development for staff re: socio-emotional skills, restorative practice, safe talk, asset-building, relationship building
Programming in language (early reading, writers workshops)
Programs to support students to achieve their career and academic goals. Guidance services are sorely lacking and not appropriate to supporting and achieving success in post-secondary.
Promoting physical activity through school sport teams Maintaining a healthy physical environment which will allow for better learning
Provide transport for students tournaments.
Providing transportation for gifted students to attend post secondary school with AP/IB. Why stop at grade 8?
Put money into PD for teachers/support staff Build maker spaces and 21st century learning environments for the students Flexible seating options in classrooms
Rapid growth schools means budget requires review to ensure adequate supplies (ie. textbooks) as students move up in grade levels. Inadequate supplies is not acceptable. School rentals should be cheaper to assist with budgets.
Re-turf of school back field needed at St Matt's
Reading. Sports.
Recognize and support communities that have high behavioural and mental health challenges and gaps in services by designating these schools as hubs for integrated services and partnerships with community partners in each region and in each panel.
reducing class sizes - classes of 30 are too much!
Removal of incompetent teachere
Removal of portables. Adding onto existing building to accomodate the classrooms needed.
Replace holy cross school with new school on Berton!!!!!!!!
Restating the need for EAs as our school principal is cutting them to show that her school doesn't need them and she's great with her budget (aka going for promotion) I won't mention her name but her initials are MM, & it rhymes with Mrs. Norrissey
Safe pathways for students to walk to school. At St. Dominic's school, there is pathway that many students use. Sometimes teachers are in a hurry to leave school and it poses a safety risk for students going home through this pathway.

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Safety and security.
School based mental health nurse or social worker
School parking lot, drop off and pick up areas are very dangerous and should be redesigned and enforced to avoid someone getting hurt.
School specific website info. I.e when tryouts for teams take place, length of season, what age is eligible to tryout , school program offerings apps/websites, extracurricular specifics (ie what's offered and on what days and for what grades.)
School sports teams, valuable class trips (think outside the box), involvement in more community.
School trips
School trips and events for students to bond. Thought your football event at the beginning of the year was great. A fun theme dance that includes all grades in the school gym (ticket sales and bouncers present to ensure no alcohol nor drugs)
school trips and group activities
School/building upgrades in older schools.
school/departmental budgets need to be increased in order to continue 21st learning!
Schools are an ideal place to deliver mental health support, community partnerships with health care providers, education for front line secretarial and attendance staff in recognizing students with special needs and developing anxiety issues.
Schools parkings are out of control
Science programs need to receive more tools. Lego robotics etc.. Arts programs need better resources they are non existent in most schools. The schools are filthy more custodians are needed and at least one on duty at all times.
Second language programs
Secure outdoor areas, safe and activities
Security assessment. e.g. St Gabriel School has/had a couple of portable classroom that cannot be looked from the inside. That creates a security issue in case of a lockdown. Who is responsible for assessing those risks?
Security; specifically in the playground.
SLP's in schools are very important for early intervention.
Smaller class sizes and more support staff
Smaller class sizes. More subject (science) equipment to do experiments (real frogs, not computer generated models). More hands on real experiences in classes
Smaller K staff sizes
social work and CYC's



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Some support staff areas.
Speaking from an elementary perspective - Outside Sport influence, mentors, coaches. Different types of sporting activities rather than the norm starting at a younger age (rock climbing, etc.)
Special education
Special Education
Special Education
Special programming such as science and technology or music (including instruments) and the arts. A special program done well would be an asset to the Board.
Specialized teachers for subjects like gym.
Specialty programs such as STEM, athletics, arts to increase enrolment in non-French immersion schools to preserve community schools.
Speech therapy for kids with developmental needs
Spend time to have assemblies for the student body to attend on a regular basis which educate them on topics like discrimination, social awareness, respect, collaboration and other good values.
Sport programs
Sports and French Find staff appropriate and offer extracurricular sports (soccer, volleyball, tennis, etc.) even with small cost but in the same premises after dismiss Increase number of French teacher to get all students bilingual by grade 12
Sports and Physical Education: students should have access to more opportunities to practise sports throughout the year.
Sports Equipment Libraries - audio books, online books
sports equipment
Sports for junior levels (not only seniors), science fairs, field trips that are different (they seem to go to the same places multiple times)
Sports teams extra curricular for younger grades. At least Grade 4
Staffing
Starting an adoption/foster care support team. This is essential to supporting families as well as staff. This is currently an area that the HCDSB is failing.
STEM programs and non-sports extra-curricular activities
STEM/robotics
Stop raiding money raised from Dance A Thons and Pizza Sales to do what should be paid for my the board
Strengthening environmental initiatives for a sustainable future, increased training for teachers of gifted classes
Student classroom resources, both with Technology and hard copy resources.



