

**REGULAR BOARD MEETING
AGENDA**

Date: Tuesday, April 3, 2018
Time: 7:30 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

	Pages
1. Call to Order	
1.1 Opening Prayer, National Anthem and Oath of Citizenship (A. Barbul)	1 - 2
1.2 Motions Adopted In-Camera	
1.3 Information Received In-Camera	
2. Approval of the Agenda	
3. Declarations of Conflict of Interest	
4. Presentations	
5. Delegations	
5.1 October 2018 PA Day (Halton Area Clerks)	3 - 3
5.2 Programming Options for Gifted High School Students (J. Lim)	4 - 18
5.3 Programming Options for Gifted High School Students (L. Lim-Tran, A. Au, T. Yoo)	19 - 22
5.4 Programming Options for Gifted High School Students (M. Lourenco)	23 - 33
5.5 Resolution #61/18 Non-Compliance with Education Act (J. Joseph, B. Sabourin)	34 - 35
6. Approval of Minutes	
6.1 Minutes of the March 20, 2018 Regular Board Meeting	36 - 55
7. Business Arising from Previous Meetings	
7.1 Summary of Outstanding Items from Previous Meetings	56 - 56
8. Action Items	
8.1 Response to Delegations (D. Rabenda)	
8.2 Making the Process of Approving Chairities and Non-Profits Transparent and Accountable to the Catholic Ratepayer (A. Danko)	57 - 58

8.3	Recommended Names for Milton No.8 FORD Catholic Elementary School (C. Cipriano)	59 - 70
8.4	School Name Selection – Northeast Oakville Catholic Elementary School (Support Action) (T. Overholt)	71 - 73
8.5	St. Peter CES Child Care Addition Approval to Proceed with School Capital Planning (R. Merrick)	74 - 109
8.6	Bishop Reding Catholic Secondary School Addition Approval to Proceed with School Capital Planning (R. Merrick)	110 - 132
9.	Staff Reports	
9.1	Oakville Northeast CES Addition Approval to Proceed with School Capital Planning (R. Merrick)	133 - 154
9.2	Religious Education Resource Selection (A. Prkacin)	155 - 157
9.3	Secondary Academic and Applied Geography Textbook Selection (A. Prkacin)	158 - 159
9.4	Recommended Names for Oakville South Catholic Elementary School (T. Pinelli)	160 - 177
9.5	Education Development Charges (EDC) By-Law: Application of Operating Surpluses and Alternative Accommodation Arrangements (R. Negoj)	178 - 184
10.	Information Items	
10.1	Student Trustees Update (A. Barbul)	
10.2	School Educational Field Trips (T. Overholt)	185 - 187
10.3	Religious Education Congress 2018: Rise Up (L. Naar)	188 - 193
10.4	Trustee Distribution Survey Results (A. Swinden)	194 - 255
10.5	Release of the 2018-2019 Grants for Student Needs (GSN) (R. Negoj)	256 - 312
10.6	Update on the 2018-2019 Budget Consultation Process - Summary of Feedback Received Through Telephone Town Hall (A. Swinden)	313 - 399
10.7	2018-2019 School Year Calendar - Verbal Update (C. Cipriano)	
11.	Miscellaneous Information	
12.	Correspondence	
12.1	Christ the King Catholic Secondary School Parent Council	400 - 401
12.2	D. Harvey	402 - 403
12.3	J. MacLeod, A. Downs	404 - 404
12.4	J. O'Hearn	405 - 407
12.5	C. Waddick	408 - 408

13. Open Question Period
14. In Camera
15. Resolution re Absentees
16. Adjournment and Closing Prayer (J. Michael)

A Prayer Following Easter

O God, your Son remained with his disciples after his resurrection,

teaching them to love all people as neighbors.

As his disciples in this age, we offer our prayers on behalf of the universe

in which we are privileged to live and our neighbors with whom we share it.

Reading: John 20:19-31

19 On the evening of that first day of the week, when the disciples were together,, Jesus came and stood among them and said, "Peace be with you!" **20** After he said this, he showed them his hands and side. The disciples were overjoyed when they saw the Lord.

21 Again Jesus said, "Peace be with you! As the Father has sent me, I am sending you." **22** And with that he breathed on them and said, "Receive the Holy Spirit. **23** If you forgive anyone's sins, their sins are forgiven; if you do not forgive them, they are not forgiven."

24 Now Thomas, one of the Twelve, was not with the disciples when Jesus came. **25** So the other disciples told him, "We have seen the Lord!"

But he said to them, "Unless I see the nail marks in his hands and put my finger where the nails were, and put my hand into his side, I will not believe."

26 A week later his disciples were in the house again, and Thomas was with them. Though the doors were locked, Jesus came and stood among them and said, "Peace be with you!" **27** Then he said to Thomas, "Put your finger here; see my hands. Reach out your hand and put it into my side. Stop doubting and believe."

28 Thomas said to him, "My Lord and my God!"

29 Then Jesus told him, “Because you have seen me, you have believed; blessed are those who have not seen and yet have believed.”

30 Jesus performed many other signs in the presence of his disciples, which are not recorded in this book. **31** But these are written that you may believe[**b**] that Jesus is the Messiah, the Son of God, and that by believing you may have life in his name.

O God of the Last Supper

God of the Cross

And God of the Empty Tomb

We come before you now and we pause.

We inhale the scent of snow white Easter lilies.

We see the rain as it falls in veils and sheets of April showers.

And we listen.

Holy Week has passed.

But how we long to live by the marvelous story we have heard.

Let us remain ever beside you at the table of the Last Supper.

Show us who is hungry.

And give us the courage to offer them bread from your table.

Show us who is thirsty.

And give us the strength to lift up the cup of your love.

Most of all, show us how to linger at the table, serving others—

Doing ALL that we do

In remembrance of You,

And the way You were when You walked this earth.

We lift these simple, limited words

Up to you

Amen

As you are aware, the municipalities in the Halton Region correspond with the school boards each year prior to the Municipal Election requesting that the school boards consider making the Municipal Election day a professional activity day.

This year, the public school board came close to considering October 22, 2018 a professional activity day and had proposed it in a draft calendar. They later changed it to align with the Catholic School Board's proposed October 5, 2018 P.A. day.

On March 21, 2018 the Halton Area Clerks delegated to the Public School Board requesting they reconsider their decision and make October 22, 2018 a P.A. day. The Trustee Board has deferred their decision until April 4, 2018, in order to consult with the Halton Catholic School Board.

We propose that the Halton Catholic School Board reconsider the October 5th date in their 2018/19 school year calendar and change it to October 22, 2018.

We understand that both boards align all P.A. days for student transportation reasons and that there are costs associated with this, and we are respectful of that.

As the municipal staff that plan the municipal elections for school board trustee positions, it is important that we build a strong partnership with both boards in Halton Region. We are hopeful that we can continue to have positive dialogue and engagement around election matters going forward so that we can address matters that concern the use of schools before and after Election Day.

We again are asking you to consider making October 22, 2018, a P.A. day, and that once every four years you consider scheduling the P.A. day in October on the same day as the municipal Election Day for the safety and protection of our students in Halton Region.

We would be happy to discuss this option as a delegate at your next Board meeting on Tuesday, April 3, 2018.

Vicki Tytaneck
Town Clerk
Town of Oakville

Angela Morgan
City Clerk
City of Burlington

Troy McHarg
Town Clerk
Town of Oakville

Suzanne Jones
Town Clerk
Town of Halton Hills



Good evening Chairman, Secretary, trustees and Staff. My name is Jessica Lim and I am a mother of two children attending St. Mary’s and St. Andrew’s Schools. I am also a proud graduate of HCDSB, who deeply value Catholic education. I am here to speak on behalf of gifted students and their parents tonight, not only as a mother, but as a catholic special education teacher.

I still remember that day when my daughter came home in tears last school year. She was just in grade 6. She came home to tell me that many of her friends, including herself, will have no choice but to switch to the Public board to continue their gifted programming. So began my research, conversations, and visits to open houses.

It was also then that I realized how disadvantaged the current HCDSB gifted students are when it comes to secondary school education. I found out that DPCDSB’s Special Education department budgets for transportation of identified gifted students to IB program as well as any related fees, as this was the board’s way of utilizing the budget to provide an enrichment setting for like-minded students whose needs could not be met in academic stream. I also found out that HDSB offers clustered courses leading to AP for the gifted students at several schools within their jurisdiction (3 alone in Oakville). These findings led to my original query to the Superintendent of Special Education back in November, requesting transportation to access the AP or IB programs, in order to continue to have suitable enrichment opportunities within already existing programs.

However, my request was quickly declined by Mr. Browne with an explanation on grounds that AP and IB are neither Special education programs nor placements. Such a response prompted me to ask the board to consider creating clustered programming like that of the HDSB, where clustering was naturally occurring in AP schools. Mr. Browne then acknowledged my subsequent request for clustered classes as a request for congregated classes. You see, clustered and congregated are two very different settings.

Slide 2

Congregated: all students are identified exceptional by the ministry through IPRC process

Clustered: gifted students are placed together along with other high achieving/like-ability students in a “regular” classroom

Clustered program occurs when gifted students are placed together, along with other high achieving/like-minded students in a regular classroom. Congregated class is when all students are gifted and would require the process of IPRCs. To be honest, despite the clarification around these programs and the needs for gifted students further provided by Maria Lourenco, SEAC parent rep for Gifted students, I am not sure if Mr. Browne ever had the intention of taking the time for careful consideration for my queries as he had said. You’ll soon hear why I have such speculations. Anyhow, at the same time, I also took upon Mr. Browne’s recommendation to connect with the Family of Schools Special Education Consultant, as well as the Principal and SERT from Loyola to see how else gifted learners’ needs can be met in academic stream.

However, my concern for my daughter, and possibly many other gifted students, still continued as the list of enrichment opportunities provided was not classroom embedded.

Slide 3

Examples of enrichment

- Math Contests – Cayley, Euclid, Pascal
- Duke of Edinburgh Award
- SOMA (Model UN)
- Schulich Award nominees for STEM (Science, Technology, Engineering, Math)
- Loran Scholarship
- Prefects – Student Leaders
- Mentors – Student Leaders
- SHSM (Specialist High Skills Major) – Health and Wellness
- Discovery Days – Western and McMaster Health Science, Waterloo Engineering
- Mock Trial
- Student Newspaper
- School Reach Team
- Book Club
- Chess Club
- Debate Team
- Best Buddies
- Social Justice League
- Ontario Junior Citizen Awards

Such extracurricular activities, contests, Discovery days and/or community involvement and scholarship nominations can be accessed by all capable learners at any given school. I do understand the importance of opportunities beyond the classroom walls for student development. However, what continued to concern me was that there won't be a clustering of like-minded students to work together in an enriched classroom setting.

Slide 4

Differentiation is...

"... a teacher's response to a learner's needs." (Tomlinson)

"... customizing instruction so every individual experiences continuous learning." (Kingore)

Guiding Principles of Differentiation:

- Modify content, process, & product, according to a student's readiness, interest, & learning style.
- Assessment before, during, & after instruction is critical for making appropriate modifications for gifted learners.
- Replacement tasks should be respectful works that serve a purpose (not busy work).
- Consider pace, depth, product, delivery, breath, and interests.

Both Ms. Pickett and Mrs. Hovarth also mentioned academic stream being rigorous enough for students, and the availability of the SERT to collaborate with the classroom teacher to differentiate the curriculum in breadth, depth, and pace as individual needs arise. As an experienced regular classroom, special education classroom, and resource teacher, I know first-hand what differentiating entails. There are many factors that alter the degree of outcome as a result of such pedagogy. For gifted learners especially, true differentiation can only occur when all of the following factors are met: teacher training, skills, outlook, like-minded peers, critical thinking, and common interest. Differentiating for one child in a regular academic class with extra assignments is not what I am advocating for. I want my child to be in a clustered group with like-minded students where they will explore, investigate, and collaborate together.

These meetings reaffirmed my need to advocate for transportation access to AP programming; a program that already exists in the board. This finding resulted in my third correspondence to Mr. Browne in February to again request AP transportation where clustering was naturally occurring already, asking him to consider conducting a survey for the current Grade 7 and 8 gifted students' families to see the factors and barriers in their decisions for transition to Secondary education.

Then on March 7th, I was informed of the Superintendent's biased decision, that there is no need/interest for clustered classes and that gifted students are not privileged to provision of transportation. I was grateful for the time he took carrying out literature review, conducting high school student survey, and consulting senior staff of HDSB. However, as all of you have been copied in email on the 22nd, there are many holes and flaws which must be revisited to truly comprehend the lack of programming for our gifted high school students.

Clustered Classes at HDSB – Mr. Browne mentioned discussing successes and challenges with staff from HDSB. However, he only focused on the challenges and limits of timetabling and flexibility in his response to me. He totally neglected to share any evidence of success or the reason behind why the clustered/AP/IB programming is continues to be provided in other boards I had mentioned. In fact, if such programming is so inconvenient for the students, why is HDSB opening its 5th gifted program location within Oakville and Burlington alone? Please see Appendix A for the details of the board report for MM Robinson.

Slides 5 – 6

The collage contains several key documents and survey results:

- Report Number: TBD** dated April 4, 2019, for information, from the Chair and Members of the Motion District School Board to the Superintendent of Education - Student Services, regarding the HDSB Special Education Review.
- Background:** A section discussing the HDSB Special Education Review (HDSB SER) and its findings, including the need for a survey of gifted students and the results of that survey.
- Information Summary:** A section summarizing the findings of the HDSB SER, including the need for a survey of gifted students and the results of that survey.
- Map:** A map of the HDSB region showing school boundaries and the location of the HDSB Special Education Review (HDSB SER) survey.
- Survey Results:** A survey titled "My child currently attends their home school" with pie charts showing the distribution of students across different school boards.

This report was based on a parent survey of all gifted students from grade 1 – 12 with considerations of program location, equity, transportation, instruction, staff training, resources transition, geographical query and proximity. Do our catholic gifted students not deserve the same level of education that they are entitled to as exceptional pupils? Do we just assume that what is currently in place is working? The point I want to make is that these programs are offered in other boards as enough students continue to value these options as their pathway of choice. And HCDSB students have the right to education as much as these students from other boards.

Now let's look at the survey that was sent out by HCDSB. Mr. Browne mentioned prioritizing student voice as the reason behind this survey as he considered possibilities. It did not include the voices of grade 7 and 8 students, which I had recommended. However, it did include only the high school students who chose to stay with the board, in the program of their choice. Not only that, this survey also included misleading questions such as the following:

Q. To what extent do you agree or disagree with the following statements regarding a Clustered Gifted Program?

- 1. I would prefer a Clustered Gifted Program over the program I am currently enrolled in.**
- 2. I would prefer to be in courses exclusively with other gifted students.**

Q. If you had the opportunity to take courses specifically for Gifted students that required you to travel to another school, how likely are you to enroll in said program on a scale of 1-10?

These questions are very misleading as students may not have understood the nature/distinction of the programs. As well, for all of the academic stream students that were surveyed, we must remember that they have already chosen their program over the AP/IB. And whether it be academic stream, AP or IB students, “travelling” to another school for programming is irrelevant. These questions make it sound like students must switch out of their current schools to go to another school. My request of clustered program with AP does NOT require any “travel” outside of students’ school of enrollment as students choosing such a program will already be attending the AP school.

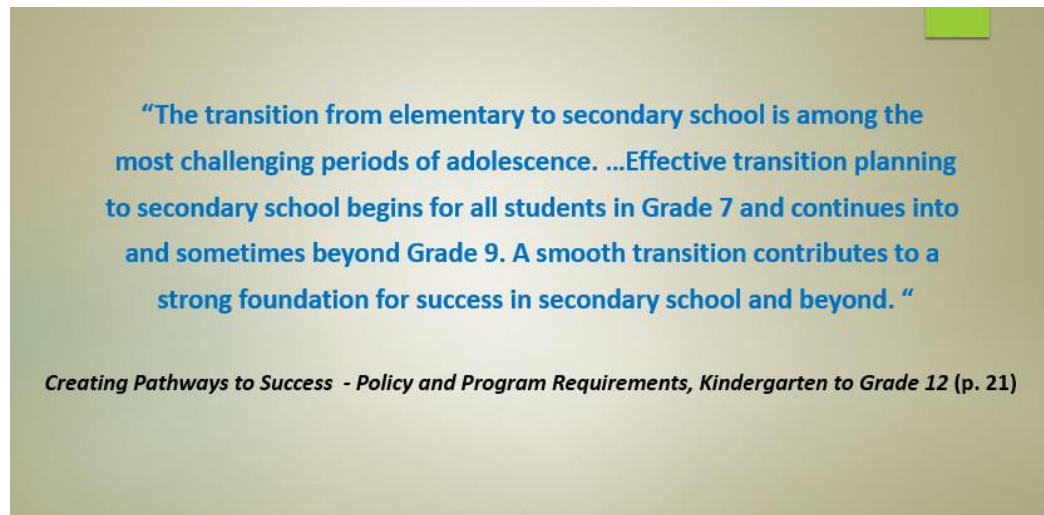
Another flawed interpretation mentioned was that students were against segregation from the general population. AP is a program that is available to the general population already, so not sure who the students are being segregated from. Also, a lot of gifted students prefer to be with like-minded peers, and are happier as well as performing better academically in such an invigorating setting. I do not see how this would be perceived as segregation for those students who choose to attend AP.

Next, there also was a claim that students did not want to sacrifice social/extracurricular activities to be exclusively with other Gifted students. I would like to clarify once again that I am advocating for all gifted students to have access to AP program, not a congregated program. At both Assumption and Holy Trinity information nights, we were told that AP is a program where achievement and flexibility co-exist to support student interests. Student speakers themselves at the information night were the ones who shared that they get to push themselves to be divergent thinkers while learning to manage time and participate in extracurricular activities without difficulty.

Mr. Browne also stated in his March 7th correspondence that “students in the regular academic stream and AP program reported as the most satisfied with their program,” as 96% of academic stream and 94% of AP students were content with their needs being met in their current programs. But then, in his March 22nd response to my request to reconsider his decision, he commented that, “survey data reveals that our Gifted students in the regular academic stream are the most satisfied students so the suggestion that transportation to IB or AP should be provided to make up for programming deficit

would not appear to be the case.” Is this a fair interpretation of data? 96 % satisfaction rate of academic gifted students is valid, but 94 % satisfaction rate of AP gifted students doesn’t have any merit? Isn’t this a clear proof that for those gifted students who were lucky enough to have AP as an option, it is the program that is meeting their educational needs? Then what about those others who weren’t fortunate enough to access AP due to geographical limitations?

Slide 8



“The transition from elementary to secondary school is among the most challenging periods of adolescence. ...Effective transition planning to secondary school begins for all students in Grade 7 and continues into and sometimes beyond Grade 9. A smooth transition contributes to a strong foundation for success in secondary school and beyond. ”

Creating Pathways to Success - Policy and Program Requirements, Kindergarten to Grade 12 (p. 21)

I would like my daughter and many of her classmates to be those satisfied students in an AP program. It should not be just those lucky ones who live within boundary that get to experience AP. In my daughter’s class, transition conversations have already taken place. Her teacher informed her class of the academic, AP and IB pathways. And AP was the one that was described as the most closely aligned to that of the current gifted class programming. This is a teacher who is specially trained to understand the needs and unique talents of her students. This is a teacher who works with endless passion, dedication, and appreciation of the individual profiles of her students. This is a teacher who knows what is best for her students. And at the same time, this teacher and her students know that what is best for each one of them, may not be a reality. As a SERT myself, I know how crucial it is to support student transition and pathways. I often begin my transition conversations with my students’ parents in grade 7, and sometimes early as grade 6 depending on the exceptionality. But what I am seeing here for my daughter and her classmates is a transition process without equity.

Association for Bright Children of Ontario (ABC) defines Intellectual Giftedness as:

Asynchronous development characterized by measurable, advanced intellectual abilities which accompanied by any or a combination of the following:

- heightened intensity
- exceptional creativity
- persistent intellectual curiosity
- rapid acquisition and mastery of concepts
- superior reasoning and problem solving skills
- leadership capacity
- potential for advanced achievement in a specific domain or general academic aptitude

Which requires interventions beyond those available in a regular school program including:

- optimal pacing of learning
- interaction with like-ability peers - critical for educational engagement and social-emotional needs
- individualized learning experiences
- increased breadth and depth
- specialized supports
- continual opportunity for challenge and advancement

Giftedness is a ministry defined exceptionality. Education Act mandates all school boards to provide special education programs and/or services for students with special education needs. We must also not forget that not all bright and gifted students flourish without special help. According to ABC site, "Many deliberately limit their achievement in order to gain peer acceptance. Others become so bored that they clown, disturb others or daydream. Most regular assignments provide little challenge for bright and gifted children/youth and they become accustomed to working much below their capacity. They actually learn "how not to learn." Some "turn off" to such an extent that they are identified as having behaviour or learning problems. Even those who appear to be doing well in school may be using only a small part of their abilities." Karen Mann is a parent of my daughter's classmate. She is not able to attend tonight's meeting, but she wanted to share how AP would be the most suitable program for her son. Karen's son chose to stay at his home school with an enrichment IEP after the initial IPRC. But his needs were not met, and later had to change his placement to the Gifted class. She witnessed the amazing transformation in the quality of his school life. Karen does not want him to go back to what it used to be like. But that would mean her son will have to switch to the Public high school. This is just one story among many other parents who support my request for transportation to AP for gifted students. I have included their names and contact information in appendix B.

Providing transportation to the already existing AP program will not have a detrimental system impact.

Slide 10

“In addition to the Pupil Foundation Grant and other Grants for Student Needs funding, the ministry allocates funding for students with special education needs through the Special Education Grant. **School boards have the ability to use other allocations of the Grants for Student Needs to support students with special education needs. The goal is to ensure equity in access to learning for all students with special education needs.**”

- A Guide to the Special Education Grant 2016-2017, p.2

“School boards may only use Special Education Grant funding for special education programs, services and/or equipment.... Any unspent Special Education Grant funding in a given year must be put aside and spent on special education in the future.... **School boards have the authority and flexibility to use other Grants for Student Needs funding, as well as the Special Education Grant, to meet their responsibility to support students with special education needs.**

- A Guide to the Special Education Grant 2016-2017 pgs. 5 - 11

In fact, in addition to the Special Education Grant, “school boards have the ability to use other allocations of the Grants for Student Needs to support students with special education needs. The goal is to ensure equity in access to learning for all students with special education needs.” (p.2, 2016-2017 A Guide to the Special Education Grant) Also, the Ministry of Education provides annual funding to school boards for student transportation services through the Student Transportation Grant. School boards have the ability to determine which students receive transportation, based on eligibility criteria they set. School boards can also offer transportation for other reasons, such as specific programs, and specialized student needs. Is that how the board is currently funding transportation for Early French Immersion as well as Extended French programs. But what about the learning needs for our gifted students? Isn't it their right to have access to programming as exceptional students? It is clear that there are means available to fund transportation to meet the needs of our gifted students should they choose AP as the program of their choice to aim for their true potential, regardless of it not being Special Education program or placement.

One thing that I did appreciate Mr. Browne looking into was the number of students that have left the board last year as I requested. He told me that I might be encouraged to know that 88% (80 out of 90) of grade 8 gifted students last year continued their secondary education with the board. And all of those 10 students who left the board were from St. Andrew. We cannot assume that all 10 students left the board due to reasons other than programming needs, as the teacher confirmed that many had left the board to have their programming needs met. That is more than 1 in every 10 students. Is this acceptable? Would you say that it is just as acceptable if 1 in every 10 students with developmental delay were leaving the board to access programming?

Giftedness is an unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a ***depth*** and ***breadth*** beyond those normally provided in the regular school program to satisfy the level of education potential indicated.

-Ontario Ministry of Education

All students, including the bright and gifted, deserve to be accepted for who they are and to have the opportunity to realize their potential as fully as possible. Whether students are in the top 2 percentile or the bottom 2 percentile of intellectual ability range, they are identified exceptional by the Ministry of Education. Gifted students 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. Bright and gifted learners should not be left to develop by chance. If there are no Special Education placement for these gifted students at the Secondary level, the board should at least provide transportation to the specialized programs that already exist. Lack of transportation should not be the reason for these exceptional students to be limited in their pathway options. We need to be cognizant of the role self-direction and resiliency play in our young adults' lives by allowing them to take ownership for their actions and choice making. These students need to be able to take on that ownership without having to forgo of Catholic Education; a unique gift we have from God that is already at risk and under threat as the only publicly funded religious school system, where Christ-centered individuals are enabled to transform our society.

I ask that the board take further study to confirm the number of students that live outside of catchment area of AP schools to ensure that there is equity for all gifted students, not discrimination. I also ask that parent input of all gifted students be invited to share the factors in their decision making for their children's programming needs. As well, input from the current gifted classes' teachers must be included as they are not just their classroom teachers, but also are their Special education liaison who work closely with them and know what their needs are.

I sincerely ask, as a mother, as a special education teacher, and as a Catholic educator, that you don't deny these students of their right to Catholic education as exceptional students. Thank you.

Appendix A

Report Number: TBD

Date: April 4, 2018

FOR INFORMATION

TO: The Chair and Members of the Halton District School Board

FROM: Mark Zonneveld, Superintendent of Education – Student Services
Stuart Miller, Director of Education

RE: **Burlington Secondary School Gifted Location(s)**

Background

Given the approved recommendations of the Burlington Program and Accommodation Review (PAR) for secondary schools in Burlington (June, 2017), a further examination of program location for secondary gifted placement included a review of:

- enrolments, projections, and accommodation;
- the results and analyses of a survey provided to all Burlington parents/guardians of students with a gifted identification in grades 1 – 12+; and
- program equity and opportunity (e.g., two composite schools in Burlington).

In October, 2017, parents/guardians of grade 1 - 12 students with a gifted identification completed a survey regarding location of program.

Currently in Burlington, students identified as Gifted and selecting the secondary gifted placement attend Nelson H.S. Annually, the Halton District School Board (HDSB) reviews the placement of special education programs through the lens of viability and system need in support of students with special education needs.

Information Summary

There will be two Burlington locations for secondary gifted placement effective September 2020. The programs will be located at Nelson H.S. (for students living south of the 403/QEW) and M.M. Robinson H.S. (for students living north of the 403/QEW).

Considerations

Program Location:

The board endeavors to provide all special education programs within each geographic area of the board (i.e., Halton Hills, Milton, Burlington and Oakville). This ensures that students can access the programs they need while only being transported for a reasonable period of time. It also keeps students close to home so that parents/guardians can more easily partner with the school, students can more conveniently attend appointments outside the school, community agencies and programs are more accessible, community partnerships can flourish, and students have integration opportunities within their home communities.

The board regularly evaluates the need for self-contained classes and other programs in each area and opens, moves or closes these classes and programs based on demand and student location, as per the [Self-Contained Classes Administrative Procedure](#). The locations of gifted secondary placement in schools north and south of the 403/QEW will make this program more accessible to all students who require this programming in Burlington (see Appendix A). In the October, 2017 survey regarding program location, access to program close to home is a factor in the decision of placement for families (see Appendix B).

Appendix A

In the HDSB Special Education Review Key Findings (March, 2017) the report states that from 2012 to 2016, students in special education increased at more than double the rate of total HDSB enrolment (15% vs. 6%). Gifted increased by 32%. The growth of special education, specifically students with a gifted identification is expected to continue to increase at a rate greater than that of enrolment.

Transportation:

The provision of transportation allows students with special education needs to attend the program that best meets their needs within their geographic area in Halton. Every effort is made to minimize transportation times within the resources of the board so that students get to and from school quickly and safely. When students transition to another school transportation routes and times are adjusted accordingly. Typically, the more locations available in each area the shorter the transportation time for the students. With the option of two sites in Burlington, transportation times will be reduced and reasonable for all students who require access to this programming in Burlington.

Program and Instruction:

Students with special needs receive support so that they can attend regular classes in their home schools. The board also provides a variety of special education programs across all geographic areas of the board. Programs for students with special needs are designed to meet the needs of groups of students with specific learning profiles. Individual Education Plans (IEPs) are developed for each student to ensure that appropriate goals are in place, with accommodations and modifications provided as needed. Curriculum and instruction is differentiated and individualized for each specific student. With two fully composite schools at Nelson H.S. and M.M. Robinson H.S., students may opt to attend a gifted placement north or south of the 403/QEW in Burlington. Students choosing to remain at a Burlington secondary school and not opt for a gifted placement will receive accommodations and/or support as identified in the IEP at their home school.

As per our Board practice, a limited number of highly able students from Nelson H.S. and/or M.M. Robinson H.S. will be eligible where space permits in classes. Gifted/enhanced classes follow the same curriculum as academic/university level courses and are assessed and evaluated the same way. They differ in the depth and breadth of the subject covered as well as in the pacing.

Staff training:

Highly trained, competent and compassionate staff are essential in the service of all students with special education needs. The board ensures that staff have the qualifications and experience necessary to work with students with a variety of special education needs. Training is provided on a regular basis in a variety of areas, including but not limited to, knowledge of specific exceptionalities, understanding student profiles, development of IEPs, research based instructional strategies, effective use of equipment and technology, maintaining student safety, personal care, and effective behaviour management. Staff training is provided to all staff in all schools based on staff and student learning needs. With the addition of a gifted program at M. M. Robinson H.S., training and resource personnel support will be provided for staff new to teaching gifted courses.

Resources:

Students with special needs benefit from specialized resources to help them access the curriculum. These resources can include personalized equipment, assistive technology, manipulative items, safety and mobility devices, classroom and program materials, personal care items, and individualized items for specific student needs. These resources are provided through the board budget, and are updated and replaced as needed. Both schools will have the necessary resources and materials to provide high quality programming to students in Gifted courses.

Appendix A

Transitions:

All students undergo various transitions during their time in school. Those transitions can occur during each school day and week, between terms and semesters, between primary and middle school, and between elementary and high school. Each transition is planned in order to meet the needs of the individual student and to ensure the transition occurs as smoothly as possible. For some students with special needs transitions can be more difficult and require more time for adjustments to occur. Thorough planning and execution involving students, parents/guardians, staff and community agencies can help ensure that transitions occur successfully. Every school year self-contained classes and programs are opened, moved and closed to meet the accommodation needs of students with special needs in HDSB. These transitions occur successfully as schools and staff are well equipped to support these changes for students and families. Students in any placement will be able to visit the school to become oriented to the learning environments in preparation for the following school year. Students with special needs in regular courses will have transition plans developed to support their move to their new school settings.

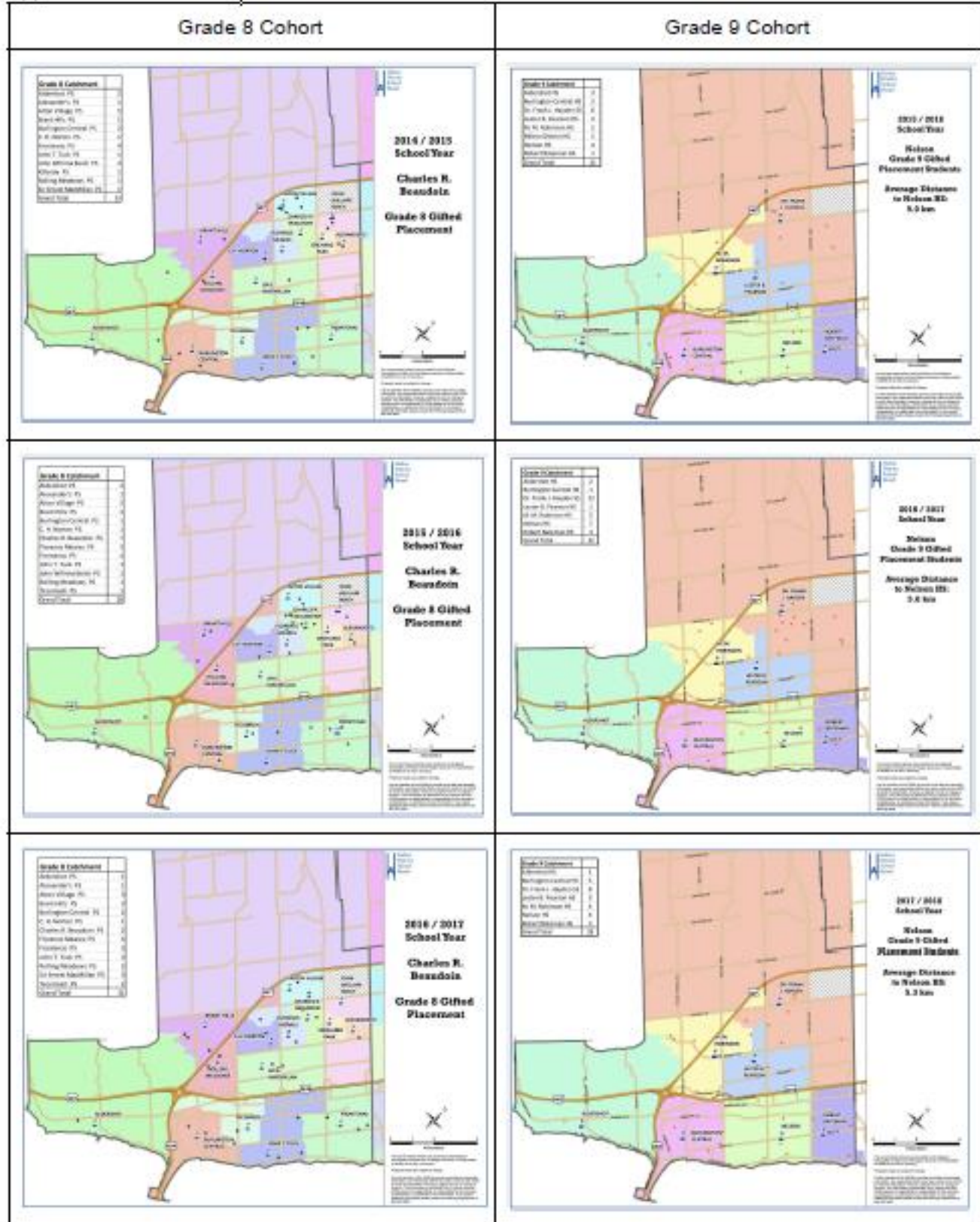
Respectfully submitted,

Mark Zonneveld
Superintendent of Education – Student Services

Stuart Miller
Director of Education

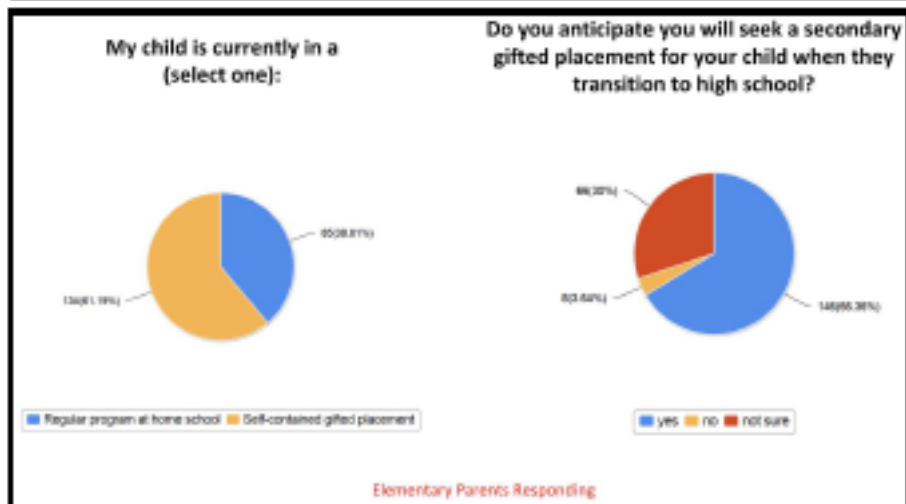
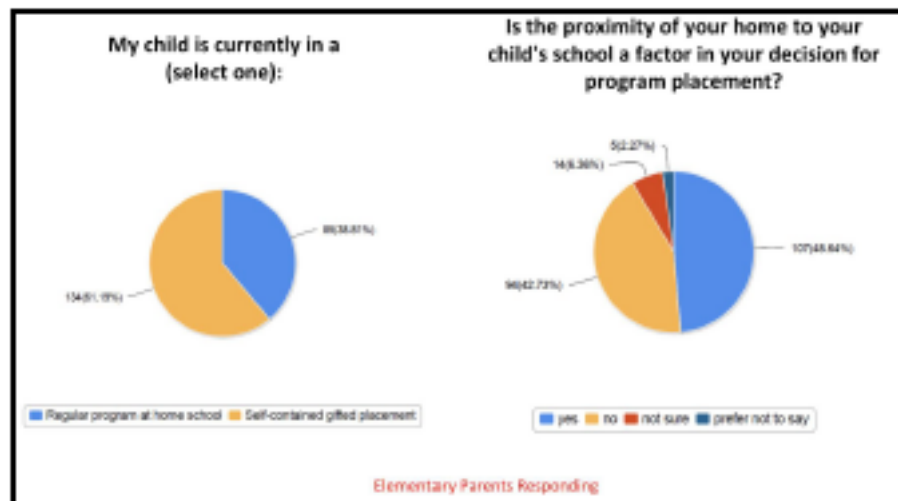
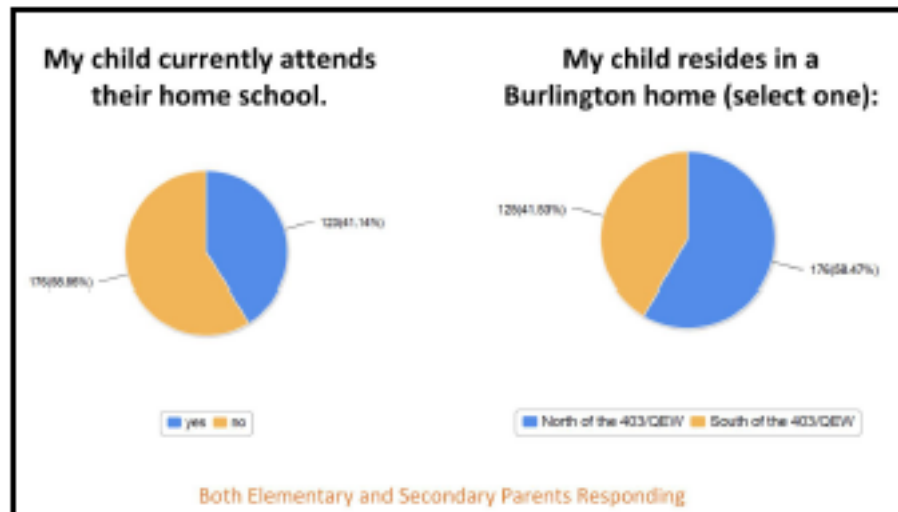
Appendix A

Appendix A - Home Location for Students in Gifted Placement



Appendix A

Appendix B - October, 2017 Location Survey Results (Elementary n=220, Secondary n=81)



Appendix B

Name	Phone	Email
Lesley Au	416 436 0048	aulesley28@gmail.com
Teresa Van Berkum - Kiu	403 470 2516	teresa.kiu@gmail.com
Eva Luk	416 985 0589	Ejwluk@gmail.com
Karen Mann	289 981 2624	karenmann14@gmail.com
Mary Nosella	416 315 9805	marynosella@yahoo.ca
Julia Yoo	905 616 3839	juliajchoi@hotmail.com

Leah:

Good evening Trustees and staff. I would like to start by introducing ourselves first. We are grade 7 students from St. Andrew's gifted class. I am Leah, these are Abby and Tyler.

We thank you for allowing us the opportunity to speak here tonight to ask for transportation to the AP program, as we feel that is the most fitting pathway for many gifted students. We will be presenting issues around challenges with transportation for gifted students living outside of catchment area, comparison of our experiences between mainstream and gifted classes, and why collaborative learning must continue.

For Abby and I, public transit along Dundas Street is not the most reliable source of transportation. It is on a major highway without bus shelters at our stops. And it only comes every two runs to our stops meaning, it run almost every two hours. In addition to the bus ride, we also need to walk 2 km each way. For Emma and other students who live south of QEW, only access to AP program would be taking two busses by transferring at the Go station for a total travel time of 1 hour and 40 minutes each way. We understand that bussing is not provided to AP program. However, we feel that it is the most ideal program to meet our needs since there is no clustered gifted program in high school, and would like transportation provided just as we have transportation to our current gifted program.

We would like to share our experiences from both home boundary school as well as the gifted classes. When we were in our regular classes up until grade 4, we indeed were happy students. But once we transferred into the gifted classes it was only then that we realized there are more factors that lead to true friendships and understanding. We realized through many of our classmates' conversations that we tried to just fit in with others in our previous schools because we would hear others making comments about us being "different" and sometimes not so positively. This made us uncomfortable and we got used to keeping our thoughts and ideas to ourselves as we didn't want to be singled out. But here in our current environment, we can express our ideas and thoughts freely without being penalized as we understand each other's mindsets.

Academically, regardless of where we were, we always tried our best and enjoyed school. Or so we thought. We are proud to say that we always gave our all in our classes. However, it wasn't until we came to the gifted program that we finally understood what being challenged really meant. It was then that we also realized how we used to doodle, tune out, and read to occupy ourselves in our mainstream classes. Once we started at St. Andrews, it was no longer just contents covered in classes anymore. In our current program, we explore topics in depth, and have opportunities to experiment with our capabilities, in a pace that works best for us, with increased breadth. We would also like to add that we feel very secure in our learning environment where risk taking is encouraged. This is a very important factor for us as many of us, gifted learners, tend to be perfectionists. Had we stayed in regular classes, we would probably be very complacent learners who wouldn't know how to reach our full potential.

We would also like to share about our experience with our teachers. We have had many wonderful teachers in our regular schools. They all tried their best to address all the students' needs to their best abilities. However, in mainstream classes, we were often seen as the tutors to go help others, and were often overlooked as we didn't need help and teachers were busy trying to cover everyone else's needs. With our teachers in gifted classes, we feel a strong connection with them as they have the training and willingness to understand our needs and talents. Our current teacher always touches base with us. If anyone of us has a question our teacher either helps them privately or go through everything with the class. She always knows if we all need help because she knows our strengths and needs since she has been trained to do so, as well as the fact that our classmates' mindsets are all similar. They are the ones who recognized our hidden potential and talents, understood our weaknesses, and helped shape us into the more self-assured individuals we are today.

Abby:

Our teachers have already started preparing us for high school options; academic, AP, and IB. During our discussions, it was clear that AP would be the most fitting program for majority of our class' learning styles and needs, but we also know that not everyone in our class will have access to the AP program at HT, which is the ONLY AP for Catholic students in Oakville. The other three available AP schools are all Public Schools. For Leah and myself, as well as many of our classmates, transportation is the only way for us to access the program that would meet our needs without having to switch to the Public board. When we surveyed our grade 7 peers, over half of the class lived outside of HT boundary. However, over 75 % of the students chose AP as their program of choice. This means potentially, more than half of our peers won't have access to AP program unless they switch to the Public board.

Now, I would like to share my story. I, too, have benefited tremendously from the gifted program. I never had ALL "excellent" learning skills on my report card, until I joined the gifted program, as I finally became interested and engaged in using effort to push my own limits. My sister is in grade 8 and will be going to a private high school. I am the only child in the family that has remained in the Catholic system out of 3 siblings. My parents were supportive of me staying in the Catholic school system as they are very pleased with the current programming I receive in the gifted program. My father wants me to attend a private high school since he knows that there isn't any gifted programming after grade 8. I would like to remain in the Catholic system as it has been a second home to me. However, I need the stimulation such as AP or IB program where I will be challenged and be pushed to give 200 percent of my effort. There's just one problem, I won't have any transportation. Transportation for AP and IB schools is something that is vital for me to be able to have a say in the program I would like to continue my education in. I feel that I won't fit in at the private school, as I know that the Catholic school has already provided and nurtured me. I know how it feels to be left out, and I don't want to feel that way ever again. Transportation is a necessity for my right to education as an identified exceptional student.

Tyler:

I am one of the few lucky ones who live within the Holy Trinity boundary. So, you may all wonder, why I am here tonight, since I have transportation to my first choice of program for high school. That is the AP program at Holy Trinity.

Until I joined the gifted program, I was one of those kids who tuned out and generally didn't pay attention in class. Things came easily. I still pulled off good marks without trying. Never got in trouble for tuning out as no one ever noticed that I wasn't listening. I was that quiet kid who got work done, and sat there finding things to occupy my time. I also had trouble fitting in because I was quiet and didn't find anyone who had similar interests with me. I just pretended that I liked what everyone was playing, so that I will have someone to play with at recess. When it came to group work, either no one understood my suggestions or ideas, or they all left the work for me to do, as they knew I will get the work done. The group dynamics never meshed. I never knew what true collaborative work really entailed until I experienced it in the gifted program with my like-minded peers.

With my new peers, I can be who I am. I feel like I belong, and I don't need to change anything about myself to fit in. Before I used to be one of those kids who would read during recess or worry about what to say before actually talking to other kids. Now I'm more confident, and feel more comfortable expressing my thoughts and ideas. Through the endless number of enrichment activities and collaborative work, both inside and outside of the class, I am no longer that tuned-out quiet kid, but am now more confident and well-rounded student who isn't afraid to share my talents. Being with like-minded kids is one of the main reasons why I love being in the gifted program and [I] would like to stick with my friends and classmates later on.

For those of you who are still wondering why I am speaking here tonight when I have no barriers in choosing the best option for high school for myself, it is because I am here to speak on behalf of my friends who will be forced to give up Catholic education in order to continue the collaborative gifted program. The story you heard about my experience and growth so far also applies to many of my current classmates. We would like to continue this positive and amazing educational journey with each other in a program that is stimulating and engaging, so that we can learn how we learn best, through true collaboration with like-minded peers, during the most critical years of school before adulthood. Currently there is no such special education program to continue our collaborative learning in high school in our school board. But the AP program, as recommended by my teacher, would be the most fitting program that already exists within the board.

I am deeply disappointed that I get to have an option to attend the AP program but many of my peers don't. My peers and I share a same exceptionality. I get an option to attend the program that meets my needs, but they don't. There is one simple solution I

am proposing. I am asking for transportation for cross-boundary gifted students to access the ONLY Catholic AP School in Oakville.

It is vital to us that we stay in Catholic Schools because we can continue our faith based education. As Catholic students we have always been surrounded with faith, hope, charity, and compassion. Our learnings are always embedded in Christ throughout the curriculum. We feel comfort in knowing that we can pray and talk about Jesus freely, and as we have been educated we hope to grow up to be fully contributing global citizens who will follow Jesus' footsteps.

Abby:

Most importantly, we have experienced the most growth mentally, socially, spiritually and academically in the past three years in the gifted program. Moving forward, we would like to continue being challenged and engaged, with like-minded peers and specially trained teachers that will continue to bring the best out in us. We know, that AP will provide the right avenue to experience continued growth. Lack of transportation is the only obstacle preventing us from continuing our journey towards reaching our fullest potential with God. We are asking that you listen to our voices and needs, and that all gifted students outside of the boundary be provided with transportation to AP program so that every gifted student could choose the best option for their pathway.

Challenge: A nine letter word meaning "something new and difficult that requires effort and determination, as well as a situation of being faced with something that needs great mental or physical effort in order to be done successfully and therefore tests a person's ability". THIS is what we thrive on, and for us, "transportation" is the only bridge to reach the road to success rooted in Christ.

Thank you for your time and attention.

GIFTED PROGRAMMING FOR HCDSB SECONDARY STUDENTS

Good Evening Madame Chair, Trustees, senior staff and guests.

I don't think I need much of an introduction to most of you in front of me but I would like to tell you some things you may not know about me. For the past 17 years, I have been the mother of a Gifted child, soon to be a graduate of Halton Catholic. I didn't always know my son was Gifted but once I learned that he was, a lot of things started to make sense. I came to learn that my son might be Gifted, and what that meant in terms of programming in school, through ABC Ontario, the Association for Bright Children. I really didn't learn what I needed to through the school system, despite my son clearly showing signs of Giftedness since Kindergarten. I had to figure stuff out on my own, and through my ABC connections. It hasn't been easy. Eventually I became the ABC Ontario representative, representing Gifted students on the Board's Special Education Advisory Committee (SEAC).

ABC advocates on behalf of Gifted as well as high ability students through our roles on SEACs across the province and various Ministry advisory groups and committees. We also provide information, support and networking opportunities for gifted children and their parents. I became involved in SEAC and in a wider advocacy role because I wanted to help make the education journey a little easier for others. That hasn't been easy either.

And that is why I am delegating before you today. I want to be clear that I have no conflict of interest here and nothing to gain personally. My Gifted son is in grade 11. My younger son is not "identified" Gifted. We live in the catchment area for the Advanced Placement program, as do all of my nieces and nephews, and we are grateful for that. None of us intend to move, certainly not outside of South Burlington. I didn't know Ms. Lim until she reached out to me for assistance in my role as SEAC rep. To be honest, I've been frustrated with Gifted programming, or lack thereof in our Board, outside of the self-contained classes offered in elementary. Advanced Placement has made the difference for

my own son and while he still could have used “more” sometimes, I have never seen him so motivated and engaged in his education. He loves the program, the teachers and the friends he has made. Not being in a self-contained class in elementary, my son had become quite disengaged by the end of grade 8. Thankfully, things really changed when he started the AP program in Grade 9.

And so, I am very concerned about a report that Trustees received which concluded that the vast majority of our secondary Gifted students are having their needs met and that this can be equally accomplished for every student regardless of pathway. While I was not copied on the communication to Trustees, I assume it was the same or similar to the communication forwarded to Ms. Lim and then finally to myself as SEAC rep.

Unfortunately the report reaches an erroneous conclusion. It is based on a distorted understanding of the request, faulty premises and a flawed process. It also overlooks the school board’s Ministry mandate to provide specialized programming for special education students identified as “exceptional” - including Gifted students. The Education Act stipulates that “Every board shall . . . provide or enter into an agreement with another board to provide in accordance with the regulations special education programs and special education services for its exceptional pupils.” (S 170 (1) paragraph 7). Note that if a Board does not have the appropriate programs or services, it is required to purchase same from another Board. This Board has in the past found itself on the wrong side of Tribunal decisions which ultimately required the Board to put a Gifted student in a taxi to attend Gifted programming at another secondary school. I would hope that this Board does not want to find itself in that position again.

You may wonder why Gifted students need special education programming and that really could be the subject matter of another delegation. Suffice it to say that Gifted students have learning needs that are unique enough that the Ministry has determined that, despite being Gifted, they are at risk of

not succeeding if not provided with appropriate programming. The risks range from boredom and disengagement (but doing OK in school) at one end of the spectrum, to dropping out, and at the other end of the spectrum, the risk of suicide is a reality for Gifted individuals.

While the Ministry mandates special education programs and services, it does seem to leave some room for discretion at the individual Board level as to how to deliver on these requirements and we do see variations across the province.

And so, the request has been and continues to be, that transportation be provided so that Gifted students can access existing Advanced Placement (AP) or International Baccalaureate (IB) programs. The initial response to this request was that these were not “Spec Ed” programs and so, “clustering” within the programs was requested as a way to make them Spec Ed programs. Unfortunately, that just seemed to confuse the issue, despite attempts to clarify. First of all, there was confusion about what “clustering” meant and the Superintendent acknowledges that he uses the words “clustering” and “congregated” interchangeably. In terms of educational programming or placement, those words are not interchangeable and in fact mean very different things. Clustering occurs when a group of gifted and/or high ability students are placed together in an otherwise heterogeneous class. Self-contained classes are classes which are made up solely of students with a formal identification of “Gifted”.

This confusion worked its way into the student survey questions, particularly in the final three. Remember, the request was for access to AP or IB, clustered or not, but none of the final questions referred to AP or IB, and “Clustered” was never defined. The first of the final three questions asked if students would prefer a “Clustered Gifted Program” over their current program – the current program for some being AP or IB... The second question asked if they “would prefer to be in courses exclusively with other gifted students”. These questions effectively asked some students who are in the programs

we were advocating for if they would prefer to be in a different program. The very final question asked students, if they had the opportunity to take courses specifically for Gifted students that required travel to another school, “how likely are you to enrol in said program” – this really sounds like something that the student is being asked to contemplate currently, not what their choice might have been in grade 8 or what they would choose now if they had it to do over. And again, “courses specifically for Gifted students” is not what we were advocating for. It is also worth noting that in my last communication with the Superintendent before this review work commenced, I acknowledged that congregated gifted classes would likely be difficult to manage and likely create scheduling difficulties within our Board. I also reiterated the benefits of IB or AP. And so, it is difficult to comprehend how a survey inquiring about interest in congregated classes would inform a response to a request for access to AP or IB.

And while we are not advocating for self-contained Gifted classes, I do want to say that I still find this conclusion somewhat surprising. In other Boards that have tried to eliminate gifted programming, parents and students have fought fiercely to save the programs, some making tremendous personal sacrifices to save programs that we don’t even have and apparently our kids don’t even want. Why are the students in Halton Catholic, not Halton, but Halton Catholic, so different? Even Halton District has a thriving Gifted program, so much so that they are adding a site in Burlington in 2020. One possible answer is that the students who really want and need that kind of programming have left our Board. They may have left after Grade 8 or they may have left sooner. It’s no secret that Halton District has much more robust Gifted programming than we do, and I do know personally of families that have made this choice. If we want to keep Catholic students in the Catholic system, we need to be competitive in terms of programming.

The report also concludes that, based on the survey, well over 90% of Gifted students in both Academic stream and AP are satisfied with their programming. This statistic was not provided for IB although it was noted that it was a “point of more significant dissatisfaction, while still not the majority”.

For both AP and Academic however, the 90%+ statistic included “neutral” responses which in each case accounted for at least 20% of students. “Neutral” is certainly not satisfied; those students could have chosen “satisfied” and didn’t; they chose the response below “satisfied”. As well, a breakdown was not provided between “satisfied” and “very satisfied” and so, one has to wonder how many students are “very satisfied”. “Satisfied” is certainly not a ringing endorsement. If I was running a competitive business, I would certainly strive to have customers that were more than just “satisfied”.

A lack of interest in Gifted classes and satisfaction in Academic could also simply be the result of students not being able to compare to programs to which they have not been exposed. It doesn’t mean that, given the chance, they couldn’t be happier in a different program. This sentiment is reflected in a comment I received from a fellow SEAC member at another Board: *“My daughter is now in grade 10 and spent grade 8 being homeschooled due to a family medical emergency. She is so frustrated now that she can see she is not being allowed to work at her potential and speed. Before she just assumed school was supposed to be boring and spend a lot of time reading while you waited for others to catch up. Now she sees this waste of time as time she could be getting better prepared for university.”* We have existing programs without our own Board that can meet the needs of these students - why aren’t we facilitating that access?

It’s also not quite clear how this statistic of overall satisfaction was determined. I did not see a question that asked about overall satisfaction with current programming but rather, a series of questions about various aspects of their program (ie., workload, challenge etc.,). The report did not provide any detail on how these various questions were answered or a listing of freeform responses, such as how survey results are typically reported to the Board. Instead, the conclusion reflected one person’s interpretation of the results.

It does seem as well that the process may have been influenced by an unconscious bias, as the final conclusion seems to echo the initial concerns, and many of the comments are reminiscent of conversations I have had over time regarding Gifted programming in high school.

One of the concerns noted was scheduling and timetabling issues, and lack of flexibility. Again, this is relevant to self-contained classes as there would be a small number of students in each grade and therefore maybe one section per course offered, creating a lack of flexibility in scheduling and reduced options for electives. Lack of flexibility was also noted for the IB program, however, this is inherent to the structure of that program. It is a very structured, holistic program and has little room for electives, by design. Enrolment levels wouldn't change that. AP on the other hand, is really the most flexible program of all. Students in the AP program can choose 1 AP course or all that are offered and are also free to enrol in any Academic or Open course or even Applied if they so choose. Timetabling issues are symptomatic of schools with low enrolment and can't be attributed back solely to the AP program. In fact, improving access to this program and thereby increasing enrolment would in fact alleviate some timetabling issues and could reduce labour costs. Small AP classes are not unusual, especially in the higher grades (11 students in my son's grade 11 AP English class) so the capacity is already there to add additional students without adding a teacher.

Another concern often cited, and also reflected in this report, is that in high school, gifted students don't want enriched or advanced programming because they are focussed on their marks as well as wanting to participate in extracurriculars, a social life and maybe even a part time job. The implication, presumably, is that those other things are unattainable while enrolled in a more rigorous academic program. Yet, when the high schools present their AP Information Nights, they go out of their way to promote the fact that you can be enrolled in AP, get great marks and do all of those other things. So, which is it?

From my own experience, my own son is involved in many things both at school and outside, as are many of his friends, and they are maintaining high averages, 90% + in some cases.

These kids are capable of a lot – obviously some are capable of juggling more than others but – why are we limiting them by denying them access to challenging programs that allow them to develop those important time management skills and really flourish?

I find the comments about a desire for high marks especially interesting and paradoxical. Again, recalling an AP information night presentation, one of the students explained that her desire for high marks was actually a reason for taking AP. You see, to account for the more rigorous curriculum, which usually includes content from more than one “regular” Academic year, student’s marks are given a 5% boost; a fairly common AP practice. This student explained how it would normally be virtually impossible to get 100% in a course, but that this was actually quite attainable in AP (where you only have to get 95% before the boost...) AP students also typically have the top marks in their grades. On the other hand, if students are limited to an Academic pathway and are getting high marks without having to really work at it, what are they really learning? What skills are they developing? Please remember that graduating from Halton Catholic is not the end game for these students. This Board is supposed to be preparing them for life *after* high school. One of the reasons they become so focussed on marks, especially in grades 11 and 12, is that they are starting to think about post-secondary and possibly applying to very competitive programs – some with cutoffs in the low to mid 90s. Some of these kids can get these marks without even trying – are we really doing them a favour by letting them earn these marks without developing the learning and study and critical thinking skills that they are going to need once they are in these competitive programs? Skills that their classmates will have probably developed?

The report also references a literature review and discussions with Halton District as well as Dufferin Peel Catholic boards. It was noted that the literature review included arguments on both sides

of this issue. The conclusion focussed ultimately on the negatives such as segregation, social interaction and limited exposure to extra-curriculars. It's really not clear how these would be issues for students enrolled in an IB or AP program which, as has been noted, are available to all students. Are these areas of concern for students currently enrolled in these programs? The positive aspects found in the research included pace of instruction (faster) and connecting with like-minded peers. These are in fact characteristics of the IB as well as AP programs. It would seem then that the research supports IB and AP programs as being well suited for Gifted students.

In terms of discussions with the other school boards, the only information shared in the final report was apparent timetabling issues and lack of flexibility at Halton District. However, as previously noted, Halton District is planning to expand its Gifted (self-contained) programming to a second location in Burlington; a seemingly odd response to this problem. Again, parents in other Boards fight hard to maintain these programs and I have certainly received very positive feedback about these programs from my counterparts in Halton District and Toronto, as well as other boards. Families that have these opportunities, hold on to them dearly.

One thing that seems oddly to be missing from all of this discussion is the impact of programming on academic outcomes, not to mention social and emotional well being.

It was also mentioned in the report that the Board would continue to provide individualized programming through Individual Education Plans (IEPs). The reality is that that is not currently really happening either. While the Education Act states that "The individual education plan must include, (a) specific educational expectations for the pupil; (b) an outline of the special education program and services to be received by the pupil; and (c) a statement of the methods by which the pupil's progress will be reviewed." (O. Reg. 181/98, s. 6 (3)), Halton Catholic's IEPs typically just state "Enrichment", with no further detail provided.

In fact, in my son's case, despite everything we have been hearing about AP not being a Special Education Program, when he clearly still even needed even, the response was that "AP is the enrichment provided". Teachers of non-AP classes have also told me that they don't normally enrich. Others say they do, but what they are really doing is differentiation. But differentiation is something that is supposed to be happening in the classroom anyway, for all students. Special education programming is supposed to be about providing something that is not normally available in the regular classroom.

So, despite not having self-contained gifted classes in Halton Catholic, and the fact that they may not be viable and that there may not even be enough demand, we do have existing programs that would meet the needs of many gifted learners, being of course the International Baccalaureate program and the Advanced Placement program. One very simple step in the right direction would be to ensure that information about these programs is part of the standard transition planning for our intermediary Gifted students. From the feedback I have received as well as my own experience, there is very much a lack of consistency in this regard throughout the Board. Secondly, the Board needs to facilitate access to these programs. Short of expanding the programs to all high schools in our Board, which I do think would be a great long term plan, the Board needs to facilitate access by providing transportation to out of bounds students. As far as I can tell, there is sufficient latitude in Ministry directives that the Board can use its own discretion in terms of allocating both its transportation funding as well as its special education funding, notwithstanding that the Board is mandated to ensure that the needs of these students are met.

While we can't overlook the fact that appropriate programming for these students is a Ministry requirement, I would also ask the Board to consider "equity", which is also one of the Ministry's current educational priorities, in its decision making.

- there is currently a lack of equity in that only students within the catchment area have access to these programs
- this Board does provide transportation funding for both optional French programs (in elementary) – the key here being that these programs are OPTIONAL whereas appropriate Gifted programming is a Ministry mandate
- just last year the Board also approved an additional two years of transportation funding for grandfathered Holy Family / St. Thomas Aquinas students;
- just last week the Ontario government announced additional Special Education Funding to be used at least in part for improving assessment wait times; this was indicated as a top budget priority in Spec Ed at HCDSB so the additional Ministry funding should free up some funds; also, while even a one year wait time is too long, Halton Catholic's wait times are shorter than wait times in many other Boards, while our Gifted programming is lacking in comparison

Given that IB is currently only available in one school, and I think is not a fit for as many students, and seemed to generate lower levels of satisfaction in the survey, it would be reasonable to limit transportation to IB to students in Oakville or within a certain radius of the school, as long as all Gifted students have the option to attend an AP program.

One overriding question that I'm sure all Trustees are wondering, is how much will this cost? I don't have the answer to that because I don't have the data needed to figure that out. However, I ask Trustees not to lose sight of the Board's mandate under the Education Act, as well as the issues of equity just discussed. Some information I do have that I think can demonstrate the financial reasonableness of this request:

- this would apply to gifted students only, who choose AP (or IB in Oakville) AND live outside of the catchment areas
- in Burlington for example, there are only 4 grade 8s in the self-contained Gifted class and 2 live within the Assumption catchment; on average, approximately 50% of Gifted students choose the self-contained placement; so on the basis of extrapolation, this may only apply to 4 students in Burlington, for example
- in last year's motion to approve grandfathered transportation for Holy Family/St. Thomas Aquinas students, it was discussed that the cost of one bus per year was \$48,000

- bussing for Gifted students should be much less than that if the number of students are in the single digits per municipality and there are other option such as taxis or taxi vans which should be cheaper
- even at a cost of \$48,000 per municipality, the total cost would be roughly \$150,000 to \$200,000 per year – which is 0.0375% to 0.050% of the Board's \$400,000,000 budget
- Special Education funding is enveloped and the Ministry does provide each Board with some discretion as to how it will use those funds to meet the needs of its students
- Gifted are second largest group of identified students – how much of Spec Ed funding is currently spent on incremental Gifted costs (ie. classroom teacher not incremental as students would otherwise be in a regular classroom and also their classroom teacher also serves as their SERT so no SERT assigned)

In conclusion, I ask that the Board consider its Ministry mandate and the principle of equity to our Gifted students by providing them with access to existing AP or IB programs.

Julia: I have been apart of HCDSB for 14 years, last year I took a law class instructed by your teachers who taught me the importance of the rule of law and why it must be followed, this privilege has given me the ability to know that laws are in place for three major reasons

1. Law is necessary for peaceful order- it ensures that there will be a legal response to any unjust actions to preserve peace and civility
2. No one has unrestricted power to limit rights unless authorized by the law
3. Law applies to everyone equally - everyone is subject to the law - no one, no matter what is above the law regardless of authority or stature

So I would like to take this opportunity to thank you and your education system for teaching me to recognize injustice when I see it.

Section 19 of the Education Act states that "In addition to its other obligations to solicit the views of school councils under the act, every board shall solicit views of the school councils with respect to the following matters: v. Policies and guidelines respecting the fundraising activities of school councils".

Ben: You the HCDSB board of trustees have not only ignored, but rather blatantly disregarded this law. You have failed to seek feedback from your constituents in regards to motion #61/18 , and we your stakeholders are going to hold you accountable.

You should know that your position as trustees does not make you above the law, nobody is above the law, and much like you hold students, and staff accountable for their mistakes we the people are going to hold you accountable for yours.

In passing motion #61/18 you not only violated the Education Act but you also contradicted policy V-04, a policy passed by the HCDSB on September 27, 1983 and most recently amended on June 21, 2016. This policy's purpose is to provide direction to all board employees regarding fundraising practices, and applies to all members of the school community, to all trustees and employees of the school board. This policy states that, "like all activities that support education, fundraising should reflect the values and expectations of the school community including those of parents, students, staff and school board trustees".

This board failed to ensure that resolution #61/18 reflected the values and expectations of parents, students, and staff. Instead you consulted with each other, briefly might I add. In addition we listened to delegations at the past meeting from university students, and pro-life organizations; once again these people are not students, staff, or parents in fact they are completely unrelated to this issue at hand. You our board are letting outside organizations force their personal agendas onto the staff and students of the HCDSB, without taking our opinions into consideration.

Julia: in the minutes from one of your previous board meetings some explained that there was not enough information on this motion, moments later it was passed. Seeing as the only information you really wanted me to know at the last meeting was the statistics of aborted fetus', allow me to shed some light on some other statistics that have failed to be mentioned:

When discussing the Canadian Cancer Society alone, there were approximately 103,100 men in Canada diagnosed with cancer in 2017, 42,600 lost their battle, in 2017 approximately 103,200 Canadian women were diagnosed with cancer, 38,200 did not survive. Each day 505 Canadians will be diagnosed with cancer, and every day 221 Canadians will be defeated by cancer. Which unfortunately makes it easy to understand that cancer is currently the leading cause of death in Canada.