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Student Success Pathways - more opportunities for students in Grade 7 & 8 and in High School no matter if they are in Academic or Applied to experience different pathway opportunities outside or inside school
Students are unprepared after high school to pursue career options. Their level of self awareness is LOW and they do know job options/ future trends. Need Career Coop Program that helps kids explore /find their path by connecting and try options.
Subsidized school lunches. The cost of lunches is astronomical. Healthier choices, as opposed to simple, cheap, high carb and fillers such as pasta.
Supervision during lunch time. It would be better to have a monitor in each classroom during the whole lunch break. Also supervision when the kids are outside during recess. One person looking after more than 30 kids is not ideal.
Supplies for kindergarten class to properly run a play based inquiry model we need supplies provided.
support for adult credit students at Thomas Merton Centre - ESL, Social Worker, Full time SERT on site - many of our students are under 21 and should still be receiving support
Support for ESL students.
Support for student transportation for sporting events. More parent / student post-secondary seminars for both Canadian and US colleges / universities.
Support for upcoming students where the system had failed them in elementary school. The gap has not been closed and will continue to struggle if there isn't increased emphasis to support them.
Support of the secondary subjects in younger grades (1-3): music, computers, french. A huge gap exists here when comparing against regular public schools who have more of this beginning in grade 1.
Support staff salary increases
Support teachers in class as they struggle with the different demands of the different students. Ensure parameters are in place so teachers have their time spent with teaching all other students and not just certain ones.
Support teachers in class. Smart boards, EAs, smaller class sizes. How much these teachers do with what little they are given continues to impress me.
Supporting newcomers
Swimming pool , sports fields
Teacher and staff training. Since our government is more interested in sells drugs (weed) and not educating looking at Corp sponsorships to fill the funding gap
Teacher assessments and training
Teacher budgets for supplies and classroom essentials (cosmology, food prep, gym
Teachers needs classroom resources, specifically money to cover out of pocket expenses at primary level.
Teachers should receive training on bullying and how they themselves should not bully. There should be a system in place for students to report teacher misconduct without fear of retaliation. My comments will not be taken seriously. Real problems.
Teachers/office staff /principals that have an idea about what's facing kids today, please update your staff about reality today, they are more mature than given credit for at your school

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technology (smart boards) online teaching resources, investment in current teaching resources - textbooks for business are very outdated. We need to market the business programs effectively and that means having relevant teaching resources.
Technology and 21st century training for staff, parents and students
Technology devices , French teachers
Technology education and assistance for teachers to help them use technology as part of teaching. There are many tools, websites, apps available, however teachers don't seem to embrace technology. Providing tools or technology assistants in class.
Technology in every classroom and reduction in cost of bussing to events. It is too expensive to attend sports events, class trips
Technology in the classroom. Including Smartboards/interactive whiteboards. especially for Kindergarten
Technology needs to be updated (especially computers)
Technology, specifically coding for students in the 9th grade so that they will not be left behind. I don't mind paying for extra classes. Prefer classes provided by the school board. More online classes for students
Technology- computer literacy
Text books and workbooks... Good old fashioned resources for student learning... Duotangs full of loose sheets and a mumbo jumbo or resources with no continuity Great resources 4 teachers also reduces the need to photocopy and scramble 4 lesson ideas
Text books for high school - in grade 9 & 10 at Loyola, my daughter always has at least 1 class where there is a shortage of textbooks. Can we get online books? Reduct the carrying of heavy books home?
Textbook purchase & repair. Library book purchase & repair. Ink/toner moved into office supply budget not individual departments'. Photocopy budget or introduce course material fees if needed. Increase electrical outlets etc as more devices used.
Textbook renewals. The textbooks are in terrible shape OR communicate with parents in the textbook renewal strategy - are we going to online textbook system? Parents have no idea what the board is planning to do.
Textbooks
The arts in general need more support, not necessarily more investment. Also, psychological intervention for students that are visibly having problems to prevent suicide and depression.
The arts, music options even if they need to be subsidized by parents. Sports.
The arts.
The best way to educate ALL children is to provide access to more educational adults (TAs, SERTs) so students who struggle get adequate support and teachers are not stretched so thin. Fewer bodies in each room would also help more than anything else
The Board office lacks meeting space, making it difficult to hold meetings with lots of people. Securing a new site should be a top priority for 2018-19.
the Board's policy regarding school uniforms and the voting procedure; it needs to be overhauled; further, the issue of the board's uniform supplier (ISW) needs to be revisited
The budget is stretched enough. If there's enough money to meet some of the current challenges, we would be happy.

**2018-19 Budget Process**  
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The budget needs to include the number of instructors per expense line, and the number of students per category. 75% of the budget is instruction so it should include more detail. The survey only asked where to spend more, why not try spend less??
The busing and transportation in Burlington requires additional support. Children are arriving home close to an hour after they are dismissed. This causes a lot of disruption in home life.
The cleaning of schools. Does CtK have enough of a budget/staff for custodial services? Also, basic painting is required at CtK (e.g., the school's metal green doors).
The curriculum should be updated to support computer coding initiatives in elementary programming. This is being adopted in other provinces and needs to be mandatory.
The development of a standardized online portal to allow students to manage their work should be a top priority. The school board is far behind in this area. Use the private schools as a best practices model.
The Early french program, which has proven to be a success, but has constantly been lacking. Waiting lists and tons of people trying to get in every year. Families fractured because one kid is in and the other not. Growing number of parents willing
The evidence is mounting with respect to physical activity and student success and overall well-being. Physical activity structures for outdoor play encourage students to be active during their time outside and this is something that is missing.
The number one area is Special Education. More support is needed for our children in the school (ie. EA, SERT, CYC, Social Work, etc.)
The outdoor space at St Gabriel's is unacceptable. The children are told to "walk and talk" with no balls, no access to the field, no option for the "dangerous" rock garden etc. It does NOT foster activity & often results in negative/hurtful outcomes
The parking lot at St. Timothy's (Burlington) is not large enough to hold the number of cars, and safety for children due to parents having nowhere to park, is an issue. It should be revamped.
The playyard for the kindergartens should be extended and the gate needs a new lock (unless already fixed), better speaker system in the gym, more parent involved activities both at home and school
The rapidly increasing growth with not only actual buildings as opposed to portables, but the specialty classroom supplies (e.g. science rooms, tech rooms) that allow all high school students to actively participate in all classes .
The school needs to upkeep their facility and ensure every child has the opportunity to excel in each class. They require the knowledge and use of technology at an early age. The generation of my daughter will change the traditional environment....
The school overcrowding is single biggest issue. Kids sometimes struggle to move around and get to class on time because of the number of students. This should have been managed earlier now kids will suffer and be graduated by the time it is fixed.
The schools need to invest more money in getting the proper cleaning staff in at night to clean the schools properly. My child is always complaining about how dirty everything is, especially the washrooms!
The students need more EAs to support them.
The washrooms at Bishop Reding need major improvement.
There are many students awaiting support for speech and language services
There is an increasing demand to develop 21st Century competencies. Additional staff (i.e. itinerant teachers and training staff) and access to tech are required to keep up with the demand to support teacher/administrator learning in this area.