I then took a look at the latest edition of the SickKids facts and figures. Did you know that on average 95% of all the available beds in sick kids hospital are filled with sick children each day, that they take 15 000 annual admissions, that their clinic sees over 200 000 patients each year, along with 74 346 ER visits, 301 997 children who arrived by ambulance and 12 415 children who have lied on the operating table

In 2009 Ashley Logan had just turned 2 years old when he liver failed, after receiving a life saving transplant, the Logan family created the Ashley's angels foundation devoted to the education and care surrounding transplants, after raising over one million dollars Ashley proudly says "I go to sick kids to stay healthy"

We must stop using one epidemic to justify another, each is important, each life matters.

I wish you could have seen the excitement on my face on my 16th Birthday when I finally received my organ donation form in the mail, I wish you could have seen the joy on my face as I agreed donate my corneas, and

every organ available to donate once my soul leaves this earth, that kind of joy, knowing that when you pass your life will eternally impact another's, that you may be someone's miracle, is a joy that is irreplaceable. Although no matter what you say or do you cannot stop abortion worldwide, in this nation or in your community, you can ensure that, that small life, taken far too soon will live on, in a mother's tears of gratitude, in a small baby's heart and in the eyes of god, his or her life will have meaning, and a purpose far more gracious and selfless than imaginable.

Ben: In the most recent annual report from sick kids, they share a quote that I believe we should consider "Unrestricted giving. Unrestricted impact" the more we give to all those in need, the bigger impact, we as a catholic community, and children of god can have.

Look what you have done over the past few weeks. You have violated the education act, you disregarded and contradicted policy V-04, you have caused one of the most highly regarded charitable organizations "Me to We", to no longer want to affiliate themselves with the HCDSB, and what is most sad of all you had to pass a motion brought by forth by trustee Danko that in complicated terms stated that you would follow the education act, think about that for a moment this board has become so corrupt you are now proudly passing motions that state you are going to start following the law.

At the last meeting we were assured that we the students would get be given a platform to submit feedback, we have not. I cannot speak to all parents but mine have yet to be consulted, and I have yet to hear from a teacher who has been consulted. You have failed to satisfy section 19 of the education act, and to uphold a democratic system within our board. I call upon this board to hold a town hall to seek stakeholder feedback, and remember in accordance with policy V-04 these people who you seek feedback from in regards to motion #61/18 should be parents, staff, and students. Not organizations that are trying to force their personal agendas unto our students.

Over the past few weeks I have been ashamed to be a student of the HCDSB. But it hasn't just been me it is a overwhelming majority of students who are consistently appalled and disturbed by the proceedings of these meetings. But I have come to realize something, I shouldn't be ashamed, the students shouldn't be ashamed. We are being resilient in the face of adversity. As high school students we have taken it upon ourselves to educate this board about Catholic values, and the law. This board has become corrupt. You are forcing your personal agendas onto our students, you are losing sight of Catholic Social teachings such as human dignity and the option for the poor and vulnerable, and you aren't even concerned about it so much so that there are pictures circulating of trustees on their phones during delegations to the board.

This board will be held accountable for what you have done. We the people will hold you accountable! You cannot violate the Education Act, disregard your own policies, ignore Catholic social teachings, and claim to be just! You cannot plow forward with your agendas and leave charities and students in the dust! You cannot look me in the eye today and tell me that what you are doing is moral! This board is taking money out of the hands of charities that save lives; the lives of children, the lives of fathers, the lives of mothers, the lives of one common people. We are one people called to work together for the common good! Hear your students! Let us do good!

Julia: Pope Francis himself says "in a word: charity cannot be neutral, antiseptic, indifferent, lukewarm or impartial! Charity is infectious, it excite, it risks, it encourages! For true charity is always unmerited, unconditional and gracious!"

Julia and Ben: We stand here today in the same position we were in 2 weeks ago, standing in front of the same people who looked us in the eye as we plead for our voices to be heard. We students will not be overlooked, unheard or over powered by those who are supposed to be OUR voice. As we told you 14 days ago we demand change, and we will not stop until we see it and until then, we will be back tomorrow and each day that follows. Thank you.

MINUTES OF THE REGULAR BOARD MEETING

Date: March 20, 2018
Time: 7:30 pm
Location: Holy Trinity Catholic Secondary School
2420 Sixth Line, Oakville, ON

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

Senior Staff: B. Browne R. Nego
C. Cipriano T. Overholt
P. Dawson, Secretary of the Board T. Pinelli
C. McGillicuddy A. Prkacin
R. Merrick
L. Naar

Also Present: A. Bartucci, Communication Officer, Strategic Communications
K. Boyd, President, Halton OECTA Secondary Unit
J. Chanthavong, Administrator, Budget & Capital, Business Services
L. Collimore, Chief Officer, Research and Development
A. Lofts, Senior Administrator, Financial Services
J. Lochrie, Parliamentarian
A. Swinden, Administrator, Strategic Communications
F. Thibeault, Administrator, Planning & Assessment Services
Media

Recording Secretary: R. Di Pietro

1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer, National Anthem and Oath of Citizenship (C. Atrach)

The meeting opened at 7:30 p.m. with a prayer led by C. Atrach.

1.2 Motions Adopted In-Camera

There were no motions adopted in-camera.

1.3 Information Received In-Camera

The following information was received in-camera:

Retirement

Maria Kucherawy and Elaine Lypko retiring June 30, 2018.

Curriculum Consultant, OYAP/SHSM/Pathways

Mark Ives appointed as Curriculum Consultant, OYAP/SHSM/Pathways effective September 1, 2018 for a period of up to three (3) years.

Consultant, Multiculturalism, Community Liaison and Newcomer Outreach

Carmen Condo appointed as Consultant, Multiculturalism, Community Liaison and Newcomer Outreach effective September 1, 2018. This is a term position renewable annually and subject to available funding.

2. Approval of the Agenda

10.8 Notice of Motion - Making the Process of Approving Charities and Non-Profits Transparent and Accountable to the Catholic Ratepayer (A. Danko)

#86/18

Moved by: A. Quinn

Seconded by: S. .Trites

RESOLVED, that the agenda be approved as amended.

The Chair called for a vote on **#86/18** and it **UNANIMOUSLY CARRIED**.

3. Declarations of Conflict of Interest

There were no conflicts on interest declared.

4. Presentations

There were no presentations.

5. Delegations**5.1 Response to Upholding the Sanctity of Life through Donations to Charities and Non-Profits Resolution (M.C. Bissonnette)**

Ms. Bissonnette spoke of her support of the resolution.

Ms. Bissonnette confirmed she is not a student of the Halton Catholic District School Board.

5.2 Response to Upholding the Sanctity of Life through Donations to Charities and Non-Profits Resolution (N. Cabral, D. Herrero, D. Sabido)

The students of Jean Vanier Catholic Secondary School spoke of their opposition to the motion.

As requested, the [link](#) to the online petition was forwarded to Trustees.

5.3 Response to Upholding the Sanctity of Life through Donations to Charities and Non-Profits Resolution (C. Canaria)

Ms. Canaria spoke of her support of the resolution.

5.4 Response to Upholding the Sanctity of Life through Donations to Charities and Non-Profits Resolution (K. Dickinson, L. Keating)

Ms. Keating spoke of her opposition to the resolution and the lack of transparency and stakeholder consultation.

- 5.5 Response to Upholding the Sanctity of Life through Donations to Charities and Non-Profits Resolution (M. DiGiantommaso)**
Ms. DiGiantommaso spoke of her support of the resolution.
- 5.6 Response to Upholding the Sanctity of Life through Donations to Charities and Non-Profits Resolution (R. Espinoza, D. Louzado, S. Reyes)**
The students of St. Ignatius of Loyola Catholic Secondary School spoke of their opposition to the motion.
- 5.7 Response to Upholding the Sanctity of Life through Donations to Charities and Non-Profits (E. Gromley, J. Joseph, B. Sabourin)**
The students of Christ the King Catholic Secondary School spoke of their opposition to the motion.
- 5.8 Response to Upholding the Sanctity of Life through Donations to Charities and Non-Profits Resolution (E. Jasiewicz)**
Ms. Jasiewicz spoke of her opposition to the motion.
- 5.9 Response to Upholding the Sanctity of Life through Donations to Charities and Non-Profits Resolution (J. Jeffs)**
Ms. Jeffs spoke of her support for the resolution.
- 5.10 Response to Upholding the Sanctity of Life through Donations to Charities and Non-Profits Resolution (G. Kantor)**
Ms. Kantor spoke of her support for the resolution.
- 5.11 Response to Upholding the Sanctity of Life through Donations to Charities and Non-Profits Resolution (S. Kusyk)**
Ms. Kusyk spoke of her support for the resolution.
- 5.12 Response to Upholding the Sanctity of Life through Donations to Charities and Non-Profits Resolution (J. Luetke)**
Ms. Luetke spoke of her support for the resolution.
- 5.13 Response to Upholding the Sanctity of Life through Donations to Charities and Non-Profits Resolution (M. Mangan, A. Selvakumaran)**
The students of Bishop P.F. Reding Catholic Secondary School spoke their opposition to the resolution.
- 5.14 Response to Upholding the Sanctity of Life through Donations to Charities and Non-Profits Resolution (J. Monte)**
Ms. Monte spoke to the lack of consultation with school councils and the parent/student community in the creation and passing of the motion.
- 5.15 Response to Upholding the Sanctity of Life Through Donations to Charities and Non Profits Resolution (T. Pineau)**
Ms. Pineau spoke to her opposition of the resolution.

5.16 Response to Upholding the Sanctity of Life Through Donations to Charities and Non-Profits Resolution (D. Suan)

This student from Corpus Christi Catholic Secondary School spoke to his opposition of the resolution.

#87/18

Moved by: P. Marai

Seconded by: A. Quinn

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

The Chair called for a vote on **#87/18** and it **UNANIMOUSLY CARRIED**.

5.17 Response to Upholding the Sanctity of Life Through Donations to Charities and Non-Profits Resolution (P. Swirzon)

Mr. Swirzon spoke to his support of the resolution.

5.18 Response to Upholding the Sanctity of Life Through Donations to Charities and Non-Profits Resolution (C. Waddick)

Ms. Waddick spoke to her opposition of the resolution, process and effects the resolution has on fundraising in schools.

#88/18

Moved by: A. Danko

Seconded by: A. Quinn

RESOLVED, that the meeting move past 10:30 p.m.

The Chair called for a vote on **#88/18** and it **UNANIMOUSLY CARRIED**.

5.19 Response to Upholding the Sanctity of Life Through Donations to Charities and Non-Profits Resolution (L. Walls)

Ms. Walls spoke to her opposition of the resolution.

6. Approval of Minutes

6.1 Minutes of the March 6, 2018 Regular Board Meeting

#89/18

Moved by:

Seconded by:

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

The Chair called for a vote on **#89/18** 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 Response to Delegations (D. Rabenda)**

The following motion was put forward by Trustee Danko:

WHEREAS, in resolution #61/18 called "Upholding the Sanctity of Life Through Donations to Charities and Non-Profits" that was passed both on January 16, 2018 and again on February 20, 2018, the HCDSB is taking the principled and just stand to firmly support the Catholic Church's moral teaching that the Right to Life is paramount for a just and good society;

this principled and just stand was absent from previous administrations. There was a failure to properly vet charities and non-profits which may have used donated funds to undermine the respect for human life in the support of activities like abortion, euthanasia and embryonic stem cell research;

the community has been rightly concerned about the impact this resolution has had in possibly stopping legitimate fundraising for charities and non-profits which do not directly or indirectly undermine the Right to Life through their activities in Canada or overseas;

the federal government of Canada through a recent ideological test of conscience rights has begun denying funds to any group which believes in the Right to Life;

the approval or disapproval of any charity or non-profit, in its relationship to Resolution #61/18, because it is about promoting and defending the Right to Life, which is the most fundamental of all human rights, must be handled in a transparent and accountable way so Catholic Ratepayers are well informed and can participate in the vetting;

BE IT RESOLVED, that

1. The Director of Education will publish a list of approved charities and non-profits on the HCDSB website as a sign of the school board's commitment to the social good and charitable activities by Easter Sunday, April 1 2018;

2. The Director of Education will publish on the HCDSB website, in a clear and organized fashion, all documents discovered during research by staff which prove the charity's or non-profit's compliance with Resolution #61/18.

3. The Director of Education will publish on the HCDSB website, in a clear and organized fashion, all documents discovered by staff in relation to Resolution #61/18 which may undermine the approval of any approved charities or non-profits;

4. The staff doing the research must not simply rely on written statements of a charity's or non-profit's compliance with Resolution #61/18 mentioned above, but must make an effort to find, review and publish on the HCDSB website all materials associated with the charity or non-profit on their website or any other website which relates to the charity's or non-profit's support for or against the organization's commitment to any funding or public support for abortion, euthanasia, sterilization, contraception or embryonic stem cell research.

5. The Director of Education must have an open, public and transparent process for the public to submit new research which may contradict or support the position of any approved or non-approved charity or non-profit.

6. The Director of Education will immediately encourage and ensure all approved charities are fully supported by the rest of the administration, and in no way shall students or staff be dissuaded from on-going or new fundraising activities for charities or non-profits which have been approved.

7. After April 1, 2018 all additional charities and non-profits will be approved within 60 days of application for approval. Any delay in approval must be due to on-going investigation of documents found during research but must be resolved within 90 days of application for approval. A non-approved organization cannot be fundraised for using the resources of the HCDSB.

8. Any charity or non-profit which continues to directly or indirectly support the activities mentioned in Resolution #61/18 may never, under any circumstances, be entered into a financial relationship with the HCDSB;

9. Any charity or non-profit which in the past has directly or indirectly publicly supported the activities mentioned in Resolution #61/18, but pledges to not do so again, must not have done so for at least 5 years before it is approved; further, it must prove it has not done so for at least 5 years before it is approved.

BE IT FURTHER RESOLVED, that

The Director of Education will publish on the HCDSB website:

- A) a list of all charities which the HCDSB has fundraised for in the last 3 years (2015, 2016, 2017), in honour of the Feast of St Joseph the Worker, by May 1, 2018;
- B) the amounts raised for each charity, by year, over the last 3 years by May 1, 2018;
- C) a report on the number of and the amounts for any the Canada Summer Jobs subsidies applied for in 2016, 2017, and 2018 by Easter Sunday, April 1 2018. A further item to be reported is the amount received per application from the federal government for 2016, and 2018.
- D) every year, starting in 2018, a list of all charities and non-profits, and the total amount raised for each organization, on or by June 29.

Trustee lantomasi called a point of order indicating the motion was confusing complicated and did not respond to delegations. The Chair dismissed Trustee Danko's motion.

#90/18

Moved by: A. Danko

Seconded by: A. Quinn

RESOLVED, that the Halton Catholic District School Board receive the delegations as information.

The Chair called for a vote on **#90/18**:

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

The motion **CARRIED**.

8.2 Consultation and Cooperation of Resolution #61/18 (A. Iantomasi) #91/18

Moved by: A. Iantomasi

Seconded by: J. Michael

WHEREAS, the Education Act, in describing the authority of school boards, sets out their specific authority to exercise power through policy;

WHEREAS, decisions or resolutions of the Board of Trustees that require ongoing actions or have continuous impact on system actions should be documented in policy;

WHEREAS, the Education Act requires school boards to develop and maintain policies that set clear expectations and standards;

WHEREAS, as elected officials, Trustees are expected to develop policy in an open and accountable manner and public consultation on policy development is one important way that trustees serve their communities and ensure accountability to their constituents;

WHEREAS, it is important to consider a particular policy's effect on different groups and, where possible, consult with the major partners before making significant changes to a particular policy;

WHEREAS, Section 19 of Ontario Regulation 612/00, under the Education Act, requires school boards to consult with school councils with respect to policies and guidelines governing fundraising activities of school councils;

WHEREAS, Board Resolution #61/18, imposes specific restrictions on school fundraising activities but no effort was made to consult with school councils, students or staff with respect to these significant changes;

BE IT RESOLVED, that the Halton Catholic District School Board charge the Policy Committee with the mandate to incorporate into Policy V-04 - School Fundraising Activities, the requirements stipulated in Resolution #61/18;

BE IT FURTHER RESOLVED, that the Policy Committee submit Policy V-04, as amended, for stakeholder input, in accordance with Operating Policy I - Governance of Policy.

Trustee lantomasi reminded Trustees that they are tasked with the important role of establishing direction through the development and monitoring of policy. Good governance dictates that trustees must work in collaboration with the other members of the school board to develop policies that work for all students and ensure they are implemented effectively.

Policies set out the expectations about what should happen, or how services are to be provided within the school board. A well-written policy describes to parents, the public and the board's staff, what they can expect and demonstrates *transparency*.

From the numerous letters received, along with the many delegations, presenting impassioned views on the topic of the *Sanctity of Life* resolution #61/18, it is clear that stakeholders are very interested and invested in this recent decision and, hence, want to express their opinion to the Board of Trustees – something stakeholders did not have an opportunity to do when the motion was first tabled in January and re-adopted in February. Trustees should not be selective on seeking input.

Halton Catholic students are engaged and committed to helping others by supporting various charitable organizations. Trustee lantomasi shared how she has personally been inspired by students of the HCDSB, their depth of compassion, understanding of Catholic teaching and values, and their dedication to acts of kindness.

As Catholics, the overwhelming commitment is unquestionably to protect all life, but the intent of the motion is that proper protocol is adhered to.

Because the resolution is directly linked to school fundraising, Regulation 612/00 requires the Board to consult with school councils who, in turn, will consult with the parents at their respective schools. Had Regulation 612/00 been followed there would have been better clarity at the outset regarding which charities are affected and which are not, thereby pre-empting undue speculation, stakeholder upset and the subsequent confusion that has ensued.

Due to the ambiguity created by not clarifying the criteria at the outset regarding which charities are eligible and why - for parents and stakeholders - a storm of misunderstanding and emotional upset has prevailed, creating misconceptions at school and community levels, and in medial speculation. Most sadly, it has pitted good intention against good intention, and has given rise to much misinformation.

Trustee lantomasi expressed that the Halton Catholic community is being torn apart for no good reason other than personal agendas.

Due diligence is required by the Trustees by bringing this resolution to the Policy committee, adjust / update the current school fundraising policy, and perform our due

diligence in seeking feedback from school councils on the amended policy. Trustee lantomasi implored fellow Trustees to support the motion and rectify an erred process.

#91/18 (AMENDMENT)

Moved by: A. Danko

Seconded by: H. Karabela

WHEREAS, it is important to consider a particular policy's effect on different groups and where possible, consult with the major partners before making significant changes to a particular policy;

WHEREAS, Section 19 of Ontario Regulation 612/00, under the Education Act, requires school boards to solicit the views of school councils with respect to policies and guidelines governing fundraising activities of school councils;

WHEREAS, Section 22 of Ontario Regulation 612/00, under the Education Act, requires school councils to conduct all fundraising activities in accordance with policies established by the board and the fundraising activities are for purposes approved and authorized by the board;

BE IT RESOLVED, that the Halton Catholic District School Board (HCDSB) incorporate into Policy V-04 – School Fundraising Activities, the requirements stipulated in Resolution #61/18;

BE IT FURTHER RESOLVED, that the HCDSB staff submit Policy V-04, as amended, for stakeholder input, in accordance with Operating Policy I – Governance of Policy, sending the correspondence to all stakeholders as well as all parents and staff, and that the solicited views be presented in a staff report for discussion at a future board meeting, and;

Be IT FURTHER RESOLVED, that the following text be included in the stakeholder correspondence:

- 1) Sections 93 Constitution Act denominational rights and section 1(1.4) of the Education Act of Ontario clearly establish denominational rights, and it is a right of fundamental moral and religious issue that a Catholic school and all its activities do not financially or otherwise support activities which violate the Right to Life of all human beings. It is clearly the teaching of the Catholic Church that any support, directly or indirectly, of abortion, euthanasia, embryonic stem cell research, sterilization and contraception violates the sacredness of human life.
- 2) Diane Rabenda, HCDSB Chair, in a CBC Radio Metro Morning interview on March 5, 2018 stated: "This is the motion of the Board, the resolution of the Board, and whether Trustees agree with it or not it was passed, therefore all Trustees have to outwardly support that motion." She further stated: "I think it's trying to follow the tenets of the faith very strictly and we do support our Catholic faith and we do, do our very best, but it has caused division, there's absolutely no question about that," she said.

Consequently, this passed resolution is being implemented and the reference to the community for feedback is to listen to concerns with the implementation but will not

change or alter the substance of the resolution passed in Board meetings on 16 January 2018 and again on 20 February 2018.

(see: <http://www.cbc.ca/news/Canada/Toronto/halton-catholic-School-v-board-charities-1.4562519>)

- 3) The following quotes from key teaching documents of the Catholic Church will also be included in the body of the email:

"It is impossible to further the common good without acknowledging and defending the right to life, upon which all the other inalienable rights of individuals are founded and from which they develop. A society lacks solid foundations when, on the one hand, it asserts values such as the dignity of the person, justice and peace, but then, on the other hand, radically acts to the contrary by allowing or tolerating a variety of ways in which human life is devalued and violated, especially where it is weak or marginalized. Only respect for life can be the foundation and guarantee of the most precious and essential goods of society, such as democracy and peace." (Pope Saint John Paul II, *Evangelium vitae* (1995), no. 101)

"No public official, especially one claiming to be a faithful and serious Catholic, can responsibly advocate for or actively support direct attacks on innocent human life. No appeal to policy, procedure, majority will or pluralism ever excuses a public official from defending life to the greatest extent possible. As is true of leaders in all walks of life, no political leader can evade accountability for his or her exercise of power (*Evangelium Vitae*, 73-4). Those who justify their inaction on the grounds that abortion is the law of the land need to recognize that there is a higher law, the law of God. No human law can validly contradict the Commandment: "Thou shalt not kill." (USCCB, *Living the Gospel of Life: A Challenge to American Catholics* (1998), no. 32)

"Furthermore, whatever is opposed to life itself, such as any type of murder, genocide, abortion, euthanasia or wilful self-destruction, whatever violates the integrity of the human person, such as mutilation, torments inflicted on body or mind, attempts to coerce the will itself; whatever insults human dignity, such as subhuman living conditions, arbitrary imprisonment, deportation, slavery, prostitution, the selling of women and children; as well as disgraceful working conditions, where men are treated as mere tools for profit, rather than as free and responsible persons; all these things and others of their like are infamies indeed. They poison human society, but they do more harm to those who practice them than those who suffer from the injury. Moreover, they are supreme dishonor to the Creator." (The Pastoral Constitution of the Church in the Modern World, *Gaudium et Spes*, Section 27).

"For God, the Lord of life, has conferred on men the surpassing ministry of safeguarding life in a manner which is worthy of man. Therefore, from the moment of its conception life must be guarded with the greatest care while abortion and infanticide are unspeakable crimes." (The Pastoral Constitution of the Church in the Modern World, *Gaudium et Spes*, Section 51).

From the Catechism of the Catholic Church:

2271 Since the first century the Church has affirmed the moral evil of every procured abortion. This teaching has not changed and remains unchangeable.

2272 Formal cooperation in an abortion constitutes a grave offense. The Church attaches the canonical penalty of excommunication to this crime against human life. "A person who procures a completed abortion incurs excommunication latae sententiae,"⁷⁷ "by the very commission of the offense,"⁷⁸ and subject to the conditions provided by Canon Law.⁷⁹ The Church does not thereby intend to restrict the scope of mercy. Rather, she makes clear the gravity of the crime committed, the irreparable harm done to the innocent who is put to death, as well as to the parents and the whole of society.

2273 The inalienable right to life of every innocent human individual is a constitutive element of a civil society and its legislation...

2274 Since it must be treated from conception as a person, the embryo must be defended in its integrity, cared for, and healed, as far as possible, like any other human being."

2277 Whatever its motives and means, direct euthanasia consists in putting an end to the lives of handicapped, sick, or dying persons. It is morally unacceptable.

2399 The regulation of births represents one of the aspects of responsible fatherhood and motherhood. Legitimate intentions on the part of the spouses do not justify recourse to morally unacceptable means (for example, direct sterilization or contraception);

BE IT FURTHER RESOLVED, that if challenged, lawyers representing HCDSB will be directed to rely on section 93 Constitution Act, Canada, denominational rights and section 1(1.4) of the Education Act of Ontario.

#92/18

Moved by: P. Marai

Seconded by: A. Quinn

BE IT RESOLVED, that the meeting move past 11:00 p.m.

The Chair called for a vote on **#92/18** and it **UNANIMOUSLY CARRIED**.

Trustee Michael called a point of order and questioned the amendment stating it was not germane to the motion. Trustee Danko explained that the amendment still respects the motion but also recognizes Section 22 of Ontario Regulation 612/00, under the Education Act.

Student Trustee Schwecht noted that a hard copy of the amendment was provided to all Trustees but not the Student Trustees making them continue to feel marginalized.

Superintendent Overholt confirmed that the Policy V-04 – School Fundraising Activities was not currently scheduled for review but the schedule could be adjusted.

Trustee Iantomasi voiced that she would not be in favour of the lengthy and confusing amendment.

The Director of Education explained that the Board of Trustees do have the duty and power to set standards and expectations through its governance authority by developing, implementing and monitoring policy.

The expectations expressed in Resolution #61/18 known as the 'Sanctity of Life', outline the requirements that schools within the Halton Catholic District School Board must adhere to if they are considering raising funds for any charities or non-profits. Under section 22 of Regulation 612/00, schools must conduct all fundraising activities in accordance with the policies established by the board and for the purposes approved and authorized by the Board.

However, Regulation 612/00 section 19 also requires the board to consult the views of schools councils with respect to policies and guidelines governing fundraising activities of school councils. At this point, the Board is not in compliance with this regulation as we have not sought the feedback from our school councils. The Director shared concern about not following process.

The Director of Education has a dual responsibility. She reports to the Board of Trustees as their employee. She also has a responsibility to ensure that what is done in our district is compliant with the Education Act, Regulations and statutory requirements set out by the Ministry of Education.

The Director advised the Board of Trustees to incorporate the language of resolution #61/18 into existing policy governing school fundraising and send the amended policy out for stakeholder consultation including all school councils, review the feedback and if necessary, make any adjustments to the policy. Should the Board of Trustees choose not to take this advice – which is to seek feedback from school councils, the Director advise that she will need to report this omission to the Deputy Minister because the Board would be in contravention of the requirements in Regulation 612/00.

The Chair expressed that she would like the amended policy go out for stakeholder feedback without it being couched with extra language.

Trustee Danko was in agreement with Trustee Quinn's suggestion to strike out the following from the amendment:

- 2) *Diane Rabenda, HCDSB Chair, in a CBC Radio Metro Morning interview on March 5, 2018 stated: "This is the motion of the Board, the resolution of the Board, and whether Trustees agree with it or not it was passed, therefore all Trustees have to outwardly support that motion." She further stated: "I think it's trying to follow the tenets of the faith very strictly and we do support our Catholic faith and we do, do our very best, but it has caused division, there's absolutely no question about that," she said.*

Consequently, this passed resolution is being implemented and the reference to the community for feedback is to listen to concerns with the implementation but will not change or alter the substance of the resolution passed in Board meetings on 16 January 2018 and again on 20 February 2018.

(see: <http://www.cbc.ca/news/Canada/Toronto/halton-catholic-School- v-board-charities-1.4562519>)

The Chair called for a vote on **#91/18 (AMENDMENTS):**

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

The motion **CARRIED**.

#91/18 (AS AMENDED)

Moved by: A. Iantomasi

Seconded by: J. Michael

WHEREAS, it is important to consider a particular policy's effect on different groups and where possible, consult with the major partners before making significant changes to a particular policy;

WHEREAS, Section 19 of Ontario Regulation 612/00, under the Education Act, requires school boards to solicit the views of school councils with respect to policies and guidelines governing fundraising activities of school councils;

WHEREAS, Section 22 of Ontario Regulation 612/00, under the Education Act, requires school councils to conduct all fundraising activities in accordance with policies established by the board and the fundraising activities are for purposes approved and authorized by the board;

BE IT RESOLVED, that the Halton Catholic District School Board (HCDSB) incorporate into Policy V-04 – School Fundraising Activities, the requirements stipulated in Resolution #61/18;

BE IT FURTHER RESOLVED, that the HCDSB staff submit Policy V-04, as amended, for stakeholder input, in accordance with Operating Policy I – Governance of Policy, sending the correspondence to all stakeholders as well as all parents and staff, and that the solicited views be presented in a staff report for discussion at a future board meeting, and;

Be IT FURTHER RESOLVED, that the following text be included in the stakeholder correspondence:

- 1) Sections 93 Constitution Act denominational rights and section 1(1.4) of the Education Act of Ontario clearly establish denominational rights, and it is a right of fundamental moral and religious issue that a Catholic school and all its activities do not financially or otherwise support activities which violate the Right to Life of all human beings.

It is clearly the teaching of the Catholic Church that any support, directly or indirectly, of abortion, euthanasia, embryonic stem cell research, sterilization and contraception violates the sacredness of human life.

- 2) The following quotes from key teaching documents of the Catholic Church will also be included in the body of the email:

"It is impossible to further the common good without acknowledging and defending the right to life, upon which all the other inalienable rights of individuals are founded and from which they develop. A society lacks solid foundations when, on the one hand, it asserts values such as the dignity of the person, justice and peace, but then, on the other hand, radically acts to the contrary by allowing or tolerating a variety of ways in which human life is devalued and violated, especially where it is weak or marginalized. Only respect for life can be the foundation and guarantee of the most precious and essential goods of society, such as democracy and peace." (Pope Saint John Paul II, *Evangelium vitae* (1995), no. 101)

"No public official, especially one claiming to be a faithful and serious Catholic, can responsibly advocate for or actively support direct attacks on innocent human life. No appeal to policy, procedure, majority will or pluralism ever excuses a public official from defending life to the greatest extent possible. As is true of leaders in all walks of life, no political leader can evade accountability for his or her exercise of power (*Evangelium Vitae*, 73-4). Those who justify their inaction on the grounds that abortion is the law of the land need to recognize that there is a higher law, the law of God. No human law can validly contradict the Commandment: "Thou shalt not kill." (USCCB, *Living the Gospel of Life: A Challenge to American Catholics* (1998), no. 32)

"Furthermore, whatever is opposed to life itself, such as any type of murder, genocide, abortion, euthanasia or wilful self-destruction, whatever violates the integrity of the human person, such as mutilation, torments inflicted on body or mind, attempts to coerce the will itself; whatever insults human dignity, such as subhuman living conditions, arbitrary imprisonment, deportation, slavery, prostitution, the selling of women and children; as well as disgraceful working conditions, where men are treated as mere tools for profit, rather than as free and responsible persons; all these things and others of their like are infamies indeed. They poison human society, but they do more harm to those who practice them than those who suffer from the injury. Moreover, they are supreme dishonor to the Creator." (*The Pastoral Constitution of the Church in the Modern World, Gaudium et Spes*, Section 27).

"For God, the Lord of life, has conferred on men the surpassing ministry of safeguarding life in a manner which is worthy of man. Therefore, from the moment of its conception life must be guarded with the greatest care while abortion and infanticide are unspeakable crimes." (*The Pastoral Constitution of the Church in the Modern World, Gaudium et Spes*, Section 51).

From the Catechism of the Catholic Church:

2271 Since the first century the Church has affirmed the moral evil of every procured abortion. This teaching has not changed and remains unchangeable.

2272 Formal cooperation in an abortion constitutes a grave offense. The Church attaches the canonical penalty of excommunication to this crime against human life. "A person who procures a completed abortion incurs excommunication latae sententiae,"⁷⁷ "by the very commission of the offense,"⁷⁸ and subject to the conditions provided by Canon Law.⁷⁹ The Church does not thereby intend to restrict the scope of mercy. Rather, she makes clear the gravity of the crime committed, the irreparable harm done to the innocent who is put to death, as well as to the parents and the whole of society.

2273 The inalienable right to life of every innocent human individual is a constitutive element of a civil society and its legislation...

2274 Since it must be treated from conception as a person, the embryo must be defended in its integrity, cared for, and healed, as far as possible, like any other human being."

2277 Whatever its motives and means, direct euthanasia consists in putting an end to the lives of handicapped, sick, or dying persons. It is morally unacceptable.

2399 The regulation of births represents one of the aspects of responsible fatherhood and motherhood. Legitimate intentions on the part of the spouses do not justify recourse to morally unacceptable means (for example, direct sterilization or contraception).

BE IT FURTHER RESOLVED, that if challenged, lawyers representing HCDSB will be directed to rely on section 93 Constitution Act, Canada, denominational rights and section 1(1.4) of the Education Act of Ontario.

Trustee Quinn made a request that when amended policy sent out, references be highlighted and documents included.

Student Trustee Atrach expressed her gratitude to the student delegates. Students are the true Catholic leaders who have been taught to be positive. Trustees were urged to listen to the students and take their views into serious consideration.

Student Trustee Schwecht explained her duty to advocate and be the voice of the students. A certain viewpoint is being pushed and Trustees are not listening to the feedback.

The Chair thanked all the delegates and expressed how proud she was of the students.

The Chair called for a vote on **#91/18 (AS AMENDED)**:

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

The motion **CARRIED**.

8.3 Recommended Names for Milton No. 8 FORD Catholic Elementary School (C. Cipriano)

Meeting was adjourned. Action item to appear on April 3, 2018 agenda.

8.4 St. Peter CES Child Care Addition Approval to Proceed with School Capital

Meeting was adjourned. Action item to appear on April 3, 2018 agenda.

8.5 Bishop P.F. Reding CSS Addition Approval to Proceed with School Capital Planning (R. Merrick)

Meeting was adjourned. Action item to appear on April 3, 2018 agenda.

9. Staff Reports

There were no staff reports.

10. Information Items

10.1 Student Trustees Update (C. Atrach)

Meeting was adjourned.

10.2 School Educational Field Trips (L. Naar)

Report provided as information.

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

Report provided as information.

10.4 Budget Report for September 1, 2017 to February 28, 2018 (R. Nego)

Report provided as information.

10.5 Capital Projects Report as at February 28, 2018 (R. Nego)

Report provided as information.

10.6 Capital Priorities Grant Ministry Funding Announcement (R. Nego)

Report provided as information.

10.7 International Student Program CAPS-I Trade Mission: Prague, Czech Republic and Kyiv, Ukraine (T. Pinelli)

Report provided as information.

10.8 Notice of Motion - Making the Process of Approving Charities and Non-Profits Transparent and Accountable to the Catholic Ratepayer (A. Danko)

WHEREAS, in resolution #61/18 called "Upholding the Sanctity of Life Through Donations to Charities and Non-Profits" that was passed both on January 16, 2018 and again on February 20, 2018, the HCDSB is taking the principled and just stand to firmly support the Catholic Church's moral teaching that the Right to Life is paramount for a just and good society;

this principled and just stand was absent from previous administrations. There was a failure to properly vet charities and non-profits which may have used donated funds to undermine the respect for human life in the support of activities like abortion, euthanasia and embryonic stem cell research;

the community has been rightly concerned about the impact this resolution has had in possibly stopping legitimate fundraising for charities and non-profits which do not directly or indirectly undermine the Right to Life through their activities in Canada or overseas;

the federal government of Canada through a recent ideological test of conscience rights has begun denying funds to any group which believes in the Right to Life;

the approval or disapproval of any charity or non-profit, in its relationship to Resolution #61/18, because it is about promoting and defending the Right to Life, which is the most fundamental of all human rights, must be handled in a transparent and accountable way so Catholic Ratepayers are well informed and can participate in the vetting;

BE IT RESOLVED, that

1. The Director of Education will publish a list of approved charities and non-profits on the HCDSB website as a sign of the school board's commitment to the social good and charitable activities by Easter Sunday, April 1 2018;

2. The Director of Education will publish on the HCDSB website, in a clear and organized fashion, all documents discovered during research by staff which prove the charity's or non-profit's compliance with Resolution #61/18.

3. The Director of Education will publish on the HCDSB website, in a clear and organized fashion, all documents discovered by staff in relation to Resolution #61/18 which may undermine the approval of any approved charities or non-profits;

4. The staff doing the research must not simply rely on written statements of a charity's or non-profit's compliance with Resolution #61/18 mentioned above, but must make an effort to find, review and publish on the HCDSB website all materials associated with the charity or non-profit on their website or any other website which relates to the charity's or non-profit's support for or against the organization's commitment to any funding or public

support for abortion, euthanasia, sterilization, contraception or embryonic stem cell research.

5. The Director of Education must have an open, public and transparent process for the public to submit new research which may contradict or support the position of any approved or non-approved charity or non-profit.

6. The Director of Education will immediately encourage and ensure all approved charities are fully supported by the rest of the administration, and in no way shall students or staff be dissuaded from on-going or new fundraising activities for charities or non-profits which have been approved.

7. After April 1, 2018 all additional charities and non-profits will be approved within 60 days of application for approval. Any delay in approval must be due to on-going investigation of documents found during research but must be resolved within 90 days of application for approval. A non-approved organization cannot be fundraised for using the resources of the HCDSB.

8. Any charity or non-profit which continues to directly or indirectly support the activities mentioned in Resolution #61/18 may never, under any circumstances, be entered into a financial relationship with the HCDSB;

9. Any charity or non-profit which in the past has directly or indirectly publicly supported the activities mentioned in Resolution #61/18, but pledges to not do so again, must not have done so for at least 5 years before it is approved; further, it must prove it has not done so for at least 5 years before it is approved.

BE IT FURTHER RESOLVED, that

The Director of Education will publish on the HCDSB website:

E) a list of all charities which the HCDSB has fundraised for in the last 3 years (2015, 2016, 2017), in honour of the Feast of St Joseph the Worker, by May 1, 2018;

F) the amounts raised for each charity, by year, over the last 3 years by May 1, 2018;

G) a report on the number of and the amounts for any the Canada Summer Jobs subsidies applied for in 2016, 2017, and 2018 by Easter Sunday, April 1 2018. A further item to be reported is the amount received per application from the federal government for 2016, and 2018.

H) every year, starting in 2018, a list of all charities and non-profits, and the total amount raised for each organization, on or by June 29.

11. Miscellaneous Information

11.1 Minutes of the January 22, 2018 CPIC Meeting

Minutes of the January 22, 2018 CPIC meeting were provided as information.

11.2 Minutes of the February 12, 2018 SEAC Meeting

Minutes of the February 12, 2018 SEAC meeting were provided as information.

12. Correspondence**12.1 G. Cauchi****12.2 D. Harvey****12.3 L. Walls**

Correspondence was shared.

13. Open Question Period

The following questions were submitted:

1. If individuals within the schools are employed by the board are allowed to use the schools as a platform to fund companies that violate Catholic mores & principles, what then is the point of maintaining the facade of catholicity and what then is the point of a Separate Catholic School System?
2. If student/schools are allowed to support charities that directly or indirectly support abortion or euthanasia, are we truly forming our students with a true Catholic conscience? Or are we watering down the teachings of the Catholic Church?
3. Why after the initial list was made public of acceptable charities was it amended to include previously unacceptable charities? What criteria changed and what exactly is the criteria?

POST-NOTE:

In a February 20, 2018 Staff Report, a list was provided of all charities and non-profits, which currently benefit from financial donations from schools within the Halton Catholic District School Board. The Office of the Director subsequently reached out to each charitable organization on the list and requested certification of their compliance with Resolution #61/18. This exercise is ongoing.

14. In Camera

There was no follow-up In-Camera session.

15. Resolution re: Absentees

There were no absentees.

16. Adjournment and Closing Prayer (P. Marai)**#93/18**

Moved by: A. Danko

Seconded by: S. Trites

BE IT RESOLVED, that the meeting adjourn.

The meeting adjourned at 11:26 p.m. with a prayer led by Vice Chair Marai.

Secretary of the Board

Chair

BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS

OUTSTANDING POLICY ITEMS

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

ACTION REPORT

ITEM 8.2

MAKING THE PROCESS OF APPROVING CHARITIES AND NON-PROFITS TRANSPARENT AND ACCOUNTABLE TO THE CATHOLIC RATEPAYER

RESOLUTION

Moved by: A. Danko

Seconded by:

WHEREAS, in resolution #61/18 called "Upholding the Sanctity of Life Through Donations to Charities and Non-Profits" that was passed both on January 16, 2018 and again on February 20, 2018, the HCDSB is taking the principled and just stand to firmly support the Catholic Church's moral teaching that the Right to Life is paramount for a just and good society;

this principled and just stand was absent from previous administrations. There was a failure to properly vet charities and non-profits which may have used donated funds to undermine the respect for human life in the support of activities like abortion, euthanasia and embryonic stem cell research;

the community has been rightly concerned about the impact this resolution has had in possibly stopping legitimate fundraising for charities and non-profits which do not directly or indirectly undermine the Right to Life through their activities in Canada or overseas;

the federal government of Canada through a recent ideological test of conscience rights has begun denying funds to any group which believes in the Right to Life;

the approval or disapproval of any charity or non-profit, in its relationship to Resolution #61/18, because it is about promoting and defending the Right to Life, which is the most fundamental of all human rights, must be handled in a transparent and accountable way so Catholic Ratepayers are well informed and can participate in the vetting;

BE IT RESOLVED, that

1. The Director of Education will publish a list of approved charities and non-profits on the HCDSB website as a sign of the school board's commitment to the social good and charitable activities by Easter Sunday, April 1 2018;
2. The Director of Education will publish on the HCDSB website, in a clear and organized fashion, all documents discovered during research by staff which prove the charity's or non-profit's compliance with Resolution #61/18.
3. The Director of Education will publish on the HCDSB website, in a clear and organized fashion, all documents discovered by staff in relation to Resolution #61/18 which may undermine the approval of any approved charities or non-profits;

4. The staff doing the research must not simply rely on written statements of a charity's or non-profit's compliance with Resolution #61/18 mentioned above, but must make an effort to find, review and publish on the HCDSB website all materials associated with the charity or non-profit on their website or any other website which relates to the charity's or non-profit's support for or against the organization's commitment to any funding or public support for abortion, euthanasia, sterilization, contraception or embryonic stem cell research.
5. The Director of Education must have an open, public and transparent process for the public to submit new research which may contradict or support the position of any approved or non-approved charity or non-profit.
6. The Director of Education will immediately encourage and ensure all approved charities are fully supported by the rest of the administration, and in no way shall students or staff be dissuaded from on-going or new fundraising activities for charities or non-profits which have been approved.
7. After April 1, 2018 all additional charities and non-profits will be approved within 60 days of application for approval. Any delay in approval must be due to on-going investigation of documents found during research but must be resolved within 90 days of application for approval. A non-approved organization cannot be fundraised for using the resources of the HCDSB.
8. Any charity or non-profit which continues to directly or indirectly support the activities mentioned in Resolution #61/18 may never, under any circumstances, be entered into a financial relationship with-the HCDSB;
9. Any charity or non-profit which in the past has directly or indirectly publicly supported the activities mentioned in Resolution #61/18, but pledges to not do so again, must not have done so for at least 5 years before it is approved; further, it must prove it has not done so for at least 5 years before it is approved.

BE IT FURTHER RESOLVED, that

10. The Director of Education will publish on the HCDSB website:
 - A) a list of all charities which the HCDSB has fundraised for in the last 3 years (2015, 2016, 2017), in honour of the Feast of St Joseph the Worker, by May 1, 2018;
 - B) the amounts raised for each charity, by year, over the last 3 years by May 1, 2018;
 - C) a report on the number of and the amounts for any the Canada Summer Jobs subsidies applied for in 2016, 2017, and 2018 by Easter Sunday, April 1 2018. A further item to be reported is the amount received per application from the federal government for 2016, and 2018.
 - D) every year, starting in 2018, a list of all charities and non-profits, and the total amount raised for each organization, on or by June 29.

TRUSTEE A. DANKO

ACTION REPORT

ITEM 8.3

**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 19th and January 29th, 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

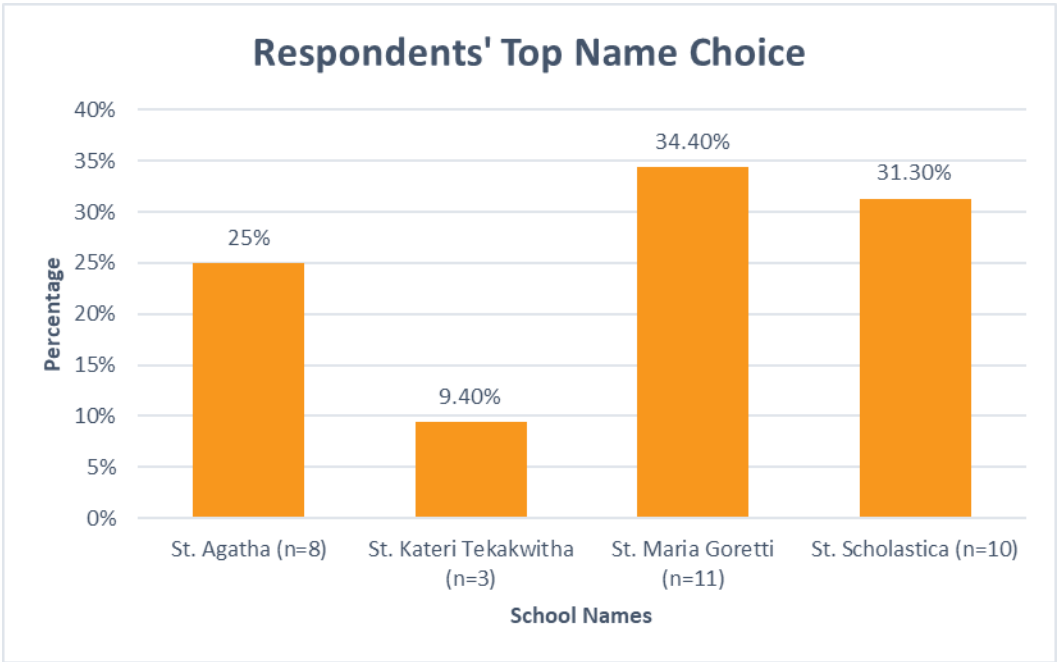
On Wednesday, January 30, 2018, the School Name Selection Committee met to review the feedback and to discuss potential names. They considered all names and created a shortlist of four (4) names:

- St. Agatha
- St. Kateri Tekakwitha
- St. Maria Goretti
- St. Scholastica

Stakeholder Consultation – Vote for Preferred Name(s)

Between February 5th and February 16th, 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 two (2) recommended names for the new Milton #8 “Ford” Catholic Elementary School, and in accordance with Policy I-15, and subject to Board approval, forward the two names to Bishop Douglas Crosby for his consideration and response.

RECOMMENDATION:

RESOLUTION:

Moved by:
Seconded by:

1. **RESOLVED**, that the Halton Catholic District School Board approve the following two school names, ordered in priority, as possible names for the new Milton # 8 “Ford” Catholic Elementary School:

1st Choice: St. Maria Goretti (preferred)
2nd Choice: St. Scholastica (alternate)

2. **THAT**, the Board approved list of possible school names be submitted to Bishop Douglas Crosby for his consideration and response.

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

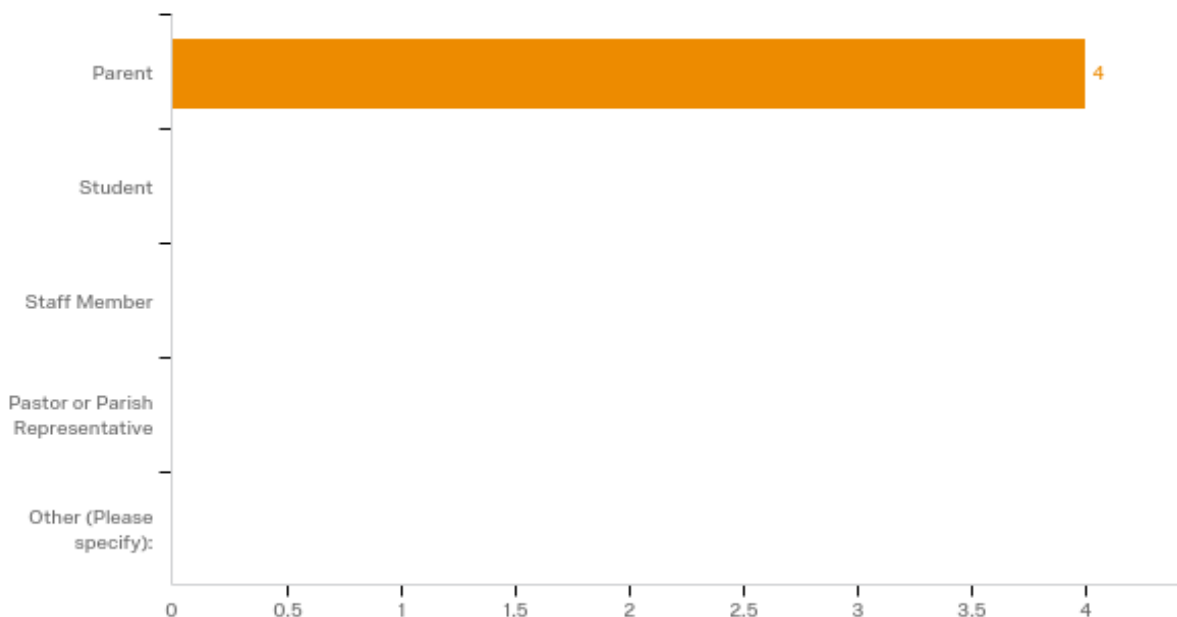
Survey Report

This report summarizes participants' school name suggestions for the new Milton #8 School.

Participant Responses

Between January 19th and 29th, 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 5th

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://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 17th

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 and 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 6th

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://www.catholicnewsagency.com/saint/st-maria-goretti-530>;
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 10th

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;
<https://www.google.ca/search?q=st+scholastica+quotes&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKewixpajthoXZAhUROIMKHckDYcQsAQILQ&biw=2021&bih=983#imgsrc=20f9IQqLWIZ3uM:&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

Milton #8 School Name Selection

Survey Report

Overall Participant Responses

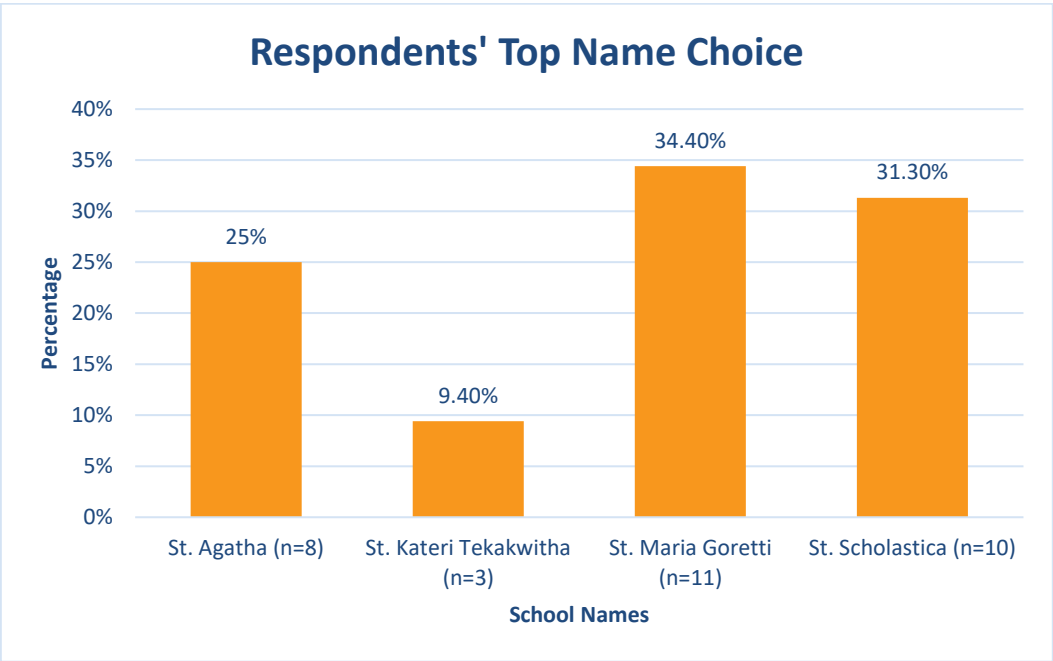
Between February 5th and 16th, members of the new Milton #8 school community were asked through an email invitation to vote on school name suggestions for the new Milton #8 School. In total, 32 survey responses were received.

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).



ACTION REPORT

ITEM 8.4

NAMING OF THE NEWLY CONSOLIDATED OAKVILLE NORTH EAST CATHOLIC ELEMENTARY SCHOOL

PURPOSE:

To inform Trustees of the response from Bishop Crosby on the selection of a name for the newly consolidated Oakville North East Catholic Elementary School.

BACKGROUND INFORMATION:

Following the Regular Board Meeting on March 6, 2018, the Director forwarded a letter to Bishop Crosby, including the prioritized list of names. The letter is attached, as Appendix A

COMMENTS:

Bishop Crosby has responded with his approval of the name of the school to be St. Michael Catholic Elementary School. The response from the Bishop is attached, as Appendix B

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 approve the name St Michael for the newly consolidated Oakville North East Catholic Elementary School.

**REPORT PREPARED &
SUBMITTED BY:**

T. OVERHOLT
SUPERINTENDENT OF EDUCATION

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



802 Drury Lane
Burlington, ON
L7R 2Y2
(905) 632-6300
www.hcdsb.org

March 7, 2018

Most Reverend Douglas Crosby, O.M.I., D.D.
Bishop of Hamilton
700 King Street West
Hamilton, ON
L8P 1C7

Dear Bishop Crosby:

Re: Proposed Name for the newly Consolidated Oakville Northeast Catholic Elementary School

The Board, at its Regular Meeting of March 6, 2018, selected a preferred name for the newly consolidated Catholic Elementary School in Northeast Oakville, and is seeking your approval. A copy of the Board Report is attached for your reference.

After a process of community consultation, the preferred name for our consolidated elementary school is **St. Michael Catholic Elementary School**, and if this name is acceptable to you, it is the intention of the Board to announce this to the community as soon as possible. The consolidated school community will open in September 2018.

In the event that the proposed name does not meet with your approval, the Board will seek your approval for the alternate name considered - *Saints Michael and John Catholic Elementary School*.

The Board respectfully requests your consideration of the proposed preferred name, and will await your comments before proceeding. It is our hope to have your decision available for the March 20, 2018 Board meeting.

Thank you for your consideration.

Sincerely,

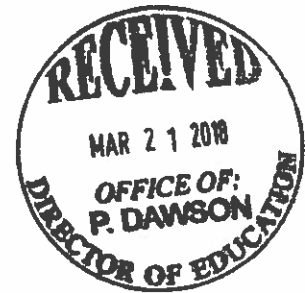
P. Dawson
Director of Education

/jn

c.c. T. Overholt, Superintendent of Education
T. Pinelli, Superintendent of Education



BISHOP OF HAMILTON



March 12, 2018

Ms. Paula Dawson, Director of Education
Halton Catholic District School Board
802 Drury Lane
Burlington, ON L7R 4L3

Dear Ms. Dawson,

Thank you for your letter of March 7, 2018, concerning a proposed name for the newly consolidated Oakville Northeast Catholic Elementary School. I appreciate the enclosed background information which helped me understand the reasons for your proposal.

After reviewing the proposal, there is much to commend **St. Michael** as the name of your consolidated Oakville Northeast Catholic school. The consolidated school is located presently beside the Church of the same name in Oakville. I believe this will reinforce the partnership between the Church, family and school community.

I certainly approve the name of **St. Michael Catholic Elementary School** for your new consolidated school in the area of Oakville Northeast.

Sincerely in Christ and Mary Immaculate,

(Most Rev.) Douglas Crosby, OMI
Bishop of Hamilton

Copy: Reverend Cornelius O'Mahony, *Episcopal Vicar for Catholic Education*

/cd

ACTION REPORT

ITEM 8.5

**ST. PETER CATHOLIC ELEMENTARY SCHOOL CHILD CARE ADDITION
APPROVAL TO PROCEED WITH SCHOOL CAPITAL PLANNING**

PURPOSE:

To obtain Board authorization for staff to select an architect, commence the school capital planning process and approve the preliminary project budget for the 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. To view this report, [Click Action Report 8.17](#). 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 "B"). A preliminary budget estimate for the project, itemizing the expected costs, is also attached for 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 are respectfully submitted for Trustee consideration and approval.

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 F01** 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
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.

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.

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 (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. 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	<u>Education Officer:</u> Dolores Cascone Tel: 416-314-6300 Toll Free: 1-800-268-5755 Dolores.Cascone@ontario.ca <u>Senior Policy and Programs Advisor:</u> Jacinthe Leclerc Tel: 416-325-1224 Jacinthe.Leclerc@ontario.ca (French Language Boards) <u>Child Care Advisor:</u> Isilda Kucherenko Tel: 416-325-3244 Isilda.Kucherenko@ontario.ca	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	<u>Education Officer:</u> Sue Chanko Tel: 519-870-2187 Sue.Chanko@ontario.ca <u>Senior Policy and Programs Advisor:</u> Jacinthe Leclerc Tel: 416-325-1224 Jacinthe.Leclerc@ontario.ca (French Language Boards) <u>Child Care Advisor:</u> Karen Calligan Tel: 226-919-5832 Karen.Calligan@ontario.ca	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	Education Officer: Renée Brouillette Tel: 705-497-6893 Renee.Brouillette@ontario.ca Child Care Advisor: Lina Davidson Tel: 705-564-4282 Lina.Davidson@ontario.ca 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	Education Officer: Ana Marie Prokopich Tel: 705-725-6260 Toll Free: 1-888-999-9556 AnaMarie.Prokopich@ontario.ca Renée Brouillette Tel: 705-497-6893 Renee.Brouillette@ontario.ca	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.)	<u>Child Care Advisor:</u> Kelly Massaro-Joblin Tel: 807-474-2982 Toll Free: 1-800-465-5020 Kelly.Massaro-Joblin@ontario.ca		Thunder Bay Catholic DSB
OTTAWA	<u>Education Officer:</u> Dolores Cascone Tel: 416-314-6300 Toll Free: 1-800-268-5755 Dolores.Cascone@ontario.ca <u>Senior Policy and Programs Advisor:</u> Jacinthe Leclerc Tel: 416-325-1224 Jacinthe.Leclerc@ontario.ca (French Language Boards) <u>Child Care Advisor:</u> Rachelle Blanchette Tel: 613-536-7331 Rachelle.Blanchette@ontario.ca	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	<u>Education Officer:</u> Ana Marie Prokopich Tel: 705-725-6260 Toll Free: 1-888-999-9556 AnaMarie.Prokopich@ontario.ca <u>Senior Policy and Programs Advisor:</u> Jacinthe Leclerc Tel: 416-325-1224 Jacinthe.Leclerc@ontario.ca (French Language Boards) <u>Child Care Advisor:</u> Maria Saunders Tel: 705-725-7629 Maria.Saunders@ontario.ca	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	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	Lisa Bland	Lisa.Bland@ontario.ca	416-326-9921
8	Avon Maitland DSB	Lisa Bland	Lisa.Bland@ontario.ca	416-326-9921
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@ontario.ca	416-325-2805
14	Kawartha Pine Ridge DSB	Shakufe Virani	Shakufe.Virani@ontario.ca	416-325-2805
15	Trillium Lakelands DSB	Shakufe Virani	Shakufe.Virani@ontario.ca	416-325-2805
16	York Region DSB	Shakufe Virani	Shakufe.Virani@ontario.ca	416-325-2805
17	Simcoe County DSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
18	Upper Grand DSB	Lisa Bland	Lisa.Bland@ontario.ca	416-326-9921
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	Lisa Bland	Lisa.Bland@ontario.ca	416-326-9921
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	Lisa Bland	Lisa.Bland@ontario.ca	416-326-9921
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@ontario.ca	416-325-2805
28	Renfrew County DSB	Shakufe Virani	Shakufe.Virani@ontario.ca	416-325-2805
29	Hastings and Prince Edward DSB	Shakufe Virani	Shakufe.Virani@ontario.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
34.2	Superior North CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297

DSB	District School Board	Capital Analyst	E-mail	Phone
35	Bruce-Grey CDSB	Lisa Bland	Lisa.Bland@ontario.ca	416-326-9921
36	Huron Perth CDSB	Lisa Bland	Lisa.Bland@ontario.ca	416-326-9921
37	Windsor-Essex CDSB	Kristin Grunenکو	Kristin.Grunenko@ontario.ca	416-326-9959
38	London DCSB	Kristin Grunenکو	Kristin.Grunenko@ontario.ca	416-326-9959
39	St. Clair CDSB	Kristin Grunenکو	Kristin.Grunenko@ontario.ca	416-326-9959
40	Toronto CDSB	Lisa Bland	Lisa.Bland@ontario.ca	416-326-9921
41	Peterborough Victoria Northumberland and Clarington Catholic DSB	Shakufe Virani	Shakufe.Virani@ontario.ca	416-325-2805
42	York CDSB	Shakufe Virani	Shakufe.Virani@ontario.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@ontario.ca	416-325-2805
46	Halton CDSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-8059
47	Hamilton-Wentworth CDSB	Lisa Bland	Lisa.Bland@ontario.ca	416-326-9921
48	Wellington CDSB	Lisa Bland	Lisa.Bland@ontario.ca	416-326-9921
49	Waterloo CDSB	Lisa Bland	Lisa.Bland@ontario.ca	416-326-9921
50	Niagara CDSB	Kristin Grunenکو	Kristin.Grunenko@ontario.ca	416-326-9959
51	Brant Haldimand Norfolk CDSB	Kristin Grunenکو	Kristin.Grunenko@ontario.ca	416-326-9959
52	CDSB of Eastern Ontario	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
53	Ottawa CSB	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
54	Renfrew County CDSB	Shakufe Virani	Shakufe.Virani@ontario.ca	416-325-2805
55	Algonquin and Lakeshore CDSB	Shakufe Virani	Shakufe.Virani@ontario.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	CSD Catholique 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 F: Capital Approval Process Chart

Capital Construction Approval Process Updated May 11, 2017		New Schools*		Additions*		Major Retrofits*		Early Years** (Child Care, Child & Family, PDK)
		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">Ministry approvals are not required for retrofits that are 100% funded through School Condition Improvement and Early Years Funding less than \$250K.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.50% determined by the following: (Estimated project cost / Latest construction benchmark value of the existing OTG (pre-construction) of the facility).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.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.							
Definitions:	<p>Addition: Expansion of the gross floor area of a facility, including child care and child and family program rooms.</p> <p>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.</p>							

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^e 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 1st to March 31st, all related expenditures are recorded in the board's March Report; and,
- For the period of April 1st to August 31st, 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. 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.

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 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

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.

HALTON CATHOLIC DISTRICT SCHOOL BOARD

**ST. PETER CATHOLIC ELEMENTARY
SCHOOL CHILD CARE ADDITION
PROJECT**

PRELIMINARY BUDGET ESTIMATE

EXPENSES	March 14, 2018 BUDGET ESTIMATE		
Construction	\$2,100,000		
Professional Fees	195,000		
Inspections, soil test, surveys	30,000		
Site Plan & Building Permit fees	30,000		
Contingencies	30,000		
Net HST (2.21%)	51,270		
Furniture & Equipment, Including IT	135,000		
SUB-TOTAL	2,571,270		
Bridge Financing	35,000		
TOTAL	\$2,606,270		

REVENUE			
Ministry of Education a) Child Care	2,571,270		
SUB-TOTAL	2,571,270		
GSN – Interest Revenue	35,000		
TOTAL	\$2,606,270		

Halton Catholic District School Board

By-Law No. 2018 F01

WHEREAS, the Halton Catholic District School Board deems it necessary to extend the borrowing By-law 2018 F01 in an amount not exceeding the sum of Two Million, Five Hundred Seventy-One Thousand, Two Hundred Seventy Dollars (\$2,571,270) to provide funding for St. Peter Catholic Elementary School child care centre addition project in the Town of Milton until the amounts advanced are recovered.

AND WHEREAS, no debentures in respect of the said work have been pledged or otherwise disposed of.

NOW THEREFORE, the Halton Catholic District School Board enacts as follows:

1. **THAT** either the Chair of the Board or Vice Chair of the Board together with the Secretary of the Board or Treasurer of the Board, of the Halton Catholic District School Board be and they are hereby authorized and empowered to borrow on behalf of the Halton Catholic District School Board from time to time as may be required from TD Canada Trust by way of promissory note and/or by way of overdraft such sums as may be necessary, but not exceeding in all the sum of Two Million, Five Hundred Seventy-One Thousand, Two Hundred Seventy Dollars (\$2,571,270).
2. **THAT** either the Chair of the Board or Vice Chair of the Board together with the Secretary of the Board or Treasurer of the Board, are authorized to pay or allow the said Bank interest on the said sum so borrowed at a variable interest rate, currently at 2.70%. The Bank will notify Halton Catholic District School Board of any changes to the interest rate.
3. **THAT** either the Chair of the Board or Vice Chair of the Board together with the Secretary of the Board or Treasurer of the Board, be authorized and empowered on behalf of the Halton Catholic District School Board to sign and execute under, its corporate seal, a grid promissory note and/or cheques representing any sum or sums so borrowed and deliver the said note to the said Bank. Any cheques signed by either the Chair of the Board or Vice-Chair of the Board together with the Treasurer of the Board and presented for payment at a time when there are not, in the hands of the Bank, funds of the Halton Catholic District School Board, the amount of such cheques shall be deemed to be moneys loaned by the said Bank to the Halton Catholic District School Board upon the authority of this By-Law.
4. **THAT** the proceeds of every such loan shall be applied for the purposes above mentioned but the TD Canada Trust shall not be bound to see to the application of any loan.
5. **THAT** this By-Law shall come into force and have effect immediately from and after its passing for a period of two years.