**2018-19 Budget Process**  
**Feedback Received Through Online Survey**

There seems to be a large decrease in the funding to schools, yet the school board funding and spending does not seem to have been reduced and spending of funds does not seem accountable as it is at the school level. (ex. photocopy spending)
There should be access to some type of music education once a week. The young students should also have public speaking opportunities to get them introduced to public speaking whether in a group concert or individual announcement at assembly/PA
There should be gifted programming for students identified in elementary grades and who are moving on to high school.
This survey needs to talk about where money can be saved as well. Merging all of the public and catholic school boards is a start - gets rid of duplicate overhead so more money available for classroom. Many other areas where savings can be found,
Thomas Aquinas has great teachers who have a passion for their subjects. Others don't. The teacher is critical in learning. Need to move out those who no longer are there for student learning. Religion teachers are weak in general.
Thomas Mertonsupports learners across both the elementary & secondary panels yet it lacks in some of the support staff (secretary help, a full time SERT, an ESL teacher, Social work for adult credit) to help these programs run effectively.
Thoroughly educating teaching staff on how to deal with violent students
To increase classes in French Immersion Program so more students can have access to the program.
To repeat I feel the need for perimetre fencing around school yards. I can only speak about Our Lady of Fatima and their yard which has no fencing and allows for anyone at anytime to just walk into yard unobstructed, while kids are playing. NOT GOOD!
Training and awareness for the teachers to understand the kids different needs and learning disabilities and know how to deal with them as human beings and not a trouble in their class.
Training sessions for parents as to how to help students with organization, homework, prioritization and belief in school as an essential and important life process. Technology availability and training for students re use of MS Word, Excel PPT etc
Training teachers on supporting active kids (not all active kids have ADHD).
Training the younger teachers to deal with children with autism. Learn them to be be more loving and sympathetic to that child's needs
Transportation stipends for schools in the North who have farther to go for games/tournaments
Transportation: buses have been extremely difficult to deal with this year Teachers: ongoing investments in skills development, continued education for teachers.
Treat teachers like the professionals we are... Self-directed professional development... (I'll be dead before I see it...)
Try to hire high quality, well experienced teachers in IB as much as possible to support the students for the best achievement.
Up to date material & programs/classes for our children to take
Up to date teaching practises.

## 2018-19 Budget Process Feedback Received Through Online Survey

Updated technology and improved access to tech. Programs that help students with computer literacy at young ages. Each student should have access to a laptop or tablet. Homework and assignments should increasingly be computer based.
Updating safety components. Better doors that remain locked at all times. Intercom system Metal detectors.
We are at a tipping point. We can no longer deal with the number exceptional children we deal with in a regular class. We need specialized classes, staffed with people who are properly trained. Put all of our money into the hands of teachers.
We are very disappointed with the teaching and lack of concern for marking assignments or providing any consistency in teaching. The school AIS seems useless in preventing bullying in the class.
We don't understand why parent council focus so much in fund raising, I think we give enough to the biggest charity in the world (CRA) and on top of that we pay municipal taxes through the roof, stop asking for extra money please
We must support all charities. These include me to We, United ways, relay for life
We need support with math resources. Kids are having a hard time. We need tutors to come to school and teach math strategies.
We need to have music and art programs with instruments provided to the children. Instruments like clarinet, flutes etc. Art should be taught by an art teacher. Also, children need to have play structures outside. Such as monkey bars, slides etc.
We need to increase the photocopying budget. Money and resources are being spent on frivolous things and not being put into the departments to buy materials, books, etc.
Why do receive the lowest funding amongst the local boards? Why are we not fighting to have equal funding? Perhaps we should consider moving to Hamilton, where the cost of living is considerably lower, yet our childrens' education is better funded.
Why not a volleyball net too outside?
Wider access to extended French programming. Earlier grades, more schools. Considering switching boards on this point. Why do you receive the lowest per pupil funding?
You don't have to have the prettiest school if your school have everything in the classrooms for the children to successful at school and life.
You need to invest more in Special Education and Guidance, you cannot continue to download on these departments and have the same quality of work

## 2018-19 Budget Process Feedback Received Through Email

Three emails were received for the Budget Consultation Process. They are included in their entirety below.

**From:** [REDACTED]  
**Sent:** Tuesday, February 27, 2018 4:07 PM  
**To:** Lofts, Aaron <LoftsA@hcdsb.org>  
**Cc:** Swinden, Andrea <SwindenA@hcdsb.org>; Bartucci, Amanda <BartucciA@hcdsb.org>  
**Subject:** RE: Share Your Thoughts! Annual Budget Survey

Sorry...apparently I am losing my mind...I have this problem with attachments that I forget to attach as well...I think I was in the middle of cut and paste and got distracted...happens too easily it seems! Was that a squirrel?

OK, here is the full text.

**Facilitate access to appropriate programs for Gifted students in secondary - ie. AP, IB programs. This can be accomplished in the short term by providing transportation to out of bound students and over the long term, having the programs available in more schools - at least one option at every high school in the board! This would also increase opportunities for high ability/high achieving students who do not meet the criteria for "Gifted" identification. Enhanced programming must also be developed for Gifted students who wish to continue in the Academic stream, or where only Applied/Open/Academic options are available. HCDSB must ensure that EVERY student has the opportunity to reach their full potential – and that includes Gifted students.**

Thanks for following up!

[REDACTED]

Sent from [Mail](#) for Windows 10

## 2018-19 Budget Process Feedback Received Through Email

**From:** [REDACTED]  
**Sent:** Monday, February 26, 2018 10:37 AM  
**To:** Lofts, Aaron <[LoftsA@hcdsb.org](mailto:LoftsA@hcdsb.org)>  
**Subject:** 2018-2019 Budget survey

Dear Mr. Lofts,

I would like the Board of Trustees to revisit the current fund allocation for the gifted students in Secondary level during their Annual Trustee Budget Strategy Session. Gifted students are identified exceptional by the Ministry of Education and have needs to be met; to be stimulated and engaged with opportunities to learn at a faster pace and with their intellectual peers to stimulate their intellectual growth and achieve their full potential. In HCDSB, gifted students are only left one option of academic stream for Secondary education unless they can provide their own transportation to AP/IB programs. Lack of transportation should not be the reason for these exceptional students to be limited in their pathway options. For those students who desire to opt for the wider breadth and depth of learning, switching to the Public Board should not be the only way to access such academic programming.

If there are no Special Education placement for these gifted students at the Secondary level, the board should at least consider providing access to the specialized programs that already exist. D.P.C.D.S.B. provides transportation as well as fee coverage for the IB program for gifted students. H.D.S.B. has numerous schools clustering gifted students with AP program by offering transportation. With the clustering of like-minded peers naturally occurring already in the AP/IB programs within HCDSB, providing transportation to those gifted students who fall outside the catchment area would ensure that no one is denied an opportunity to foster full growth potential.

2018-2019 budget should facilitate access to AP/IB programs for gifted students. This can be accomplished in the short term by providing transportation to out of bound gifted students. In the long run, to increase the opportunities for high ability/achieving students who do not meet the criteria for “Gifted” exceptionality, HCDSB should also consider having AP or IB options at every Secondary school. This will benefit not just the gifted students, but will be a step forward in ensuring that EVERY student has the opportunity to reach their full potential in HCDSB.

Thanks in advance,  
[REDACTED]



## 2018-19 Budget Process Feedback Received Through Email

**From:** [REDACTED]

**Sent:** Thursday, March 1, 2018 8:47 AM

**To:** Lofts, Aaron <LoftsA@hcdsb.org>

**Subject:** Budget Feedback re: Gifted programming for secondary students

I am writing to ask the Board to consider the needs of Gifted students in the 2018-2019 budget process, particularly at the high school level where the biggest gap currently exists in programming for these students.

Specifically, I am asking that transportation be provided for Gifted students who wish to access programs already offered by HCDSB, such as AP or IB, which inherently provide appropriate programming for many of these students. These are rigorous courses and programs that offer an accelerated pace of instruction as well as providing enhanced learning opportunities with high academic standards, and are therefore well suited to many Gifted students. Currently, at least one of these programs is offered in 4 of the 9 high schools and can be accessed by any student within the school's geographical boundaries, or who can provide their own transportation.

"Gifted" is an exceptionality, recognized by the Ministry of Education under the category of "Intellectual". The Education Act mandates that school boards either provide or purchase appropriate programming to all students identified with an exceptionality, including Gifted students. While there are many resources directed at students with disabilities or learning disadvantages, as there should be, there is very little directed at Gifted students.

Gifted students require special education programming because they are at risk of not succeeding or achieving their full potential. Mental health and well being of Gifted students are also at risk when their needs are not met.

The continuum of risks for Gifted students ranges from boredom and disengagement, to suicide.

The Ministry of Education, in its recently released Policy and Resource Guide entitled "Special Education in Ontario, Kindergarten to Grade 12" ("the Guide"), begins by stating the importance of "enabling all students to reach their potential, and to succeed". Gifted students often achieve perfect to near perfect grades in academic courses with little to no effort and therefore do not develop the critical thinking and learning skills which they will eventually need, leading many of them to struggle in their post-secondary pursuits. On the other hand, gifted students may do poorly in academic courses as a result of becoming bored and disengaged. Gifted students often learn at a faster rate than their same age peers and grasp



## 2018-19 Budget Process

### Feedback Received Through Email

concepts more quickly and with less repetition required. Having an appropriate pace of instruction, which is accelerated in an AP (or IB) program, is critical to keeping all students engaged and challenged.

Currently, there is virtually no programming provided for Gifted students in high school. Whereas self-contained Gifted classes are offered at the elementary level, the only placement options in high school are in a “regular classroom” and there is generally no specific programming provided, contrary to Ministry requirements. “Withdrawal assistance”, if available at all, would occur at lunch time or before the start of the school day. Students are encouraged to write math contests or participate in extracurricular activities which, for example, develop leadership skills. Students are also provided with information regarding suitable external opportunities. This is all well and good, however, does not address the need to provide appropriate programming in their regular academics or during classroom / instructional time.

The Guide reiterates the current provincial education priorities as previously outlined in the 2014 document “Achieving Excellence: A Renewed Vision for Education in Ontario”. These are: achieving excellence, ensuring equity, promoting well-being and enhancing public confidence.