READ and FINALLY PASSED this 3rd of April 2018.

D. Rabenda, Chair of the Board

P. Dawson, Secretary of the Board

ACTION REPORT

ITEM 8.6

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

PURPOSE:

To obtain Board authorization for staff to select an architect, commence the school capital planning process and approve the preliminary project budget for the Bishop P.F. Reding Catholic Secondary School addition.

BACKGROUND:

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

Staff prepared a priority ranking of the proposed 2017 Capital Priorities Business Cases and Request of Early Year Capital Program (EYCP) Submissions projects and presented Action Report 8.17 for Trustee approval at the June 20, 2017, Regular Meeting of the Board. To view this report, [Click Action Report 8.17](#). Subsequently, staff submitted to the Ministry the Board's 2017 Capital Priorities funding requests and the associated business cases for the top 8 projects as approved by the Board.

COMMENTS:

On January 19, 2018, the Board was informed of the Ministry's approval of Capital Priorities funding for the new Bishop P.F. Reding CSS building addition. The Minister of Education, Indira Naidoo-Harris, made the announcement that the Province of Ontario will fund the new addition to Bishop P.F. Reding CSS, as proposed by the Board. The Ministry approved a total funding allocation of \$20,130,036 for the project. The funding letter from the Ministry is attached for Trustee reference (Appendix "B"). A preliminary budget estimate for the project, itemizing the expected costs, is also attached for reference (Appendix "C").

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

A number of activities are required to be initiated for the new Bishop P.F. Reding CSS addition capital planning process. The Board of Trustees authorized staff to proceed with the selection of an architect and the school capital planning process for the Bishop P.F. Reding CSS addition project at the February 20, 2018, Regular Meeting of the Board. Board staff is now requesting approval of the project budget and funding sources to enable construction to begin in August 2018 and achieve a September 2019 opening date for the Bishop P.F. Reding CSS addition.

CONCLUSION:

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

The below recommendations are respectfully submitted for trustee consideration and approval.

RESOLUTION:

Moved By:

Seconded By:

RESOLVED, that the Halton Catholic District School Board approve the Preliminary Estimated Project Budget not to exceed **Twenty million, one hundred thirty thousand, thirty-six dollars (\$20,130,036)** for the Bishop P.F. Reding Catholic Secondary School addition project in the Town of Milton.

RESOLUTION:

Moved By:

Seconded By

RESOLVED, that the Halton Catholic District School Board approve **Borrowing By-law No. 2018 F02** in the amount of **Eighteen million, seventy-three thousand, twenty dollars (\$18,073,020)** to finance the construction of the Bishop P.F. Reding Catholic Secondary School addition in the Town of Milton.

RESOLUTION:

Moved By:

Seconded By

RESOLVED, that the Halton Catholic District School Board approve **Borrowing By-law No. 2018 F03** in the amount of **Two million, fifty-seven thousand, sixteen dollars (\$2,057,016)** to finance the construction of the Bishop P.F. Reding Catholic Secondary School child care centre addition in the Town of Milton.

REPORT PREPARED BY:

J. DUFFIELD
MANAGER, SCHOOL CAPITAL AND RENEWAL

R. MERRICK
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

REPORT SUBMITTED BY:

R. MERRICK
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Ministry of Education**Office of the ADM**

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

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

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

**2017: B7**

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

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

DATE: June 12, 2017

SUBJECT: Request for Capital Priorities Project Funding
Submissions

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

Highlights/Summary Points

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

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

Project Submissions

Capital Priorities

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

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

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

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

Child Care Centres in Schools

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

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

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

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

Joint-Use Capital Projects

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

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

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

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

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

School boards seeking Capital Priorities funding approval must:

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

Joint-Use Seed Funding Program

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

Community Hub Projects

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

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

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

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

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

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

Eligibility and Evaluation Criteria

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

Eligible Project Categories

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

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

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

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

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

Project Evaluation

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

For Accommodation Pressures and French-Language Accommodation projects:

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

For Facility Condition and School Consolidation projects:

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

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

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

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

Capital Analysis and Planning Template

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

Ministry Contact

Capital Priorities Program

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

Paul Bloye, Manager, Capital Policy and Programs Branch at 416-325-8589 or at Paul.Bloye@Ontario.ca

or

Mathew Thomas, Manager, Capital Policy and Programs Branch at 416-326-9920 or at 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.

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.

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

DSB	District School Board	Capital Analyst	Email	Phone
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">Ministry approvals are not required for retrofits that are 100% funded through School Condition Improvement and Early Years Funding less than \$250K.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.50% determined by the following: (Estimated project cost / Latest construction benchmark value of the existing OTG (pre-construction) of the facility). <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:	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.							

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. 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**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^e étage, Édifice Mowat
Toronto ON M7A 1L2



March 13, 2018

Paula Dawson

Director of Education and Secretary of the Board

Halton Catholic District School Board

PO Box 5308

802 Drury Lane

Burlington ON L7R 3Y2

Dear Ms. Dawson,

I am writing to inform you that the Ministry of Education has completed its detailed review of the business case(s) your school board submitted for consideration under the 2017-18 Capital Priorities Grant funding program. As outlined in **Memorandum 2017:B7 – Request for Capital Priorities Project Funding Submissions**, business cases could have included requests for school capital funding, including funding for joint-use schools and community hub space, as well as capital funding to support the creation of new or renovated licensed child care spaces and EarlyON (child and family program) centres in schools as part of the larger school capital project.

Demand for funding through the 2017-18 Capital Priorities Program was significant. Altogether, 55 school boards submitted over 250 requests for funding consideration for school capital projects valued at approximately \$3.3 billion. In addition, 45 school boards submitted 180 requests for early years capital funding for the creation of 407 new or renovated child care rooms and 102 EarlyON centres.

I am pleased to inform you that the ministry has approved funding to support the following project(s) for your school board, as outlined in the table below:

Funding Allocation					
Project	Capital Priorities	Full Day Kindergarten	Child Care	EarlyON	Total
Bishop P.F. Reding CSS	\$18,073,020		\$2,057,016		\$20,130,036
St. Michael CES	\$1,579,522		\$1,542,762		\$3,122,284
Total	\$19,652,542		\$3,599,778		\$23,252,320

Please note that for the project(s) listed in the table above, the ministry has increased its funding benchmarks by two percent to recognize rising construction costs. This increase does not apply to any previously approved projects. Also, this benchmark increase does not apply to child care or EarlyON portions of the projects. The ministry's Expert Panel on Early Years Capital Standards is currently reviewing the benchmarks for child care and EarlyON space with recommendations expected to the ministry in spring 2018. If there are cost pressures associated with the Early Years component of a capital project, please contact your Capital Analyst.

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

Please see Appendix A for a complete list of the Capital Priorities project(s) submitted by your board along with the ministry's decision(s). Although the ministry recognizes that each project has unique circumstances, we have attempted to summarize our rationale for each decision through a high-level description. Your ministry Capital Analyst will contact board staff in the coming weeks to review the ministry's rationale and address any questions you may have.

Appendix B provides a table showing how funding was determined for the approved project(s).

Accountability Measures for Approved Projects

The funding approved for your board through the 2017-18 Capital Priorities Program represents a significant investment in school infrastructure by the Government of Ontario. Your board is responsible and will be held accountable for measures to ensure that the cost and scope of any approved projects are within the approved funding amounts.

As noted in **Memorandum 2018:B3: Capital Priorities – New Reporting and Accountability Requirements**, the ministry is also introducing new high-level reporting and accountability requirements for school boards, including the School Board Capital Attestation Form (see Appendix C) and quarterly project reports. Your board is required to complete the School Board Attestation Form and email it to your ministry Capital Analyst by April 27, 2018. The ministry will communicate additional information about the quarterly project reports in the near future.

The child care and EarlyON funding allocation you have received can only be used to address capital costs related to the creation of a child care and/or EarlyON room(s). As a reminder, prior to requesting an approval to proceed, school boards and the Consolidated Municipal Service Manager (CMSM) or District Social Services Administration Board (DSSAB) are required to provide the Ministry of Education's Child Care Quality Assurance and Licensing Branch with a floor plan of any child care space. Once the space has been approved, a floor plan approval letter will be issued to your school board. This letter is required to be sent to the Capital Analyst when requesting the approval to proceed. If you require further information about the floor plan approval letter process, please contact the Ministry's Child Care Quality Assurance and

Licensing Branch at 1-877-510-5333 or email childcare_ontario@ontario.ca. All child care rooms must be built in accordance with the Child Care and Early Years Act, 2014 (CCEYA).

Site Acquisition, Demolition and Unique Site Costs

The ministry has funding available to address costs related to site acquisition and preparation for project construction costs that are not included in the Ministry's Capital funding benchmark. Additional funding will be provided to boards based upon submission of a detailed estimates with supporting engineering reports. Eligible costs include, but are not limited to the following:

- the acquisition of a site for new school construction;
- the acquisition of lots adjacent to existing schools for school expansion, including child care centres and community hubs;
- site improvements to make the sites suitable for construction, such as soil remediation, additional fill or demolition of existing structures, and
- addressing extraordinary municipal requirements.

Payment

The Capital Priorities Grant, Full Day Kindergarten, Community Hubs Replacement Space, and all associated child care and EarlyON funding will operate on a modified grant payment process, where cash flow is based on school board spending. There are two annual reporting periods for these programs:

- For the period of September 1st to March 31st, all related expenditures are recorded in the board's March Report; and,
- For the period of April 1st to August 31st, 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 who have not expended their Schools First Child Care Capital Retrofit Policy (SFCCRP) funding, are expected to utilize their uncommitted allocation towards approved child care capital projects supporting additions and renovations that have been approved for capital funding consideration under the 2017-18 Capital Priorities Program.

Change in Project Scope

If your board chooses to amend the project scope approved through the 2017-18 Capital Priorities Program at a later date, you will be required to inform your Capital Analyst prior to engaging your architect regarding the new scope. If your project requires additional ministry funding, the board may be required to forfeit its project approval and re-submit a revised Capital Priorities business case with the alternative project scope.

In addition, any changes to approved child care or EarlyON capital components of the project will require the approval of your CMSM or DSSAB.

Projects Not Approved for Funding

I understand that your school board may have questions about any project(s) submitted and not approved through the 2017-18 Capital Priorities Program. Your ministry Capital Analyst will contact board staff in the coming weeks to review the ministry's rationale and consider potential next steps.

Ministry staff are committed to working collaboratively with your school board to provide guidance and respond to questions as your board considers the development of future capital plans, including requests for Capital Priorities funding.

Should you have any Capital Priorities questions, please contact your Interim Capital Analyst, Matthew Anderson at 416-325-9796 or via email at Matthew.Anderson@ontario.ca.

For any questions related to the child care and/or EarlyON capital requests, please contact your regional representative from the Early Years and Child Care Programs and Service Integrated Branch.

Please refer to the Appendix D - Communications Protocol, for detailed requirements regarding public communications, events and signage related to the project. Should you have any communications-related questions, please contact Dylan Franks at 416-325-2947 or via email at 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 board.

Sincerely,

Original signed by:

Joshua Paul
Assistant Deputy Minister
Capital and Business Support Division

Attached:

Appendix A – Complete List of Submissions

Appendix B – Details of Approved Projects

Appendix C – School Board Attestation Form

Appendix D – Communication Protocol Requirements: Public Communications and Events

cc: Paul Bloye, Director, Capital Program Branch
Colleen Hogan, Director, Capital Policy Branch
Shannon Fuller, Assistant Deputy Minister, Early Years and Child Care Division
Julia Danos, Director, Early Years and Child Care Programs and Service Integration Branch
Holly Moran, Director, Child Care Quality Assurance and Licensing Branch
Roxana Negoï, Superintendent of Business Services & Treasurer, Halton CDSB
Anna Prkacin, Early Years Lead, Halton CDSB
Isilda Kucherenko, Early Years Advisor, Early Years and Child Care Programs and Service Integration Branch
Sandy Palinski, Director of Children's Services, Regional Municipality of Halton

HALTON CATHOLIC DISTRICT SCHOOL BOARD

**BISHOP REDING CATHOLIC
SECONDARY SCHOOL ADDITION
PROJECT**

PRELIMINARY BUDGET ESTIMATE

EXPENSES	March 15, 2018 BUDGET ESTIMATE		
Construction	\$17,600,000		
Professional Fees	1,150,000		
Inspections, soil test, surveys	200,000		
Site Plan & Building Permit fees	200,000		
Contingencies	400,000		
Net HST (2.21%)	400,036		
Furniture & Equipment, Including IT	180,000		
SUB-TOTAL	20,130,036		
Bridge Financing	180,000		
TOTAL	\$20,310,036		

REVENUE			
Ministry of Education			
a) Capital Priorities (609 pupil places)	18,073,020		
b) Child Care	2,057,016		
SUB-TOTAL	20,130,036		
GSN – Interest Revenue	180,000		
TOTAL	\$20,310,036		

Halton Catholic District School Board

By-Law No. 2018 F02

WHEREAS, the Halton Catholic District School Board deems it necessary to extend the borrowing By-law 2018 F02 in an amount not exceeding the sum of Eighteen Million, Seventy-Three Thousand, Twenty Dollars (\$18,073,020) to provide funding for Bishop P.F. Reding Catholic Secondary School addition project in the Town of Milton until the amounts advanced are recovered.

AND WHEREAS, no debentures in respect of the said work have been pledged or otherwise disposed of.

NOW THEREFORE, the Halton Catholic District School Board enacts as follows:

1. **THAT** either the Chair of the Board or Vice Chair of the Board together with the Secretary of the Board or Treasurer of the Board, of the Halton Catholic District School Board be and they are hereby authorized and empowered to borrow on behalf of the Halton Catholic District School Board from time to time as may be required from TD Canada Trust by way of promissory note and/or by way of overdraft such sums as may be necessary, but not exceeding in all the sum of Eighteen Million, Seventy-Three Thousand, Twenty Dollars (\$18,073,020).
2. **THAT** either the Chair of the Board or Vice Chair of the Board together with the Secretary of the Board or Treasurer of the Board, are authorized to pay or allow the said Bank interest on the said sum so borrowed at a variable interest rate, currently at 2.70%. The Bank will notify Halton Catholic District School Board of any changes to the interest rate.
3. **THAT** either the Chair of the Board or Vice Chair of the Board together with the Secretary of the Board or Treasurer of the Board, be authorized and empowered on behalf of the Halton Catholic District School Board to sign and execute under, its corporate seal, a grid promissory note and/or cheques representing any sum or sums so borrowed and deliver the said note to the said Bank. Any cheques signed by either the Chair of the Board or Vice-Chair of the Board together with the Treasurer of the Board and presented for payment at a time when there are not, in the hands of the Bank, funds of the Halton Catholic District School Board, the amount of such cheques shall be deemed to be moneys loaned by the said Bank to the Halton Catholic District School Board upon the authority of this By-Law.
4. **THAT** the proceeds of every such loan shall be applied for the purposes above mentioned but the TD Canada Trust shall not be bound to see to the application of any loan.
5. **THAT** this By-Law shall come into force and have effect immediately from and after its passing for a period of two years.

READ and FINALLY PASSED this 3rd of April 2018.

D. Rabenda, Chair of the Board

P. Dawson, Secretary of the Board

Halton Catholic District School Board

By-Law No. 2018 F03

WHEREAS, the Halton Catholic District School Board deems it necessary to extend the borrowing By-law 2018 F03 in an amount not exceeding the sum of Two Million, Fifty-Seven Thousand, Sixteen Dollars (\$2,057,016) to provide funding for Bishop P.F. Reding Catholic Secondary School child care centre addition project in the Town of Milton until the amounts advanced are recovered.

AND WHEREAS, no debentures in respect of the said work have been pledged or otherwise disposed of.

NOW THEREFORE, the Halton Catholic District School Board enacts as follows:

1. **THAT** either the Chair of the Board or Vice Chair of the Board together with the Secretary of the Board or Treasurer of the Board, of the Halton Catholic District School Board be and they are hereby authorized and empowered to borrow on behalf of the Halton Catholic District School Board from time to time as may be required from TD Canada Trust by way of promissory note and/or by way of overdraft such sums as may be necessary, but not exceeding in all the sum of Two Million, Fifty-Seven Thousand, Sixteen Dollars (\$2,057,016).
2. **THAT** either the Chair of the Board or Vice Chair of the Board together with the Secretary of the Board or Treasurer of the Board, are authorized to pay or allow the said Bank interest on the said sum so borrowed at a variable interest rate, currently at 2.70%. The Bank will notify Halton Catholic District School Board of any changes to the interest rate.
3. **THAT** either the Chair of the Board or Vice Chair of the Board together with the Secretary of the Board or Treasurer of the Board, be authorized and empowered on behalf of the Halton Catholic District School Board to sign and execute under, its corporate seal, a grid promissory note and/or cheques representing any sum or sums so borrowed and deliver the said note to the said Bank. Any cheques signed by either the Chair of the Board or Vice-Chair of the Board together with the Treasurer of the Board and presented for payment at a time when there are not, in the hands of the Bank, funds of the Halton Catholic District School Board, the amount of such cheques shall be deemed to be moneys loaned by the said Bank to the Halton Catholic District School Board upon the authority of this By-Law.
4. **THAT** the proceeds of every such loan shall be applied for the purposes above mentioned but the TD Canada Trust shall not be bound to see to the application of any loan.
5. **THAT** this By-Law shall come into force and have effect immediately from and after its passing for a period of two years.

READ and FINALLY PASSED this 3rd of April 2018.

D. Rabenda, Chair of the Board

P. Dawson, Secretary of the Board

STAFF REPORT

ITEM 9.1

**OAKVILLE NORTHEAST CATHOLIC ELEMENTARY SCHOOL ADDITION
APPROVAL TO PROCEED WITH SCHOOL CAPITAL PLANNING**

PURPOSE:

To obtain Board authorization for staff to select an architect, commence the school capital planning process and approve the preliminary project budget for the Oakville Northeast Catholic Elementary School (St. Michael Catholic Elementary School) addition.

BACKGROUND:

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

Staff prepared a priority ranking of the proposed 2017 Capital Priorities Business Cases and Request of Early Year Capital Program (EYCP) submissions projects and presented Action Report 8.17 for Trustee approval at the June 20, 2017, Regular Meeting of the Board. To view the report, [Click Action Report 8.17](#). Subsequently, staff submitted to the Ministry the Board's 2017 Capital Priorities funding requests and the associated business cases for the top 8 projects, as approved by the Board.

COMMENTS:

On January 19, 2018, the Board was informed of the Ministry's approval of Capital Priorities funding for the new Oakville Northeast Catholic Elementary School (St. Michael Catholic Elementary School) building addition. The Minister of Education, Indira Naidoo-Harris, made the announcement that the Province of Ontario will fund the new addition to Oakville Northeast CES, as proposed by the Board. The Ministry approved a total funding allocation of approximately \$3,122,284 for the project. The funding letter from the Ministry is attached for Trustee reference (Appendix "B"). A preliminary budget estimate for the project, itemizing the expected costs, is also attached for reference (Appendix "C").

A number of activities are required to be initiated for the new Oakville Northeast CES addition capital planning process. One of the first steps in the school capital planning process is to select and appoint an architect for the project. The Board will initiate the process to solicit Architectural Services candidates. As such, staff is requesting approval to proceed with the selection of an architect for the project.

The commencement of the above noted school capital planning steps would greatly assist the Board to begin construction of the project in the 2018-19 school year and achieve a September 2019 opening date for the Oakville Northeast CES building addition.

CONCLUSION:

The Board is very appreciative of the Ministry's recognition of the Board's pupil accommodation plan for elementary students in Oakville with its announcement of funding for the new addition at Oakville Northeast CES. It is recommended that staff be authorized to proceed with the school capital planning for the new Oakville Northeast CES addition.

The following recommendations will be submitted for Trustee consideration and approval at the April 17, 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 Oakville Northeast Catholic Elementary School addition project in the Town of Oakville.

RESOLUTION:

Moved By:

Seconded By:

RESOLVED, that the Halton Catholic District School Board approve the Preliminary Estimated Project Budget not to exceed **Three million, one hundred twenty-two thousand, two hundred and eighty-four dollars (\$3,122,284)** for the Oakville Northeast Catholic Elementary School addition project in the Town of Oakville.

RESOLUTION:

Moved By:

Seconded By

RESOLVED, that the Halton Catholic District School Board approve **Borrowing By-law No. 2018 F04** in the amount of **One million, five hundred seventy-nine thousand, five hundred and twenty-two dollars (\$1,579,522)** for the Oakville Northeast Catholic Elementary School addition project in the Town of Oakville.

RESOLUTION:

*Moved By:
Seconded By*

RESOLVED, that the Halton Catholic District School Board approve **Borrowing By-law No. 2018 F05** in the amount of **One million, five hundred forty-two thousand, seven hundred and sixty-two dollars (\$1,542,762)** to finance the construction of the Oakville Northeast Catholic Elementary School child care centre addition in the Town of Oakville.

REPORT PREPARED BY:

J. DUFFIELD
MANAGER, SCHOOL CAPITAL AND RENEWAL

R. MERRICK
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

REPORT SUBMITTED BY:

R. MERRICK
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Ministry of Education**Office of the ADM**

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

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

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

**2017: B7**

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

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

DATE: June 12, 2017

SUBJECT: Request for Capital Priorities Project Funding
Submissions

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

Highlights/Summary Points

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

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

Project Submissions

Capital Priorities

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

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

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

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

Child Care Centres in Schools

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

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

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

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

Joint-Use Capital Projects

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

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

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

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

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

School boards seeking Capital Priorities funding approval must:

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

Joint-Use Seed Funding Program

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

Community Hub Projects

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

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

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

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

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

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

Eligibility and Evaluation Criteria

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

Eligible Project Categories

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

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

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

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

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

Project Evaluation

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

For Accommodation Pressures and French-Language Accommodation projects:

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

For Facility Condition and School Consolidation projects:

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

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

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

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

Capital Analysis and Planning Template

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

Ministry Contact

Capital Priorities Program

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

Paul Bloye, Manager, Capital Policy and Programs Branch at 416-325-8589 or at Paul.Bloye@Ontario.ca

or

Mathew Thomas, Manager, Capital Policy and Programs Branch at 416-326-9920 or at 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.

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.

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

DSB	District School Board	Capital Analyst	Email	Phone
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">Ministry approvals are not required for retrofits that are 100% funded through School Condition Improvement and Early Years Funding less than \$250K.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.50% determined by the following: (Estimated project cost / Latest construction benchmark value of the existing OTG (pre-construction) of the facility). <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:	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.							

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. 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**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^e étage, Édifice Mowat
Toronto ON M7A 1L2



March 13, 2018

Paula Dawson

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

Dear Ms. Dawson,

I am writing to inform you that the Ministry of Education has completed its detailed review of the business case(s) your school board submitted for consideration under the 2017-18 Capital Priorities Grant funding program. As outlined in **Memorandum 2017:B7 – Request for Capital Priorities Project Funding Submissions**, business cases could have included requests for school capital funding, including funding for joint-use schools and community hub space, as well as capital funding to support the creation of new or renovated licensed child care spaces and EarlyON (child and family program) centres in schools as part of the larger school capital project.

Demand for funding through the 2017-18 Capital Priorities Program was significant. Altogether, 55 school boards submitted over 250 requests for funding consideration for school capital projects valued at approximately \$3.3 billion. In addition, 45 school boards submitted 180 requests for early years capital funding for the creation of 407 new or renovated child care rooms and 102 EarlyON centres.

I am pleased to inform you that the ministry has approved funding to support the following project(s) for your school board, as outlined in the table below:

Funding Allocation					
Project	Capital Priorities	Full Day Kindergarten	Child Care	EarlyON	Total
Bishop P.F. Reding CSS	\$18,073,020		\$2,057,016		\$20,130,036
St. Michael CES	\$1,579,522		\$1,542,762		\$3,122,284
Total	\$19,652,542		\$3,599,778		\$23,252,320

Please note that for the project(s) listed in the table above, the ministry has increased its funding benchmarks by two percent to recognize rising construction costs. This increase does not apply to any previously approved projects. Also, this benchmark increase does not apply to child care or EarlyON portions of the projects. The ministry's Expert Panel on Early Years Capital Standards is currently reviewing the benchmarks for child care and EarlyON space with recommendations expected to the ministry in spring 2018. If there are cost pressures associated with the Early Years component of a capital project, please contact your Capital Analyst.

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

Please see Appendix A for a complete list of the Capital Priorities project(s) submitted by your board along with the ministry's decision(s). Although the ministry recognizes that each project has unique circumstances, we have attempted to summarize our rationale for each decision through a high-level description. Your ministry Capital Analyst will contact board staff in the coming weeks to review the ministry's rationale and address any questions you may have.

Appendix B provides a table showing how funding was determined for the approved project(s).

Accountability Measures for Approved Projects

The funding approved for your board through the 2017-18 Capital Priorities Program represents a significant investment in school infrastructure by the Government of Ontario. Your board is responsible and will be held accountable for measures to ensure that the cost and scope of any approved projects are within the approved funding amounts.

As noted in **Memorandum 2018:B3: Capital Priorities – New Reporting and Accountability Requirements**, the ministry is also introducing new high-level reporting and accountability requirements for school boards, including the School Board Capital Attestation Form (see Appendix C) and quarterly project reports. Your board is required to complete the School Board Attestation Form and email it to your ministry Capital Analyst by April 27, 2018. The ministry will communicate additional information about the quarterly project reports in the near future.

The child care and EarlyON funding allocation you have received can only be used to address capital costs related to the creation of a child care and/or EarlyON room(s). As a reminder, prior to requesting an approval to proceed, school boards and the Consolidated Municipal Service Manager (CMSM) or District Social Services Administration Board (DSSAB) are required to provide the Ministry of Education's Child Care Quality Assurance and Licensing Branch with a floor plan of any child care space. Once the space has been approved, a floor plan approval letter will be issued to your school board. This letter is required to be sent to the Capital Analyst when requesting the approval to proceed. If you require further information about the floor plan approval letter process, please contact the Ministry's Child Care Quality Assurance and

Licensing Branch at 1-877-510-5333 or email childcare_ontario@ontario.ca. All child care rooms must be built in accordance with the Child Care and Early Years Act, 2014 (CCEYA).

Site Acquisition, Demolition and Unique Site Costs

The ministry has funding available to address costs related to site acquisition and preparation for project construction costs that are not included in the Ministry's Capital funding benchmark. Additional funding will be provided to boards based upon submission of a detailed estimates with supporting engineering reports. Eligible costs include, but are not limited to the following:

- the acquisition of a site for new school construction;
- the acquisition of lots adjacent to existing schools for school expansion, including child care centres and community hubs;
- site improvements to make the sites suitable for construction, such as soil remediation, additional fill or demolition of existing structures, and
- addressing extraordinary municipal requirements.

Payment

The Capital Priorities Grant, Full Day Kindergarten, Community Hubs Replacement Space, and all associated child care and EarlyON funding will operate on a modified grant payment process, where cash flow is based on school board spending. There are two annual reporting periods for these programs:

- For the period of September 1st to March 31st, all related expenditures are recorded in the board's March Report; and,
- For the period of April 1st to August 31st, 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 who have not expended their Schools First Child Care Capital Retrofit Policy (SFCCCRP) funding, are expected to utilize their uncommitted allocation towards approved child care capital projects supporting additions and renovations that have been approved for capital funding consideration under the 2017-18 Capital Priorities Program.

Change in Project Scope

If your board chooses to amend the project scope approved through the 2017-18 Capital Priorities Program at a later date, you will be required to inform your Capital Analyst prior to engaging your architect regarding the new scope. If your project requires additional ministry funding, the board may be required to forfeit its project approval and re-submit a revised Capital Priorities business case with the alternative project scope.

In addition, any changes to approved child care or EarlyON capital components of the project will require the approval of your CMSM or DSSAB.

Projects Not Approved for Funding

I understand that your school board may have questions about any project(s) submitted and not approved through the 2017-18 Capital Priorities Program. Your ministry Capital Analyst will contact board staff in the coming weeks to review the ministry's rationale and consider potential next steps.

Ministry staff are committed to working collaboratively with your school board to provide guidance and respond to questions as your board considers the development of future capital plans, including requests for Capital Priorities funding.

Should you have any Capital Priorities questions, please contact your Interim Capital Analyst, Matthew Anderson at 416-325-9796 or via email at Matthew.Anderson@ontario.ca.

For any questions related to the child care and/or EarlyON capital requests, please contact your regional representative from the Early Years and Child Care Programs and Service Integrated Branch.

Please refer to the Appendix D - Communications Protocol, for detailed requirements regarding public communications, events and signage related to the project. Should you have any communications-related questions, please contact Dylan Franks at 416-325-2947 or via email at 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 board.

Sincerely,

Original signed by:

Joshua Paul
Assistant Deputy Minister
Capital and Business Support Division

Attached:

Appendix A – Complete List of Submissions

Appendix B – Details of Approved Projects

Appendix C – School Board Attestation Form

Appendix D – Communication Protocol Requirements: Public Communications and Events

cc: Paul Bloye, Director, Capital Program Branch
Colleen Hogan, Director, Capital Policy Branch
Shannon Fuller, Assistant Deputy Minister, Early Years and Child Care Division
Julia Danos, Director, Early Years and Child Care Programs and Service Integration Branch
Holly Moran, Director, Child Care Quality Assurance and Licensing Branch
Roxana Negoï, Superintendent of Business Services & Treasurer, Halton CDSB
Anna Prkacin, Early Years Lead, Halton CDSB
Isilda Kucherenko, Early Years Advisor, Early Years and Child Care Programs and Service Integration Branch
Sandy Palinski, Director of Children's Services, Regional Municipality of Halton

HALTON CATHOLIC DISTRICT SCHOOL BOARD

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

EXPENSES	March 27, 2018 BUDGET ESTIMATE		
Construction	\$2,500,000		
Professional Fees	255,000		
Inspections, soil test, surveys	30,000		
Site Plan & Building Permit fees	30,000		
Contingencies	128,000		
Net HST (2.21%)	59,284		
Furniture & Equipment, Including IT	120,000		
SUB-TOTAL	3,122,284		
Bridge Financing	40,000		
TOTAL	\$3,162,284		

REVENUE			
Ministry of Education			
a) Capital Priorities	1,579,522		
b) Child Care	1,542,762		
SUB-TOTAL	3,122,284		
GSN – Interest Revenue	40,000		
TOTAL	\$3,162,284		

STAFF REPORT

ITEM 9.2

RELIGIOUS EDUCATION RESOURCE SELECTION

PURPOSE:

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

The purpose of this report is to recommend the purchase of the **Grade Five, Growing in Faith, Growing in Christ, Complete Print and Digital District Implementation Package** to support the implementation of the *Ontario Catholic Elementary Curriculum Policy Document, Grades 1 - 8: Religious Education*.

BACKGROUND INFORMATION:

Until 2012, all other curriculum areas, except for Religious Education and Family Life, had Curriculum Policy Documents. Religious Education was instead directed by programs (e.g. *Born of the Spirit, We are Strong Together*) which are now dated. The *Ontario Catholic Elementary Curriculum Policy Document, Grades 1 - 8: Religious Education, 2012* was created to support the development of new programs, which reflect contemporary insights into religious education, using current pedagogy, while developing religious literacy. The approach to religious education and catechesis within the document is founded upon the *General Directory for Catechesis* and is rooted in the New Evangelization. Its content comes from Scripture and Tradition, particularly as expressed in the *Catechism of the Catholic Church*. The Bishops in Ontario (ACBO) collectively set the Religious Education program through their Education Commission and the Institute for Catholic Education (ICE) and in May 2013, approved it for implementation. It has been forwarded to the Vatican.

In order to support the *Ontario Catholic Elementary Curriculum Policy Grades 1 – 8: Religious Education, 2012*, the ACBO announced in May 2013, a project to develop new learning and teaching resources to replace the existing textbook series (*Born of the Spirit, We are Strong Together*). The publisher awarded the contract was Pearson Canada, publisher of *Fully Alive*, the ACBO - sponsored Catholic Family Life Education series for Grades 1 - 8. (Please see Appendix A and B for an outline of the process). With the participation and contribution of bishops, theologians and Catholic School board representatives from Ontario, Alberta and Saskatchewan, the new resource *Growing in Faith, Growing in Christ* was developed.

In the 2014-2015 school year, the Halton Catholic District School Board purchased the **Grade One, Growing in Faith, Growing in Christ, Comprehensive Resource Package** to support the implementation of the *Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8: Religious Education* in September of 2015. In the 2015-2016 school year, the Halton Catholic District School Board purchased the **Grade Two and Grade Three, Growing in Faith, Growing in Christ, Comprehensive Resource Package** to support the implementation of the *Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8: Religious Education* in September of 2016. The **Grade Four, Growing in Faith, Growing in Christ, Comprehensive Resource Package** was purchased in the 2016-2017 school year, for implementation in September, 2017. The resource has proven to be a rigorous and engaging program that exhibits the qualities described by the Ontario and Western Bishops in their statement below:

Growing in Faith, Growing in Christ creates strong links between home, school, and parish. The classroom experience helps students to deepen their love of God and their neighbours. Using the best pedagogical practices, the program seeks to engage students in knowing and living their faith. This will not only help them today, but will also prepare them for tomorrow as they grow and mature and make significant contributions to our society as faith-filled Catholics who radiate the joy of believing.

It is recommended that the Halton Catholic District School Board continue with the implementation of the ***Growing in Faith, Growing in Christ*** resource by purchasing the Grade Five Comprehensive Resource Package for implementation in September 2018. The proposed publication dates for the resource by Grade Level are as follows:

Grade	Print Resources	Digital Resources
1	April 2015 (purchased)	August 2015 (purchased)
2	August 2015 (purchased)	December 2015 (purchased)
3	April 2016 (purchased)	August 2016 (purchased)
4	April 2017	August 2017
5	May 2018	August 2018
6	May 2019	August 2019
7	May 2020	August 2020
8	May 2021	August 2021

REMARKS:

The components of the Grade 5 program include:

Teacher Resource

- Print and digital formats
- Detailed lesson plans, and background information
- Support for DI, and instructions for using the program resources that support each lesson
- demonstration of learning statements, to support teacher assessment of the expectations
- unit inquiry tasks to support evaluation

Student Book

- Print and digital formats, to support home/school connections
- Supports good literacy practice and inquiry
- Highly Visual
- Variety of text forms, including media literacy supports such as infographics, charts, diagrams, etc.

Multi-Media/Interactive Elements

- Songs with instrumental tracks, lyrics, and scores
- Interactive activities
- Google Earth Faith Journeys
- Extended Image Gallery for projects
- Audio playback for the student resource
- Videos
- Home Portal
- Parish Portal

In addition, boards who purchase the Comprehensive Resource Package will also receive:

- Half-day in-person implementation and resource overview session;
- Five on-line Professional Development modules to provide background and support for key program concepts (self-directed or used for staff development);
- Teacher access to digital components for multiple grades to facilitate combined grade classroom;
- Combined grade correlations and strategies;
- Report card comments (if requested; would be developed in partnership with appropriate stakeholders);
- Sacramental instruction support; and
- One copy of the student resource and digital access to other components for every parish in the district.

EXPENDITURE SUMMARY:

Product Description	Quantity	Print/Digital (Full Implementation)	Total
Full Teacher Resource print and digital for Grade Five Classes	118	\$995.00 each	\$117,410.00
Student Resource (both print and digital copies of Grade Five)	2439	\$53.15 each	\$129,632.85
PRODUCT TOTAL			\$247,042.85
ESTIMATED SHIPPING & HANDLING**			954.97
ESTIMATED TAX**			\$12,352.14
GRAND TOTAL			\$260,349.96

CONCLUSION:

The recommendation is to purchase ***Growing in Faith, Growing in Christ***, Comprehensive Resource Package as the approved Grade Five Religious Education Program Resource, with the intention of continuing to purchase ***Growing in Faith, Growing in Christ*** grade level resources up to Grade Eight over a four year period. This will ensure that the new catechetical learning and teaching resources for all Halton Catholic District School Board Catholic elementary schools (Grades 1 - 8) align with *The Ontario Catholic Elementary Curriculum Policy Document, Grades 1 - 8: Religious Education* and have the approval of the Assembly of Catholic Bishops of Ontario.

RECOMMENDATION:

RESOLUTION:

Moved by:

Seconded by:

RESOLVED, that the Halton Catholic District School Board approved the purchase of the Grade Five Core Religious Education Complete Print and Digital District Implementation Package: *Growing in Faith, Growing in Christ*.

REPORT PREPARED BY: T. DURHAM
CURRICULUM CONSULTANT

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

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

STAFF REPORT

ITEM 9.3

SECONDARY ACADEMIC AND APPLIED GEOGRAPHY (CGC1D AND CGC1P) TEXTBOOK SELECTION

PURPOSE:

The Halton Catholic District School Board's investment in classroom learning materials ensures a process for ordering appropriate classroom resources that support the Ontario Curriculum.

The purpose of this report is to recommend the purchase of a core resource for Grade 9 Academic and Applied Geography, (CGC1D and CGC1P). The resource selected is *Making Connections: Issues in Canadian Geography, 3rd Edition*, 2015 which is distributed by Pearson Canada.

BACKGROUND INFORMATION:

The Selection Process

The textbook selection committee comprised of Canadian World Studies department heads, two Geography classroom teachers per secondary school and the Curriculum Consultant responsible for Canadian World Studies Grades 9-12. The committee met on March 19, 2018.

A call went out to publishers (Nelson and Pearson) inviting them to present their resource to our committee. The criteria for the presentation included the following components: resources for both students and teachers (print and electronic); alignment/correlation to curriculum expectations and the Ontario Catholic Graduate Expectations; and instructional practices, specifically focusing on the Concepts of Geographic Thinking, Geographic Inquiry Process, Differentiated Instruction, and Literacy; and Assessment. Publishers were given 45 minutes to present their products and answer questions.

In addition, both resources were piloted in several of our secondary schools (Christ the King, Jean Vanier and Holy Trinity). Proceeding publishers' presentations, all teachers involved in the three pilots had an equal opportunity to present to the committee their experiences, as well as, students' level of engagement using the resources.

Furthermore, it is important to note that the current textbook being used for these courses is the previous version of *Making Connections, 2nd Edition* (2006) by Pearson. These textbooks are in poor condition since a board-wide purchase was made more than 10 years ago.

Lastly, *Making Connections, 3rd Edition*, was translated into French and was selected as the core resource for our extended French Geography course (CGC 1DF).

COMMENTARY/REMARKS:

The *Making Connections: Issues in Canadian Geography, 3rd Edition*, Pearson Canada, 2015 textbook was selected over the Nelson resource titled, *Geography in Action*. The following is a consolidated list of factors that led to the decision: alignment to the Catholic Graduate Expectations (written by a Catholic author); engaging layout for students; excellent coverage of content that is relevant and current; embedding of the Geographic Inquiry Process and 21st Century Competencies; and comprehensive digital versions for both teachers and students.

Making Connections: Issues in Canadian Geography, 3rd Edition is on the Ministry of Education's Trillium Approved List of resources.

EXPENDITURE SUMMARY

CHC1D and CHC1P - Geography 9 Academic and Applied by Pearson Canada

Product Description	ISBN	Qty	Unit Price	Discount	Line Subtotal
<i>Making Connections, 3rd Edition</i> Student Edition Print	978-0-13-378998-0	1730	\$82.15	23.50%	\$108,721.42
<i>Making Connections, 3rd Edition</i> Teacher E-Guide (7 yr. access with 3 codes)	978-0-13-378999-7	9	\$499.95	23.50%	\$4,499.55
<i>Making Connections, 3rd Edition</i> Student Digital Access (1 yr.)	978-0-13-379034-4	230	\$6.49	23.50%	\$1,141.92

PRODUCT TOTAL		\$114,362.89
ESTIMATED SHIPPING & HANDLING**		\$201.11
ESTIMATED TAX**		\$6,180.31
GRAND TOTAL		\$120,744.31

CONCLUSION:

The recommendation of the Selection Committee is to purchase ***Making Connections: Issues in Canadian Geography, 3rd Edition, Pearson Canada, 2015*** as the approved Geography, Academic and Applied, Grade 9 CGC1D and CGC1P textbook.

REPORT PREPARED BY: CATHERINE SERAFIM
CURRICULUM CONSULTANT

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

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

STAFF REPORT

ITEM 9.4

RECOMMENDED NAMES FOR OAKVILLE SOUTH CATHOLIC ELEMENTARY SCHOOL

PURPOSE:

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

BACKGROUND INFORMATION:

In September, 2018, the St. James and St. Joseph (Oakville) school communities will be consolidated into one new Oakville South school community. In October 2017 the Oakville South 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. James and St. Joseph (Oakville), 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 South School Name Selection Committee was established, comprised of the following members:

- *Effi Raso* Parent and Catholic School Council Chair, St. James
- *Nancy Czigli*, Parent and Catholic School Council Chair, St. Joseph (Oakville)
- *Jenny Tyruz*, Parish Representative, St. Dominic Parish
- *Siobhan Bowden*, Parish Representative, St. Dominic Parish
- *Anthony Danko*, Oakville Trustee
- *Tony Cacciola*, Principal, Oakville South Catholic Elementary School

The Oakville South School Name Selection Committee held their first meeting on Tuesday, February 13, 2018.

Stakeholder Consultation – Request for Potential Names

On Thursday, February 15, 2018, an invitation to submit potential school names was sent to parents and staff in the St. James and St. Joseph (Oakville) school communities. This invitation was also extended to the members of the St. James and St. Dominic Parish community. The online submission form remained open until Thursday, February 22, 2018. The feedback received is attached as **Appendix A**.

Shortlist of School Names Selected

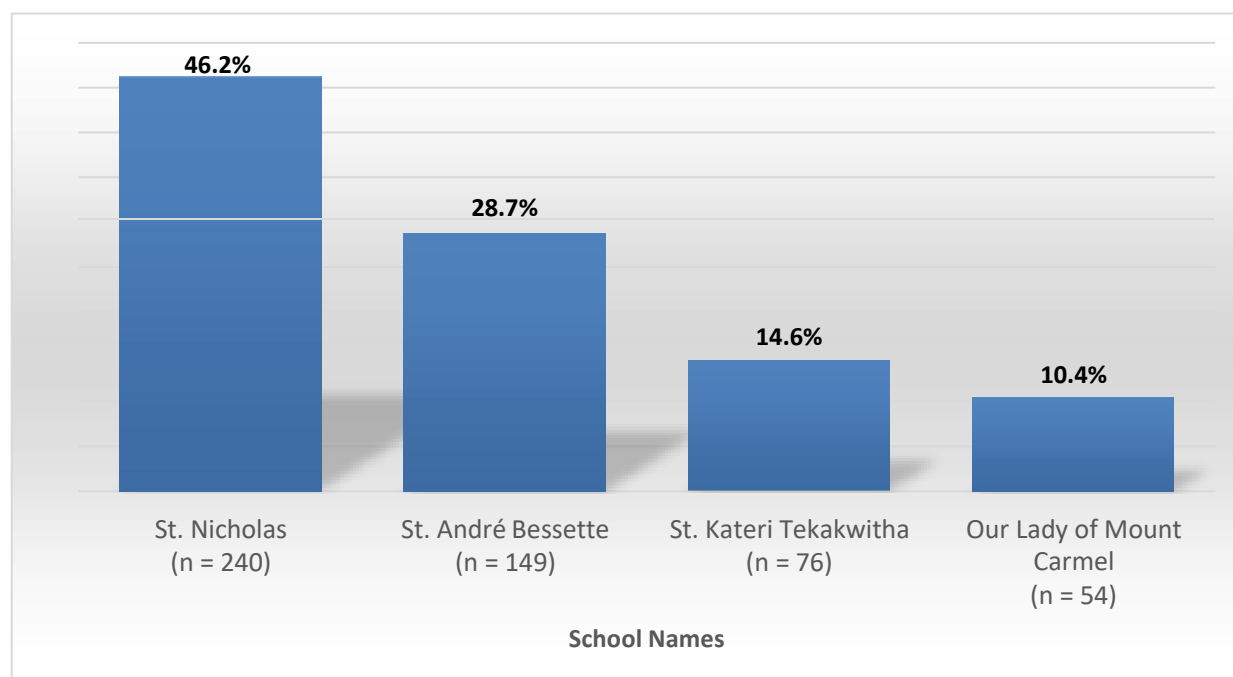
On Thursday, March 1, 2018, the Oakville South School Name Selection Committee reconvened to review the feedback. They considered all the names and rationale provided by community members and created a shortlist of four (4) names:

- Our Lady of Mount Carmel
- St. André Bessette
- St. Kateri Tekakwitha
- St. Nicholas

Stakeholder Consultation –Vote for Preferred Name(s)

On Tuesday, March 6, 2018, an email was sent to parents and staff in the St. James and St. Joseph (Oakville) 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, March 19, 2018. The feedback received is attached as **Appendix C**.

Results of the Community Vote: (n=519)



As illustrated in the chart and table above, there were a total of 519 votes among the four suggested school names. The name 'St. Nicholas' had the highest number of votes (n = 240; 46.2%). 'St. André Bessette' received 149 votes (28.7%), 'Kateri Tekakwitha' received 76 votes (14.6%), and 'Our Lady of Mount Carmel' received 54 votes (10.4%).

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

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 South 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.

REPORT PREPARED AND SUBMITTED BY:

T. PINELLI
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



Oakville South School Name Selection

Survey Report

Report Prepared by:
Research & Development Services
2/27/2018

For more information, please contact:

Zoe Walters, MA, *Researcher*

WaltersZ@hcdsb.org

Oakville South School Name Selection

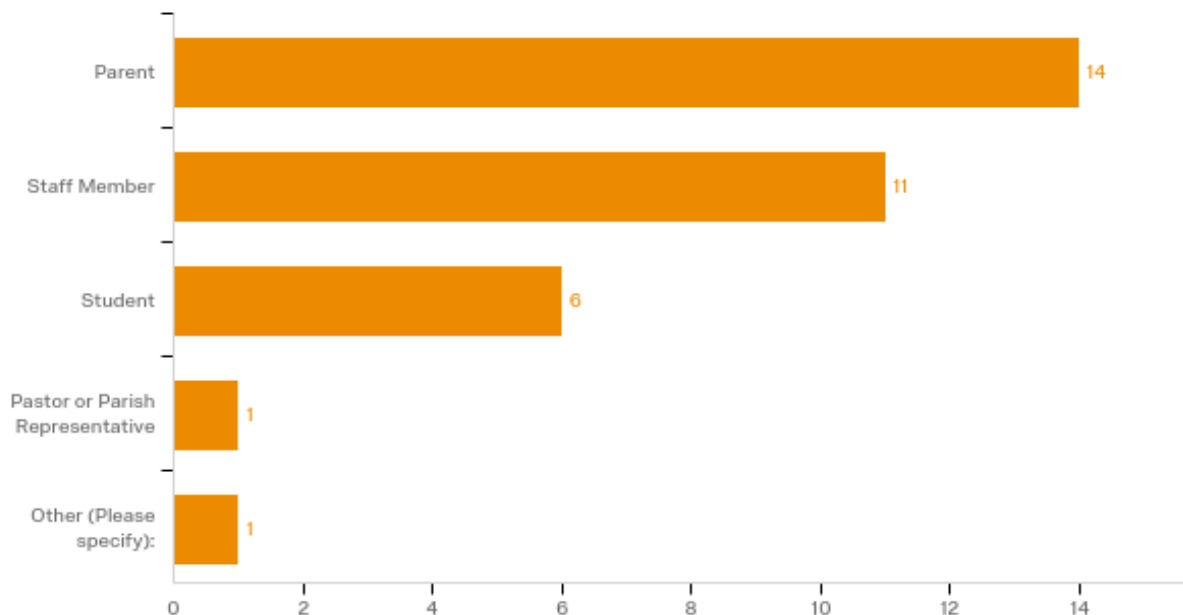
Survey Report

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

Participant Responses

Between February 15th and 22nd, members of the new Oakville South school community were asked through an email invitation to provide school name suggestions for the new Oakville South School. In total, 33 survey responses were received. Six additional name suggestions were submitted after the survey had closed.

Participants' Roles in the Community



As illustrated in the chart above, the majority of respondents were either parents (42.4%; n = 14) or staff members (33.3%; n = 11). The remaining respondents consisted of six students (18.2%), one pastor or parish representative (3%), and one individual who identified as a past student and parent (3%).

PRIMARY NAME SUGGESTIONS AND RATIONALES

Thirty-three name suggestions were provided by survey respondents; six were submitted following the survey. The table below displays all 39 name suggestion and the respective respondent's rationale for such suggestion. There are five names that were suggested by more than one respondent; the duplicate name suggestions are highlighted in the table below.

Name Suggestions	Rationale for Suggestion
Divine Unity	Unifying two great schools to be one.
Mother Theresa	She exemplified inclusivity. The new school should be about including everyone and living our lives by example as Mother Theresa did.
Our Lady of Guadalupe Catholic Elementary School	This school name would highlight our we are a multicultural and inclusive board. She is becoming universally known and her story is beautiful.
Our Lady of Mt. Carmel	Our Pastor at St. Dominic Parish is a Carmelite. The Carmelites have a deep devotion to St. Joseph as the protector of the Church. Our Lady of Mt. Carmel is the most prominent Biblical name given to Mary. The representative from St. James expressed a wish for a name devoted to our Lady. She would be a mother for those from both St. Joseph and St. James Schools. We do not have any churches or schools in our area named after Our Lady of Mt. Carmel.
Our Lady of the Lakes	2 schools near Lake Ontario joining as one.
Pope Francis	Pope Francis is the prime example of what it means to be Catholic in the present and for our future. He is caring, nurturing, wise and is showing us how to grow with a changing world. This makes him a great role model for not only our Catholic community, but for every group as a symbol of love, social justice and hope.
Pope Francis Elementary School	Our Pope is a good role model for our children - he is incredibly popular with young people, an exemplifies humble living, love for the poor, and Catholic values.
Pope St. Francis	Because the school climate at this new school should reflect Pope Francis philosophy and hope for the future in all that we do.
Saint Gemma	She is the patron saint of students. Was a gifted and talented student herself. She was passionate in everything she did and believed in. She battled ill health most of her life but still stayed devoted to her religion. She was a woman of determination and strong character.
Saint Lawrence	He is the patron saint of Students, Librarians, the poor and comedians to name a few. He was able to laugh and use humour in the most difficult situations, which is important for students to learn how to stay optimistic and positive when facing challenges, especially in todays world. He has a Canadian connection to the St Lawrence river. Jacques Cartier arrived in the river estuary of the North American Great Lakes on the Feast of St. Lawrence Day in August 10 1535, he named it the Gulf of St. Lawrence.

Saints James & Joseph School	I was the first grade one class when St. Joseph was built, however the school was not ready so we spent the first half year sharing St. James. Then my 3 children all went to St. Joseph. I was also in the first grade 8 class at George Vanier. Again, it was not ready and I we shared St. James for the first half year. Why not both Saints James & Joseph?
St Brother Andre	St Brother Andre provided service and generosity to others. He was a person of prayer and compassion who drew people in to experience a God who is love. He is an example of a Canadian Saint.
St Francis Xavier Elementary	St Francis Xavier was a Jesuit priest who travelled to spread the good word and convert people into Christianity. He was a continuous student in theology. He was one of the members of the order of Jesus and lived in poverty throughout his service so that he could reach the people he felt that the Christian faith could help the most.
St Luke	Luke means 'light giving'. A beautiful purpose of a catholic school is to give light to children. St Luke the evangelist is one of the most important authors of the New Testament having written one of the gospels and the Acts of the Apostles. Children of the Christian faith should be encourage to spread the good news just like St Luke did. Additionally, he is the patron saint of artists and doctors which could arguably show children that both science and the arts subjects have great value. He bridges any divide between those contrasting fields. As the author of two books of the New Testament he is an academic. Which as an example for a school is inspiring. He was also for his 'day job' a beloved physician. He was also considered a 'faithful companion' of St Paul. Friendship is a key component of a happy childhood. St Luke has it all.
St. Alexis	St. Alexis was the son of a wealthy man. On the day of his marriage he heard God calling and left Rome to live as a homeless man. This act of humbleness and faith is why we refer to his as a 'Man of God'. He lived in Edessa, Mesopotamia as a beggar. He shared the alms he received with other poor people in need of help. We think St. Alexis is an amazing choice for the new school name because his story shows how he was humble and trusted in God, even when it was incredibly difficult He always helped those in need even when he was in need of help himself. St. Alexis' top priority was serving God's people, not serving himself; which is something all Catholic people should be striving to do. There is a saying, 'I am third'. At first we didn't understand it, but now we know it means that God is first, other people are second and we are third. Our school community will be an amazing place if we all follow the example of St. Alexis. (This submission is from a group of 5 students)
St. Aloysius Gonzaga	St. Aloysius Gonzaga is the patron saint of young students and Christian youth. He was declared to be a special protector of young students by Pope Benedict XIII. The St. Joseph and St. James School communities are both known for the nurturing and protection of students while preparing them for the next step in their faith journey; just as Aloysius Gonzaga did for the sick and dying. He gave up a life of privilege and committed his days to caring for those who needed help the most, the sick and injured. He cared for others even though it put him at risk. He gave of himself to help those who needed him the most. The joining of our communities will be the joining of students, families, school staff, and community members to continue to serve, protect and encourage our students to achieve, believe and belong in our larger faith community; just as St. Aloysius Gonzaga did for those who were vulnerable and at risk. He is a shining example of Jesus working through people to help others; an incredible example of what we encourage our HCDSB students to strive to become.
St. Aloysius Gonzaga	St. Aloysius Gonzaga was named the patron saint of youth by Pope Benedict XIII. The joining of the St. Joseph and St. James communities is an opportunity to continue the

	<p>traditions of inspiring young people through Catholic Education. Pope Benedict is quoted as saying “Look and follow his example” in reference to St. Aloysius Gonzaga. Gonzaga helped those most in need, caring for the sick and dying, even when it put him at risk. He gave up everything to follow Jesus’ example of service to others. He is an incredible role model for all members of our new school community. He was a discerning believer who understood and promoted the sacredness of human life. Gonzaga found meaning and dignity in his work that focused on the common good rather than himself, just as we encourage our students to do. St. Aloysius Gonzaga serves as a shining example of how the new school community can serve others as Jesus did while continuing to achieve, believe and belong together.</p>
St. Aloysius Gonzaga	<p>Alyosius Gonzaga would be a good name for our new school because he is the patron saint of youth and he is the best example of what we should be like as Catholic youth and community members. At a young age Alyosius decided to follow a religious life. This was not an easy thing to do, but he did it anyway. Sometimes we have to make difficult decisions to do the right thing like he did. This was an important decision and shows how he was a discerning believer, just like we are trying to be. He died from the plague which he caught from the people he was serving. He shows us how to be a caring family member by helping the people who were sick, even though it made him sick and eventually killed him. We should all try to be more like St. Alyosius Gonzaga so that is why we think the new school should be called St. Alyosius Gonzaga school. (This was submitted by 5 students)</p>
Saint André Bessette	<p>'- He is a Canadian Saint. - He was francophone and our new school will have the Extended French Program. - He was the original "door keeper" of Holy Cross School where he encouraged prayer and devotion to the cross of Christ as the only hope. We would like our doors to open with this model of holiness and obedience to the will of Christ for us to follow. - He called upon Saint Joseph's intercession of prayer, we could call upon his.</p>
St. André Bessette	<p>A Canadian born Saint known for his devotion to St. Joseph - St. André Bessette, C.S.C. was a significant figure of the Roman Catholic Church, credited with thousands of reported miraculous healings. As we are also a school offerings Extended French , there is a tie in to our French programme. He struggled with learning disabilities yet successfully built the Oratorio and St. Joseph Basilica in Montreal. He was known for doing much with very little. He was also known for his fortitude and tremendous accomplishments. His name is easily pronounced.</p>
St. André Bessette	<p>He was born in Canada. He was deeply devoted to God and St. Joseph (connection to the roots of the original building on the grounds) and he was born in Quebec. We are a French immersion school. I think it is a perfect fit.</p>
St. Brother André Bissette	<p>Brother André was a French Canadian with a deep devotion to St. Joseph. Despite failing health, he was consecrated as a brother of the Holy Cross in 1874. For nearly 40 years he was a porter at the College of Notre-Dame-du-Sacré-Coeur in Montreal.</p> <p>Word spread quickly when many of those with whom he prayed were healed. In 1900 he received permission to raise money for a shrine to St. Joseph. A Chapel was built in 1904 and Brother Andre received over 1 million pilgrims annually and hundreds of cures were attributed to his prayers every year. Brother André died without seeing the completion of his dream, the St. Joseph Oratory.</p> <p>He knew how to pray well and urged people to pray with confidence and perseverance,</p>

	while remaining open to God's will. A good name for a French Immersion School.
St. Clare	St. Clare was a strong woman in Catholicism - very dedicated to prayer, poverty, and founder of an order of nuns. She would be a good role model for the children of the newly merged school. It would timely and relevant in today's social climate to bring more female saints names to our Board schools. The name is also short and easy for the children to say and spell.
St. Edward Elementary School	St. Edward was a model of unity, combating divisiveness in his kingdom and recognizing the Gospel of Jesus Christ as the fundamental unifying principle.
St. Gemma	Saint of Students
St. Isidore's	Saint of internet – recorded everything
St. Joseph	I don't see an issue with maintaining the current name and building on the school's history.
St. Joseph James Elementary School	We are consolidating our communities and school; the name should reflect our original families and their heritage as well as keep continuity-it will demonstrate us coming together as one!
St. Jude	New beginnings
Saint Kateri Tekakwitha	It would be wonderful to represent a saint with indigenous roots - St Joseph/St James are joining together and I think we could lead the way with this wonderful strong female mohawk woman.
St. Kateri Tekakwitha	To honour the indigenous heritage of our community.
St. Nicholas	Patron of children, charity for the poor, honored in Latin and Greek churches
St. Nicholas	St. Nicholas would be a good name for the new school. St. Nicholas was a Christian bishop who provided for the poor and the sick. He should be the namesake for the new school because he is the protector of children and is associated with gift-giving. He demonstrated piety through his bishop-style life. He communicated God's teaching and used his money to help the poor. He shows all the qualities of a Catholic community leader and is an excellent example of the Ontario Catholic Graduate Expectations. St. Nicholas is someone that we should all try to be like. Father Andrew Phillips said 'Everyone loves St. Nicholas because St. Nicolas loves everyone.' Our new Focus on Faith prayer talks about how we are trying to learn to love everyone, especially those who it is hard to love. If St. Nicholas loved everyone, then we should all try to be more like him. That is why the new school should be called St. Nicholas school.
St. Rose of Lima	is most known for her severe austerity and care for the poor through her own initiatives, rather than by way of a religious order
St. Sebastian	According to traditional beliefs, he was killed during the Roman emperor(die-a-cle-jin) Diocletian's persecution of Christians. He and his twin brother were imprisoned because they wouldn't serve the Roman Gods. The Emperor, who was already famous for ordering the deaths of hundreds of Christians, scolded Sebastian and ordered him to be killed by having him tied to a tree on a training field and used as target practice. Even being shot with arrows multiple times they described him as "full of arrows as an urchin." And believed he was dead. The archers left the body there to be buried but after that Irene of Rome, whose Christian husband was a servant to Diocletian(die-a-cle-jin) as well. Saw him and discovered he was still alive and she hid him and nursed him back to health. This is why in portraits he is normally or usually seen next to a tree

	with arrows in the tree and in Sebastian. St. Sebastian's feast day is on January 20th . He passed away in the year of 288. 1. St. Sebastian should be our school name because he didn't want to serve the Roman Gods and probably knew he was going to get killed because of this choice but he refused and kept serving God no matter how rude people were or how hurt he got. This shows us that we should stay firm in our faith even though people may not agree with our beliefs. 2. As the patron saint of athletes, we can all pray to him for athletic support. 3. As the patron saint of soldiers, whenever we pray to Saint Sebastian, we would honour the Canadian Armed Forces who have served and continue to protect our country.
St. Stephens	Patron Saint of bricklayers in line with the new construction of the school.
St. Valentine	St. Valentine is the patron saint of friendship and love. He died trying to spread God's message to the people. He refused to worship anyone but God and helped others to escape so they could believe as well. He did what he believed was right, even though it was risky and difficult. He cared for everyone and made sure they were ok. He brought people together as friends and family just as we wish to do here at school. (This is submitted by 6 students)
The good shepherd school	It reflects the good work of the school towards donations and charity I.e sleeping kids...
The Holy Family Catholic School	St Joseph is the Father on Earth for Jesus. St James Jesus s apostle. Like family for Jesus on Earth.

SECONDARY NAME SUGGESTIONS AND RATIONALES:

Nine respondents indicated that they had an additional name suggestion. The table below displays each additional name suggestion and the respective respondent's rationale for such suggestion. There are two names that were suggested by more than one respondent; the duplicate name suggestions are highlighted in the table below.

Name Suggestion	Rationale for Suggestion
Holy Mary Elementary or Sacred Heart of Mary Elementary	For the obvious reason, Mary is the mother of all mothers. Mary is the mother of our beloved Jesus Christ.
Jesus kids elementary school	It reflects who governs the school (Jesus)
Pope Francis	He represents everything that is good and humble and holy and I am a huge fan
Pope Francis	A school that exemplifies humility, emphasizes Gods mercy and concern for the poor and is committed to interfaith dialogues as Pope Francis is would be the hallmark of the HCDSB. I think that our current Pope is a perfect example of Catholicism in the 21 Century and having our students beat his name on their crest would be a reminder to them every day of how to act and who to emulate.
St. Jerome	St. Jerome, again, is short and simple and easy for the children to say and spell, especially in a school environment that embraces new immigrants and where ESL plays a role. St. Jerome, as the patron of biblical scholars and students, are attributes that would model a good learning environment for our youth.
Saint Kateri	She is the first Canadian saint, the second native american saint. She remained devoted to her faith even tho she was ridiculed for it by family and the native community. She is patron saint of the environment.
St. Kateri Tekawitha	She is the first Canadian Indigenous person to be deemed a saint. She has been referred to as the mender of all cultures. Drawing in all people of various backgrounds. We also have a diverse school community.
St. Maria Gabriella	Offered her young life to the cause of Christian unity. Appropriate as we unify these two great schools into one for future generation of young people in our community.
St. Nicolas Elementary School	Saint Nicholas is said to be just about everyone's saint. In the West Nicholas is most widely known as the patron saint of children. Because of the many miracles attributed to his intercession, he is also known as Nikolaos the Wonder worker. His legendary habit of secret gift-giving gave rise to the traditional model of Santa Claus ("Saint Nick").

Oakville South School Name Selection Process Shortlist of Names for Community Vote

Our Lady of Mount Carmel

Why name the school Our Lady of Mount Carmel?

1. The Carmelites have a deep devotion to St. Joseph as the protector of the Church.
2. Our Lady of Mt. Carmel is the most prominent Biblical name given to Mary. She would be a mother for those from both St. Joseph and St. James School.

Feast Day:

July 16th



Biography:

Hermits lived on Mount Carmel near the Fountain of Elijah in northern Israel in the 12th century. They had a chapel dedicated to Our Lady. By the 13th century they became known as “Brothers of Our Lady of Mount Carmel.” They soon celebrated a special Mass and Office in honor of Mary. In 1726, it became a celebration of the universal Church under the title of Our Lady of Mount Carmel. For centuries the Carmelites have seen themselves as specially related to Mary. Their great saints and theologians have promoted devotion to her and often championed the mystery of her Immaculate Conception.

There is a tradition—which may not be historical—that Mary appeared to Saint Simon Stock, a leader of the Carmelites, and gave him a scapular, telling him to promote devotion to it. The scapular is a modified version of Mary’s own garment. It symbolizes her special protection and calls the wearers to consecrate themselves to her in a special way. The scapular reminds us of the gospel call to prayer and penance—a call that Mary models in a splendid way.

"Receive this Scapular, a sign of your special relationship with Mary, the Mother of Jesus, whom you pledge to imitate. May it be a reminder to you of your dignity as a Christian in serving others and imitating Mary. Wear it as a sign of her protection and of belonging to the family of Carmel, voluntarily doing the will of God and devoting yourself to building a world true to his plan of community, justice and peace."

Sources: Franciscan Media <https://www.franciscanmedia.org/our-lady-of-mount-carmel>
Catholic News Agency <https://www.catholicnewsagency.com/resources/mary/popular-marian-devotions/our-lady-of-mount-carmel>

Oakville South School Name Selection Process Shortlist of Names for Community Vote

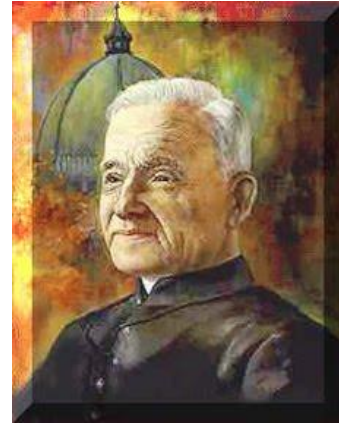
St. André Bessette

Why name the school St. André Bessette?

1. Canadian born Saint known for his devotion to St. Joseph - St. André Bessette, C.S.C. who began the construction of St. Joseph Oratory of Mount Royal.
2. His French background connect him with our Extended French program at the school.

Feast Day:

January 7th



Biography:

Saint André (né Alfred Bessette), faith healer, religious counsellor (born 9 August 1845 in St-Grégoire-d'Iberville; died 6 January 1937 in Montréal, QC). Although he was both functionally illiterate and unimposing in speech and stature — and never advanced beyond the most lowly positions within his religious order — Bessette, known as the "Miracle Man of Montréal," became the most popular religious figure in Québec in the 20th century.

Tens of thousands claimed to have been healed by André — though he insisted the apparently miraculous healings were not his work but that of his patron, St Joseph, the husband of the Virgin Mary.

At first assigned to be doorkeeper at Collège Notre-Dame, he was then named caretaker at that house of prayer which he shepherded into existence on Mount Royal. The religious brother welcomed thousands of distressed people or those who were looking for a ray of hope. He listened to them and recommended that they pray to Saint Joseph in whom he had full confidence. Any number of miraculous healings took place there and hearts turned toward God. Today, Saint Brother André continues to be an inspiration and a friend for women and men of any religious practice.

In 1896 the Congregation of Holy Cross purchases land from the mountain property across the street from the Collège. Brother André dreams of putting up a wayside chapel there, dedicated to Saint Joseph. In 1904 the blessing of a modest chapel: Saint Joseph's Oratory of Mount Royal is founded.

Brother André was officially declared a saint by Pope Benedict XVI on October 17, 2010.

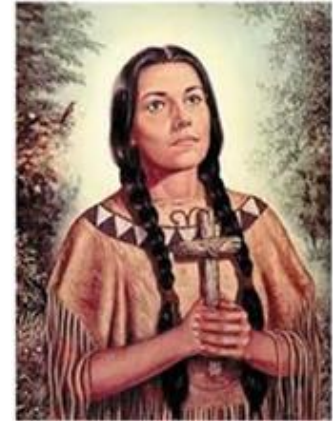
Source: The Canadian Encyclopedia <http://www.thecanadianencyclopedia.ca/en/article/saint-andre/>
Saint Joseph's Oratory <https://www.saint-joseph.org/en/spirituality/saint-brother-andre/biography/>

Oakville South School Name Selection Process Shortlist of Names for Community Vote

St. Kateri Tekakwitha

Why name the school after St. Kateri Tekakwitha?

1. She was the first Canadian Indigenous Saint and the patron of the environment.
2. This would help in honouring the Indigenous people and the lands in which we live.
3. She has been known as the mender of all cultures, which connects with the varied cultures that will be part of this new school community.



Feast Days:

April 17th

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 and http://www.catholic.org/saints/saint.php?saint_id=154

Oakville South School Name Selection Process Shortlist of Names for Community Vote

St. Nicholas

Why name the school after St. Nicholas?

1. He is known as the protector of children.
2. His love for everyone fits into our new Focus on Faith theme, "Do You Love Me".

Feast Day:

December 6th

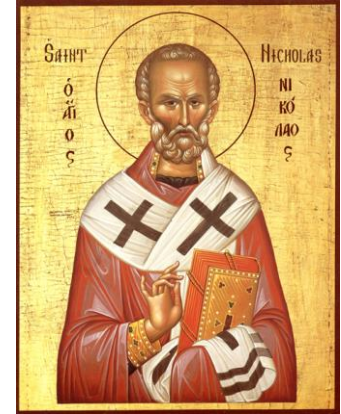
Biography:

Saint Nicholas was born during the third century in the village of Patara. At the time the area was Greek and is now on the southern coast of Turkey. His wealthy parents, who raised him to be a devout Christian, died in an epidemic while Nicholas was still young. Obeying Jesus' words to "sell what you own and give the money to the poor," Nicholas used his whole inheritance to assist the needy, the sick, and the suffering. He dedicated his life to serving God and was made Bishop of Myra while still a young man. Bishop Nicholas became known throughout the land for his generosity to those in need, his love for children, and his concern for sailors and ships.

Saint Nicholas' compassion for the poor, marginalized and, in particular, children, and especially providing aid anonymously to those in greatest need, became so legendary that it never faded over the centuries, but inspired others, and was imitated especially around Christmas in many countries.

Source: St. Nicholas Center <http://www.aquinasandmore.com/catholic-articles/who-is-st-michael-the-archangel/article/183>

National Catholic Register <http://www.ncregister.com/blog/joseph-pronechen/19-little-remembered-or-forgotten-things-about-st-nicholas>





Oakville South Final School Name Selection

Survey Report

Report Prepared by:
Research & Development Services
3/20/2018

For more information, please contact:

Zoe Walters, MA, *Researcher*

WaltersZ@hcdsb.org

Oakville South Final School Name Selection

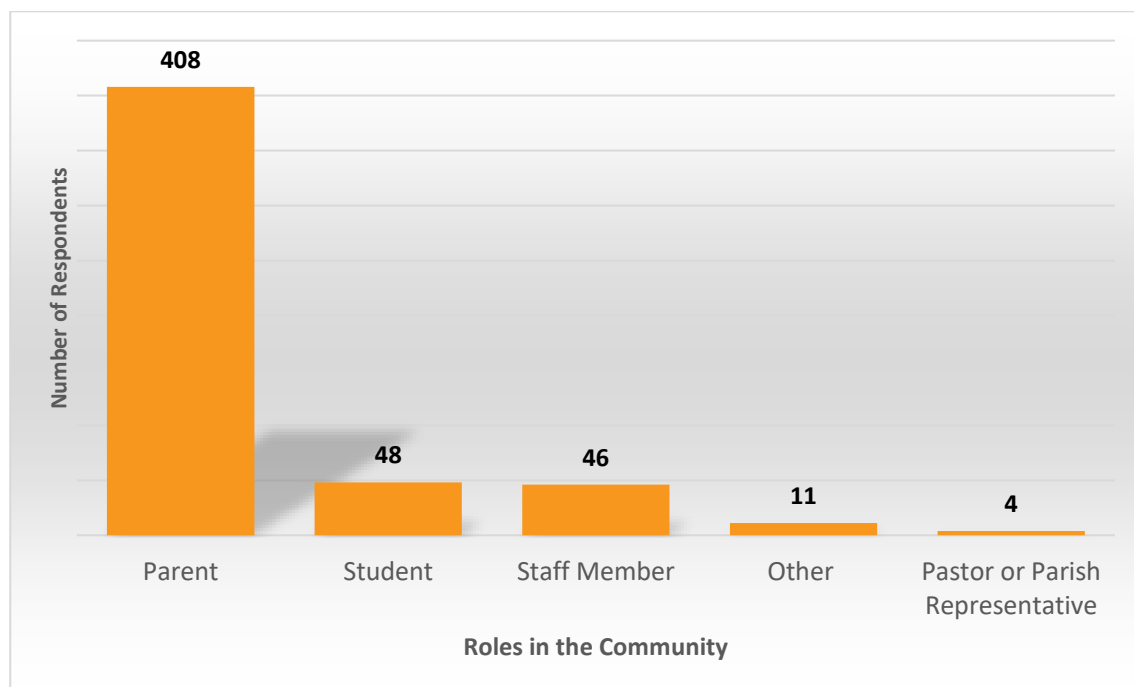
Survey Report

Participant Responses

Between March 6th and March 19th, members of the new Oakville South school community were asked through an email invitation to vote on school name suggestions for the new Oakville South School. In total, 517 survey responses were received.

The participants were given four school names: Our Lady of Mount Carmel, St. André Bessette, St. Kateri Tekakwitha, and St. Nicholas. Participants were asked to select the name they liked the best for the new Oakville South School.

Respondents' Role in the Community: (n = 517)

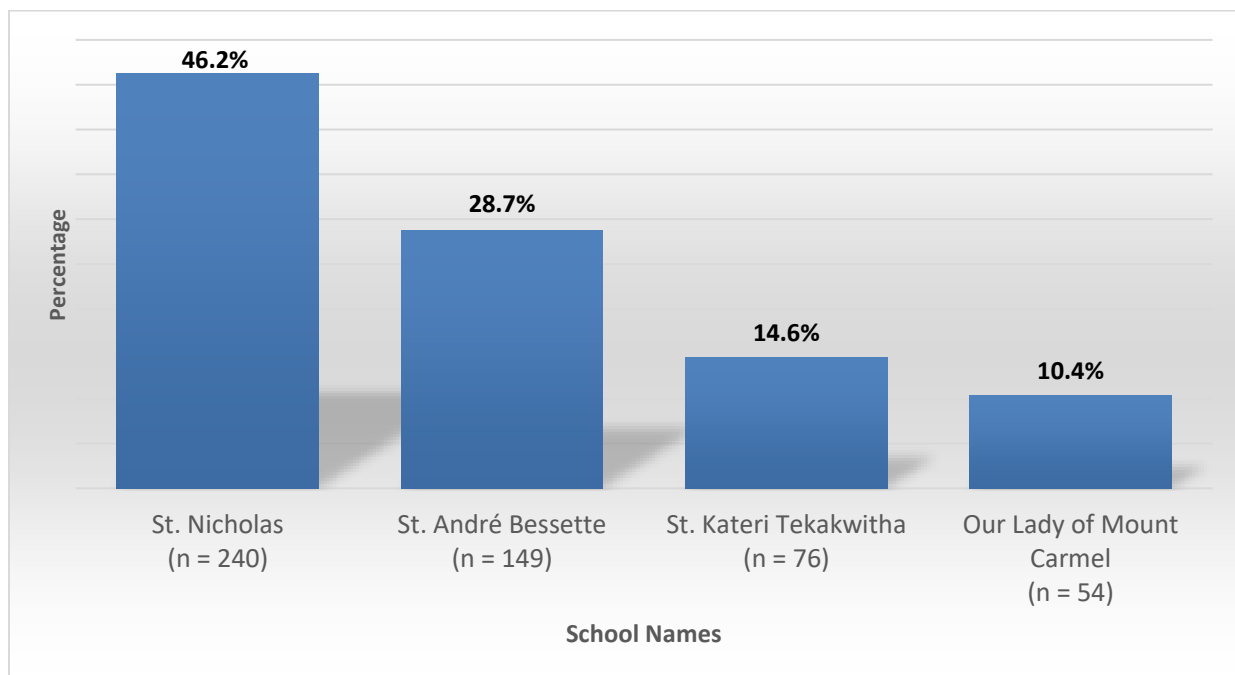


As illustrated in the chart above, the majority of respondents (78.9%; n = 408) were parents. The responses for those who selected their role in the community as 'other' (2.1%; n = 11) are listed in the table below:

Alumni
community
community member

Grand parents
Grandma
grandparent
Grandparent
grandparent
Prior student of St. James and cousin of current St. James student.
Student council
Trustee

Preferred School Name: (n = 519)



As illustrated in the graph above, 'St. Nicholas' had the highest number of votes (46.2%; n = 240). The second most selected name was 'St. André Bessette' (28.7%), with 149 votes. Therefore, the most preferred name for the new Oakville South School is 'St. Nicholas'.

STAFF REPORT

ITEM 9.5

2018 EDUCATION DEVELOPMENT CHARGES (EDC) BY-LAW: APPLICATION OF OPERATING SURPLUSES AND ALTERNATIVE ACCOMMODATION ARRANGEMENTS

PURPOSE:

The purpose of this report is to evaluate certain Education Development Charge (EDC) related policies as part of adopting a new EDC By-law.

BACKGROUND INFORMATION:

- 1) Trustee Presentation, "A Review of Education Development Charges", held at the Board offices on November 8, 2017.
- 2) Information Report Item 10.4, "2017-2018 Planning Services Work Plan: 2018 Education Development Charges (EDC) By-Law and 2018 Long-Term Capital Plan (LTCP) from the October 3, 2017 Regular Board Meeting.

BACKGROUND & COMMENTARY:

The Board is currently in the process of replacing its current Education Development Charge By-law which expires on June 18, 2018. Ontario Regulation 20/98 of the Education Act, which governs various aspects of EDCs, requires that a school board evaluate certain policies as part of the process of adopting a new EDC By-law. The policies in question concern the following:

- 1) Alternative accommodation arrangements, and
- 2) Application of an operating surplus to capital needs.

COMMENTS:

1 - Alternative Accommodation Arrangements

Paragraph 6 of Section 9(1) of Ontario Regulation 20/98 requires that the Board adopt a policy concerning possible arrangements with municipalities, school boards or other persons or bodies in the public or private sector, including arrangements of a long-term or co-operative nature, which would provide accommodation for new elementary school pupils and new secondary school pupils, without imposing EDCs, or with a reduction in such a charge.

The Board adopted Operating Policy IV-7 "Alternative Arrangements for School Facilities" in 1999. The policy is attached as Appendix A.

The alternative accommodation arrangements that the Board may wish to consider include purchases, lease/buy backs, site exchanges and joint-venture partnerships. These alternative arrangements, if properly structured, have the potential to reduce site size requirements, improve service delivery, reduce duplication of public facilities and maximize the use of available funds.

Paragraph 7 of Section 9(1) of Ontario Regulation 20/98 requires that the Board include in the EDC Background Study a statement of how the policy concerning alternative accommodation arrangements was implemented, and if it was not implemented, an explanation of why it was not implemented.

To date, there have not been any proposals for alternative accommodation arrangements presented to the Board. It is important to note that neither Ontario Regulation 20/98 nor the policy require the Board to independently pursue such opportunities.

In summary, there were no opportunities or proposals for alternative accommodation arrangements advanced by the development industry, municipalities or the general public. Furthermore, the Board did not identify any proposals which were considered appropriate having regard to its short-term and long-term needs.

2 - Statement on Operating Budget Surplus

Paragraph 8 of Section 9(1) of Ontario Regulation 20/98 requires that the Board include a statement in the EDC Background Study stating that it has reviewed its operating budget for savings that could be applied to reduce growth-related net education land costs, and the amount of any savings which it proposes to apply, if any.

It is necessary that the review of operating budgets for surpluses be conducted annually as part of the process of establishing the Board's budget for the following year.

The Board adopted Policy IV-8 "School Sites and Operating Budget" in 1999. The policy is attached as Appendix B.

Under the General Legislative Grant Regulation, only a surplus from the non-classroom part of the estimates is eligible to be used to acquire school sites, and thereby reduce the growth-related net education land costs and the EDC that may be levied by the Board.

Where there has been, or appears that there will be a surplus in the non-classroom part of the estimates in a fiscal year, the Board must determine whether all, part or none of the surplus will be designated for the purpose of acquiring school sites by purchase, lease or otherwise.

A review of the 2017/18 operating budget discloses that there will not be a surplus of operating funds available to allocate to land requirements. It is projected that there will not be a surplus of operating funds available in the next year's forecasted operating budget. Based on the foregoing, the Board is unable to designate surplus funds for the purpose of acquiring school sites.

The Board's reasons for stating that there will be no operating budget surplus available to reduce growth-related net education land costs and the resulting EDC are as follows:

- 1) Lack of operating surplus from the non-classroom portion of the budget;
- 2) Shortfalls in other areas of the operating budget; and
- 3) Maintenance, repair and renewal needs in our schools.

CONCLUSION:

The Board is required, under Ontario Regulation 20/98, to approve statements and incorporate the same into the EDC Background Study regarding the Board's policies on:

- 1) Alternative accommodation arrangements; and
- 2) Application of an operating surplus to capital needs.

These statements must be incorporated into the EDC background study.

As stated above, the Board is unable to designate surplus funds for the purpose of acquiring school sites. Furthermore, there were no opportunities or proposals for alternative accommodation arrangements advanced by the development industry, municipalities or the general public, nor did the Board identify any proposals that were considered appropriate having regard to its short term and long term needs.

Please see below for the draft recommendation that will go forward to the Board of Trustees for approval on April 17, 2018.

DRAFT RECOMMENDATION:

RESOLUTION:

Moved by:
Seconded by:

WHEREAS, the Board is unable to designate surplus funds for the purpose of acquiring school sites and is unable to identify feasible opportunities or proposals for alternative accommodation arrangements.

BE IT RESOLVED THAT, the Halton Catholic District School Board approves the statement that there have been no opportunities to implement alternative accommodation arrangements.

AND, that the Halton Catholic District School Board approves the statement that there is not an operating surplus available in the non-classroom portion of the budget that can be applied to reduce growth-related net education land costs.

REPORT PREPARED BY: F. THIBEAULT, SENIOR ADMINISTRATOR OF PLANNING SERVICES

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

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

OPERATING POLICY**HALTON CATHOLIC DISTRICT SCHOOL BOARD****ALTERNATIVE ARRANGEMENTS FOR SCHOOL FACILITIES****POLICY No.: IV - 7****DATE : MAY 18, 1999****AMENDED : OCTOBER 6, 2009****PURPOSE**

To set out the Halton Catholic District School Board's intention to consider possible alternate arrangements for the accommodation of elementary and secondary school pupils to the conventional process under which a school site is acquired and a stand-alone school is built on it.

APPLICATION & SCOPE

This policy applies to all new elementary and secondary schools being contemplated by the Board.

PRINCIPLES

- A number of legislative provisions encourage school boards to consider alternative arrangements for the accommodation of students and the Board has determined that these possibilities should be explored.
- The Board recognizes that alternative arrangements can provide an opportunity to improve service delivery and peak enrolment capacity, reduce duplication of public facilities, maximize the effective use of available dollars, and reduce site size requirements. These may include a variety of acquisition strategies such as forward buying, options, purchases, lease buy-back, sites exchanges and joint venture partnerships.
- The Board shall retain sufficient governance authority over the facility to ensure that it is able to deliver the appropriate educational program to its pupils and to ensure that its identity, ambiance and integrity are preserved. All arrangements must be consistent with the Mission and set of Governing Values of the Board.
- The Board must be responsive to the needs of the system as perceived by the extended educational community.
- Prior to approving any new school accommodation, the Board will ensure that it has reviewed a full report setting out the possible arrangements that have been considered.
- The Board will consider possible arrangements with municipalities, school boards or other persons or bodies in the public or private sector, including arrangements of a long-term or cooperative nature, which would provide accommodation for the new elementary school pupils and new secondary school pupils who are resident pupils of the Board, subject to the principles and requirements as set out in this and other Board policy.
- The arrangements must be cost effective and advantageous for the Board compared to other possible arrangements including an acquisition of a school site and the construction of a free-standing building.

OPERATING POLICY**HALTON CATHOLIC DISTRICT SCHOOL BOARD****ALTERNATIVE ARRANGEMENTS FOR SCHOOL FACILITIES****POLICY No.: IV - 7****DATE : MAY 18, 1999****AMENDED : OCTOBER 6, 2009**

- The arrangement shall comply with any guidelines issued by the Ministry of Education.
- The Board may enter into lease arrangements respecting school facilities intended to be used to accommodate peak enrolment, but shall not enter into such arrangements respecting school facilities that are necessary to accommodate long-term enrolment unless the arrangements could result in ownership at the Board's discretion.

APPROVED: Regular Meeting of the Board

Authorized by: _____
Chair of the Board

PURPOSE

To set out the Board's intention to conduct an annual review of operating budget savings that could be applied to reduce the growth related net education land costs.

APPLICATION & SCOPE

The process set out under this policy will be conducted annually as part of the preparations leading to setting of the annual budget estimates for the Board.

PRINCIPLES

- Under the General Legislative Grant Regulation, only a surplus from the non-classroom part of the estimates is eligible to be used to acquire school sites.
- If a review of the estimates has identified an operating budget saving that could be available to reduce education land costs, the Board will consider applying this saving to implement a reduction in the "growth related net education land cost" and the education development charge that may be levied by the Board.
- Where there has been or it appears that there will be surplus in the non-classroom part of the estimates of the Board in a fiscal year, a clear record will be kept of the Board's decision as it relates to this surplus.
- The application of this policy shall comply with any guidelines issued by the Ministry of Education.
- The application of this policy shall take into consideration any changes in Legislation or Regulation that may affect its implementation.
- Prior to finalizing the annual budget estimates, the Board shall review the operating budget for savings that could be applied to growth related net education land costs.
- Where there has been or it appears that there will be surplus in the non-classroom part of the estimates of the Board in the fiscal year, the Board shall determine whether all, part, or none of the surplus will be designated as available for the purpose of acquiring school sites by purchase, lease, or otherwise.
- Where there has been or it appears that there will be surplus in the non-classroom part of the estimates of the Board in a fiscal year, the Board shall pass a motion substantially in the form attached as *Appendix "A"* to this policy.
- Where there has been or it appears that there will be surplus in the non-classroom part of the estimates of the Board in a fiscal year, reasons for the decision related to this surplus shall be included in the motion or as part of the public record related to the motion.

APPROVED: Regular Meeting of the Board

Authorized by:

Chair of the Board

APPENDIX “A”

Halton Catholic District School Board

Board Motion Pursuant to the Policy entitled “School Sites – Operating Budget Surplus” Concerning the Use of Operating Budget Surpluses for the Acquisition of School Sites

Whereas it appears that there will be a surplus in the non-classroom part of the budget in the amount of \$X;

Moved that:

1. The Board will designate \$Y as available for the purpose of acquiring school sites by purchase, lease or otherwise;
2. The Board’s reason for so deciding are as follows:

Approved School Educational Trips

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

Dated: Tuesday, April 3, 2018

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Elementary						
St. Anthony of Padua CES, Milton	7	60	Camp Brébeuf, Rockwood, ON	Camp Brébeuf is a Catholic leadership camp that emphasizes cooperation and leadership development. Students will participate in activities that require pride and human dignity. By experiencing camp, students will further develop gifts of the body and mind; further demonstrate an understanding that God is the creator of all things, loves unconditionally and desires to be in a relationship with all creation; as well as, students will develop a further understanding that humans created in God's image are called to live in a relationship with God, themselves, others and creation. Students will participate in evening prayer and reflection.	Thursday, May 24 – Friday, May 25, 2018	~\$85.00
St. Gabriel CES, Burlington	7	65	Camp Tanamakoon, Huntsville, ON	The excursion to Camp Tanamakoon provides opportunities for outdoor education, team building, and leadership development. Student will have the opportunity to develop an understanding of the human person as a reflection God. Students will continue to develop an understanding of the essential qualities of friendships and building community. This trip will be used as a culminating activity, supporting the year-long efforts of promoting a way of being together, resulting in a positive Catholic learning environment. This experience is designed to assist students in their physical, emotional, academic and spiritual development, as students will examine and apply responsible decision-making skills while participating in outdoor challenges. Students will begin the day with prayer, say grace before meals and will gather for prayer at the end of each day.	Monday, June 4 – Thursday, June 7, 2018	~\$356.00
St. Christopher CES, Burlington	7	55	Niagara Falls, ON	This Grade 7 trip to Niagara Falls is linked to several curriculum expectations in Geography, Physical Education, Science and Religion. Students will have the opportunity to tour Queenston Heights and Brock's Monument, Butterfly Conservatory, Journey behind the falls along with several other activities. Students will begin the day with prayer, say grace before meals and will gather for prayer at the end of the day	Thursday, June 7 – Friday, June 8, 2018	~\$260.00

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Elementary						
Our Lady of Victory CES, Milton	8	52	Ottawa, ON	The excursion to Ottawa provides students with opportunities to augment their studies in Religion, History, Geography, and French. It will also provide students with exposure to Canadian and bilingual culture. Students will be able to develop community bonds and strengthen relationships with their peer group. They will be able to extend their learning by experiencing sites first-hand and artifacts that have been discussed in class. The program planned is designed to assist students in developing their whole self: physical, emotional, academic, interpersonal and spiritual. This trip is being used as a culminating activity, supporting our yearlong effort in promoting a way of living together in community, resulting in a positive Catholic learning environment. Through exploration activities, tours and discussions, students will have the opportunity to reflect upon our Catholic values and faith, realizing that they are embedded in all we do and who we are. With Christ at the centre of our lives, an integral part of the trip is that is planned is not only tours, but also attending Mass at Notre Dame Cathedral. Students and staff will participate in daily prayers and grace before meals.	Wednesday, June 20 – Friday, June 22, 2018	~\$550.00
St. Gabriel CES, Burlington	8	48	Ottawa, ON	The Grade 8 trip to Ottawa will enhance both our faith and Catholic values as the students see first hand God's wonderful creations in the many cultural activities and historic sites in our nation's capital. The students will have the opportunity to attend Mass at the Notre Dame Basilica where their faith values will be enriched. This trip will not only reinforce the curriculum teachings, but it will also allow our students to grow and develop in their spiritual faith as they grow in appreciation of God's wonderful creations. During this trip, we will say grace before meals to thank God for the wonderful food that will be enjoyed. In addition, prior to lights out each evening, evening prayer will be led by staff.	Monday, May 28 – Wednesday, May 30, 2018	~\$580.00
St. Luke CES, Oakville	8	23	Ottawa, ON	This trip will allow students to participate in various education, social and spiritual activities to foster responsibility, collaboration, initiative, and self-regulation. In addition, students will participate in a variety of activities that will enrich their knowledge of Canadian history and politics. There will be various opportunities to practice critical thinking skills, participate in a variety of oral discussions, and demonstrate the ability to listen actively. There will be daily prayers, before meals and at the end of the day. They will also attend mass at Notre Dame Cathedral on Friday, June 15, 2018.	Wednesday, June 13 – Friday, June 15, 2018	~\$625.00
Holy Cross CES, Georgetown	8	43	Ottawa, ON	The grade 8 trip to Ottawa will enhance both faith and Catholic values as the students witness first-hand God's wonderful creations and the many cultural activities and historic sites in our Nation's capital. Students will be visiting such places as The National Gallery of Canada and the Canadian War Museum just to name a few. Staff and students will participate in daily prayer and attend Mass at Notre Dame Cathedral.	Wednesday, June 13 – Friday, June 15, 2018	~\$580.00

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Elementary						
St. Joan of Arc CES Oakville	8	50	Ottawa, ON	This trip will support student learning in an immersive environment in a variety of curriculum expectations. Through visits to the National Gallery of Canada, Museum of Nature, Supreme Court, Canadian War Museum, a visit to Parliament, and walking tours of Ottawa, students will experience expectations related to the Religion, Visual Arts, History, Geography, Science and Physical Education curriculums. Students and staff will participate in daily prayers and a Mass at the Notre Dame Cathedral.	Monday, June 18 – Wednesday June 20, 2018	~\$546.00 (Incl. optional insurance)

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	COST PER PUPIL
Secondary						
Bishop P.F. Reding CSS, Milton	9-12	26	Rattlesnake Point Conservation Area, Milton, ON	Students participating in this trip are members of Bishop Reding's Duke of Edinburgh's Aware Group and this trip meets the Adventurous Journey requirement for the Bronze Award. This Adventurous Journey strives to meet several Catholic Graduate Expectations. Allowing student to move beyond the boundaries of the school building, student will gain a deeper appreciation and understanding of numerous gifts from God reflected through nature. Students and staff will join in daily prayer.	Monday, June 4 – Tuesday, June 5, 2018	~\$97.92
Notre Dame CSS, Burlington	9-12	18	OFSAA Girls Hockey Championship, Timmins, ON	After a very successful hockey season, the Notre Dame Senior Girls Hockey team has qualified to represent GHAC at the OFSAA A/AA Girls Hockey Championship hosted in Timmins. This tournament takes place between March 20-23 and includes an Athletic Banquet on Wednesday, March 21. This trip will satisfy Curriculum expectations as well as providing experiential expectations that go well beyond the classroom. As a team we will pray daily and attend a reflection/liturgical service in the chapel of École secondaire catholique Thériault.	Tuesday, March 20 – Friday, March 23, 2018	~\$275.00
St. Thomas Aquinas CSS, Oakville	9-12	21	SOMA United Nations Assembly, Toronto, ON	The Southern Ontario Model United Nations Assembly (SOMA) is a three-day experience for students to meet many of the Catholic Graduate expectations: allowing our students to put their faith into action by exploring global issues and perspective. The core values of SOMA, are strongly connected to the Focus on Faith themes Dignity of the Human Person, Global Solidarity, and the Promotion of Peace. Staff and students will participate in daily prayers.	Wednesday, April 18 – Friday, April 20, 2018	~\$300.00

INFORMATION REPORT

ITEM 10.3

RELIGIOUS EDUCATION CONGRESS 2018: RISE UP

PURPOSE:

To provide information to the Board regarding the attendance of Halton Catholic DSB staff at the Religious Education Congress 2018 held at the Anaheim Convention Centre in Anaheim California in March 2018.

BACKGROUND INFORMATION:

The Religious Education Congress is an annual event held by the Roman Catholic Archdiocese of Los Angeles. The event began in 1956 and offers in-service education and spiritual formation to those in catechetical and related ministries. The Congress gathers around 40,000 participants from around the world over a four-day period with more than 300 workshops covering a variety of topics including spirituality, music, personal development, biblical studies, faith formation, and catechesis. Over the course of the four days, the Congress offers workshops, keynote speakers, liturgies, and prayer services. Some of the talks and liturgies are available for viewing: <https://www.youtube.com/user/RECongress>. The theme of the Congress this year was "Rise Up".

COMMENTS:

The Religious Education Congress 2018 took place March 16 – 18, 2018 in Anaheim California. Lorrie Naar attended the Congress in her capacity as Superintendent of Education and Faith Formation Lead along with Gillian Federico, System Chaplain. The purpose for our attendance was to assist us in our work on faith formation in our School Board, to make connections with speakers in a variety of fields that support the work in our system. There were a variety of workshops and resources available at the Congress that will support our own professional learning and inform the visioning and planning in the work that we do in our district. As well, the Congress provided us with an opportunity to hear various speakers that could benefit our own faith formation programs. As well, in Lorrie's capacity as Chair of the Catholic Faith and Leadership Development Committee for OCSOA, assist her in planning for related faith formation activities with OCSOA. A portion of the cost of the trip was funded by OCSOA.

Workshop selections included a focus on deepening student and adult faith formation, spiritual growth, our Catholic context today, doctrine and authority in the church, and strengthening our connections with the home and parish.

Fr. Ronald Rolheiser – “Rising up to the Challenge within the Gospels”

Fr. Rolheiser addressed the adult challenge of the gospels and the tasks of moving to deeper spirituality in adulthood. He reflected on the hallmarks of a mature discipleship, and what constitutes the virtues that Jesus describes as being deeper than those of normal religious practice. He led us to understanding that rising up to more noble lives involves gratitude, forgiveness and surrender, and outlined the deeper Spiritual Tasks of Adulthood which guide us to living God’s abundance.

Fr. Ronald Rolheiser, a Roman Catholic priest and member of the Missionary Oblates of Mary Immaculate, is President of the Oblate School of Theology in San Antonio, Texas. His books have been translated into many languages and his weekly column is carried by more than 80 publications worldwide. Previously, Fr. Rolheiser taught theology and philosophy at Newman Theological College in Edmonton, Alberta, Canada, and served as Provincial Superior of his Oblate Province and on the General Council for the Oblates in Rome.

Fr. Daniel Horan – “The Foolishness of Christianity”

This session explored the Call of our Baptism and reminded us that we often get complacent and need to think about our faith again in a way that we can feel uncomfortable. He used the examples of St. Francis of Assisi and Pope Francis reminding us that while we develop a personal relationship with God, we are to embrace the Gospel life through our call to work for divine justice and mercy in the world. He had us reflect on Micah 6:8 “to act justly and to love mercy and to walk humbly with your God”

Franciscan friar Fr. Daniel Horan is a theologian who teaches spirituality and theology at the Catholic Theological Union in Chicago. He is author of numerous academic and popular articles.

Dr. Richard Gaillardetz – “By What Authority? On the Proper Use and Abuse of Doctrine”

Dr. Gaillardetz walked us through the fundamental role that doctrine plays in the life of the Catholic Church and how authority works in the church. He spoke about the importance of having a healthy understanding of doctrine in order to prevent the misuse of doctrine. This workshop provided a healthy and balanced theological framework for appreciating the proper contribution and real limits of doctrine in the Catholic tradition. He reminded us that doctrine needs to be engaged and dialogued about and shared with us our obligations as public ministers of the church to present official teaching comprehensively.

Dr. Richard Gaillardetz is the Joseph Professor of Catholic Systematic Theology at Boston College, where he also serves as Chair of the Theology Department. The popular public speaker served as President of the Catholic Theological Society of America from 2013 to 2014.

Dr. Carolyn Woo – “Grace in a Competitive World”

Dr. Woo shared her experiences of people around the world being called to rise up in the midst of suffering and tragedy to find a surer footing in God’s love. She spoke to us about the fact that God is in the suffering around the world – not just the Catholic suffering and that we must serve on the basis of need, rather than on the basis of creed. She talked about our social responsibility and ensuring organizations that support those suffering are conscious of stewardship, accountability, and are innovative in how they support.

Dr. Carolyn Y. Woo, Ph.D., is the President and Chief Executive Officer at Catholic Relief Services (CRS). Dr. Woo joined CRS in January 2012 after a distinguished academic career. She served as Dean at Mendoza College of Business. Prior to the University of Notre Dame, she served as Associate Executive Vice President for Academic Affairs at Purdue University.

Fr. Bryan Massingale – “Sin: From Breaking Rules to Violating Justice”

This session walked us through an adult understanding of Sin. This session took a look at the development of the Catholic understanding of sin as it has moved from a focus on keeping rules to a summons to treat others justly. It also examined what is meant by “social sin” and “structures of sin.” He took us through two examples of social sin and pointed us to the Jesuit practice of The Magis “for the greater glory of God” where we have a call to open our hearts and to be co-creators of a new way of being.

Fr. Bryan Massingale, a priest for the Archdiocese of Milwaukee, is Theology Professor at Fordham University in New York. A noted authority on Catholic moral theology and social ethics, he has lectured extensively on ethical and racial justice issues both internationally and throughout the United States. Fr. Massingale is a previous Religious Education Congress Keynote, a former President of the Catholic Theological Society of America and has been a leader of the Black Catholic Theological Symposium.

Fr. James Martin SJ – “Building a Bridge: Bringing Together LGBT Catholics and the Church”

Fr. Martin reflected on the values of respect, compassion and sensitivity to bring about welcome, inclusion and love for all of those in our care. He talked about how we can bridge the divide that exists between lesbian, gay, bisexual and transgender Catholics and the institutional Church.

Jesuit priest Fr. James Martin is Editor at Large of the Catholic magazine, America. He is author of numerous award-winning books including, most recently, “Building a Bridge” and “Seven Last Words” in addition to “The Abbey,” “Together on Retreat,” “Between Heaven and Mirth,” “The Jesuit Guide to (Almost) Everything” and “My Life with the Saints.” Fr. Martin is a frequent speaker at national conferences, retreats and parish groups and has given presentations at the L.A. Congress for the past several years.

Fr. Ronald Rolheiser – “Rise Up: From Living by Goodwill and Dogged Willpower to Drawing on the Resurrection and Grace”

Fr. Ron talked about Grace and our need to live for Grace and let Grace into our lives. He spoke of how willpower alone is never enough, but that we need to allow God into our lives. He reminded us that we cannot raise ourselves up all on our own, only God, grace and community can provide us with the sustenance and strength we need to live Christian lives with warmth, happiness, graciousness, nobility of soul and joy.

Fr. Ronald Rolheiser, a Roman Catholic priest and member of the Missionary Oblates of Mary Immaculate, is President of the Oblate School of Theology in San Antonio, Texas. His books have been translated into many languages and his weekly column is carried by more than 80 publications worldwide. Previously, Fr. Rolheiser taught theology and philosophy at Newman Theological College in Edmonton, Alberta, Canada, and served as Provincial Superior of his Oblate Province and on the General Council for the Oblates in Rome.

Fr. Bryan Massingale and Dr Arthur Fitzmaurice – “Transgender in Our Schools: One Bread, One Body”

Fr. Bryan started with the Church teaching that we are all created in the image and likeness of God, irrespective of our characteristics and that we need know nothing about someone’s identity in order to treat them with dignity and respect. He stressed that Jesus welcomed all to the table and that we are called to journey as our Lord did, in community, setting as our bar compassionate care for all.

Fr. Bryan Massingale, a priest of the Milwaukee Archdiocese, is Professor of Theology at Fordham University in New York. He has lectured extensively on ethical and racial justice issues throughout the United States and internationally. A previous Religious Education Congress Keynote, Fr. Massingale is a former President of the Catholic Theological Society of America and has been a leader of the Black Catholic Theological Symposium.

Dr. Arthur Fitzmaurice has served a decade in ministry with LGBT Catholics. In addition to professional conferences, his appearances have included many regional and national conferences. Dr. Fitzmaurice also appears on several YouTube episodes produced by the Ignatian News Network. He is recipient of the Los Angeles Archdiocese’s Lumen Christi and the Cardinal’s Young Adult in Ministry awards.

Dr Megan McKenna – “Lift Your Eyes! We’d Like to See Jesus”

Dr McKenna began with John’s Gospel and its emphasis on ‘seeing’ Jesus, moving to the conversion experience we should have each time we hear the Gospels. She spoke of our honouring God through joining with Jesus, reminding us that we as the Body of Christ are called to bring Jesus to others and them to him. She stressed that there is an urgent need for us to act on the promise and New Covenant which is written in our hearts.

Megan McKenna, a native of New York City who now lives in Albuquerque, N.M., is an international speaker, storyteller and theologian. She is author of 49 books, including “This Will be Remembered of Her” (which won an award in Spirituality from the Catholic Press Association) and “Like a Hammer Shattering Rock.” McKenna teaches at several universities, colleges and pastoral institutes around the world. She is an Ambassador of Peace for Pax Christi USA and won the Isaac Hecker Award for Justice and Peace.

John Allen Jr. – “What’s Hot and What’s Not in the Global Church”

Mr Allen, a veteran observer of the Vatican and the global Catholic scene, identified journalism as a way to monitor the life of the Church noting that Catholic news sources remind us of anniversaries in the life of the Church which help us to take stock of whence we have come in the intervening years and where we can anticipate going based on current trends. He paid special attention to news coverage of the Pope and Vatican affairs, recognizing that this fifth anniversary of the Holy Father’s election is in a different emotional space than previous anniversaries, based largely on media coverage.

John Allen Jr. is President and Editor of Crux, an independent Catholic news site in partnership with the Knights of Columbus, and Senior Vatican Analyst for CNN. He previously served as Associate Editor of the Boston Globe and Senior Correspondent for the National Catholic Reporter. Allen is author of 10 best-selling books and is a popular speaker internationally on Catholicism and the papacy. He divides his time between Rome and his home in Denver.

David Haas – “I Will Bring You Home – Songs of Prayer, Stories of Faith”

Mr. Haas’ presentation started with the stories behind many of the songs of our worship, identifying the scripture and circumstances from which they emerged. He identified how many of our liturgical music pieces are truly song-prayers of faith that nurture not only our liturgical rituals, but our ongoing spiritual life as well. His workshop was an experience in prayer through liturgical music.

David Haas is an international conference speaker, workshop and retreat leader and concert performer. He serves as Director of The Emmaus Center for Music, Prayer and Ministry, as well as Animator for Cretin-Derham Hall Taizé Prayer Community in St. Paul, Minn. Haas is also founder and Executive Director of “Music and Ministry Alive!” – a formation program for high school and college-age youth. Haas has composed and produced over 50 collections of original liturgical music and authored more than 35 books.

Dr. Terry Nelson-Johnson – “Encounter Your Way Toward Good Church”

This presentation focused on the importance of encounter on the development and sustenance of faith. Terry spoke of the encounters of the disciples with Jesus which led them to follow him and stressed that encounters are part of the story of our faith. He identified the need for us to be available, pay attention, behold and take risks in our encounters with God and our subsequent responsibility to share the fruits of these encounters with others.

A self-described street theologian, Dr. Terry Nelson-Johnson is Resident Theologian and Animator of Faith at Old St. Patrick’s Church in Chicago and founder and Animating and Creative Partner of Soul Play, based in Evanston, Ill. Author and leader of the Beloved Retreat, Dr. Nelson-Johnson travels across the country and to Europe presenting at diocesan events and conferences, including Notre Dame University’s Vision program and the Chicago Archdiocese’s Festival of Faith and their Theology on Tap program.

Fr. James Martin, S.J. – “The Historical Jesus”

Fr. Martin started with our recognition of the hypostatic union, that Jesus is fully human and fully divine. He then developed some historical insights into the life which Jesus would have experienced in Nazareth and Galilee, giving context to his childhood and early adult life. He discussed how Jesus’ humanity made him able to identify with the people of first century Palestine because of his lived experience with them and the impact that this had on their response to him.

Jesuit priest Fr. James Martin is Editor at Large of the Catholic magazine, America. He is author of numerous award-winning books including, most recently, “Building a Bridge” and “Seven Last Words” in addition to “The Abbey,” “Together on Retreat,” “Between Heaven and Mirth,” “The Jesuit Guide to (Almost) Everything” and “My Life with the Saints.” Fr. Martin is a frequent speaker at national conferences, retreats and parish groups and has given presentations at the L.A. Congress for the past several years.

Each of the sessions attended were informative and provided both practical ideas to inform our Faith formation planning for our district and our Believing Pillar. Key considerations for moving forward based on some of the presenter’s information and research included meeting the differentiated needs of our staff in the area of faith formation, supporting our students in their faith journey, and engaging with our families in a variety of ways that start with their needs to help build the parish and school connection with the family at the centre.

Some of the key components of learning from this experience has been to ensure that we continue to focus on faith formation for staff across our system. As we continue to face the question, “why keep Catholic schools?” we must be clear about our Catholic mission – our “why”. In order to do this, it is imperative that our leaders across the system are able to understand, articulate and to believe in our mission. To do this, we must continue our focus on faith formation that is personally meaningful, anchored in our faith, and have reach. It is important that faith formation continues to be inclusive to all of our staff in the district. Some of the work moving forward will include a look at differentiating our opportunities for faith formation to align with the various stages of conversion, and to ensure all employee groups see themselves in this invitation.

As well, it will be imperative as we reflect on engaging our students in a faith based life that we continue to find ways to listen to what our students tell us and to engage them in a way that brings them to an adult understanding of their baptismal call so that they may truly see themselves as responsible citizens contributing to society.

The Congress also allowed for interaction with those who are developing processes to re-energise the faith of families and the connection with the parish. Conversations and materials offer insights which will help us in the coming years to enhance our role in strengthening and informing the Home-Parish-School triad.

Attending the Religious Education Congress was thought-provoking and encouraged us to return, share, and implement new found knowledge and perspectives that align with our strategic planning, particularly in the area of Believing.

CONCLUSION:

In our priority area of Believing, we look to celebrating our Catholic Faith and Aspiring to be Models of Christ. Our goals include learners experiencing a Catholic learning environment, enhancing the relationship between home and parish, and that our staff and students are discerning believers formed in our faith and modeling Christ in their actions. These goals all map back to the importance of faith formation across our system for all learners. The sessions and information gathered at the Congress will help to inform our annual strategic priorities for 2018-19.

REPORT PREPARED BY:

L. NAAR
SUPERINTENDENT OF EDUCATION, FAITH FORMATION LEAD

G. FEDERICO
SYSTEM CHAPLAIN

SUBMITTED BY:

L. NAAR
SUPERINTENDENT OF EDUCATION, FAITH FORMATION LEAD

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

INFORMATION REPORT

ITEM 10.4

TRUSTEE DISTRIBUTION SURVEY RESULTS

PURPOSE:

To provide the Board of Trustees with the results of the stakeholder consultation undertaken for the Trustee Distribution and Representation.

BACKGROUND INFORMATION:

At the Regular Board Meeting held on March 6, 2018, the Board Trustees reviewed a report on Trustee representation and distribution ([click here to view the report](#)).

The following matters were considered:

1. The number of trustees that should represent each municipality: Burlington, Halton Hills, Milton and Oakville;
2. Whether trustees should represent each municipality *by ward* or *at large*.

Following this discussion and the vote that ensued, it was determined that feedback on this matter would be gathered from stakeholders.

Stakeholder Consultation

To solicit the feedback of stakeholders, an online survey was made available between March 9 and March 19, 2018.

The request for stakeholder feedback was communicated in the following ways:

- An email was sent to all staff
- An email was sent to all parents
- A message for insertion in the parish bulletin or posting on the parish website was provided to all parishes across the Halton Deanery
- A news release was issued to the media
- A schedule of social media posts were set up on the Board's Twitter and Facebook accounts

Survey Results

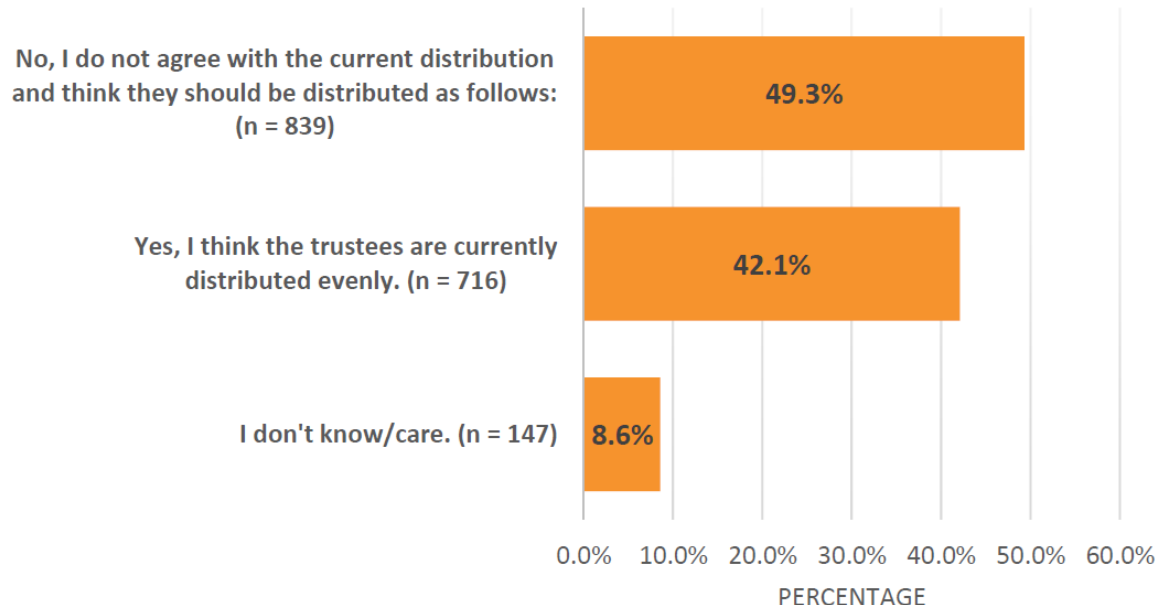
A total of **1723** responses were received.

The survey was broken down into three questions:

1. *After reviewing the trustee distribution map, do you agree with the current distribution?*
2. *School board trustees may represent constituents by ward or at large. Please select your preference.*
3. *Do you have any other comments you wish to share?*

Question 1

The first question in the survey explained the current distribution of trustees across all municipalities and asked respondents whether they agree with the current distribution. We received a total of 1702 responses for this question. The responses are indicated in the chart below.

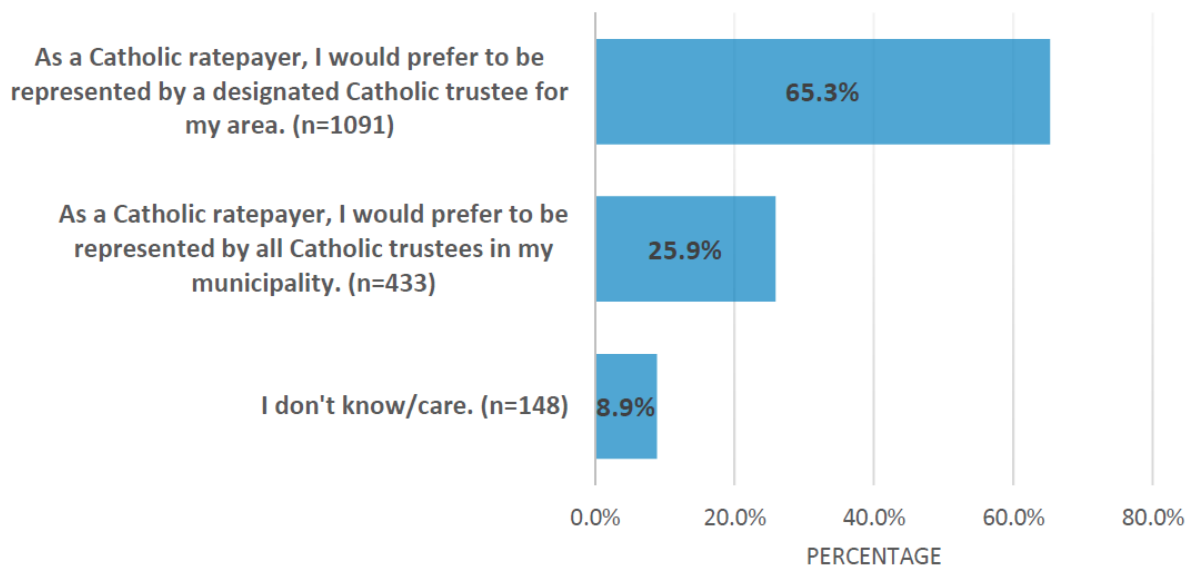


The respondents who did not agree with the current distribution were asked to provide an explanatory comment; 676 of the respondents did so. The most frequent comments were sorted into themes. The following are the most common themes identified by respondents who did not agree with the current trustee distribution.

- Increase trustee representation in Milton (536 respondents)
- Decrease trustee representation in Oakville (306 respondents)
- Distribute trustee representation by ward (35 respondents)

Question 2

The second question in the survey explained the difference between trustee representation that is *by ward* and *at large*, and asked respondents to select their preference. We received a total of 1672 responses for this question. The responses are indicated in the chart below.



: 2 of 3

Question 3

The third question in the survey invited respondents to share additional comments they wished to have considered; 419 respondents provided additional comments. These comments have been sorted into common themes. A complete list of all comments is provided in Appendix A.

The following are the most common themes identified through this question:

- Milton is under-represented and Oakville is overrepresented (95 respondents)
- Support for the ward system (38 respondents)
- Disapproval/displeasure of trustee decisions/agendas (148 respondents)

A summary of all the feedback received through the Trustee Representation Survey, including a complete list of all comments provided in their entirety, is attached as **Appendix A**.

CONCLUSION

The results of the stakeholder consultation for the Trustee Distribution and Representation are provided as information to the Board of Trustees.

REPORT PREPARED:

Z. WALTERS
RESEARCHER, RESEARCH SERVICES

REPORT SUBMITTED BY:

A. SWINDEN
ADMINISTRATOR, STRATEGIC COMMUNICATIONS

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



Trustee Representation for HCDSB

Survey Report

Report Prepared by:
Research & Development Services
3/22/2018

Trustee Representation for the HCDSB

Survey Report

This report summarizes respondents' feedback regarding trustee representation for the HCDSB. The HCDSB community was invited to share their opinion on two aspects of trustee representation: (1) the number of trustees representing each municipality, and (2) whether trustees should represent each municipality 'by ward'. All responses from this survey have been grouped and discussed below to summarize respondents' opinions.

Participant Responses

The participants were asked through an email invitation to provide feedback on trustee representation for the HCDSB, between Friday March 9th and Monday March 19th. In total, 1723 survey responses were received.

Q1: I am responding in my role as: (n = 1644)

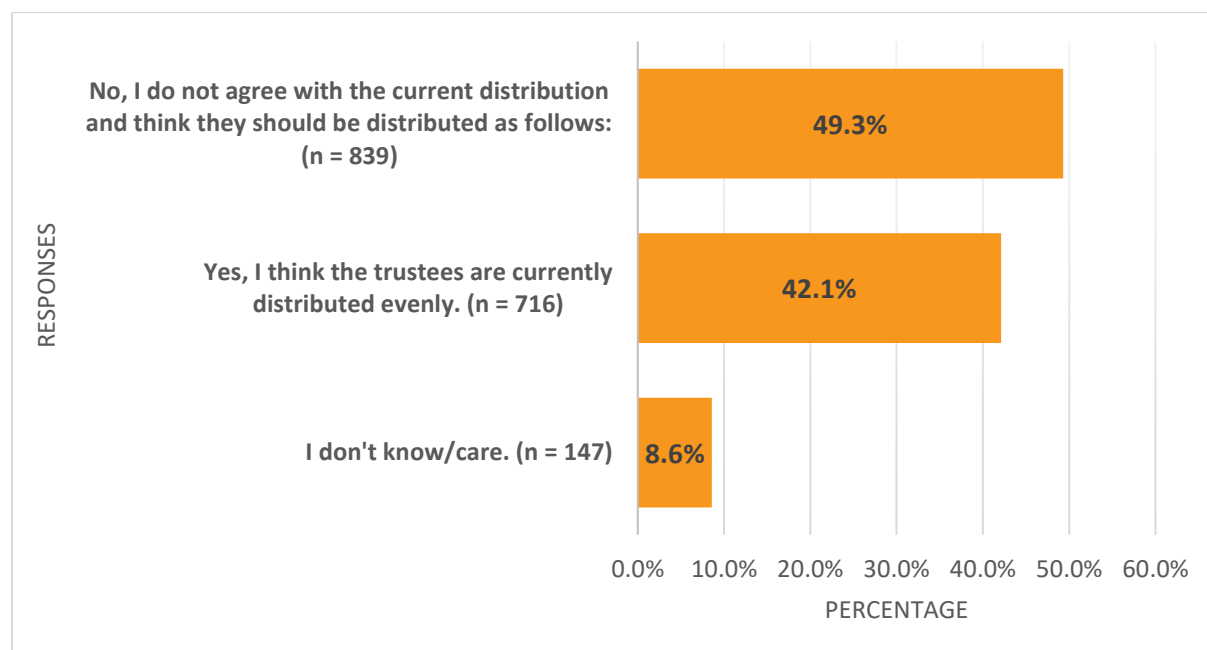
Answer	%	Count
Parent or Guardian with child(ren) in an HCDSB school	65.5%	1077
HCDSB Staff Member	18.5%	304
Catholic Rate Payer	7.7%	126
Catholic School Council (please specify school):	5.5%	90
Clergy or Parish Member	1.4%	23
Other (Please specify):	0.7%	12
HCDSB Student	0.6%	10
HCDSB CPIC (group response)	0.1%	2
HCDSB SEAC (group response)	0.0%	0
Total	100%	1644

The chart below displays respondents' roles who selected 'other' (n = 11):

Catholic Rate Payer and retired teacher
Former ratepayer from Mississauga
Former student

Local & Regional Councillor Milton/Halton
OECTA - HEU
Parent and Staff Member
Parent and staff member
Parent AND Staff Member of HCDSB
Retired HCDSB Teacher
St Francis
Staff, Parent, Parish Member, Catholic Rate Payer

Q2: After reviewing the trustee distribution map, do you agree with the current distribution? (n = 1702)



As indicated by the graph above, approximately half of respondents (49.3%; n = 839) said that they do not agree with the current distribution. 42.1% of respondents (n = 716) indicated that they think the trustees are currently distributed evenly.

676 respondents who selected “no...” provided a comment regarding the way they think the trustees should be distributed. Their comments can be aggregated into the themes listed below. The percentage provided with each theme refers to the proportion of participants who did provide an open entry response (e.g., 676). These themes do not account for all opinions expressed in the survey, but provide a summary of the most frequent comments. A complete list of comments is provided in Appendix A below.

Theme 1: Increase trustee representation in Milton (79.3%, n=536). Examples:

“With the rapidly growing population in Milton there is a need to have an additional trustee for Milton to properly address the needs of this growing population.”

“Milton needs to have another trustee based on our growing population and additional Catholic schools.”

Theme 2: Decrease trustee representation in Oakville (45.3%; n = 306). Examples:

“Based on the numbers, to be evenly distributed, Oakville should be rounded down from 3.4 to 3 and Milton should be rounded up from 1.7 to 2”

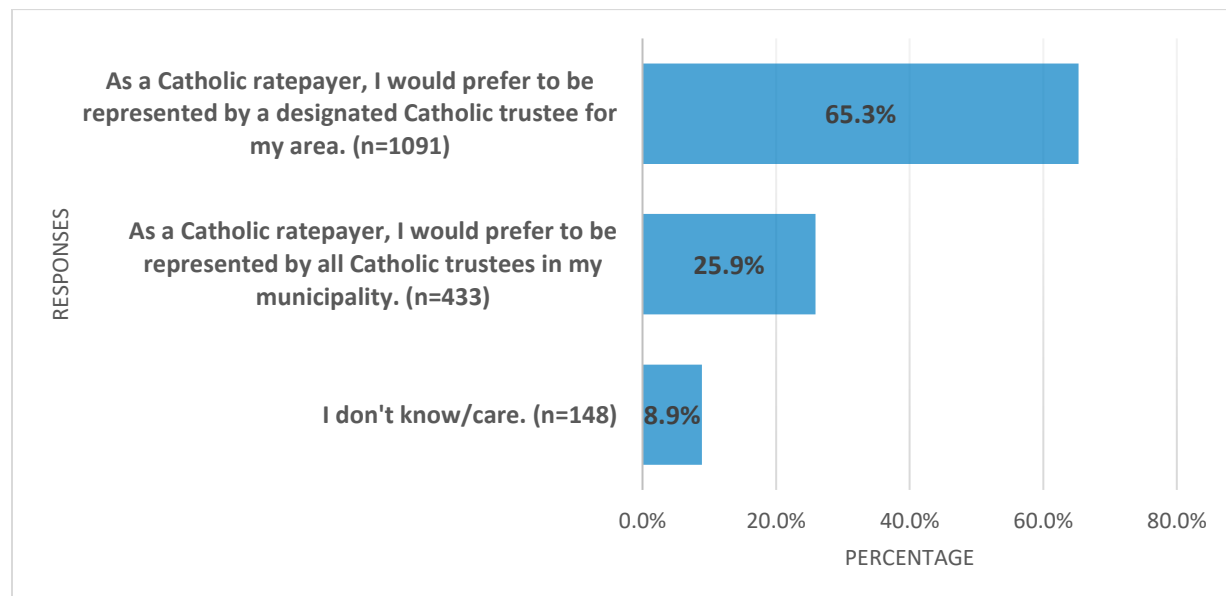
“Too many in Oakville. Reduce by one. Put additional trustee in north”

Theme 3: Distribute by ward (5.2%, n=35). Examples:

“They should run by ward so that the trustee can have a more active role in the schools they represent and the staff and families of the schools know that the person representing them lives near them and is known to them.”

“equal distribution based on ward”

Q3: School board trustees may represent constituents ‘by ward’, with each trustee within a municipality representing a designated section of the municipality; or ‘at large’, with all trustees within a municipality representing the whole municipality. Please select your preference below: (n = 1672)



As indicated by the graph above, the majority of respondents (65.3%; n = 1091) indicated that as a Catholic ratepayer, they would prefer to be represented by a designated Catholic trustee for their area.

Q4: Do you have any other comments you wish to share? (n = 419)

419 respondents provided additional comments. Their comments can be aggregated into the themes listed below. The percentage provided with each theme refers to the proportion of participants who did provide an open entry response (e.g., 419). These themes do not account for all opinions expressed in the survey, but provide a summary of the most frequent comments. A complete list of comments is provided in Appendix B below.

Theme 1: Milton as underrepresented and Oakville as overrepresented (22.7%, n = 95). Many respondents commented on the need to increase Milton's representation to two trustees and decrease Oakville's representation to three trustees, in order to fairly distribute the trustees. Examples:

"When I look at the distribution of the nine trustees I feel you are doing Milton and injustice by having one trustee based on the 1.7 rating. Burlington has 2.7 and you bumped it up to three. Oakville has a 3.47 and you bumped it up to 4. Acton 1.09 is acceptable. It is my opinion that Milton should be 2 because of its growing population. Based on the Oakville number 3.47 and your desire to keep 9 Trustees, I suggest you have three in Oakville..."

"It's fairly obvious that Milton needs a second Trustee and Oakville should have only 3 Trustees."

"Decrease the number in Oakville, add one to Milton"

"I'm shocked to see that Oakville has 4 trustees while Milton only has 1! That seems like unfair representation, with Milton being the fastest growing community in Halton. Milton also has many more Catholic schools now compared to when the current Trustee system was first implemented. I'm glad that HCDSB is looking at making some much needed changes in Trustee distribution in our board!"

Theme 2: Support for the ward system (9.1%; n = 38). Comments relating to this theme expressed not only support for the ward system, but refusal to vote for trustees that go against this system. Examples:

"It is extremely important that all areas be represented fairly. I love the idea of wards. I know who I need to go to and can work with someone who is truly connected and truly committed to their community..."

"I strongly support Catholic trustee representation by wards as every ward has different needs so their dedicated representatives can more accurately address their concerns."

Theme 3: Disapproval of trustees' decisions/agendas (35.3%, n=148). Although unrelated to the distribution of trustees, many comments revolved around the theme of disapproval/displeasure

in the current trustees. Many of these comments discuss trustees' promoting their own agendas, specifically relating to the recent motion to withdraw charity support from certain charities.

Examples:

“yes. I am extremely displeased by the HCSB vote to redirect all school donations to any charitable organizations that publicly support, either directly or indirectly, abortion, contraception, sterilization, euthanasia or embryonic stem cell research.”

“Upon reading meeting minutes and attending a few board meetings, I would like to see our trustees spend less time on pushing personal agenda items and more on supporting our board AND maintaining the great things happening in our Catholic schools. We are a Catholic board and living out our faith, including our conduct, should extend to all members, including our trustees.”

Appendix A: Complete List of Responses to Q2

Would like to see more in Milton, currently do not seem distributed fairly based on population

Wondering why for Burlington and Oakville they round up. Whereas for Milton the quotient is 1.72 and we only get 1 trustee, can you explain that math?

With the rapidly growing population in Milton there is a need to have an additional trustee for Milton to properly address the needs of this growing population.

With the growth in Milton, there should be more representation than Oakville and Burlington. There should be a reduction in Oakville and Burlington Trustees as they are not growing like Milton and Georgetown are. We need to really analyze the distribution.

With Milton having half the number of rate payers that Oakville has, they should have half the trustees (right now they have 1 when they should probably have 2)

With Milton growing it should have more. But overall I wish there were some non Catholics in the mix considering we attend. How not inclusive of you.

With Milton actively growing, I would like to see a second trustee appointed.

with growth projection and fairness of in put...Oakville should go down to two and one new trustee added to each Milton and Halton.

With anticipated population increases in currently growing populations I believe Milton needs more trustee representation

Why does MILTON who is one of the biggest area have 1 trustee

Why does Milton have 1 representative and Oakville have 3 when the ratepayer distribution is not 3 times as great in Oakville. We have schools opening in Milton and schools closing or amalgamating in Oakville. There should be more representation in Milton and less in Oakville.

Why does Milton only have one?

We need more trustees for Milton

we need more trustees in Milton and Georgetown - the three high schools have over 4000 students and only 2 trustees; Oakville high schools have about 3400 students; and Burlington has about 2600 high school students. This is not equitable. Suggestion: Milton and Halton Hills - 4; Burlington - 2; Oakville - 3
we need more representation

we need another trustee in Milton as we only have one.

We need an additional Trustee for Milton.

Way too many trustees

Ward, family of schools

Ward

Ward

ward

Unsure but not based on ratepayer population. The smaller communities do not have a strong enough voice at the table right now.

Trustees should equal by area not by ratepayer population

Trustees should belong to our school board. E.g should be a trustee within her child's school district

Trustees should be elected based on area of representation, not at-large

Trustees should be distributed using the premise of representation by population. For example, each of the four geographic areas (according to the trustee distribution map) would receive one trustee for a certain number of ratepayers - e.g. 1:10 000.

Trustees should be distributed in regions based on student population.

Trustees should be based on student population, not based on Trustee's personal agenda.

Trustee per ward

Too many in Oakville/Burlington. The smaller municipalities get lost.

Too many in Oakville. Reduce by one. Put additional trustee in north

Too many in Oakville. Redistribute at least one to north Halton

Too many in Oakville, not enough in Milton

too many in Oakville!

Time for 2 trustees in Milton

three burlington, three oakville, two milton and one halton hills

They should run by ward so that the trustee can have a more active role in the schools they represent and the staff and families of the schools know that the person representing them lives near them and is known to them.

They should be equally distributed as per population. Milton more and Oakville less

They should be distributed evenly to all areas

They should be distributed by ward. Period.

They should be distributed based on student population per region

There should be two trustees for Milton

There should be no separate school boards, thus no separate trustees. Duplication of these boards leads to unnecessary spending and waste.

there should be more than 1 representing Milton

There should be more representation.

There should be more representation in Milton as more schools are being built and the fast growing communities.

There should be more representation in Milton

There should be equal distribution so that each area has 3 representatives

There should be better Trustee representation of Trustees in Milton. It does not make sense for Oakville to have 4 Trustees and Burlington to have 3 Trustees and only 1 in Milton. Milton is growing exponentially while Oakville is not. This does not make sense. I understand change is difficult but it is also necessary and appropriate with the growth in Milton. One trustee representing Milton is simply ridiculous.

There should be at least a second trustee for Milton.

there should be at least 2 trustees for Milton and 2 for Halton Hills as these areas have seen much population growth(especially Milton) in the last 8-10 years, and homes continue to be built.

There should be at least 2 each for Milton and Halton Hills.

There should be another trustee in Milton

There should be an additional Trustee for Milton

there should be adjustment to acknowledge Milton growth - move an Oakville trustee to balance Milton need. Consider a ward system for balanced representation.

There should be a second trustee in Milton and one less in Oakville

There should be 3 trustees for Halton Hills.

There should at least be 2 representing Milton.

There needs to be more representation in the North! I know based on numbers, it is smaller but it's definitely uneven and not equally represented. Perhaps representation by ward would be better.

there needs to be more representation in Milton - the current distribution is not fair or equitable

There needs to be a more balanced distribution, specifically in the north.

There is an imbalance in Milton and Oakville. Too many trustees in one area not serving the new students.

There are too many in Oakville. Fewer are needed.

There are too many for Oakville - this introduces political bias. Each municipality should be equally represented

The student population has increased dramatically in Milton whereas the enrolment for Oakville has decreased.