Equity requires that every student, regardless of identification (or lack thereof) has access to the programming and supports to meet their individual learning needs. Equity cannot be achieved if Gifted learners do not have access to programming beyond the regular academic programs available to all students. Access to appropriate programming should be based on need, not geographical boundaries. The Board currently provides transportation to both Early and Extended French Immersion programming, which are optional programs. It is not equitable to provide transportation to optional programs, without providing transportation to programming which is necessary to meet the educational needs of students, particularly those that are specifically mandated through the Education Act. Furthermore, HCDSB currently offers transportation for students to access other programming to meet their special education needs (ie. self-contained classes for gifted, structured teaching, and life skills programs), therefore, it is only equitable that transportation be provided so that gifted students can also access programming to meet their needs, regardless of whether or not the program is in a self contained classroom.

While it is unclear if additional Ministry money could be available to help fund this transportation, particularly given that it would be provided in order to meet the programming needs of special education students, it is worth noting that the Board does receive general Special Education funding which is meant to meet the needs of all special needs students. Currently, Gifted programming incurs very little in incremental costs.

## 2018-19 Budget Process

### Feedback Received Through Email

It is also worth noting that the Ministry has recently issued a discussion paper on student transportation and is seeking feedback on a renewed vision for same. The new vision will be based on four pillars, which are closely aligned with the current educational priorities; responsiveness, equity, safety and well-being, and accountability. The pillar of “equity” seeks to ensure that “transportation services (are) accessible to all those students who require them to be successful” while “responsiveness” seeks to ensure that “students...being transported (are) receiving the service they need to achieve excellence”. The school board, staff and trustees alike, have an opportunity to influence the transportation funding formula by responding to the feedback request. The Ministry will be accepting feedback until March 29, 2018.

<https://www.ontario.ca/page/discussion-paper-new-vision-student-transportation>.

While it is understood that there are currently many challenges in bussing services, there are other methods of transportation that could be provided. The school board can utilize taxis or taxi vans which may even be more economical depending on the number of students choosing to access these programs.

Providing access to AP or IB programs for Gifted students will have additional benefits for the system as a whole, some of which may also generate cost savings to offset the transportation costs. In some cases, AP classes are operating at well below full capacity so that adding a few more students could be accomplished with existing staff. Also, in some schools currently, the demand for AP is such that some courses are not offered every year or are only offered once in the year or once per semester. In smaller schools in particular, this can lead to scheduling conflicts and students having to compromise on their course selections. Increasing enrolment in these programs should increase the course offerings for all students and allow the schools to even offer new courses, thereby attracting even more students to the programs with hopefully a positive, cumulative impact on the programs and enrolment.

These programs are already being promoted to schools in the public board as well as private schools; it is only right that we give our Catholic students the opportunity to access these excellent programs as well.

Ideally, the school board would eventually offer one or more of these advanced programs in all, or most, of its high schools, giving all students an opportunity to access these excellent programs. This would also eliminate, or greatly reduce, the need for transportation in the long term. Giving all students an opportunity to access these programs will also be critical should the province mandate, or the school board choose to end streaming in high school. Currently, most high school students are streamed into either Applied or Academic level courses. The

## 2018-19 Budget Process

### Feedback Received Through Email

Toronto District School Board is in the process of eliminating this streaming, putting all, or the majority, of students into an Academic stream. There seems to be a lot of support for this initiative, including from the Ministry. De-streaming would result in an even broader range of students and learning abilities and styles into a single classroom. This will only increase the challenges on the classroom teacher to meet the needs of all students. When teachers must meet such a diverse range of needs in the classroom, it is typical, and understandable, that gifted students' needs have a low priority. By providing these students with the option of an advanced program, HCDSB will be proactive in meeting those student's needs, should de-streaming come our way. Expanding these programs to more schools will also ensure that all high ability learners have an opportunity to access an advanced program with a teacher than can focus on a narrower range of needs.

Ultimately, HCDSB has a responsibility to ensure that every student is provided the opportunity to reach their full potential. This is supported by HCDSB's pillar of Achieving, defined in the strategic plan as "meeting the needs of all learners", and the foundational element of "improved access to services and supports for students and schools". Furthermore, providing appropriate programming for students with special needs is mandated by the Education Act. Therefore, it is imperative that HCDSB provide transportation to students to access programs suitable to their needs when those programs are not available in their home school. Otherwise, it is incumbent upon HCDSB to provide a plan as to how they will otherwise meet the needs of these students, ensuring that students will be treated equitably in having appropriate programming and supports to be able to achieve their full potential.

Thank you for your consideration.

## MINUTES OF THE POLICY COMMITTEE MEETING

Date: January 23, 2018  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

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

Regrets: P. Dawson, Director of Education  
D. Rabenda

Staff Present: T. Overholt, Superintendent of Education, School Services  
A. Swinden, Administrator, Strategic Communications  
R. Negoï, Superintendent, Business Services  
T. Pinelli, Superintendent of Education, School Services  
F. Thibeault, Senior Administrator, Planning Services

Recording Secretary: J. Neuman

### 1. Call to Order

#### 1.1 Opening Prayer

The meeting began at 7:02 p.m. with a prayer led by J. Michael.

### 2. Approvals

#### 2.1 Approval of Agenda

**P#12/18**

**Moved by:** J. Michael

**Seconded by:** A. Iantomasi

**That,** the agenda be approved.

**UNANIMOUSLY CARRIED**

#### 2.2 Approval of Minutes (December 12, 2017 Meeting)

**P#13/18**

**Moved by:** J. Michael

**Seconded by:** A. Quinn

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

**UNANIMOUSLY CARRIED**

### 3. Action Items

#### 3.1 Policy I-11 International Students (T. Pinelli, R. Negoï, F. Thibeault)

Revisions to Policy I-11 were reviewed. Changes made to keep abreast of current practices and reflect language in the Ministry Document: Ontario's Strategy for K-12 International Education. The revisions are in alignment with Board and Provincial expectations

**P#14/18**

**Moved By:** A. Iantomasi

**Seconded By:** A. Quinn

**THAT,** the Policy Committee recommends that Policy I-11 International Students name be changed Policy I-11 International Student Admission Requirements (Fee Paying Students), and forwarded, along with amendments, to the February 6, 2018 Regular Board Meeting for approval.

Questions regarding student study permits; visitor status; competitive fees; homestay program; student recruits; extra-curricular and regular programming available; and requests for the AP and IB programs were asked and answered.

The Chair called for a vote. Recommendation **P#14/18 UNANIMOUSLY CARRIED.**

The Administrative Procedures related to this policy were noted. Further question regarding home stay process were asked for clarification.

### 3.2 Policy I-36 Trustee Code of Conduct (P. Dawson, T. Overholt)

Revisions to Policy I-36 were reviewed. Minor amendments were pointed out; references added; deletion of reference to a rescinded policy.

**P#15/18**

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

**Seconded by:** A. Iantomasi

**THAT,** the Policy Committee recommends that Policy I-36 Trustee Code of Conduct, be forwarded, along with amendments, to the February 6, 2018 Regular Board Meeting for approval.

Discussion followed regarding honorarium guideline.

The Chair called for a vote. Recommendation **P#15/18 CARRIED.**

In Favor	Opposed
H. Karabela	A. Danko
A. Iantomasi	
J. Michael	
S. Trites	
J. M. Rowe	
A. Quinn	

### 3.3 Policy II-05 Reporting to Parents - Parent Interviews (T. Overholt, B. Browne)

Revisions to Policy II-05 were reviewed. Several additions were noted and it was recommended to change the name of the policy to better reflect the content.

**P#16/18**

**Moved by:** J. Michael

**Seconded by:** H. Karabela

**THAT,** the Policy Committee recommends that Policy II-05 Reporting to Parents name be changed to Policy II-05 Reporting Student Achievement to Parents/Guardians, and be forwarded, along with amendments, to the February 6, 2018 Regular Board Meeting for approval.

Discussion followed regarding ways to communication with parents.

The Chair called for a vote. Recommendation **P#16/18 UNANIMOUSLY CARRIED**

### 3.4 Policy II-38 Educational Research - Surveys and Pilot Projects (L. Collimore)

Policy II-38 was reviewed. Amendments were noted.

**P#17/18**

**Moved by:** H. Karabela

**Seconded by:** S. Trites

**THAT,** the Policy Committee recommends that Policy II-38 Educational Research – Surveys and Pilot Projects name be changed to Policy II-38 – Educational Research, and be forwarded, along with amendments, to the February 6, 2018 Regular Board Meeting for approval.

Discussion followed regarding use of external researchers and access to students and schools.

**P#18/18****Moved by:** A. Quinn**Seconded by:** H. Karabela

**THAT**, the policy be amended to include, under Principles: *The Board requires the gathering of data for research purposes will be in keeping with the core values of the Catholic Church.*

The Chair called for a vote. Motion **P#18/18 CARRIED**

Further discussion regarding the Administrative Procedure followed. Active consent and passive consent was clarified.

The chair returned to the main motion and called for a vote. Recommendation **P#17/18** was **DEFEATED**.

In Favor	Opposed
A. Iantomasi	A. Danko
J. Michael	H. Karabela
	S. Trites
	J. M. Rowe
	A. Quinn

The Policy will be brought back to an upcoming Policy Committee Meeting for further review.

**3.5 Policy II-41 School Uniform Dress Code – School Dress Code (T. Overholt)**

The Chair requested that the discussion focus on amendments made regarding consolidation and closure of schools and new schools.

It was noted that the amendment to RFP process has been included.

**P#19/18****Moved by:** A. Iantomasi**Seconded by:** J. Michael

**THAT**, the Policy Committee recommends that Policy II-41 School Uniform Dress Code – School Dress Code, be forwarded, along with amendments, to the February 6, 2018 Regular Board Meeting for approval.

Trustee Quinn proposed the following amendment that the line “elementary schools must use the board’s supplier” be removed from the policy.

A point of order was raised that the motion to amend was out of order.

Discussion ensued regarding the cancellation clauses in the contract with the uniform supplier.

The chair ruled the Point of Order was well taken, and the amendment was ruled out of order.

A. Danko recommended that the policy be brought back as a policy exception, not as an amendment.

The Chair called for a vote, A. Quinn requested a recorded vote. Recommendation **P#19/18 CARRIED**.

In Favor	Opposed
H. Karabela	A. Danko
A. Iantomasi	A. Quinn
J. Michael	
S. Trites	
J. M. Rowe	

**3.6 Policy V-05 School Accidents - Safety (T. Overholt, R. Ngoi)**

The recent Student Injury Prevention Initiative (SIPI) was noted and is reflected in the amendments to Policy V-05. A name change was recommended to reflect the amendments.

**P#20/18****Moved by:** A. Iantomasi**Seconded by:** S. Trites

**THAT**, the Policy Committee recommends that Policy V-05 School Accidents - Safety, name be changes to Policy V-05 School Accidents – Prevention and Safety, and be forwarded, along with amendments to the February 6, 2018 Regular Board Meeting for approval.

The Chair called for a vote. Recommendation **P#20/18 UNANIMOUSLY CARRIED.**

**4. Discussion Items****4.1 Policy Committee Meeting in March 2018**

Following review of policy plan the Chair recommended a policy committee meeting to review new policies. Suggested dates were March 8, 2018 or March 22, 2018. Email will be sent to survey committee meeting and a date will be determined.