The north needs more. Take from Oakville

the north needs another trustee. Oakville does not need 4

the north needs another trustee. Maybe one in Milton. Oakville has too many.

the north needs another trustee. Redistribute one to the north

The Milton population is continuing to increase and we are in need of one more trustee

The Board should follow the Region of Halton's lead of adding councillors to reflect current and projected growth and add 1 trustee for the Milton area.

take one from Oakville for Milton

take one from Oakville and re-distribute to the north

take one from Oakville and put one in Milton

take one from oakville and add one to milton

Take a trustee from Oakville to give to North HCDSB

Status quo except Milton should be 2.

Since Milton has grown to half the size of Oakville Catholic ratepayers, then Milton should get an additional trustee representative to balance out the representation.

Should Milton be allocated two trustees given that it is much larger than Halton Hills and is growing?

Should have more trustee for MILTON

Should be the same as Burlington

same number for each ward...Milton and HH are growing

Same number for each municipality-- like how the US Senate is

Ridiculous. Burlington 3, Oakville 3, Milton 2, Halton Hills 1

Reduce Oakville by one and add one to Milton

reduce oakville by 1 and increase milton by 1

Put another trustee in Milton or Halton Hills. Take one from Oakville.

Proportionally based on % of kids in each municipality.

Population of Milton growing, with more schools opening - should at least have 1 more

Per town, else the higher ratepayers have more say due to higher property prices. Not a very Catholic distribution of influence.

Our 1 trustee doesn't provide/obtain feedback from the people that voted for him.

only 2 trustees in Oakville; put another in Milton or HH

Only 1 in Milton we need more. Milton has a total of 12 Catholic schools need more representation

One Trustee is not enough for Milton.

One representative each town

one per region should be enough.

One of the Oakville trustees should be reallocated to Milton

One of the Oakville trustees should be allocated to Milton

One of Oakville trustees should represent Milton

one more trustee to represent Milton

One more trustee in the Milton and/or Halton Hills area as the expansion of population has and continues to boom

one more in milton, one less in either oakville or burlington

One more in Milton and one less in Oakville

one less in Oakville, one more in north shared - Milton/Halton Hills

one halton hills, two milton, three burlington and three oakville

One greater trustee for Milton to reflect its percentage of the population

One from Oakville given to Milton

One for Halton Hills, Two for Milton and 3 Each from Oakville and Burlington

one extra trustee for Milton

Obviously, Oakville is over-represented!

Oakville=3, Burlington=3, Milton=2, Halton Hills=1

Oakville-3, Burlington-3, Milton-2, Halton Hills-1

Oakville should receive 1 less trustee and Milton 1 more trustee

Oakville should lose a trustee, Milton should gain one

Oakville should have trustees representing specific schools

Oakville should have one less and Milton should have one more

Oakville should have 3 and milton should have 2;all others to remain the same

Oakville seems to be over represented, and Milton under represented. There needs to be a redistribution - take at least one trustee from Oakville and have that spot go to Milton.

Oakville is over-represented!! More trustees in the north are required

Oakville is over represented. Why is 3.4 rounded up to 4 while Milton's 1.7 is rounded down to 1? That is inconsistent as Burlington's 2.7 is rounded up to 3.

Oakville is over represented. I think Oakville should have 3 reps, Burlington 3 reps, Milton 2 reps, Halton Hills 1 rep.

Oakville has too many. Milton needs another.

Oakville has double the rate payers but has 4 trustees. There seems to be an uneven amount in Milton. It should be 2 each.

Oakville down to 3 and Milton up by one. Or move to a ward system

Oakville and Burlington should b the sam, Milton and Halton, half

Oakville and Burlington have too much power compared to Milton and Halton Hills (which are experiencing the most growth!)

Oakville : 3, Milton : 2, Burlington and Halton Hills : status quo.

Oakville 3; Burlington 3; Milton 2; hh 1

Oakville 3; Burlington 3; Milton 2; Halton Hills 1

oakville 3; Burlington 2, Milton 3, Halton Hills 1
Oakville 3. Burlington 2. Milton 2. Halton 1.
Oakville 3, Burlington 3, North Halton 3
Oakville 3, Burlington 3, Milton 2, Halton Hills 1
Oakville 3, Burlington 3, Milton 2, Halton hills 1
Oakville 3, Burlington 3, Milton 2, Halton Hills 1
Oakville 3 Burlington 3 Milton 2 HH 1
Oakville - 3, Burlington -2, Milton -2, Halton Hills 2
Oakville - 3 Burlington - 3 Milton - 2 Halton - 1
Not fairly distributed to Milton
Not evening divided between north and south Halton however trustees may prefer to represent the area in which they reside (?)
not enough representation
Not by ratepayer but by catholic student population.
Not at all. The ratepaying public, parents, and staff DO NOT need trustees who know nothing about education, students' needs, or true Catholic values.
Northern areas need more representation
none of the areas should have one trustee if other areas have more than 2
No I do not agree with the current distribution and think they should be distributed as follows: Milton 2; Burlington 3; Halton Hills 1; Oakville 3 This is simple mathematics of the population that is represented
need one more trustee based on the population of milton
need more Catholic representation
My first thought is that the number of trustees should be reduced to 6 and they should represent all municipalities as one group.
Municipality
Move trustee from Oakville to Milton
Move more to Milton
more trustees should be allotted in each municipality more people to solve issues and help with other problems
more trustees needed in the north. too many in oakville
More trustees in milton, less in oakville
More trustees for Milton based on the growing ratepayer population
more trustees for Milton are needed - less trustees in Oakville

More trustee representation in Milton
More trustee in Milton, especially with growing population.
More to Milton
more than one per municipality as no one person should have so much power
More representation for Milton- should be by # of students not by ward.
more representation in the northern part of the school board
More representation in the North
More representation in Milton as we have grown so much
More representation in Milton and Halton Hills. Oakville does not need 4 Trustees
More representation in milton
More representation in Burlington so that Oakville trustees don't make decisions on Burlington schools.
More representation for Milton. 130,000 and growing.
More representation for Milton to better reflect Milton's growth..
More representation for Milton and less for Oakville
More representation for Milton
more representation for Halton Hills
more needed in north
more in Milton, less in Oakville
More in Milton to represent the greater number of students there
More in Milton - Milton has a larger population and should be proportional.
More in Milton
More in Milton
More in Milton
More in Milton
More in Milton
More in milton
More from Milton
more for Milton less for Oakville and Burlingotn
More for Milton and less for Oakville

more for Milton -

More evenly distributed... perhaps by number of school?

More evenly across the areas as areas such as Milton are growing

more evenly -

More allocation to Milton as the population is growing

Minimum 2 for Milton

Min 2 per region. Why does Halton have a sole decision maker?

Milton-2, Oakville-3, HH-1, Burlington-3

Milton(1.7) 2, Burlington(2.7) 3, Oakville(3.4) 3, Halton Hills(1.09) 1

Milton's size is such that it should be represented by more than one Catholic trustee.

Milton's number of trustees should have been rounded up to 2.

Milton Trustees (2) Halton (1) Oakville (3) Burlington (3)

Milton should have two - following the rules of rounding and because it's growing. Oakville should have 3 - same as Burlington.

Milton should have one more representative and Oakville one less based on ratepayers

Milton should have one more and Oakville one less

Milton should have more trustees. Why does the south continue to be over represented?

Milton should have more representation. Burlington isn't they much bigger. Maybe a 32 for Burlington to a 26 Milton

Milton should have more representation

Milton should have more assigned due to the growing community; all distribution should be consistent across the board (either in Wards as in Burlington, or "at large" as in Oakville)

Milton should have more

Milton should have more

Milton should have minimum of 2 trustees

Milton should have at least two trustees.

Milton should have at least one more trustee and Oakville one less.

Milton should have at least 2 Trustees, maybe even 3.

Milton should have at least 2 trustees given the population

Milton should have at least 2 if not 3.

Milton should have at least 2

Milton should have another trustee; Oakville's Catholic Ratepayer population is twice that of Milton, yet has four times as many trustees. That strikes me as very inequitable. Milton's Catholic ratepayers are under-represented by the number of trustees currently allocated.

Milton should have another trustee. Oakville has too many.

Milton should have another trustee

Milton should have another one

Milton should have an additional Trustee

Milton should have an additional - take one away from oakville

Milton should have a second trustee

Milton should have 4, halton hills 2, Oakville and Burlington 3 each

Milton should have 2, Oakville should have 3, Halton Hills & Burl stay the same.

Milton should have 2 Trustees; Oakville thus should have 3 only with Burlington 3 only also.

Milton should have 2 trustees.

Milton should have 2 trustees.

Milton should have 2 trustees (If Oakville has 3.4 and Milton has 1.7 then Milton should have 2 trustees - half of the Oakville number).

Milton should have 2 Trustees

Milton should have 2 trustees

Milton should have 2 trustee

Milton should have 2 and Oakville should have 3, others the same.

Milton should have 2 at this point

Milton should hav3 2 trustees, Oakville should have 3

Milton should get one more trustee for fair representation

Milton should get more than 1 representation

Milton should get more representation

Milton should get an additional trustee and Oakville should get one less

Milton should change to 2 and Oakville to 3

Milton should be more represented

Milton should be equal to Oakville and Burlington region which indicate 3 and 4 trustees

Milton seems under represented and needs another trustee

Milton requires 2 trustees

Milton needs to have more trustees based on student population!

Milton needs to have another trustee based on our growing population and additional Catholic schools.

Milton needs more. Oakville needs less

Milton needs more trustees

Milton needs more trustee

Milton needs more representations

Milton needs more representation. Oakville needs less

Milton needs more representation Oakville needs less. Trustees should each be assigned a region, not be at large. It makes it difficult to know who to speak to when they are at large as no one is assigned to a specific school.

Milton needs more representation due to growth

milton needs more representation as it is a growing city.

Milton needs more representation

Milton needs more representation

Milton needs more given the rising enrolment

Milton needs more

Milton needs greater representation. Oakville should give up 1 trustee to Milton.

Milton needs better representation. Move one trustee from oakville to milton

Milton needs at least one more trustee.

Milton needs at least one more

Milton needs at least 2

Milton needs another Trustee. Oakville only needs 3.

Milton needs another trustee. One Oakville trustee should be distributed there.

Milton needs another trustee.

Milton needs another Trustee!

milton needs another trustee to reptesent our people

Milton needs another trustee

Milton needs another trustee

Milton needs another rep and Oakville has too many

Milton needs an additional trustee, we have only one and out population continues to grow.

Milton needs a minimum of 2 trustees
Milton needs 3 or 4 trustees to represent our increased size and growth.
Milton needs 2 - take one from Oakville
Milton minimum 2 trustees
Milton is underrepresented and growing
Milton is under-represented. Reduce Oakville by 1 and add to Milton
Milton is under served; they should have one more trustee.
Milton is under represented by 1 trustee. As a matter of fairness and equitable representation one more trustee must be added
Milton is under represented and student population continues to grow.
Milton is the fastest growth area in the Halton region and should have greater Trustee representation.
Milton is not represented
Milton is currently under-represented and Oakville is over-represented. One of the trustees in Oakville should be redistributed to Milton.
Milton is clearly under serviced.
Milton is clearly in need of a second trustee. Perhaps redistributing one from the Oakville area would be beneficial.
Milton is a growing community and should be afforded a greater representation
Milton is a fast growing community and we need another Trustee
Milton increased to two and Oakville decreases to three
Milton has one trustee and yet covers the largest area on the distribution map, and is the fastest growing city.
Milton has instantly grown and needs addition representation
Milton has half the population of oakville for catholic ratepayers, but a quarter of the representation. Milton should have at least two trustees, if not three based on the size of the area they represent.
Milton growth is getting bigger so we need another trustee
Milton doesn't have proper represntation
Milton could use one more Trustee
Milton and North should have more representation, particularly when you consider how many schools will be going up in Milton in the next few years.
Milton and Halton hills should have more representation.
Milton and Halton Hills definitely need more representation
milton and halton hills 2 trustees instead of one for each town

Milton = 2, HH = 1, Burlington = 3, Oakville = 3
Milton 3, Oakville 3, Burlington 2, Halton Hills 1
Milton 2; HH 1; Burl 3; Oakville 3
Milton 2, Oakville 3, no changes in HH or Burlington
Milton 2, Oakville 3, Burlington 3, HH 1
Milton 2, Oakville 3
Milton 2, Halton Hills 1, Burlington 3, Oakville 3
Milton 2, Burlington 3, Oakville 3, HH 1
Milton 2, Burlington 3, Oakville 3, Halton Hills 1
Milton 2, Burlington 3, Oakville 3, Halton hills 1
Milton 2 trustees, Oakville 3 trustees
Milton 2 trustees
Milton 2 Trustees
Milton 2 Oakville 3 Others the same
Milton 2 and Oakville 3
Milton 2
Milton 2
Milton 2
Milton 2
Milton -2, Halton Hills -1, Burlington and Oakville - 3
Milton -2, Oakville -3, Others remain the same
Milton - 2.5
Milton - 2, Oakville - 3, Burlington - 3, Halton Hills - 1
Milton & Georgetown need greater representation based on population
Milton
Milton - 2, Burlington - 3, Oakville - 3, HHills - 1
mathematics of rounding (grade 4) suggests: Oakville 3, Burlington 3, Milton 2 Halton 1
lose 1 in Oakville and Burlington - add two to Milton

Looks like Milton and Halton are slightly under represented, shift an Oakville Trustee to maybe split between Milton and Halton (not knowing exactly the detailed ins/outs of the trustee role). Maybe we should look at the split based on number of schools rather than population though.

less support for Oakville, more support for Milton

Less representation for Oakville, more for Milton

less Oakville trustees and more in Milton

Less in Oakville, more in Milton/Halton

Less in Oakville, more in Milton

Less in Oakville

It would be fair by ward

It should be based on the ratio of the number of students

It should be based on population.

it should be based on community and school populations - make the trustee numbers reflect the aforementioned

it seems like Oakville has a higher ratio of trustees to population

It seems like Milton is under represented and Oakville is over represented and perhaps should go to 2 Milton and 3 Oakville with the others remaining the same. Assuming the total number of trustees is required to stay at 9.

It does not appear to be representation by population. For example: Oakville has twice as many ratepayers as Milton, but has 4 times as many trustees.

Is it per population?

Increased in Milton as population (school aged kids) continues to dramatically increase

Increase in Milton representatives. Members should not run at large.

In Milton, there should be at least three (3) trustees.

I wonder if the Milton area should have higher representation.

I think with Halton Hills and Milton growing in size quite a bit over the last years, they need a greater representation other than 1 trustee. I am not sure I agree that the one should be taken from Burlington or Oakville, but I do think the north needs a greater voice.

I think we should have another trustee to represent us

I think there should be more in Milton.

I think there should be more distribution within Milton.

I think there should be an additional representative in Milton

I think there should be a trustee member per city ward.

I think there should be 2 trustees in Milton.

i think the trustees should be by ward. milton is under represented

I think the trustees should be allocated where the kids are most populated. Milton needs more, oakville doesn't need as many.

I think the trustees from smaller areas should have greater voting power to support diverse needs of thier community

I think the Town of Milton is a rapidly growing population and needs more representation for the expanding student popualation.

I think that the area of milton with multiple number of schools and more to be built in the near future, the town of milton as part of halton region is disportionally underrepresented in the board.

I think that Milton should have 2 trustees and Oakville should have 3 trustees.

I think that each region should be equally represented

I think one of the Oakville Trustees should be re-allocated to Milton

I think Oakville should have one less an give Halton Hills another trustee spot.

I think more trustees should be allocated to Milton and less to Oakville. Milton is a growing area that cannot be served by one trustee.

I think Milton should have more.

I think Milton should have more trustees

I think Milton should have another trustee.

I think Milton or Halton Hills needs another trustee. That's where we are growing. Oakville has too many. It's not 1980 anymore.

I think Halton Hills and Milton should have greater representation

I think 9 is too many. Why not 5? Also, too many Superintendents. Rather than find a new director when you retire, please consider promoting an existing superintendent and don't replace them. 7 Superintendents, 7 assistants, an assistant for the assistants. It's costing too much.

I think 1 trustee should be added to Milton taking away one from Oakville

I feel there could be one more trustee in Milton and one less in Oakville

I feel the Catholic School Board needs more representation to be fair.

I feel that the representation needs to be increased in Milton and decreased in Oakville in order to better balance the representation

I don't know the best distribution, but only based on ratepayers seems inadequate. Shouldn't the previous years dictate the need.

I do not fully understand the allocation/distribution calculation

I cannot believe this question is even being asked. The Town of Milton is one of the fastest growing communities in the entire Country and yet has only ONE trustee? This is an abomination. The lack of a second trustee the past five years has resulted in massive overcrowding in Milton schools and the trustees have done this region an incredible disservice. Bishop Reding and Jean Vanier school lots are JAMMED with portables. It is time this school board joined the majority of the world and enters the 21st century. Burlington 2, Oakville 3, Milton 3, Halton Hills 1.

I believe we should have as many trustees as Oakville and Burlington. We are as populated as those cities.

I believe there should be more attention paid to the number of students in each town and trustees allotted accordingly

I believe that we should have two trustees in Milton and three Oakville trustees

I believe that Oakville is over represented and Milton is under-represented. Milton has two of the largest Catholic Secondary schools in the board and 11 elementary schools. I feel this warrants at least 2 trustees representing their interests.

I believe that Milton should have at least 2 Trustees

I believe it should be represented by ward but disagree that Milton should only have 1.7 representatives. Bishop Reding is the largest school in the board and JV is also exploding. To have less than 2 reps seems unbalanced.

How is it possible that Milton the fastest growing Municipality in Canada, has only one trustee???

Higher representation in Milton

HH1, Milton 2, Burlington 3, Oakville 3. The misguided political stunt by Oakville Trustees can lead to one their departures in my opinion. I see adding one in Milton as a balance.

HH 1, Milton 2, Burlington 2, Oakville 4....but Burlington should have 3 so there should have been an increase in the number of trustees.

HH - 2 Milton - 2 Burlington 2 Oakville 3

HH - 1, Milton -2, Burlington - 3, Oakville - 3

Have at least 2 trustees for Milton

Halton Hills=1, Milton=2, Burlington=3, Oakville=3

Halton Hills: 1 Milton: 2 Burlington: 3 Oakville: 3

Halton Hills: 1; Milton: 2; Burlington: 3; Oakville: 3 (as this is fair)

Halton Hills should have another trustee. Oakville should have one less.

Halton hills and Milton should've together with three trustees - one taken from Oakville. Milton is growing at a very fast rate.

Halton Hills =1, Milton = 2, Burlington = 3, Oakville = 3

Halton Hills 1, Milton 2, Burlington 3, Oakville 3

Halton Hills 1, Milton 2, Burlington 2, Oakville 4

Halton Hills 1 Milton 4; Oakville 2 and Burlington 2

Halton Hills 01, Milton 02, Burlington 03, Oakville 03

Halton Hills -2, Milton - 2, Oakville - 3, Burlington - 2

Halton Hills -1, Milton -2, Burlington -3, Oakville -3

Halton Hills - 2, Milton - 3, Burlington - 2, Oakville - 2

Halton Hills - 2, Milton - 2, Burlington - 2, Oakville -3
halton hills - 1; Milton - 2; Burlington - 3; Oakville - 3
Halton Hills - 1, Milton - 2, Oakville - 3, Burlington - 3
Halton Hills - 1, Milton - 2, Burlington - 3, Oakville - 3
Halton Hills - 1 Milton - 2 Burlington - 2 Oakville - 3
H.H 1. Milton 2, Burlington 3, Oakville 3
Growing Milton should be allocated one more Trustee
Given the growing population in Milton, another trustee should be allocated there.
Give Milton 1 more trustee with their increased population
Follow the Family of Schools 3 Burlington, 3 Oakville, 2 Milton, 1 Halton Hills
Fewer trustees in Oakville More in the North.
family of schools
Family of Schools
Fair representation in each municipality
Every area should have an equal amount of representation. It shouldn't be concentrated in a small area base do on property taxes.
Evenly. I don't know how the trustees can look at the map and think this is equitable. Do the math, and do the right thing. Either reduce the number of Oakville trustees by 2, so that they match the other municipalities, or add to Milton and Halton Hills. How there is only 1 trustee in Milton makes no sense.
Evenly, Milton needs more as per their population. All trustees should be by ward do that they are accountable. Oakville is over represented.Trustees
Evenly based on # of Catholic ratepayers. I live in Oakville but I think Oakville has too many trustees based on the map.
Evenly - representative of the ratepayer population of the district; in other words, Oakville should be decreased by 1 and Milton increased by 1. This is what is fair & equitable.
Evenly
Evenly
even between areas
Equally ditributed for each area
Equally as per population and geographical location
Equally across the areas ie- one per high school
Equally
Equally

equal representation
EQUAL REPRESENTATION
equal distribution based on ward
Equal Burlington 3, Oakville 3 and Noth Halton 3 (Milton/Halton Hills)
eliminate school boards
each site, Oakville, Burlington and milton and halton hills should be represented by ward NOT AT LARGE
Due to population growth Milton should have more
Drop Oakville to 3 and put 2 in Milton - would also match number of high schools in each area
Divide Ward 4 and 5
Distribution that reflects community population size.
Distribution should be proportionate to number of students in each municipality
Distribution should be by voter population
distribution should be based on student population
Distribution should be: 3 Oakville, 2 Milton, 3 Burlington, 1 Halton Hills
Distributed to cover the entire municipality.
Distribute another trustee to Halton Hills or Milton from Oakville
Definitely two for Milton given projected population growth plus the higher percentage over Oakville
Considering the current population that is only increasing, we need more representation.
Considered equal if Milton has 2 trustees.
Community is growing and need trustees according to the size of the community. There should be at least one trustee for each boundary of schools.
By wards
By ward.
By ward, adding more trustees to Milton
by ward
By ward
by ward
By ward
by ward
By Ward

By ward
By Ward
By ward
By ward
by ward
by ward
By specific ward
By population ratio
By population dispersion
By population - more trustees for Milton.
by Family of Schools - 3 in Burlington, 3 in Oakville, 2 in Milton, and 1 in Halton Hills
By family of schools
By electoral Wards across Halton
by area we live in
Burlington should round down to 3, Milton should round up to 2
Burlington 3, Oakville 3, Milton 2, Halton Hills 1
Burlington 3, Oakville 3, Milton 2, Halton Hills 1
burlington 3 oakville 3 milton 2
Burlington - 3; Oakville - 3; Milton - 2; Halton Hills - 1
Better representation for Milton or change to At Large
Believe Milton should have 2 Trustees
Because the chair of trustees is also the Milton representative, and does not vote unless to break a tie, there should be another Milton trustee instated to vote as a representative of the community
Because of the significant change in population, Milton needs to be more fairly represented. Oakville is over represented.
based on the numbers, why don't we round off and give Oakville 3 and Milton 2
Based on the numbers, to be evenly distributed, Oakville should be rounded down from 3.4 to 3 and Milton should be rounded up from 1.7 to 2
Based on the number of children served in a geographic region (or Milton should receive a proportionate number of trustees based on the percentage of children Milton has in relation to the tota number of children served by the board
Based on the norm of rounding percentages up at .5 and above - then Milton population quotient should be rounded up to 2 trustees and Oakville Trustees should be rounded down to 3 trustees.

Based on the math. Pretty obvious Oakville should be 3 not 4 and Milton should be 2.

Based on population of school aged children attending/municipality

Based on population (current) and equal to the other municipalities

based on population in the schools - Milton should have 4 trustees and Halton Hills can be represented by them; 2 trustees for Burlington and three for Oakville

Based on population

Based on equal boundaries of student population

At least two where there is one...would be a fair compromise.

At least two in Milton

At least one more in the Milton area

At least based on population per 10k currnt trustee to area does not make sense

At least 2 trustees in Milton

At least 2 for Milton

At least 2 for Milton

At least 2 for Milton

At large.

at large

At large

At Large

As the staff report recommends {Option A} with Milton having 2 trustees and Oakville having 3 trustees.

As per population, approximately 1 trustee for 10K members for Halton Hills, Burlington and Oakville. Milton has 1 trustee for over 22K members. How is that considered even distribution? For example, Oakville has 4 trustees for 44K members. Milton at 22K, has half the number of Oakville's members. To be fair, Milton should have 2 trustees. Do the right thing.

As Milton is one of the fastest growing cities in Halton Region (if not the fastest), I believe at least one more trustee should represent Milton

As Milton grows so should its' representation

Any municipality should have at least two representatives

Another trustee should be appointed to the town of Milton

another trustee is needed

An extra trustee in the Milton area, and one few were in the Oakville area.

an additional trustee in the north, only 2 Oakville trustees

Allotted for the amount of schools per district
allocated proportionally based on the population of students within the HCDSB
Additional one covering Milton Due to the growing population
Additional Milton; one less Oakville
add two to Milton - take one from Burlington and 1 from Oakville
add representation to Milton / decrease in Oakville
Add more trustees in Milton and take some away from Oakville
Add more for Milton
Add a trustee in North Halton. Get rid of an Oakville trustee
Add a Milton trustee and eliminate an Oakville trustee
According to the Staff Report recommendations: Halton Hills: 1; Milton: 2; Burlington: 3; Oakville: 3
A trustee needs to be added to represent growing population in Milton
A trustee for Georgetown and for acton.
a second trustee representing Milton
A reduction to 4(four) or 5(five) trustees is sufficient to handle the current requirements, as well as necessary to save money to the taxpayer.
A redistribution to reflect Milton's growth
A minimum of 2 representatives in Milton are needed
8
4 more trustees should be added - 1 per each municipality
4 for Milton and Halton Hills, 3 Oakville, 2 Burlington
4 for milton
31 percent of the trustees in Milton; Increase Milton to 2.
3-Burlington 3-Oakville 2-Milton 1-Georgetown
3,3,2,1
3 trustees representing Milton Catholic schools
3 ofr oakville, 2 Burlington, 3 Milton, 1 Halton Hills (and that's being generous)
3 oakville/3 burlington/2 milton/1 halton hills
3 Oakville, 3 Burlington, 2 Milton, 1 Halton Hills
3 Oakville, 3 Burlington, 2 Milton, 1 Halton Hills

3 Oakville, 3 Burlington, 2 Milton, 1 Halton Hills
3 oakville, 3 burlington, 2 milton, 1 halton hills
3 Oakville, 3 Burlington, 2 Milton, 1 Halton Hills
3 Oakville, 3 Burlington, 2 Milton, 1 Halton Hills
3 Oakville, 3 Burlington, 2 Milton, 1 Halton Hills
3 Oakville, 3 Burlington, 2 Milton, 1 Halton Hills
3 Oakville, 2 Milton, 3 Burlington
3 Oakville, 2 Milton, 3 Burlington
3 Oakville, 2 Burlington, 2 Milton, 2 Halton Hills
3 Oakville 3 Burlington 2 Milton 1 Halton Hills
3 Oakville 3 Burlington 2 Milton 1 Georgetown
3 Oakville 3 Burlington 2 Milton
3 Oakville 2 Milton 3 Burlington 1 Halton Hills
3 oakvill,3 Burlington,2 Milton,1 Halton Hills
3 in Oakville. 2 in Milton
3 in oakville, 3 in Burlington, 3 in North halton (Milton and halton hills)
3 in Oakville, 3 in Burlington, 3 for Milton/Halton Hills
3 in Oakville, 2 in Milton
3 in Burlington, 3 in Oakville, 2 in Milton, 1 in Halton Hills
3 in Burlington, 3 in Oakville, 2 in Milton, 1 in Halton Hills
3 in Burlington, 3 in Oakville, 2 in Milton, 1 in Acton based on the demographic area numbers
3 in Burlington & Oakville 2 in Milton 1 in Galton Hills
3 in Burl, 3 in Oak, 2 in Mil, 1 in HH
3 for Oakville, 3 for Burlington, 2 for Milton, 1 for Halton Hills (reason being that Milton is experiencing the largest growth in the region)
3 for Oakville, 2 for Milton, 1 Halton Hills, 3 Burlington
3 for Oakville and 3 for Burlington and 2 for Milton
3 for Oakville and 2 each for the other areas
3 for burlington, 3 for oakville, 2 for milton, 1 for halton hills
3 for Burlington, 3 for Oakville and 3 for Milton/Halton Hills (at large for this area)

3 Burlington; 3 Oakville; 2 Milton
3 Burlington; 3 Oakville; 1 Halton Hills and 2 Milton
3 Burlington. 3 Oakville. 2 Milton. 1 Halton Hills
3 burlington, 3 Oakville, 2 milton, 1 Halton Hills
3 burlington, 3 oakville, 2 milton, 1 halton hills
3 Burlington, 3 Oakville, 2 Milton
3 Burlington, 2 Milton, 1 Halton Hills, 3 Oakville
3 Burlington 3 Oakville 2 Milton 2 HH
3 Burlington 3 Oakville 2 Milton 1 Halton Hills
3 Burlington 3 Oakville 2 Milton
3 - Oakville, 3 - Burlington, 2 - Milton, 1 - Halton Hills
3 - Burlington, 1 - Halton Hills, 2 - Milton, 3 - Oakville
3
2burlington 3 oakville 2 milton 2 halton hills. Schools are closing in oaville and milton and other areas growing.
2-Milton, 3-Oakville, 3-Burlington, 1-Halton Hills
2-Milton, 3-Burlington, 3-Oakville, 1-Halton Hills
2,1,3,3
2,1,3,3
2 trustees should be given to Milton
2 trustees in Oakville and 3 trustees in Milton
2 trustees in Milton, 3 in Burlington, 3 in Oakville, 1 in Halton Hills
2 trustees in Milton
2 Trustees in Milton
2 trustees for Milton, 1 trustee for Halton Hills, 3 trustees for Burlington and 3 trustees for Oakville
2 trustees for Milton instead of 1
2 trustees for Milton instead of 1
2 trustees for Milton
2 trustees for Milton
2 trustee for Milton

2 should be allocated for Halton Hills and 3 for Oakville.
2 per municipality
2 oakville, 3 burlington, 2 milton, 1 halton hills
2 Milton; 1 Halton Hills; 3 Burlington; 3 Oakville
2 Milton, 3 oakville, 3 Burlington, 1 Halton Hills
2 Milton, 3 Oakville, 3 Burlington, 1 Halton hills
2 Milton, 3 Oakville, 1 Halton hills, 3 Burlington
2 Milton, 2 Burlington, 3 Oakville and 2 Halton Hills to reflect growth
2 MILTON, 1 HALTON HILLS, 3 BURLINGTON, 3 OAKVILLE
2 milton, 1 halton hills, 3 burlington, 3 oakville
2 Milton, 1 Halton Hills, 3 Burlington, 3 Oakville
2 Milton, 1 Halton Hills, 3 Burlington, 3 Oakville
2 Milton, 1 Halton Hills, 3 Burlington, 3 Oakville
2 Milton, 1 Halton Hills, 3 Burlington, 3 Oakville
2 Milton, 1 HALTON Hills, 3 and 3
2 milton and the rest remain the same
2 Milton 3 oakville 3 Burlington
2 Milton 3 Oakville 3 Burlington
2 Milton 3 Burlington 3 Oakville
2 Milton 3 Burlington 3 Oakville
2 Milton 2 Burlington 2 Halton Hills 3 Oakville
2 in Milton. 3 in Oakville. No taxation without representation.
2 in Milton, the rest is good.
2 in Milton, 3 in Oakville - leave the others as is
2 in Milton, 3 in oakville
2 in Milton, 1 in HH, 3 in Burlington and Oakville
2 in Milton, 1 Halton Hills, 3 Oakville and 3 Burlington
2 in milton oakville has 3
2 in Milton and 3 in Oakville

2 in Milton
2 in each municipality with a third in oakville
2 in each area
2 Halton Hills, 2 Milton, 2 Burlington, 3 Oakville
2 Halton 2 Milton same for Oakville/ Burlington
2 from Milton is necessary
2 from each district
2 from ea municipality, 1 rotating chair
2 for Milton, 1 for Halton Hills, 3 for Burlington and 3 for Oakville
2 for Milton and 3 for Oakville
2 for Milton and 3 each for Burlington/Oakville
2 for milton
2 for Milton
2 for Milton
2 for milton
2 for Milton
2 for Milton
2 for Halton Hills
2 Burlington, 3 Oakville, 3 Milton, 1 Halton Hills
2 Burlington, 2 Oakville, 4 Milton, 1 Georgetown
2 Burlington, 2 Oakville, 2 Halton Hills and 3 Milton
1-Halton Hills, 2-Milton, 2-Burlington, 4-Oakville
1 trustee + per 10,000. For example, if 14,999 then 1 trustee. If 15,000 then 2 trustees
1 more representative for Milton and 1 less for Oakville
1 more for Milton; 1 less for Oakville
1 more for Milton
1 less in Oakville and 1 more in Milton
1 less for Oakville, 1 more for Milton
1 in HH/ 2 in Milton/2 in Burlington/4 in Oakville

1 in Halton Hills, 2 in Burlington, 3 in Oakville, 3 in Milton
1 HH 2Milton 3 burlington 3 oakville
1 Halton Hills; 2 Milton; 3 Oakville; 3 Burlington
1 Halton Hills, 3 Milton, 3 Oakville, 2 Burlington
1 Halton Hills, 2 Milton, 3 Oakville, 3 Burlington
1 Halton Hills, 2 Milton, 3 Burlington, 3 Oakville
1 Halton Hills, 2 milton, 3 Burlington, 4 Oakville
1 Halton Hills, 2 Milton, 3 Burlington, 3 Oakville
1 Halton Hills, 2 Milton, 3 Burlington, 3 Oakville
1 Halton Hills, 2 Milton, 3 Burlington, 3 Oakville
1 Halton Hills, 2 Milton, 3 Burlington, 3 Oakville
1 Halton Hills, 2 Milton, 3 Burlington, 3 Oakville
1 Halton Hills, 2 Milton, 3 Burlington & 3 Oakville
1 Halton Hilla, 2 Milton, 3 Burlington, 3 Oakville
1 for halton
1 for Burlington,1 forHalton Hills, 2 for Milton, 3 for Oakville
1 (Halton Hills), 2 (Milton), 3 (Burlington), 3 (Oakville)
'By ward'
Higher representation suitable for our size and amount of schools
3 Oakville, 3 Burlington, 2 Milton, 1 Halton Hills
3 Oakville, 3 Burlington, 2 Milton, 1 Halton Hills

Appendix B: Complete List of Responses to Q4

Your stance on charity support is going to be one more nail in the coffin for funded Catholic education. In these political times stay below the radar!

Your new fundraising model is ridiculous!!

yes. I am extremely displeased by the HCSB vote to redirect all school donations to any charitable organizations that publicly support, either directly or indirectly, abortion, contraception, sterilization, euthanasia or embryonic stem cell research.

Yes, the sneaky passing of the fundraising policy change was deeply upsetting. Parents and school councils were not consulted (violating the Education Act) and 9 trustees should not have the authority to dictate where millions of dollars are allocated. SHAME ON THEM AS THIS IS NOT WHAT JESUS TAUGHT US. He helped the poor, sick and destitute - and these are the people that this resolution would be depriving of our help.

yes, the resolution to not donate to stem-cell and other non-faith causes was poor decision. now it justifies governments to deny things like federal grants to religion-based student summer jobs programs. tit for tat i guess. but in a word, Medieval (and that Galileo thing didn't pan out so well did it?)

Yes, I have yet to see anything indicative of a desire to reduce spending. Maximum trustees, maximum admin, maximum staff. I also understand there are plans for a new & larger admin building. Why? Every business in the world has been able to reduce admin/overhead with technology, except the school board.

Yes, I don't agree with the distribution of trustees because Milton is a growing Town as well as Halton Hills and this comes with its own challenges, as such more representation is required. Oakville a few years back was growing rapidly but, most the development has now happened growth can't be compared to Milton and Halton Hills which continue to grow in the next couple of years. Burlington in terms of projected growth can't be compared to the three Towns. I would also prefer a trustee who is local to Milton to represent as they would have a better understanding of the challenges being faced by Milton Catholic schools.

Wondering why trustees choose to serve in a Board that is not the same as where their own children attend...

Wondering why for Burlington and Oakville they round up. Whereas for Milton the quotient is 1.72 and we only get 1 trustee, can you explain that math?

Won't vote for a trustee that goes against wards

With the population in the north increasing and that in the south decreasing the north should have greater representation to help address future issues and concerns

With the current projected growth in North Halton, there should be a greater representation on the trustees in order to reflect future trends.

With respect to decisions on fundraising, the trustees should have requested input from the ratepayers. The decision that they have made is flawed and does not represent my views. Are we not a community that believes in providing help - how can we arbitrarily decide to withdraw fund raising without significant consideration. I wholeheartedly disagree with the decision that has been made and will be considering changing my tax status even though my child attends Catholic school.

Will not vote for any trustee that supports eliminating ward voting

Why would trustees want to have a "members at large" system? What is the real motivation? Some trustees seem so self-serving, I have to believe there are ulterior motives - and it's not for the good of the rate payers. It is to push a personal agenda.

Why would I want representation "at large"????

Why would I have a trustee from another community represent my municipality? That does not make sense. They have 'zero' interest in municipality I live in, and should have nothing to say.

Why wasn't the general public asked for feedback on the fundraising issue that was just brought up, but you're asking for our feedback now on an issue that is so insignificant? It's disgraceful that we are not following in the footsteps of Jesus but rather in the footsteps of a Catholic trustee committee that have totally lost sight of Jesus's teachings. I'd be interested to see what the vote would be if you actually opened it up to those who are doing the fundraising, the teachers, students and parents. It's an embarrassment to call myself Catholic when we represent ourselves in a higher than thou attitude.

Why not just do this by feeder school? That way, each family of schools is represented. Right now places like Milton are wildly underrepresented. But if you changed to FOS then it is more equitable. If not, then then doing municipality would make more sense. Doing this by ward does not make any sense.

When trustees are elected "at large" some voters may not have the opportunity to elect a trustee who lives in their ward or who understands the unique concerns of families/voters in the Catholic school communities within that particular ward. When trustees are elected by ward, each trustee is entrusted with representing the Catholic voters who live in that ward. As a resident in that ward, the elected trustee is more likely to be acquainted with the unique concerns in the school communities within the boundaries of a particular ward. That trustee is accountable for addressing the needs of those families and that trustee will be accountable to those constituents for how he/she represents them. Based on the representation of that specific, HCDSB trustee voters in that ward can decide whether or not to they want to be represented by that person in the next election. Running by ward ensures that constituents know who to reach out to when they have question and which specific elected trustee is accountable to them.

When I look at the distribution of the nine trustees I feel you are doing Milton and injustice by having one trustee based on the 1.7 rating. Burlington has 2.7 and you bumped it up to three. Oakville has a 3.47 and you bumped it up to 4. Acton 1.09 is acceptable. It is my opinion that Milton should be 2 because of its growing population. Based on the Oakville number 3.47 and your desire to keep 9 Trustees, I suggest you have three in Oakville. Ward representation is better for the catholic supporters because the trustee can be of better service of their area. At large representation waters down the overall service and should be left to provincial and federal politics. The Board should look at a constitutional rewrite stating that Trustees who are voted in can and will be removed if they compromise the integrity of the board operation or our Catholic faith through personal or political agendas.

we won't vote for trustees who take away our wards

We won't vote for the trustees who are trying to get rid of wards

We won't vote for any trustees who take away our wards

We will vote against any trustee that supports removing wards in Burlington

we will not vote for trustees who do not want wards

We should be represented by numbers, the same amount of students in each area, I don't want Milton under represented.

We need wards in all areas - please change Oakville to reflect this. I might then be able to elect an Oakville trustee who is a little more sensible than the current lot

We need to get rid of the model of elected trustees. The Ed Act has to change whereby we have people who don't have self-serving agendas motivating them to be part of a group where few people get them elected and then those elected end up making horrible decisions. The current group have made such asinine decisions that they have effectively put another nail in the coffin of Catholic education with their

latest charity play. The public will continue to vilify a system whose faith promotes inclusivity and yet the actions of this trustee group indicate they are anything but inclusive. Furthermore, it appears the right wingers and the political wanna-bes, don't want the current model of Catholic education and so everything they vote on makes us look anti-inclusionary. What a disgrace to the children in the system to have trustees such as theses. The Oakville cohort are ridiculous and an embarrassment as they promote self interest. If they are a group who represent all voters, they certainly don't act like they do; they represent their own interests. Shame, shame, shame.

We need some new trustees

We need as a community to reduce the power of the school trustees

we need a change to competently reflect the true needs of each community.

We live in Milton and are retired but have grandchildren in our Catholic Schools in Milton. Milton population has increased immensely and is continuing to "explode" Although our trustee for our area is excellent we definitely need More Trustees for our area We ask you to carefully examine and consider the changes in Milton and grant us another trustee.

We have issues that may be specific or local to a section of a municipality or school. As such, these issues would require appropriate attention from the assigned trustee. For accountability purposes, it would make sense to have an accountable trustee per ward. However, the model of one trustee per ward may not be the optimum solution as it may not be practical to have one trustee per ward from a value for money perspective. That said, the principle of equitable representation should carry the day.

We dont need to add more burden to the board by adding more trustees but they should be redistributed...and allocate one more to those that have only one and take away from oakville and burlington.

ward representation is not required. the trustees need to do what is best for the town/board, not a particular ward or school. Some representatives already show a bias towards a home district in the way they vote. Ward representation would make the election more complicated and the overall board process would become more difficult if trustees are expected to represent the interest of only their ward.

Very pleased with decision to only support charities that follow catholic values

Very happy with the Catholic Elementary school system in Halton. Half or more of the people in my marketing department came from the Catholic school system and are great people to work with. I went through the public system for both elementary and H.S as I was not Catholic at the time. I do notice a big difference in systems from quality of teachers and administration to even the architecture of the schools which are more welcoming and inviting. I see the great importance of the Catholic school system and believe it is an extremely valuable system for bringing children with faith and life skills to help them deal with the real world, especially with the current hostility towards faith based teaching and towards Catholic teachings in general. You are doing important work and God's work. Please keep up the great work and you have my family and other families prayers.

Very disappointed in the recent decisions by the board related to charities that will not be supported. If the student representatives votes don't count then why have them vote to begin with. No longer supporting the catholic board.

Very disappointed in the decision to restrict fundraising charities. This is not the 1950s. As a society I thought we had moved past this. I am considering removing my children and tax dollars from this school board.

Very concerned that our Halton Catholic trustees do not share or live the Catholic values we are asked to teach in our schools as provided by our Religion and Family life programs developed by the Canadian

Conference of Catholic Bishops, as evidenced by the latest vote on our school fund raising and alms collections.

Using approximately 10,000 ratepayers as a guide, Milton should have at least 2 representatives to be aligned with Burlington, Oakville, and Georgetown. With Milton growing at a higher rate compared to the other municipalities, there is tremendous pressure on the trustees to deal with new schools, boundaries, and administration.

Use your math skills: it is not hard to figure this one out. 1.7 for Milton = 2; 2.7 for Burlington = 3; 3.4 for Oakville = 3; 1.09 for Halton Hills = 1 Milton 2, Burlington 3, Oakville 3, Halton Hills 1

Upon reading meeting minutes and attending a few board meetings, I would like to see our trustees spend less time on pushing personal agenda items and more on supporting our board AND maintaining the great things happening in our Catholic schools. We are a Catholic board and living out our faith, including our conduct, should extend to all members, including our trustees.

Update your values.

Unrelated to this survey but the decision to not allow donations to charities such as Canadian Cancer society or McMaster children's hospital is a horrible one. Very non-Christian of the trustees to place one single cause above all the good those charities do. The trustees should be ashamed of themselves and expect to be voted out.

Unfortunately, I couldn't think of any other forum where I could voice my concerns regarding the recent decisions our current trustees made surrounding the allocation of donations. Our trustees have embarrassed the Halton Catholic District school board with their backwards thinking. We are a community of caring, inclusion, and non-judgement and this most recent ruling went again these Catholic values. Luckily, we have students who are more aware of what true Catholic values are, and I'm proud to see them petitioning on behalf of the Catholic Community. Hopefully, the trustees will realize that with the thousands of signatures they've already received, that our trustees are out of touch, and I'm looking forward to seeing new faces on the board.

Unclear why recommendation regarding # of trustees for each municipality and the return to representation by wards was not adopted. I read minutes of the meetings but did not see any discussion or rationale presented for adopting a different direction. Would appreciate clarity on the above matter. Trustees should spend more time surveying their constituents and less time driving their own agendas.

Trustees should solicit feedback from the communities they serve before making contentious decisions arbitrarily such as banning fundraising for legitimate reasons.

Trustees should reside in the municipality they are representing. Example - a Burlington Trustee MUST be living in Burlington

Trustees should offer parents more opportunity to have a say in important decisions by sending emails for example of upcoming votes/agenda items that may impact a large catholic community. (Example current decision to not allow charitable monies to certain charities)

Trustees should NOT be making decisions that are interrupting our instructional day! I am tired of saying the Oath of citizenship! We already don't have enough minutes in our day to cover all that is required. Stop adding on to our day!!!!

Trustees should let people in their ward know about any changes or decisions that will be made on their behalf in regards to School Board. They should vote on the basis of what their constituents believe, rather than just what they "think" they believe. It affects the students and the Catholic community as a whole.

Trustees should be representing the Catholic ratepayers and the students, not their own agendas.

Trustees should be removed if they have a political or personal agenda that compromises the needs of the children and the excellent work of the board.

Trustees should be limited to 2 terms.

Trustees should be go to the communities about different initiatives that they wish to put forward.

Trustees should be elected by ward and not at large. Electing trustees at large could potentially result in a number of trustees being elected because voters from the same parish/school area voted for them and therefore the needs/interests of other school areas are not represented.

Trustees need to vote based on opinion of the constituents they represent, not their own personal opinions.

Trustees need to leave their own personal political agendas out of the Boardroom and keep the best interests of students and staff in mind.

Trustees need to have more communication with their constituents. I feel they do not take the required time and consultation to determine the views and concerns of the people they represent. For example, the recent vote on school fundraising, the first I heard of it was following the motion being passed. This vote did not represent my families views and many in our school community. I do not feel we were properly notified of this vote or given the opportunity to voice our concerns. How can trustees better communicate and families be better informed so this does not happen again?

Trustees need to follow policies set out in the education act !! His has not been happening with our current Oakville trustees.

Trustees need to focus on their job - budget and forecast - not on day to day operations inside the school

Trustees need to do the fair thing and have a distribution that is representative of the population, and not a distribution that favours their own interests.

Trustees need to be representative of a ward so they are more accountable for their votes and their input. It would making it easier to know your candidates and what they stand for. This current council is out of control and has done more to damage Catholic education in this province than any other. One trustee decided we should say the Pledge of Allegiance every morning so we took time away from instructional time to do what the Americans do. Then another trustee decided we should pray the Angelus before lunch everyday. Fortunately that was shit down. Now we have a massive national scandal facing us m. Really... who do these people think they are??? Please come spend a week in my classroom!!!! Bullies & incompetents!!

Trustees need to be accountable and transparent. They should have a working knowledge of the education system and what actually happens in schools on a daily basis.

Trustees match the family of schools

Trustees are non-teaching members of society who most of them have spent very little time in the education system. I believe they are a waste of our tax dollars and currently have no role that is needed in our education system. Get rid of the trustee positions!!

To be honest, the entire selection process seems a bit out dated. How do people become trustees? Is there a voting system to select the best candidate to represent my municipality? What qualifications do our current candidates have? How were they selected?

To allow a city wide representation does not give me proper representation as people can pass the buck or have no local understanding of neighbourhood issues. It is allowing one area to dominate and is equivalent to gerrymandering. I have concerns that the current at large representation did not wish to have public feedback.

This is not engagement - I truly find it difficult to recommend or keep my kids in the Halton Catholic School Board

This is a Catholic School Board.. Please have the respect and insight of the Catholic faith,,BY CATHOLICS....It's quite apprent that the CSB, has no respect or control of some groups destroying are way of Christianity. For those who are elected to represent the HCSB/TAXPAYERS for the CSB, they must practice Christianity. Thank you

This email should not have been sent during March break...very disappointing with this sneaky behavior.

This email is sent during March break??? Really???? This is not right...

This election will be a bit more difficult for me in electing Catholic trustees because I quite upset the the current trustees voted in favor of closing a catholic school that I next door to a church. To me this raises the question of how important is our faith in the school and school board?

They should be organized to have a geographic catchment to increase visibility within the various communities.

These trustees need to stop politicizing and do their job! It is brutal they way they are trying to manipulate each other and their own agenda. Grow UP!

These should be distributed by ward to evenly distribute the votes.

There should not be differences between each of the areas of our school board. The Oakville at-large arrangement should discontinued, with specific trustees elected for each area. Proportionally, Milton is significantly under represented with only 1 current trustee.

There should be be fair trustee distribution with appropriate representation of 2 trustees for Milton. Also trustees should be organized by wards so they are more accountable for their constituents and voters know who to contact if they have an issue

There should be a consistent vote strategy for the whole board (ridiculous to have Buington by ward and Oakville at large). Also not fair to make potential candidates to campaign throughout an entire municipality or to vote for 4 rather than 1 who represents the schools in particular where voters are most concerned.

There needs to be fair representation and decisions shouldn't be made based on a few trustees' agenda.

There needs to be a more balanced distribution of trustees in the board.

There is no accountability in the at large proposal. Milton is under represented.

There is a lack of racial diversity on the board of Trustees with most members lack of understanding of the people they represent.

There has been a short timeline for stakeholder input.

There are population and demographic differences within all regions of Halton. Having a designated trustee for each area will better represent the current reality and allow voters to identify biases and misrepresentation.

The "I don't know/care" options in this survey seem derisive given time being taken to respond, and the lack of substantive information provided for parents new to Canadian education systems.

The trustees who are representing us need to seek our input on more decisions. Many decisions of late appear to be based on their interest, not the interest of the parents they are supposed to be representing or based on the recommendations from the Ontario Catholic Bishops. Some seem to be more interested in advancing their own agenda than truly understanding the views of the Catholic Church or those they are supposed to be representing.

The trustees need to recognize that they are the voices for the people they represent in their area/municipality and to stop politicizing their role for their own whims or personal wishes. Several of

the new ideas that have been brought forward during the tenure of these trustees are not reflecting these ideas.

The trustees need to be reorganized. Milton is a growing community with more schools to be opened in the next few years. There needs to be more representation in Milton and less in Oakville. Oakville is declining, Milton is growing this should be evident in Trustee representation. No more at large Trustees. When Trustees are at large there is no one assigned to a specific school so one must try to contact multiple trustees rather than just the one assigned to the region. Also does not make sense that one municipality has at large trustees and other municipalities have trustees assigned to an area. It should all be the same. Maybe if they were assigned to specific areas the Trustees would start listening to the parents and students in those areas!!!

The trustees have way too much power. They don't care about students, teachers or administrators. Taking away all the charities from our communities was the biggest mistake our board has ever made. The government wants one school system.. and the trustees dragged our school board through the mud on social media and on the news. I'm truly embarrassed for our schools, we need to fix this issue immediately and it starts with getting rid of the trustees, and cleaning up the mess they made this year! Shame!

The trustees have too much power and abuse it on a regular basis. Come in to our schools. Come in to our classrooms. Come and see the faces of the students whose lives, cultures, beliefs, passions, backgrounds, and interests you know and care NOTHING about. Trustees were useful in a pre-internet age when ratepayers lived in remote communities. They are no longer necessary and are a hindrance to our board's functioning and mission. They have, now on multiple occasions, made decisions that are an absolute embarrassment to anyone associated with the HCDSB. They have made decisions which contradict Jesus' teachings and the TRUE values and tenants of Catholic Education. They need to go.

The Trustees are passing amendments or motions - ie Oath of Allegiance and distribution of charitable funds - which do not reflect the current climate or inclination and feelings of the majority of the population. It is a great concern. More moderation is essential.

The trustees are extending their mandate far beyond what they should be doing. For example the trustee who insisted on bringing back the oath to the queen is an idiot. There are bigger issues than making kids stand up and recite something that is not an important part of their day. Trustees should have term limits so we don't get stuck with ideologies that will permeate its way throughout the lives of our children. New blood should be coming in. Quite honestly I am sick of the do-gooders on the board. The sooner we clear out this group the better. I will vote for anyone new. The focus should be on quality of education, reading, math, language and physical activity. Not oaths to the Queen. And furthermore why are my tax dollars being used for charitable donations?

The Trustees are completely out of touch with the Catholic Ratepayers, You are a bunch of right wing self serving idiots Start focusing on education and students, if not you will not be getting my support in the election or taxes. Time for ONE school system, after all you are abusing your power in your role.

The trustee determination should take into account diversity of gender and race.

The Town of Milton has expanded a great deal and we are in seriously dire need of having 1 additional Trustee. We currently have just one and having an additional Trustee Representative is urgently needed for our Town of Milton. I do hope you would take it into consideration and would approve an additional Trustee. Changing from having 1 and making it 2 for Milton Area. Thanking you in advance for your consideration. God Bless.

The total number of trustees are adequate. However, Oakville is no longer growing and Milton is. I feel they could take Oakvilles. Burlington is correct for size and should remain status quo.

The timing of this survey is painful. No one sought the parents feedback before passing a Motion eliminating charities that support our children and families but you want our feedback about

representation? How about before changing ANYTHING that directly affects our community you reach out for stakeholder input??

The staff report {Option A} appears to be very sensible.

The school board needs to be proactive in trustee designations, not reactive, knowing that Milton and Halton Hills are the fastest growing communities in Halton Region.

The role of the trustee in relation to supporting families in the HCDSB should be more clearly articulated.

The ratio shows Milton should LOGICALLY have 2 trustees. Oakville trustees and others who voted to increase Oakville to 4 trustees are not thinking what makes sense for the system. Be honest be fair go to 2 in Milton.

The position of chair, should be in addition to the representative position that trustee (the Chair) is meant to represent.

The plan to reallocate charity funds is absurd and I'm shocked our trustees voted the way they did. Looking forward to October!!

The Oakville trustees need to accept that change is necessary based on the overall change in Halton. Get with the times people!

The North needs more representation. The population is exploding.

The new rules regarding donations from organizations associated with birth control or the like are absolutely ridiculous. This isn't the 19th century. Frankly embarrassing. We are supposed to move forwards not backwards. Women have a right to choose. You should support that.

The needs and concerns of the larger wards (Oakville & Burlington) are often very different than the smaller ones (Milton & Halton Hills). I feel the voice of these smaller wards is not heard and often the single vote is easily overturned by the larger numbers representing Oakville & Burlington. Having wathed recent meetings, it is clear that certain trustees representing the same ward have already discussed & decided on their vote, well before the meeting even begins. It gives a very uneven level of power to those larger wards.

the fewer salaries we are paying to trustees the better.

The current "at large" distribution has allowed trustees to make decisions without consulting the parent councils. Trustees need to be accountable directly to the parents, the tax payers. I think in the "at large" mentality the idea of the trustees working for the community is lost and the necessary process of checking in as to what the community needs is ignored.

The current trustees, mostly in Oakville, are ridiculous. So self serving in their approach as a trustee - the current issue with charitable donations is another example of how inept they are and how they lack an understanding of representing the needs off all rate payers. Maybe a rereading of the Good Samaritan would be worthwhile for them.

The current trustees should be removed. They don't represent catholic families in Halton. Their close mindedness is an embarrassment and goes against catholic values.

The current Trustees need to be more visible with in the school community not just at award events and graduation. Most parents don't know of there trustee is, or how to approach them for more information. Also details to parents on what a trustee does. Thank you

the current trustees have made a significant error with regard to charity funding and by having a person dedicated to an area, I can better hold them accountable for their vote

The current trustees are bringing about the downfall of Catholic Education - latest bad publicity in the Toronto Star says such. The Oakville group (if the minutes of the Board meeting are to be believed) show a lack of common sense - each right wing conservative motion only further proves to the public the need to get rid of Catholic schools. When that vote occurs, which it inevitably will, they as a collective

group can pat themselves on the back for a job well done in making sure our schools become public schools. So sad to see this as the future of our schools but this group is pretty much ensuring it will happen.

The current structure is greatly flawed and places way too much power with the Oakville trustees who clearly do not have the best interest of the constituents for whom they are supposed to represent. Something must change to allow for equally distributed representation across the geographical area. The alliances formed with the current Oakville trustees, who vote based on favours and back scratching, is unacceptable.

The current situation does not match the population of our Board/Region. It should follow the family of schools.

The current "at large" representation by trustees lacks accountability and responsibility. Designated wards help the trustees to focus their representation on specific school communities and their interest. An "at large" representation further prohibits school councils to effectively communicate concerns and questions with a representative who in turn would be familiar with the individual school community. The current arrangement is a frustrating one for school councils, parents and ratepayers!

The Catholic School board needs to employ only Catholic or Christian trustees to reflect the values, ideals and beliefs of the Christian Family. The curriculum needs to be changed drastically so as to enact needed change and maintain differentiation between the Christian Family and the rest of Society, as do all other differentiating groups of Society. This needs to be done in order to re-establish and maintain the Catholic identity and all that it represents. Trustees need to take charge of this and fulfill their obligations to the Catholic Community and represent the ideals and beliefs of Catholic Families and the children/students of these families that attend Catholic Schools, by repairing the damage that has been done recently to our school curriculum and mandate. The School Board needs to also review its stance on allowing non-believing and non-Christian students into our Catholic Schools. This needs to change as soon as possible. Other individuals interested in holding positions of Trustees and who also believe in these ideals, should be encouraged and invited to replace any and all Trustees that do not support these mandates.

The board seems Oakville/Burlington focused.

The Board needs to address the growth plan for Milton and bear that in mind when planning for the future.

The board is an eclectic geographic and socio-economic area. The students, parents, communities and all their needs are very different from section to section in the board. Acton by itself has much more needs than do places like Oakville and Burlington, and even Milton. Acton gets lumped into the North with Georgetown, but even schools in Georgetown have better funding, better facilities, and access to more supports via the SERTS. And Georgetown is only 10 minutes away. I've been a teacher (not in HCDSB) for 15 years and I've never seen such a disparity in the way funds are allocated to schools as they are in Halton Catholic. I hope that assigning people by ward would go at least part way to addressing this serious disadvantage that students in the North have over those in the South.

The benefits of either are not stated in any of the documents. You should clearly outline without legal jargon what is the impact to parents and their children of the information and decision at hand.

The ban on support for certain charitable organizations is disgusting. The trustees are not representing what the parents or children want.

The actions of the current board, as it pertains to finding itself the subject of media attention due to stoking unnecessary political controversy have been an utter and complete disgrace. The entire Board should resign - if only out of a sense of shame, dignity, and decorum. I expect they will not as they clearly possess none of those qualities.

The ability for 9 trustees to make changes that affect thousands of students and staff without their input is absurd. I thought the need for the daily Oath to Queen was strange, but it pales in comparison to

deciding which charities our schools can donate money to. Our students and staff work hard to raise funds for those charities that inevitably affect many family, friends, and community members. How can 9 people, or more accurately, 5 people, be allowed to make these decisions without the input from the thousands they are representing.

Thank you for asking...

Thank you for asking!

Thank you for asking for our input!

Thank you for allowing us to have a say. Can we hopefully see what the feedback was like?

To turn on her answering machine so we can actually reach her

Take a good look a SHOJ.....you are losing students because of the incompetence there.

Strongly feel the process of having municipality based representation is a model that can be abused to have certain interest groups lobby for a number of candidates who can all be voted in and represent the municipality. Feel strongly on this.

some of the kindergarten classes are at high number of students to create an acceptable avg for the board. 30 is far too many! I will be going to private school if this isn't addressed.

Some do not hold true and honest Catholic values that is why I support being represented by all trustees in my ward. Many do not represent the Catholic faith fully and truly!

So not go at large in Burlington. Keep way it is.

Sanctity of Life Motion was wrong. Don't refer to us as "ratepayers", so Rob Ford-like. We are community members

Rural schools do not get the attention and funding from the board. They are misrepresented at the municipal and regional level

root out any trustee who proposes/supports any position that contradicts the teachings of the faith.

Review the numbers and see where the need is - north of the 407!

Return to the ward system for all areas.

representation by ward could lead to conflict of interest. Representation at large seems very fair to me. Thank you

Reconsider the sanctity of life policy.

Please note that the Halton District School Board has two trustees for the Town of Milton elected in wards north and south of Derry Road. I propose the Halton Catholic District School Board do the same for the new wards 1 & 2 north of Derry and 3 & 4 south of Derry to meet the current and fast growing changes in the community which last year added over 2200 new homes and projecting 2348 new homes in 2018 and the Region is projecting 14,000 new homes in the next water allocation program from 2018 to 2023. Check www.halton.ca under population projections and planning reports.

Please fix this gross misrepresentation.

Please add more trustees in Milton as 1 is not enough representation for our population.

Please add more EAs educational assistant

Our trustees are a dysfunctional group. Destroying our Catholic faith school system that has been distinguished through recognition politically from the beginning of our National existence. Your survey asks about representation by area or municipality but many of our trustees don't do either they push their own personal agenda like the prehistoric oath to a Queen who has had no official impact on our country. As well the disgusting fiasco about what charities they decide our taxpayers dollars will support. I guess those who voted in favour haven't been affected by the issues they chose to put their heads in the sand over like the Canadian Cancer society which the Terry Fox Run is associated with. Terry is one of Canada's greatest heroes but our trustees strip him of that because of their view on the immunization (Gardasil) protecting our young women from cervical cancer. Our trustees who refuse to accept the HPV vaccine to protect young women but rather decide that only promiscuous young tramps are in danger of contracting this disease. Wake up and get educated many young girls sadly develop this and have never been promiscuous. Trustee (*names deleted*) you are the worst culprits of everything I have concerns with. You both push your own personal agendas and because of people like you we can't bring our faith into the 21st century as Pope Francis is trying to do. I grew up in the Catholic Education system in the 70's and 80's and thinking was more 21st century then than under the leadership of trustees. Especially shame on you I expect much more open minded compassion from you. I don't wish to lump all our trustees with these two self serving people because we have great trustees. Many parents are questioning sending their children to what is supposedly a faith based Christ like community. My friends who send their kids to public school share more Christian stories about activities in their schools without the restrictions of our system under these two self righteous men. He gentleman WWJD do you know this acronym? He ate with the poor the diseased and the less fortunate he accepted all but I guess it's true (*name deleted*) is a wealthy North East Oakville resident that probably wouldn't break bread with a common man like Christ. If things don't change I'll consider moving my children to the public non Catholic system. Often I hear the words when comparing the two systems @ How are we different "? Trustees it's through Christ's actions not through words or mission statements that are meaningless. You intimidate the Director, Superintendents, Principals and teachers and parents. All this does is hurt our kids. Very few of you have a clue about what is the heart of education because you never taught but you get the final say when the people with the inner knowledge about what kids need are our Superintendents and Director who have been there talked to parents and kids in the schools on a day to day basis when they were educators. You trustees are making it so easy to make Ontario a one school system you will shoot yourselves and all of us in the foot and like every politician after a few years you can move on but parents children and teachers are left with your poor decisions and messes. You asked for opinion you got it my Catholic leaders. I use that term loosely.

Of course I want someone from my area. How does having "municipal" representatives even make sense??

October 2018 cannot come fast enough

Oakville should not have 4 because when the chair does not vote they have half the Board. That is too much influence.

Oakville has too many. Equal representation is needed. Per pupil ratio should be in place.

Oakville and Burlington account for less than 69% of the population yet have 78% of the trustees. Oakville already has the highest representation and is rounded up from 3.4, while Milton which has just one representative is rounded down from 1.7. I believe that with North Halton (Milton & Halton Hills) would be best represented by sharing trustees across both municipalities rather than having a single representative on the Board.

Now

Not happy with some of the recent Trustee motions especially regarding the Sanctity of Life. That is something I would have liked to be consulted on!

Not at this time, thank you.

None.m.

none

No votes from our house for trustees who take away our wards

No votes for trustees opposing wards

No thanks

No Thank you.

no thank you

No

No

No

No

No

New to Oakville, I agree representation should be by population. However I am very displeased by these current trustees i inherited (I did not vote in this area in the previous election) as I do not feel their recent decisions reflect my values and the Christian charity values I wish to bestow on my children. Very disappointing and will be supporting different candidates when my opportunity to vote arises. Thank you.

needs to be another trustee in Milton

Needs of students in Milton not being met due to lack of representation

Need more trustees.

My wife and myself will not vote for any trustee that voted against wards in Burlington

My trustee should be focused on the needs of my ward.

My husband and I will not vote for any trustee who takes away ward voting

Municipal politics are about local issues. Trustees should live in the area they represent to be accountable. Too many are not accountable.

Municipal Electoral Quotient for Milton and Halton Hills combined is 2.8 yet they do not have 3 trustees? Burlington has 2.72 yet has 3 trustees and Oakville has 3.47 but has 4 trustees? The allocation is not consistent with your formula. My suggestion in my response above allocates the trustee equally across Halton Hills/Milton, Burlington and Oakville.

Moreso than the allocation of trustees by municipality or representation at large vs. by ward....what constituents in Halton Catholic really need is a board that knows and understands the Education Act and its accompanying regulations, as well as its own by-laws and policies...and actually FOLLOWS them. Also,

a Chair that knows and understands Parliamentary Procedure, can follow a meeting and understands that their role is to be fair and impartial. This Board constantly breaks the rules including its own by-laws and policies. Enough is enough.

More trustees from Milton, less from Oakville

More correspondence with Trustees including accountability and transparency with respect to how they are supporting and enhancing Catholic education for the students.

Milton should have more representation and oakville should have less, it is currently over represented. Also trustees should be by area so we know who to contact should we need to contact a trustee.

Milton should get more representation

Milton needs two trustees given the numbers now and the projected population growth

Milton needs two trustees

Milton needs to have two trustees . One is not enough .

Milton needs to be more respresented as it has grown exponentially in the last few years. The board of trustees should represent that.

Milton needs to be better represented.