**5. Information Items****5.1 Administrative Procedure VI-17 International Students (Non-Resident - Visa Students) (T. Pinelli, R. Negoï, F. Thibeault)****5.2 NEW: Administrative Procedure VI-94 International Student Program - Agents of Fee Paying Students (T. Pinelli, R. Negoï, F. Thibeault)****5.3 Administrative Procedure VI-25 Educational Research (L. Collimore)****5.4 Administrative Procedure VI-21 OSBIE Online Incident Reporting (T. Overholt, R. Negoï)****5.5 Community Service Hours (C. McGillicuddy)**

C. McGillicuddy clarified the requirements of students to obtain their 40 hours of Community Service.

**5.6 Upcoming Policy Committee Meeting Tentative Agenda Items (February 27, 2018) (T. Overholt)****5.6.1 Policy II-26 Managing Student Risk in Interschool Sports****5.6.2 Policy II-28 Alcohol, Tobacco and Drug Abuse in Schools****5.6.3 Policy III-01 Grievance Procedures - Non-Unionized Group Members****5.6.4 Policy III-09 Human Immunodeficiency Virus (HIV)****5.6.5 Discussion Items****5.6.5.1 NEW - Executive Compensation Policy****5.6.5.2 Policy I-40 Performance Appraisal of Director of Education****5.6.6 Information Items****5.6.6.1 Administrative Procedure VI-58 Parent Notification System****5.6.6.2 Administrative Procedure VI-51 Technological Education Service****5.7 Policy Committee Meeting Work Plan - Policy Review Sept. - Dec. 2017 (T. Overholt)**

The Policy Committee Work plan was shared with committee members.

**6. Miscellaneous Information**

There was no miscellaneous information.

**7. Correspondence**

There was no correspondence.

**8. In Camera****8.1 Minutes from the December 12, 2017 Policy Committee In-Camera Session****P#21/18****Moved by:** S. Trites**Seconded by:** A. Iantomasi

**THAT**, the Policy Committee Meeting move to in camera at 8:14 p.m.

The meeting moved out of camera at 8:16 p.m.

**9. New Business**

There was no new business.

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

**P#22/18**

**Moved by:** A. Danko

**Seconded by:** A. Quinn

**That** *Trustee D. Rabenda be excused.*

**UNANIMOUSLY CARRIED**

**11. Motion to Adjourn/ Closing Prayer (J.M. Rowe)**

**P#23/18**

**Moved by:** J. Michael

**Seconded by:** A. Iantomasi

**That** *the meeting adjourn.*

**UNANIMOUSLY CARRIED**

J. M. Rowe closed meeting with prayer at 8:18 p.m.



# Holy Rosary Catholic Parish

Diocese of Hamilton

139 Martin Street, Milton, Ontario L9T 2R3

Phone 905-878-6535

February 28, 2018

Paula Dawson  
Director of Education and Secretary of the Board  
Halton Catholic District School Board  
802 Drury Lane  
Burlington ON L7R 2Y2

Dear Ms. Dawson,

I am writing in response to the needs and concerns of Milton Catholic families. With the rising number of Catholic families and students in our parish and schools, it would be appropriate and necessary to have enhanced trustee representation for this area to address the needs of our community. To provide for equal opportunity, I believe an additional Catholic trustee is needed for the Milton area. A second trustee would surely assist in adequately serving Milton parishes, families and schools.

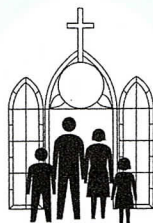
Please give due consideration to this request.

If you have any questions, please contact me at (905) 878-6535.

Yours Sincerely in Christ,



Rev. Peter J. Meyer  
Pastor



**St. Benedict Parish**

March 1<sup>st</sup>, 2018

Ms. Paula Dawson  
Director of Education  
Secretary to the Board  
Halton District Catholic School Board  
802 Drury Lane  
Burlington, ON. L7R 2Y2

Dear Paula,

I am writing to you today to indicate my concern that the Town of Milton is underrepresented on the Board of Trustees for Halton Catholic District School Board. Due to the ever-increasing enrolment of students in our Catholic school, it is time for the board to add a second trustee to the Milton community. It is clear (due to the sheer number of students in Milton Catholic schools) that the time has come for the board to explore this option. It is unfair to expect one trustee to adequately serve the needs of our parent communities, school communities and parish communities. As pastor of Saint Benedict Parish in Milton, I give my full support and backing to a second trustee for this community.

Thank you for the great work that you and the board do for our communities in Halton Region and in the Diocese of Hamilton.

God Bless,

Father James S. Petrie  
Pastor

**From:** David Harvey [REDACTED]  
**Sent:** February 26, 2018 2:42 PM  
**To:** Rabenda, Diane <RabendaD@hcdsb.org>; Marai, Paul <MaraiP@hcdsb.org>; Michael, Jane <MichaelJ@hcdsb.org>; Dawson, Paula <DawsonP@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>  
**Subject:** Resolution 29/18 regarding charitable fundraising

Ms. Diane Rabenda  
Chair of the Board

Mr. Paul Marai  
Vice-Chair of the Board

Ms. Jane Michael  
Trustee for Wards 3 & 6

Ms. Paula Dawson  
Director of Education & Secretary of the Board

I am the parent of a child within the board, and a Catholic elector in Ward 6.