Milton needs more representation.

Milton needs greater representation given the growth, number of large schools and the population of staff and students - not just rate payers.

Milton needs better representation. If you do it by municipality then there should only be 4 trustees. per municipality. if not then the trustees need to be divided fairly

Milton needs another trustee

Milton is the fastest growing city in Ontario and we have been underrepresented for many years. One trustee is not equitable compared to other wards. We should be equal to other municipalities not just adding one more trustee for Milton because the other regions that being Oakville and Burlington want to hold the power, this is very unfair.

Milton is in need of a third Catholic High School as a result of explosive growth in our city. My son attends Jean Vanier. It will soon be a High School with as many portables as class rooms like Bishop Redding if nothing is done.

Milton is growing. The majority of the new arrivals are young. Their children in Catholic schools will need fair representation.

Milton is growing rapidly and having just 1 Trustee member is not sufficient

Milton is grossly under represented. Isn't education all about equity? Then let the representation be equitable as well. Shame on you for pandering to the a select few.

Milton is exploding. Time to get with the present.

Milton is a rapidly growing community and I feel the distribution of trustee should be reflected the same, currently there is only one person and that needs to change to reflect the growth.

Milton is a rapidly growing area, Oakville has schools that are consolidating, not distributing trustees to areas where numbers dictate the need for representation would be a prime example of trustees not putting student and ratepayer needs first. Ratepayers are tired of personal agendas out weighting the needs of students. Representation by area provides a voice to each section of our cities.

Milton is a growing community; the number of Trustees used to represent this area should be representative of the growth it is experiencing.

Milton is a growing community. I prefer that Milton will have minimum of 2 trustees.

Milton is a growing community and we definitely need the extra trustee.

Milton is a fast-growing community and needs more representation at the board level to ensure the success of students in the community.

Milton has grown and needs additional trustee. Trustees should be accountable by ward.

Milton deserves more representation in Trustees.

Milton definitely needs 1 more trustee representation

Milton continues to grow and should have adequate representation. It seems to be an inequitable distribution. It would be ideal to have 10 trustees but with only 9 this would make the most sense.

Milton being fastest growing town need more representation.

Milton and even Halton Hills the trustees are not distributed fairly , compared to Oakville and Burlington.

Members at large should not be allowed. Trustees should be required to have some educational experience.

Many hcdsb staff live outside Halton and wish representation.

Listen to your students!

Limit the number of terms trustees can serve and make them readily accessible

Let fairness, humility, and prayer be your guide!

Keep the Ward system

Keep the trustee representative system as it is.

I'm shocked to see that Oakville has 4 trustees while Milton only has 1! That seems like unfair representation, with Milton being the fastest growing community in Halton. Milton also has many more Catholic schools now compared to when the current Trustee system was first implemented. I'm glad that HCDSB is looking at making some much needed changes in Trustee distribution in our board!

I'd prefer to be represented by trustees who actually listen to what parents have to say. Representation is irrelevant if the trustees don't listen.

It's fairly obvious that Milton needs a second Trustee and Oakville should have only 3 Trustees.

It's laughable that as a Ratepayer to the Catholic school board you ask for input on this topic but not on the Sanctity of Life Motion which is a far more important topic / decision.

It might be helpful to provide a bit of information around what trustees do and what benefits they provide the parent community. My child just entered school and I'm not really sure what trustees actually do and how they are involved in the school community.

It is unfair that Milton is represented by 1 trustee compared to other municipalities in the region when Milton is clearly the fastest growing community in Canada. A survey is not necessary but that it is common sense that more representation is required.

It is shameful that a growing community such as Milton has only 1 Trustee at the present time. With the growth of our Catholic School Communities, we deserve to have a least 2 Trustees to represent our Catholic Schools.

It is nice to be asked. Our elected trustees should do this more often!

It is import Thank you for the opportunity to express my opinion. Trustees should get to know the folks that they represent and vice versa!

It is extremely important that all areas be represented fairly. I love the idea of wards. I know who I need to go to and can work with someone who is truly connected and truly committed to their community. It is unfortunate and disheartening to see an obvious working together of trustees who have their own polical agenda and not care about representing school communities properly.

It is always difficult to know if trustees really represent catholic concerns and the faith for our schools. I am certainly concerned with the policy of HDCSB in regard to charities. The Knights if Columbus CWL and other catholic parish groups give to organizations opposed to catholic doctrine of abortion and euthanasua and other. I am not sure how you can rectify your policy when Catholic parishes do the opposite.??? The diocese of hamilton i assume do not give directives. Your schools make up different religious backgrounds of students.

Increase Milton's trustees to at least 2 please.

In my opinion, The trustees we have are horrible and are destroying our catholic board.

In light of the recent vote. Trustees should not be allowed to vote on major issues in contravention with the Bishop. They should also on be required to consult with their constituents to ensure their viewpoints are integrated into decisions and trustees aren't abusing their power and guided by their own selfish motives.

If I agreed with, and trusted the judgment of our current Trustee and the Trustees in our municipality, I would be ok with having the designated Trustee represent our concerns. I am unhappy with the current representation. Very unhappy.

I'm unsure of why Oakville is rounded up from 3.47 to get 4 trustees when Milton is rounded DOWN from 1.71 to only get 1 Trustee. This seems like simple rounding to me.

I'm not sure why it is "9" trustees. I understand that the division is based on a formula against population but with milton growing so fast I'm not sure 1 person is enough. If we could have 2 people in each area of the municipality that would be better. Thank you.

I'm not sure about the issue of "by ward" or "at large" representation. As usual, you have not provided enough in the way of balanced information on the implications of both options so that we can make an informed choice. How can we choose when we don't know the implications of those choices?

I'm not fussed on how the distribution is calculated, but I do look forward to seeing every single Trustee who voted in favour of the ridiculous Sanctity of Life motion to be voted out in the upcoming election. He has not responded to any of the "parent/tax-payer/constituent" emails sent to him concerning this matter.

I'm more concerned about the negative reputation that the trustees are earning for our Board. I have had friends comment how closed-minded "the Board" is and that it is time to do away with Catholic Boards.

I'm in favour of voting for trustees at large rather than according to wards. Glad to see that voting has changed from wards to at large in Burlington.

I would prefer to be represented by a designated Catholic trustee. I feel that would lead to more engagement with the community as my current level of awareness/engagement with the trustees is minimal.

I would like to see another trustee in Milton - I don't think the current distribution of trustees is fair to the rate payers in Milton; we should have two trustees. Not sure why Oakville can have four, Burlington three, and yet such little representation for those of us who live north of the 407. Shame on the current trustees for allowing this practice to exist and continue - it appears to be very self-serving.

I would like to know when parents may have their say regarding this motion: 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.

I would like to know if my trustee voted for the ridiculous bill that has been passed regarding not supporting charities. How can I find out who voted for and who voted against so I know who not to vote for. If I even keep my children in this school board after that. Jesus said be like the good Samaritan. Help others regardless of political situations. I do not want my children learning these crooked "values". As a catholic rate payer, I would like accountability of the trustees to speak to the parents face to face about why this was passed.

I would like to be represented by a Catholic in my area St benedict

I would like to be consulted before major changes are made to our system in a referendum style format. I would like to have been consulted, for example, before it was determined by the trustees that there would be a change to determine charities we would support as a school board.

I would like the voting to be more transparent and issues such as sanctity of life motion should be discussed and consultations should be done with parents and not done within council without our input. After all you are representing the parents and I don't feel that we were considered at all in this matter.

I would like the Catholic trustees to obtain feedback before voting on policies that impact our children.

I would like a trustee with some significant experience in education and a trustee who actually has children in the Catholic system or graduated from a Catholic school

I wish the trustees would stop embarrassing HCDSB and our hard-working staff in the public eye through their fundamentalist, discriminatory, homophobic and racist decision making, which overshadows the great work staff are doing in helping the students and families in the Halton Catholic DSB community. Current and past trustees have caused irreparable damage to the image of this school board in the province.

I wish the trustees would actually act on behalf of community wishes they represent and not just their own interpretations. They should be more involved in the schools in their respective communities.

I wish that I could choose the option of being represented by my designated trustee, however, with the absolute ridiculous actions, words and way of voting of some of our trustees, I prefer presently that I am represented more globally. Although, certainly, this is only marginally, preferable, at least one or two trustees in the whole, are reasonable and logical thinkers. I think that, for the most part, the current trustees do not even attempt to represent the voice of the majority of hcdsb parents. They are weak and represent their own agendas. Furthermore, it should be essential that a trustee has or has had children in the Catholic system. I also, feel that the time has more than passed that several of the current trustees be trained in what an effective trustee is required to know and do within the scope of their position. It is my hope that there are some major changes at the next election.

I will not vote for any Trustee that supports removal of wards

I will be interested to see the reasons why the Staff Report recommendations are not adopted, if they are not. This survey seems like an unnecessary complication, since there does not seem to be much flexibility in trustee distribution if the provincial guidelines are to be met. I am also a Catholic ratepayer in Halton.

I was deeply upset by the recent trustee decision regarding fundraising and will be actively following this issue in the next election.

I was a former Catholic Ratepayer from Mississauga, when I moved to Milton, not sure how it happened but my ratepayer status was randomly moved to Public, when I enquired I was told I had to fill out forms, I was bounced around on the phone from person to person, etc, way too much trouble

I want to see the Catholics represented in the board.

I want to know which individual is representing the interests of my family and I want that person to be accountable and responsible for the decisions that he/she makes.

I want the opportunity to vote for a trustee in my ward who best represents our students. This will include but not be limited to a trustee who does not agree with the most recent decisions as they relate to fundraisers. These decisions do nothing but further alienate our youth from the Church. Extremely disappointing!!'

I want rep by ward. Remove an oakville trustee and give milton another rep.

I want my trustees to focus on improved learning opportunities for children instead of playing politics.

I want it by ward. The population in Milton must be better represented. This is a equity issue. That Oakville may be more affluent than Milton does not give them preferential voting treatment. Please fix this injustice.

I want a champion for my PARTICULAR community. I want ONE individual ACCOUNTABLE to my needs.

I want a champion for my area - not many trustees for a municipality. Diluted interests...

I trust the results of this survey are seriously considered. Good governance is dependent on representation that reflects the population. I am concerned about the imbalance in power. This board needs to start listening to the feedback of its citizens/electors.

I truly trust that the trustee should have stronger Catholic values when it comes to making decisions for our kids. There has to be more moral values and virtues that inspire our new generation!

I think your trustees and board members should educate themselves on the reality of stem cell research before they make blanket assumptions that stem cells are harvested from an aborted fetus. Most of the stem cell work in the organizations you have banned in your fundraising reform probably hold the same view. While it is true that much of the original work in stem cells may have relied on collecting stem cells in that fashion, it is no longer the case. It was groundbreaking research from these early pioneers that now allows stem cells to be collected from the patient's own blood and injected into the same patient for non-surgical repair of many common long term and often debilitating ailments. Please have everyone review the literature and invite experts in to speak before you create such ill advised policies that hinder fundraising for exceptional treatments and new therapies.

I think you should have a group of individuals with the true non-judgemental love of Christ in their hearts, who are of a diverse group (not all white), and who don't isolate those in need based on non-Catholic, made-up, self-righteous reasons. I am disgusted by the individuals representing us in this board, and the embarrassing portrayal of HCDSB that they've developed in the media. You should remove everyone, and start from scratch. New voting process, where trustees lay out their exact positions on all issues. And I would like more people of colour to represent this board too. As someone who was raised in this board with great pride, now I hang my head in shame. As does our Lord and Savior, Jesus Christ, who said judgment is saved for God the Father, and that all we are called to do is love. Ego does not equal equity. Ego does not equal Catholicism.

I think we should have a say about who our trustees are. How they can be more transparent and can be thrown out if any corruption is apparent?

I think Trustees' age should be restricted to 50 and under so that they either have children in the system, have recently had children in the system, or could have children in the system.

I think trustees should represent at large because your child's school may not fall within your ward, as will soon be the case for my family. Families may move between elections or have children in multiple schools. Children may live part-time with parents who live in different wards. Representation by ward could get very confusing in these situations or if you have children in different schools in different wards.

I think trustees are far overrated and should not have the power that they do as they are essentially self serving and have their own agendas anyways...look at the issues they are currently involved in...ie where our fundraising dollars go despite the fact that so many benefit from our traditional donations. This will never change though as it is a provincial problem. We don't need/shouldn't have trustees at all...not an effective way to manage a school system at all.

I think the trustees should be voting based on what the community wants and not their own agenda...

I think the trustees should be focussing on making our schools safer for our students regarding bullying and promote inclusivity rather than talking about non-issues such as fundraising. We should be focussing on EDUCATION and what it means to have Catholic Values- to love and care for each other the way Jesus loves us. Instead we get non-issues about FUNDRAISING? TEACH the children well and trust they and their CATHOLIC parents can make the right decisions.

I think the trustees should be consulting their constituents on more than just their representation. They should be consulting us before making huge moral decisions that do not reflect their constituent base. I am very unhappy with the recent decision to not support certain charities through our board based on the pro-life movement. Why wasn't there a survey about that?

I think the trustees in Oakville are being self-serving. Give up a seat and give it to Milton.

I think the current distribution is appropriate. To properly evaluate the distribution student population should have been added to the infographic; to present only the number of trustees and then ask if the distribution is evenly distributed is disingenuous. I prefer 'At large'. The phrasing of this question poorly articulates the issue. Either by ward or by 'at large' I will be represented by a designated trustee(s) within my area. The election will designate the role of Trustee on the successful candidates. The geography of ward and at large will mean being represented by one or (in Burlington) by three. After reviewing the last few meetings as presented on the HCDSB's You Tube channel, I would recommend the Trustees give careful consideration to the election of the chair. To elect one that does not understand the procedures of the meeting, that consistently bumbles one's way through is ineffective at best and at worse creates confusion and the potential for error. Moreover, the need to secure the services of a parliamentarian is an unwarranted and avoidable cost if the chair is competent in the role.

I think the Board of Trustees should implement a more rigorous method of informing our parents regarding the responsibilities of the BofT and its decision-making power to affect the education services available to our children (for example: closing/consolidating schools, adding services (ex French programming recommendations). We need a better turnout for voting and if parents knew that the BofT had this "power" they may be more interested to get to know who is making these decisions and how they respond to concerns (for example: delegations to the BofT - how many times do they consider the delegations and truly respond to their concerns? Decisions put to the BofT are often/sometimes based on rushed decisions by community volunteers/committees (I've been part of these committees), whereby delegations are often thought out/considered (and likely opposing opinions)(I've been part of these too). The system is a bit broken to help BofT make the best decision for our children. More information provided to voters - published information would help. Not all voters can make it to debates or a community QandA.

I think that your position on approving charities is overreaching especially the removal of relay for life and sick kids hospital. I fear that this comes across as saying 'no' to the non-pure charities as opposed to 'yes' for life and is the reverse of what the holy father is asking.

I think that trustees would want to demonstrate accountability for the decisions that he/she makes that impact children and families in his/her own ward.

I think that there is only trustee that seems like they has any sort of concept of their constituency, their role, and responsibility. The rest of our trustee panel seems very out-of-step...to their own detriment...or more to the detriment of Catholic Education.

I think that each community within the School Board has unique concerns and should be represented by a person that is not only looking out for the Board as a whole but for the communities within our Board that they represent.

I think that certain trustees appear to be pushing their own agendas with support from others who in turn they will help. I think that we should support charities to help everyone regardless of their religious beliefs and our religious beliefs should not stop us from helping people in need. The public perception that I have witnessed as result of this is that there should not be a Catholic Board. Way to go.

I think that as a growing community I want someone who knows the unique challenges that we face... no municipal transportation, limited community agencies that for student support and mental wellness, development that is increasing at a rapid rate only to name a few. Might I also add that it would benefit the board the students and the staff for our trustees to seek all stakeholders opinions even on items that were recently passed. Jesus does love everyone... so I have heard!

I think prior to taking on the role of representing a community, and prior to making decisions on behalf of a community, each trustee ought to survey what the community actually wants. An example of how this was NOT done was when the trustees voted to have the children say the "Oath of Allegiance" to the Queen of England at the start of the school day. This is ridiculous and most people that I have spoken to agree. Why are we saying the Oath of Allegiance and wasting valuable class time repeating this every day/ week? Parents do not want their children saying this. Do the trustees not have better things to ponder over than to introduce such a ridiculous oath? Also, recently, the children in all schools have been quite upset to be told that the many charities they have always worked so hard to promote and raise funds for, such as the WE, are now considered taboo by the Board, due to a trustee decision. If these organizations do not support our Catholic Faith or go against our Catholic traditions, why then did the Board not investigate their backgrounds further prior to subjugating the children to promoting non-Catholic values. I find this very poor foresight on the Board's part. Once again, I don't truly believe this was the Board's mistake. I think quite suddenly the Trustees want to stir up the pot (a political move so as to be recognized that they exist as decision makers? A control tactic?) and they suddenly voted many charities out. That's incredibly narrow-minded and does not set a good example for our students, making our school Board look like it takes all direction from the Trustees and does not have any input of its own. Why is the Board a puppet of the trustees? I would understand this a whole lot better and accept it a whole lot better if the trustees were to actually listen to parents and children, the people they are SUPPOSED to be representing. I doubt parents were opposed to the WE teams in the schools after all the good these clubs have done to encourage children to be active members of a community of positive change in the world. If that's how Trustees want to conduct themselves in future, I say out with them entirely!

i think population should take precedence over area. However, people is a very low density area still deserve presentation, but it should be proportional to the over population.

I think Milton needs an additional trustee.

I think it's disgusting that the catholic school no longer supports various charities including the Relay for Life! I will be changing my tax allocation to public in the near future, as I feel this does not meet Christian values, and I am very upset with the decision the catholic board has made.

I think it's very disappointing that our current trustees think that their current allocation of trustees. It is self-serving for the Oakville trustees to want to keep things status quo, as this gives them more power/control by unfair representation. Shame on you, HCDSB trustees.

I think it is pathetic that the trustees felt it was a good idea to survey constituents over this, but thought that pushing through personal agenda items like the sanctity of life motion where the board would stop funding all sorts of excellent charities didn't require getting any feedback. With any luck, those that supported the motion will all be out as trustees come the fall.

I think it is important that we know exactly which trustee to contact if we have any concerns.

I think it is important for my trustee to live in my ward, so that our interests are represented. I'm not sure that having representation by all Catholic trustees in my municipality would be a fair way for our local ward concerns to be represented. You could potentially have 2 or 3 trustees from the same area of the municipality get elected....I don't think that would be fair.

I support the trustees' decision that trustees be elected at large rather than by ward. As in Oakville, Burlington trustees should be elected at large rather than by ward.

I support my trustee. I would not want to see her role change.

I strongly support Catholic trustee representation by wards as every ward has different needs so their dedicated representatives can more accurately address their concerns.

I strongly believe that our Trustees should continue to fight for Catholic education I.e. Needs to be kept separate from the Public School system.

I overwhelmingly support designated trustees - to date there has been a lack of accountability by the Trustees because they operate as representing all - this means that areas lack a voice - this also means that Trustees can not be present at the school level because they need to address the entire area. This does not work. It has not worked. Parent and School Council voices have not been heard.

I need more information before determining what the appropriate breakdown of trustees should be. Their job description, the roles and responsibilities should be outlined, to better understand and calculate the proper distribution.

I look forward to the positive changes the School Board Trustees will make in adding another trustee for Milton. By recognizing the significant changes in the increased student population in Milton, our board will be able to support the Catholic population in Milton.

I live in Oakville and in the last several elections I have not been able to elect a trustee from my area. We need diversity and the current Oakville trustees all seem to live in the same part of town.

I like the idea of having trustees tied to a specific "ward" as I think it would make them more accountable to the tax payers in their ward.

I know this comment is not related to the survey, but I recently attended an event at CTK highschool, and was surprised by the appearance of the theatre, it looked quite damaged and I saw years worthy of cobwebs in the corners. I mentioned it to a staff member and she told me the school custodial was contracted out. Why is this job contracted out? My child's elementary custodian was instrumental to his elementary experience, and the school was always immaculate.

I hope common sense prevails... so we are not in the news... again...

I have no idea who the trustees are, and can't ever seem to get a hold of someone who knows anything at all about my school and area. Return to the ward system so each trustee knows their area schools and is known by the area.

I have been quite disappointed by the lack of availability and engagement by my Oakville Trustees. Our school had an acute French teacher shortage issue September 2017. We asked for support and representation at our curriculum night and recieved no response. At a board meeting I was a delegate that proposed the following: Catholic School Councils be consulted directly when policies and procedures are being reviewed as Councils are the official voice of the parent community 2. Catholic School Councils have regular scheduled meetings with trustees so that policy impact on school communities could be communicated effectively I hope this ask and recommendation will be heard and addressed in the future.

I have been disappointed as late by the Trustees at HCDSB. I don't see a group working in the best interest of this school board but self-serving advancement of personal agendas at times. I am well-informed as I read minutes of the meetings posted. Please don't post on the website that you are willing to listen to parental input pertaining to Board policy if you don't consult for input from parent groups such as for the issue regarding volunteering and volunteer agencies that are suitable. You are elected to be willing to work with all partners with and beyond the Catholic Ed Community not just amongst yourselves.

I find the charity funding despicable. I do not agree with it in the slightest and will not support such close-mindedness. Saying it's in the name of the church is cowardice.

I find it ironic that my trustee (ward 1 Burlington) is concerned that by going at large that people won't know who represents them / who to contact, considering that I do not get a response when I contact her and I know other parents/ratepayers with the same experience. At least by going at large, we can hope to get a response from one of the three....

I feel the Trustees are making changes for political purposes designed to move their agenda forward and proposed changes will be at the expense of our children.

I feel that the Catholic trustee do not represent the parents in their area. They are not involved in the schools they represent and feel they blindly make decisions without consulting the parent community. Trustees should be attending Catholic parent council meetings and listening the voices of the community and supporting them. They do this in the public school system....this is another disappointment I have with the catholic school system.

I feel that Milton is under-represented based on the numbers.

I don't wish to have a single trustee because they may not be in line with the core beliefs of Catholicism. For instance, I support the recent motion to allocate fundraising dollars to only charities that don't support abortion euthanasia, embryonic stem cell research.

I don't think we need more trustees. I think they should reflect our values, not the values THEY think we should have. They have given us Catholics a bad representation lately (with the oath, and now with our fundraising funds). We are on the brink of losing the need for catholic schools and they are making it easier for people to see that there is no need for 2 separate boards. We need to see God in all our decisions in this decade- oath to the queen? What? Where is God? How about keeping prayers in announcements! Fundraising to save lives- hmmm... God works through these people and it is something that we can teach our students and it is something that they can see and feel His presence yet they've taken that ability away??? Whose values are they representing? Not a catholic person's. just my opinion.

I don't think trustees should be making decisions without consulting taxpayers. They are voted in by the people they should be working for the people not themselves.

I don't like how the trustees took it upon themselves (for whatever political reason) to bring a motion forward to keep our school open when only 11 months before they were all for closing it. Now our school is remaining open while parents who were affected had no say in the matter. There was lots of pushing while a few of them were trying to keep it open initially but this motion snuck up on us and

passed very quickly. As a parent and tax payer I'm disgusted with the process and how political all of this is. You've lost trust in me and many others. Shame on you!!!!

I don't think the trustees should be able to make decisions about our donations without any say from the teachers, students, or administration. I am disgraced by this motion that has been pushed forward and seriously hope that the current trustees reconsider.

I don't know exactly what is the roll of the trustee

I don't care if they are Catholic or not. They need to look at what's important for the students. What's safe, using common sense not necessarily Catholic values. Too often catholic values get in the way of what's right. (I.e changes to current recipients of donations).

I do not feel my views are represented by the current trustees especially regarding the Sanctity of Life motion.

I do not agree with the trustees pushing their own personal agendas as they are trying to do with their implementation of which charities the HCDSB donates money to. It is my money that I will either choose to contribute or not based on the charities my children come to me asking for donations for.

I do not agree with the recently passed motion of limiting fundraising causes and am concerned that my input is being asked for questions such as the above but were in now way considered on a topic that affects my family and me in a significant way.

I completely disagree with the recent changes by the Board to the charity donation allocations and request that you conduct a survey of parents/high school students/teachers/staff to decide this. I have never been humiliated to be a part of the Catholic faith before this, ever. The audacity of this Board, in particular, one individual, astonishes me.

I chose to be represented by the trustee in my area vs at large, only due to communication factors. I feel if there is responsibility to a specific area, communication and community opinions are better heard.

I certainly hope that the trustees will use the information gathered and listen to the ratepayers. This is not the time to be self-serving.

I can't wait for the Catholic board to be abolished.

I believe trustees do not have a realistic understanding of what students and teachers need most on a daily basis to be able to be fully successful. They are concerned with issues that are irrelevant to our shared success and need to take the time to acquire a better understanding of "real world" issues which are both relevant and of importance in our school system.

I believe there should be a trustee who represents the principals and another trustee who represents the staff providing input and voting on issues.

I believe the trustees should have oversight but not direct influence in the day-to-day operations of the school board. This day to day governance should be within the role of the superintendents and the trustee role should not supersede the role of the superintendents.

I believe that these trustees have TOO much power about what goes on in our system. They are making important decisions that affect us every day - and they have no idea what we go through or how these decisions impact us. They seem to be simply riding out their own personal agendas and not representing the needs of our students. This needs to change.

I believe that the distribution of Trustees should be much more evenly distributed, especially with Milton being the growing community within the Board.

I believe that having trustees 'at large' seems like it would support a more objective approach to governance and ensure that all trustees are making appropriate decisions and actions to benefit all students in HCDSB.

I believe that Catholic School Councils should be consulted directly when policy and procedures are being reviewed - we are the official voice of the parent community. Catholic School Councils should also have

regular scheduled meetings with their trustee(s) so that policy impact on school communities is communicated effectively.

I believe all the trustees put far too heavy an emphasis on their limited and narrow interpretation of "Catholic", which does a disservice to students and the community at large. Their instance on the denial of flaws and mistakes of the Catholic Church highlights the hypocrisy and fracture within the church, and will serve only to eventually dismantle the Separate Education System.

I am very upset with the Sanctity of Life motion. To those trustees who supported this: what are you thinking???? This does not support my values and I'm frankly embarrassed that you would waste time on this issue. There are so many other good causes to support in the world and in our community that focus on positives. If such activities continue I will have to reconsider my support of the Catholic system. I do hope to hear that this will be reconsidered on the 20th.

I am very concerned by the extreme views of the current trustee and them abusing their position to push their political and personal agendas.

I am unhappy with a number of decisions that have been put forward and passed by our current group of trustees. I feel that they are meant to serve the wishes and needs of the ratepayers, but it seems that they have their own agenda and do not represent the communities they serve.

I am totally appalled by the boards decision to limit the charities schools donate to - this is not what the majority of the school communities want. I will participate in all community action to stop this and ensure my vote is made for our next trustee who knows what the school community wants and cares for!

I am not in agreement in how our trustees are representing us. Their actions are somewhat rebellious to the community they are supposed to represent.

I am not happy with the recent decision to limit charities that the board should/should not fundraise. Considering the recent negative press, I think it is the beginning of the end of Catholic Education.

I am not at all in favour of *(name deleted)* as a Trustee.

I am not a resident of Milton. I grew up in Oakville and currently reside in Burlington.

I am increasingly concerned by the divisive attitude of the trustees who represent my community.

I am glad we were asked for our input. This is not something trustees should decide without consultation. That would seem to be a conflict of interest.

I am displeased with some of the current initiatives put forth by Trustees as I believe that they do not reflect me, or my family as Catholic ratepayers . (I.e. current fund raising restrictions for one)

I am dismayed that the Trustees within the HCDSB continue to act and make misguided and overly zealous decisions that draw negative attention to the Board and undermine our reputation in the public forum and on social media, particularly in the weeks leading up to an election when as a separate school system Catholic education is historically threatened. We cannot defend any Catholic values or Social Justice teachings, if we do not exist as a Catholic Education system in the province.

I am disgusted by the current trustees voting for the motion to stop charitable donations to certain charities based on moral values. This came directly from the trustees, with no input from the diocese, parents and students etc. These are not the people I want representing me or my family and is causing us to consider pulling our child/tax \$ from the HCDSB school board.

I am disappointed by the way in which Trustees have advanced an agenda based on fundraising activities. This is a decision that should have required public consultation. No Trustee was elected on a platform that included this decision.

I am completely against the trustees new sanction regarding charitable donations. I do not agree with not involving the constituents in this decision and will never vote for anyone in agreement with this.

I am appalled by the decision to not support sick kids hospital. I continue to proudly support them, and believe the Pope would encourage me to do so. Not to mention Jesus. Oh, and most stem cells come from placentas after birth. The cells were never going to become babies. But they may one day keep people from dying from things like cancer.

I am absolutely disgusted with the sanctity of life motion. I will endeavor to remove each and every trustee who voted in favor of this narrow-minded and backwards policy. Shame on you all for misrepresenting the Pope's words and message. Your actions are reminiscent of hypocritical, Trump following evangelicals. You do not represent me, my family, the students in our schools, nor our community. Very disappointing.

I absolutely am appalled at the trustee decision to dictate which charities our fundraising monies should go to. This is NOT MY VOICE. I will not support any Board/School fundraising efforts until this ban is lifted. God Forbid any of the trustees will need to take their own children to Sick Kids, or have any family members with Cancer. The worst trustee is (*name deleted*). This man thinks they are so Godly and powerful and will try to use their "trustee status" for their own politics. Get rid of them! they does not represent my views at all. they voted for this fundraising ban however their own children have participated in fundraising efforts for Terry Fox Walk, and Me to We. How dare they!

How does the trustee support the students in school and in what ways, areas?

How can I elect someone when there is a larger group representing me? Ward trustees please.

Having trustees at large confuses many people especially those new to Halton. Oakville was always supposed to go back to wards once the Town confirmed the new Ward boundaries. Burling ton went at large for 1 term and everyone complained so it went back to wards. Wards make it very clear who each trustee represents. In Oakville at large is a disaster as some of the current trustees do not return phone calls or reply to e-mails.

Having one trustee assigned to an area/school is the most direct, consistent and supportive method from a catholic ratepayer perspective!

Having four trustees based in the Oakville area, even if they are considered "at large" does not represent the extreme population growth in the Milton area. There should be at least two trustees specifically serving the needs of the Milton area and those trustees should be from Milton.

Having designated trustees for given wards ensures accountability to constituents

Halton Catholic trustees do not share or live by the Catholic values. We teach with our religion program developed by the Canadian bishops as evidenced by the lasted vote on fund-raising and alms collection's in our school. # Pope ted talk

Glad to have a voice as a ratepayer. It is self-serving and a conflict of interest for trustees to decide this without consultation! IMO

glad the trustees finally asked our opinion!

glad I could vote on this!

Given the fallout from the recent charities Board of Trustees decision, it is good you are going to stakeholders for input. It seems some current trustees are very self-serving and do not care what those who elected them think

Give Milton another trustee from Oakville

From the info graphic, Oakville has the largest say in matters which does not seem democratic.

For the first time, in three years of my association as a parent of a HCDSB secondary school student, am I feeling disillusioned simply because of a single religion teacher bias in grading my child. This is causing severe distress for the child and the family. It is my wish that the board doesn't encourage such bias.

For Oakville specially, it maybe need to be done by ward due to high development north of Dundas. I want my trustee to be Able to handle a work load that allows them the time and attention to do the best job they can.

For French emergent student's younger sibling, I think they should take same program as their older sibling in the same family.

For any major decisions Trustees should have to consult with their constituents and should not be able to make any major decisions on their behalf (ie, fundraising and french program approvals)

Extremely disappointed with our Board of Trustees in passing the "Sanctity of Life Motion". This is not representative of the views of the Halton Catholic parents and students.

Every area for example Oakville and Burlington should elect trustee's by ward. There must be consistency in how trustees are elected.

Ensure all of our Canadian and Catholic beliefs, traditions, holidays and faith is 100% present in our kids everyday lives at school. We are Canadian and Catholic and proud of it!!! O Canada and prayers everyday.

Eliminating the support of charities that do not follow catholic values is the single most hypocritical act I've ever experienced throughout my experience with the HCDSB. You should all be ashamed of yourselves and will no longer be receiving my financial support.

Elected trustees need to take into consideration the wishes of their constituents prior to voting.

Elected trustees must listen to the voices of their constituents when making decisions that affect them.

Don't understand why you are asking how I would suggest the distribution per area must take place.... isn't it by rate payer distribution per area? It is confusing.

Does it really matter?

Do something about the uniform providers. Very expensive and quality is not good!

Do not have enough information, ie., pros and cons....to make an informed decision. This is an irresponsible survey from a Board of Trustees that has lost my trust. Maybe they should have asked us before they made decisions about the fundraising. They do not represent me and my Catholic values. My children are talking about leaving Catholicism because of what they have experienced in your schools. And now this! You are wielding your power carelessly. And what ever happened to youth voice around issues concerning them? So disappointing.

Distribute trustees according to population

(*name deleted*) is your strongest and most well respected trustee. If you want to avoid the backlash you are currently experiencing... your Burlington/Oakville future trustees should be more like them. They has a good vision of integrating faith and modernization that can set our board up for future success.

Designated Catholic trustee. 100%. No question!

Democratic representation must speak for the different populations within a community. "At large" representation obscures the realities of the community and leads to an obtused view of the needs in the communities, locally and as a whole. No system is perfect, but certainly "at large" representation is skewed from the start.

Decrease the number in Oakville, add one to Milton

Currently, I do not feel Milton and Georgetown are adequately represented amongst the Trustees. It is not equitable to have 4 Trustees in the Oakville Area.

Currently Trustees do not seem to represent the views of parents or students. Prime example is the withdrawal of charity support. Our school is very passionate about Me to We, Terry Fox and many other charities. Me to We is a great example for children to be involved. This latest fiasco of trustees with their own agenda shows their disconnect with the school community.

Currently Milton the fastest growing region is less represented. It should get more representation

Communicate and engage with ALL councils for all policies and changes to policies, you have been hired and paid by parents who pay taxes and who have chosen you to represent their voice, not your own, you are serving the students by way of representing what parents and students voices, how easy would it be for parents to pull students out and choose the public board?? Very soon there will be no catholic system and it will be in part because you are not listening to your community.

Collective feedback from stakeholders should be honoured by the Board

Catholic school trustees should be vetted in some way to ensure that they are practicing members in a Catholic parish. They should have to provide at least a pastoral reference letter. Trustees cannot effectively serve the school system if they are nominal Catholics who do not practice a Catholic faith in any tangible or measurable way.

Can we not find a better way to have trustees in the education system - why are we still electing people to represent us? can we not have a board of appointed individuals who have experience in education, running a company etc? Why not have a system similar to hospital boards? The elected trustee system is antiquated and needs to be replaced. After reviewing board minutes over the last couple of years, it seems we have elected officials who are very self-serving with personal political agendas. When politics are involved and personal agendas take precedent, the needs of the students become secondary. Consequently, the farcical behaviour of trustees who support the motion regarding Catholic charities, change their minds and oppose it, and then change it again makes one question the real motives of all involved. What a disgrace and an embarrassment to the young people in Halton Catholic that these trustees purport to represent. They don't represent them. They represent their own self-interests.

By Ward makes the trustee personally accountable-I have personally had the experience of calling one trustee with zero response & then having to call another to address my concern. This creyentvsustsm does not work-unacceptable & not preferred

Before making a major decision like the pledge and the sanctity of life should be presented to the community for input instead of it being forced upon staff and students.

Based on the infographic and the board report and considering the recent past and predicted future growth of population in Milton, and the resultant spending to follow in this jurisdiction I think adding a second voice in the municipality of Milton would be wise.

Based on the constantly expanding population, it only makes sense to increase the Board of Trustees representation of Milton.

Based on recent decisions made by various trustees, I feel improperly represented no matter how the trustees are laid out.

base the number of trustees on the population of our schools - there are more students in Milton and they need representation

B/c student my vote don't matter

At this moment most of the trustee are not representing any of there constituents as they have decided to not support many important charities. Even the diocese does not agree with this ridiculous policy. I will make sure to vote against the person representing my area come the next election

At one time Oakville and Burlington were growing and we needed trustees in those areas that represented that population of growth. Now we need to look and see where the growth is occurring and that would be in Milton and Georgetown areas and so it needs to be equitable for the regions of growth. Trustees in Oakville and Burlington should have a reduction as to those towns/cities are decreasing in numbers.

At large representation makes no sense to me.

At large representation makes no sense to me.

At large representation is not fair. I want to be represented by someone within my region.

Ask before you make such big changes. If you do not, you will lose a lot of trust and respect.

As a Burlington ratepayer I find the current distribution unfairly favors Oakville over the other municipalities. Furthermore, the voting record of the Oakville trustees has harmed the Board's reputation. Among other things I hold them responsible for my children missing the opportunity to attend a brand new school building rather than the 50+ year old one they should have closed.

An elected Trustee should have their own children attending our school board - Not another school board - perhaps she should represent the school board of her children and make decisions that will effect HER children! Her decisions are reckless and do not reflect anything thinking to assess consequences (she lacks cause and effect analysis). As a ratepayer, does it matter if the trustee is Catholic...really you are asking this question - so let me get this straight - you are not supporting any charities because they are not in line with the catholic teachings as you say - even though they are serving the common good - but you are asking if a trustee should be catholic???? Seriously?

An additional trustee is required for Milton

All trustees should have a working knowledge or the education system

Again, this would be like being able to pick and choose your bishop, if Canada was a full diocese. There are regional difference.

Again, the amount of trustees need to be reduced in order to realize an annual savings

Add more trustees to Milton. And keep the charities we donate to currently, like Terry Fox. Shame on you for such a closed-minded view.

According to the Trustee Distribution graphic it appears that in Oakville 3.4 heads was the determination but they received 4 trustees, in Burlington 2.7 was rounded up to 3 trustees but in Milton 1.7 has been rounded down. Milton is still growing in population and the trustee we have can't keep up with the demand of their service.

A system where trustees are designated by ward ensures that trustees are accountable to their constituents. The current system in Oakville creates confusion; parents do not know who to address their concerns to and do not know who will respond to their queries. Having trustees designated by ward would foster a better relationship between school councils and their trustee; fostering collaboration and continuity of dialogue. It would enable the trustee to represent their school communities more accurately rather than representing communities "at large". Having established a more concrete relationship with their specific school communities, we would hope that the trustees would then represent these concerns when meeting at the Board level. If they did not, parents would know who to hold accountable.

A few, but I'll keep them to myself.

A believe a trustee should only be allowed to serve 2 terms.

1. Using accepted mathematical rounding: Halton Hills: 1.09 rounds to 1; Milton: 1.71 rounds to 2; Burlington: 2.72 rounds to 3; Oakville 3.47 rounds to 3. 2. Fairness of Representation (Board-proposed trustee allocation): Halton Hills with one trustee is under represented by 9%; Milton with one trustee is under represented by 42%. Burlington with three trustees is over represented by 10%. Oakville with four trustees is over represented by 15%. I do not believe that a 42% under representation is justifiable in any way. [fairness of representation (FoR) is calculated as: $\text{FoR} = (\text{ideal trustee number} - \text{actual trustee number}) / (\text{ideal trustee number}) \times 100\%$] 3. Fairness of Representation (fair trustee allocation): Halton Hills with one trustee is under represented by 9%; Milton with two trustees is over represented by 17%. Burlington with three trustees is over represented by 10%. Oakville with three trustees is under represented by 14%. The fair trustee allocation minimizes the over/under representation in each municipality. Concluding comment: There is no justification for the proposed, status quo trustee allocation. It unfairly underrepresents the Milton ratepayers. It also ignores the fact that the school population in Milton has exploded over the past four years, and that parents in Milton should have a fair number of trustees to represent them at the Board, whether they are Catholic ratepayers or not. The trustee allocation appears to be politically-driven rather than fact-based, and that appearance should concern the Board. For the record, I live in Burlington, not Milton.

1 - why do we need trustees period? 2 - if we need them how a out having fixed terms ie can only be elected to 'x' number of years 3 - if there is more money for trustees how about more money for our schools instead
-they seem fair

"Designated trustee" vs. "all trustees." That's a no-brainer! Designated trustees are more accountable. They serve us! Some seem to forget that.

I believe that EVERY geographic ward of the board should be represented (as in Burlington). The set up in Oakville does not allow for this. Where would the accountability be if a ll Burlington Trustees hailed from Aldershot, for example? Also, I do not understand how Burlington has representation by ward while Oakville does not

INFORMATION REPORT

ITEM 10.5

RELEASE OF THE 2018-19 GRANTS FOR STUDENT NEEDS (GSN)

PURPOSE:

To provide the Board with information regarding the release of the 2018-19 Grants for Student Needs and the potential impact to the Halton Catholic District School Board (HCDSB).

BACKGROUND:

The following information regarding the Board's 2018-19 budget process was previously provided to trustees:

1. Budget Information Session – March 7, 2018 Trustee Budget Consultation Session.
2. Information Report 10.4 2018-19 Budget Consultation Process – Summary of Feedback from the March 6, 2018 Regular Board Meeting.
3. Staff Report 9.1 2018-19 Budget Estimates Schedule, Objectives and Consultation from the February 6, 2018 Regular Board Meeting.

COMMENTS:

The Ministry announced the release of the GSN on Monday, March 26, 2018.

Three Ministry Memoranda related to the GSN have been issued:

- Memorandum 2018: B06 "Grants for Student Needs (GSN) for 2018-19" (Appendix A)
- Memorandum "2018-19 School Year Education Programs – Other (EPO) Funding" (Appendix B)
- Memorandum 2018: SB04 "Student Transportation – Grants for Student Needs, 2018-19" (Appendix C)

Additional publications expected but not released at this time include: 2018-19 Technical Paper, GSN Projections for the 2018-19 School Year, 2018-19 Education Funding: A Guide to the Grants for Student Needs, and the 2018-19 Education Funding Discussion Summary.

Without the GSN projections and the Technical Paper, it is difficult to comment on the impact the 2018-19 GSN will have on the Halton Catholic District School Board. What is currently known after reviewing the memorandums is that the GSN includes: a 1.5% increase to the salary benchmark, a 3% increase in Community Use of Schools Funding, a 4% increase in the Transportation allocation, and a 2% increase in the non-staff School Operations allocation. The GSN and Education-Other grants (EPOs) also include additions to staffing to establish a multi-disciplinary team, add mental health workers in schools, increase guidance teachers in elementary schools to help prepare students for success in high school, and provide support for human rights professionals. These additions to staff are over and above the required staffing enhancements due to enrolment growth.

Provincially, the GSN is projected at \$24.53 billion for 2018-19, representing a \$620 million or 2.6% increase over 2017-18. The average per pupil funding increase is \$200 (or 1.7%) to \$12,300.

Additional Highlights from the GSN Memorandum

- **Additional funding and staffing to Special Education**
 - 7.3 full time equivalent (FTE) (\$732,000) to support a multi-disciplinary team to help teachers, EAs and staff understand and adapt to the unique needs of students (mentioned above);
 - Increase to the Special Incidence Portion (SIP) maximum amount; from \$27,000 to \$38,016 per eligible claim to address the health and safety needs of students with extraordinary high needs.
 - Permanent allocation of the Applied Behaviour Analysis (ABA) Training Amount, which was previously funded through EPO.
- **New Funding to Prepare for Success in High School**
 - 7.1 FTE (\$703,000) to prepare students for the transition to secondary school and beyond. This will be the first year of a three-year Ministry commitment to this initiative. The 2018-19 allocation is to be used to increase guidance teachers for the Grade 7 and 8 students.
- **Ministry's Review of Socio-Economic Indicators**
 - Ministry will invest additional \$10 million provincially and use 2016 Census data for the Diversity in English Language Learners (DELL) component of the English as a Second Language/English Literacy Development (ESL/ELD) grant. This grant is to help students who are not recent immigrants but whose language spoken at home is not English or French.
 - Learning Opportunities grant continues to use 2006 Census data and socio-economic indicators; however the Ministry will commission an external review of both the methodology and school board use of this allocation.

- **Ministry's Continued Implementation of the 2017-19 Central Agreements**
 - As mentioned above, the GSN includes a 1.5% increase to the salary benchmark for 2018-19 for non-executive staff.
 - Class size adjustments for Full-Day Kindergarten will continue and be capped at 29 ADE with some exceptions.
 - Grade 4 to 8 classes will continue to be reduced, with the goal of an average class size of 24.5 ADE within 4 yrs.
 - Employee Life and Health Trust transitions are planned to be complete by 2018-19 and the Ministry will continue to fund in accordance to prior year commitments.
 - Local priorities funding will continue into 2018-19; however there is no commitment beyond this fiscal year.
- **School Board Administration and Governance (SBAGG)**
 - New in 2018-19, the Program Leadership Allocation now part of SBAGG will envelope six (6) lead positions, including the Early Years Lead which was formerly an EPO.
 - \$400 increase to Trustee Honoraria base amount (\$6,300). The Ministry is engaging Trustee Associations regarding further adjustments to the honorarium formula.
- **Maintaining and Improving our Facilities**
 - School Condition Improvement (SCI) allocation will continue into 2018-19 with a provincial allocation of \$1.0 billion. Boards' allocation will be based on 2016 condition assessments which were posted on the Ministry's website in October 2017.
 - Greenhouse Gas Reduction Fund will continue into 2018-19 with a provincial allocation of \$100 million to be spent between April 1, 2018 and March 31, 2019. This is half of last year's allocation.
 - School Renewal Grant will continue into 2018-19 with a \$300 million investment provincially. The additional \$40 million committed by the province between 2015-16 and 2018-19 has been added to the benchmark.
 - Capital Planning Capacity funding will continue into 2018-19 to assist with planning activities of the Board.
 - Early Years Capital for daycare spaces will continue as the Ministry is committed to creating 100,000 child care spaces over the next 5 years.
 - Rural and Northern Education Funding will continue into 2018-19 with an estimated allocation of \$50,000 for HCDSB.
- **Assisting New Teachers to Succeed**
 - The New Teacher Induction Program (NTIP) has expanded to include Long-Term Occasional (LTO) positions of 80 days or greater as well as the ability to use the funds to help teachers that were hired within 5 years.
- **Indigenous Education**
 - Enveloping of funding to support the implementation of a Board Action Plan required for the implementation of programs and initiatives aligned to the 16 strategies and actions identified in the *Ontario First Nation, Métis and Inuit Education Policy Framework*.
 - Funding allocation will be based on 2011 Census / National Household Survey data.

- **Adult Education for Literacy and Mathematics**
 - Adults enrolled in continuing education classes will now be eligible for assistance in literacy and/or mathematics.
- **Transportation**
 - In addition to the 4% increase to help offset transportation costs, the Ministry is funding 50% of school bus safety training for elementary students.

Highlights from the Education Program – Other Memorandum

- Additional funding and staffing to Special Education
 - 2.6 FTE (\$348,000) for Mental Health Workers to support secondary students through continued and expanded mental health awareness and education, early identification and assessment, and improved timely referrals to community mental health services. This also includes a \$50,000 base amount for all boards to support province-wide research and evaluation.
 - \$125 million commitment by the Ministry over the next 3 years to reduce the wait times for Special Education Assessments (with \$20 million allocated in 2018-19).
- Highly Skilled Workforce Strategy
 - Year 2 funding (\$158,000) to support experiential learning opportunities and professional learning for educators.
 - Collaboration with the Ministries of Education and Advanced Education and Skills Development to offer professional learning for educators to offer guidance to students regarding career/life planning.
- Innovation in Learning
 - \$108,000 allocation to support the development of global competencies (e.g. transferable job skills).
- Well-Being: Safe, Accepting and Healthy Schools and Mental Health
 - \$183,000 to support student well-being, equity and mental health. Amount doubled from previous year.
 - Requires boards to submit 3 year action plans.
- Ontario's Equity Action Plan
 - To address systemic barriers to student achievement and well-being. For 2018-19, funding will address 3 main areas:
 - School and Classroom Practices;
 - Data Collection and Analysis;
 - Leadership, Governance and Human Resource Practices.
 - Funding will be available to support human rights professionals.

Staff are in the process of compiling the budget for the 2018-19 expenses, and are focusing their attention on:

1. Salary budget, determined based on the March 31, 2018 staffing data download from the Board's Human Resources and Payroll system (iSYS Works).
2. Benefits budget, based on Ministry's costing templates.
3. Non-salary budgets have been compiled for all departments and presented at the March 7, 2018 Trustee Budget Consultation Session.
4. School Budgets are developed based on projected enrolment and will require adjustment as enrolment updates become available.
5. New initiatives that have a budget impact will be prioritized and included in the 2018-19 budget, should funding be available.
6. EFIS forms, expected to be released by the end of April, will be used to calculate all grants for the Board. Expenses are also included at that time, to assess the enveloping provisions.
7. Enrolments are subject to revision up until the budget is passed in June. Enrolment changes may be required once the actual enrolment for March 31, 2018 are available, and as a result of school registrations for next year occurring between April 1 and mid-June 2018.

The updated 2018-19 Budget Estimates Schedule is attached as **Appendix D**.

REPORT PREPARED BY:

J. CHANTHAVONG
ADMINISTRATOR, BUDGET AND CAPITAL

REPORT REVIEWED BY:

A. LOFTS
SENIOR ADMINISTRATOR, FINANCIAL SERVICES

REPORT SUBMITTED BY:

R. NEGOT
SUPERINTENDENT OF BUSINESS AND TREASURER OF THE BOARD

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Ministry of Education

Office of the ADM
 Education Labour and Finance
 Division
 12th Floor, Mowat Block
 900 Bay Street
 Toronto ON M7A 1L2

Ministère de l'Éducation

Bureau du sous-ministre adjoint
 Division des relations de travail et du
 financement en matière d'éducation
 12^e étage, Édifice Mowat
 900, rue Bay
 Toronto ON M7A 1L2

**2018: B06**

MEMORANDUM TO: Directors of Education
 Secretary/Treasurers of School Authorities

FROM: Andrew Davis
 Assistant Deputy Minister
 Education Labour and Finance Division

DATE: March 26, 2018

SUBJECT: Grants for Student Needs (GSN) for 2018–19

I am writing to provide you with information about the Ministry of Education's GSN funding for 2018–19. This information is being provided in conjunction with the release of the 2018–19 school year allocations for the Education Programs – Other (EPO) transfer payments.

Investments in Ontario's publicly funded education system continue to increase, with total funding expected to increase from \$23.91 billion in 2017–18 to \$24.53 billion in 2018–19. Per-pupil funding is projected to increase in 2018–19 to \$12,300 – an increase of 9.4 per cent since 2012–13.

The ministry is pleased to announce the following new key investments for 2018–19:

- \$72 million in special education to address the current waitlist for assessments and increase services through multi-disciplinary teams and other staffing resources (\$52 million GSN, \$20 million EPO),
- \$30 million increase to the Special Incidence Portion allocation, to support students with extraordinary high needs to be successful in school,
- \$46 million to support more than 450 additional teachers who will help Grade 7 and 8 students engage in career and pathways planning that will prepare them for success in high school and beyond,
- \$10 million for demographic and growth adjustments through the Diversity in English Language Learners (DELL) (formerly Pupils in Canada) component within the Language Grant, and
- \$24.5 million, growing to \$49.5 million in 2019–20, to fund approximately 180 mental health workers in 2018–19 and 400 in 2019–20. These mental health workers will support students in secondary schools who have mental health concerns through continued and expanded mental health awareness and

education, early identification and assessment, and improved timely referrals to community mental health services. The investment will also include annual base funding of \$50,000 for all school boards with secondary schools to support province-wide research and evaluation of the new supports. Details regarding this investment are further outlined in the 2018–19 School Year Education Programs – Other (EPO) Funding B-Memo¹. *See Appendix A for board-by-board full time equivalents (FTEs) for 2018-19.*

The 2018–19 GSN also reflects funding for increased enrolment, ongoing investments to meet prior years' labour agreements, and regular updates to the GSN, informed by our recent engagement sessions and ongoing technical discussions. As in past years, a summary of these conversations will be available on the ministry's [website](#).

A. Special Education

Addressing Waitlists for Assessments and Increasing Services

The ministry is investing nearly \$300 million over the next three school years to provide school boards with funding to address current waitlists for special education assessments and increase programs and services for students with special education needs. This investment will include two parts:

- \$125 million in EPO funding to address current waitlists for assessments over the next three school years. Further details will be provided to school boards in the 2018–19 School Year Education Programs – Other (EPO) Funding B-Memo.
- Over \$170 million in funding, over the next three years, to be allocated through the Special Education Grant, which will support increased special education programs and services. This includes:
 - Funding for a multi-disciplinary team or equivalent for all boards (four additional FTEs per school board) to build board capacity and help teachers, education assistants, and other staff better understand and adapt to the unique needs of their students;
 - Funding for other staffing resources to support students with special education needs; and
 - Funding to build capacity and provide direct support to students with special education needs in recognition of the increase in demand for services. This investment will provide for a total of approximately 600 additional FTEs in the province by 2019-20. *See Appendix B for board-by-board allocations.*

Further details regarding the implementation of this investment and reporting requirements will be communicated at a later date.

Special Incidence Portion (SIP)

The ministry is investing an additional \$30 million in the next school year to support students with extraordinary high needs to be successful in school. This increase in the

¹ Includes approximately \$0.3 million in 2018-19 and \$0.6M in 2019-20 in GSN funding to support the cost of crown contributions to the benefit trusts for these staff.

SIP allocation supports the staffing costs associated with addressing the health and safety needs of these students and others in their school. The maximum SIP amount per eligible claim will increase by over 40 per cent from \$27,000 to \$38,016 and will be adjusted annually to reflect salary benchmark increases going forward.

Behaviour Expertise Amount (BEA)

Starting in 2018–19, the Behaviour Expertise Amount (BEA) Allocation will have a new component: the Applied Behaviour Analysis (ABA) Training Amount (\$3 million). This funding was previously provided to school boards through the Autism Supports and Training Allocation in EPO. As such, beginning in 2018–19 the BEA Allocation will have two components:

1. Applied Behaviour Analysis (ABA) Expertise Professionals Amount; and
2. ABA Training Amount

Facilities Amount Name Change

Beginning in 2018–19, the Facilities Amount will be renamed to Care, Treatment, Custody and Correctional Amount (“CTCC Amount”). The CTCC Amount is provided to approved district school boards to support education programs in care and/or treatment, custody and correctional facilities. Renaming this funding amount will more accurately reflect the intention of the funds, and make the naming consistent with ministry program documentation as well as district school board language.

B. Preparing for Success in High School

The ministry is committed to ensuring that all students are equipped to explore pathways to apprenticeship, college, university, the workplace, and community. Students, parents, and educators have told us that Grades 7 and 8 are crucial years where greater support is needed.

To prepare students for success in high school and beyond, the ministry is investing more than \$140 million over the next three years to support more than 450 additional teachers who will help Grade 7 and 8 students make successful academic transitions and engage in career and pathways planning.

This targeted investment in Grades 7 and 8 will support teachers to:

- prepare students for their academic transition to high school,
- engage students in experiential learning that provides exposure to role models and positive examples of a diversity of careers, and
- encourage high expectations for all students and facilitate exploration of all pathways options.

In 2018–19, the ministry is investing \$46 million through the GSN. This additional support is equivalent to a reduction of the current student-to-guidance teacher ratio in Grades 7 and 8 (approximately 1,000:1) to match the secondary ratio (approximately 385:1). *See Appendix C for board-by-board allocations.*

C. Demographic and Growth: Investments and Review

The ministry is committed to ensuring that every student has access to the supports they need to succeed in school, regardless of their socioeconomic status.

Over the last decade, a number of communities throughout Ontario have experienced rapid change and growth. The ministry has heard, through our engagements, that there is a need for the GSN grants to be updated in order to respond to changing demographics and growth within school boards. The ministry will start this process with an update to the Diversity in English Language Learners (DELL) component within the Language Grant, and will begin examining the Learning Opportunities Grant (LOG) Demographic Allocation moving forward.

Diversity in English Language Learners (DELL)

In 2018–19, the ministry will invest \$10 million in the Diversity in English Language Learners (DELL), formerly known as Pupils in Canada (PIC) component of the English as a Second Language/English Literacy Development (ESL/ELD) Allocation in the Language Grant.

The DELL component uses census data as a proxy measure of ESL/ELD need for pupils who are not recent immigrants, but whose language spoken most often at home is neither English nor French. This investment, along with an updated distribution using 2016 Census data, will better support enrolment growth in ESL/ELD programs.

Learning Opportunities Grant (LOG) Demographic Allocation

The Learning Opportunities Grant provides funding for a range of programs to help students who are at greater risk of not achieving academic success. Funding through the largest component, the Demographic Allocation, is calculated based on weighted social and economic indicators and enrolment. In addition, it relies on 2006 Census data and socio-economic indicators.

Moving forward, the ministry will commission an external review of the methodology for the Demographic Allocation and board use of the funding. This review will provide recommendations to the ministry on an update to the formula and accountability structure based on policy research, practice and newly available census data.

D. Continued Implementation of 2017–19 Central Labour Agreements

Salary Increases

The ministry will provide a 1.5 per cent salary benchmark increase for staff² in 2018–19, to reflect the 2017–19 central labour agreements.

² Does not include Directors of Education. Funding for Principal and Vice-Principal salary increases are provided separately. More details will be available in the Technical Paper.

Community Use of Schools (CUS)

The 2017–19 central labour agreements with CUPE, EWAO and OSSTF-EW provided direction on the use of a 3 per cent increase in the amount for CUS made in the 2017–18 GSN. This funding and its requirements will continue in 2018–19.

Class Size Investments

In 2017–18, the government made a commitment to invest in reducing large classes in full-day kindergarten and Grades 4 to 8 to advance student achievement and well-being.

Full-Day Kindergarten (FDK)

In 2017–18, the government implemented a class size cap that will prevent large FDK classes. Beginning in 2018–19, the cap is being reduced to a maximum class size of 29 students for FDK classes. Up to 10 per cent of FDK classes can reach up to 32 students if they meet one of the following exceptions:

- If purpose-built accommodation is not available (this exception will sunset after 2021–22);
- If a program will be negatively affected (e.g., French Immersion); or
- Where compliance will increase FDK/Grade 1 combined classes.

Boards will still be required to maintain a board-wide average class size of 26.0 or lower. Other aspects of relevant regulations remain unchanged.

To support boards in meeting smaller FDK class sizes, the funded average class size will be reduced to 25.57 in 2018–19 (projected to be approximately \$11 million) to provide additional funding to help boards manage the costs associated with meeting the caps.

Grades 4-8 Class Size

As announced last year, any board with a regulated Grade 4-8 class size average maximum exceeding 24.5 will be required to reduce its Grade 4-8 maximum class size average to 24.5 within five years. The class size regulation outlines the specific maximum board-wide class size average for these boards in 2018–19. In 2018–19, the funded average class size will be reduced to 23.84 (projected to be approximately \$38 million).

Employee Health, Life & Dental Benefits Transformation

Increases to funding for the provincial benefits trusts to reflect the cost of providing benefits consistent with the central labour agreements and discussions will be included in updated table amounts for 2018–19. These table amounts will also reflect projected staffing in boards for 2018–19, as well as updates to the underlying board shares of the benefit costs derived from the updated 2014–15 benefit costs for school boards.

Local Priorities Funding

The ministry established a Local Priorities Fund (LPF) in 2017–18 to address a range of local priorities and needs. This may include more special education staffing to support children in need, “at-risk” students and adult education. In 2018–19, the LPF amount will be \$235 million. The LPF requirements will continue in 2018–19, as per the extension agreements.

E. School Board Administration and Governance Grant

Program Leadership Allocation (PLA)

New for 2018–19, the Program Leadership Allocation (PLA) is being introduced within the School Board Administration and Governance Grant. This allocation is comprised of six lead positions that were previously funded through other allocations within the GSN and through EPO. These leads are responsible for the organization, administration, management, and implementation of supports to achieve the goals within their respective program areas:

- Mental Health Leaders
- Technology Enabled Learning and Teaching (TELT) Contacts
- Indigenous Education Leads
- Student Success Leads
- School Effectiveness Leads
- Early Years Leads (*Formerly in EPO*)

Each board’s PLA funding is based on salary and benefits benchmark calculations and a percentage of that calculation for travel and professional development (PD):

Component	Description
Salary & Benefits	Amount equal to: 1.75 times the Professional/ Paraprofessional benchmark + 1.0 times the Information Technology benchmark + 3.5 times the Supervisory Officer (SO) benchmark + up to an additional 4.0 times the SO benchmark (based on board’s ADE)
Travel & PD	10.44% of the salary and benefits component

The PLA will be enveloped, in that the funding must be spent globally on leads’ salary, benefits, travel and PD.

Boards will have the flexibility within the envelope to address on-the-ground needs related to lead salary, benefits, travel and PD while adhering to individual requirements for each lead to best support key outcomes for these positions. The requirements* are as follows:

1. minimum hiring requirements (i.e., whether the position must equal one FTE);
2. expectations related to job splitting (i.e., whether the position can be split between one or more individuals.); and
3. dedication (i.e., whether the lead can hold any other portfolio within the board.)

The PLA is not included in the school board administration and governance enveloping provision (i.e., the board administration spending maximum excludes the Internal Audit Allocation and the new PLA.)

School boards will be funded the lesser of: a) the allocation calculated and b) the total amount spent on PLA eligible expenditures.

The ministry intends to continue to explore other leads that could be added to the PLA in the future (e.g., Community Use of Schools – Outreach Coordinators).

**See Appendix D for more details on specific lead hiring requirements and FTE allocations.*

Trustee Honoraria

In fall 2017, the ministry engaged with education partners on five governance topics, including trustee honoraria. Education partners raised a number of concerns related to the level of funding and equity among the honoraria of Ontario's school boards.

The ministry will be engaging with the Trustees' Associations to develop more detailed proposals for revising the trustee honorarium formula. In the interim, for 2018–19, the ministry is increasing the base amount for the trustees' honorarium with an additional \$400 in funding. The new limit will now be \$6,300.

Further details on the honoraria will be released in upcoming memos.

F. Capital

School Condition Improvement

The ministry is continuing its historic investment in school renewal by investing a total of \$1.4 billion in the 2018–19 school year with \$1 billion allocated towards the School Condition Improvement (SCI) program. This brings total funding committed under SCI, since 2015–16, to \$4 billion. These investments will result in critical improvements to key building components that ensure student safety and improve energy efficiency, like roofing, HVAC, electrical and plumbing systems. It will also significantly improve more visible elements of schools that impact students' well-being and public confidence, including flooring, walls, ceilings, playing fields and more.

SCI is proportionally allocated to each board's open and operating schools' renewal needs. Allocations for 2018–19 have been updated to reflect 2016 assessments, as posted on the Ministry of Education's website in October 2017.

Greenhouse Gas Reduction Fund

Ontario has taken major steps to reduce its greenhouse gas emissions and is a leader in North America in the fight against climate change. In June 2016, Ontario released its Climate Change Action Plan to outline key actions the government will take to fight climate change, reduce greenhouse gas pollution and transition to a low-carbon economy.

As part of Ontario's Climate Change Action Plan, the ministry launched the Greenhouse Gas Reduction Fund in April 2017 under the School Condition Improvement program. This initiative aims to reduce greenhouse gas emissions from facilities in the education sector.

The ministry is pleased to announce the continuation of this program for the 2018–19 school year. Another \$100 million will be made available to school boards for eligible expenditures incurred between April 1, 2018 and March 31, 2019. School boards are reminded that this funding cannot be carried over beyond March 31, 2019.

The continuation of this initiative will support boards in accelerating the replacement of inefficient equipment and encourage school boards to adopt energy-efficient technologies. Additional details will be provided in a future memo.

School Renewal Allocation

Each year, the ministry provides school boards with over \$300 million in School Renewal Allocation funding to address health and safety issues, to replace and repair building components, improve the energy efficiency of schools and improve accessibility.

Between 2015–16 and 2018–19, an additional \$40 million has been committed each year to this funding stream. For 2018–19, this additional \$40 million has been absorbed into the benchmark.

Capital Planning Capacity Funding

The Capital Planning Capacity (CPC) program, which was originally announced in memorandum 2015: B03 to help school boards undertake a range of capital planning-related activities, will continue into the 2018–19 school year. For 2018–19, board funding levels have been maintained from the previous school year.

Joint-Use Funding Supports

As part of the Plan to Strengthen Rural and Northern Education, the ministry announced additional funding supports to encourage school boards to share space. These funding supports are continuing into the 2018–19 school year and include:

- **Seed Funding:** The Joint-Use Schools Seed Funding program is available to school boards, on a first-come, first-served basis. Successful applicants will receive \$20,000 in operating funding, per school board, to support the development of a joint-use school project, whether the project involves a new build or a retrofit of underutilized space. The ministry will accept applications any time during the school year. This funding program is being doubled from \$200,000 to \$400,000 to facilitate the development of more joint-use projects.
- **Project Managers:** Providing \$1 million in funding to support one project manager per ministry approved joint-use school project. Of this amount, boards may request \$100,000 from the ministry to fund a project manager, who could be tasked with coordinating all aspects of the planning, design and construction of the joint-use school on behalf of all participating boards.

- **Project Funding:** Allowing a greater portion of ministry capital funding to be allocated to joint-use school projects. Rather than fund each joint-use school based on its combined student population, this incentive treats each school board's student population as two or more distinct school facilities and thereby increases the total capital funding allocation generated according to ministry capital construction benchmarks.

Early Years Capital

The ministry is committed to creating access to child care for 100,000 more children aged 0 to 4 over the next five years. To support this commitment, the government is investing up to \$1.6 billion in capital funding to support the creation of licensed child care spaces in schools and community-based locations. Under the ministry's Schools First policy, schools are encouraged as the preferred location for early years' programs and services, where possible.

The Early Years Capital Program (EYCP) is the primary means for capital funding requests associated with school-based child care and EarlyON child and family centres. These capital projects address school boards' and Consolidated Municipal Service Managers'/District Social Services Administration Boards' early years accommodation needs. Early years capital requests associated with a larger school construction project can continue to be submitted under the Capital Priorities (CP) Program.

In December 2017, the ministry announced over \$240 million to support 200 child care and EarlyON child and family centre projects, to create over 8,400 new child care spaces. In total, the ministry has now allocated capital funding for more than 15,000 school-based child care spaces since 2017. Capital funding support is aligned with Ontario's Renewed Early Years and Child Care Policy Framework which provides a new vision for child care and the early years that focuses on the key pillars of access, responsiveness, affordability, and quality.

The ministry anticipates future opportunities for EYCP and CP early years funding requests later in 2018.

G. Qualifications and Experience Grant

New Teacher Induction Program (NTIP)

The ministry will be making an investment of \$0.75 million in the NTIP. This increase will enable boards to provide support for new teachers over a longer period of time and will enable greater flexibility to accommodate local hiring realities.

Beginning in 2018–19, the NTIP will be expanded, requiring school boards to provide the NTIP to newly-hired long-term occasional teachers (LTOs) in positions of 80 days or more. In addition, boards will also be given the flexibility to use the NTIP Allocation to support any new teacher who falls outside of the NTIP required definition within their first five (5) years of employment.

H. Indigenous Education

Board Action Plan (BAP)

The ministry is enveloping the BAP funding. Boards are required to use this funding exclusively to support the implementation of programs and initiatives aligned to the 16 strategies and actions identified in the *Ontario First Nation, Métis, and Inuit Education Policy Framework*. This amount is projected to be \$6 million in 2018–19.

Indigenous Education Lead

The Indigenous Education Lead, previously in the Per-Pupil Amount (PPA) portion of the Indigenous Education Grant, has been consolidated into the PLA. A portion of the lead funding previously in the PPA is now found in the PLA to support the Indigenous Education Lead. Further details can be found in the School Board Administration and Governance Grant section above (Section E).

Indigenous Studies

Funding for Indigenous Studies is intended to cover the incremental costs for boards to provide these classes. The ministry will be engaging on options for changes to the Indigenous Studies funding formula for the 2019–20 school year, including where the course is being offered on a compulsory basis.

I. Literacy and Math outside the School Day Allocation

Starting in 2018–19, adult students enrolled in Continuing Education classes/courses will now be eligible for funding in remedial literacy and/or math courses/classes.

These students, as well as adult day school and fully high-credit pupils enrolled in day school, will now be funded through the Continuing Education and Other Programs Grant (i.e., at the ADE rate for Adult Day and High-Credit Secondary Day School, Summer School students, and Continuing Education students).

J. Keeping up with Costs

The GSN has been updated to assist school boards in managing increases to transportation, electricity, and other non-staff school operations costs. In 2018–19, the projected cost is \$46 million:

- The cost update adjustment in the Student Transportation Grant will be increased from 2 per cent to 4 per cent to help boards manage increased costs. As in previous years, this update will be netted against a school board's transportation surplus. In addition, funding adjustments due to fuel price changes will continue to be triggered by the fuel escalation and de-escalation mechanism throughout the school year.
- The ministry will also provide a 2 per cent cost benchmark update to the non-staff portion of the School Operations Allocation benchmark to assist boards in

managing the increases in commodity prices (electricity, natural gas, facility insurance, and other costs).

Education Worker Cost Adjustment

The base Cost Adjustment Allocation for education workers has been updated for 2018–19 and reflects a \$7 million increase over the 2017–18 amount.

K. Ongoing Implementation and Other Changes

In 2018–19, the ministry will continue to implement important GSN reforms that began in prior years. A list of these reforms as well as other in-year changes can be found below. For more information on any of these and additional items, please refer to the Technical Paper, available soon on the ministry's website.

School Foundation Grant Definition Change Funding Impacts

This is the second year of a four-year phase-in of the funding impacts of the new School Foundation Grant (SFG) definition of a school based on campus, introduced in 2017–18. A campus is defined as property or properties which are owned, leased or rented by a school board, that are linked by a contiguous property line. This change includes funding impacts on other grants in the GSN that are based on the SFG definition of a school.

Rural and Northern Education Fund (RNEF)

In 2017–18, the ministry invested an additional \$20 million through the new RNEF as an enhancement to the GSN to further improve education for students in rural and northern communities.

This funding will be ongoing, and in 2018–19 the benchmark amounts will be adjusted to reflect impacts from the negotiated salary benchmark increases.

The list of schools eligible for RNEF funding is being updated and will be posted on the ministry's website.

2011 Census and National Household Survey (NHS)

This marks the final year of the three-year phase-in of 2011 Census and NHS data to the Indigenous Education Grant and Language Grant.

Retirement Gratuities

In 2018–19, the ministry will continue to implement a reduction in the benefits funding benchmarks as part of the phase-out of retirement gratuities, which began in 2012–13. As in previous years, the phase-out will be implemented through a reduction to all benefits benchmarks in the GSN. This 0.167 per cent reduction will be applied to the benefits benchmarks in the Foundation Grants with equivalent adjustments to the benchmarks in the Special Purpose Grants to reflect the reduction in benefits funding.

For school boards that provided one-time payouts of retirement gratuities in 2015–16, funding will continue to be recovered from boards in 2018–19. This recovery, which began in 2016–17, will be over the number of years' equivalent to the estimated average remaining service life of school board employees eligible for retirement gratuities as at August 31, 2012. The funding recovered from boards will be to the extent that boards received funding from the ministry and to the extent that boards reported a one-time gain in the early payout of retirement gratuities in 2015–16.

School Bus Safety Training

To support the sector in addressing the Auditor General's recommendations for standardized school bus safety training, the ministry is providing up to \$1.7 million in total to school boards that access standardized on-site school bus rider safety training through a contract established by the Ontario Education Collaborative Marketplace (OECM). Funding will be based on the actual number of training sessions conducted as reported through financial reports and will cover up to 50 per cent of elementary students in each school board.

New Vision for Student Transportation

The new vision for student transportation engagement is currently underway and is expected to result in short and long-term recommendations for the ministry to consider in order to achieve our student transportation goals both now and into the future. It will also provide guidance for future policy development on issues such as funding and accountability. Additional details on student transportation will be provided in an upcoming memo.

Cash Management Strategy

As of September 1, 2018, the ministry is implementing a cash management strategy to help reduce the Province's borrowing costs. Under the new policy, school boards' monthly cash flows will be refined based on each board's cash requirement. School boards' funding entitlements will remain the same under the GSN regulation; however some boards will record a receivable from the Province for the difference between their funding entitlement and the actual cash flow received. An SB memo with further details will be released in the coming weeks.

Auditor General of Ontario

The ministry is also reviewing the findings from the Office of the Auditor General of Ontario's report on the ministry's funding and oversight of school boards to see how to best respond to the recommendations.

L. School Authorities

As in previous years, funding for school authorities will be adjusted in 2018–19, as appropriate, to reflect changes in funding to district school boards. The ministry will provide further information concerning funding in 2018–19 for school authorities in the near future.

M. Reporting

Dates for Submission of Financial Reports

The ministry has established the following dates for submission of financial reports:

Date	Description
June 29, 2018	Board Estimates for 2018–19
November 15, 2018	Board Financial Statements for 2017–18
November 23, 2018	Board Enrolment Projections for 2019–20 to 2022–23
December 14, 2018	Board Revised Estimates for 2018–19
May 15, 2019	Board Financial Report for September 1, 2018, to March 31, 2019

The ministry expects that Estimates forms will be available in EFIS by April 27, 2018.

N. Information Resources

If you require further information, please contact:

Subject	Contact	Telephone and email
2017–19 Labour Agreements	Lynda Coulter	(416) 212-4460 lynda.coulter@ontario.ca
Benefits Transformation	Romina Di Pasquale	(416) 325-2057 romina.diPasquale@ontario.ca
Capital Policies and Rural Education	Colleen Hogan	(416) 325-1705 colleen.hogan@ontario.ca
Capital Priorities and Project Accountability	Paul Bloye	(416) 325-8589 paul.bloye@ontario.ca
Financial Accountability and Reporting Requirements	Med Ahmadoun	(416) 326-0201 med.ahmadoun@ontario.ca
Indigenous Education	Taunya Paquette	(416) 314-5739 taunya.paquette@ontario.ca
Operating Funding	Doreen Lamarche	(416) 326-0999 doreen.lamarche@ontario.ca
Special Education	Julie Williams	(416) 325-2889 julie.williams@ontario.ca
Student Transportation	Cheri Hayward	(416) 327-7503 cheri.hayward@ontario.ca

General questions regarding the 2018–19 GSN release can be emailed to:
EDULABFINANCE@ontario.ca.

GSN Release Materials

All other GSN release documents will be available in the coming weeks, including: the 2018–19 Education Funding Technical Paper; GSN projections for the 2018–19 School Year, 2018–19 Guide to the GSN and the 2018–19 Education Funding Discussion Summary. Further communication will be sent to inform of the documents' availability.

NOTICE:

Some of the elements and proposals set out in this memo can only take effect if certain regulations are made by the Minister of Education or Lieutenant Governor in Council under the *Education Act*. Such regulations have not yet been made. Therefore, the content of this memo should be considered to be subject to such regulations, if and when made.

Conclusion

The ministry looks forward to continuing to work with school boards throughout the 2018–19 school year to support a full continuum of learning for students, from birth to adulthood. This includes maintaining our focus on promoting student achievement, while embedding equity, inclusion and well-being into all of our work. We believe that the funding outlined in this document will be instrumental in ensuring that every student has the support they need to succeed inside and outside of the classroom.

As always, we are grateful for the feedback we received from school boards and ask that you continue to share your questions and concerns with us. It is through these conversations and our ongoing collaboration that we will continue to build a stronger publicly funded education system in Ontario.

Original signed by

Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division

cc: School business officials

Appendix A
Board-by-Board Mental Health Worker FTE

Index	DSB #	District School Board Name	Estimated Funded FTE
1	1	DSB Ontario North East	2.0
2	2	Algoma DSB	1.9
3	3	Rainbow DSB	2.1
4	4	Near North DSB	1.8
5	5.1	Keewatin-Patricia DSB	1.6
6	5.2	Rainy River DSB	1.3
7	6.1	Lakehead DSB	1.6
8	6.2	Superior-Greenstone DSB	1.4
9	7	Bluewater DSB	2.0
10	8	Avon Maitland DSB	2.0
11	9	Greater Essex County DSB	3.0
12	10	Lambton Kent DSB	2.4
13	11	Thames Valley DSB	4.8
14	12	Toronto DSB	14.3
15	13	Durham DSB	4.3
16	14	Kawartha Pine Ridge DSB	2.8
17	15	Trillium Lakelands DSB	2.4
18	16	York Region DSB	6.6
19	17	Simcoe County DSB	4.1
20	18	Upper Grand DSB	2.6
21	19	Peel DSB	6.9
22	20	Halton DSB	3.8
23	21	Hamilton-Wentworth DSB	3.5
24	22	DSB of Niagara	3.2

25	23	Grand Erie DSB	2.6
26	24	Waterloo Region DSB	3.8
27	25	Ottawa-Carleton DSB	5.0
28	26	Upper Canada DSB	3.5
29	27	Limestone DSB	2.5
30	28	Renfrew County DSB	1.8
31	29	Hastings and Prince Edward DSB	1.9
32	30.1	Northeastern Catholic DSB	1.1
33	30.2	Nipissing-Parry Sound Catholic DSB	1.1
34	31	Huron-Superior Catholic DSB	1.2
35	32	Sudbury Catholic DSB	1.5
36	33.1	Northwest Catholic DSB	-
37	33.2	Kenora Catholic DSB	1.1
38	34.1	Thunder Bay Catholic DSB	1.3
39	34.2	Superior North Catholic DSB	-
40	35	Bruce-Grey Catholic DSB	1.3
41	36	Huron Perth Catholic DSB	1.3
42	37	Windsor-Essex Catholic DSB	2.2
43	38	London District Catholic School Board	2.2
44	39	St. Clair Catholic DSB	1.3
45	40	Toronto Catholic DSB	6.3
46	41	Peterborough V N C Catholic DSB	1.8
47	42	York Catholic DSB	3.6
48	43	Dufferin-Peel Catholic DSB	5.3
49	44	Simcoe Muskoka Catholic DSB	2.2
50	45	Durham Catholic DSB	2.1
51	46	Halton Catholic DSB	2.6

52	47	Hamilton-Wentworth Catholic DSB	2.3
53	48	Wellington Catholic DSB	1.5
54	49	Waterloo Catholic DSB	1.8
55	50	Niagara Catholic DSB	2.2
56	51	Brant Haldimand Norfolk Catholic DSB	1.5
57	52	Catholic DSB of Eastern Ontario	2.1
58	53	Ottawa Catholic DSB	3.4
59	54	Renfrew County Catholic DSB	1.2
60	55	Algonquin and Lakeshore Catholic DSB	1.9
61	56	CSD du Nord-Est de l'Ontario	1.6
62	57	CSP du Grand Nord de l'Ontario	1.7
63	58	CS Viamonde	2.2
64	59	CÉP de l'Est de l'Ontario	2.2
65	60.1	CSD catholique des Grandes Rivières	1.9
66	60.2	CSD catholique Franco-Nord	1.3
67	61	CSD catholique du Nouvel-Ontario	1.8
68	62	CSD catholique des Aurores boréales	1.1
69	63	CS catholique Providence	1.8
70	64	CS catholique MonAvenir	2.2
71	65	CSD catholique de l'Est ontarien	1.7
72	66	CSD catholique du Centre-Est de l'Ontario	2.5
		Total for 72 District School Boards	182.9
		School Authorities Total	1.1
		Total with School Authorities	184.0

Appendix B

Board-by-Board FTE and Amounts for Multi-Disciplinary Supports

Index	DSB #	District School Board Name	Estimated Funded FTE	Projected Additional GSN Funding
1	1	DSB Ontario North East	5.3	\$ 529,401
2	2	Algoma DSB	5.6	\$ 562,105
3	3	Rainbow DSB	5.9	\$ 593,878
4	4	Near North DSB	5.5	\$ 554,793
5	5.1	Keewatin-Patricia DSB	5.3	\$ 527,607
6	5.2	Rainy River DSB	4.5	\$ 452,359
7	6.1	Lakehead DSB	5.4	\$ 540,417
8	6.2	Superior-Greenstone DSB	4.3	\$ 428,486
9	7	Bluewater DSB	6.1	\$ 610,594
10	8	Avon Maitland DSB	5.9	\$ 591,319
11	9	Greater Essex County DSB	8.0	\$ 797,428
12	10	Lambton Kent DSB	6.6	\$ 661,620
13	11	Thames Valley DSB	12.8	\$ 1,279,061
14	12	Toronto DSB	29.3	\$ 2,925,997
15	13	Durham DSB	11.4	\$ 1,142,025
16	14	Kawartha Pine Ridge DSB	7.7	\$ 770,162
17	15	Trillium Lakelands DSB	6.2	\$ 618,832
18	16	York Region DSB	16.2	\$ 1,622,129
19	17	Simcoe County DSB	10.2	\$ 1,017,568
20	18	Upper Grand DSB	7.7	\$ 767,416
21	19	Peel DSB	19.2	\$ 1,925,811
22	20	Halton DSB	10.2	\$ 1,025,726
23	21	Hamilton-Wentworth DSB	9.7	\$ 969,366

24	22	DSB of Niagara	8.3	\$	825,233
25	23	Grand Erie DSB	7.2	\$	718,141
26	24	Waterloo Region DSB	10.8	\$	1,081,101
27	25	Ottawa-Carleton DSB	11.6	\$	1,164,110
28	26	Upper Canada DSB	7.5	\$	750,251
29	27	Limestone DSB	6.4	\$	636,907
30	28	Renfrew County DSB	5.4	\$	538,499
31	29	Hastings and Prince Edward DSB	6.0	\$	601,298
32	30.1	Northeastern Catholic DSB	4.4	\$	443,977
33	30.2	Nipissing-Parry Sound Catholic DSB	4.4	\$	442,537
34	31	Huron-Superior Catholic DSB	4.9	\$	486,590
35	32	Sudbury Catholic DSB	4.9	\$	494,520
36	33.1	Northwest Catholic DSB	4.3	\$	430,696
37	33.2	Kenora Catholic DSB	4.3	\$	429,454
38	34.1	Thunder Bay Catholic DSB	5.2	\$	517,928
39	34.2	Superior North Catholic DSB	4.1	\$	414,636
40	35	Bruce-Grey Catholic DSB	4.7	\$	469,920
41	36	Huron Perth Catholic DSB	4.7	\$	468,579
42	37	Windsor-Essex Catholic DSB	6.2	\$	619,120
43	38	London District Catholic School Board	6.2	\$	620,471
44	39	St. Clair Catholic DSB	5.2	\$	519,893
45	40	Toronto Catholic DSB	13.6	\$	1,366,193
46	41	Peterborough V N C Catholic DSB	5.8	\$	574,043
47	42	York Catholic DSB	9.2	\$	913,488
48	43	Dufferin-Peel Catholic DSB	12.0	\$	1,198,551
49	44	Simcoe Muskoka Catholic DSB	6.6	\$	663,177
50	45	Durham Catholic DSB	6.1	\$	613,984

51	46	Halton Catholic DSB	7.3	\$	732,431
52	47	Hamilton-Wentworth Catholic DSB	7.2	\$	721,578
53	48	Wellington Catholic DSB	5.0	\$	497,807
54	49	Waterloo Catholic DSB	6.4	\$	637,964
55	50	Niagara Catholic DSB	6.3	\$	633,012
56	51	Brant Haldimand Norfolk Catholic DSB	5.3	\$	533,647
57	52	Catholic DSB of Eastern Ontario	5.8	\$	575,975
58	53	Ottawa Catholic DSB	8.4	\$	840,843
59	54	Renfrew County Catholic DSB	4.8	\$	477,619
60	55	Algonquin and Lakeshore Catholic DSB	5.6	\$	554,421
61	56	CSD du Nord-Est de l'Ontario	4.6	\$	461,923
62	57	CSP du Grand Nord de l'Ontario	4.6	\$	462,773
63	58	CS Viamonde	5.7	\$	569,960
64	59	CÉP de l'Est de l'Ontario	6.1	\$	607,677
65	60.1	CSD catholique des Grandes Rivières	5.3	\$	525,950
66	60.2	CSD catholique Franco-Nord	4.6	\$	461,986
67	61	CSD catholique du Nouvel-Ontario	5.3	\$	532,959
68	62	CSD catholique des Aurores boréales	4.3	\$	432,299
69	63	CS catholique Providence	5.5	\$	551,065
70	64	CS catholique MonAvenir	6.1	\$	611,633
71	65	CSD catholique de l'Est ontarien	5.6	\$	556,882
72	66	CSD catholique du Centre-Est de l'Ontario	6.9	\$	689,712
		Total for 72 District School Boards	515.8	\$	51,587,513
		School Authorities Total	4.2	\$	420,205
		Total with School Authorities	520.0	\$	52,007,718

Appendix C

Board-by-Board FTE and Amounts for Preparing for Success in High School

Index	DSB #	District School Board Name	Estimated Funded FTE	Projected Additional GSN Funding
1	1	DSB Ontario North East	1.2	\$ 126,555
2	2	Algoma DSB	1.9	\$ 196,749
3	3	Rainbow DSB	2.7	\$ 280,566
4	4	Near North DSB	2.2	\$ 219,579
5	5.1	Keewatin-Patricia DSB	1.3	\$ 118,948
6	5.2	Rainy River DSB	0.5	\$ 53,255
7	6.1	Lakehead DSB	1.9	\$ 188,216
8	6.2	Superior-Greenstone DSB	0.2	\$ 21,930
9	7	Bluewater DSB	3.7	\$ 352,635
10	8	Avon Maitland DSB	3.5	\$ 365,446
11	9	Greater Essex County DSB	8.3	\$ 858,075
12	10	Lambton Kent DSB	4.8	\$ 481,458
13	11	Thames Valley DSB	17.7	\$ 1,725,340
14	12	Toronto DSB	50.7	\$ 5,147,509
15	13	Durham DSB	17.1	\$ 1,686,683
16	14	Kawartha Pine Ridge DSB	6.9	\$ 685,854
17	15	Trillium Lakelands DSB	3.5	\$ 354,752
18	16	York Region DSB	30.3	\$ 3,060,977
19	17	Simcoe County DSB	12.0	\$ 1,204,194
20	18	Upper Grand DSB	7.5	\$ 744,225
21	19	Peel DSB	40.1	\$ 4,058,191
22	20	Halton DSB	16.9	\$ 1,649,324
23	21	Hamilton-Wentworth DSB		\$ 1,137,658

			11.4	
24	22	DSB of Niagara	8.3	\$ 845,946
25	23	Grand Erie DSB	5.7	\$ 565,475
26	24	Waterloo Region DSB	14.8	\$ 1,479,017
27	25	Ottawa-Carleton DSB	15.7	\$ 1,552,722
28	26	Upper Canada DSB	5.8	\$ 583,277
29	27	Limestone DSB	4.4	\$ 447,449
30	28	Renfrew County DSB	1.7	\$ 173,055
31	29	Hastings and Prince Edward DSB	3.5	\$ 352,191
32	30.1	Northeastern Catholic DSB	0.7	\$ 69,017
33	30.2	Nipissing-Parry Sound Catholic DSB	0.6	\$ 59,649
34	31	Huron-Superior Catholic DSB	0.9	\$ 94,638
35	32	Sudbury Catholic DSB	1.4	\$ 139,927
36	33.1	Northwest Catholic DSB	0.4	\$ 36,609
37	33.2	Kenora Catholic DSB	0.4	\$ 38,624
38	34.1	Thunder Bay Catholic DSB	1.7	\$ 173,959
39	34.2	Superior North Catholic DSB	0.2	\$ 20,796
40	35	Bruce-Grey Catholic DSB	0.8	\$ 77,405
41	36	Huron Perth Catholic DSB	0.9	\$ 87,829
42	37	Windsor-Essex Catholic DSB	5.2	\$ 545,728
43	38	London District Catholic School Board	4.3	\$ 427,283
44	39	St. Clair Catholic DSB	2.1	\$ 200,927
45	40	Toronto Catholic DSB	21.2	\$ 2,132,707
46	41	Peterborough V N C Catholic DSB	3.4	\$ 338,201
47	42	York Catholic DSB	12.8	\$ 1,314,399
48	43	Dufferin-Peel Catholic DSB	17.7	\$ 1,790,034
49	44	Simcoe Muskoka Catholic DSB	4.9	\$ 503,297
50	45	Durham Catholic DSB		\$ 507,446

			5.0	
51	46	Halton Catholic DSB	7.1	\$ 703,069
52	47	Hamilton-Wentworth Catholic DSB	6.0	\$ 617,791
53	48	Wellington Catholic DSB	2.0	\$ 207,085
54	49	Waterloo Catholic DSB	5.4	\$ 539,089
55	50	Niagara Catholic DSB	5.1	\$ 545,268
56	51	Brant Haldimand Norfolk Catholic DSB	2.2	\$ 221,737
57	52	Catholic DSB of Eastern Ontario	3.2	\$ 334,078
58	53	Ottawa Catholic DSB	10.2	\$ 1,002,457
59	54	Renfrew County Catholic DSB	1.0	\$ 103,639
60	55	Algonquin and Lakeshore Catholic DSB	2.4	\$ 229,495
61	56	CSD du Nord-Est de l'Ontario	0.3	\$ 30,032
62	57	CSP du Grand Nord de l'Ontario	0.6	\$ 60,093
63	58	CS Viamonde	2.0	\$ 186,463
64	59	CÉP de l'Est de l'Ontario	3.3	\$ 302,108
65	60.1	CSD catholique des Grandes Rivières	1.3	\$ 126,883
66	60.2	CSD catholique Franco-Nord	0.6	\$ 59,872
67	61	CSD catholique du Nouvel-Ontario	1.5	\$ 145,765
68	62	CSD catholique des Aurores boréales	0.2	\$ 20,110
69	63	CS catholique Providence	2.5	\$ 245,543
70	64	CS catholique MonAvenir	3.8	\$ 354,460
71	65	CSD catholique de l'Est ontarien	2.1	\$ 209,968
72	66	CSD catholique du Centre-Est de l'Ontario	5.2	\$ 489,637
		Total for 72 District School Boards	458.41	\$ 46,010,367
		School Authorities Total	0.2	\$ 21,722
		Total with School Authorities	458.65	\$ 46,032,089

Appendix D Program Leadership Allocation

New for 2018–19, the Program Leadership Allocation (PLA) has been introduced within the School Board Administration and Governance Grant. This allocation is comprised of six lead positions that were previously funded through other allocations within the GSN and through EPO. The table below outlines the funded benchmarks and transfer details for the leads which are now part of the PLA.

FUNDED BENCHMARKS AND TRANSFER DETAILS

Lead	Funded Salary & Benefits Benchmark	Previously Funded GSN or EPO										
Mental Health Leaders	1.75 x Professional / Para-professional benchmark	Mental Health Leaders Allocation within Learning Opportunities Grant (LOG)										
TELT Contacts	1.0 Information Technology benchmark	TELT Contacts Allocation within SBAGG										
Indigenous Education Lead	0.5 Supervisory Officer (SO) benchmark	0.5 SO salary and benefits benchmark within the IEG's PPA Allocation										
School Effectiveness Leads	1.0 x SO benchmark + additional 1.0 x SO benchmark if board's elementary ADE > 85,000	School Effectiveness Framework Allocation within LOG										
Student Success Leads	1.0 x SO benchmark	Co-ordinator component of the Student Success, Grade 7 to 12 Allocation within LOG										
Early Years Leads	1.0 x SO benchmark + additional amount based on board's total ADE:	Transfer from the Early Years Leads Program EPO										
	<table><tr><td>Board ADE</td><td>Additional Amount</td></tr><tr><td>72,000 < ADE ≤ 115,000</td><td>0.5 x SO benchmark</td></tr><tr><td>115,000 < ADE ≤ 150,000</td><td>1.0 x SO benchmark</td></tr><tr><td>150,000 < ADE ≤ 200,000</td><td>2.0 x SO benchmark</td></tr><tr><td>ADE > 200,000</td><td>3.0 x SO benchmark</td></tr></table>		Board ADE	Additional Amount	72,000 < ADE ≤ 115,000	0.5 x SO benchmark	115,000 < ADE ≤ 150,000	1.0 x SO benchmark	150,000 < ADE ≤ 200,000	2.0 x SO benchmark	ADE > 200,000	3.0 x SO benchmark
	Board ADE		Additional Amount									
	72,000 < ADE ≤ 115,000		0.5 x SO benchmark									
	115,000 < ADE ≤ 150,000		1.0 x SO benchmark									
	150,000 < ADE ≤ 200,000		2.0 x SO benchmark									
ADE > 200,000	3.0 x SO benchmark											

MINIMUM HIRING REQUIREMENTS

Mental Health Leaders

Mental Health Leaders plays a vital role in meeting the government's commitment under the Mental Health and Addictions Strategy, *Open Minds, Healthy Minds*, to create a more integrated and responsive child and youth mental health and addictions system. The Mental Health Leaders work with school and board administrators, school staff, and community partners to fulfill the Strategy's goals of:

- Providing children, youth and families with fast access to high-quality services,
- Identifying and intervening in child and youth mental health and addictions needs early, and
- Closing critical service gaps for vulnerable children and youth.

The hiring requirement is a minimum of 1.0 FTE per board, and job splitting is not allowed. This is a dedicated position with no additional reporting requirements. The Mental Health Leader must meet the following criteria unless the board is given a written exception:

- A senior mental health professional (minimum of Masters level training in psychology, psychiatry, or social work),
- A regulated mental health professional, and
- Possesses a clinical background with practical experience in schools, working with school teams to support students.

Technology Enabled Learning and Teaching (TELT) Contacts

The Technology Enabled Learning and Teaching Contacts (TELT) support the transformation of learning and teaching in the physical and virtual environment.

The hiring requirement is a minimum of 1.0 FTE per board of a staff who is a member in good standing with the Ontario College of Teachers. If the role is shared between multiple staff, the board will be required to designate a single staff person that has oversight of the work of the lead(s). This is a non-dedicated position with additional reporting requirements.

Indigenous Education Leads

The Indigenous Education Lead supports programs and initiatives aimed at improving Indigenous student achievement and well-being and closing the achievement gap between Indigenous students and all students.

The hiring requirement is a minimum of 1.0 FTE per board. Boards will continue to be required to spend at least 0.5 Supervisory Officer salary and benefits benchmark (\$85,215.23) on a dedicated Indigenous Education Lead through the PLA in 2018–19.

In 2018–19, boards will continue to generate minimum funding of a 0.5 Supervisory Officer salary and benefits benchmark through the Per-Pupil Amount (PPA) Allocation of the Indigenous Education Grant to ensure that a total of at least 1.0 Supervisory Officer salary and benefits benchmark is funded between the Per-Pupil amount Allocation of the Indigenous Education Grant and the new PLA. Boards will have flexibility through

the PPA Allocation of the Indigenous Education Grant to use up to an additional 0.5 Supervisory Officer salary and benefits benchmark to support the Indigenous Education Lead in the PLA.

The Indigenous Education Lead must be one full-time, dedicated individual unless the board is given a written exception for geographic reasons (northern and rural). If the lead is not a Supervisory Officer, each school board will also be required to identify a Supervisory Officer who is accountable for the implementation of the Framework with oversight over the work of the lead(s). There are additional reporting requirements for this position.

School Effectiveness Leads

School Effectiveness Leads are responsible for the organization, administration, management, and implementation of the School Effectiveness Framework (SEF). The SEF supports elementary schools and boards in assessing school effectiveness so that plans for improvement can be put in place.

The hiring requirement is a minimum of 1.0 FTE per board. The position must be at a Supervisory Officer level unless the board is given a written exception. If the role is not filled at a Supervisory Officer level and /or responsibilities are shared between multiple staff, the board must identify a single staff person at a Supervisory Officer level who has oversight over the work of the lead(s). This is a non-dedicated position with additional reporting required.

Student Success Leads

The Student Success Lead (SSL) assists schools in developing programs to improve student success. In conjunction with supports provided through the Student Success, Grade 7 to 12 Allocation, the SSL assists students who may not otherwise achieve their educational goals, such as enhanced preparation of students for passing the Grade 10 literacy test, and increasing opportunities for students to participate in successful school-to-work, school-to-apprenticeship, or school-to-college program pathways.

The hiring requirement is a minimum of 1.0 FTE per board. The position must be at a Supervisory Officer level unless the board is given written exception. If the role is not filled at a Supervisory Officer level and/or responsibilities are shared between multiple staff, the board must identify a single staff person at a Supervisory Officer level who has oversight over the work of the lead(s). This is a non-dedicated position with additional reporting required.

Early Years Leads

In 2018–19, funding for Early Years Leads under the Early Years Leadership Strategy will be transferred to the GSN from EPO.

Early Years Leads provide school board leadership to support the implementation of Ontario's vision of a responsive, high-quality, accessible and increasingly integrated early years system that contributes to healthy child development, as outlined in *Ontario's Renewed Early Years and Child Care Policy Framework*.

Early Years Leads are non-dedicated roles; the minimum hiring requirements are outlined below, including at least 0.5 FTE at the Supervisory Officer level at each board. Job splitting is allowed, but no FTE can be split to less than 0.5 FTE.

Additional reporting requirements will be shared by the Early Years and Child Care Division of the ministry.

Average Daily Enrolment (ADE)	Total FTE Hiring Requirement
$0 < \text{ADE} \leq 72,000$	Minimum 1.0
$72,000 < \text{ADE} \leq 115,000$	Minimum 1.5
$115,000 < \text{ADE} \leq 150,000$	Minimum 2.0
$150,000 < \text{ADE} \leq 200,000$	Minimum 3.0
$\text{ADE} > 200,000$	Minimum 4.0

Ministry of Education

Deputy Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2**Ministère de l'Éducation**

Sous-ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2

Memorandum To: Directors of Education
Secretary/Treasurers of School Authorities

From: Bruce Rodrigues
Deputy Minister

Date: March 26, 2018

Subject: 2018-19 School Year Education Programs – Other (EPO)
Funding

The Ministry of Education is pleased to announce its 2018-19 projected EPO funding in conjunction with the release of Grants for Student Needs (GSN) funding.

Context

The ministry's vision for education, *Achieving Excellence: a Renewed Vision for Education in Ontario*, is about creating the best possible teaching, learning, and assessment experience to position students in Ontario as the next generation of leaders and citizens. The four goals of the renewed vision are:

- Achieving Excellence
- Ensuring Equity
- Promoting Well-Being
- Enhancing Public Confidence

This vision for public education includes a renewed emphasis on providing students with the knowledge and skills to adapt to a modern, highly skilled workforce rooted in a knowledge-based global economy.

EPO funding will continue to support school boards' ability to implement targeted programs to both advance and protect the gains made under the ministry's Renewed Vision.

As in past years, the ministry will strive to simplify the reporting processes and requirements for EPO transfer payments. The goal of this is to reduce administrative burden, improve financial resource management and better support the Renewed Vision.

The ministry will also continue to examine opportunities to streamline EPO by transferring programs to the GSN. Starting in the 2018-19 school year, Autism Supports and Training and Early Years Leads will be transferred from EPO to GSN (please refer to GSN B memo 06).

Funding Allocations

To facilitate school boards' budget planning for the 2018-19 school year, we confirm that \$246.9 million of EPO funding will be allocated to school boards and school authorities to support ministry priorities. Within this amount:

- \$145.0 million is allocated by program and by school board in this memorandum; and
- \$101.9 million has been allocated by program, with school board allocations to be confirmed later in the year.

The following tables illustrate the above allocations by initiative:

Section 1: Program Allocation (Details by School Board in Appendix A)	Amount (\$M)
A. After School Skills Development (ASSD) Programs for Students with Autism Spectrum Disorder (ASD)	3.3
B. Community Use of Schools: Outreach Coordinators	6.4
C. Community Use of Schools: Priority Schools	7.5
D. Focus on Youth Program	8.0
E. French-Language eLearning Strategy	0.1
F. Highly Skilled Workforce Strategy K-12: Experiential Learning	12.0
G. Indigenous Support and Engagement Initiative	1.9
H. Innovation in Learning Fund	8.0
I. Managing Information for Student Achievement (MISA) Professional Network Centres	1.4
J. Mental Health Workers in Schools	24.2
K. Pilot to Improve School-based Supports for Students with ASD	3.8
L. Politique d'aménagement linguistique (PAL) Initiatives	0.2
M. Renewed Mathematics Strategy (RMS)	55.2
N. Supporting French-Language Learners and Newcomer Students	0.2
O. Supporting Implementation of French-Language Policies and Programs	0.4
P. Supporting Implementation of Revised Kindergarten Program and the Addendum to Growing Success	0.5
Q. Well-Being: Safe, Accepting and Healthy Schools and Mental Health	12.0
Total Section 1	145.0

Section 2: Program Allocation (Board Allocations to be Confirmed In-Year)	Amount (\$M)
A. Executive Compensation	12.1
B. Gap Closing in Literacy Grades 7-12	1.7
C. Highly Skilled Workforce Strategy K-12	21.3
D. Indigenous Student Learning and Leadership Gatherings	0.3
E. International Education Strategy	0.4
F. Ontario Focused Intervention Partnership (OFIP)	0.8
G. Ontario Leadership Strategy and Mentoring for All	4.8
H. Ontario's Equity Action Plan	5.5
I. Parents Reaching Out (PRO) Grants for School Councils	2.5
J. Professional Development and Apprenticeship	5.0
K. Professional Development - Principals' and Vice-Principals' Associations	0.4
L. Re-engagement (12 & 12+) (including Indigenous Re-engagement)	1.3
M. Strengthening Equity in Northern Boards Initiative	7.0
N. Student Engagement	1.6
O. Supporting Cannabis Legalization	2.8
P. Supporting French-Language Schools and Student Support Grades 7-12	0.5
Q. Supporting French-Language Special Education and the Success of Students with Special Needs	5.0
R. Supporting Special Education Assessments	20.0
S. Teacher Learning and Leadership Program (TLLP)	4.4
T. Transportation Funding for Children and Youth in Care	3.5
U. Tutors in the Classroom	1.2
Total Section 2	101.9

TOTAL PROGRAM ALLOCATION	246.9
---------------------------------	--------------

Note: Totals may not add due to rounding

Section 1. Program Allocations with School Board Detail

Program funding of \$145.0 million has been allocated board by board (see Appendix A for details).

A. After School Skills Development Programs for Students with Autism Spectrum Disorder (\$3.3M)

Extending After School Skills Development (ASSD) programs for students with Autism Spectrum Disorder (ASD) over the 2018-19 school year. The ministry will provide \$3.3 million to 39 school boards to extend their after school programs to support students with ASD in social, communication, self-regulation and life-planning skills development.

B. Community Use of Schools: Outreach Coordinators (\$6.4M)

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

C. Community Use of Schools: Priority Schools (\$7.5M)

The Priority Schools Initiative, a component of the Community Use of Schools program, helps a set of schools provide not-for-profit groups free after-hours access to school space in communities that need it most.

D. Focus on Youth Program (\$8.0M)

Funding for this program continues in 2018-19 to support the partnership between select school boards and local community agencies to provide summer and afterschool programming and employment opportunities for students in high-needs neighbourhoods.

E. French-Language eLearning Strategy (\$0.1M)

Students attending French-language school boards have access to online and blended learning that foster the development of global competencies. This funding will support the hiring of two additional French-language e-Learning teachers and will provide supports to targeted French-language school boards in the deployment of data analysis intelligent business tools.

F. Highly Skilled Workforce Strategy K-12: Experiential Learning (\$12.0M)

Funding is being provided to support Year Two of the implementation of the Highly Skilled Workforce Strategy K-12. This funding will continue to support a dedicated Leader in Experiential Learning for each school board, as well as enable the expansion of experiential learning opportunities and professional learning for educators.

Part of the ministry's multi-year plan to fully realize the commitment in Achieving Excellence includes an intention to enhance parent/guardian and community connections to schools to support school experiences that reflect an integrated and coherent approach to student achievement, equity and well-being. Schools will be supported in providing opportunities for rich, meaningful experiences that include experiential learning. This will involve expanding deliberate opportunities for schools to connect with community partners to bring experiential learning resources to students.

This funding also supports Deeper Conversations on Education and Career/Life Planning: Professional Learning for Educators.

The Ministries of Education and Advanced Education and Skills Development will continue collaboration with district school board teams and community partners in the 2018-19 school year to offer professional learning for educators in a counselling role to foster dialogue and create a culture in schools where students value education and career/life planning and where educators see themselves as important contributors to the school's comprehensive education and career/life planning program. This will include professional learning supports for the Grade 7 and 8 teachers, announced in the 2018-19 GSN memo.

G. Indigenous Support and Engagement Initiative (\$1.9M)

Funding is provided to selected school boards to employ a full time staff member responsible for:

- further developing strong working and learning relationships with local Indigenous communities and organizations;
- developing school strategies that are culturally informed and welcoming for Indigenous students and their Indigenous communities;
- increasing capacity of Professional Learning Teams to better understand the learning needs of self-identified Indigenous students;
- improving achievement for Indigenous students who are not consistently achieving success; and,
- better understanding trends and patterns of Indigenous students not engaged or not attending in school.

H. Innovation in Learning Fund (\$8.0M)¹

The ministry is investing \$8 million a year in fostering greater innovation in learning and teaching to support the development of global competencies (e.g. transferrable skills) in students. The Innovation in Learning Fund will provide funding to school boards for:

- innovations in learning and teaching (“innovation projects”) that will help to support the learning of all students with a focus on transferable skills; and,
- professional development for educators to promote collaborative professionalism and facilitate the sharing of experiences and expertise with a focus on transferable skills.

I. Managing Information for Student Achievement (MISA) Professional Network Centres (\$1.4M)

MISA has the objective of increasing the capacity for data collection, information management and analytics within the education system. The funding recipients are Ontario’s seven MISA Professional Network Centres (six regional English-language centres and one province-wide French-language centre) which are made up of member school boards. The end users are teachers, principals and board administrators who are involved in activities to increase capacity for utilizing information in support of positive student outcomes. The MISA PNC “lead” board will work with other member boards to plan, implement and assess capacity building projects.

J. Mental Health Workers in Schools (\$24.2M in EPO)²

Beginning in 2018-19, the ministry will be providing \$24.5 million to support approximately 180 new mental health workers in secondary schools, growing to \$49.5 million to support approximately 400 new workers in every secondary school across the province in the 2019-20 school year². The purpose of this investment is to hire regulated health professionals with specialized training in mental health, which may include social workers, psychologists and psychotherapists. All school boards with secondary schools will receive funding for one mental health worker, plus an incremental amount based on average secondary school size and enrolment. The investment will also include annual base funding of \$50,000 for all school boards with secondary schools to support province-wide research and evaluation of the new supports.

This investment is part of the government’s system-wide transformation of mental health care services to improve quality and access for all Ontarians. This funding will address the increasing need to support students who have mental health concerns through continued and expanded mental health awareness and education, early identification and assessment, and improve timely referrals to community mental health services.

¹ This program includes funding to the six hospital boards (up to \$34,177 each) to be determined based on budget requirements.

² Investments of \$24.5M and \$49.5M include GSN funding of \$0.3M in 2018-19 and \$0.6M in 2019-20 to support the cost of crown contributions to the benefit trusts for these staff.

K. Pilot to Improve School-based Supports for Students with Autism Spectrum Disorder (\$3.8M)

The ministry will provide \$3.8 million to extend this pilot to improve school-based supports for students with Autism Spectrum Disorder (ASD) through the 2018-19 school year with participating school boards. The pilot was introduced in 2017-18 in 18 school boards to test the impact of providing dedicated space in schools for external applied behavior analysis (ABA) practitioners, providing ABA training for Educational Assistants (EAs), and hiring Board Certified Behaviour Analysts (BCBAs) or equivalent, to improve school-based supports for students with ASD. The pilot extension will allow the collection and analysis of more robust evidence on pilot processes, student and system outcomes, and will better inform next steps.

L. Politique d'aménagement linguistique Initiatives (\$0.2M)

Politique d'aménagement linguistique (PAL) has the objective of ensuring the protection, enhancement and transmission of the French language and culture in the minority settings that are French-language schools in Ontario. Launched in 2004, PAL is Ontario's overarching language planning policy for all 12 French-language school boards. Its key goals (delivering high-quality instruction, building a francophone environment through partnerships) are very much aligned with those of Ontario's renewed vision for education. Consultations on the PAL were held with French-language stakeholders in 2014. The final report on the consultations included advice to support a renewal of the PAL and supports for continued implementation. Work is currently underway with education partners to update the policy document and develop related supports for implementation across the French-language education system.

M. Renewed Mathematics Strategy (\$55.2M)³

The Renewed Mathematics Strategy (RMS) is a three-year strategy that provides dedicated annual funding to improve mathematics across the province. The RMS provides supports to all schools and increased or intensive supports to a select group of schools with the greatest needs in math achievement.

N. Supporting French-Language Learners and Newcomer Students (\$0.2M)

Three targeted French-language school boards will continue to receive funding for to participate in the pilot project research, in collaboration with Ottawa University, to promote effective practices in the use of the Effective literacy Guide *La littératie dans toutes les matières: Guide d'enseignement efficace de la 7e à la 10e année*, and the electronic portal *Trousse d'acquisition des compétences langagières en français (TACLEF)*. These projects promote effective practices in support of French-language

³ This program includes funding to the six school authorities operating in hospital settings (up to \$3,650 each) to be determined based on budget requirements.

competencies for French-language learners and newcomer students, including non-conversant learners. This is the fourth year of implementation of the initiative. Please note that this was referred to as “Support French Language Literacy Strategies” in last year’s EPO memo.

O. Supporting Implementation of French-Language Policies and Programs (\$0.4M)

This funding supports French-language school boards to provide the necessary training and support for the implementation of policies such as Growing Success and of revised curriculum documents, such as *Études des Premières Nations, des Métis et des Inuits*. The objective is to strengthen the instruction underlying these policies and programs: assessment as, for and of learning and inquiry-based learning.

P. Supporting Implementation of Revised Kindergarten Program and the Addendum to Growing Success (\$0.5M)

In 2018-19, French-language school boards will receive an allowance for the implementation of the revised program. School boards will receive base funding in order to implement the program effectively. The funding will help school boards to build capacity, to promote the integration of learning expectations from the four frames (Belonging and Contributing, Self-Regulation and Well-Being, Demonstrating Literacy and Mathematics Behaviour, and Problem Solving and Innovating), to make children’s voices heard in their environment and make their learning, thinking and theories (assessment for learning and as learning) visible and to continue to support play-based and inquiry-based learning in the kindergarten classes.

Q. Well-Being: Safe, Accepting and Healthy Schools and Mental Health (\$12.0M)⁴ – Theme Bundle

Through an extensive public engagement process, the ministry heard that achievement, well-being and equity must be closely interwoven in day-to-day teaching, learning and assessment in a way that enables all students to flourish, and of the need to look at well-being together with a student’s whole experience at school.

This bundle continues to combine the funding allocations for safe and accepting schools and implementation of board mental health strategies in support of Ontario’s Comprehensive Mental Health and Addiction Strategy, Open Minds, Healthy Minds.

The funding will be used to address local needs and priorities, such as those identified in the school climate surveys, to enhance well-being in the classroom and across the school to support the cognitive, social, emotional and physical development of students, as well as their sense of self, spirit and identity, and staff. The funding may be used to support:

⁴ This program includes funding to the six school authorities operating in hospital settings (up to \$20,000 each) to be determined based on budget requirements.

- activities that support student mental health;
- taking further steps to promote safe, healthy, inclusive and accepting learning environments;
- supporting equity and inclusive education to identify and remove discriminatory biases and systemic barriers in support of student achievement and well-being (including working with Equity and Inclusive Education Networks);
- promoting student voice and self-advocacy;
- supporting collaborative professionalism through professional learning to help educators and all school staff reflect and support well-being and equity in classroom instruction and the school experience; and,
- co-developing approaches to support staff well-being.

To better understand the impact of education initiatives and funding strategies to promote and support well-being, the ministry will be changing reporting requirements on well-being funding. In place of requiring boards to submit annual action plans, the ministry will be requiring boards to submit a 3-Year Well-Being Plan and provide annual report-backs on their spending in this area to the ministry. It is expected that boards will use this plan to inform integrated planning for student achievement, well-being and equity with Board Improvement Planning for Student Achievement (BIPSA).

Section 2. Program Allocations To Be Confirmed

Funding of \$101.9 million, as outlined below, has been allocated by program, with board-by-board allocations to be confirmed later in the year.

A. Executive Compensation (\$12.1M)

Funding of \$12.1 million is being provided to assist school boards in addressing the changes as a result of the implementation of school board executive compensation programs for the 2017-18 and 2018-19 school years. Specific school board funding amounts will be based on each board's salary and performance-related pay envelope and approved maximum rate of increase, minus adjustments to reflect the increases already provided as part of the GSN salary benchmarks for the 2017-18 and 2018-19 school year for other senior administration.

B. Gap Closing in Literacy Grades 7-12 (\$1.7M)

All English-language district school boards may apply for additional funding to enhance capacity building for effective and differentiated instruction to meet the assessed needs of students who require additional support in literacy.

C. Highly Skilled Workforce Strategy K-12 (\$21.3M) - New Theme Bundle

The ministry continues to support the implementation of the Highly Skilled Workforce Strategy K-12 by funding the initiatives below. To reduce administrative burden, a new EPO bundle is being created for the 2018-19 school year to support the strategy, including supports for experiential learning.

Specialist High Skills Major (\$20.2M)

Funding for Specialist High Skills Major (SHSM) programs is provided to school boards both through the GSN and through an EPO transfer payment. Board funding allocations may change if student enrolment or program offerings differ from the approved board 2018-19 SHSM application.

School boards are receiving additional SHSM expansion funds to increase the participation among Grade 11 and 12 students in SHSM programs as recommended by the Premier's Expert Panel on the Highly Skilled Workforce. The ministry is committed to ensuring sufficient resources are in place for successful implementation considering school capacity, labour market opportunities and local context. Boards' expansion plans are to be developed by SHSM board leads in partnership with schools and administrators, involving the local federations/unions and aligned with school and board improvement plans.

Funds are to be used by school boards to address costs related to the delivery and management of SHSM programs which will be communicated in forthcoming SHSM Program and Funding memoranda to Directors of Education.

Support for French-Language SHSM Programs (\$0.1M)

Funding is allocated in all three EDU regions to organize French-Language SHSM regional conferences. These conferences will target local needs in regards to the implementation of the five SHSM components and the Innovation, Creativity and Entrepreneurship training. A number of SHSM teachers in each school will be invited to take part in this conference.

Expansion of Experiential Learning for Adult Learners (\$0.75M)

The ministry is committed to ensuring adult learners have access to quality experiential learning opportunities that are adaptable and appropriate to their needs. In support of this commitment, funding has been dedicated to help enhance adult learners' engagement, achievement and well-being through robust, meaningful and innovative experiential learning opportunities, while also building professional capacity in this area.

Career Studies Course Update (\$0.25M)

The ministry will continue and expand the Career Studies projects to include representation from each district school board with a focus on the effective promotion

and assessment of transferable skills within four content areas: financial literacy, digital literacy, pathways planning and innovation, creativity and entrepreneurship. These projects are meant to collaboratively: inform the revision of the Career Studies curriculum; build capacity for teaching and assessing transferable skills; engage Career Studies teachers in meaningful professional development activities that support innovative practice; and facilitate the sharing of inquiries into effective Career Studies teaching strategies.

D. Indigenous Student Learning and Leadership Gatherings (\$0.3M)

This program provides leadership development opportunities to Indigenous students (from Grades 7-12) in a culturally relevant context with the aim of supporting student engagement. Funding is provided to lead boards to support the planning, implementation and evaluation of the program.

E. International Education Strategy (\$0.4M)

The purpose of funding international education projects is to provide boards with support to develop and implement innovative international education programming for students from Kindergarten to Grade 12 that focus on one or more of the four goals of *Ontario's Strategy for K-12 International Education*.

F. Ontario Focused Intervention Partnership (OFIP) (\$0.8M)

The OFIP program provides funds to selected elementary schools to assist school and board leaders, classroom educators, and other members of the school community to implement, monitor, and adjust a school improvement plan.

The key purpose of OFIP is to support the equity of outcomes for students by:

- providing support for schools where a majority of students are not meeting the provincial standards;
- strengthening and supporting instructional leadership and classroom practices for implementing precise interventions;
- building collaborative professionalism within the schools towards continuous student learning and improvement; and,
- implementing research-proven strategies to improve student learning.

G. Ontario Leadership Strategy and Mentoring for All (\$4.8M) - Theme Bundle

Collaborative efforts to integrate provincial priorities of Achievement, Equity and Well-Being are reflected in the Board Leadership Development Strategy (BLDS) for 2018-19. As an integral component of the Ontario Leadership Strategy, school boards will continue to be provided with funding to support succession planning and capacity building; evidence and research; development of effective leadership practices and personal leadership resources through mentoring and coaching; and a growth-oriented

culture of continuous improvement. The BLDS continues to support the goals of school and board improvement plans for student achievement and the board multi-year plan.

The Mentoring for All fund provides school boards with a funded opportunity to improve the quality of supports and professional learning opportunities available to mentors in a variety of roles. *Achieving Excellence: A Renewed Vision for Education* demonstrates a commitment to authentic, collaborative, continuous learning for all our learners. Powerful learning designs, like mentorship, de-privatize instruction, foster collaboration, and support educator leadership via the intentional sharing of knowledge and practice between colleagues. School boards are best positioned to offer a continuum of mentorship based on the authentic learning needs of the mentors they support.

School boards will be given the opportunity to combine funds from BLDS and Mentoring for All to provide support along a continuum of mentorship roles that could include: associate teachers, NTIP mentors, VP/P mentors, ECE mentors, business, facilities and support staff mentors and board consultants and coordinators.

H. Ontario's Equity Action Plan (\$5.5M)

The ministry will continue working across ministries and with education partners to further its goal to address systemic barriers to student achievement and well-being. Funding in 2018-19 will support key areas such as:

- ***school and classroom practices*** that reflect and respond to the diversity of students and staff so that student populations feel reflected in their learning and are not unintentionally disadvantaged, including supporting Culturally Responsive and Relevant Pedagogy pilots, seven school board-led Equity and Inclusive Education Implementation Networks and pilots that explore interventions, preventative approaches and equity centered programs to student discipline [\$2.0 million];
- ***data collection and analysis*** to prepare for the collection, analysis and use of student or employee identity-based data in select school boards [\$2.5 million]; and,
- ***leadership, governance, and human resource practices*** to enhance accountability for equity in schools and school boards including human rights supports for school boards. Starting in 2018-19, the ministry will begin a multi-year implementation of a two-faceted human rights structure to promote and ensure compliance with principles of human rights and equity and procedurally fair and locally sensitive complaints processes. First, Ministry Regional Human Rights Support Services will be established in regional offices to provide dispute resolution services, including fact-finding and mediation, for boards and complainants in human rights matters. Second, the ministry will provide funding for school boards to employ human rights professionals who will help to build and maintain an organizational culture that promotes and upholds principles of human rights and equity. For the 2018-19 school year, implementation will begin in the Thunder Bay and Toronto area regions followed by province-wide implementation in future years. Additional details will be communicated in the coming months [\$1 million].

I. Parents Reaching Out (PRO) Grants for School Councils (\$2.5M)

PRO Grants for School Councils is an application-based program that supports parents in identifying barriers to parent engagement in their own community and to find local solutions to involve more parents in support of student achievement, equity, and well-being.

J. Professional Development and Apprenticeship (\$5.0M)

As a result of the education sector labour negotiations, a grant of \$0.5 million is to be allocated to school boards with OSSTF education worker local bargaining units to be used on the basis of joint applications received from school boards and OSSTF locals for apprenticeship training under the Ontario College of Trades. A grant of \$4.5M to school boards with CUPE local bargaining units is to be used on the basis of joint applications received from school boards and CUPE locals for apprenticeship training under the Ontario College of Trades/and or professional development opportunities. In both cases, boards and their local bargaining units are to meet to discuss use of the funds, and to submit joint applications for approval by the Apprenticeship/Professional Development Committee. Details on the implementation of the OSSTF funds have been provided in a memo that was issued to involved school boards on March 1, 2018. Further details on the implementation of the CUPE funds will be provided in early April.

K. Professional Development – Principals' and Vice-Principals' Associations (\$0.4M)

As part of the 2018-2020 extension agreement with the Principals' and Vice-Principals' Associations, \$0.4 million will be provided for Principal and Vice-Principal professional development. These funds will be allocated in consultation with the working group referenced in Letter of Agreement #4 of the 2014-2018 Memorandum of Settlement. Further details on the implementation of these funds will be provided at a later date.

L. Re-engagement (12 & 12+) (including Indigenous Re-engagement) (\$1.3M)

Funding will be allocated to all English-language school boards in 2018-19 to provide support as they contact, mentor and monitor students who, despite being close to graduation, have left school.

Additional funding will be allocated to select boards in 2018-19 to provide support as they contact, mentor and monitor self-identified Indigenous students in grade 9-12 who have left school.

M. Strengthening Equity in Northern Boards Initiative (\$7.0M)

As announced in May 2017, the ministry will continue to fund special education supports to students in Northern Ontario school boards and authorities. This funding will be allocated through Northern Cooperatives to all northern boards and school authorities, to carry out innovative/cooperative programs and services that deliver special education supports, and collaborative service delivery objectives to meet the needs of children and youth with special education needs in Northern Ontario.

N. Student Engagement (\$1.6M)

SpeakUp Projects provide students in grade 7-12 with grants of up to \$2,500 to lead and/or participate in projects that strengthen student engagement and help make connections within the classroom, school and wider community.

O. Supporting Cannabis Legalization (\$2.8M)

The ministry is developing education materials for parents/guardians, educators and students to increase awareness and understanding about healthy decision-making and cannabis across the education sector to prevent and delay its use among students and youth. This funding will support training for system leaders (Directors of Education, supervisory officers, principals/vice principals) and the development of targeted resources for school mental health professionals, as well as resources that are linked to the Ontario curriculum.

P. Supporting French-Language Schools and Student Support Grades 7-12 (\$0.5M)

For a second year and based on an application process, targeted French-language school boards will receive funding to support the implementation of in classroom transformation learning evidence-based projects. These projects are intended to ensure the long-term success and well-being of students. The Re-engagement (12&12+) Strategy will also continue to be funded through this envelope.

Q. Supporting French-Language Special Education and the Success of Students with Special Needs (\$5.0M)

In the January 9, 2017 Memorandum of Settlement (MoS) with AEFO and Council of Trustees' Associates (CTA), the Crown undertook to invest \$10M in the French-language school system to promote the success of students with special needs. The Crown also committed to undertake a tendering process to retain the services of experts whose mandate was to collect data and information on the challenges of teaching and supporting students with special needs at the classroom level. The report submitted by the experts will inform the specific utilization of the funding, which will be decided by a central committee (the Crown in consultation with AEFO and the CTA). The central committee is currently meeting to make recommendations on the distribution and use of the funding allocation for the 2018-19 school years. Board-by-board allocations will be made available once the central committee has made its recommendations.

R. Supporting Special Education Assessments (\$20.0M)

Over the next three school years, the ministry is providing approximately \$125 million in application-based EPO funding to address current waitlists for assessments, beginning with a projected \$20 million in 2018-19. The ministry will engage in ongoing, focused conversations with school boards about their assessment and program/service needs. The focus will be on building capacity and/or developing local approaches for boards to

be better positioned to provide timely, responsive assessments, programs and services on a regular basis. Further details will be provided at a later date.

S. Teacher Learning and Leadership Program (TLLP) (\$4.4M)

This program is aimed at experienced teachers and involves self-directed learning and sharing based on ministry, board or school priorities. It enhances opportunities for experienced teachers to expand their knowledge and leadership skills, and share exemplary practices with others. Since the program began in 2007, over 1,100 projects involving the work of approximately 50,000 teachers have been approved for funding.

T. Transportation Funding for Children and Youth in Care (\$3.5M)

Funding will be allocated to school boards to provide transportation services to support children and youth in care to remain in their home school on a temporary basis, after a placement change, until a more natural transition time and when it is in their best interest.

U. Tutors in the Classroom (\$1.2M)

With this funding, boards are able to hire and train postsecondary students to tutor elementary students. The tutors support the work of classroom teachers by working with students to reinforce skills and concepts. Funding is accessed by board application and allocations will be finalized later in the year.

Next Steps

If you require further information about these initiatives, please contact your regular ministry program contacts or the office of the Assistant Deputy Minister responsible for the program.

The ministry looks forward to continuing our working partnership with the school boards.

Your commitment to achieving excellence for all our students and providing effective leadership are valued.

Together in partnership, I am confident that we can provide high quality education to our students and allow them to reach their full potential.



Bruce Rodrigues
Deputy Minister of Education

Copy: Superintendents of Business and Finance

Frank Kelly, Executive Director, Council of Ontario Directors of Education

Anna Marie Bitonti, Chair, Council of Ontario Directors of Education

Andrew Davis, Assistant Deputy Minister, Education Labour & Finance Division

Bohodar Rubashewsky, Assistant Deputy Minister, Chief Administrative Officer,
Corporate Management and Services Division

Denise Dwyer, Assistant Deputy Minister, Indigenous Education and Well Being
Division

Denys Giguère, Assistant Deputy Minister, French Language, Teaching,
Learning and Achievement Division

Joshua Paul, Assistant Deputy Minister, Capital and Business Support Division

Martyn Beckett, Assistant Deputy Minister, Student Achievement Division

Patrick Case, Assistant Deputy Minister, Education Equity Secretariat

Richard Franz, Assistant Deputy Minister, System Planning, Research &
Innovation Division

Shannon Fuller, Assistant Deputy Minister, Early Years and Child Care Division

Shirley Kendrick, Assistant Deputy Minister (A), Student Support and Field
Services Division

Appendix A - 2018-19 School Year EPO Funding Allocations

Recipient	Initiative	Total
Halton Catholic District School Board		
	Community Use of Schools: Outreach Coordinators	\$ 73,600
	Highly Skilled Workforce Strategy K-12: Experiential Learning	\$ 157,603
	Innovation in Learning Fund	\$ 108,111
	Mental Health Workers in Schools	\$ 347,756
	Renewed Mathematics Strategy	\$ 468,986
	Well-Being: Safe, Accepting and Healthy Schools and Mental Health	\$ 182,789
Halton Catholic District School Board Total		\$ 1,338,845

Ministry of Education

School Business Support Branch
2 Carlton Street, #710
Toronto, ON M5B 1J3

Ministère de l'Éducation

Direction du soutien aux activités des
conseils scolaires
2 Rue Carlton, #710
Toronto ON M5B 1J3

**2018: SB04**

MEMORANDUM TO: Senior Business Officials

FROM: Cheri Hayward
Director
School Business Support Branch

DATE: March 26, 2018

SUBJECT: Student Transportation – Grants for Student Needs,
2018-19

As a follow-up to Memorandum 2018: B06, dated March 26, 2018, I am writing to outline the transportation funding allocations through the Grants for Student Needs (GSN) in 2018–19 and to provide an update on the student transportation engagement.

Transportation Funding Allocations

The total Student Transportation Grant is projected to be \$961.4M in 2018–19. A board-by-board summary of the projected allocations for 2018–19 is provided in Appendix A.

Enrolment Adjustment

The Ministry of Education will provide \$9.0M to support school boards with increasing enrolment. The ministry recognizes that declining enrolment does not necessarily result in lower costs or reduction in vehicle use; therefore, boards with declining enrolment will not see any negative adjustments made to their transportation funding.

Cost Update Adjustment

For 2018–19, the ministry will increase the cost update adjustment from 2 percent to 4 percent to provide additional support for school boards to manage increased costs. As in previous years, boards with a transportation deficit in the 2017–18 school year will receive the cost update adjustment, while boards with a transportation surplus will only receive the difference between their surplus and the cost update adjustment if the surplus is less than the total value of the adjustment. It is projected that \$25.5M will be provided for cost updates in 2018–19 school year.

School Bus Rider Safety Training Component

As previously communicated in *Memorandum 2017: SB12* issued on June 1, 2017, the ministry is pleased to announce that standardized on-site school bus rider safety training for elementary students will be available starting in 2018–19. This training is available through a contract established by the Ontario Education Collaborative Marketplace (OECM) with Intertrain. The availability of this standardized program is intended to support the sector in addressing the Auditor General's recommendations for standardized school bus safety training.

The standardized school bus rider safety training is available in English and French and has two age-targeted programs:

- Primary students (JK to Grade 3); and
- Junior/intermediate students (Grades 4 to 8).

To encourage uptake of this standardized training, the ministry is providing funding support to safety training for up to 50% of the boards' elementary students in 2018-19. Funding will be based on the actual number of training sessions conducted and as reported through financial reports, subject to the maximum number of training sessions listed for each school board in Appendix B. It is important to note that only training programs delivered by Intertrain through this OECM contract are eligible for this safety training funding support.

It is the ministry's intention that, with this funding support, all elementary students in Ontario will be provided with on-site and in-person school bus rider safety training every other year at a minimum. School boards that choose to deliver on-site training every year to all students have to allocate budget to fund for the additional training sessions.

School boards and student transportation consortia that would like to provide this training to their students for the 2018–19 school year are encouraged to contact OECM to establish a service agreement. Please note that a service agreement should be established by **April 30, 2018** to ensure training services can be scheduled for fall 2018.

For more information on the standardized school bus rider safety training, please visit the [OECM website](#). Questions about accessing this program and establishing an agreement should be directed to OECM through Mie Okawa at mie.okawa@oecm.ca or (647) 289-3717. Questions about funding support should be directed to the ministry.

The ministry would like to remind school boards that school bus rider safety training videos that were released at the beginning of the 2017–18 school year are still available on [YouTube](#) and [Vimeo](#). These videos cover the general school bus safety topics such as waiting for the school bus, what to do when the bus arrives, getting on and off the school bus, and riding the school bus. Other age-specific and audience-specific topics include roles and responsibilities, student behaviour and bullying. School boards can use these videos throughout the school year to complement the on-site school bus rider safety training. The ministry encourages school boards to incorporate these free videos into their school bus rider safety training practices.

Fuel Escalator and De-escalator Component

The ministry recognizes that fuel costs for student transportation are beyond the control of boards. The fuel escalation and de-escalation mechanism provides some stability in funding for school boards. For 2018–19, the ministry will continue to use the adjusted pegged price of \$0.936 per litre for southern school boards and \$0.957 for northern school boards¹.

The GSN regulation will continue to have a corridor of 3 percent above and below the adjusted pegged prices. If fuel prices, as posted on the Ministry of Energy website² (net of HST), are above or below this corridor in any month from September to June, a funding adjustment will apply. This provision takes into consideration frequent minor fluctuations in market fuel prices that are manageable within the industry and as such, monthly fluctuations in fuel prices within the corridor will not trigger any adjustments. The net total of the monthly funding adjustments will be applied to a board's transportation allocation following the submission of Boards' 2018–19 Financial Statement in November 2019. Boards should note that this adjustment could be positive or negative.

The ministry would like to remind boards to take the potential funding changes due to fuel escalation or de-escalation into consideration when preparing their 2018–19 transportation budgets.

Transportation to Provincial and Demonstration Schools

There are no changes to the funding of daily transportation to Provincial and Demonstration Schools. Transportation funding to cover expenditures for transportation to Provincial and Demonstration schools will continue to be provided based on expenditures reported by school boards, as approved by the ministry. School boards may report these expenses through financial reports and receive direct reimbursement with expenditure approval.