Pursuant to section 19 of Ontario Regulation 612/00, promulgated under the Education Act, R.S.O. 1990 c. E.2, (a copy of which is appended to this email), a school board is required to consult with school councils with respect to "policies and guidelines respecting the fundraising activities of school councils". I could not find any indication in the minutes of the January 16, 2018 meeting, or in the background materials for either the January 16, 2018 or February 20, 2018 meeting that such consultations took place. Further, under section 23 of the regulation, school councils are required to consult with parents regarding "matters under consideration by the council." I am unaware of any such consultations regarding resolution 29/18.

If those consultations did not take place, Resolution 29/18 was passed by the board in violation of the regulations.

If such consultations did take place, please forward to me all correspondence between the Board and the School Councils regarding consultations on this resolution.

If you are unwilling to voluntarily disclose whether such consultations were carried out, and if so to forward such correspondence to me, please advise as soon as possible so that I can file the appropriate request pursuant to the Municipal Freedom of Information Act, R.S.O. 1990, c. M.56.

Yours truly,

David Harvey

## CONSULTATION BY BOARD

**19.** (1) In addition to its other obligations to solicit the views of school councils under the Act, every board shall solicit the views of the school councils established by the board with respect to the following matters:

1. The establishment or amendment of board policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,
    - i. policies and guidelines established under subsection 302 (1) of the Act with respect to the conduct of persons in schools within the board's jurisdiction,
    - ii. policies and guidelines established under subsection 302 (5) of the Act respecting appropriate dress for pupils in schools within the board's jurisdiction,
    - iii. policies and guidelines respecting the allocation of funding by the board to school councils,
    - iv. policies and guidelines respecting the fundraising activities of school councils,
    - v. policies and guidelines respecting conflict resolution processes for internal school council disputes, and
    - vi. policies and guidelines respecting reimbursement by the board of expenses incurred by members and officers of school councils.
- ...

## CONSULTATION WITH PARENTS

**23.** A school council shall consult with parents of pupils enrolled in the school about matters under consideration by the council. O. Reg. 612/00, s. 23.

To: Diane Rabenda, Chair of the Board and  
Paula Dawson, Director of Education and Secretary of the Board

Date: March 5<sup>th</sup>, 2018

Subject: Sanctity of Life Motion

I am writing this letter in response to the Sanctity of Life Motion. I am the parent of a child who attends a secondary school in Ward 6.

I agree wholeheartedly with David Harvey's (parent of child in Ward 6) position that "Pursuant to section 19 of Ontario Regulation 612/00, promulgated under the Education Act, R.S.O. 1990 c. E.2, a school board is required to consult with school councils with respect to "policies and guidelines respecting the fundraising activities of school councils".

In addition to the Act, the Board's own policy I-06 indicates the principle that "the Halton Catholic District School Board values relationships and partnerships and is committed to providing meaningful feedback mechanisms that encourage and support two-way communication".

Today, we the parents, received communication from Paula Dawson, Director of Education via [notifications@schoolconnectsweb.com](mailto:notifications@schoolconnectsweb.com) reviewing the intent of the Sanctity of Life Motion. In this email, Paula Dawson wrote with the intent "to provide you (us) with some background information to help you (us) understand the intent of the motion" and that the Board is in "the process of determining which charitable organizations may continue to receive donations". Delivered a few weeks ago, two-way communication would have been a reality. Unfortunately, I fear numerous emails from parents against the motion did not reach the Board because parents were not aware of the proper procedures in addressing the Board to ensure that their voices would be officially heard and documented. This may have affected the outcome of the vote.

As a result, I would ask the Board to temporarily suspend and/or repeal this motion until further discussions can take place on this matter in the spirit of the aforementioned guidelines.

The Code of Ethics for Trustees states that "the aim of Catholic education is the development of each student towards personal fulfillment and responsible citizenship motivated by the Spirit of the Gospel and modeled on the example of Jesus Christ". The funds raised and countless volunteer hours donated to charitable organizations like the United Way, Halton Women's Place and The Hospital For Sick Children were in the "Spirit of the Gospel" and not meant to jeopardize the Church's teaching on the Sanctity of Human Life. I believe the Sanctity of Life Motion which prevents financial donations to any charities or non-profits that publicly support directly or indirectly abortion, contraception, sterilization, euthanasia, or embryonic stem cell research is too broad of a motion. Catholic Christians believe that ALL life is sacred from conception until natural death. People of all ages are suffering right now. They are living in pain

(physical and mental), poverty and fear. We need these organizations to help us help those in need and not feel that we doing something wrong.

As a final note, Catholic schools and the Church have managed to find a way to balance the delicate, politically charged issues like Gay-Straight Alliance Clubs, and HPV vaccines while keeping with the mission of our Catholic School system. There once was a time when that too would have been the impossible.

Kind regards,  
Tanya Pineau

**From:** Fr. Gary Schlack [REDACTED]  
**Sent:** February-20-18 8:53 PM  
**To:** Dawson, Paula <[DawsonP@hcdsb.org](mailto:DawsonP@hcdsb.org)>  
**Subject:** Resolution 29/18

Dear Paula, Director of Education and Secretary of the Board,

I think it is wonderful that HCDSB decided to adopt the resolution 29/18, which as you know, prohibits the Catholic School Board from donating money to charities that support things like abortion, euthanasia, embryonic stem cell research, sterilization and contraception. To me, this is just common sense. How could anyone dream of doing otherwise, if they are true Catholics?

I find it hard to believe OECTA wants this resolution repealed. Why would OECTA and some school board trustees want to support such organizations? These behaviors are all immoral and if done with full freedom and knowledge, cause a person to lose the grace and friendship of God. How could any Catholic support organizations that promote such behavior? People, who knowingly and freely do or support such behaviors, are putting their own eternal salvation in jeopardy.

I sincerely pray and hope that you will do whatever you can to support resolution 29/18. God Bless, Fr. Gary Schlack