Engagement on a New Vision for Student Transportation

As you are aware, the ministry launched a broad engagement to develop a new vision for student transportation in Ontario. Since January, the executive co-leads, Joan Green and Michel Paulin, have met with school boards, consortia, operators and other community and stakeholder groups across the province. The ministry appreciates the support from the education sector on this important initiative to date. We would like to thank those who have provided submissions to the co-leads as we continue our work on developing a new vision for student transportation in Ontario.

¹ All fuel rates quoted in this memorandum are net of HST.

² <http://www.energy.gov.on.ca/en/fuel-prices/>

Over the coming months, the executive co-leads will review all submissions received through email and feedback gathered from the engagement sessions. They will also conduct research and analysis to support the recommendations in their summary report back to the Minister, expected in fall 2018. The summary report will include short and long term recommendations for the ministry to consider to achieve our student transportation goals both now and into the future. It will also provide guidance for future policy development on issues such as funding and accountability.

If you have any questions or comments, please contact Sandy Chan, Manager, Transportation and Cooperative Services Unit, at (416) 325-2464 or sandy.chan@ontario.ca.

Original signed by

Cheri Hayward
Director
School Business Support Branch

cc: Directors of Education
Transportation Managers

Appendix A: Projected Allocations, 2018–19

DSB #	DSB Name	2017-18 Total Allocation A	2017-18 Base Allocation (Excludes Provincial Schools Funding) B	2018-19 Adjustment for Increasing Enrolment C	2018-19 Non-Salary Benchmark Update (4%) D	Projected 2018-19 Provincial Schools Transportation Amount ¹ E	Estimated Safety Training Amount ² F	Projected 2018-19 Allocation ³ G = B+C+D+E+F	Variance from 2017-18 H = G – A	Percentage Variance I = H / A
46	Halton Catholic District School Board	\$7,545,376	\$7,437,876	\$185,947	\$261,813	\$107,500	\$24,975	\$8,018,111	\$472,735	6.27%

Notes:

- 1) Provincial School Transportation Amount includes an estimated expenditure amount for the board Conseil scolaire de district catholique du Centre-Est de l'Ontario; and the other school boards that have the responsibilities to plan and deliver provincial school transportation.
- 2) Safety Training Amount includes an estimated expenditure amount for each school board.
- 3) Projected 2018-19 Allocation excludes \$15.8M unallocated funding.
- 4) In the case of Lakehead DSB, the projected 2018-19 allocation includes \$80,000 school authority transportation funding.

Appendix B: Maximum School Bus Rider Safety Training Sessions, 2018–19

DSB #	DSB Name	School Bus Rider Safety Training Sessions, Kindergarten to Grade 3	School Bus Rider Safety Training Session, Grade 4 to Grade 8
46	Halton Catholic District School Board	66	69

Halton Catholic District School Board
2018-19 Budget Estimates Schedule

Date	Completed	Item	Description of Activity
September 18th	✓	Ministry Memorandum 2017:SB28	District School Board Enrolment Projections for 2018-19 to 2021-22 memorandum issued
October 17th	✓	ADM Memorandum	Ministry invitation to Education Funding consultation sessions
November 1st	✓	Provincial Consultation (Regional Symposium)	Ministry consultation on 'Education Funding'
November 24th	✓	Ministry Memorandum 2017:SB28	District School Board Enrolment Projections for 2018-19 to 2021-22 submitted to the Ministry
January 22nd	✓	Budget Estimates Schedule & Objectives	Discuss 2018-19 Budget Estimates Schedule & Objectives at Administrative Council
February 2nd	✓	Budget Process Memorandum	Distribute the 2018-19 Budget Process Memorandum to Superintendents, Administrators, Managers
February 2nd	✓	Departmental Budget Reviews	Distribute Budget Input Package to Departments
February 6th	✓	Budget Estimates Schedule & Objectives	Present 2018-19 Budget Estimates Schedule & Objectives and Provincial Consultation to the Board
February 14th	✓	Public Consultation (Online Survey)	Open online survey on 2018-19 Budget Estimates Process
February 16th	✓	Departmental Budget Reviews	Receive Budget Submissions from Departments (by this date)
February 26th	✓	Public Consultation (Online Survey)	Close online survey on 2018-19 Budget Estimates Process
February 26th	✓	Budget Update	Budget Estimates Update (Administrative Council) / Approval of Program Enhancements
February 28th	✓	Departmental Budget Reviews	Complete Budget Review Meetings with Departments (by this date)
March 1st	✓	Budget Survey	Review and collate results of online budget survey
March 6th	✓	Budget Update	Present the Board of Trustees the results of the Online Survey
March 7th	✓	Trustee Budget Consultation Session	2018-19 Budget Estimates: Trustee/Senior Staff Budget Consultation Session
March 19th	✓	Townhall Budget Consultation Session	Discuss upcoming budget
March 26th	✓	Ministry Memorandum 2018:B006	Release of the Grants for Student Needs (GSN)
March 30th	✓	School Budgets	Development of School Budgets Based on Forecasted Enrolment
March 30th	✓	Salary and Benefits Budget	Salary and FTE staffing "snapshot" from HR/Payroll System (base for 2018-19 Budget)
April 3rd	✓	Budget Update	Budget Estimates Update (Administrative Council) / Prioritization of New Initiatives
April 3rd	✓	Ministry Memorandum 2018:B06	Board Report - Release of the Grants for Student Needs (GSN)
April 13th		Salary and Benefits Budget	Send FTE staffing reports to Superintendents for review and confirmation
April 20th		Ministry Training Session	Ministry Training on 2018-19 Estimates EFIS changes and 2018 March Report changes
April 20th		Salary and Benefits Budget	Complete Review of Benefits Budget (Financial Services and Human Resources)
April 20th		Salary and Benefits Budget	Receive FTE staffing confirmations (by this date)
April 27th		Salary and Benefits Budget	Complete Salary and Benefits Budget
April 27th		Release of EFIS 2.0 Forms	Release of EFIS 2.0 Forms and Instructions
May 7th		Budget Update	Budget Estimates Update (Administrative Council)
May 14th		Budget Update	Budget Estimates Update (Administrative Council)
May 15th		Budget Update	Present the Board of Trustees with a Budget Update
May 28th		Budget Consultation	Present Special Education Funding / Budget Challenges and Priorities - SEAC
June 4th		Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
June 5th		Budget Estimates Report (Draft)	Present Budget Estimates Draft Report to the Board
June 11th		Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
June 19th		Budget Estimates Report (Final)	Final Budget Estimates Report to the Board for Approval
June 22nd		Budget Estimates Report (Final)	Post Final Budget Report on Public Website
June 29th		Ministry Memorandum 2018:B06	Submission of Budget Estimates to the Ministry (EFIS)
June 29th		Budget Estimates Report (Final)	Submission of Budget Estimates to OCSTA (EFIS)

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

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

INFORMATION REPORT

10.6

**UPDATE ON THE 2018-2019 BUDGET CONSULTATION PROCESS -
SUMMARY OF FEEDBACK RECEIVED THROUGH TELEPHONE TOWN HALL**

PURPOSE:

To provide Trustees with an update on the 2018-2019 Budget Consultation Process that includes a summary of feedback received through the Telephone Town Hall held on Monday, March 19, 2018.

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 gathered through three (3) methods:

- I. Online Survey
- II. Email
- III. Telephone Town Hall

At the Regular Board Meeting held on March 6, 2016, staff provided a summary of the feedback gathered through the online survey, as well as feedback received via email.

The March 6th report is attached as Appendix F.

This report provides a summary of the feedback gathered through the Telephone Town Hall, as well as additional emails received by email since the March 6th report.

TELEPHONE TOWN HALL

The Telephone Town Hall, facilitated and moderated by *Telephone Town Hall Meeting*, was held on Monday, March 19, 2018.

The session provided an opportunity for 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 voicemail message at the end of the call.

Total Participants in Telephone Poll	330-499
Total Questions Posed	17
Total Voicemail Messages Received	17

Over 2400 parents accepted the call. During the call, parents had an opportunity to respond to a telephone poll using the telephone key pad. A total of 499 parents participated in the poll.

The telephone poll results are attached as Appendix A.

There was also time set aside during the Telephone Town Hall for parents to ask questions of trustees and staff. Questions were submitted by 17 participants. **A list of the questions asked is provided in Appendix B.**

Some questions were submitted and placed in the queue, but were not asked due to time constraint. **A list of the questions submitted and placed in the queue is provided in Appendix C.**

At the end of the telephone town hall, participants had the option to leave a voicemail message. A total of 17 voicemail messages were received. **A transcription of the voicemail messages is attached as Appendix D.**

EMAIL

In addition to the online survey, and the telephone town hall, members of the community were also invited to submit comments via email to the attention of Aaron Lofts, Senior Administrator, Business Services. **The emails received between March 6 and March 29, 2018 have been redacted to exclude personal information, and are attached as Appendix E.**

CONCLUSION:

The consultation phase of the 2018-2019 Budget Process is now complete. The feedback received is provided to Trustees to help guide the decision-making process as the Board considers the 2018-2019 school year budget.

REPORT PREPARED & SUBMITTED BY:

A. SWINDEN
ADMINISTRATOR, STRATEGIC COMMUNICATIONS

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION & SECRETARY OF THE BOARD

2018-19 Budget Process

Telephone Town Hall – Monday, March 19, 2018

Feedback Received Through Telephone Poll

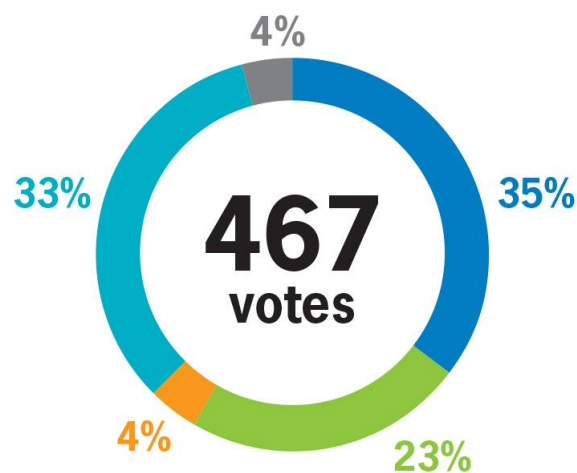
Question #1

One of the areas identified by staff as a budget priority for the 2018-2019 school year is **maintaining and enhancing our Information Technology (IT) infrastructure to support student learning**.

The three main themes identified through the budget survey as areas of focus were:

1. Access to technology
2. Cyber Security
3. Wifi Access

Please rate which of these areas of focus is most important to you.



Responses to Question 1	Responded	% of Total
Access to technology	165	35
Cyber Security	108	23
Wi-Fi Access	19	4
All are equally important	154	33
None of these should be areas of focus	21	4

2018-19 Budget Process

Telephone Town Hall – Monday, March 19, 2018

Feedback Received Through Telephone Poll

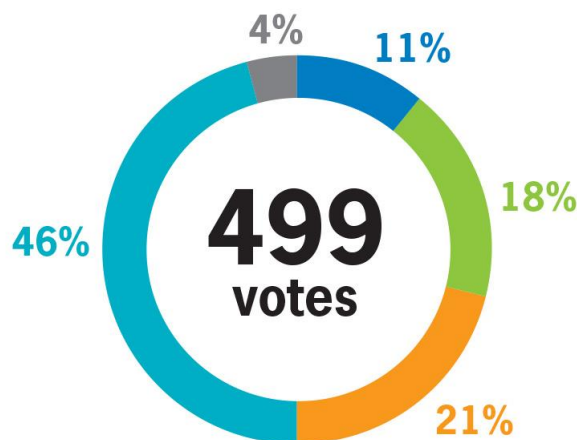
Question #2

Another area identified by staff as a budget priority for the 2018-2019 school year was **maintaining and renewing our schools**.

The three main themes identified through the budget survey as areas of focus were:

1. Maintaining and renovating our outdoor play areas
2. Maintaining and renovating our common areas (gym, cafeteria, library)
3. Heating, Ventilation and Air-conditioning

Please rate which of these areas of focus is most important to you.



Responses to Question 2	Responded	% of Total
Maintaining and renovating our outdoor play areas	54	11
Maintaining and renovating our common areas (gym, cafeteria, library)	88	18
Heating, Ventilation and Air-conditioning	106	21
All are equally important	229	46
None of these should be areas of focus	22	4

2018-19 Budget Process

Telephone Town Hall – Monday, March 19, 2018

Feedback Received Through Telephone Poll

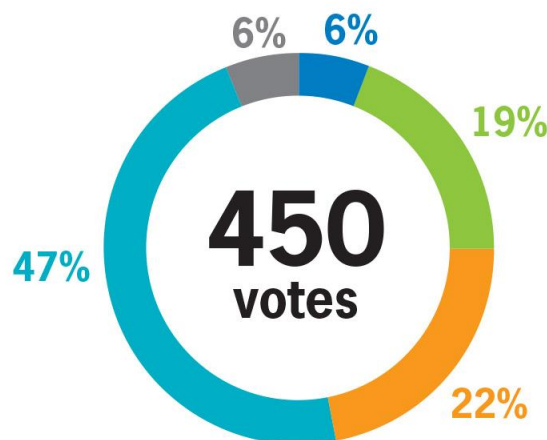
Question #3

Another area identified by staff as a budget priority for the 2018-2019 school year was **ongoing support for students with exceptionalities.**

The three main themes identified through the budget survey as being essential to ongoing support of students with exceptionalities were:

1. Reduce wait times for assessments;
2. Increase school-based special education staffing
3. Prioritize early intervention strategies and programs.

Please rate which of these areas of focus is most important to you.



Responses to Question 3	Responded	% of Total
Reduce wait times for assessments	29	6
Increase school-based special education staffing	84	19
Prioritize early intervention strategies and programs	100	22
All equally important	210	47
None of these should be areas of focus	27	6

2018-19 Budget Process

Telephone Town Hall – Monday, March 19, 2018

Feedback Received Through Telephone Poll

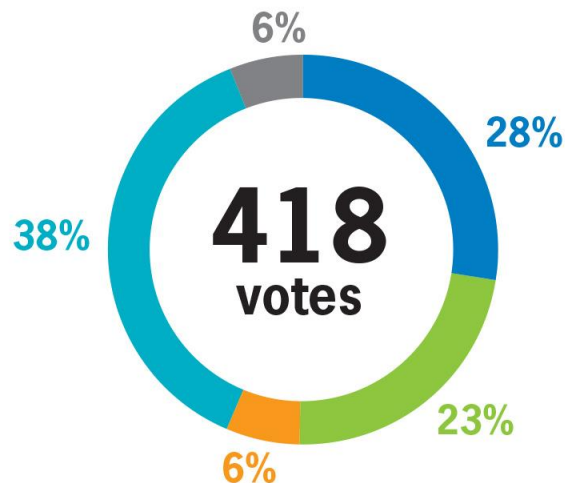
Question #4

Another area identified by staff as a budget priority for the 2018-2019 school year was **parent engagement**.

The three main themes that were identified through the budget survey as essential to engaging parents were:

1. Enhancing communication with parents
2. Increasing access to classroom resources and materials
3. Parent information night sessions

Please rate which of these areas of focus is most important to you.



Responses to Question 4	Responded	% of Total
Enhancing communication with parents	116	28
Increasing access to classroom resources and materials	95	23
Parent information night sessions	24	6
All equally important	158	38
None of these should be areas of focus	25	6

2018-19 Budget Process

Telephone Town Hall – Monday, March 19, 2018

Feedback Received Through Telephone Poll

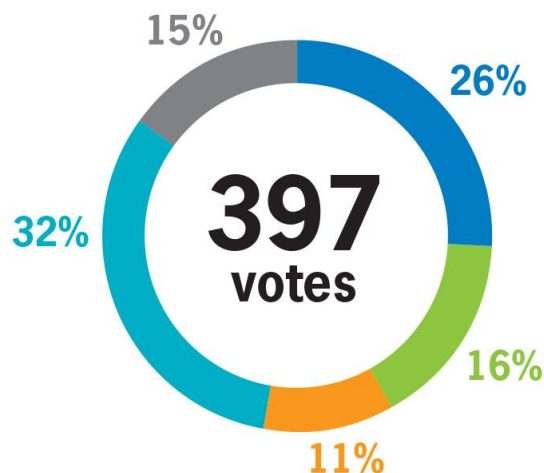
Question #5

Another area identified by staff as a budget priority for the 2018-2019 school year is **ongoing faith formation opportunities for students, parents and staff.**

The three main areas that were identified through the budget survey as essential to strengthening faith formation were:

1. School-based faith formation activities
2. Masses and liturgies
3. Student and staff retreats

Please rate which of these areas of focus is most important to you.



Responses to Question 5	Responded	% of Total
School-based faith formation activities	105	26
Masses and liturgies	62	16
Student and staff retreats	44	11
All equally important	128	32
None of these should be areas of focus	58	15

2018-19 Budget Process

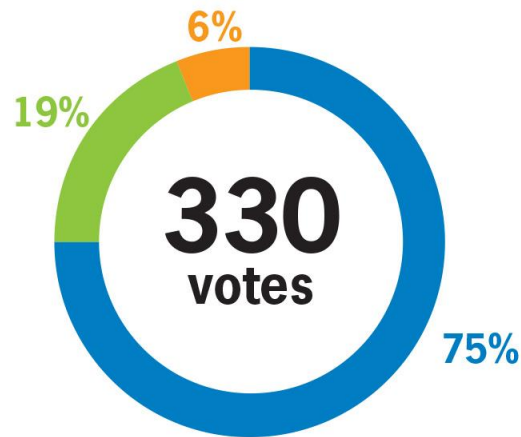
Telephone Town Hall – Monday, March 19, 2018

Feedback Received Through Telephone Poll

Question #6

Another area of focus that came up as a main theme in the budget survey was **maintaining and enhancing ongoing mental health support**.

Please rate the importance of this priority.



Responses to Question 6	Responded	% of Total
Very Important	247	75
Somewhat Important	63	19
Not Important	20	6

2018-19 Budget Process

Telephone Town Hall – Monday, March 19, 2018

Questions Asked

Question #1

Why is the French immersion program not allowed to everyone? Now it's a draw program, used to be first come first served. My first 2 kids are in, not sure if my youngest one can get in. Not fair.

Question #2

Concerned about budget – don't know why some schools don't have French immersion. Would like to have the opportunity for this from the beginning.

Question #3

Discovery eco playgrounds - will they be re-evaluated in the future? Need more information.

Question #4

I understand the change in policy for sick days for teachers. It seems as though it's costing us more money. Is there any chance of returning to the old policy?

Question #5

One trustee from Milton - fast growing area. Amount of money given to our region - we have the lowest. Is there a possibility of getting another trustee and more funding?

Question #6

St. Marks in Burlington - can you explain why a portion of the school was torn down?

Question #7

What are some examples of faith based activities?

Question #8

Are you still planning to close Holy Family School?

Question #9

You said we're one of the lowest funded district school boards around - is that because we're Catholic?

2018-19 Budget Process

Telephone Town Hall – Monday, March 19, 2018

Questions Asked

Question #10

Son is in essential skills class and it is an amazing program! Any discussion about creating bridge year between year 8 and 9? These kids often need a little more help.

Question #11

Note sent to students a couple weeks ago about charity of funding for Sanctity of Life compliant charities. It was a little bit vague – didn't name any charities that will either get funding or not. Can they include specific charities?

Question #12

First thank you for this call. It seems like there's always an issue with budget. What can we as parents do to help?

Question #13

Responder said we've been given handouts, saying we're lowest funded but we don't qualify for grants...what is the true figure? Accommodation - if schools are in good shape, what is the # of schools in need of renovations?

Question #14

How much of the budget for the new initiative is going to be set aside for salary of Equity Officer? Also, what will they actually do? And what are the qualifications going to be?

Question #15

First poll question - what do you mean about access to technology exactly? There's a lot of tech already involved.

Question #16

I noticed you were talking about special education. I feel that some of the teachers are embellishing their reports to get help for their schools. Is this being looked into?

Question #17

How is the French immersion program going to be funded? We were told that it will not be continued.

2018-19 Budget Process

Telephone Town Hall – Monday, March 19, 2018

Questions Placed in Queue But Not Asked

Question #1

Question regarding educational program - I feel like our children aren't learning enough. Kids don't learn enough these days, have to pay extra money for art, music, anything additional etc. Parents need to support everything financial.

Question #2

Are you able to reveal the results of each poll?

Question #3

Why don't they increase the class size at St. Mary's for French Immersion? There is no chance to get in. Clearly popular - add more classes.

Question #4

Equality and inclusion mandated by the province - has a questions regarding this.

Question #5

Anti-bullying - need explanation. Is it zero tolerance?

Question #6

We need to do something about transportation for the small areas. Are there any plans to do this anytime soon?

Question #7

In regards to the school uniforms. It's getting a little expensive. Is there a way to make this any cheaper?

Question #8

Has the board considered health repercussions about having Wi-Fi?

Question #9

Program for French Immersion - children in Catholic school and like them there but they don't get immersion there. I keep calling the school board and there is no space. Why is Oakville different than all the other schools?

2018-19 Budget Process

Telephone Town Hall – Monday, March 19, 2018

Questions Placed in Queue But Not Asked

Question #10

Coming from another Catholic school board - son already in French immersion. Called school board to see if he would automatically go to the Milton program - told there was no space for him. Why?

Question #11

Bullying - racially, what is the board doing about it? Had an experience before March break. I must be very involved to get a solution. We are black and this has been going on a while. My daughter just reported it.

Question #12

French immersion - importance of that from grade 1.

Question #13

What percentage of students are in the French immersion program? Also, how much is spent of a student in that program vs a normal student?

Question #14

We don't have enough in the budget for the students.

2018-19 Budget Process**Telephone Town Hall – Monday, March 19, 2018****Voicemail Transcription (Redacted Version)****Voicemail #1**

Good evening Director Dawson and Trustees. Thank you very much for the opportunity to include parents in your budget town hall. Really enjoyed listening to the questions and your detailed answers um I wanted to second ah one of the parents' concerns regarding the ah current or I guess new extended French um enrollment process, a lottery process as a parent ah with 4 children in the Halton Catholic School District Board two of my children at in the extended French program I am really highly concerned about my next two children and not being able to offer them the same educational opportunities as my older two students ah or children and I really find it difficult as a parent I can't imagine you know my daughter not being selected to go in to the program and having to explain to her no you do not have the same opportunities as your older brother um I really feel that the Board needs to re-examine this and certainly if parents already have a child registered perhaps they can be given some priority in registering their subsequent children please consider that you can email me at [REDACTED] my name is [REDACTED] and I have children at [REDACTED] Catholic School

Voicemail #2

Yes Hello my name is [REDACTED] and I can be reached at [REDACTED] and my question was there were a number of questions around the French immersion program and they got me thinking and wondering what the actual percentage of students in our Board is that go through the French Immersion program and the second piece was what is the average dollar spent in a French immersion or on a French immersion child in the program versus a non French immersion so if you could please get back to me that would be great thanks

Voicemail #3

Hello my name is [REDACTED] and my child is in the adult education program at Thomas Merton School I would just like to say that I'm very impressed with all of you with the leadership that we have I was very glad to take part in this town hall meeting and please keep up the good work.

Voicemail #4

Oh hi good evening I listened to your um meeting. thank you very much for taking my ah message I am one of the parents of a child in Halton Hills that supposed to have the chance to go in to extended French from grade 5 unfortunately ah it didn't happen ah because of the Holy Cross um situation not offering any more French, ah extended French from grade 5 I have left um couple of messages, emails and I did not receive responses back last year in February and May and unfortunately ah my child didn't get a chance to get even in St. Brigid because it is not in our area and even if it was in our area I wouldn't probably get because of the number of the students in the class and I was just wondering ah it couldn't be possible that an extra class may be made or formed for this generation that doesn't actually got the chance to be in extended ah French so if you would be able to um respond to this message

2018-19 Budget Process

Telephone Town Hall – Monday, March 19, 2018

Voicemail Transcription (Redacted Version)

that would be great and unfortunately right now we are looking to change schools ah maybe even boards because I still want my child to have the chance to learn French. I don't know it was the subject tonight about French lots of questions but it just happen that it didn't work out for us and we are kind of frustrated thank you very much and have a nice evening bye bye

Voicemail #5

Hello my name is [REDACTED] and my phone number is [REDACTED]. Um I just have question about screening and assessments um if a parent has a concern on whether their child might have a learning disability um of of some kind maybe an ADHD or ah anything like that um my question is I have a pamphlet that I pulled from your website A Parent's Guide to Special Education Programs and Services and it says here that um the Board provides assessment services wait times um vary according to type of assessment but the wait time for psychological assessments is approximately 6 months um when I inquired about a psychological assessment I was told that my daughter would probably at the earliest get assessed in grade 5 she is just finishing grade 2 and I find that this is an excessive wait time ah to be looking at because there is another two years of school that she could be struggling um however I was told that I could do this privately I could get the psychological education testing done privately and I have looked into this but of course as you might know the cost is in the thousands of dollars um we don't have benefits for that cover this type of service so it is a bit of an expense although I can probably find a way to fund this myself I find this is a bit concerning and alarming for parents who may not have money to be able to do this if they have to go and do this on a private basis to avoid waiting for two years My question is, is this a normal wait time because according to the pamphlet that I have here is that the psychological assessment done through the school the waiting time is approximately 6 months so I'm not sure if I'm thinking of the same thing cause I'm thinking of psychological educational testing for my daughter and I would like to speak to somebody about that and see um what the opinion is and if this is an actual if this information on your pamphlet is actually correct or not. Anyway thank you again my name is [REDACTED] my number [REDACTED] [REDACTED] and I look forward to hearing from you

Voicemail #6

Hello my name is [REDACTED] and I did not get a chance to have my question addressed Um my question centers around the school uniform for the kids Um I do notice I did notice that it is becoming more and more um difficult for us to be able to afford it these especially for those of us who have you know a good number of kids in the school at the same time um it is pretty much not affordable anymore um just before the school year began in 2017 in September um some of us did get um a you know like a most of our orders for which we had even paid in full were not available because the school uniform had some issues with um a back order so we still had to go out and get you know use our money and get something close to what looked like school uniforms for the kids to use just before at least until the

2018-19 Budget Process

Telephone Town Hall – Monday, March 19, 2018

Voicemail Transcription (Redacted Version)

school supplier was able to provide them so my question is are you able to you know to make those uniforms more affordable by you know working out something with the school supplier to have it a little more subsidized ah for those of us who have more than one kid in the school are we able to get some sort of incentives or you know discounts where you can buy some uniforms for the first child for full price and other kids at a discounted price so that is just what I wanted to get across and I would be happy if someone could get back to me my phone number is [REDACTED] and the name is [REDACTED] once again I can be reached at [REDACTED] and the name is [REDACTED] thank you and have a great day bye bye

Voicemail #7

Thank you for chance for joining the conference meeting. I would like to have a more chance if you uh have a... for the meeting. Ok thank you bye

Voicemail #8

Hi. Once again I just want confirm if um um when it cross what's it called the school board for example the district peel catholic school board can be transferred to the halton catholic school board the case in point is um my son who is attending catholic school board in Mississauga and now we have moved to Milton but he is unable to continue his French in Milton because there is no slot please verify this and give me a call back my number is [REDACTED]

Voicemail #9

Good evening. I have been listening to the calls for the past hour I'm not quite sure what your mode of reply is going to be here my name is [REDACTED] and I am calling from [REDACTED] and that's in Burlington and my children are students of [REDACTED] and have been also attending [REDACTED] Secondary Um my question at this point I'm not sure if it's a question or concern that I just really want to state is in regards to this decision around the charities that the board will support student activities to raise money for and for example my our school [REDACTED] here in Burlington has done a yearly fund raiser for Terry Fox um I think I have been with the school 16 years now through 3 children and um every year for that 16 years we have done a fundraiser for Terry Fox and I understand that may not be one of the charities supported in the future I have a lot of concerns about the decision and the decision making process around this list of charities and who made that decision and I still have a lot of concerns around that and I'm wondering what the um ah frankly what the process might be to undo that decision or to at least modify that decision and I would really hope that there would be an opportunity to do so because it strikes me that that decision that discussion happened sort of in haste and um I think the implications are quite significant here um so I guess that's my comment and my concern going forward right thank you bye bye

2018-19 Budget Process

Telephone Town Hall – Monday, March 19, 2018

Voicemail Transcription (Redacted Version)

Voicemail #10

My name is [REDACTED] my number is [REDACTED]. My call is with my call in question is with regard to um Milton's current um trustee representation within the halton catholic district school board presently we have one trustee and that is not slated to increase but rather stagnate at 1 for the next 4 years until the next trustee is elected um parent's have been asked to um provide input with the survey that's due tonight um whose timing was kind of poorly timed with this budget survey as well um but my question is this if I am to understand that representation is largely determined um by the number of ratepayers within a municipality then one would expect that Milton with 22,100 rate payers um that we are currently under represented um and that the disparity is quite significant given the number of 22,100 ratepayers and the lead um lead municipality being Oakville having 44,471 I believe I would expect that Milton would have at least one more trustee I am curious as to why there is a cap of 9 trustee's um and how this might be petitioned to change um is there a chance to increase the number of trustees by petitioning the cap to change in order to get a more equal and equitable representation for Milton who um which as a community has continued to show increased population numbers for the last decade um that are probably the highest in all of Ontario and definitely the highest in all of Halton. At present Milton's elementary enrollment and secondary enrollment at 4.7% and 8.4% respectively for the next 4 years would indicate to one that perhaps another trustee is due to represent Milton. I would greatly appreciate a phone call back with more input to this and possibly an extension for the survey in order for parent's to be able to adequately represent their voice for the trustee appointment. My number is [REDACTED] I definitely have more questions but I am going to leave it at that thank you kindly have a nice evening

Voicemail #11

My name is [REDACTED] my phone number is [REDACTED] again that number is [REDACTED]. My question was not quite uh picked and thank you again for taking the questions as I know the time is limited. My question was specific to technology and wifi in school so if there is a chance I would like to have a quick conversation around it considering there is a lot of data and research showing health problems and effects of technology and wifi on young children who are exposed to it daily so I was just wondering if you could share what the board has in mind and how we are planning to spend our budget money on that that would be great so again my number is [REDACTED] and my number is [REDACTED] thank you bye bye

Voicemail #12

Hi there my name is [REDACTED] and I am a mum or parent of [REDACTED] [REDACTED] in Oakville. I ah my biggest concern for this year's Halton Catholic District School Board budget is the concern of communication between the teacher and the parent in regards to every day communication for assignments or activities happening at the school. It seems like the Agenda is the only opportunity to communicate and I feel this is discouraging considering that we live in a technological world and it would be great to be able to email a

2018-19 Budget Process

Telephone Town Hall – Monday, March 19, 2018

Voicemail Transcription (Redacted Version)

teacher or receive an email or communicate with them electronically without disturbing the class but it is a more effective way I wanted to know if we could put more emphasis or if it could be board driven that our school and the schools in Halton could implement this kind of communication because right now it seems like all the answers or all the communication is through the agenda which is usually written by the student and is almost limited and doesn't give any information to what is happening what the assignments are how my child is doing how the student is doing in class I think communication is key and unfortunately our school board is very behind in that.

Voicemail #13

Hi Thank you so much for the parents session and the calls that you had today it was really helpful. I have a question regarding the sexual education my son is in grade 4 and I know that he should start learning about that in grade 5 I'm a bit worried that it is slightly early for this age to get into sexual education information and I am also concerned with how are you explaining the homosexual part related or in compared to our Catholic teaching? I mean how do we make sure that we still teach them our Catholic faith when it comes to the sexual education and especially my biggest question is with homosexuality because I know this is all against Christianity so my name is [REDACTED] and my number is [REDACTED] thank you

Voicemail #14

Hello thank you guys for calling me I was listening in and I didn't have any intentions initially before the call of asking a question but I did hear a question that was asked of you that I feel was only partly answered and it was regarding the impact of teacher's sick days on the budget I have concerns regarding this matter for quite some time I know that we are reminded as parents how important it is for our children to have good attendance and I feel it would be the same for teachers to have good attendance and based on my experience I feel that that's not the case with the teachers that my kids have. If you can give me a call I'd like to know exactly what the question that was asked was the impact of the sick days on the budget and how that looks. You can give me a call at [REDACTED] My name is [REDACTED] again that's [REDACTED] that's my cell number, my home number is [REDACTED] and I look forward to hearing from you. Thanks

Voicemail #15

My name is [REDACTED] and my contact number is [REDACTED] my email is [REDACTED] my question is what kind of initiative is the school board taking to enhance the competitiveness that students face when they pass out and get to university and this is the second question that I have in terms of technology and basically procurement of technology how does the school board assess as to what is right and what is the right technology to acquire and how do they go about doing that is there a committee and if so can parents like myself who are in the learning and entertainment

2018-19 Budget Process

Telephone Town Hall – Monday, March 19, 2018

Voicemail Transcription (Redacted Version)

technology industry get involved and provide advice even as a volunteer my telephone number is [REDACTED]

Voicemail #16

My name is [REDACTED] I joined the meeting at a very late stage I had a question. My number is [REDACTED] my question is things we a budget each year towards our children's education is it possible for us like single parent to get assistance towards the children's camp like my daughter is going for camp, it's not going to be easy me paying the fee. Is there any way each parent single parents can be assisted regarding some of the cost of the camp? As I repeat again my number is [REDACTED] If there is there any provision at all how does one go about it, if there's not, how does one go about implementing it? Thank you

Voicemail #17

Hello my name is [REDACTED] my phone number is [REDACTED] This is my question I heard about the board banning some of the charities that don't comply with certain policy or faith. I would like to take a step further and ban them all. I think that we pay enough taxes to the federal, provincial and municipal government to be enough money for the school and for the people. I don't like especially when kids from elementary schools are used to kind of guilt parents to give to charity to me that is embarrassing and should be stopped. I don't have a problem with people donating or giving to charity at work or through their personal or at church but children should not be used to guilt the parents to give. That's embarrassing. I would like to discuss this further and would love to have thoughts to that question on that form. My phone number is [REDACTED]

2018-19 Budget Process

Emails Received – March 6 - March 29, 2018

Two emails were received for the Budget Consultation Process. They are included in their entirety below.

From: [REDACTED]
Sent: Tuesday, March 20, 2018 8:38 AM
To: Comments <Comments@hcdsb.org>
Subject: Town Hall Questions

I tried to submit a question during last night's town hall – by pressing “0” during the call, and then by pressing “1” after the call – but was unable to get through. This e-mail was mentioned at the beginning of the call so hopefully this works for submitting a question. So my question is...

What is the total HCDSB Special Education budget and how much is spent on programming and resources, NOT including classroom teachers, for “Gifted” students, who I understand to be the second largest group of students identified as “exceptional”.

Thank you

From: [REDACTED]
Sent: Monday, March 19, 2018 9:16 PM
To: Comments <Comments@hcdsb.org>
Subject: Timing of the town hall call

Hi,

I wanted to provide some feedback on the timing of this evening's town hall call.

As a parent of three children, aged 10, 8, and 2, the 7:00pm hour is right in the middle of bath (for the little one), and homework/chores for the older two.

While I appreciate that there is likely no “ideal” time for every family, perhaps it could be considered for the future that the call be recorded for parents who are unavailable to take the call at 7:00 (as I was) and listen to it later when they have the opportunity (as I now do at 9:00pm).

This may enhance the level of engagement from the parents in the community, thereby strengthening the Catholic education experience for the families the Board serves.

Thank you for taking the time to review my feedback.

[REDACTED]

INFORMATION REPORT

**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 15th and February 26th, 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.

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

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
Parent/ Guardian/ Caregiver	80.4%	1269
HCDSB staff	23.0%	363
Community resident	9.9%	157
Parish member	7.9%	125
HCDSB School Council member	2.2%	35
HCDSB student	1.8%	29
Community partner	0.6%	9
Other (please specify):	0.3%	4
Total	100%	1991

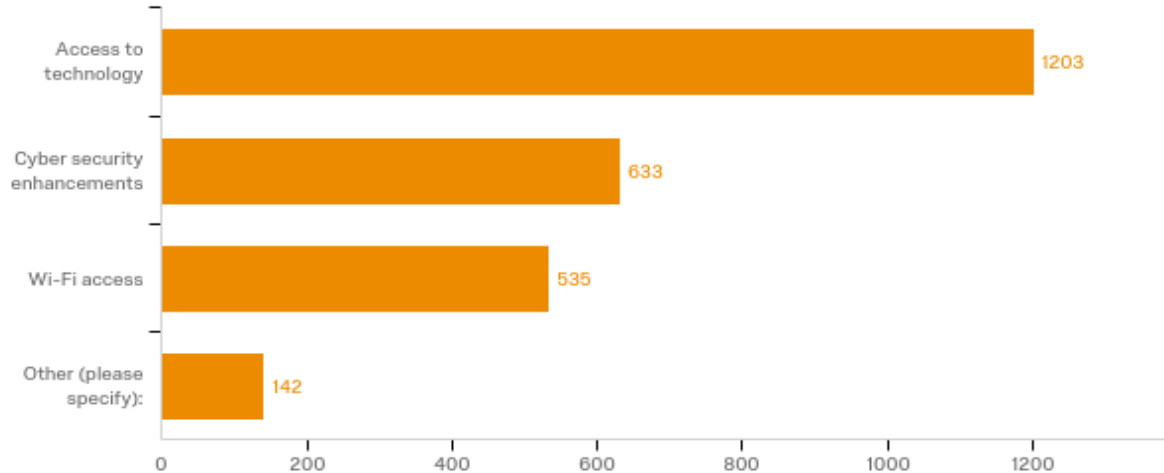
Survey respondents (n = 1573) identified whether or not they had children at HCDSB, and if yes in which panel, as follows:

Answer	%	Count
Yes, elementary panel	61.6%	979
Yes, secondary panel	13.5%	215
Yes, both elementary and secondary	8.6%	136

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
Total	100%	1589

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.



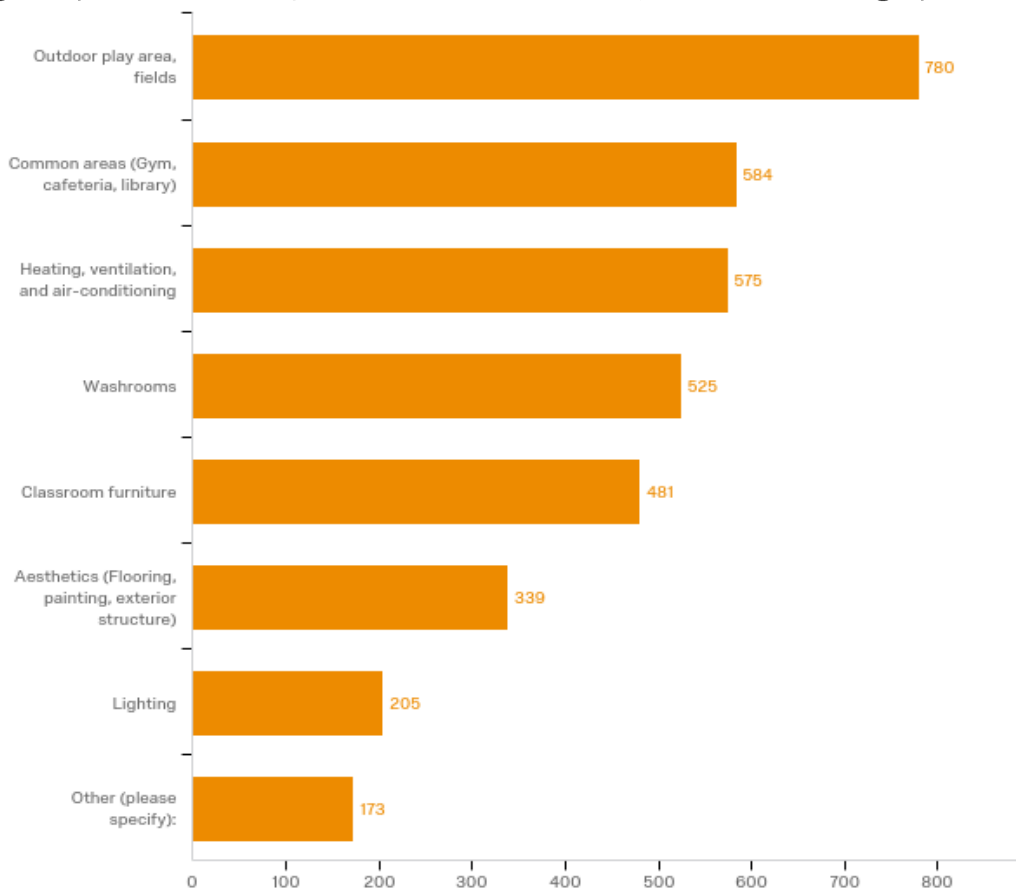
For those respondents who chose other and provided a comment, the most common theme was **increased access to technology/more advanced technology** (16.4%, n=23), mimicking the results of the graph above. Examples:

“Not just access to technology but decent technology, not the ancient machines you currently have.”

“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.



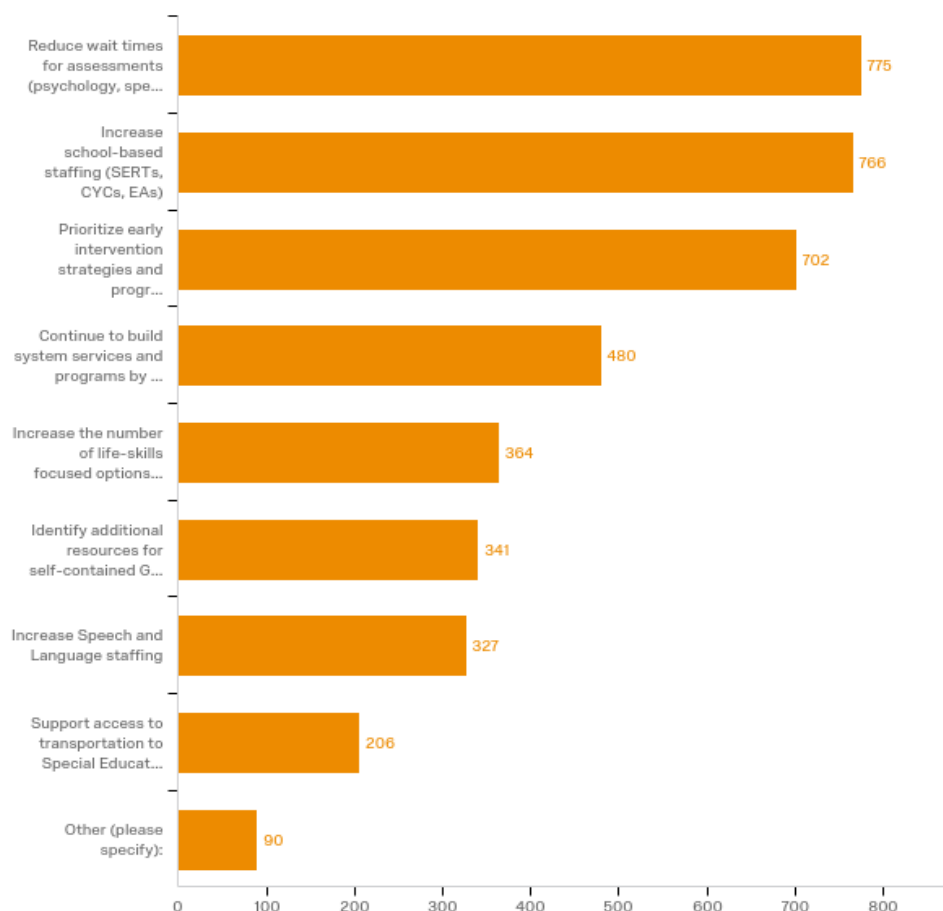
For those respondents who chose other and provided a comment, the most common theme was related to **the whole school/older schools** (11.1%; n = 19). Examples:

“Fix what is broken or grossly outdated (eg. Every school should have air conditioning. Every school should have functioning washrooms)”

“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%).



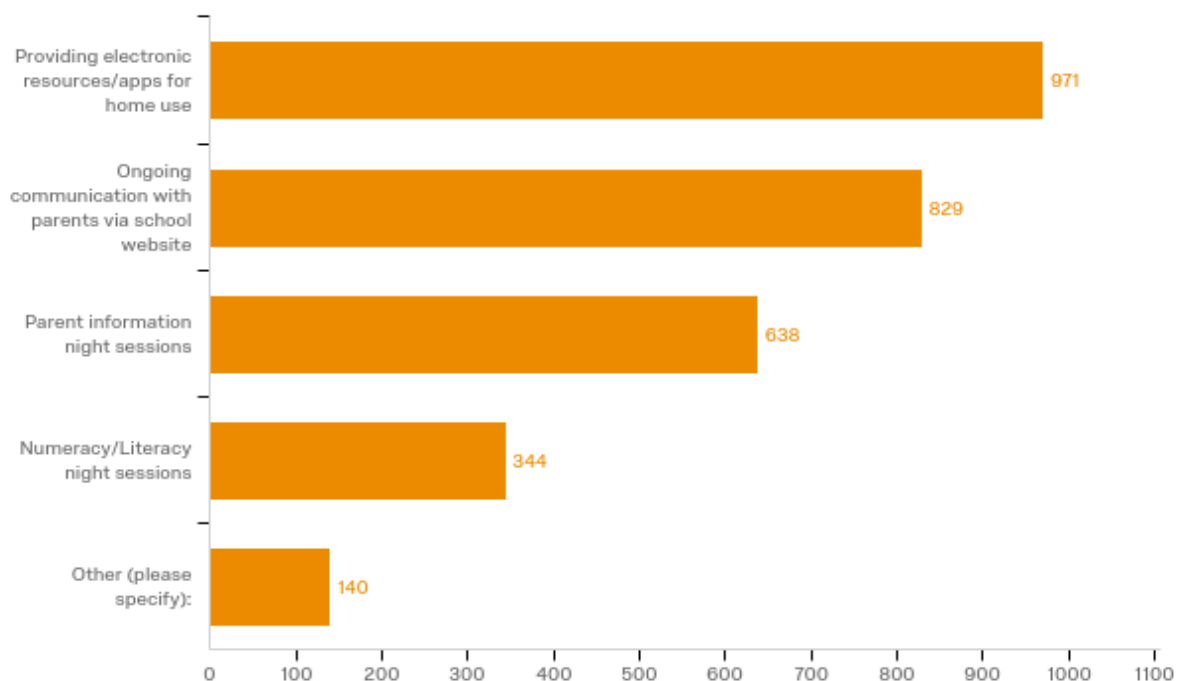
For those respondents who chose other and provided a comment, the most common theme was related to **Mental health supports** (11.1%; n = 10). Examples:

“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.



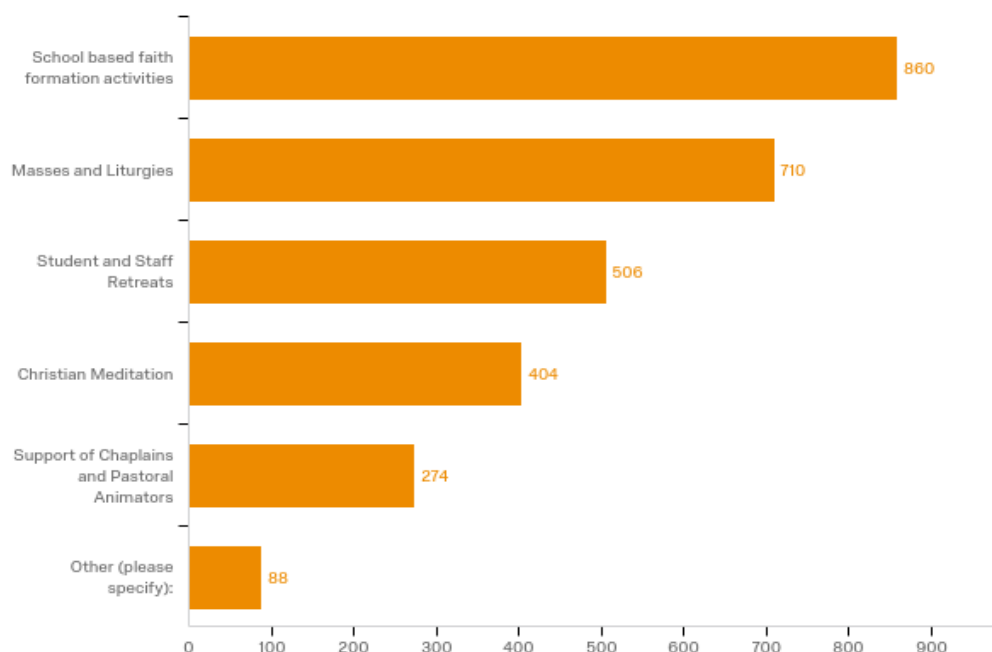
For those respondents who chose other and provided a comment, the most common theme was related to **Increased/more effective communication between school and parents** (40.1%; n = 56). Examples:

“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 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.”

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.



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.”

"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).

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”

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.

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

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

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 (https://www.wired.com/2013/09/ap_code/)
prohibiting social media in the schools' wifi
Proper learning of computers ... Typing and navigation not just games
qualified/experienced tech staffing
reduced class sizes

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!!!

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
unknow - 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

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

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

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 clotted 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.

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

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

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 out 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 -

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

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

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.
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.
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 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.
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

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

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

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?

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.

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)

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

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

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

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

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!

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...

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

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 boards to reduce costs or Regional gov eg. new schools and libraries be one building for both systems

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.

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.

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

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.

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).
Consumables 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 Communion & 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 opportunities 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 than 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 to 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

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

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

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 insensitive 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 field 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.

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.

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

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 ha 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 if 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)

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.

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

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.

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 -

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.

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

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.

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

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.

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.

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.

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

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

From: [REDACTED]
Sent: Monday, February 26, 2018 10:37 AM
To: Lofts, Aaron <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]

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

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.

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

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.

This letter is written on behalf of the parent council at Christ the King Secondary School in Georgetown.

We are deeply concerned about how the Motion to Reconsider Resolution #29/18, (Upholding the Sanctity of Life through donations to charities & non-profits) was handled at the February 20th board meeting.

The original motion (Resolution #29/18) was passed at the meeting held on February 6th. At that time, the student trustees requested time for student council feedback. This same request did not occur for the rest of the HCDSB community at large. We have heard from parents, teachers, administration and our parish, all who were completely unaware of this motion. Our question is why every stakeholder was not given the same consideration. We all deserve to have a voice in this decision.

It is interesting to note that even the “letters from the community” that were referenced in the meeting of February 20th, are all dated February 15th onward, with the majority dated February 19th & 20th. It is clear even those who had their opinions included only became aware of the need to do so at the last minute.

There is a general feeling the Motion to Reconsider was handled in underhanded manner. This becomes even more of a concern in seeing a trustee attempt to prevent the Motion to Reconsider from even being tabled.

It is our understanding that as things stand, this is a resolution and stakeholders still have no input except through letters to the director and board, or through a delegation presentation.

We are firmly against a decision of this magnitude being made solely by trustees who have not taken the time to ask their electorate for input. It seems contrary to how the democratic process & governance at the board level should be handled.

We are asking for the resolution to again be reconsidered, this time after thorough input from the entire HCDSB community. Failing that, we ask it to be changed from a resolution to a policy where the expectation is it will go out for stakeholder feedback.

Also concerning, is the mention of changing the wording in by-law 10.20 from “may” to “must”. This further undermines stakeholders and the community as a whole from having input into serious and important issues. There will be instances when a decision should be reconsidered and of course that requires time for reflection and feedback from those it most directly affects. That can not always be done within the time span of one board meeting.

Further to our concerns of how this vote was handled, is the complete lack of communication still, to the HCDSB community. No one has yet discussed what this means for the immediate future. Given there are only 4 months left in the school year, you must be aware that fundraisers have already been planned and organized for that

time. Staff and students are still in the dark. At the very least they deserve some kind of direction from you.

Regards,
Christ the King Secondary School Parent Council

From: David Harvey [REDACTED]

Sent: Saturday, March 31, 2018 1:06 PM

To: Quinn, Anthony <AnthonyQuinn@hcdsb.org>; Atrach, Christina <AtrachC@hcdsb.org>; Barbul, Anamaria <BarbulA@hcdsb.org>; Danko, Anthony <DankoA@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; Rowe, Mark <RoweM@hcdsb.org>; schwechtl@hcdsb.org; Trites, Susan <TritesS@hcdsb.org>; Dawson, Paula <DawsonP@hcdsb.org>; Iantomasi, Arlene <IantomasiA@hcdsb.org>; Marai, Paul <MaraiP@hcdsb.org>; Michael, Jane <MichaelJ@hcdsb.org>; Rabenda, Diane <RabendaD@hcdsb.org>

Subject: Trustee Danko's Resolution Tuesday, April 3 Board Meeting

Diane Rabenda
Chair
Halton Catholic District School Board

Paula Dawson
Secretary to the Board
Halton Catholic District School Board

Please include this correspondence in the package of materials for the Tuesday, April 3, 2018 Board Meeting

I have reviewed the Resolution proposed by Trustee Danko, which is Action Item 8.2 on the Agenda for the HCDSB Board Meeting on Tuesday, April 3, 2018.

Paragraphs 1-9 of that Resolution set out proposed criteria concerning how a charity or non-profit organization can be placed on or removed from an approved list for fundraising. As such, these paragraphs seek to set fundraising policy.

Regulation 612/00 under the Education Act provides that School Boards must seek the input of School Councils on matters of fundraising policy. School Councils in turn must seek input from parents.

No input has been sought from School Councils on the matters outlined in paragraphs 1-9 of Trustee Danko's proposed Resolution. Therefore, it would be out of order to place that Resolution before the Trustees for a vote, as to do so would be to invite the Board to breach its obligations under Regulation 612/00.

The Board is already in breach of its obligations due to the manner in which Resolution 61/18 was passed. If the Board were to pass Trustee Danko's proposed resolution, it would compound its non-compliance. The Board has received repeated warnings about its obligations to seek community input from students, parents, the Chair of the Board, the Director of Education, and the Minister of Education. Further breaches in the face of those warnings could result in a finding that the Board is operating in bad faith, resulting in legal consequences for the Board and individual Trustees.

A claim of bad faith will be further bolstered by the inclusion in the Resolution reference to the Federal government summer jobs program. This program has nothing to do with the Board's charitable fundraising policy, and leads to the reasonable inference that both Resolution 61/18 and the proposed Resolution are driven in part by an agenda to strike back at a policy of the Federal government, which is completely external to the duties of the Trustees to act in the best interests of the students of the HCDSB and the Catholic ratepayers in Halton. The 33,000 students of the HCDSB should not be used as pawns in a political dispute with the Federal government.

I urge you to follow the law, and seek the legally required input from the community before proceeding any further with the subject matter of Resolution 61/18.

Sincerely,

David Harvey

March 24, 2018

To Whom It May Concern:

In recent weeks, the Halton Catholic School Board has found itself in the news for policies it has enacted in regards to which organizations and charities are acceptable to receive funds raised in campaigns organized by it's schools. As parents of a child in an elementary school within the board, we cannot express how deeply disappointed we are in the board's decision as well as how misguided and confusing a message this sends to the parents and students of the board.

To begin, it is unclear as to why this has become an issue to begin with. For decades, students and faculty of all schools joyfully, participated in various fundraising endeavours. These fundraisers benefitted laudable organizations, such as the Terry Fox Run, the Heart and Stroke Foundation, the Canadian Cancer Society, the Multiple Sclerosis Society and the United Way to name a few. The longstanding partnership between schools at all levels of the board and these organizations was never questioned or with controversy. We are baffled as to why now these relationships are put into jeopardy due to this poorly implemented policy.

The new policy, which prohibits fundraising for any organization which 'directly or indirectly' does not fit with the board's criteria, sets the wrong precedent to teach students how to become valuable members of society. This policy gives license to judge our neighbour, rather than help our less fortunate. It is sending the clear message to students, parents and the public at large, that the Halton Catholic School Board views the above mentioned organizations, as well as any other organizations it wishes to catalogue under this policy, as immoral and unethical. This presumption, falls well outside the mainstream of Canadian society.

Furthermore, what precedent does it make for creating a welcoming and inclusive environment for students and their families? It is very likely that students have been affected by cancer, multiple sclerosis, heart disease or any other major illnesses. If these students and their family members partake in treatments derived from work funded by these organizations, are they themselves immoral and unethical individuals? It is not an easy question to answer, and perhaps the school boards ought to have asked themselves this prior to rushing to pass judgment.

The school board is putting dogma ahead of reality. Students who are opposed to this new policy are right in voicing their opinions. They are only seeking to help the less fortunate of our society. This is a lesson that Jesus himself told us was most important above all others. We whole-heartedly support them. They are admirable and the board ought to listen to their voices and correct this mistake. We are asking for the board to repeal this policy and make it clear that the schools in its mandate are permitted to fundraise for the organizations and charities that they have done for in the past.

Sincerely,

Joel MacLeod
Amanda Downs

From: Rabenda, Diane [<mailto:RabendaD@hcdsb.org>]
Sent: Thursday, March 29, 2018 9:03 AM
To: OHEARN Janet [REDACTED]
Subject: Accountability

Thank you for your suggestions, Ms. Hearn. You have raised some very good points. We will do our best to ensure that the information we provide is clear and easy to comprehend so that all have a good understanding of the matter before they provide feedback.

Take care,

Diane Rabenda

Milton Trustee | Chair

Halton C.D.S.B.

From: "OHEARN Janet" [REDACTED]
Date: March 28, 2018 at 10:03:23 AM EDT
To: "Rabenda, Diane" <RabendaD@hcdsb.org>
Cc: "Rowe, Mark" <RoweM@hcdsb.org>, "Karabela, Helena" <KarabelaH@hcdsb.org>, "Cipriano, Camillo" <CiprianoC@hcdsb.org> [REDACTED]
Subject: RE: Accountability

Thank you Ms. Rabenda,

I really appreciate your quick response. Unfortunately, I am still very disheartened that this feedback was not promoted during the motion phase and I have requested that CPIC look into the situation.

My question is also when the request for feedback is sent will there be a summary attached to the actual policy V-04 and the intended changes to ensure a confirmation of understanding from our families within the Halton Catholic School Board? I am not suggesting that our families are not able to sift through all the documentation, watch the board meetings and policy meetings to get an understanding but I would think we would try and scaffold our families to aid their understanding so they can give their educated opinions/suggestions? Any thoughts?

I am confident that our Halton Catholic District School Board family can work through this we just have to be open, honest and able to listen to opposing views and maybe act on them.

Regards,

Janet O'Hearn

Janet O'Hearn

From: Rabenda, Diane [<mailto:RabendaD@hcdsb.org>]
Sent: Tuesday, March 27, 2018 6:53 PM
To: OHEARN Janet [REDACTED]
Cc: Rowe, Mark <RoweM@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; Cipriano, Camillo <CiprianoC@hcdsb.org>; [REDACTED]
Subject: Accountability

Dear Ms. O'Hearn,

Thank you for your email. I am in full agreement with your comments around consultation and the rights of parents to provide input on matters that affect the education of their children.

To answer your question, although it is true that the Board of Trustees voted to receive as information the delegations heard at the Regular Board Meeting of March 20, 2018, the next action item on the agenda addressed the matter of consultation.

I want to assure you that it is not the intent of the Board to silence our parents or our Catholic School Councils. We certainly value and appreciate the advisory role of our Catholic school councils, and very frequently seek out feedback from our councils on a variety of matters. As you noted, in this particular situation, it is also a requirement outlined in Ontario Regulation 612/00.

The motion that was passed on March 20th will ensure that we gather feedback from school councils, parents, students and staff. Over the next few weeks we will be sending out a request for feedback on the proposed changes to Policy V-04, School Fundraising Activities. Once we have gathered this feedback, we will bring it back to the Board for further discussion on the matter. There will be no 'consequences', as you suggest, because the Board has requested that consultation take place.

I want to thank you for taking the time to share your concerns. I hope I was able to provide clarity on this matter.

Diane Rabenda

Milton Trustee | Chair

Halton C.D.S.B.

From: "OHEARN Janet" [REDACTED]
Date: March 27, 2018 at 9:06:33 AM EDT
To: "RabendaD@hcdsb.org" <RabendaD@hcdsb.org>
Cc: "Rowe, Mark" <RoweM@hcdsb.org>, [REDACTED]
[REDACTED] "Cipriano, Camillo" <CiprianoC@hcdsb.org>, "KarabelaH@hcdsb.org"
<KarabelaH@hcdsb.org>, CPIC <cpic@hcdsb.org>
Subject: Accountability - silence is acceptance

Good Morning Ms. Rabenda,

My name is Janet O'Hearn and I am the co-chair from St. Brigid Catholic School and also sit on the Parent Council for Christ the King Catholic School, in Georgetown, Ontario. We have been reaching out to different associations/people to try and get some answers and unfortunately I am still on that journey.

I needed to write to you today to ask one simple question regarding the motion/policy of the Sanctity of Life regarding fundraising. I have been in attendance of many of the last few Board meetings so I know exactly how the motions were put forth, who opposed them, who were in favour of them etc. etc. I also watch the meetings when they are placed in youtube more often than not.

At the last meeting of March 20th, 2018, when the delegations were entered as "information" it was made public that when the motion for the Sanctity of Life was put forth, and no stakeholder feedback was sought, it was completely against the Education Act with regards to fundraising. What consequences will there be for the Board with respect to not following the "rules"? Will there be accountability for anyone or any process that was not put forth in good faith? We are always placing consequences on our children for not following the rules why is this any different? This has nothing to do with the **content** of the motion/policy this email has to do with shaking my confidence that if we can be **silenced** as a council for fundraising, what other issues will not receive our feedback? I also understand that when it gets through the Policy meeting it will go out for Stakeholder opinion so does that mean that what has gone before will be abolished and forgotten? It concerns me greatly and I would truly appreciate a response with some action items. The Halton Catholic Board of Trustees are to listen and balance opinions, not to dictate. I have no issue if the majority of opinion is different than mine but what really gets under my skin is when my (our) opinion is just disregarded.

I really appreciate the time you have taken to read this and look forward to hearing from you.

I have also gone to CPIC and will attach that correspondence. I have added Mark Rowe on this email as well as the Co-Chair from CTK and St. Brigid, our Superintendent, and Helena Karebela as she is the CPIC Trustee representative. I have attached correspondence between myself and CPIC. I also believe in full transparency.

Regards,

Janet O'Hearn

Janet O'Hearn

From: Claudine Waddick [REDACTED]
Sent: March 23, 2018 3:27 PM
To: Dawson, Paula <DawsonP@hcdsb.org>
Cc: Danko, Anthony <DankoA@hcdsb.org>; Iantomasi, Arlene <IantomasiA@hcdsb.org>; Rabenda, Diane <RabendaD@hcdsb.org>; Michael, Jane <MichaelJ@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; Marai, Paul <MaraiP@hcdsb.org>; Quinn, Anthony <AnthonyQuinn@hcdsb.org>; Rowe, Mark <RoweM@hcdsb.org>; Trites, Susan <TritesS@hcdsb.org>
Subject: Re: 2018 03 20 Delegation Response

Good afternoon,

I am still trying to contain my frustration with the events of Tuesday night's Board meeting when this letter arrived in my inbox. I know it is a procedural matter but it is inflammatory because it confirms the Board's approach to this motion. You have accepted all of the delegations' presentations - for information purposes only. As the Chair said, this means nothing more will be done.

Over and over last night, you were told, you had violated the requirement to seek consultation with parents, councils, and constituents of your Board. You have received this information and you choose to ignore it. At one point, Trustee Quinn, even questioned whether he had received the information that the Board was in violation of the Education Act. In fact, the Board had received the information twice that I am aware of: in an email dated Feb 26, 2018 from Mr. Harvey and again last night from Ms. Monte's presentation (item 5.14). I am not sure if either of these individuals are lawyers but you do not need to be a lawyer to understand this wording -

Ontario Regulation 612/00 19.1.iv states, "Every board shall solicit the views of the school councils established by the board with respect to the following matters: . . . policies and guidelines respecting the fundraising activities of school councils."

The Board has also ignored its own guidelines and policies.

Policy No: V-04: School fundraising is any activity, permitted under this policy, to raise money or other resources, that is approved by the school principal, in consultation with, and upon the advice of the Catholic School Council, and/or a school fundraising organization ..."

Currently, we are seeking advice on how these violations may be brought to the attention of the Ministry of Education. I believe the majority of delegations last night, were seeking to encourage consultation before moving forward. The issue is not the words or intent of the motion but the process that was followed.

You are required to consult with your constituents and I would like to know how you are planning on completing this requirement before implementing this resolution.

Yours truly,
Claudine Waddick

Please add this letter to any future meetings where the motion #61/18 is discussed.



Town of Milton
150 Mary Street
Milton, ON L9T 6Z5

T 905-878-7252
www.milton.ca

March 28, 2018

Halton Catholic District School Board
Catholic Education Centre
802 Drury Lane
Burlington, Ontario
L7R 2Y2

VIA EMAIL: rabendad@hcdsb.org

Dear D. Rabenda:

RE: Halton Catholic Trustee Determination and Distribution Appeal

Please be advised that Milton Council, at its meeting held on March 19, 2018 considered the aforementioned topic and subsequent to discussion, the following was resolved:

THAT Council appeal the decision of the Halton Catholic District School Board to keep the number of trustees for the Town of Milton at one for the 2018 election;

AND FURTHER THAT Council authorize legal counsel and Town staff to take the necessary action to pursue the appeal.

As per the above resolution, please accept a copy of this report for your information and consideration.

Yours very truly,

Meagan Charland
Legislative Coordinator
Town Clerk's Division

- cc: 1. Paula Dawson, Director of Education
director@hcdsb.org
2. Hal Watson, Town Solicitor
watson@omh.ca